

straightforward answer; indeed, every different psychological perspective on human behaviour is associated with a different theory of motivation and, thus, in general psychology it is not the lack but rather the abundance of motivation theories which confuses the scene.

Furthermore, motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Language is at the same time: (a) a communicative coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of social organisation embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture (cf. Gardner, 1985); thus, in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, L2 motivation also contains featured personality and social dimensions.

In sum, L2 motivation is necessarily a multifaceted construct, and describing its nature and its core features requires particular care. Unfortunately, it is common to find a limited or superficial representation of motivation in the L2 literature, for example, when the results of a few questionnaire items are equated with 'motivation'. It also happens that researchers take the concept of motivation for granted and refer to it without specifying in what sense they use the term: as affect? cognition? motivated behaviour? a personality trait? some kind of a process? mental energy? inner force or power? attitudinal complex? set of beliefs? stimulus appraisal? behavioural response to stimuli? directional choice? abstraction? latent, aggregated concept? or simply the score of motivation test? Because there simply does not exist an absolute, straightforward and unequivocal concept of 'motivation', the current overview will start with the discussion of the basic issue of what motivation is, looking at various conceptualisations in mainstream psychology.

Motivation as a process

In a recent comprehensive volume on motivation in education, Pintrich and Schunk (1996) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996: v) conclude, 'Explanations of behaviour have moved away from stimuli and reinforcement con-

ditions and instead emphasise learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations'. Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychological energy; neither is it viewed in strictly behavioural terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various mental processes that lead to the initiation and maintenance of action; as they define it, 'Motivation is the process whereby goal-directed activity is initiated and sustained' (1996: 4). From this process-oriented perspective, the main disagreements in motivation research concern what mental processes are involved in motivation, how these operate and affect learning and achievement, and by what means they can be enhanced and sustained at an optimal level.

Although this process-oriented view of motivation is convincing in many respects, we must note that it is at odds with the traditional usage of 'motivation' in everyday parlance, where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process. Drawing on action control theory (e.g. Heckhausen, 1991; Kuhl, 1987, 1992), Dörnyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a 'process whereby a certain amount of motivation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached'.

Conceptualisations of motivation in mainstream psychological research

In earlier papers (Dörnyei, 1994a, 1994b), I have argued that in psychology there have been two distinct traditions of explaining human behaviour: motivational psychology tended to look for the motor of human behaviour in the individual rather than in the social being, focusing primarily on internal factors (e.g. drive, arousal, cognitive self-appraisal); in contrast, social psychologists tended to see action as the function of the social context and the interpersonal/intergroup relational patterns, as measured by means of the individual's social attitudes. The relevant literature in both areas is extensive and therefore the current overview will need to be restricted to what I consider to be the most important current conceptualisations. First I will briefly cover the most influential social psychological approach, the theory of planned action and its exten-

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Tim Urdan, Frank Pajares



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Research on Motivation in Education: Goals and cognitions Russell Ames, Carole Ames, 1984 *Research on Motivation in Education: Goals and cognitions* Russell Ames, Carole Ames, 1984 Handbook of Psychology: Educational psychology Irving B. Weiner, Donald K. Freedheim, 2003 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications and future course of major unresolved issues in the area **New Developments in the Psychology of Motivation** Filip M. Olsson, 2008 Motivation is a reason or set of reasons for engaging in a particular behaviour especially human behaviour as studied in psychology and neuropsychology The reasons may include basic needs e.g. food water shelter or an object goal state of being or ideal that is desirable which may or may not be viewed as positive such as seeking a state of being in which pain is absent The motivation for a behaviour may also be attributed to less apparent reasons such as altruism or morality Educational Values and Cognitive Instruction Lorna Idol, Beau Fly Jones, 2013-12-16 This volume is a comprehensive guide to state of the art research on thinking cognitive instruction social values and reform Cognitive instruction for at risk students is discussed in great detail along with a thorough examination of the teaching of thinking skills from the viewpoint of educational values and school culture The issues of thinking learning and cognitive instruction are linked to the educational reform movement from numerous perspectives Specifically the reader can better anticipate which aspects of research on thinking will conflict with existing paradigms and which aspects of schooling will be most resistant to change **New Handbook of Methods in Nonverbal Behavior Research** Jinni Harrigan, Robert Rosenthal, Klaus Scherer, 2008-03-13 Now available in paperback the New Handbook of Methods in Nonverbal Behavior Research includes chapters on coding and methodological issues for a variety of areas in nonverbal behavior facial actions vocal behavior and body movement **Motivating Students to Learn** Jere E. Brophy, 2010-05-26 Written specifically for teachers this book offers a wealth of research based principles for motivating students to learn Its focus on motivational principles rather than motivation theorists or theories leads naturally into discussion of specific classroom strategies Throughout the book these principles and strategies are tied to the realities of contemporary schools and classrooms The author employs an eclectic approach to motivation that shows how to effectively integrate the use of extrinsic and intrinsic strategies Guidelines are provided for adapting motivational principles to group and individual differences and for doing repair work with students who have become discouraged or disaffected learners Journal of International Students, 2018 Vol. 8(2) Krishna Bista, Chris Glass, 2019-10-01 The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education *Academic Motivation of Adolescents* Tim Urdan, Frank Pajares, 2002-09-01 Few academic issues are of greater

