ABSTRACT

Title of dissertation: Motivation and Long-Term Language Achievement: Understanding Motivation to Persist in Foreign Language Learning

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Achieving native-like proficiency in a foreign language is a long-term process; therefore, designing and implementing a plan for long-term language achievement may help more learners achieve their long-term language goals of fluency as well as related career goals. This study presents recommendations that may be incorporated into the college curriculum to help both learners and teachers facilitate the development of motivation to persist in language learning and use at native-like proficiency. The results of this dissertation study provide greater insight into language learning motivation, changes in motivation, and motivational regulation. Data were collected using a questionnaire and an unstructured interview protocol to report the language learning motivation patterns of seven native-English speaking, traditional age undergraduate foreign language learners. Data were collected, coded, and analyzed following an emergent constant comparison method using process modeling procedures to analyze and report quantifiable categories of

data, sequences of variables, patterns, and processes as they emerged. Results indicate that changes in the primary source of motivation and motivational orientations occur over time and that internally regulated motivation associated with long-term goals is associated with persistence. A greater understanding of language learning motivation may help teachers and learners develop strategies to regulate motivation in order to facilitate the development of motivation to persist in language learning beyond basic university requirements. This may also operationalize motivation for professional language use at native-like proficiency.

MOTIVATION AND LONG-TERM LANGUAGE ACHIEVEMENT: UNDERSTANDING MOTIVATION TO PERSIST IN FOREIGN LANGUAGE LEARNING

By

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Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland, College Park, in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
2009

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Acknowledgments

Many people were involved in this dissertation process and there are many people to thank. First, I would like to thank my dissertation committee: Drs. Cynthia Martin, Patricia Alexander, Denis Sullivan, Megan Peercy, and Olivia Saracho. I would especially like to thank Dr. Cynthia Martin, who has played an integral role on my dissertation committee and throughout my educational process beginning with my undergraduate work. I would also like to thank Dr. Patricia Alexander for her support and research guidance throughout this process as well as the insightful discussions throughout her classes. Special thanks to Dr. Megan Peercy, Dr. Olivia Saracho, and Dr. Denis Sullivan as well for their help on my dissertation committee.

In addition to my committee members, I would like to thank my advisors, Drs. Rebecca Oxford and Roberta Lavine for their help during my program. A special thanks to Dr. Jean Dreher, Dr. Steve Koziol, and Dr. Betty Lou Leaver who also played an important role in developing my research skills. Special thanks go to all of my previous language professors for developing my interest in foreign languages, including Dr. Richard Brecht for developing my understanding of my topic. A very special thank you goes to my friend, Bill, who provided support and encouragement for my related interests. I would also like to thank everyone in the language field who provided insight and guidance throughout this process. I appreciate your help and continued support. Special thanks to Dr. Nelson Pacheco and Betty Pacheco for reviewing and editing the dissertation. Finally, I would like to thank everyone involved in helping me to complete my dissertation, and in particular, I would like to

thank my participants, referenced as Alexandrite, Diamond, Emerald, Ruby, Sapphire, Topaz, and Tourmaline.

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Chapter 1: Introduction

Overview

Why are some learners motivated to persist during language learning? What motivates these learners to continue? What factors influence their motivation and how do these learners regulate their motivation to continue learning when their motivation changes? How can knowledge gained from this study be used in a college curriculum to facilitate the development of motivation to persist in language learning beyond university levels to native-like proficiency? Can the awareness of and ability to enact motivational regulation strategies help increase the number of learners who are motivated to continue beyond the basic university requirements? This paper seeks to answer these questions and to better understand language learning motivation in order to make recommendations to develop a plan for long-term language achievement. This plan is designed to help learners achieve their long-term language, learning, and related career goals associated with professional language use at native-like proficiency.

With this in mind, this study examines the motivation of traditional age students, ages 18-23, enrolled in foreign language courses in the United States, who choose to continue language learning. Learning a foreign language beyond the basic requirements is often a choice. Therefore, these are students who have chosen to continue learning a language and they have continued language study beyond what is required. These learners are motivated to continue learning and their long-term language learning goal is to achieve fluency. They have encountered problems and set-backs throughout their language learning process, yet they continue because it is

more important for them to achieve their goals. They were selected for this study because they have chosen to continue learning beyond basic university requirements. These learners reported determination to complete tasks associated with negative extrinsic motivation and motivation to persist in learning associated with interest and internally regulated motivation associated with goal-orientation, interest, and expectancy value. Leaver (2003) suggests that persistence is a common variable among learners at native-like proficiency. Some learners continue beyond what is required, others stop after completing the requirements, and yet some are motivated to persist to achieve native-like proficiency. This study sheds light on language learning motivation from the perspective of the learners, and this insight may help both teachers and learners develop motivational regulation strategies to modulate their motivation to facilitate motivation to persist in language learning to native-like proficiency.

Data were collected using qualitative procedures designed to examine language learning motivation. Language learning is a long-term process and learners are likely to experience changes in motivation throughout this process. Achieving native-like proficiency may take up to 17 years for an adult learner (Leaver, 2003). Maintaining the language is a life-long process and professional language use at native-like proficiency is a way of life. A motivational assessment may provide a greater understanding of language learning motivation and may help learners develop motivation to persist in language learning so that they may improve the necessary knowledge, skills, and abilities to be better prepared for professional language use at native-like proficiency.

Data were collected using a written questionnaire, modified from the Learner/User Questionnaire: Acquisition of Level 4 L2 Proficiency (Leaver, 2003), an unstructured interview protocol, and a follow-up interview in order to examine language learning motivation. This study focuses on speaking proficiency; however, results allowed the researcher to make recommendations associated with both proficiency and performance. Results are reported for the primary source of motivation, associated motivational orientations, influencing variables, changes, and regulation associated with language learning motivation. Data were collected using an emergent, constant comparison method of data collection, coding, and analysis (Creswell, 2003, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1998); and then were coded, analyzed, and reported using iterative process modeling procedures to compare sequences, patterns, and processes as they emerged during data coding. This method allowed the researcher to analyze data associated with language learning motivation as they emerged into quantifiable categories. These categories were types of motivation, changes in motivation, motivational regulation, and variables which may influence motivation (such as the teacher, friends, family, the learning environment, external requirements, efficacy, tolerance of ambiguity, flexibility, learning styles, and processing styles). Further, sequences and patterns were analyzed, compared, and reported along with associated processes and influencing variables as well as similarities, differences, and outliers for data reported by the participants in this study. This chapter provides the rationale for the study and presents the significance and context of the problem, the research questions, definitions, limitations, and a brief overview of the research design.

Statement of the Problem

Language skills are becoming increasingly important with ever-increasing globalization and they are necessary to keep pace with the global community. Multilingualism is common throughout much of the world; however, it seems to be the exception in the United States (Valdez, 2000). Research suggests that achieving more advanced levels of proficiency is very possible and that learners should begin to strive to achieve higher levels of proficiency (Leaver, 2003). Similarly, teachers should increase their proficiency expectations in the classroom (Behrens, 2006; Byrnes, 2004, 2006; Byrnes, Weger-Guntharp, & Sprang, 2006; Doughty & Long, 2003; Kassen & Lavine, 2007; Long, 2003; Segalowitz, 2003; Sorace, 2003; von Stutterheim & Carroll, 2006). Furthermore, associated recruitment efforts should be improved. The American Council of Teachers of Foreign Languages, ACTFL (2008) suggests that while learning a foreign language is important, the ability to use this language can help a learner increase an awareness of communication, culture, communities, comparisons, and connections.

> Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. (ACTFL – Statement of Philosophy, Standards for Foreign Language Learning, 2008)

Further, according to ACTFL (2008), learning a foreign language may help a learner to communicate in a language other than English, “gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of language and culture, and participate in

multilingual communities at home and around the world." Maxim (2004) suggests that it is time to expand the visions for advancing language learning in colleges and further suggests that classrooms should become more learner-centered. Further, motivation is important during language learning (Csizer & Dornyei, 2005; Dornyei, 2001; Dornyei & Csizer, 2002; Dornyei, 2005; Ehrman, & Leaver, 2003. Gardner, 2000; Gardner, Tremblay, & Masgaret, 1997; Leaver, 2003; Masgoret, & Gardner, 2003; Noels, Clement, & Pelletier, 2001; Oxford & Shearin, 1994; Tremblay & Gardner, 1995; Zuengler & Miller, 2006). With this in mind, it is necessary for the teacher to understand the learner in his or her current stage of learning, to include an understanding of the learners' individual needs and to envision the goals and motivation required for language learning and use at native-like proficiency. After this, the teacher can develop and implement a plan for long-term language achievement designed to provide the required level of knowledge, skills, and abilities necessary to achieve those goals.

