

**‘ELT for a Global World’**



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# Individual differences

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# Second language motivation research

# Motivation: Definition

- Motivation comes from the Latin „movere”, which means to move.
- „What moves a person to make certain choices, to engage in action, to expend effort and persist in action” (Dörnyei & Ushioda, 2010, p. 3.)
- CHOICE, PERSISTENCE AND EFFORT
- Satisfaction

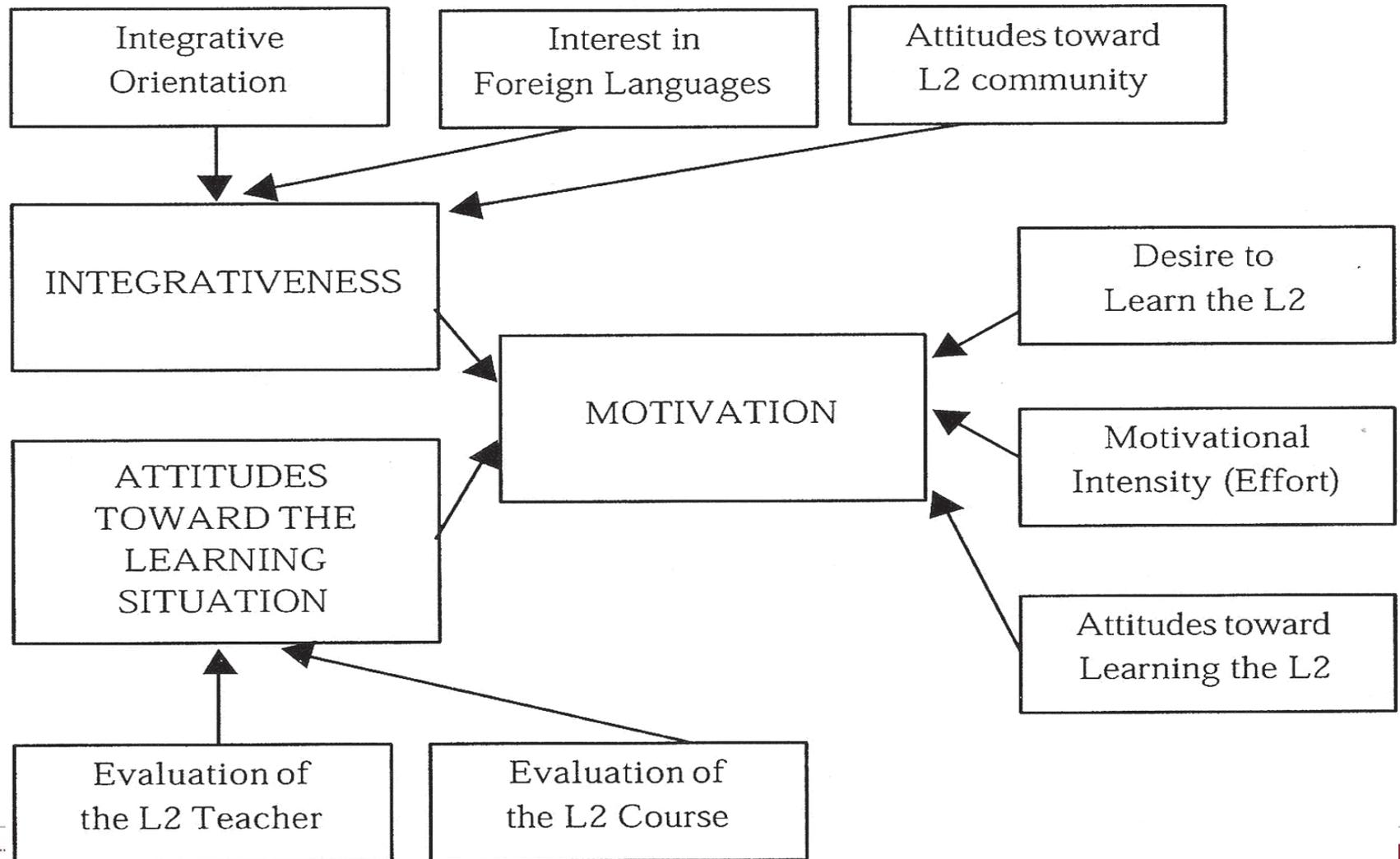
# Three directions in L2 motivation research

- The social psychology of L2 motivation (from 1959) is characterized by Gardner's work, most importantly the conceptualization of integrativeness.
- The cognitive-situated approach (from the 1990s) is characterized by work based on cognitive theories as well as classroom-related projects.
- The process-oriented period (past ten years) is characterized by interest in motivational change (Dörnyei, Ushioda).

# Motivation in L2 environment: The Canadian model

- Gardner and Lambert: success in language learning depends on the learner's attitudes towards the linguistic cultural community of the target language.
- 1. *Integrative motivation*: learning the language of a valued community in order to facilitate communication with that group.
- 2. *Instrumental motivation*: Motives associated with the pragmatic, utilitarian benefits of attaining good language proficiency, such as getting a better job or a higher salary.

