

Motivation types in learning a foreign language (L2)

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

Motivation In Second And Foreign Language Learning

Ian Pickup



Motivation In Second And Foreign Language Learning:

Motivation and Second Language Acquisition Zoltán Dörnyei, Richard Schmidt, Richard W. Schmidt, 2001 This volume the second in this series concerned with motivation and foreign language learning includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys

Motivation and Second Language Acquisition Robert C. Gardner, 2010 Offering a historical and empirical account this book provides a comprehensive overview of the socio educational model of second language acquisition This approach to understanding motivational variables that promote success in the learning of a second or foreign language distinguishing between language classroom motivation and language learning motivation is a major one in the history of this field of research Chapters include a discussion of the definition and measurement of motivation historical foundations of the model recent studies with the International Attitude Motivation Test Battery for English as a foreign language in different countries the implications of the model to the classroom context and a discussion of criticisms and misconceptions of the model The book provides graduate students and researchers with unique coverage of this research oriented approach as well as serving as a source book for the area It is ideal for courses on motivation in second language learning or as a supplemental text for research oriented courses in applied linguistics educational psychology or language research in general

Motivation and Foreign Language Learning David Lasagabaster, Aintzane Doiz, Juan Manuel Sierra, 2014-07-31 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

How important is motivation in second language learning? I. Magel, 2017-06-15 Seminar paper from the year 2012 in the subject Didactics for the subject English Pedagogy 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

Attitudes and Motivation in Second-language Learning Robert C. Gardner,Wallace E. Lambert,1972 *Motivation and Second Language Learning* Tanja Lins,2007-11 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 components of motivation and the influence of motivation on L2 learning seems quite reasonable This essay will focus on the concept of motivation in second language learning Initially the definition of the term motivation shall be discussed and this will be followed by an identification of the key terms Then the attention shall be drawn to research results concerning the importance of motivation as influencing second language learning The essay will discuss Gardners quantitative approach and a recent research of Ushioda shall be taken into account that seeks to provide an alternative qualitative approach This approach focuses on students beliefs and thinkings rather than on measurable and observable activity A final chapter will focus on implications for teaching

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

Debates in Modern Languages Education Patricia Driscoll,Ernesto Macaro,Ann Swarbrick,2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today providing an up to date authoritative review of traditional and contemporary issues

in language teaching With chapters by leading experts in the field thematic sections explore and consider the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories complex constructs and empirical research the innovations and ideas that shape and will shape the discipline for the next decade Each thought provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented This book is a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development and Masters level study *Motivation, Language Identity and the L2 Self* Zoltán Dörnyei, Ema Ushioda, 2009-01-01 With contributions by leading European North American and Asian scholars this volume offers a comprehensive anthology of conceptual and empirical papers describing the latest developments in L2 motivation research that involves the reframing of motivation in the context of contemporary notions of self and identity **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 as a Factor in Second Language Acquisition** Katharina Ochsenfahrt, 2012-05-29 Seminar paper from the year 2012 in the subject English Language and Literature Studies Linguistics grade 2 3 [http://www.uni-jena.de/Anglistik/Amerikanistik/course/Second Language Learning language English abstract](http://www.uni-jena.de/Anglistik/Amerikanistik/course/Second%20Language%20Learning/language%20English/abstract/) The limits of my language are the limits of my world This quotation by Ludwig Wittgenstein a famous philosopher of the 19th century shows how important second language learning is in our modern society Language is one of the main components of the society and culture of the people who speak it People speaking different languages are important for the community in which they work and live because they can connect different cultural groups Besides this social factor there is an economic need for multilingual people as well Apart from the requirement of translators and interpreters there are an increasing number of jobs where people are required to interact with people from foreign countries The ability of communicating in two or more language can be an essential reason for getting your dream job Another advantage of speaking different languages is that it makes travelling much easier and gives you the opportunity of maintaining friendships with people from all over the world Nowadays most children start learning a second and even a third language when they are still very young Mostly they are not aware of the benefits of speaking

different languages for their later lives They simply learn it because it is in the curriculum of their school which is designed for the needs of society rather than for the learner s interests This does not seem like a good point of departure for a successful learning process So it is the teacher s major challenge to motivate the students to put effort in learning the foreign language But how does motivation influence second language learning This paper will define motivation and introduce different motivation theories Then it will discuss the influences of motivation on second language learni

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

The New Handbook of Language and Social Psychology W. Peter Robinson,Howard Giles,2001-06-08 What makes a good argument How is language used to create social influence How social is computer mediated communication This new fully updated and revised *The New Handbook of Language and Social Psychology* reflects the increasingly diverse range of linguistic topics that social psychologists have investigated over the decade since the previous edition of this seminal work was published Whilst the basic organization of the text remains the same explanatory frameworks are accorded greater prominence than before and persons are seen as agents of communicative interaction rather than as victims of external of forces Processes and actions are highlighted i e how people do what they do and how they manage the discourse In the final section several applied topics reflect our changing lifestyle computer mediated communication mass media and organizations *The New Handbook of Language and Social Psychology* is an essential source book for all psychologists concerned with language and how it functions in human communication Those interested in

interpersonal and intergroup social relations will find much relevance as will practitioners and other professionals working in health and welfare multilingual contexts and organizations

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

Understanding Second & Foreign Language Learning Jack C. Richards, 1978 *Learner Strategies in Language Learning* Anita Wenden, Joan Rubin, 1987 *Motivational Dynamics in Language Learning* Zoltán Dörnyei, Peter D. MacIntyre, Alastair Henry, 2014-10-14 This landmark volume offers a collection of conceptual papers and empirical research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective The contributors include some of the most well established scholars from three continents all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait The data based studies also provide useful research models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of examining language learning in a dynamic vein

Resources in Education, 1998-07 *Attitudes of Learners Enrolled in University Level Beginning Japanese Courses Towards Instruction by Non-native Speakers Versus Native Speakers of Japanese* Jill M. McKay, 2004 **R.C.E.I.**, 1992

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