

Motivation in second and foreign language learning

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Introduction

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In their seminal work, Gardner and Lambert (1972) emphasise that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. In certain language environments, as Gardner and Lambert point out, where the social setting demands it (e.g. when the L1 is a local vernacular and the L2 is the national language), many people seem to master an L2, regardless of their aptitude differences.

Because of the central importance attached to it by practitioners and researchers alike, L2 motivation has been the target of a great deal of research during the past decades. Until the 1990s this research had been largely dominated by a social psychological approach inspired by the influential work of Robert Gardner, Wallace Lambert, Richard Clément and their Canadian associates (notably Peter MacIntyre and Kim Noels) (for reviews, see Gardner, 1985; Gardner & Clément, 1990; Gardner & MacIntyre, 1993a). The 1990s brought a marked shift in thought on L2 motivation as a number of researchers in various parts of the world attempted to reopen the

research agenda in order to shed new light on the subject. This renewed interest has led to a flourish of both empirical research and theorising on motivation; while this is a welcome phenomenon, the broadening of the theoretical scope has also led to the adoption of a range of new scientific terms and concepts (often taken over from mainstream motivational psychology) without sufficient discussion of their interrelationship, thus giving L2 motivation an aura of eclecticism and confusion.

In view of these new developments there appears to be a need for taking stock of what we have and where we are going in motivation research. In 1993, *Language Teaching* published a comprehensive review article on L2 motivation by Robert Gardner and Peter MacIntyre, but the considerable recent developments warrant a follow-up to this summary. The current paper takes up the review of L2 motivation research where Gardner and MacIntyre (1993a) left off, by focusing on three issues that seem to be central to understanding the present situation: (1) What is motivation? (2) What are the current motivational paradigms? Where have they 'come from'? And how do they relate to the established results in L2 motivation research? (3) What are the educational implications of L2 motivation research?

A general assumption underlying this overview is the belief that L2 motivation is a complex, multi-faceted construct, and that the diverse approaches highlight different aspects of this complexity. Thus, they do not necessarily conflict, but rather can enrich our understanding—both from a theoretical and a practical point of view—provided they are properly integrated.

1. What is motivation?

Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept. Researchers seem to agree that motivation is responsible for determining human behaviour by energising it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher. This diversity is, of course, no accident; as Dörnyei (1996a) points out, motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naive to assume any simple and

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Motivation In Second And Foreign Language Learning

**Patricia Driscoll, Ernesto Macaro, Ann
Swarbrick**



Motivation In Second And Foreign Language Learning:

Motivation and Second Language Acquisition Zoltán Dörnyei, Richard Schmidt, Richard W. Schmidt, 2001 This volume the second in this series concerned with motivation and foreign language learning includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys

Motivation and Second Language Acquisition Robert C. Gardner, 2010 Offering a historical and empirical account this book provides a comprehensive overview of the socio educational model of second language acquisition This approach to understanding motivational variables that promote success in the learning of a second or foreign language distinguishing between language classroom motivation and language learning motivation is a major one in the history of this field of research Chapters include a discussion of the definition and measurement of motivation historical foundations of the model recent studies with the International Attitude Motivation Test Battery for English as a foreign language in different countries the implications of the model to the classroom context and a discussion of criticisms and misconceptions of the model The book provides graduate students and researchers with unique coverage of this research oriented approach as well as serving as a source book for the area It is ideal for courses on motivation in second language learning or as a supplemental text for research oriented courses in applied linguistics educational psychology or language research in general

Attitudes and Motivation in Second-language Learning Robert C. Gardner, Wallace E. Lambert, 1972

Motivation and Foreign Language Learning David Lasagabaster, Aintzane Doiz, Juan Manuel Sierra, 2014-07-31 Motivation is a key aspect of second language learning There is no doubt that abstract models are basic to gain theoretical insights into motivation however teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom With this in mind the book is divided into two sections the first part includes innovative ideas regarding language learning motivation whereas the second is focused on the relationship between different approaches to foreign language learning such as EFL English as a foreign language CLIL Content and Language Integrated Learning or immersion and motivation Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work