Learners experience several types of motivation, such as intrinsic and extrinsic motivation (Deci & Ryan, 2000), as well as motivational orientations, such as instrumental and integrative motivation (Tremblay & Gardner, 1995); goal-orientation, expectancy value, and expectancy of success (Wigfield & Eccles, 2000). Changes in the primary source of motivation and these orientations influence the language learning process. The teacher may influence motivation both positively and negatively. Therefore, if a teacher is aware of the learner's individual needs and motivations, then, the teacher may use strategies to reduce learner-teacher conflicts in the classroom, which may encourage more effective learning by addressing the

specific needs of the learners (Ehrman & Oxford, 1995). Furthermore, motivation is a key variable in language learning (Oxford & Nyikos, 1989).

An understanding of language learning motivation provides insight into how students regulate their motivation to persist in language learning and why they continue beyond the basic requirements. Many learners do not continue beyond these requirements. Developing motivation to persist during the beginning years of language learning could help facilitate the development of motivation to persist in language learning beyond university levels. Furthermore, if a teacher is aware of the significant factors that influence language learning motivation, then it is possible for the teacher to incorporate strategies that are designed to positively develop motivation to persist in language learning and professional language use. A motivational assessment allows a teacher to examine language learning motivation, develop regulation strategies, and facilitate a more effective language learning process designed to develop learners who are better prepared for professional language use at higher levels of proficiency.

Significance of the Study

Learning a language to native-like proficiency is a long-term process and motivation is likely to change throughout this process, therefore, it is essential to understand changes in motivation throughout the learning process and develop strategies to regulate motivation for long-term foreign language achievement. This study provides a method to conduct a motivational assessment and analyze results using process modeling techniques to develop a model of motivational patterns as well as general models of patterns for associated language learning processes.

Additionally, the results are used to present recommendations to design a plan for long-term language achievement that may help other learners develop motivation to persist in language learning to native-like proficiency. Any increase in the number of learners at this level of proficiency is significant. Additionally, this study addresses how this plan for long-term language achievement may be incorporated into the college curriculum. This study could also be used as a paradigm to study learners of other languages and heritage speakers. Heritage language learners are those who are learning their native language as a foreign language in the United States.

Very little research addresses undergraduate language learners who are motivated to persist in language learning from the perspective of the language learners using a qualitative design (Lambert, 1999). While quantifiable analyses of foreign language learning aptitude, behaviors and proficiency are available, additional research is necessary to understand motivation to learn a language from the perspective of the learners (Clark-Ridgway, 2000; Conrad, 1997; Dirstine, 2006, Jernigan, 1999; Kirkpartric, 2001; Lambert, 1999; Leaver, 2003: Renza-Guren, 2001; Ricaurte, 1999; von Worde, 1998). Therefore, this qualitative study expands the existing body of knowledge to help both learners and teachers better understand ways to facilitate motivation to continue and persist in language learning. The results of this study are very beneficial as they provide both teachers and students with an awareness of salient factors that are associated with and cause changes in motivation during language learning. As such, this understanding may be very beneficial when incorporated into a college curriculum because it may enable teachers and learners to develop strategies to positively facilitate the development of motivation to persist to

increase proficiency. This may also improve performance so that the learner is better prepared for professional language use at native-like proficiency.

Universities frequently have foreign language requirements for students. For example, the University of Maryland has a language requirement of eight credits for undergraduate students in the College of Arts and Humanities (UMCP, 2008). Nearly 4,000 students per semester are enrolled in foreign language courses at the University of Maryland, where more than 10 languages are offered. This study provides insight into why some students are motivated to persist in foreign language learning after they are no longer required to study a foreign language as part of the university requirements. This understanding is particularly important because very few learners achieve or are motivated to achieve native-like proficiency (Leaver, 2003). The number of learners decreases as the level of learning in the university increases. For example, at the University of Maryland alone during the Spring 2008 semester 3,791 students were enrolled in undergraduate foreign language courses. Of these students, 2,206 were enrolled in lower level courses, 1,585 were enrolled in upper level courses, and only 99 students were enrolled in graduate level courses (UMCP, 2008). This means of nearly 4,000 foreign language students, only 2.5% of these students are at the graduate level. How many will then continue beyond these requirements to native-like proficiency? The number of learners decreases as the proficiency level increases. Table 1 represents the number of language learners at the University of Maryland in the Spring 2008 semester.

Table 1

Foreign Language Learners at the University of Maryland

Foreign Language Course Level	Number of students
Undergraduate and Graduate	3,890
Undergraduate	3,791
Upper level (Undergraduate)	1,585
Graduate-level	99

Source: University of Maryland, School of Languages, Literatures, and Cultures

With this in mind, it is essential to consider what may be done to encourage more students to continue language learning, particularly when so many stop learning after completing the minimal university requirements. An increase in the number of learners who continue beyond the basic requirements could lead to an increase in the number of learners who continue beyond university level, which in turn, could lead to an increase in the number of learners who continue learning to native-like proficiency.

General Purpose of the Study

The purpose of this study was to examine language learning motivation of native English speakers who were traditional age language learners, ages 18-23, enrolled in university undergraduate foreign language courses in the United States, and who chose to continue language learning. Specifically, this study examines language learning motivation of these learners who are motivated to continue learning the language. The purpose of this research was to conduct a motivational assessment to examine language learning motivation of these learners in order to better understand how motivational regulation strategies may help learners regulate

motivation to persist in language learning. Data obtained from this study were used to develop recommendations for planning for long-term language achievement that may be incorporated into the college curriculum. This study examined four primary questions.

Research Questions

1. What motivates a learner to persist in learning a language?

    1.1. How do learners determine when long-term motivation is more important than short-term set-backs, difficulties, or negative influences?

    1.2. What is the primary source of motivation for these learners?

    1.3. What are the long-term goals of these learners?

2. What factors influence or change motivation during language learning?

    2.1. Are these learners aware of motivational changes? If so, how do they respond?

    2.2. How does interest change during learning and what can be done to keep the students learning during these changes?

    2.3. What is the role of the teacher?

3. What motivational regulation strategies do these learners employ?

    3.1. What is the role of the teacher in developing regulation strategies?

4. If a teacher can influence motivation both positively and negatively, should a teacher intentionally manipulate a learner's motivation?

    4.1. How can a teacher positively manipulate motivation to facilitate the development of motivation to persist in learning beyond university levels?

        4.1.1. How can a teacher positively manipulate the primary source of motivation without causing the learner to lose interest in language learning? Do the potential benefits outweigh the risks?

4.2. What happens when a teacher negatively influences motivation?

4.3. What is the role of negative extrinsic motivation?

Definition of Key Terms

Achievement motivation – Achievement motivation is the motivation associated with the expectancy of success and the perceived value of a task as well as ability beliefs and motivation to perform tasks. As the perceived likelihood of success increases, the perceived task value increases and consequently, the learner's positive motivation increases (Wigfield & Eccles, 2000).

Extrinsic and intrinsic motivation - extrinsic motivation is regulated by external, introjected, identified and integrated styles, with the locus of causality ranging from external to internal, respectively. Intrinsic motivation is internally motivated and the locus of causality is internal. The regulation of both intrinsic and extrinsic motivation is self-determined; with internal regulation being regulated by interest, enjoyment, interest and satisfaction. External regulation is externally regulated by compliance, and external rewards and punishments; introjected regulation is somewhat externally regulated by self-control, ego-involvement, internal rewards and punishments; identified regulation is somewhat internally regulated by personal importance and conscious valuing; and integrated regulation is internally regulated by congruence, awareness and synthesis with self (Ryan & Deci, 2000).

Instrumental motivation - The instrumental motivational orientation is externally regulated and is linked to extrinsic rewards and/or punishments. A motivated individual may be defined as one who desires to achieve a goal, works hard to achieve that goal and enjoys the activity involved (Tremblay & Gardner, 1995).

This study refers to instrumental motivational orientations for language use as it is associated with opportunities to apply knowledge, skills, and abilities developed in practical situations.

Integrative motivation - The integrative orientation in language learning refers to a learner's desire to integrate or adapt to the culture and language where the language learned is the dominant language. This orientation is more internally regulated; however, it can also be somewhat externally regulated given the number of external variables influencing learning (Tremblay & Gardner, 1995).

Motivational associations – The primary source of motivation may be associated with other types of motivations, such as goal orientation, achievement, instrumental motivational orientations, and integrative motivational orientations. These orientations may help develop the primary source of motivation for language learning, related career goals, language use, and language use at native-like proficiency.

Native-like proficiency – This term was often used by participants during the study to indicate native-like professional proficiency. For these learners, this means having the ability to use the language with ease and to communicate as a native speaker of the language would in a professional environment.

