



Short-Term Study Abroad and Language Implications in Context

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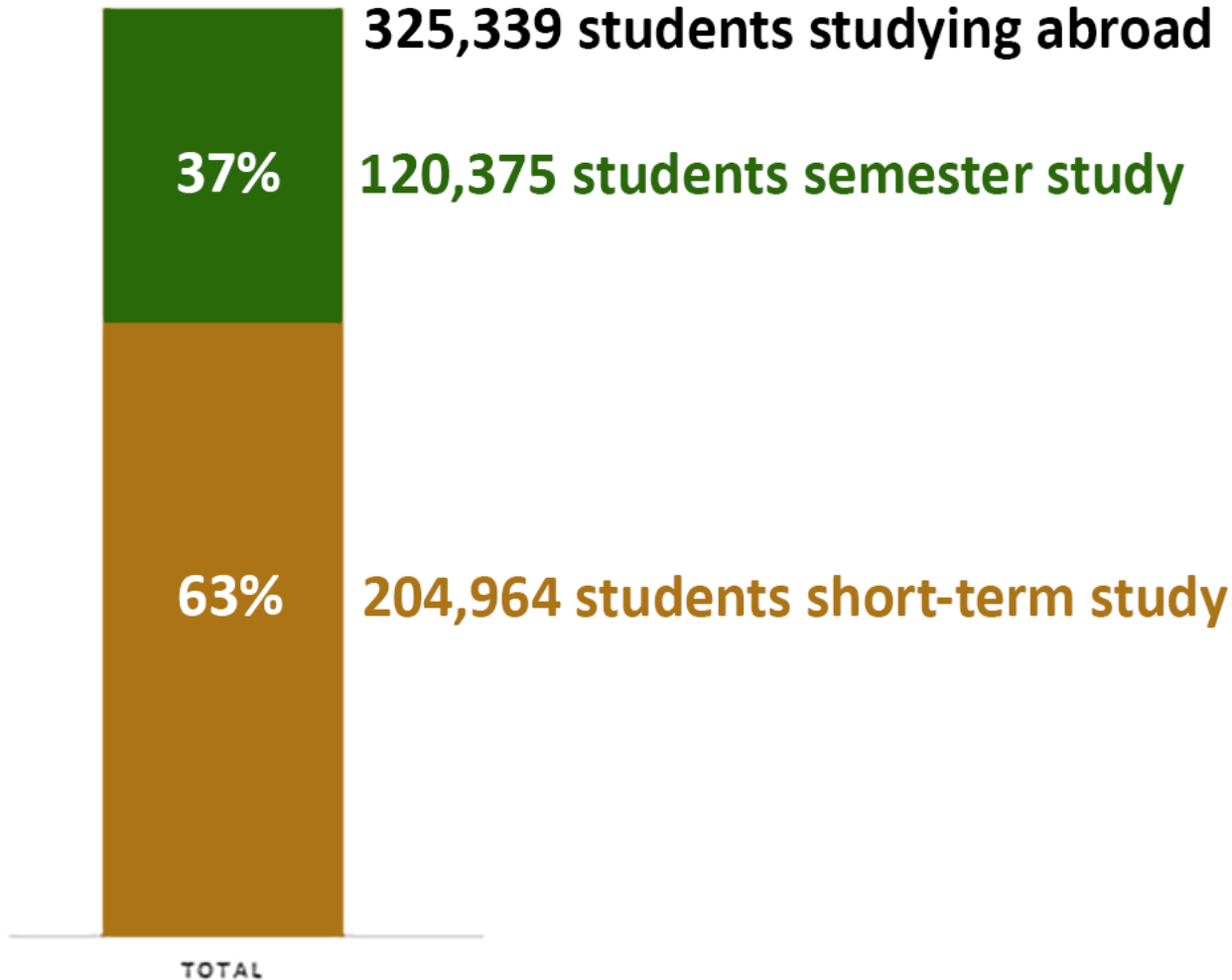