concern to teachers parents and school administrators than the academic motivation of the adolescents in their care There are good reasons for this concern Students who are academically motivated perform better in school value their schooling are future oriented in their academic pursuits and possess the academic confidence and positive feelings of self worth so necessary to increasing academic achievement Because academically motivated students engage their schoolwork with confidence and interest they are less likely to drop out of school suffer fewer disciplinary problems and prove resilient in the face of setbacks and obstacles It is precisely because academic motivation is so essential to academic achievement that motivation has taken a place along with cognition as one of the most followed lines of inquiry in educational psychology In this volume we are fortunate to gather together some of the most eminent scholars who have written extensively about the academic motivation of adolescents We are fortunate also in that they represent the varied theories and lines of inquiry that currently dominate research in this area In all we believe that in the dozen chapters that comprise this volume the authors provide elegant insights regarding the academic and social motivation of adolescents that will prove of interest to researchers students teachers school administrators parents policymakers and all others who play a pivotal role or are otherwise invested in the lives of adolescents in today s society It is our hope that these insights will not only further the conversation on adolescence and education but will serve as the impetus for further research capable of generating the creative ideas programs and structures so necessary to better the lives of the young people in our care

Advances in Education Research ,1999 **Cognitive and Affective Factors in Relation to Learning** Mikaela Nyroos,Johan Korhonen,Riikka Mononen,2022-11-10 Both domain general e g working memory executive functions and domain specific e g number processing phonological processing cognitive factors have been found to predict learning in different age groups Likewise research has shown that various affective factors such as different emotions e g anxiety self concept and interest need to be considered when investigating individual differences in learning However few studies have investigated both cognitive and affective factors simultaneously in relation to learning In particular there is a lack of studies investigating the interplay i e moderation and mediation between cognitive and affective factors on learning The goal of this Research Topic is to deepen our knowledge on the relations between learning and both cognitive and affective factors in different age groups We aim to provide a broad scope of emerging areas in research on cognitive and affective factors especially related to academic learning e g mathematics reading and other school subjects Studies focusing simultaneously looking at the interplay of these constructs as well as longitudinally are of great interest Further we are interested in innovative study designs and recent advances in methodology in this field To promote quality education for all and equity in education cognitive and affective factors related to aspects of learning ranging from pre school to tertiary provision and inclusion of individuals with special educational needs are of interest **Handbook of Motivation at School** Kathryn R. Wentzel,David B. Miele,2009-09-10 The Handbook of Motivation at School presents the first comprehensive and integrated compilation of

theory and research on children's motivation at school. It covers the major theoretical perspectives in the field as well as their application to instruction, learning, and social adjustment at school. **Key Features:** Comprehensive: no other book provides such a comprehensive overview of theory and research on children's motivation at school. Theoretical/Applied: the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools. Chapter Structure: chapters within each section follow a similar structure so that there is uniformity across chapters. Commentaries: each section ends with a commentary that provides clear directions for future research.

Handbook of Developmental Psychopathology Arnold J. Sameroff, Michael Lewis, Suzanne M. Miller, 2000-08-31. Developmental psychopathology involves the study and prediction of maladaptive behaviors and processes across time. This new edition of the Handbook furthers the goal of integrating developmental processes into the search for adequate categorical systems for understanding child mental health problems and the trajectories that lead to adult psychopathology. The editors respond to contemporary challenges to place individual behavior in a biological and social context. By including a range of approaches, this volume encompasses the complexity of the growing developmental literature. At the same time, it includes the most recent efforts to produce concise child diagnostic categories. In a thoroughgoing revision of the first edition of this classic text and reference published by Plenum in 1990, the editors have assembled a distinguished roster of contributors to address such topics as issues and theories, context and mental health, biology and mental illness, disorders of early childhood, disruptive behavior disorders, emotional disorders, control disorders, pervasive developmental disorders, and trauma disorders. Clinicians, researchers, and students in such diverse fields as developmental and clinical psychology, child and adolescent psychiatry, social work, and educational and counseling psychology will benefit from the concepts, investigations, and challenges presented in this state-of-the-art compendium.