Self-regulated Learners – Pintrich (2000) suggests that self-regulated learners are learners who actively participate in their own learning process by regulating their learning strategies, behavior, and motivation during the learning process. According to Pintrich, the phases of self-regulated learning (SRL) include: a) forethought, planning and activation, b) monitoring, c) control, and d) reaction and reflection. The

areas of regulation include cognition, motivation/affect, behavior and context. Motivational planning includes goal orientation adoption, efficacy judgments, learning judgments, perception of task difficulty, task value activation, and interest activation. Motivational monitoring includes awareness and monitoring of motivation and affect. Motivational control includes selection and adaptation of strategies for managing motivation and affect. Motivational reaction and reflection includes affective reactions and attributions.

Proficiency. The ACTFL proficiency guidelines are used in this study so that the participants may provide a self-assessment of their proficiency level as background information. The guidelines are provided in Table 2 below.

Table 2

ACTFL Proficiency Guidelines – Overview

ACTFL Skill levels	Description overview
Novice low	Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible.
Novice mid	Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned.
Novice high	Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.
Intermediate low	Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture.
Intermediate mid	Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.
Intermediate high	Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.
Advanced low	Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.
Advance mid	Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.
Advanced high	Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics.
Superior	Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy.

Source: ACTFL, 2008. www.actfl.org

The following section provides an overview or clarification of terms used for reporting and presentation of data.

Associated Motivational Orientation – Motivation associated with the primary source of motivation. Generally, associated motivational orientations may include instrumental or integrative motivation, achievement motivation, goal orientation, expectancy value, and expectancy of success (Tremblay & Gardner, 1995; Wigfield & Eccles, 2001).

Associated variable – Any variable associated with language learning motivation, related processes, or motivational orientations. Associations may also be correlations.

Authentic environment or context – Actual environment or context that is not manipulated, simulated, or contrived.

Contrived learning environment or semi-authentic work environment – An environment that is designed to simulate an authentic environment to facilitate practiced-practical application during learning. This environment is specifically designed for training purposes. The learner may or may not be aware that the environment is contrived, simulated, or manipulated.

Data reporting model – A motivational achievement model that is used to report data for these learners as well as to make recommendations to facilitate the development of motivation to persist in language learning and use at native-like proficiency.

Influencing variable – Any variable that may influence, change, or impact the primary source of motivation, motivational orientations, or any other variable. Influencing variables may also be intervening or compounding variables.

Primary Source of Motivation – This term is used to describe the learner's main motivation or reason for pursuing the language learning goal, related career and associated goals, language use, and language use at native-like proficiency. The primary source of motivation is the reason, impetus, driving force, or stimulus that motivates an individual to persist. The primary source of motivation during learning may be internally, externally or co-regulated, and associated motivational orientations may influence or develop the primary source of motivation. Persistence is associated with internally regulated motivation to achieve the long-term goals and interest is associated with developing long-term career goals.

These associations may be influenced by internal or external variables. During language learning, the primary source of motivation may differ for language learning, a related career goal, associated goals, professional language use, and language use at native-like proficiency. Associated motivational orientations may include instrumental, integrative, goal-orientation, achievement, expectancy value, and expectancy of success. Internal and external variables may influence motivational development. This refers to any influencing, interfering, or confounding internal or external variable that may also influence, develop, diminish, or change the primary source of motivation, motivational orientations, or any other component of the language learning process during language learning. These variables may be positive, negative, or neutral and may influence motivation positively, negatively, or the

influence may be neutral (the learner acknowledges and has an awareness of numerous associated and influencing variables; however, these variables have a neutral influence on motivation).

These associations and influences may help develop other components of the language learning process, such as knowledge development, linguistic development, or cognitive development. Knowledge development is an essential component of language learning motivation during language learning to prepare the learner for language use. It also contributes to the associated motivational orientations to reinforce or develop motivational orientations, which may develop the primary source of motivation for language learning or use. Insignificantly influencing variables may correlate to state changes in motivation, while a significant influencing variable may cause a change to the process or cause the development of associated motivational orientations.

Sequences of related motivations, associations, and influences develop patterns that increase or decrease in progression as the learner develops knowledge and autonomy forming patterns of motivational development. These patterns include the primary source of motivation, associated motivational orientations, influencing variables, changes, and regulation. Changes are associated with regulation or lack of regulation. These may be positive, negative, or neutral, and patterns may stop, or increase or decrease in progression. Strategy regulation may be internally regulated, co-regulated, or externally regulated. These sequences of variables combine to form patterns and may be influenced by associated processes.

Limitations

This study was designed using a qualitative case study approach; therefore, the generalizability of this study may be limited by the following:

1. The participants were English-speaking, traditional age undergraduate students, ages 18-23, purposefully selected from a single university in the United States;

2. The participants were undergraduate students and enrolled in undergraduate upper level Spanish and Russian courses;

3. This study reports data collected from seven learners;

4. Data collected during interviews are self-reported data;

5. This study was not designed to provide a profile of a good language learner or to specifically address learning styles and strategies;

6. This study was not designed to specifically address proficiency or aptitude;

7. This study was designed to examine motivation to persist in language learning and while factors influencing motivation are discussed, this study was not designed to specifically examine each of these individual factors, rather the focus was to examine motivation to persist in language learning;

While there are limitations to this type of study, the potential benefits associated with the knowledge gained from this research were considered to be more important. This study presents recommendations to facilitate the development of motivation to persist in language learning and use at native-like proficiency based the results of data provided through these qualitative procedures. The benefits associated with developing motivation to persist in language learning to help learners achieve their long-term language, learning, and career goals was determined to be more significant.

While an incentive was offered to encourage participation, the researcher began recruiting in the upper level elective courses as these are the students who were

continuing language study by choice and were more likely to have a positive perception of language learning. As such, an incentive was unlikely to negatively influence the participants' responses during data collection. Participants were offered the incentive when they completed the requirements of the study. It is possible that an incentive to participate in such a study could cause biased favor in support of the researcher, which may reduce the participants' anxiety and increase motivation to participate in the study, and thus, may be instrumental in helping the researcher, as the interviewer, to elicit more data during the interviews given the participants' increased motivation to participate in the study and interest in the topic discussed in the interviews.

Organization of the Dissertation

Chapter 1 provides the introduction for this study. Chapter 2 presents the literature review and discussion of language learning motivation and motivated self-regulated learning as well as variables that influence and are influenced by motivation during the language learning process. Chapter 3 provides the methodology for the study. Chapter 4 reports the results and Chapter 5 presents recommendations to facilitate the development of motivation to persist in foreign language learning to native-like proficiency and operationalize motivation to persist in professional language use.

Theoretical Framework

In order to examine language learning motivation of these participants, this study specifically addresses intrinsic, extrinsic, instrumental, integrative, and achievement motivations according to the following models and theories as the

framework for motivation. The primary model used in this study is the Self-Determination Theory (SDT) (Deci & Ryan, 1995 and 2000) and the focus of this study is on intrinsic and extrinsic motivation. However, this model is not domain-specific; therefore, the Socio-Educational Model (Gardner, Tremblay, & Masgoret, 1997; Tremblay & Gardner, 1995) is also used to explain domain-specific motivations, such as the instrumental and integrative orientations during foreign language learning. Additionally, language learning is a long-term process; therefore, it is also necessary to examine achievement motivation and state motivation as well as motivational regulation strategies. Because persistence is a common factor among learners at the native-like proficiency (Leaver, 2003) and language learning is a very long-term process, it is also necessary to understand state motivations as the motivation may change throughout the language learning process. With that in mind, how do some learners persist with changes in state motivation? Understanding motivational regulation strategies may help provide insight into learners' motivation to persist during language learning.

Motivational regulation is one aspect of self-regulated learning (SRL), therefore, the motivational component of Pintrich's (2000) model of self-regulated learning also serves as one aspect of the theoretical framework for this study. Understanding changes in motivation could help teachers develop strategies that lead to positive manipulations in motivation. If a learner is aware of such changes in motivation, then the learner may employ strategies to regulate motivation consistent with the motivational component of Pintrich's (2000) model of self-regulated learning. Understanding how learners regulate motivation could help facilitate the

development of motivation to persist in language learning to the native-like levels. This knowledge could then be in a college curriculum to help current and future language learners. The models used in the theoretical framework are described below.

The Self-Determination Theory (Deci & Ryan, 1985, 2000) discusses intrinsic and extrinsic motivation and suggests that the regulation of both intrinsic and extrinsic motivation is self-determined, with internal regulation being regulated by interest, enjoyment, interest and satisfaction. External regulation is externally regulated by compliance, and external rewards and punishments. The Socio-Educational Model (Gardner, Tremblay, & Masgoret, 1997; Tremblay & Gardner, 1995) addresses instrumental and integrative motivation. The integrative orientation in language learning refers to a learner's desire to integrate or adapt to the culture and language where the language learned is the dominant language. This orientation is more internally regulated; however, it can also be somewhat externally regulated given the number of external variables influencing learning. The instrumental motivational orientation is externally regulated and is linked to extrinsic rewards and/or punishments. The Expectancy-Value Theory (Wigfield & Eccles, 2000) discusses achievement motivation and examines the expectancy of success and the perceived value of a task as well as ability beliefs and motivation to perform tasks. As the perceived likelihood of success increases, the perceived task value increases and consequently, the learner's positive motivation increases.