# A Gardnerian model (based on Gardner, 1985, pp. 82-83)



# The question is...

whether this model works in FL contexts as well, where

(1) learners do not usually have sufficient first-hand experience about the target language community, and

(2) language learning typically takes place in a classroom setting.

A possible answer is Dörnyei's (1994) foreign language motivational theory, which is one of the first theories in the cognitive-situated approach.

# Motivation in a foreign language environment (Dörnyei, 1994)

- A) Language level: integrative, instrumental
- B) Learner level: need for achievement, self-confidence, language use anxiety, perceived L2 competence, attributions about past successes and failures
- C) Learning situation level:
  - Course-specific: Interest, relevance, expectancy, satisfaction
  - Teacher specific: authority type, modelling, task presentation, feedback
  - Group specific: goal-orientedness, norm and reward system, group cohesiveness, classroom goal structure

# Self-determination theory in SLA: Noels (2001)

- The investigation of intrinsic and extrinsic motivation.
- According to SDT motivation can be placed on a continuum from amotivation to intrinsic motivation.
- Extrinsic motivation is further broken down into external, introjected, identified and integrated regulation.

# Self-determination theory (SDT)

- Amotivation: lack of motivation
- External regulation: the least self-determined form of motivation, i.e., coming entirely from external sources (reward, praise)
- Introjected regulation: externally imposed rules that students accept as norms (rules against playing truant)
- Identified regulation: the person values and identifies with the behaviour (e.g.: learning a foreign language in order to understand hobby-related information on the internet)
- Integrated regulation: involves choiceful behaviour that is fully assimilated with the individual's other values, needs and identity (learning a foreign language because this is seen as part of becoming an educated person)
- Internal motivation: knowledge orientation and accomplishment orientation (natural, inherent drive).

# Attribution theory

- How students explain their successes and failures

These reasons can be

- External (environment: task diff., luck) vs internal (within the individual: aptitude, effort) reasons
- Stable (skill, ability) or unstable (mood)
- Control: high (effort) vs low (luck)

# Attribution theory

Ushioda's (2001) interview study: how do motivated students explain their successes and failures?

- Positive outcomes are viewed as a result of personal ability or personal qualities (e.g., effort, persistence);
- Negative outcomes are looked at as a result of changeable temporary shortcomings (e.g., lack of effort, lack of contact with L2 community);
- Demotivating instances are assigned to classroom context (e.g., teaching methods, classroom pressure);
- Ability to motivate self through own resources and initiatives.

# The temporal dimension in L2 motivation

# Ushioda's model of learner conception of motivation

- „Learner A in the figure is motivated by positive experiences, with goal-directed patterns playing a minor role. In contrast, Learner's B motivational thought structure is primarily goal-directed. [...] the motivational pattern of learner B may represent a potential later stage in the evolution of Learner A's motivational thinking, as future goals assume greater importance or clarity. ” (Dörnyei & Ushioda, 2010, p. 63)

The process model of L2 motivation  
(Dörnyei & Ottó, 1998): Preactional stage

Preactional stage: setting goals, formulate intentions and launching action.

Motivational influences: values, attitudes, goal properties, expectancy of success, perceived coping potential, learners' beliefs and strategies and environmental support/hindrance.

## The process model of L2 motivation (Dörnyei & Ottó, 1998): Actional stage

Actional stage: Generating and carrying out tasks and subtasks, ongoing appraisal and self-regulation. Motivational influences: The quality of the experience, sense of autonomy, the role of the teacher/parents, classroom reward and goal structure, influence of the learner group and the use of self-regulatory strategies.

The process model of L2 motivation  
(Dörnyei & Ottó, 1998): Postactional stage

Postactional stage: forming causal attributions and further planning.

Motivational influences:

Attributional factors, self-concept beliefs and received feedback.

