Motivation In Second And Foreign Language Learning

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, 13 entries in the bibliography, 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 factors in motivation seems quite reasonable. This essay will focus on the concept of motivational research, the components of motivation and the influence of motivation on L2 learning.

The volume contains a collection of studies from around the world (Central Europe, Canada, Asia and Australia) which were carried out using a variety of research methods and have a range of foci including adult and young learners, private and public education, foreign and second language settings, and teacher and learner motivation.

“Through the use of qualitative research methods, the authors explore the complex, contingent and dynamic nature of motivation, identity and autonomy --- both for language learners and teachers --- in many different parts of the world. Importantly, they also look for relationships among the three constructs. This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals.”--Diane Larsen-Freeman, University of Michigan, USA --

This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

Innovations and Challenges in Language Learning motivation provides a cutting-edge perspective on the latest challenges and innovations in language learning motivation, incorporating numerous examples and cases in mainstream psychology and in the field of second language acquisition. Drawing on over three decades of research experience as well as an extensive review of the latest psychological and SLA literature, Dornyei provides an accessible overview of these cutting-edge areas and covers novel topics that have not yet been addressed in L2 motivation research, such as: fundamental theoretical questions such as mental time travel, ego depletion, psychological momentum and passion, and how the temporal dimension of motivation can be made consistent with a learner attribute; key challenges concerning the notion of L2 motivation, ranging from issues about the nature of motivation (e.g. trait, state or a process?) and questions surrounding unconscious versus conscious motivation, the motivational capacity of vision, and long-term motivation and persistence; highly practical classroom-specific challenges such as how technological advances could be better integrated in teachers' repertoires of motivational strategies. This distinctive book from one of the key voices in the field will be essential reading for students in the field of TESOL and Applied Linguistics, as well as language teachers and teacher educators"--

Seminars 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, 13 entries in the bibliography, 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.

This edited volume seeks to highlight the effects of self-concept on L2 learning and teaching by considering a wide range of theories as well as their practical application. The book is divided into four sections and includes: chapters discussing various approaches related to self-concept; empirical studies related to the selves of the learners; research from teachers' perspectives on students' self-concept; and L2 motivational intervention studies associated with the development of self-concept of language learners. The volume contains a collection of studies from around the world (Central Europe, Canada, Asia and Australia) which were carried out using a variety of research methods and have a range of foci including adult and young learners, private and public education, foreign and second language settings, and teacher and learner motivation.
positive institutional policies in language education contexts.

Over the last few decades, the use of virtual technologies in education, including foreign/second language instruction, has developed into a substantial field of study. Through virtual technologies, language learners can develop metacognitive and metalinguistic skills, and they can practice the language by interacting with real/virtual users or virtual objects, a very important issue for language learners who have no or little contact with native or target language speakers outside the classroom. Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction provides emerging research exploring the theoretical and practical aspects of virtual technologies and applications in engaging language learners both within and outside the classroom. Featuring coverage on a broad range of topics such as game-based learning, online classrooms, and learning management systems, this publication is ideally designed for academicians, researchers, scholars, educators, graduate-level students, software developers, instructional designers, linguists, and education administrators seeking current research on how virtual technologies can be utilized and interpreted methodologically in virtual classroom settings.

This volume presents the results of the largest ever language attitude/motivation survey, involving over 13,000 teenage language learners in Hungary on three successive occasions: in 1993, 1999 and 2004. The results are not confined to the European environment but have wider implications concerning attitude change, motivational dynamics and language globalisation. The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Due to its theoretical and educational significance within the language learning process, the study of L2 motivation has been an important area of second language acquisition research for several decades. Over the last few years L2 motivation research has taken an exciting new turn by focusing increasingly on the language learner’s situated identity and various self-perceptions. As a result, the concept of L2 motivation is currently in the process of being radically reconceptualised and re-theorised in the context of contemporary notions of self and identity. With contributions by leading European, North American and Asian scholars, this volume brings together the first comprehensive anthology of key conceptual and empirical papers that mark this important paradigmatic shift.

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.