Additionally, Pintrich's (2000) model of self-regulated learning (SRL) serves as the theoretical framework for motivational changes and regulation. Pintrich (2000) suggests that self-regulated learners actively participate in their own learning process

by regulating their learning strategies, behavior, and motivation during the learning process. According to Pintrich, the phases of self-regulated learning include: 1) forethought, planning and activation, 2) monitoring, 3) control, and 4) reaction and reflection. The areas of regulation include cognition, motivation/affect, behavior and context. Motivational planning includes goal orientation adoption, efficacy judgments, each of learning judgments, perception of task difficulty, task value activation, and interest activation. Motivational monitoring includes awareness and monitoring of motivation and affect. Motivational control includes selection and adaptation of strategies for managing motivation and affect. Motivational reaction and reflection includes affective reactions and attributions.

Research Design

This qualitative study was designed using grounded theory (Cresswell, 2003) and the constant comparison method of data collection, coding, and analysis (Glaser & Strauss, 1967; Strauss & Corbin, 1998) combined with elements of a single case study approach (Creswell, 2003; Nunan, 1992) in order to examine motivation and motivational changes of undergraduate students during language learning in order to understand motivation to persist during language learning. Data were collected following these procedures using a qualitative design that employs the use of a written questionnaire, modified from the Learner/User Questionnaire: Acquisition of Level 4 L2 Proficiency (Leaver, 2003), an unstructured interview protocol, and a follow-up interview (refer to Appendices A, B, and C). The researcher conducted a follow-up interview with the participants to ensure the accuracy of the transcribed data and clarify data. Transcribed data were then coded, analyzed, and reported. Data

were coded into categories related to motivation, motivational changes, and motivational regulation as well as influencing variables.

This allowed the researcher to examine categories, sequences, patterns, and processes associated with types of motivation, changes in motivation, motivational regulation, and variables influencing motivation as they emerged during data coding. Additional categories, sequences, patterns, and processes emerged and were analyzed and reported using process modeling procedures. This method allowed the researcher to examine all aspects of language learning motivation and associated learning processes in order to present recommendations to design an individual or classroom plan for long-term language achievement to facilitate the development of motivation to persist in language learning. This may also operationalize motivation for professional language use.

Summary

This study describes the procedures used to conduct a motivational assessment and evaluate language learning motivation of language learners to develop a plan for long-term language achievement that may be incorporated into the college curriculum to increase proficiency and improve performance in order to prepare learners for language use at higher levels of proficiency and transition learners to professional language use at native-like proficiency. It is hoped that results obtained from this study will help both teachers and learners improve proficiency and increase performance so that other language learners may appreciate language learning, and ultimately, develop motivation, motivational awareness, and regulation strategies to persist to achieve their long-term language, learning, and related career goals. The

following chapter provides a review of the literature related to motivation and motivated self-regulated learning as well as other variables that influence language learning motivation.

Chapter 2: Literature Review

Overview

Motivation may influence language learning and numerous variables influence a learner's motivation during the language learning process. Motivation may change throughout the learning process and a learner's ability to understand and regulate motivation may allow the learner to persist in learning. Similarly, external variables, such as a teacher, may also be instrumental in either facilitating the development of motivation or diminishing motivation to persist in learning. With this in mind, several questions must be considered to better understand motivation to persist in learning from the learner's perspective.

What motivates a learner to learn a language? What motivates a learner to persist in learning when others stop? How does choice or the lack of choice influence learning and motivation to persist in learning? How does motivation change throughout the learning process? What factors influence motivational changes? How does externally regulated motivation influence a learner's motivation to persist in a task that the learner would have initially chosen had the learner been given a choice? To what extent does externally controlled or regulated motivation or behavior influence a learner's motivation to persist in learning? What types of strategies do learners employ to regulate their motivation to persist in learning?

This chapter provides a discussion of language learning motivation, motivational changes, and motivational regulation in order to examine motivation to persist in language learning. The following section provides an overview of language learning motivation and theories of motivation. Specifically, this chapter addresses

intrinsic, extrinsic, instrumental, integrative, and achievement motivations in order to provide a better understanding of the motivational categories that may be addressed during the study.

Motivation and Language Learning

Motivation is a key factor in language learning (Brown, 2000; Dornyei; 2005; Ehrman and Oxford, 1995; Gardner, Tremblay and Masgoret, 1997; Oxford and Nyikos, 1989; Oxford and Shearin, 1994). Leaver suggests that motivation for more advanced learning may be different than for learners at lower proficiency levels (2003). Understanding the types of motivation as well as variables that influence motivation is important. Numerous factors influence an individual's ability to learn a foreign language, and consequently, motivation to learn a language. Among these are variables such as aptitude, intelligence, personality type, learning styles and strategies, anxiety, self-esteem and self-confidence, openness to risk taking, tolerance of ambiguity, flexibility and change, and attitude toward the language and culture. External variables may include extrinsic motivation, conflicting instructional style or methodology, influence of peers, etc. (Csizer & Dornyei, 2005; Dornyei, 2005;; Ehrman, & Leaver, 2003. Ehrman, Leaver & Oxford, R. 2003; Graham, 2006; Horwitz; Kassen & Lavine, 2007; MacIntyre, Baker, Clement, & Donovan, 2002; Masgoret, & Gardner, 2003; Zuengler & Miller, 2006). These, in turn, influence internal variables, such as motivation. While all of these variables are invariably connected, motivation seems to be the primary influence of successful second language learning (Oxford & Nyikos, 1989).

The teacher is perhaps one of the biggest sources of external motivation or demotivation in the classroom. Aside from conflicting instructional styles, learning styles, personality types, etc., the teacher may also influence a learner's motivation to persist in a task – either positively or negatively. Certainly, a positive influence would seem to be the most beneficial for learning because it may likely facilitate the development of motivation to persist in a task throughout the task and beyond the completion of the task. However, what happens when the teacher negatively influences motivation – either intentionally or unintentionally? What do highly motivated or self-regulated learners do to persist in learning during a task they would otherwise enjoy?

Research suggests that a learner's ability to choose an activity, task, or topic influences a learner's motivation and other psychological variables during the learning process (Deci & Ryan, 2000; Ryan, Connell, & Deci, 1983). Further research suggests that an internal locus of control offers the learner a sense of autonomy, which facilitates the development of intrinsic motivation, which in turn, increases the learner's enjoyment and interest in the task (Deci & Ryan, 2000), and thus, would seem more likely to facilitate the development of motivation to be actively engaged in a task and to facilitate the development of motivation to persist in that task beyond the completion of the activity. If it is possible for a learner's motivation to be externally controlled by coercion, manipulation, or other means, what type of strategies can a learner employ to continue learning in such adverse conditions? Similarly, positive motivational influences may also increase motivation and enhance

learning. To better understand the importance of motivation during learning, the following is an overview of motivational theories and language learning motivation.

The Socio-Educational Model

The Socio-Educational Model (Gardner, 1974; Gardner & Lalonde, 1985; Gardner, Tremblay & Masgoret, 1997; Tremblay & Gardner, 1995) addresses integrative and instrumental motivation and examines the role of language attitudes (attitudes towards L2 speakers, integration, and language interest) along with attitudes towards the dominant language. These, in turn, may influence motivational behaviors (attention, intensity and persistence) along with attitudes towards the dominant language, which influence achievement. The Socio-Educational Model addresses the development of the integrative and instrumental motivational orientations. The integrative orientation in language learning refers to a learner's desire to integrate or adapt to the culture and language where the language learned is the dominant language. This orientation is more internally regulated; however, it can also be somewhat externally regulated given the number of external variables influencing learning. The instrumental motivational orientation is externally regulated and is linked to extrinsic rewards and/or punishments. A motivated individual may be defined as one who desires to achieve a goal, works hard to achieve that goal and enjoys the activity involved.

Figure 1

Socio-Educational Model

Source: Tremblay & Gardner, 1995

A meta-analysis of studies (Masgoret & Gardner, 2003) examined the roles of attitudes and motivation for language learning using the Attitude/Motivation Test Battery (AMTB) (Gardner, 1985). This study was designed to measure motivation, integrativeness, and attitudes towards the learning situation. Two measures were also used to assess the instrumental and integrative orientations. The mean reliability of the AMTB was .93 for attitudes towards the learning situation, .90 for integrativeness, and .92 for motivation. Integrativeness refers to learners' attitudes towards or desire to

identify with native speakers of other languages. Attitudes towards the learning situation refer to learner's attitudes towards the context in which teaching and learning occur. Motivation refers to goal-directed behavior and a motivated individual affords time and effort to participate in a task, sets goals and has strategies to achieve those goals, is engaged in the learning task, and is persistent.