The Palgrave Handbook of Motivation for Language Learning Martin Lamb, Kata Csizér, Alastair Henry, Stephen Ryan, 2020-01-11 This handbook offers an authoritative one stop reference work for the dynamic and expanding field of language learning motivation The 32 chapters have been specially commissioned from the field s most influential researchers and writers Together they present a compelling picture of the motivations people have for learning languages the diverse ways we can research motivation and the implications for promoting and sustaining learners motivation The first section outlines the main theoretical approaches to language learning motivation the next section presents ways in which motivation theory has been applied in practice the third section

showcases examples of motivation research in particular contexts and with particular types of language learners and the final section describes the exciting directions that contemporary research is taking promising important new insights for academics and practitioners alike

How important is motivation in second language learning? I. Magel, 2017-06-15 Seminar paper from the year 2012 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2.0 Saarland University language English abstract Motivation in second language learning is an increasingly important area in applied linguistics The current state of research is characterized by many different approaches which have developed over time Today there are still divided views about motivation The social psychological approach dominated until the early 1990s Criticized later supplemented and eventually replaced by pedagogical and psychological concepts In order to understand the importance of motivation in second language learning it is important to look at different types of motivation after clarifying the definition of the term motivation used in the text below This paper has been divided into three parts First I will give a definition of the term motivation Then I will focus on different kinds of motivation especially the distinctions between motivation regarding learning in general by Deci and Ryan and motivation especially in language learning by Gardner Finally the practical part deals with motivation in second language classroom in Saarland Thus the main question addressed in this paper is How important is motivation in second language learning

Language Learning Motivation Rebecca L. Oxford, 1996 This volume chronicles a revolution in our thinking about what makes students want to learn languages and what causes them to persist in that difficult and rewarding adventure Topics in this book include the internal structures of and external connections with foreign language motivation exploring adult language learning motivation self efficacy and anxiety comparing the motivation and learning strategies of students of Japanese and Spanish and enhancing the theory of language learning motivation from many psychological and social perspectives

Complexity in Classroom Foreign Language Learning Motivation Richard J. Sampson, 2016-06-02 This book explores how complex systems theory can contribute to the understanding of classroom language learner motivation through an extended examination of one particular situated research project Working from the lived experience of the participants the study describes how action research methods were used to explore the dynamic conditions operating in a foreign language classroom in Japan The book draws attention to the highly personalised and individual yet equally co formed nature of classroom foreign language learning motivation and to the importance of agency and emotions in language learning It presents an extended illustration of the applicability of complex systems theory for research design and process in SLA and its narrative approach shines light upon the evolving nature of research and role of the researcher The study will be a valuable resource for practitioners researchers and postgraduate students interested in classroom language teaching and learning especially those with a focus on motivation among learners

Motivation and Second language learning Tanja Lins, 2006-01-07 Seminar paper from the year 2005 in the subject English Language and Literature Studies Linguistics grade 86% High Distinction Monash University

Melbourne School of Linguistics course Second Language Acquisition language English abstract Why do people learn second languages Why do for example Australians study Japanese or Korean people study French The answers to these questions are important according to Rebecca Oxford 1994 because motivation is considered by many researchers to be one of the main determining factors in success in developing a second or foreign language p 12 Gardner even claims L2 motivation to be the primary factor in L2 learning in his socio educational model 1994 p 361 Therefore an investigation of the components of motivation and the influence of motivation on L2 learning seems quite reasonable This essay will focus on the concept of motivation in second language learning Initially the definition of the term motivation shall be discussed and this will be followed by an identification of the key terms Then the attention shall be drawn to research results concerning the importance of motivation as influencing second language learning The essay will discuss Gardners quantitative approach and a recent research of Ushioda shall be taken into account that seeks to provide an alternative qualitative approach This approach focuses on students beliefs and thinkings rather than on measurable and observable activity A final chapter will focus on implications for teaching