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world. This edited collection provides a state-of-the-art overview of research on willingness to communicate (WTC) in a second and foreign language. In particular, it includes innovative studies seeking to demonstrate the ways in which WTC can be examined within the framework of complex dynamic systems, how the construct is related to self-assessment, reticence and extroversion, and what is signifies in the case of immigrants. Another group of papers is related to the role of technology in fostering WTC in different contexts. The volume also comprises papers that touch on methodological issues in the study of WTC such as experience case sampling, the network approach or the integration of the macro- and micro-perspective. The book will be of values to researchers interested in the study of WTC but will also provide inspiration for students, teachers and materials writers.

This textbook offers an introductory overview of eight hotly-debated topics in second language acquisition research. It offers a glimpse of how SLA researchers have tried to answer common questions about second language acquisition rather than being a comprehensive introduction to SLA research. Each chapter comprises an introductory discussion of the issues involved and suggestions for further reading and study. The reader is asked to consider the issues based on their own experiences, thus allowing them to compare their own intuitions and experiences with established research findings and gain an understanding of methodology. The topics are treated independently so that they can be read in any order that interests the reader.

Cultivating motivation is crucial to a language learner’s success - and therefore crucial for the language teacher and researcher to understand. This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years, including the impact of language globalisation and various dynamic and relational research methodologies, and offers ways in which this research can be put to practical use in the classroom and in research. Key new features and material: - A brand new chapter on current socio-dynamic and complex systems perspectives - New approaches to motivating students based on the L2 Motivational Self System - Illustrative summaries of qualitative and mixed methods studies - Samples of new self-related motivation measures Providing a clear and comprehensive theory-driven account of motivation, Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice, and offers practical tips. The final section provides a range of useful resources, including relevant websites, key reference works and tried and tested example questionnaires. Written in an
accessible style and illustrated with concrete examples, it is an invaluable resource for teachers and researchers alike. This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.

This book represents the first collection of studies on Content and Language Integrated Learning (CLIL) which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics. The book aims to show how the four perspectives of Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis, and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field, and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective. Topics covered include motivation, the use of tasks, pragmatic development, speech functions in spoken interaction, the use of evaluative language in expressing content knowledge in writing, multimodal interaction, assessment for learning, L1 use in the classroom, English-medium instruction in universities, and CLIL teachers' professional identities.

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.

Seminar paper from the year 2015 in the subject Orientalism / Sinology - Chinese / China, grade: 1,3, University of Göttingen, language: English, abstract: There is a vast amount of studies that try to investigate why students learn a second language. In the following term paper, the author tries to give an overview about the different motivational theories, beginning with the socio-educational model by Gardner and its specification by Dörnyei and Csizer. In addition to that, the author also takes a look at motivational theories that include heritage learners. Although until now there is no data available about the percentage of heritage learners among German students that learn Chinese as a second language, taking a look at the number of Chinese people living in Germany, points into the direction of a growing number of heritage learners at German schools. Over the last seven years, 2007 to 2014, the number of Chinese people living in Germany has grown from 78,000 to 110,000, which means an increase of approximately 30%, in some areas in Eastern Germany, Chinese even now make up the largest number of people from a foreign country among the population. Although the number of children under 18 only amounts to roughly 8,500, it can be be assumed, that in the future, there will be a significant number of heritage learners in German schools. The author's term paper also takes a look at current empirical findings regarding motivation of learners, who learn Chinese as a second language and tries to evaluate possible implications for Chinese language classes. The basis for this is the best-practice approach for Chinese language classes by Andrea Valenzuela, which can be found in her book „Praktisches Handbuch für den Chinesischunterricht“ (2011).

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.

This book synthesizes current theory and research on L2 motivation in the EFL Japanese context covering topics such as the issues of cultural identity, demotivation, language communities, positive psychology, possible L2 selves and internationalisation within a key EFL context. The studies examine L2 motivation in primary, secondary and tertiary education utilising a wide variety of research methodologies to do so.
The Handbook of Second Language Acquisition presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research. Discusses the biological and cognitive underpinnings of SLA, mechanisms, processes, and constraints on SLA, the level of ultimate attainment, research methods, and the status of SLA as a cognitive science. Includes contributions from twenty-seven of the world's leading scholars. Provides an invaluable resource for all students and scholars of human cognition, including those in linguistics, psychology, applied linguistics, ESL, foreign languages, and cognitive science.