This meta-analysis of studies related to the AMTB was used to examine 75 individual samples of data. The procedures used for this study were based upon those described in Hunter and Schmidt (1990) and the mean correlates for each category were determined in order to address attitude, motivation and orientation measures. Three hypotheses were tested related to 1) relationship of the attitude, motivation, and orientation variables, 2) the influence of language/cultural context on the relationships, and 3) the influence of age on relationships. The results of this study indicated strong positive correlations with a confidence interval to support the generalization that correlations are positive for the population. Specifically, data indicated that there is a positive correlation between achievement and motivation. This relation indicated the strongest correlation. Additionally, results indicated a positive correlation between achievement and integrativeness, the integrative and instrumental orientations, or attitudes towards the learning situation. Furthermore, the results indicated that there was a correlation between the integrative motivation and successful language learning, which is also previously supported in other studies (Gardner, 1973, 1979, 1885, 2000; Gardner & MacIntyre, 1991; Gardner, Tremblay & Masgoret, 1997). Age and learning environment were not significant factors related to achievement. Further, results indicated that attitudes toward the learning situation, integrativeness, the integrative

orientation, motivation and the instrumental orientation positively correlate to language learning achievement; however, motivation indicated the strongest correlation to achievement. This suggests that other models that specifically examine motivation and achievement should also be addressed.

Expectancy-Value Theory

The Expectancy-Value Theory of achievement motivation (Wigfield & Eccles, 2000) examines the expectancy of success and the perceived value of a task as well as ability beliefs and motivation to perform tasks. As the perceived likelihood of success increases, the perceived task value increases and consequently, the learner's positive motivation increases. This model addresses culture by examining gender role stereotypes and cultural stereotypes; beliefs and behaviors (of the socializer), differential attitudes and previous achievement beliefs. These variables may influence the learner's perception of the socializer's beliefs and expectations, gender roles and activity stereotypes; and the learner's interpretation of experiences to include causal attributions and the locus of control. In turn, the learner's goals and self-schemata (short and long term goals, ideal self, self-concept of one's abilities and perception of task demands), and affective memories may be influenced. This may lead to the expectation of success, participative task value (interest/utility and cost) and ultimately to achievement related choices. Motivation influences choice, persistence and performance of activities as well as an learners' beliefs about how well they will perform an activity. The degree of value they assign the activity are related to their choice, performance and persistence to complete the activity.

Figure 2:

The Expectancy-Value Theory

Source: Wigfield & Eccles, 2000

In addition to this, Ajzen (1991, 2002) suggests that human beings are guided by behavioral, normative and control beliefs. In the theory of planned behavior, behavioral beliefs are guided by positive or negative attitudes toward the behavior; normative beliefs are perceived social pressures; and control beliefs relate to the individuals perceived behavioral control (perceived ease or difficulty of performing a behavior. When combined, these beliefs lead to a behavioral intention. Beliefs about self-efficacy and control are latent variables in this theory.

Dornyei's Framework for L2 Motivation

Dornyei's Framework for L2 Motivation (1994) addresses variables related to the 1) language level, 2) language learner level, and 3) learning situation level. At the language level, this framework examines the roles of integrative and instrumental motivation and suggests that the integrative motivational orientation is a primary component of L2 motivation. The learner level addresses individual difference variables such as confidence, L2 anxiety, perceived L2 competence, self-efficacy, causal attributions and need for achievement. The learning situation level addresses three specific L2 motivational components: a) course-specific, b) teacher-specific, and c) group-specific. Course-specific components include relevancy, interest, expectancy of success, and satisfaction (with outcome); teacher-specific components include affiliate motive, authority type, direct socialization of motivation, modeling, task presentation and feedback; and group-specific components include goal-orientations, norm and reward system, group cohesiveness and classroom goal structure.

Figure 3

Framework of L2 Motivation

Covington (1984) suggests in the Theory of Self-Worth of Achievement Motivation that the there is a need for learners to protect their perception of self-worth and the learner's perception of his or her ability is an integral variable in this theory. Furthermore, there is a potential conflict between teachers and students and the learner's ability is a critical component of success. Conversely, inability is the main factor in failure, therefore, the concept of student beliefs about ability is a major contributing factor to in self-determination.

Self-Determination Theory

The Self-Determination Theory (SDT) (Ryan & Deci, 2000) addresses intrinsic and extrinsic motivation and as such, examines motivation, motivation regulatory styles, perceived locus of causality, and relevant regulatory processes as they relate to self-determined and nonself-determined behaviors. SDT addresses the difference between amotivation, not valuing an activity, not being fully competent to do it, or not expecting it to yield a desired outcome; intrinsic motivation, and extrinsic motivation. Amotivation is not regulated specifically internally or externally; extrinsic motivation is regulated by external, introjected, identified and integrated styles, with the locus of causality ranging from external to internal, respectively. Intrinsic motivation is internally motivated and the locus of causality is internal.

The regulation of both intrinsic and extrinsic motivation is self-determined; with internal regulation being regulated by interest, enjoyment, and satisfaction. External regulation is externally regulated by compliance, and external rewards and punishments; introjected regulation is somewhat externally regulated by self-control, ego-involvement, internal rewards and punishments; identified regulation is somewhat internally regulated by personal importance and conscious valuing; and integrated regulation is internally regulated by congruence, awareness and synthesis with self. Amotivation is nonself-determined and impersonally regulated by nonintention, nonvaluing, incompetence and lack of control. Intrinsic motivation is defined as a natural inclination towards assimilation, mastery, spontaneous interest, and exploration. This motivation is essential to cognitive and social development and represents a source of enjoyment. Intrinsic motivation is viewed in terms of

conditions that can elicit and sustain as opposed to diminish or subdue this characteristic. Extrinsic motivation refers to the performance of an activity in order to attain some separable or external outcome. A subtheory, the Cognitive Evaluation Theory, examines the fundamental needs of competence and autonomy and suggests that social-contextual actions (such as feedback or criticism) may affect intrinsic motivation.

Figure 4

Model of the Self-Determination Theory

A meta-analysis of 128 studies was conducted to evaluate the effects of extrinsic rewards on intrinsic motivation (Deci, Ryan & Koestner, 1999). In order to evaluate this effect, this study addressed motivational approaches, rewards contingencies, interpersonal contexts, verbal rewards, and performance-contingent rewards as well as attributional approaches and behavioral approaches. A hierarchical approach was followed to analyze two primary meta-analyses, to include one to evaluate free-choice behaviors and another to evaluate self-reported interest. First, the reward effects on intrinsic motivation were divided into categories which were previously identified as moderators of reward effects. Reward effects were then separated into 2 categories: verbal reward and tangible rewards. Each category included expected rewards and unexpected rewards to determine if the rewards were task-noncontingent, unexpected completion-contingent or performance-contingent.

Results indicated that extrinsic rewards consistently undermined intrinsic motivation and verbal rewards (positive feedback) increased intrinsic motivation, however, interestingly, the latter had higher significance for the group of college students than for the group of children. Overall, verbal rewards increased free-choice behaviors as well as self-reported interest, while tangible rewards decreased free-choice behaviors and self-reported interest. Similarly, no reward undermined self-reported interest. All tangible reward effects indicated a decrease in intrinsic motivation; however, unexpected tangible rewards did not influence free choice behaviors. Results further indicated that expected rewards decrease free-choice intrinsic motivation and self-reported interest. Task-noncontingent reward effect (i.e. salary) data indicated no significance. Engagement-contingent rewards indicated a

decrease in free-choice intrinsic motivation as well as self-reported interest; however, the former indicated a greater composite effect size for the group of children than for the group of college students. Completion-contingent reward effect data indicated a decrease in free-choice intrinsic motivation as well as a decrease in reported self-interest. Performance-contingent reward effect data indicated decreased free-choice intrinsic motivation, but results were insignificant in relation to self-reported interest. In general, data indicated that tangible rewards had a negative effect on intrinsic motivation, whereas verbal rewards (positive feedback) indicated a positive effect on intrinsic motivation. This study suggests that verbal rewards or positive feedback increases intrinsic motivation. From the perspective of language learning, it may also be possible to suggest that internal and external factors may also influence intrinsic motivation during language learning; therefore, additional language-specific motivational concepts are discussed below.

Williams and Burden's Framework of L2 Motivation (1997) examines internal and external variables which influence L2 motivation. Internal factors include intrinsic interest, perceived value of activity, sense of agency, mastery, self-concept, attitudes, affect, developmental age and stage, and gender. External factors include significant others, nature of interaction with significant others, learning environment and the broader context (i.e. conflicting interests, cultural norms, etc.). These are described in Figure 5.

