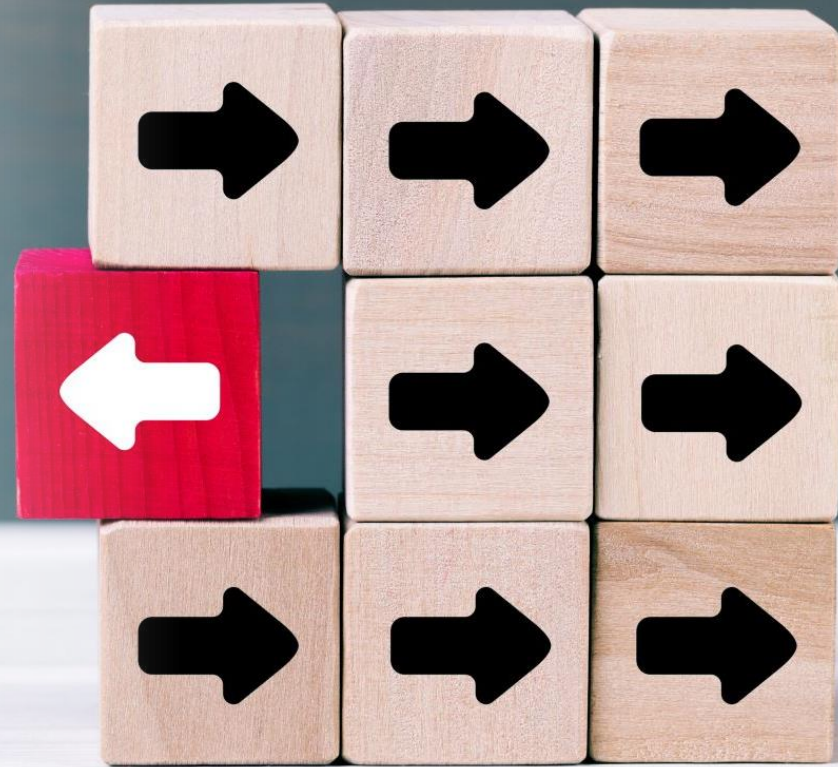


# Language learning motivation and investment

Foreign Language Acquisition  
& Communication I

Class 8-①





# Pre-class questions

What motivated  
you to study  
\_\_\_\_\_ (the  
target language)?

Have you  
maintained the  
same level of  
motivation?

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# Major theoretical frameworks for SLA



Linguistic  
perspective

Cognitive  
perspective

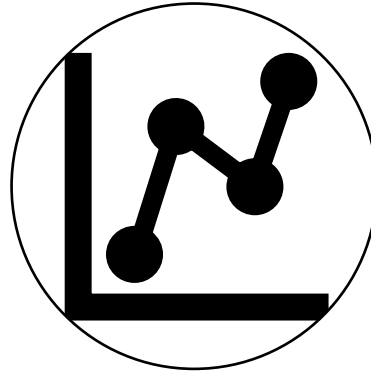
Sociocultural  
perspective

## Linguistic approach



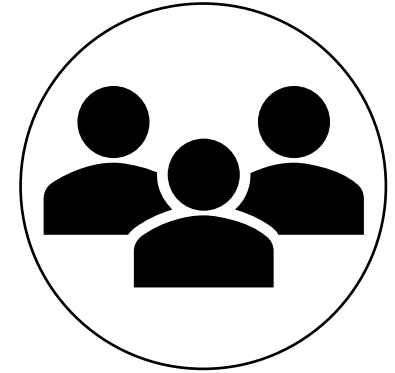
What L2 knowledge do learners have?

## Cognitive approach



How does L2 learning develop?

## Sociolinguistic approach



How do social factors influence **L2 development**?

⇒ mediated through learner psychology

⇒ mediated through an impact of external factors

# **Assumptions of sociocultural approaches**

- Learning is a social activity: constructing knowledge through interaction that should occur in a socially accepted manner.
- Interaction may not automatically occur; it could be impeded by power relations.
- Power relations  $\Rightarrow$  Identity (Norton Peirce, 1995; Norton, 2000, 2013)
- Individual differences

## *Motivation: Socio-psychological classification* (Gardner & Lambert, 1972)

- ☞ integrative motivation: language learning for personal growth and cultural enrichment through contact with speakers of a target language [I like American culture; I want to act like an American; I want to live in America; I want to be a part of native speaker group]
- ☞ instrumental motivation: language learning for immediate or practical goals [I learn English because it should give me more chances to get better job; I want to do well on TOEFL to study in England; If I can speak English fluently, I will get promoted.]

## *Self-determination approach* (Deci & Ryan, 1985, 2002)

- Educational classification
- Intrinsic motivation: behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity
  - Ex. I can learn more new things through English
- Extrinsic motivation: behavior performed as a means to an end, that is, to receive some extrinsic reward (e.g., good grades) or to avoid punishment
  - Ex. I want to do well on the test so that my father will buy me a new computer; I must do well on the test since my parents will get mad at me otherwise.
- Amotivation: the lack of any regulation, whether extrinsic or intrinsic, characterized by a 'there is no point .....' feeling (Dornyei, 2001, p. 27)

## *L2 Motivational Self System (Dörnyei, 2005)*

- (1) *Ideal L2 Self*: If the person we would like to become speaks an L2, the *Ideal L2 Self* is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves.
- (2) *Ought-to L2 Self*: various duties, obligations, or responsibilities in order to avoid possible negative outcomes → extrinsic types of instrumental motives.
- (3) *L2 Learning Experience*: situation-specific motives related to the immediate learning environment and experience.