# Higgins' (1987) self-discrepancy theory

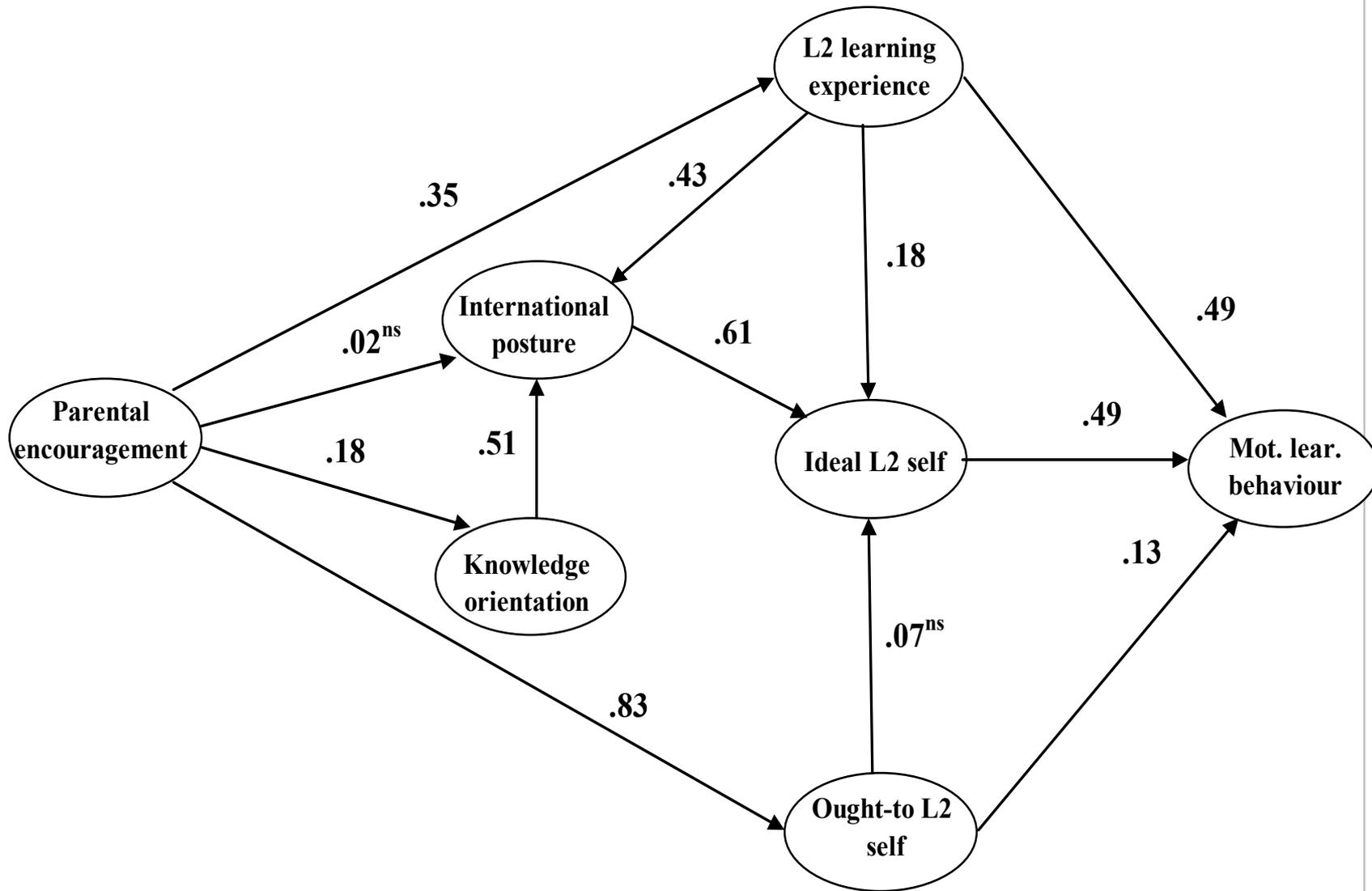
- *Ideal self*: one's hopes, dreams and aspirations;
- *Ought-to self*: a person's duties and obligations, the self one feels compelled to be;
- *Actual self*: the way a person sees him/herself
- *Motivation*: the desire to reduce the discrepancy between one's actual and ideal or ought-to self
- Discrepancy between ideal and actual self → dejection (sadness) and depression
- Discrepancy between ideal and ought-to self → agitation, anxiety

# Dörnyei's (2010) L2 Motivational Self-System

- 1. *Ideal L2 self*:** a person who desires to become a competent L2 speaker. Personal goals, desired levels of L2 competence, academic interest and attitude to L2 speakers (Ushioda, 2001)
- 2. *Ought-to L2 self*:** extrinsic motives in order to avoid possible negative outcomes. Instrumental motives: external awards, duties, threat of punishment (Ushioda, 2001)
- 3. *L2 learning experience*:** situation specific motives. Teacher, group, learning materials, environment (Dörnyei, 1994); language related enjoyment, positive learning history, personal satisfaction (Ushioda, 2001); attitude to L2

# L2 Motivational Self-system: Empirical results

- Csizér, K. & Kormos, J. (2009). Attitudes, selves and motivated learning behaviour: a comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda (Eds.). *Motivation, language identity and the L2 Self* (pp. 98-119). Clevedon, UK: Multilingual Matters.



# Some studies in Hungary

- The role of attitudes in L2 learning
- Age-related differences
- L2 motivation of dyslexic learners
- The role of teachers and milieu
- Group dynamics
- Contact Hypothesis

# The components of motivational teaching practice (Dörnyei, 2001)

## A) Creating the basic motivational conditions

- by establishing a good student-teacher rapport.

## B) Generating initial motivation

- by using strategies designed to a) increase students' expectancy of success and b) develop positive attitudes toward the language course and language learning.

## C) Maintaining and protecting motivation

- by promoting situation-specific task motivation and providing learners with experience of success.

## D) Encouraging positive retrospective self-evaluation

- by promoting positive attributions and providing effective and encouraging feedback.

# Empirical results on motivational teaching practice

- Guilloteaux & Dörnyei (2008):
- MOLT: Motivation Orientation of Language Teaching (a classroom observation instrument)
- Their results indicate that language teachers' motivational practice is linked to increased levels of both the learners' motivated learning behaviour and their motivational state.

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