

1. Introduction

humans are conscious and volitional creatures, in explaining perception, behavior and learning we also need to account for human intentions, goals, plans and commitments. These are conative influences that at the broadest level include volition and motivation

the best researched L2 factor in the general area of conation, foreign language motivation

SLA work on motivation draws heavily on theories and methods from social psychology.

2. The traditional approach: the AMTB and motivational quantity

Motivation: the desire to initiate L2 learning and the effort employed to sustain it

Gardner and Lambert, 1972; Gardner, 1985: socio-educational model (based on large survey studies)

AMTB

Attitude/Motivation Test Battery (AMTB; Gardner, 1985)

How to measure motivation in socio-educational model?

overall amount of motivation is quantified via three dimensions, each reflected in a separate scale in the AMTB

Motivational intensity, which we can explain as how much effort people reportedly expend in learning the language

Attitudes towards learning the L2, which we can see as probing how much enjoyment people report feeling when they learn the language

Desire to learn, which can be generally understood as how much personal investment in succeeding in the language people claim for themselves

Tool: Likert scale (seven points)

3. Integrativeness as an antecedent of motivation

- A goal of early motivation research was to be able to reliably measure the amount of motivation an individual will feel towards learning the L2 and to determine whether this measured quantity can predict a reasonable proportion of his or her L2 achievement level.

- An equally or more important question: what variables contribute to increases or decreases in motivational quantity?

Such variables=antecedents or 'motivational substrates' that give form to the structure of motivation

- Integrativeness

once as the most central construct

Gardner (2001): integrativeness is an attitude defined as 'a genuine interest in learning the second language in order to come closer to the other language community' (p. 5).

It involves three dimensions:

Favorable attitudes towards L2 speakers ('if Canada should lose the French culture of Quebec, it would indeed be a great loss').

- General interest in foreign languages and low ethnocentrism ('I would really like to learn a lot of foreign languages').
- Endorsement of reasons for learning the L2 related to interaction with L2 members or, in Gardner's terms, an integrative orientation ('studying French is important to me because it will allow me to meet and converse with more and varied people'; we will examine this and other orientations in section 8.3).

- extreme case of integrativeness

complete identification with the L2 community

a quote in Kaplan's (1993): 'Why do people want to adopt another culture? Because there's something in their own they don't like, that doesn't name them' (p. 209).

Highest and most facilitative form of motivation = integrative motivation

Only attained when the following three conditions are met:

(1) the antecedent of integrativeness itself is high, (2) motivation quantity (that is, the combined amount of effort, enjoyment, and investment) is also high, and (3) attitudes towards the learning situation (teachers, curriculum) are positive

only anecdotally supported and never systematically studied

criticism on AMTB

too narrow: emphasis on identification with the other language community as a precondition for optimal L2 learning motivation

limited usefulness: disregard for contexts other than Canada

conceptual renovation since mid-1990s

4. other antecedents: orientations and attitudes

Main antecedents investigated in L2 motivation research

Antecedent	Comments
Attitudes towards the L2 community and its speakers	They are grounded in the sociocultural milieu of the learners, with its shared values, beliefs, norms and practices; oftentimes researchers also include questionnaire items about socially based attitudes towards a number of interrelated dimensions, for example, attitudes towards French Canadians, European French people, the learning of foreign languages in general and bilingualism as a societal value
Integrativeness	It refers to an attitudinal complex globally defined as 'a genuine interest in learning the second language in order to come closer to the other language community' (Gardner, 2001, p. 5) and it subsumes many of the attitudes above
Attitudes towards instructional setting	They include attitudes towards teachers and curriculum, where a good part of the learning takes place; more recently attitudes towards peers and group dynamics have also been explored
Orientations	These are reasons for learning the L2, which in turn may influence the intensity and quality of motivation of learner's experience
Social support	Support from significant others (including parents, siblings, peers and teachers), since believing that they want one to learn the language creates rewards and reinforcements that may be important in boosting motivation
Inter-group contact	It includes potential and actual contact as well as how those experiences are remembered as positive or negative by the learners (e.g. Noels, 2005)
Ethnovitality	It refers to the 'sociopolitical presence of the language in the community' (Masgoret and Gardner, 2003, p. 132); it can include more generally other geopolitical factors such as globalization and tourism (e.g. Dörnyei and Csizér, 2005)
Self-confidence when using the language	It includes communicative anxiety and self-perception of communicative competence (see Chapter 9, section 9.5 on willingness to communicate (WTC) and the work of Richard Clément)

three major antecedents:

integrativeness, orientations (that is, reasons for learning the L2) and attitudes (both towards the L2 community and its speakers and towards teachers and curriculum in the instructional setting)

- Orientation

refers to reasons for learning the L2, because they contribute to the setting of goals that will propel and sustain motivation of varying intensities and qualities

- instrumental when pragmatic and utilitarian reasons are important, such as getting a better job or pursuing a higher level of education in the L2
- for knowledge or enlightened understanding of one's own identity, language or culture and to become a more knowledgeable person
- to facilitate travel to other countries or parts of a country
- for fostering general friendship with members of the target language
- for integrative reasons related to identification with the target culture and a genuine desire to become more like members of the L2 group (as a reminder, in the socio-educational model this integrative orientation is only one of three components of integrativeness, which in turn is only one of several components of the integrative motivation; see section 8.2).