Figure 5

Framework of L2 Motivation

Attitudes toward native speakers also influence language learning. Lambert (1981) suggests that there are additive characteristics when a member of a majority language group learns foreign languages because they are able to learn the languages at no cost to their native language. In contrast, he asserts that there are subtractive consequences for members of a minority language group who are learning another language which may replace their native language. Lambert's views of additive and subtractive bilingualism seem to suggest that transitional ESL programs may have subtractive consequences because of the external desire for the students to learn the majority language while native speakers of the majority language may choose to learn other languages and their efforts to learn these other languages will result in additive consequences (Lambert, 1981). In other words, this additive consequence may result in increased motivation to learn the language because it is a choice and thus, this choice may positively influence motivation to learn a language.

It is also necessary to consider the needs of the learners. Maslow (1972) states that there are five basic needs: physiological, safety and security, need to belong, self-esteem, and self actualization. If these basic psychological, social and emotional needs are met for foreign language learners, then anxiety will be decreased and motivation increased. If these needs are not met, language learners may "regress" in their needs, motivation and performance (Oxford & Shearin, 1994). This regression will, in turn, increase anxiety which will affect motivation. Therefore, a negative cycle emerges preventing successful foreign language learning. Learners in this category are unlikely to advance to higher stages of learning and intrinsic motivation

to learn additional foreign languages is significantly decreased. However, if the basic needs are met, motivation is high and the learner advances to the next stages of development. Numerous internal and external variables will influence the learners' stages of development. Dornyei (1994) suggest that language learning orientations can be organized systematically (on a continuum from intrinsic to extrinsic). This suggests, therefore, that extrinsic variables influence motivation and consequently, anxiety. With this in mind, it is likely that the foreign language instructor, who is one of many external variables, will influence the learner's progression through stages of learning development. There is a relationship between the student's motivation to learn the language and the teacher's teaching style (Dornyei, 1994). For example, if a learner has a reflective learning style preference and a teacher has an impulsive learning style preference, the teacher may expect an immediate response from a student who must first think about the response prior to providing an answer. This behavior may not be positively rewarded by a teacher with a contrasting learning style who prefers a more immediate response. This type of negative response could negatively influence the motivation for this type of learner (Ehrman & Leaver, 2002).

Numerous intrinsic and extrinsic variables influence the foreign language learning process. According to Williams and Burden's (1999) framework of L2 motivation, internal factors are defined as a) intrinsic interest of activity, b) perceived value of study, c) sense of agency, d) mastery, e) self-concept, f) attitudes, g) other affective states, h) development age and stage, and i) gender. External factors are a) significant others, b) the nature of interaction with significant others, c) the learning environment, and d) the broader context. It would, therefore, seem that motivation is

multi-dimensional and variable. Understanding the source of motivation for language learning is essential (Oxford & Shearin, 1994). Further, understanding how to motivate language learners is especially important if intrinsic motivation is low. According to Gardner's model, motivation consists of 3 components: 1) motivational intensity, 2) the desire to learn the language, and 3) attitudes towards learning the language (Tremblay & Gardner, 1995).

It is important to understand the learner's primary source of motivation. Oxford and Shearin (1994) suggest that understanding the foreign language learner's motivation is essential because individual motivation can influence the L2 learning process. Dornyei also discusses the importance of understanding motivation in the L2 learning process. Further, Gardner and Lambert conducted a series of studies addressing motivation and attitude for L2 learners (1972). Clearly, motivation in foreign language learning is extremely important. Different motivational theories suggest that various types of motivation affect learning differently (Gardner and Lambert, 1972; Oxford and Shearin, 1994).

Dornyei (1998) suggests that most motivational constructs could be classified into seven broad dimensions: affective/integrative; instrumental/pragmatic; macro-context related; self-concept related; goal-related; educational concept related; and significant others related. Dornyei further addresses the significance of work by others, such as Clement, Dornyei and Noels, 1994; Dornyei, 1990; Julkunen, 1989; Laine, 1995; Oxford and Shearin, 1994; Schmidt, Boraie and Kassaby, 1996; Schumann, 1998. Additionally, he addresses Tremblay and Gardner's (1995) model of L2 motivation which suggests cognitive concepts are mediating variables between

language attitude and motivational behaviors, further indicating that motivation influences achievement.

It also seems logical to suggest that motivation can influence the language attitude which influences achievement which, in turn, influences motivation – a cycle of language learning emerges. It would seem, therefore, that each time a learner progresses through a positive learning cycle that cognitive processes are increased leading to strategy awareness and regulation. While motivation is a primary variable that influences language learning, other factors also play a significant role in language learning. For example, understanding the influence of anxiety on motivation and the foreign language learning process is equally important. Early empirical studies have been unable to establish a clear relationship between anxiety and language performance (Horwitz & Young, 1991), however, MacIntyre (1995) suggests a relationship among anxiety, cognition, and behavior (MacIntyre, 1995). Similarly, many researchers suggest that individual difference variables may explain why learners learn differently and why motivation is different for each learner (Tremblay & Gardner, 1995; Cziser & Dornyei, 2005; Dornyei, 1994; Gardner & Lalonde, 1985; Dornyei, 2005, 2001, 2000, 1998, & 1994; Gardner & Lalonede, 1985; Gardner, Tremblay & Masgoret, 1997; Lambert, 1981; Masgoret & Gardner, 2003; Noels, Clements, & Pelletier, 1999 and 2001; Oxford, 1990; Oxford & Shearin, 1994; Williams & Burden, 1997). Furthermore, this research suggests that it may be possible to reduce learner variables by understanding these differences.

It would seem then that those with the highest level of intrinsic motivation to learn a second language would also have a high level of self-esteem and risk taking

behaviors are more open to change, more tolerant of ambiguities and more willing or able to employ different learning strategies to increase their success. The Expectancy-Value Theory (Wigfield & Eccles, 2000) suggests that the greater the perceived value and likelihood of success in an activity along with the expectancy of achievement, then the learner will likely be more motivated to complete that activity. When the activity is completed successfully, this may increase motivation and expectancy beliefs, resulting in increased motivation and higher achievement in the language. These variables would then lead to lower levels of anxiety; which would serve to further increase motivational risk taking behaviors and ultimately, the overall success in language learning would increase (Oxford & Nyikos, 1989). If this is the case, perhaps there is a relationship between metacognitive strategy use and motivation. Metacognitive strategies often account for the difference between novice and expert learners (Azevedo, 2004; Boekaerts, M., Pintrich & Zeidner, 2000; Moos & Azevedo, 2006; Schunk, 2001; Winne, 2001; Zimmerman, 2002; Pintrich,, 2000; Pintrich, & Zusho, 2002; Pintrich, Smith, Garcia & McKeachie, 1993; Rivers, 2001).

Understanding a learner's motivation during language learning is essential because motivation can influence the L2 learning process. (Dornyei, 1994, 1998 & 2000; Gardner, 1995; Gardner & Lalonde, 1985; Gardner, Tremblay & Masgoret, 1997; Noels, Clements, & Pelletier, 1999 and 2001Tremblay &; Oxford & Shearin, 1994; Williams & Burden, 1997; 2001, 2005). Different motivational theories suggest that various types of motivation affect learning differently. Further, understanding how to motivate language learners is especially important if intrinsic motivation is

low. Dornyei's (2005) research suggests a more process-oriented approach to motivation may be necessary.

Dornyei's process model approach to L2 motivation includes 3 stages: 1) preactional stage; 2) actional stage; and 3) postactional stage. The preactional stage suggests that motivation must be generated and the selection of motivation is associated with a selection of the type of goal or task. The actional stage suggests that the generated motivation must be maintained for the duration of the specific goal or task. The postactional stage suggests that learners will select future tasks and goals based upon their motivational retrospection; in other words, a learner will determine future tasks based on the success or failure of the goal or task during the actional stage. Similar to Dornyei's (2005) 3-stage model, the Expectency-Value Theory (Wigfield & Eccles, 2000) also suggests that a learner will select tasks based on perceived likelihood of success.

Figure 6

Dornyei's Process Model of L2 Motivation

It also seems logical to suggest that motivation may influence the language attitude which influences achievement which, in turn, influences motivation and thus, a cycle of language learning emerges. It would seem, therefore, that each time a learner progresses through a positive learning cycle that cognitive processes are increased leading to greater motivation and strategy regulation. Certainly, the circumstances in which a learner studies a foreign language will affect the learner's type of motivation. For example, members of a minority language group might have

greater extrinsic motivation to learn the majority language while members of the majority language group who choose to study a foreign language may have a higher level of intrinsic motivation (Morren, 2001; Mueller, 2003; Renou, 2001; Sanz, 2000; Spolsky, 1996; Williams & Van der Merwe, 1996). For example, in a country with a multilingual educational system which has one dominant language and native speakers of the dominant language are not required to learn the other languages, a native speaker of that language makes a personal choice to learn other languages. In this case, their primary motivation is intrinsic. Native speakers of the other languages are then likely to have high extrinsic motivation to become bilingual or multilingual in order to adapt to the dominant language and culture. While intrinsic motivation may also be high in these multilinguals, the high level of extrinsic motivation may be greater because there is an external requirement to learn another language which is given more importance than their own language within that society.

