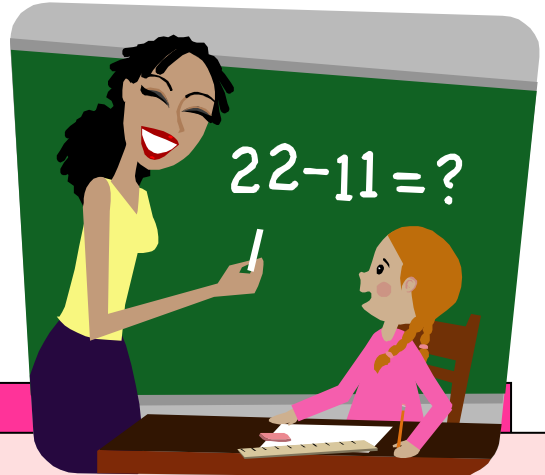


# Teachers' Communication Style Relates to Students' Intrinsic Motivation

A study by (Noels, Clement, & Pelletier, 1999) showed that students' level of [intrinsic](#) motivation is related to their teachers' communication styles. The more [controlling](#) and less informative the teacher is, the lower their students' level of [intrinsic motivation](#).



## Practical examples:

- 😊 Facilitate students to enjoy the subject and the learning process.
- 😊 Be careful in using material rewards and pressure.
- 😊 Provide informative feedback on students' progress without being judgemental or comparing them with others.
- 😊 Acknowledge and commend not just their performance but their efforts.
- 😊 Facilitate students to pursue the subject for [intrinsic](#) rather than [extrinsic](#) reasons (e.g. why the subject or topic is interesting, useful to them, related to what they value or are interested in).
- 😊 Provide constructive information that helps to develop students' competence in the subject (e.g. specific study methods, get students to share study habits, use of study aids, note taking skills, comprehension skills etc.).
- 😊 Encourage student to regulate his or her own learning behaviour (e.g. time management skills, optimal studying environment, planning etc.)
- 😊 Refrain from using controlling languages such "should", "must", and "have to".

**Key definitions:**

<b>Controlling</b>	Events that pressure people toward specified outcomes, thereby denying them the experience of choice (Deci & Ryan, 1980). Presence of salient external controls or incentives.
<b>Competence</b>	Experiencing one-self as capable and competent in controlling the environment of the activity. The need for competence (Deci & Ryan, 1985; Elliot & Thrash, 2002; Koestner & McClelland, 1990) is the need to experience satisfaction in exercising and extending one's capabilities. Naturally, people seem to seek out challenges that are optimal for their level of development (Harter, 1978; White, 1959).
<b>Extrinsic motivation</b>	refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000).
<b>Intrinsic motivation</b>	refers to doing something because it is inherently interesting or enjoyable (Ryan & Deci, 2000).

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