- attitudes

These attitudes come from the collective values, beliefs, attitudes and even behaviors that are rewarded and modeled for the learner in the communities in which he or she participates

- a study on the relationship between motivation and attitudes

Gardener et al. (1999)

Findings: attitudes back in high school were directly associated with current motivation, with integrativeness, and (to a lesser extent) with French anxiety during college

Indirect associations between past high-school attitudes and current attitudes towards bilingualism and self-perceptions of communicative competence.

Conclusion: past experiences and attitudes that emerge in a given sociocultural milieu play a causal role in shaping L2 learning motivation

5. first sign of renewal: self-determination theory and intrinsic motivation

critical reviews of the socio-educational model

Crookes and Schmidt (1991), Dörnyei (1994), and Oxford and Shearin (1994)

Major change:

distanced itself from the emphasis on the quantity of motivation and the antecedent of integrativeness, and instead has turned to an exploration of various qualities of motivation

adopting self-determination theory: this framework takes the lens away from motivational quantity and on to the nature and quality of L2 learning motivation, while it also accommodates important sources of motivational influence that stem from the instructional micro-context of the classroom.

self-determination theory

humans as volitional beings who are growth-oriented, that is, predisposed to lifelong learning and development. Essential in meeting a few basic fundamental human needs is a sense of choice and personal causation in everything we humans do. Thus, human behavior in this theory is posited to be guided by the drive to self-determine our actions and activities

how to measure motivation?

Language Learning Orientation Scale (LLOS; Noels et al., 2000)

Types of motivation

- 1) Intrinsic motivation: When individuals engage in behaviour that they understand as self-initiated by choice and largely sustained by inherent enjoyment in the activity (that is, as an end in itself, for the sheer sake of learning)
- 2) Extrinsic motivation: When individuals construe their behavior as structured by a means-end, pragmatic-instrumental causation that is imposed from the outside, their sense of self-causation and autonomy is low, if present at all
- 3) Desire to feel relatedness: in this process, certain external values, beliefs and behaviors may be gradually adopted and internalized, thus allowing individuals to function more successfully
This internalization of extrinsic regulation results in two stages: introjected regulation vs identified regulation

Extreme dysfunctional cases: amotivation

individuals may fail to see any internal or external value to their actions

- empirical evidence:

robust empirical support for self-determination principles in L2 motivation

Noels et al. (2000) found that freedom of choice ('I experience a lot of freedom in learning a second language') and intention to continue ('I want to continue to learn a second language') were clearly associated with each other as well as positively associated to the most self-regulated forms of motivation (intrinsic and identified) and negatively associated to amotivation. Three reasons for learning the L2 (for travel, friendship or knowledge) were associated to the two most self-regulated motivational types as well, whereas instrumental reasons (e.g. a better job) patterned very strongly with extrinsic motivation

- Comments on the self-determination model of L2 motivation

Strength: its focus on broad human motives underlying motivational states,

Weakness: it lacks the theoretical apparatus to accommodate societal attitudes towards the L2 and its speakers, the influence of the sociocultural milieu, and issues of ethnic vitality and identification

- Further development

how useful is this knowledge, if we want to understand L2 motivation beyond those few contexts?

Hungarian researcher Zoltán Dörnyei

6. Motivation from a distance: EFL learners' orientation and attitudes

- Some observations of previous models in ESL settings

integrativeness might have less explanatory power for learners in foreign language contexts, such as his native Hungary, because they rarely come into personal contact with L2 members. Without contact, they cannot form strong attitudes towards L2 speakers or harbour intense desires of integrating or being 'like them'. He reasoned that, at least in the beginning stages of L2 learning, instrumental types of orientation (wanting a good grade, passing university entrance exams, and so on) and classroom attitudes (towards the teacher, curriculum, materials, and so on) may influence the motivation of foreign language learners more heavily.

- to reconceptualize the antecedents of motivation so as to make L2 motivation models more relevant to foreign language contexts

- motivation in EFL vs ESL settings

1) orientations (i.e. the reasons for learning an L2) can be quite different

Clément et al. (1994)

A new orientation: media orientation

A summary:

The absence of Anglophones from the immediate environment would appear to sustain distal friendships (through travel), an interest in English culture as a foreign phenomenon, and an instrumental orientation based on the acquisition of knowledge and media usage rather than on achievement of pragmatic outcomes.

(1994, pp. 433–4)

2) attitudes towards L2 and its speakers may be quite different

international posture (Yashima et al., 2004)

- a) interest in international vocation or activities ('I want to work in an international organization such as the United Nations')
- b) tendency to approach rather than avoid dissimilar others, such as non-Japanese in Japan ('I would share an apartment with international students')
- c) interest in foreign affairs ('I often talk about situations and events in foreign countries with my family and/or friends').