Motivation, Language Identity and the L2 Self Zoltán Dörnyei, Ema Ushioda, 2009-01-01 With contributions by leading European North American and Asian scholars this volume offers a comprehensive anthology of conceptual and empirical papers describing the latest developments in L2 motivation research that involves the reframing of motivation in the context of contemporary notions of self and identity

Motivational Dynamics in Language Learning Zoltán Dörnyei, Peter D. MacIntyre, Alastair Henry, 2014-10-14 This landmark volume offers a collection of conceptual papers and empirical research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective The contributors include some of the most well established scholars from three continents all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait The data based studies also provide useful research models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of examining language learning in a dynamic vein

Motivation as a Factor in Second Language Acquisition Katharina Ochsenfahrt, 2012-05-29 Seminar paper from the year 2012 in the subject English Language and Literature Studies Linguistics grade 2 3 [http://www.uni-jena.de/Anglistik/Amerikanistik/course/Second Language Learning language English abstract](http://www.uni-jena.de/Anglistik/Amerikanistik/course/Second%20Language%20Learning/language%20English/abstract/)

The limits of my language are the limits of my world This quotation by Ludwig Wittgenstein a famous philosopher of the 19th century shows how important second language learning is in our modern society Language is one of the main components of the society and culture of the people who speak it People speaking different languages are important for the community in which they work and live because they can connect different cultural groups Besides this social factor there is an economic need for multilingual people as well Apart from the requirement of translators and interpreters there are an increasing number of jobs where people are required to interact with people from foreign countries The ability of

communicating in two or more language can be an essential reason for getting your dream job Another advantage of speaking different languages is that it makes travelling much easier and gives you the opportunity of maintaining friendships with people from all over the world Nowadays most children start learning a second and even a third language when they are still very young Mostly they are not aware of the benefits of speaking different languages for their later lives They simply learn it because it is in the curriculum of their school which is designed for the needs of society rather than for the learner s interests This does not seem like a good point of departure for a successful learning process So it is the teacher s major challenge to motivate the students to put effort in learning the foreign language But how does motivation influence second language learning This paper will define motivation and introduce different motivation theories Then it will discuss the influences of motivation on second language learni

Motivation as a Factor in Second Language Acquisition

,2018-01-09 Seminar paper from the year 2017 in the subject Didactics for the subject English Miscellaneous grade 1 3 University of Duisburg Essen Department of Anglophone Studies language English abstract The limits of my language are the limits of my world Ludwig Wittgenstein Ludwig Wittgenstein was a philosopher of the 19th century his quotation underlines the importance of second language acquisition We live in a globalised world where language is the most important way of communication People all over the world share their cultures and beliefs through their language and interact with each other Aside from social factors language plays an important economic role Nowadays it is not enough to speak one language many employers prefer employees who are multilingual Moreover many children are growing up multilingual which is regarded as a huge advantage In larger terms they are seen as positive result of our globalised world Besides this English is the world language and connects the world Many schools in foreign countries started offering English lessons in primary schools to increase the number of fluent English speakers According to this many teachers try to optimise their lessons and way of teaching Second language acquisition has become a huge field for further research Theories and models are getting improved in order to create better learning environments and help teachers to use authentic and optimised methods in their lessons Many theories and models underline the significance of motivation during language acquiring processes But how important is motivation in second language acquisition and what effect does it have while acquiring a new language This term paper will give a brief definition of the term motivation Then it will present some important and influential motivation theories in order to discuss the influences on second language acquisition Finally it will answer the question what teachers can do to increase the motivation in language classrooms