Understanding these variables is critical for successful language teaching and learning. Motivational and individual difference variables for learners could well mean that if a teacher has 25 students, then those 25 students are all processing the information differently. If these learners process information differently, they will likely have different learning preferences, language preferences, motivational preferences, etc. If a language teacher understands these differences, is may be possible to increase learning outcomes in the classroom.

Higher intrinsic motivation may lead to greater achievement which, in turn, is associated with higher motivation. Extrinsic motivation is also invariably increased along with achievement in the foreign language, thus, affording the learner greater

external support, encouragement and input. Each time the learner progresses through this cycle, he/she will increase cognition of both learning styles and strategies as well as an understanding of the languages itself. This is associated with even greater achievement and motivation. This may suggest that with each language the learner becomes more aware of variables influencing language learning and is learning and developing strategies to help him/her better learn the language and ultimately, this process may lead to metacognitive and metalinguistic awareness and consequently, strategy regulation and awareness in the more advanced and successful foreign language learners (Smith, 2006).

Leaver's (2003) study indicates that learners with different learning styles learn differently. Ehrman and Oxford (1995) also suggest that numerous individual differences influence language learning success. These variables may include learning strategies, learning styles, motivation, personality, cognitive aptitude, anxiety, self-esteem, risk-taking behaviors, and tolerance of ambiguity correlate to L2 learning proficiency. This suggests that attention should be given to learners' individual learning needs to help increase proficiency and to facilitate the development of motivation to persist in a learning task. Motivation and individual differences influence achievement during language learning (Dornyei, 2001). Not only is it essential for a teacher to understand a learner's motivation, but it is more important for the teacher to influence the learner's motivation positively in order to ensure optimal engagement in a learning task throughout and to help facilitate the development of motivation to persist in a task beyond the completion of the task. Unfortunately, this is not always the case. Changes in motivation do occur during

learning. While some changes may be due to internal factors, for learners who choose to continue learning when others stop, it is more likely that external factors, such as a teacher, influence motivation and thus, may cause changes in motivation during learning.

Very little research has been conducted on changes in motivation during language learning (Leaver, 2003). With this in mind, it is necessary to understand how changes in motivation influence learning and the learner's motivation to be actively engaged in a task or persist, particularly in an unpleasant or unbearable learning environment. Further, it is necessary to understand both positive and negative motivational changes and the strategies used by self-regulated learners during learning in order to monitor, control, and regulate their own motivation. Moreover, it is also essential for a teacher to understand the influence of externally monitored, controlled or regulated motivation and behaviors as this may ultimately cause an otherwise motivated learner to lose motivation to persist in a task. With this in mind, it is essential for both teachers and learners to be aware of motivation, motivational changes and motivational regulation, as well as strategies that may be used by both the teacher and the learner to help positively regulate a learner's motivation to be actively engaged in a learning task and to facilitate the development of motivation to persist in the task.

It is possible that a learner experiences changes in motivation throughout the language learning process. These changes may be either internally or externally regulated, however, in order for a learner to persist in learning, the learner must be aware of these changes and able to regulate strategies to persist during learning

because language learning is a very long-term process. The following section discusses internally and externally regulated changes in motivation to provide a better understanding of motivational changes during learning.

Changes in Motivation

Language learning is a very long-term process and motivation is likely to change throughout this process. Similarly, interest is also likely to change during learning, particularly as motivation changes. What can be done to help facilitate the development of motivation to persist in language learning while maintaining interest in the topic? What causes changes in motivation? How do learners respond to these changes? What type of motivation is associated with the highest achievement in language learning? How can a teacher positively manipulate motivation to help a learner develop motivation to persist in learning? How do positive and negative variables influence motivation?

If an internal locus of control is associated with greater intrinsic motivation and intrinsic motivation is associated with greater achievement, then, teachers and learners should strive to facilitate the development of intrinsic motivation in order to ensure optimal achievement during learning. The Self-Determination Theory (Deci & Ryan, 2000) suggests that intrinsic motivation facilitates a learner's interest and enjoyment of that task and that autonomy during learning is associated with self-determination, which ultimately is associated with greater achievement and thus, is more likely to facilitate motivation to persist in a learning task. Interest in the language and culture can change over time and it is important to help develop interest in the language and culture, while simultaneously facilitating motivation to persist in language learning to encourage study beyond the university levels. Language learning

is a very long-term process and changes in motivation and interest may occur throughout the process. Understanding these changes could help both the learner and the teacher develop strategies to regulate motivation and develop interest that keeps students learning. While it seems intuitive to suggest that positive extrinsic motivation will help motivate learners, it is also possible that negative extrinsic motivation may help develop positive outcomes in language learning. For example, the idea of getting a bad grade on a test or in a class may motivate some learners to try harder, and therefore, learn more. This is a positive outcome and such positive outcomes may ultimately increase motivation to learn.

However, what happens to a learner when the learner's intrinsic motivation is changed by internal or external variables? What happens when the learner's autonomy is removed or externally controlled by external variables, such as a teacher? What happens when a learner is forced to participate in a task? Does this lack of choice diminish the learner's intrinsic motivation to participate in the task and consequently, persist in learning after the task is complete?

Research suggests that an internal locus of control tends to enhance intrinsic motivation, whereas an external locus of control tends to decrease intrinsic motivation, therefore, those who perceive their learning experiences to have an internal locus of control view their actions as self-determined, while those who perceive the locus of control to be extrinsic may not experience self-determination and thus, consequently will feel pressured to participate in an activity which may in turn, influence the learner's active engagement in the learning task (Deci & Ryan, 2000; Ryan, Connell & Deci, 1985). Further, this research suggests that activities

which facilitate an external locus of control undermine intrinsic motivation. If a learner who begins a task with a high degree of intrinsic motivation encounters an aversive learning situation in which the locus of control becomes externally regulated, how can such a learner persist in learning? At this point, a change in motivation has occurred and to persist, a learner must regulate his or her motivation. However, can externally controlled causality lead to successful and lasting changes in motivation once that control is removed? In other words, does this external coercion or regulation successfully facilitate the development of motivation to persist in an activity once the external force is removed or does this externally controlled behavior simply cause the learner to completely lose motivation to persist in learning? In such a situation, why do some learners persist when others do not? Can these persistent learners regulate their motivation in such an aversive learning environment? If so, what strategies do these learners employ to regulate motivation to the extent internally possible with such aversive negative external controls? Furthermore, how do rewards influence motivation?

The SDT suggests that rewards may enhance both intrinsic and extrinsic motivation, but what happens when rewards are removed? It is possible that rewards may be used to enhance intrinsic motivation if such rewards are informational, rather than controlling (Ryan, Mims, & Koestner, 1983). This research suggests that controlling rewards undermine intrinsic motivation, whereas information rewards enhance intrinsic motivation. Ryan et al. (1983) further suggest that interpersonal factors may also negatively influence intrinsic motivation. Further, negative factors, such as threats of punishment, may indicate a learner is being externally controlled

which removes the learner's autonomy and self-determination, and consequently, intrinsic motivation is diminished. Further, if a learner does not have a choice to participate in an activity, then the learner's autonomy is removed. At that point, the learner is therefore being externally controlled, coerced or manipulated to engage in a learning task. This is associated with very aversive learning conditions, even if the learner would have voluntarily chosen to participate if given the opportunity. If a learner has an opportunity to participate in an activity, then a learner has an opportunity for self-determination, and thus, a learner's ability to choose may help to increase intrinsic motivation (Perlmutter & Monty, 1977). Further, in these studies related to choice, results indicated that having a choice enhanced learning whereas, when a choice was manipulated and participants were told what to do without a choice – even when the learner would have chosen that task if given a choice – learning was impaired and this directly and negatively impacted intrinsic motivation as well as other factors that influence or are influenced by motivation (Ryan, Connell, & Deci, 1983). With this in mind, what does a learner do when the external control completely removes the learner's interest and enjoyment in the activity, particularly, when the learner is coerced to participate in a learning task by means of negative rewards or punishments?

It is essential to minimize external controls and, thus, allow the learner to have a sense of choice in order to develop motivation for optimal learning during a task and to develop motivation to persist beyond the completion of a task. How do self-regulated learners respond to negative and aversive controls? How do learners regulate their motivation to persist in a task in such negative conditions? If a learner

is unable to regulate his or her own motivation to persist, then the learner is likely to discontinue the activity after the completion of the activity as intrinsic motivation has been removed, and thus, the learner has lost interest and enjoyment in that activity. Can another form of motivation successfully replace intrinsic motivation for these learners? Can another form of motivation be sustained? If there is a correlation between intrinsic motivation and achievement (McGraw, 1978) why would a teacher intentionally diminish a learner's intrinsic motivation to learn and persist in learning by externally controlling the learner's motivation or behavior by removing the learner's choice and self-determination, particularly if motivation impairs learning? Such externally regulated motivation in adult learners could certainly lead to decreased motivation as behaviors become externally motivated by external prompts. This may lead to decreased interest and enjoyment of the activity and creates a situation in which the learner loses the sense of self-determination as the situation becomes controlled by external rewards or punishments. Furthermore, Ryan et al. (1983) found a significant negative correlation between achievement and extrinsic motivation and further, research indicated that the more externally controlled the learning environment, the less likely a learner is to learn. With that in mind, why would any teacher ever intentionally put a learner in this type of situation, which may ultimately cause the learner to lose motivation to persist?

