

Motivation types in learning a foreign language (L2)

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graph LR; A[Motivation types in learning a foreign language (L2)] --> B{{Intrinsic Motivation}}; A --> C{{Extrinsic Motivation}}; A --> D{{Instrumental Motivation}}; A --> E{{Integrative Motivation}}; B --> B1[A student learns a language without any external encouragement (reward)]; C --> C1[Students learn a language, as they believe that involvement will result in enjoyable consequences, such as reward]; D --> D1[Students learn a language with a more practical purpose, such as applying for a well-paid job or achieving higher social status]; E --> E1[Students learn a language due to a positive feeling towards the L2 speakers and wishing to integrate into the L2 community];
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**Intrinsic
Motivation**

A student learns a language without any external encouragement (reward)

**Extrinsic
Motivation**

Students learn a language, as they believe that involvement will result in enjoyable consequences, such as reward

**Instrumental
Motivation**

Students learn a language with a more practical purpose, such as applying for a well-paid job or achieving higher social status

**Integrative
Motivation**

Students learn a language due to a positive feeling towards the L2 speakers and wishing to integrate into the L2 community

Motivating Language Learners

Yoshiyuki Nakata



Motivating Language Learners:

Motivating Language Learners Gary N. Chambers, 1999-01-01 This book is informed by pupils' perceptions of the foreign language learning experience, attitudes brought from primary school, from home visits abroad, the classroom. What are the implications of these for teachers? The author provides practical strategies to enhance a) the enjoyment of the in-class experience and b) the status of modern languages on the curriculum.

Motivating Language Learners Wing-Yu Cheng, 2017-01-26 This dissertation, *Motivating Language Learners: Effects of Motivational Strategies on Student Motivation in Chinese Foreign Language Classroom* by Wing-yu Cheng, was obtained from The University of Hong Kong Pokfulam, Hong Kong, and is being sold pursuant to Creative Commons Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author.

Abstract: The objective of this study is to investigate the effects of teacher motivational strategies on student motivational behavior in Chinese Foreign Language classroom. Specifically, the study attempted to explore the relationship between motivational strategies and student actual classroom behavior and students' preference on motivational strategies in enhancing student motivational behavior. The participants were three Chinese foreign language teachers and their Year 8 classes. 78 pupils of the two lowest levels of Chinese in the school. The study was conducted during the second and third term of the 2010-2011 academic year in an international school in Hong Kong. Using a MOLT observation scheme, a check list of motivated practices, five classes of each teacher were observed to gather data on their motivated behaviors in their classroom. Post-lesson interview was also conducted with the students after the observed lessons. It is revealed that teacher motivated practice is associated with student motivational behavior and that Activity Design related practices are more prominent factors. On the other hand, it is also discovered that effective motivated practice is varied according to teachers, i.e. how teachers employ the strategies in class and the learning environment they provided for students. In short, the findings of the study might provide teacher insights on effective practices that enhance student motivated behavior and implications on classroom practice other than motivational strategies.

DOI: 10.5353/th_b4836570 Subjects: Motivation in education; China; Hong Kong; Chinese language; Study and teaching; Higher Education; China; Hong Kong; Language and languages; Study and teaching; Foreign speakers.

Motivating Language Learners 曹道平, 2011

Motivation, Language Identity and the L2 Self Zoltán Dörnyei, Ema Ushioda, 2009-01-12 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 *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 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 *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

Young Language Learners' Motivation and Attitudes Sybille Heinzmann, 2013-06-20 Taking three different perspectives this book looks at primary school children s language learning motivation and language attitudes In adopting a longitudinal perspective the book fills a research gap and provides a macro level analysis of motivational development over time It reveals a surprising amount of stability in primary school children s motivational and attitudinal development The comparative perspective looks at the learners affective dispositions with regard to English theorized as a global language and French theorized as a national language The comparisons between global language and national language are relevant across the world especially in situations where instruction in languages other than English struggles to get attention The results reveal sizeable differences between the two languages with children being substantially more motivated to learn English than to learn French Finally the explanatory section identifies key antecedents of the learners motivational and attitudinal dispositions and thereby opens up paths for intervention relevant for those working in the field of language instruction

Motivating Language Learners, 2007 The teachers use of motivational strategies is generally believed to enhance student motivation yet there is scant empirical evidence to support this claim This classroom oriented investigation focused on how the motivational practices of EFL teachers in South Korea related to students L2 motivation and motivated classroom behavior In a first phase the motivation of over 1 300 students was measured by a self report questionnaire and the use of motivational strategies by 27 teachers in 20 different schools was examined with a classroom observation instrument specifically developed for this investigation the Motivation Orientation of Language Teaching MOLT The MOLT scheme along with a post hoc rating scale completed by the observer was used to assess the teachers use of motivational strategies The

MOLT follows the real time coding principle of Spada and Frohlich's 1995 Communication Orientation of Language Teaching COLT scheme but uses categories of observable teacher behaviors derived from Dörnyei's 2001 motivational strategies framework for foreign language classrooms. The results indicate that the language teachers' motivational practice is directly linked to increased levels of the learners' motivated learning behavior and their motivational state. In a second phase, three high and three low motivation learner groups selected from the initial sample were compared in order to uncover the students' interpretations and understandings of the quality of their L2 instructional contexts in relation to their motivation and motivated classroom behavior. Results based on quantitative and qualitative data which were obtained using three new instruments specifically designed for this study indicated that the motivational practices coexisting with different levels of motivation were woven into the contents and processes of L2 instruction and instruction in general. These contents and processes seemed to stem from teachers and students' beliefs about what counts as learning in the L2 classroom and what is the best way to learn an L2.