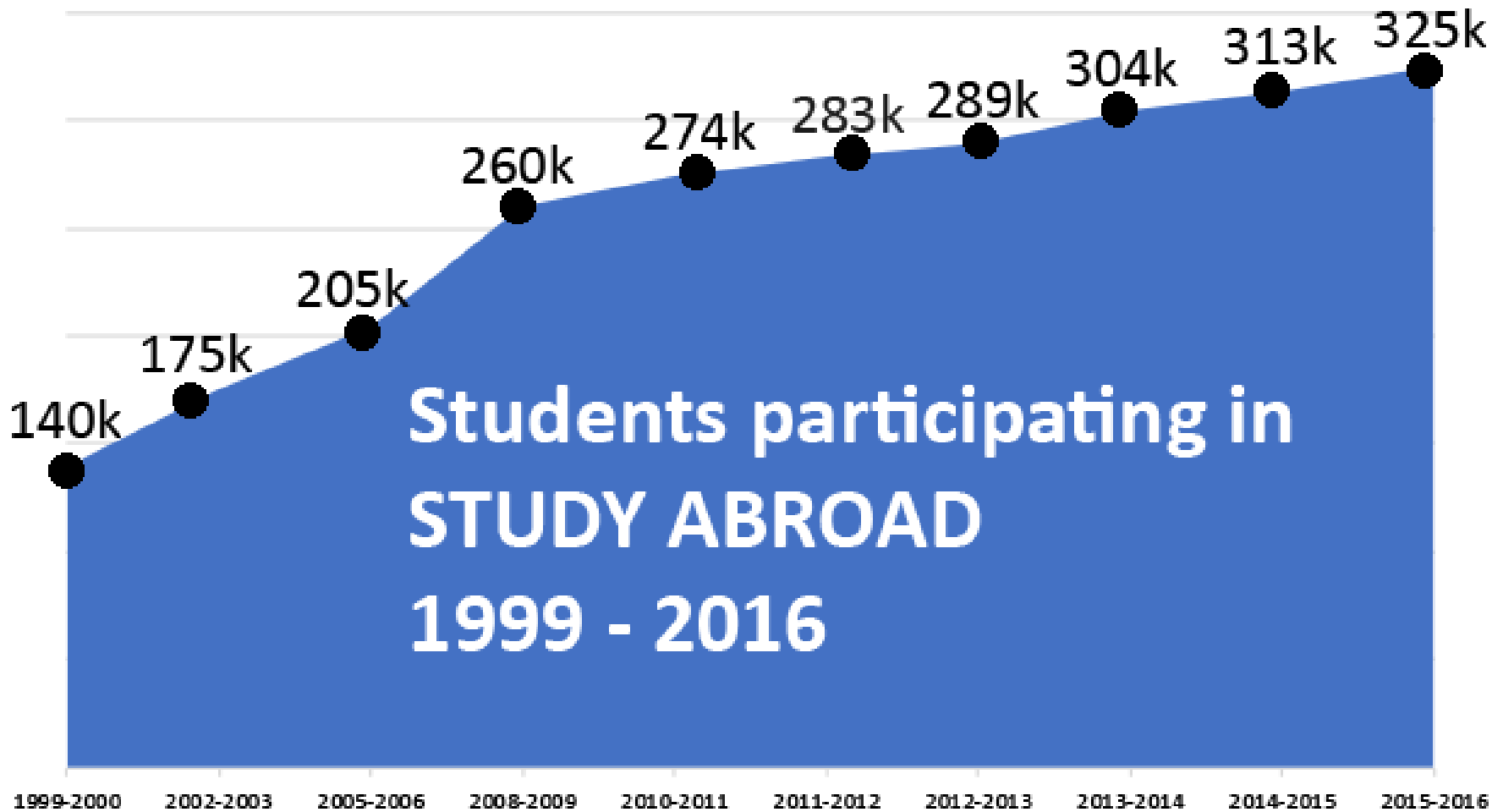
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