

## How to Support Students with Decreased and low Autonomous Motivation

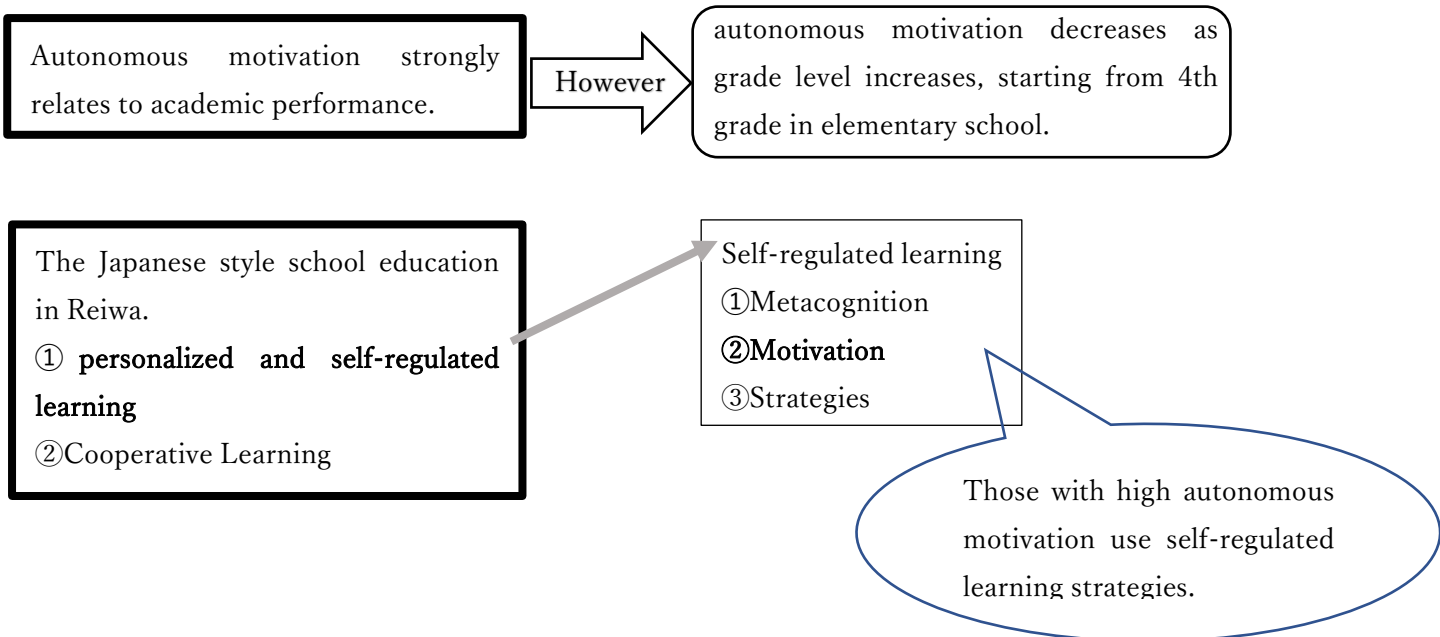
### 1. Outline

My study research factor of student with decreased and low autonomous motivation through interview to university students who have experienced low or no autonomous motivation in learning English. I will consider how teachers can help such students in elementary school based on the research results.

### 2. Background

In Japan, English was introduced as a subject in elementary schools in 2020 because of rapid globalization and Japanese people's inadequate ability to use English. Many studies have shown that learners' attitude and motivation play an important role in foreign language learning.

I want to focus on autonomous motivation and investigate on how to increase decreased and low autonomous motivation,








### 3. What is autonomous motivation?

**Motivation** = Energy to keep learning in order to achieve goals and objectives.

**Autonomous motivation** is defined as engaging in a behavior because it is perceived to be consistent with intrinsic goals or outcomes and emanates from the self. In other words, the behavior is self-determined by the person

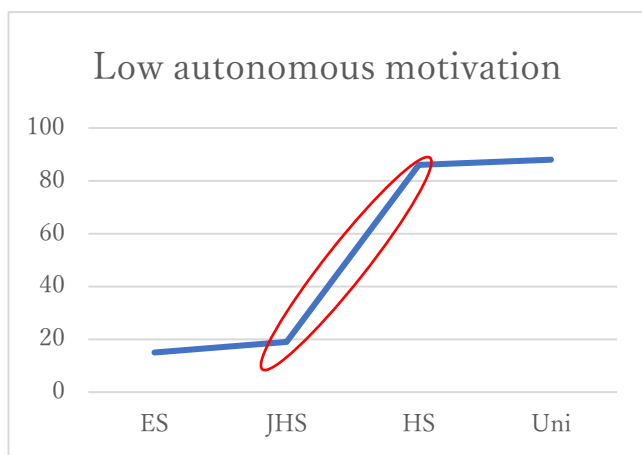
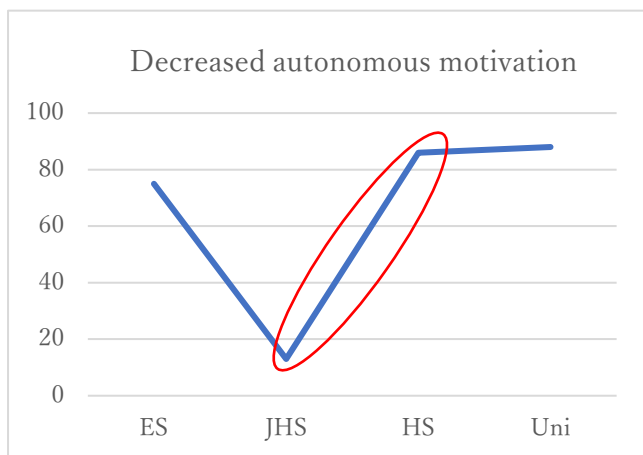
#### ○Self-Determined Theory

It was proposed by Deci & Ryan (1972), there are different levels of regulation and self-determination.

Amotivation	Extrinsic			Intrinsic
Non-regulation	External regulation	Interjected regulation	Identified regulation	Internal regulation
				
Low←	Degree of self-determination			→High

#### 4. Methods

interview



○Number of people surveyed: two persons each

○Main questions:

- ①Factors that led to low or no autonomous motivation
- ②Factors that led to increased autonomous motivation

➡ Support student with low or decreased Autonomous motivation as the teacher

#### 5. Reference

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