Seminar paper from the year 2020 in the subject Speech Science / Linguistics, grade: 2.3, University of Cologne, language: English, abstract: This paper will look at one important factor in mastering the acquisition of a second language - motivation. It will be argued that the development of positive attitudes and motivation has a great impact on an individual's success in second language learning. Evidence for these claims will be based on different studies, including one by Moyer (1999) on highly motivated subjects learning German and another by Pfenninger and Singleton (2016) which compares data from motivation questionnaires and language experience essays completed by 200 Swiss learners of English at both the beginning and the end of secondary school. Various researchers believe that age is the one factor which determines whether a subject is able to master a second language to a native-like level or not. However, in this paper it is argued that other factors such as motivational matters also play a vital role in the acquisition of a second language. If indeed this is the case, different concepts of motivation need to be taken into consideration.

This edited collection provides a comprehensive overview of the area of successful language learning strategies and reviews the literature and research on this subject to date. The book provides a reference base, addresses theoretical issues and considers pedagogical implications. It identifies gaps in our current understanding and suggests useful research initiatives and it considers how all of this relates to successful language learning by unique individuals in a variety of situations. The book is divided into 2 sections: the first deals with learner variables and has chapters on such topics as age, culture, motivation, personality and aptitude. The second covers learning variables such as vocabulary, pronunciation, grammar, reading and listening. The writers include many well-established names such as Anna Chamot, Paul Nation and Andrew Cohen as well as some of the best representatives of the new generation of applied linguists.

Seminar paper from the year 2012 in the subject English - Pedagogy, Didactics, 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?

Motivation and Second Language Acquisition

This volume presents the results of the largest ever language attitude/motivation survey in second language studies. The research team gathered data from over 13,000 Hungarian language learners on three successive occasions: in 1993, 1999 and 2004. The examined period covers a particularly prominent time in Hungary's history, the transition from a closed, Communist society to a western-style democracy that became a member of the European Union in 2004. Thus, the book provides an 'attitudinal/motivational flow-chart' describing how significant sociopolitical changes affect the language disposition of a nation. The investigation focused on the appraisal of five target languages — English, German, French, Italian and Russian — and this multi-language design made it also possible to observe the changing status of the different languages in relation to each other over the examined 12-year period. Thus, the authors were in an ideal position to investigate the ongoing impact of language globalisation in a context where for various political/historical reasons certain transformation processes took place with unusual intensity and speed. The result is a unique blueprint of how and why language globalisation takes place in an actual language learning environment.

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.

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.

In this thought-provoking book, Ema Ushioda asks why we research language learning motivation, whose interests the research serves, and who ultimately benefits. Examining the major theoretical and research developments in this vibrant field from its origins to the present day, the author interrogates the goals and values driving academic inquiry, and argues for a more socially conscious and socially responsive orientation to researching language learning motivation. The book challenges this research field
to contribute to critical movements in applied linguistics to address globally and locally relevant societal issues where language and motivation matter. “Ema Ushioda’s compelling, authoritative and timely book re-writes the story of L2 motivation research and through the ethical lens. Her probing reflection is not meant to soothe but to ask difficult questions about why we research and for whom. It is impossible to imagine future L2 motivation scholarship that does not treat them seriously.” Maggie Kubanyiova, Professor of Language Education, University of Leeds Ema Ushioda is a Professor and Head of the Department of Applied Linguistics at the University of Warwick Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman Seminar paper from the year 2017 in 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 longer 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. [...] This book offers a comprehensive examination of the theory, research, and practice of the use of digital games in second and foreign language teaching and learning (L2TL). It explores how to harness the enthusiasm, engagement, and motivation that digital gaming can inspire by adopting a gameful L2TL approach that encompasses game-enhanced, game-informed, and game-based practice. The first part of the book situates gameful L2TL in the global practices of informal learnful L2 gaming and in the theories of play and games which are then applied throughout the discussion of gameful L2TL practice that follows. This includes analysis of practices of digital game-enhanced L2TL design (the use of vernacular, commercial games), game-informed L2TL design (gamification and the general application of gameful principles to L2 pedagogy), and game-based L2TL design (the creation of digital games purposed for L2 learning). Designed as a guide for researchers and teachers, the book also offers fresh insights for scholars of applied linguistics, second language acquisition, L2 pedagogy, computer-assisted language learning (CALL), game studies, and game design that will open pathways to future developments in the field. 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. 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.

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