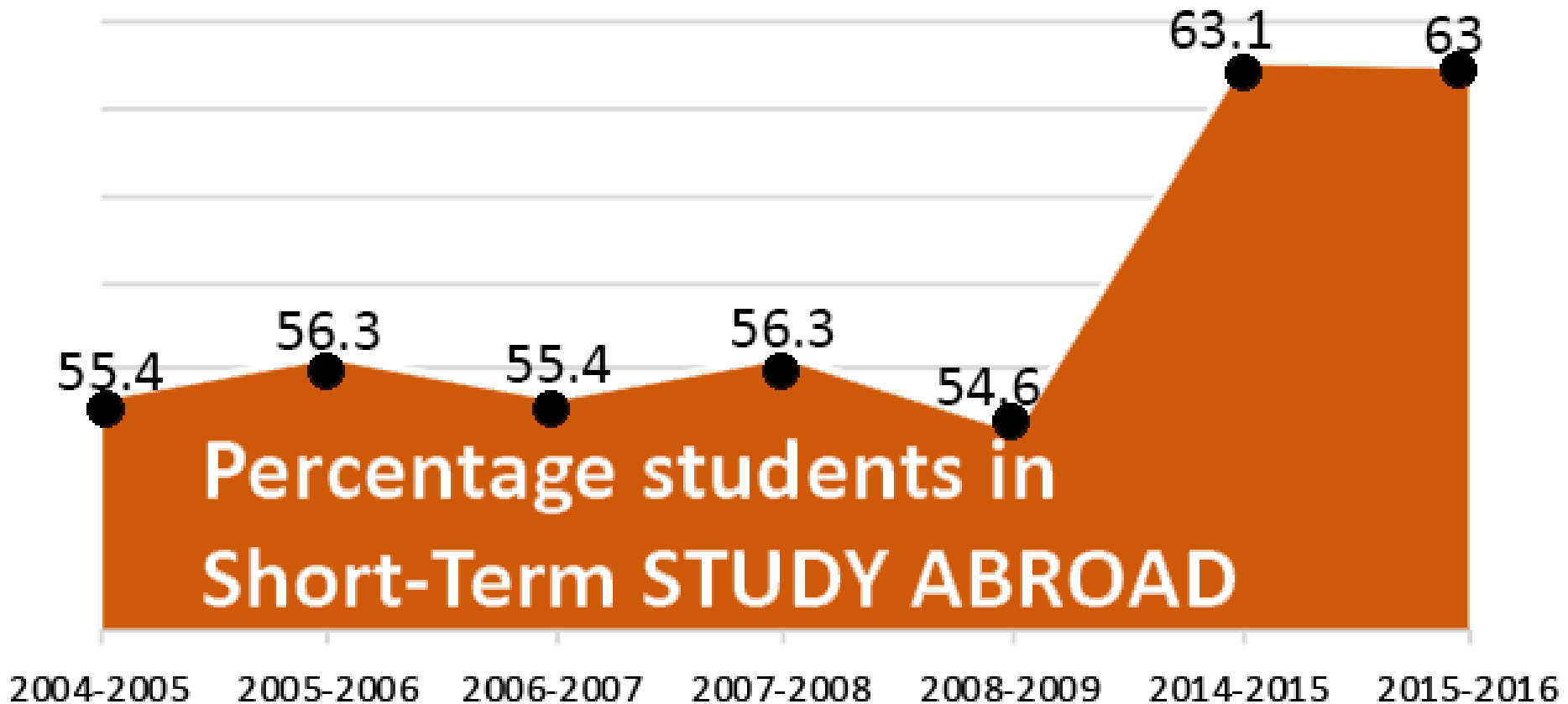
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2015-2016