The Routledge International Encyclopedia of Sport and Exercise Psychology Dieter Hackfort, Robert J. Schinke, 2020-04-14. The Routledge International Encyclopedia of Sport and Exercise Psychology integrates the topics of motor control, physical education, exercise, adventure, performance in sports, and the performing arts in several important ways and contexts, drawing upon diverse cultural perspectives. More than 90 overarching topics have been systematically developed by internationally renowned experts in theory, research, and practice. Each contribution delves into a thematic area with more nuanced vocabulary. The terminology drawn upon integrates traditional discourse and emerging topic matter into a state-of-the-art two-volume set. Volume 1: Theoretical and Methodological Concepts is comprised of theoretical topic matter spanning theories and terminology from psychology, contextualized to sport and physical activity, sport psychology, focused theories, and expansive discussions related to philosophy of science and methodology. Volume 2: Applied and Practical Measures draws upon practical concepts that bridge theory and research and practice. Broader issues that extend beyond sport and physical activity participants are embedded within the entries intended to augment physical, mental, and social well-being. This

expansive encyclopedia is a must have resource for all professionals scholars and students in the fields of sport psychology and sport science

Template-based Management Uwe G. Seebacher, 2020-10-29 The Template based management TBM approach has been used since 2003 across the world in diverse contexts It has evolved hand in hand with the evolution of business Agile Blueprints Canvas Design Thinking or Kanban are only few of the many current concepts based on the approach This book expands and upgrades the author's 2003 book Template driven Consulting Springer by tracing this evolution and offering the current state of the art to practitioners TBM combines structure and method pre structuring diverse processes it helps to present complex activities and procedures in a simple clear and transparent manner and then implement them The use of TBM ranges from conception or creative work in agencies to designing organizations and strategies planning and monitoring initiatives and projects to innovation management and optimizing cost structures processes or entire departments and divisions The book also demonstrates how successful organizations use TBM to methodically and structurally apply the internal know how in a cost and time optimal way for attaining sustainable business success Readers will learn to apply and use TBM identify its importance and benefit from a variety of case studies that illustrate the application and use for the entire business and management practice

Developmental Science Marc H. Bornstein, Michael E. Lamb, 2024-10-04 Developmental Science An Advanced Textbook is the most complete and up to date advanced introduction to the field available today Since its initial publication the key purpose of this advanced textbook has been to furnish inclusive developmental perspectives on all theoretical methodological and substantive areas in developmental science This eighth edition is no exception as it continues to underscore the dynamic and exciting status of contemporary developmental science In this eighth edition Marc H Bornstein and Michael E Lamb have invited international experts to prepare original comprehensive and topical treatments of all major areas of developmental science they are masterfully woven into a single coherent volume The substantive chapters cover essentials of their main topics with close attention paid to cultural lifespan and applied perspectives Many chapters in this eighth edition are new and those carried forward from the seventh edition have been extensively revised This volume therefore represents faithfully the current status of scholarly efforts in all aspects of developmental science Ideal for advanced undergraduate and introductory graduate courses this advanced textbook is accompanied by two sets of supplementary materials pedagogy files for students include chapter outlines things to think about before reading the chapters glossaries and suggested readings and ancillary files for instructors include a PowerPoint deck of tables and figures classroom assignments essay questions multiple choice questions and short answer questions

Learning to Teach in the Secondary School Susan Capel, Marilyn Leask, Sarah Younie, 2019-04-11 For all undergraduate postgraduate and school based routes to qualified teacher status Learning to Teach in the Secondary School is an essential introduction to the key skills and knowledge needed to become a secondary teacher Underpinned by evidence informed practice and focussing on what you need to know to thrive in the classroom the eighth

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Sigel, 2007-07-30 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the Handbook of Child Psychology Sixth Edition contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 4 Child Psychology in Practice edited by K Ann Renninger Swarthmore College and Irving E Sigel Educational Testing Service covers child psychology in clinical and educational practice New topics addressed include educational assessment and evaluation character education learning disabilities mental retardation media and popular culture children s health and parenting **Adaptive Learning Environments** Marlene Jones, Philip H.

Winne, 2012-12-06 Adaptive Learning Environments ALEs can be viewed as the intersection of two traditionally distinct areas of research instructional science and computer science They encompass intelligent tutoring systems interactive learning environments and situated learning environments There is increasing interest in effective instructional systems from education industry military and government sectors Given recent advances in hardware architecture and reduction of hardware costs the time is right to define the next steps in research and development of ALEs This book is an outgrowth of the presentations and discussions that took place at the NATO Advanced Study Institute held at the University of Calgary in July 1990 It contains chapters from both researchers in instructional science and researchers in computer science on the following topics Systems and architectures for instruction Representing curriculum and designing instructional tasks Environments to support learning Diagnosing students learning and adjusting plans for instruction Models of students metacognition motivation and learning strategies Student system interactions The book contains introductions critiques of

each pair of chapters and a final chapter discusses the synthesis of instructional science and computer science

Engineering Education John Heywood, 2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation

The Top Books of the Year Research On Motivation In Education Volume 3 Goals And Cognitions The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels captivating the hearts of readers worldwide. Lets delve into the realm of top-selling books, exploring the engaging narratives that have enthralled audiences this year. The Must-Read : Colleen Hoover's "It Ends with Us" This poignant tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover masterfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can prevail. Uncover the Best : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This spellbinding historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens' "Where the Crawdads Sing" This captivating coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens spins a tale of resilience, survival, and the transformative power of nature, entrancing readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of compelling stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a exceptional and suspenseful novel that will keep you guessing until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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