Motivation and Motivating in the Foreign Language

Classroom Steffi Joetze,2011-06-27 Seminar paper from the year 2008 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 University of Cologne language English abstract The study of motivation to learn a L2 is a thoroughly discussed and researched subject in the field of L2 acquisition Nevertheless questions like What is motivation How do humans get motivated What specifies motivation in language learning Nakata 2006 p 23 are very difficult maybe

even impossible to answer entirely So the aim of the following investigation should not be to give a complete picture of research on L2 motivation but to explore special parts of this extensive topic more precisely and to find out what exactly a teacher can contribute to a motivational teaching in the L2 classroom To show how to enhance students motivational intensity it is necessary to know what motivation is Therefore the complex theoretical concept of motivation itself will be dealt with at first in this paper Furthermore there are various kinds of motivation which have been identified by researchers Some of them will be presented in connection with their theoretical concepts and with reference to this it should be discussed if there is a type of motivation being most effective in terms of L2 learning In a further step the factors of L2 motivation influencing the level of L2 learning motivation will be investigated in more detail Having dealt with the nature of motivation itself and its factors the research will have a more practical orientation to the foreign language classroom For that the point of view will be directed towards teachers and their possibilities of using motivational strategies and techniques in the foreign language classroom The question how students motivation can be increased should be the issue to discuss in this place

Debates in Modern Languages Education Patricia Driscoll, Ernesto Macaro, Ann Swarbrick, 2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today providing an up to date authoritative review of traditional and contemporary issues in language teaching With chapters by leading experts in the field thematic sections explore and consider the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories complex constructs and empirical research the innovations and ideas that shape and will shape the discipline for the next decade Each thought provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented This book is a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development and Masters level study

Motivational Regulation in Foreign Language Learning Kun Li, 2017-04-14 This text focuses on the motivational regulation in English language learning of Chinese college students Considering the importance and necessity of motivational regulation study in foreign language learning it systematically explores strategies used by Chinese college students to regulate motivation taking into account student gender specialty and English proficiency The book considers self regulated language learning pointing out the impact that motivation language learning strategies and motivational regulation have on academic learning and achievement Based on surveys of motivational regulation strategies used by Chinese college students as well as the differences in using motivational regulation strategies between high and low English achievers the volume introduces models of self regulated learning and provides a theoretical foundation for the study of motivational regulation

Challenges of Second and Foreign Language Education in a Globalized World Mirosław Pawlak, Anna Mystkowska-Wiertelak, 2017-09-07 This edited collection brings together papers

by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning In Part One emphasis is placed on challenges that second language education has to face both those more general dealing with language policy issues and those more specific concerned with instructional options in the language classroom Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction Finally Part Three is devoted to challenges involved in second and foreign language teacher education the quality of which to a large extent determines the outcomes of second language education in any educational context The Psychology of the Language Learner Zoltán Dörnyei, 2014-04-04 The scope of individual learner differences is broad yet there is no current comprehensive and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences until now

Second Language Learning Motivation in a European Context: The Case of Hungary Kata Csizér, 2021-01-04 This book provides an overview of second language L2 motivation research in a specific European context Hungary which has proved to offer an important laboratory for such research as a number of major political changes over the past 30 years have created a changing background for L2 learning in an increasingly globalized world The book provides an overview of theoretical research on L2 motivation together with detailed information on large scale L2 motivation studies in Hungary Further it presents a meta analysis of the most important investigations and qualitative data on teachers views regarding success in L2 learning In turn the interdisciplinary nature of L2 motivation is taken into account and relevant antecedent constructs to L2 motivation are investigated Lastly the book outlines possible future directions for L2 motivation research

Perspectives on Individual Characteristics and Foreign Language Education Wai Meng Chan, Kwee Nyet Chin, Sunil Bhatt, Izumi Walker, 2012-10-01 Learner characteristics have been at the center of second language acquisition and foreign language education research in response to the puzzling questions Why are there often large differences in second language L2 learning achievement and why do many learners though proficient first language speakers not succeed in learning a L2 The papers in this book explore and challenge the three key factors in individual difference research language aptitude language learning strategies and motivation

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