Literature of Motivation:

Aarts, H., Custers, R., & Veltkamp, M. (2008). Goal priming and the affective-motivational route to nonconscious goal pursuit. *Social Cognition*, 26, 555–577.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom – Students learning-strategies and motivation processes. *Journal of Educational Psychology*, 80, 260–267.

Balcetis, E., & Dunning, D. (2006). See what you want to see: Motivational influences on visual perception. *Journal of Personality and Social Psychology*, 91, 612–625.

Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586–598.

Fishbach, A., & Zhang, Y. (2008). Together or apart: When goals and temptations complement versus compete. *Journal of Personality and Social Psychology*, 94, 547–559.

Gedera, D. & Williams, P. (2016). *Activity Theory in Education: Research and Practice*. Rotterdam. Sense Publishers.

Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*, 7, 450–463.

Shah, J. Y., & Kruglanski, A. W. (2000). The structure and substance of intrinsic motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The search for optimal motivation and performance* (pp. 106–127). San Francisco: Academic Press.

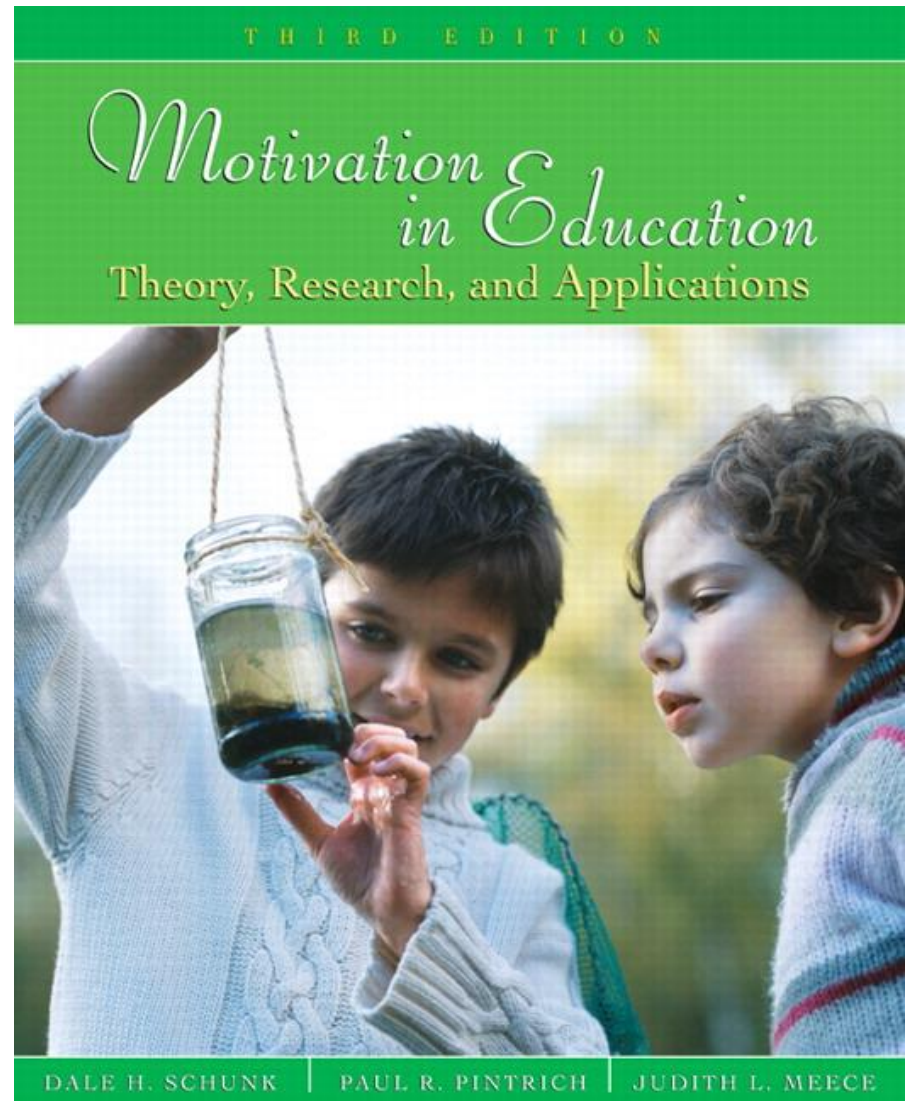
Touré-Tillery, M., & Fishbach, A. (2014). How to measure motivation: a guide for the experimental social psychologist. *Social and Personality Psychology Compass* 8/7, 328–341.

Zajonc, R. B. (1968). Attitudinal effects of mere exposure. *Journal of Personality and Social Psychology*, 9, 1–27.

Motivation in Education: Theory, Research, and Applications, 2nd Edition

Paul R. Pintrich,
University of Michigan.
Dale H. Schunk,
University of North
Carolina at Greensboro.

Pearson. 2002.



Methodologies to Explore “motivation”:

Student Approaches to Learning (SAL)

- Europe/Australia
- Bottom-up; in depth qualitative student interviews

Self-regulated Learning (SRL)

- North America
- Top-down; psychological/theoretical constructs



Intrinsic motivation

(motivation to take part in an activity for its own sake)

- (a) challenge.
- (b) control.
- (c) curiosity.

Appropriate level of 1 of these = persistence in the task.

What is appropriate?

- balanced perception of 1 of the motivators
-



Intrinsic motivation

(a) challenge.

The *Challenge statements* (8) assess the extent to which the student believes short-term study activities challenge his or her skills. Perceptions of self-esteem, feedback, and goals contribute to perceived level of challenge.

(b) control.

(c) curiosity.



Intrinsic motivation

(a) challenge.

(b) control.

The *Control statements* (9) assess the extent to which the student believes he or she has control over academic outcomes in language acquisition during the short-term study program.. This includes beliefs of choice and power concerning activities.