Motivating Learning Jill Hadfield, Zoltán Dörnyei, 2014-06-03 Motivation is a vital element in learning and the most commonly cited explanation for success or failure in language learning. Jill Hadfield and Zoltán Dörnyei present a new theory of motivation centred around the notion of the Ideal Future Language Self, arguing that if students have a rich and inspiring vision of themselves as successful future language learners and users, they will be motivated to work hard to actualise the vision and become that learner. This book integrates the latest research in language teaching with innovative classroom practice, offers suggestions on how the various components of the theory could be structured into a teaching sequence, includes a variety of imaginative classroom activities designed to aid both student and teacher in creating and actualising the Ideal Self through visualisation, goal setting, task identification and planning, and a selection of appropriate learning strategies. Shows how teachers can undertake motivation-related research in their own classrooms. This is an ideal guide to and activity book for the theory and practice of motivation in language learning for students and teachers alike.

Language Learning Motivation in a Multilingual Chinese Context Mairin Hennebry-Leung, Xuesong (Andy) Gao, 2022-07-13 Drawing on quantitative and qualitative data from teachers and students in Hong Kong's secondary schools, this book examines critical questions in relation to language learning motivation and instructional contexts. Readers are provided with a critical overview of developments in theory and research on language learning motivation and the potential to further extend these developments. Grounded in the Douglas Fir Group conceptualization of language learning, the book explores the complex interplay of diverse factors that shape learners' motivation. It offers a unique window into the situated nature of language learning motivation in the macro, meso, and micro contexts of a Chinese heritage society. In so doing, it brings the Chinese voice into the theorization of this important language learning construct. Potential future research avenues are suggested and implications for policy and practice are discussed. This book will be a useful resource for academics and postgraduates interested in the fields of English as a second language, ESL, English language teaching,

language teaching and learning **Language Learning Motivation** Ema Ushioda, 2020-07-13 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 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 **Researching Language Learning Motivation** Ali H. Al-Hoorie, Fruzsina Szabó, 2022-01-27 One of the most active areas in the field of second language acquisition language learning motivation is a burgeoning area of research Yet the plethora of new ideas and research directions can be confusing for newcomers to the discipline to navigate Offering concise bite size overviews of key contemporary research concepts and directions this book provides an invaluable guide to the contemporary state of the field Making the discussion of key topics accessible to a wider audience each chapter is written by a leading expert and reflects on cutting edge research issues From well established concepts such as engagement and learning goals to emerging ideas including contagion and plurilingualism this book provides easy to understand overviews and analysis of key contemporary themes Helping readers understand a field which can appear highly technical and overwhelming Researching Language Learning Motivation provides valuable insights perspectives and practical applications

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 **Motivation and Experience in Foreign Language Learning** Yoshiyuki Nakata, 2006 Originally presented as the author's thesis Ph D University of Dublin Trinity College Motivational Strategies in the Language Classroom Zoltán Dörnyei, 2001 The book

takes a practical approach to teaching motivational strategies in the language classroom and gives the teacher 35 motivational strategies that they can use with language learners

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

Motivation, Language Attitudes and Globalisation Zoltán Dörnyei, Kata Csizér, Na3ra Na(c)Meth, 2006-01-01 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

At the Crossroads: Challenges of Foreign Language Learning Ewa Piechurska-Kuciel, Elżbieta Szymańska-Czaplak, Magdalena Szyszka, 2017-04-21 This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners Focusing on the cognitive affective and socio cultural perspectives the papers included provide important insights into the individual s experiences in second language acquisition This work also addresses social interactions and cultural background shedding new light on their role in the context in L2 learning processes It is a valuable resource for anyone interested in understanding the challenges of foreign language FL learning and teaching

Language Learning Motivation and L2 Pragmatic Competence He Yang, 2022-09-27 This book provides comprehensive investigation of the effect of motivation on L2 learners pragmatic learning which has been discussed for a long time but remains under explored This study examines whether and to what extent learners levels of motivation influence their pragmatic awareness comprehension and production in an EFL context It presents an original study that not only enriches our knowledge of the feasibility of modern technology in collecting large scale data related to pragmatic competence but also eminently connects L2 pragmatics more closely with mainstream second language acquisition research by focusing on the role of motivation in pragmatic learning This book will be of great value to researchers and postgraduates interested in second language acquisition especially those who work on L2 pragmatics and individual variation among learners

Reviewing **Motivating Language Learners**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Motivating Language Learners**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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