## Affective variables in second/foreign language learning

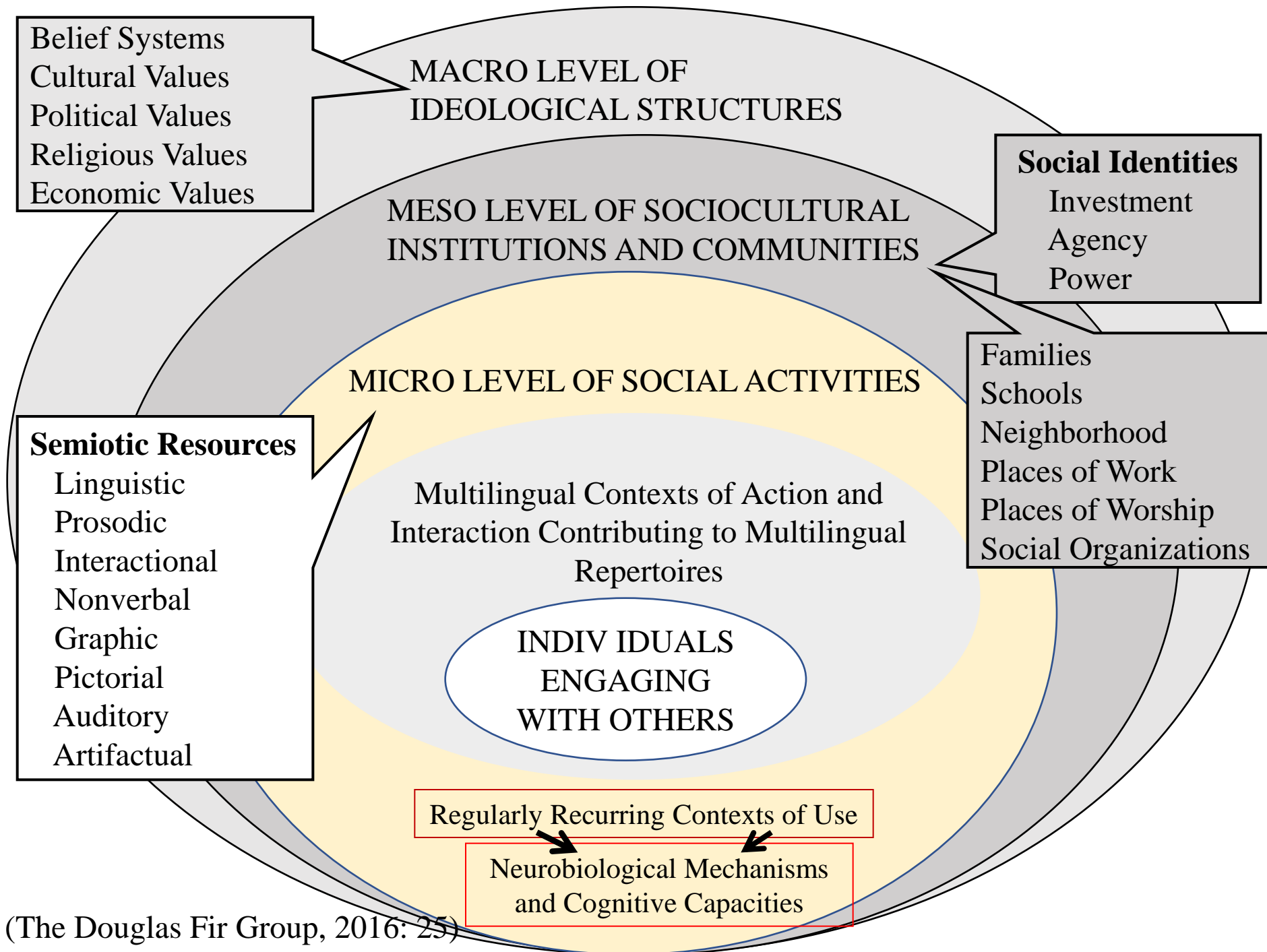
- Learner psychology predicts their L2 behavior (choice of communicating or not communicating in L2).
- If s/he is motivated, s/he is willing to communicate in L2.  $\Rightarrow$  The more s/he is willing to communicate in L2, the more frequently s/he interacts in L2 .
- The more frequently s/he communicates in L2, the more chances of input, interaction, and output s/he has.  $\Rightarrow$  promoting SLA (increasing L2 proficiency )

# Motivation is not static!

- Dynamic character and temporal variation: ups and downs of motivation to learn, the ongoing changes of motivation over time.
- At the beginning of the semester → mid-semester → end of the semester: motivation may go through diverse phases.
- Reasons for doing something → deciding to do/not to do something → sustaining / giving up the effort

## L2 learning is a social activity!

- The Interaction Hypothesis (Long, 1996): interaction is one of the most effective avenues toward promoting second language (L2) acquisition. Thus, L2 learners are encouraged to communicate in a target language.  
→ Communication-oriented language practice (activities) in FL classroom
- However, language is a powerful social force that does more than convey intended referential information.
- Multifaceted nature of language learning and teaching (The Douglas Fir Group, 2016)



## Motivation

- Psychological construct
- Individual language learner
- “learners who failed to learn the target language were not sufficiently committed to the learning process” (p. 377)
- → not doing justice to the identities and experiences of language learners (p. 377)

## Investment

- Sociological construct
- Power relations in language learning and teaching
- Investment in language learning: gaining a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money) → increase of the values of learners’ cultural capital (knowledge, thoughts) and social power (p. 377)