(c) curiosity.



Intrinsic motivation

- (a) challenge.
- (b) control.
- (c) **curiosity.**

The *Curiosity statements* (8) assess the extent to which the student desires to acquire new knowledge (including language acquisition), feelings of surprise, intrigue, and incomplete information during the short-term study program.



MILA

Motivation

In

Language

Acquisition

Short-Term Study Programs

25 items



MILA: Motivation In Language Acquisition

1. I have language goals during my short-term study program.
 2. I am confident I will finish the short-term study program.
 3. I determine how much language I will learn during the short-term study program.
 4. I enjoy communicating in a different language.
 5. I work on communicating in a language until I am successful.
 6. I am confident I will speak in the local language during the short-term study program.
 7. I determine the quality of my short-term study experience.
 8. I participate in a short-term study program because I value education.
 9. I feel good knowing how to communicate in a different language.
 10. I have high expectations for my short-term study program.
 11. I decided to participate in the short-term study program.
 12. I value learning some phrases in the language of the country of the short-term study program.
 13. I value language because I like to learn new things.
 14. I am intrigued by the language spoken during my short-term study program.
 15. I participate in the short-term study program because I am curious.
 16. I look forward to going on the short-term study program.
 17. I am excited to take more short-term study programs.
 18. I enjoy learning about different cultures.
 19. I like to find answers to questions I have about my short-term study program.
 20. I enjoy studying.
 21. I have pictured myself participating in more than one short-term study program.
 22. I am excited about the opportunity of learning a new language after I graduate.
 23. I have pictured myself being successful in my short-term study program.
 24. I speak another language in addition to English.
 25. I intend on taking a foreign language course.
-



Short-Term Study Abroad and Language Implications in Context

Please complete the following anonymous survey & place it in the folder on the table. Estimated time, 10 minutes.

1. I have language goals during my short-term study program.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

2. I am confident I will finish the short-term study program.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

3. I determine how much language I will learn during the short-term study program.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

4. I enjoy communicating in a different language.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

5. I work on communicating in a language until I am successful.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

6. I am confident I will speak in the local language during the short-term study program.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

7. I determine the quality of my short-term study experience.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

8. I participate in a short-term study program because I value education.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

9. I feel good knowing how to communicate in a different language.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

10. I have high expectations for my short-term study program.

1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree



The purposes of this study:

- create a theory-based series of statements;
 - provide a Likert-scale for quantitative data;
 - measure the intrinsic motivation of language acquisition in short-term study abroad programs;
 - execute the scale (before and after a short-term study abroad program);
 - evaluate quantitative data;
-



1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

Results:

- 13/15 students took the before/after survey;

Neutral position:

25 statements x 13 participants x 3pts = 975pts

Before the short-term study program:

25 statements x 13 participants = 884pts

After the short-term study program:

25 statements x 13 participants = 1250pts

Conclusion => general positive motivation
after short-term study program



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Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

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- 13/15 students took the before/after survey;

Neutral position:

25 statements x 13 participants x 3pts = 975pts

Before the short-term study program:

25 statements x 13 participants = 884pts

After the short-term study program:

25 statements x 13 participants = 1250pts

40%+

Conclusion => general positive motivation
after short-term study program



1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

Results:

#1 “I have language goals during my short-term study program.”

Before: 17pts;

After: 31pts

#5 “I work on communicating in a language until I am successful.”

Before: 15pts;

After: 42pts

#9 “I feel good knowing how to communicate in a different language.”

Before: 21pts;

After: 50pts

#12 “I value learning some phrases in the language of the country...”

Before: 34pts

After: 58pts



1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

Results:

#1 “I have language goals during my short-term study program.”

Before: 17pts;

After: 31pts

80%

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Before: 15pts;

After: 42pts

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Before: 21pts;

After: 50pts

#12 “I value learning some phrases in the language of the country...”

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Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

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280%

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Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

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280%

#9 “I feel good knowing how to communicate in a different language.”

Before: 21pts;

After: 50pts

240%

#12 “I value learning some phrases in the language of the country...”

Before: 34pts

After: 58pts



1	2	3	4	5
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

Results:

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Before: 21pts;

After: 50pts

240%

#12 “I value learning some phrases in the language of the country...”

Before: 34pts

After: 58pts

170%



Conclusions:

- **More data needed.**
- **Evaluation of data.**
- **Recommendations.**



Thank you.

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