While some forms of negative extrinsic motivation may serve to increase motivation during learning, such as fear of failing a test or not doing well on an assignment, a teacher is an external variable that may either increase or diminish motivation during learning, particularly if a learner is not internally motivated.

Therefore, a teacher may influence motivation either positively or negatively. If the teacher is or is perceived to be a negative influence, why do some learners persist under such adverse conditions when others do not? How do these learners regulate their motivation to continue learning in order to achieve? What is the role of self-regulated learning during the learning process? Can a teacher positively manipulate the primary source of motivation to facilitate the development of motivation to persist in language learning beyond university levels without causing the learner to lose interest in language learning? These questions will be further addressed in the following chapters. The following section describes self-regulated learning theories that address how learners may regulate motivation during learning.

Motivation and Self-Regulated Learning

The ability to self-regulate motivation, cognition, affect and behavior is important for learning and development (Pintrich & Zusho, 2002). Pintrich (2002) suggests that learners who are able to regulate their learning during difficulties in the classroom are able to perform better than those who do not. With this in mind, what factors facilitate motivational development and what factors constrain it? Pintrich (2002) further suggests that motivated self-regulated learners are goal-oriented, are aware of and monitor motivation and affect, select and control strategies for managing motivation and affect, and have affective reactions during learning. Numerous motivational factors facilitate or diminish self-regulated learning. For example, efficacy-competence judgments, interest and value beliefs, and goal orientation as well as the learner's perception of motivation may influence self-regulated learning, and thus learning in general (Pintrich & Zusho, 2002).

Furthermore, SRL is effortful, and learners who are more interested in a task or who perceive the task to have greater value are more likely to regulate strategies (Pintrich, 1999, 2002; Pintrich & Schrauben, 1992; Pintrich & Zusho, 2002). When a learner is motivated to persist in learning, the learner may then develop expertise in a specific domain, and the learner becomes more skilled at regulating behaviors in that domain and, consequently, there is an interaction between interest, knowledge, and self-regulated learning behaviors (Alexander, Jetton & Kulikowich, 1995). Motivation helps to facilitate SRL and the development of expertise within a domain. Similarly, motivational changes may facilitate or diminish a learner's desire to persist in an activity. It seems logical then, that teachers should strive to help develop a learner's motivation, and consequently help to facilitate motivation to persist in learning. Furthermore, positive motivational development allowing self-determined autonomy and choice to engage in a task may further help to facilitate a learner's motivation to persist in learning.

Strategy regulation is a characteristic of a self-regulated learner (Pintrich, 2002). Self-regulated learners are defined by the degree to which the learners actively participate metacognitively, motivationally and behaviorally in their own learning (Zimmerman, 2001).The ability for a learner to regulate his or her language learning by enacting learning and motivation strategies in addition to knowledge development strategies may enhance the learning process. Pintrich (2000) suggests that self-regulated learners actively participate in their own learning process by regulating their learning strategies, behavior, and motivation during the learning process. According to Pintrich, the phases of self-regulated learning (SRL) include: a)

forethought, planning and activation; b) monitoring, c) control, and d) reaction and reflection. The areas of regulation include cognition, motivation/affect, behavior and context. Cognitive planning includes target goal setting, prior content knowledge activation, and metacognitive knowledge activation. Cognitive monitoring includes metacognitive awareness and monitoring of cognition (feeling of knowing, judgment of learning). Cognitive control includes selecting and adapting cognitive strategies for learning and thinking. Cognitive reaction and reflection include cognitive judgments and attributions.

Motivational planning includes goal orientation adoption, efficacy judgments, each of learning judgments, perception of task difficulty, task value activation, and interest activation. Motivational monitoring includes awareness and monitoring of motivation and affect. Motivational control includes selection and adaptation of strategies for managing motivation and affect. Motivational reaction and reflection includes affective reactions and attributions. Behavior planning includes time and effort planning, and planning for self-observations of behaviors. Behavior monitoring addresses awareness and monitoring of effort, time used and need for help, and self-observations of behavior. Behavior control includes increasing and decreasing effort, persisting or giving up, and help-seeking behaviors. Behavior reaction and reflection includes choice behavior. Context planning addresses perceptions of the task and context. Context monitoring includes monitoring and changing task and context conditions. Context control includes changing or renegotiating the task, and changing or leaving the context. Context reaction and reflection includes evaluating the task and evaluating the context.

Winne and Hadwin (2008, 1998) present a four-stage model of SRL which addresses 1) the definition of the task, 2) setting goals and plans, 3) enacting tactics, and 4) adapting metacognition. This model asserts that metacognitive monitoring is the key to self regulating one's learning. Cognitive evaluations are essential to develop an understanding between current performance and goals specifying a satisfactory product. This model examines the cognitive system, cognitive conditions, task conditions, performance and external regulation, The cognitive system examines control and monitoring behaviors, cognitive evaluations, operations, products, and standards. Cognitive conditions include beliefs, dispositions and styles; motivational factors and orientations; domain knowledge; knowledge of task; and knowledge of study tactics and strategies. Cognitive conditions may also operate in conjunction with externally regulated task conditions. Task conditions include resources, instructional cues, time, and social context.

Azevedo (2002) measures SRL using five categories of behaviors which include planning, monitoring, strategy use, task difficulty and demands, and motivation. Planning includes setting goals, planning prior knowledge activation, and recycling goal(s) in working memory. Monitoring includes judgment of learning, feeling of knowing, self-questioning, content evaluation, identifying adequacy of information, and monitoring progress toward goals. Strategy use includes selecting a new informational source, coordinating informational sources, reading new paragraphs, reading notes, memorizing, searching for information (without a goal), employing a goal-directed search, rereading, inferencing, hypothesizing, elaborating on knowledge, using mnemonics, evaluating information/content as answer to goal,

and finding the location in the environment. Task difficulty and demands include time and effort planning, help-seeking behaviors, indicating task difficulty, controlling context (to enhance reading or to reread), and expecting adequacy of information (expecting a certain type of representation will be adequate given the goal). Measures of motivation include using statements of interests.

Cognitive development and strategy regulation are integral components of becoming an expert language learner. The ability to regulate one's learning also helps the learner to progress from novice or beginning strategies to more advanced strategies. For example, developments in the area of self-regulated learning provide an insight into the role of motivation and strategy regulation. Pintrich (2000) provides a framework for SRL. His framework address the areas of cognition, motivation/affect, behavior, and context in relation to more advanced strategies: 1) forethought, planning and activation; 2) monitoring; 3) control; and 4) reaction and reflection. He addresses the importance of goal-orientedness to SRL and further relates this to mastery and performance orientations.

Others, such as Winne (2001), address SRL and academic achievement from an information processing perspective. This model presents four phases to include defining the task, setting goals, enacting tactics and adopting metacognition. Winne asserts that metacognitive monitoring is the key to self relating one's learning. Cognitive evaluations are essential to develop an understanding between current performance and goals specifying a satisfactory product. Similarly, Rivers (2001) suggests that expert learners in diverse fields, to include foreign language learning, approach new tasks differently from novice learners. He further states that

metacognition consists of self-assessment and self-management. O'Malley et al (1985) suggest that metacognitive strategies include "advanced organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation."

Metacognition is also referred to as executive functions (Denckla, 1996, Rivers, 2001). Many advanced learners possess metacognition and have the ability to manage cognitive development. It has been suggested that self-monitoring emerges before self-management (Schrow, 1994). Rivers (2001) further asserts that there is a relationship between the attributes of successful autonomous self-directed learners and executive function. Additionally, Bialystok (1992) found that bilinguals perform significantly better on tasks which require high levels of selective attention.

If this is the case, perhaps there is a relation between metacognitive strategy use and motivation. As previously discussed, metacognitive strategies often account for the difference between novice and expert learners (Rivers, 2001) and highly proficient learners indicate the ability to regulate metacognitive strategies (Azevedo, 2003; Pintrich, 2002). Therefore, if an advanced learner is able to effectively and actively employ metacognitive strategies, the learner may also be aware of motivational strategies that might benefit the learner's language development. This would seem to increase with prolonged language study. It would, therefore, seem logical to suggest that there is a positive relationship between metacognitive learning strategies, motivational regulation and achievement in language learning. This may also suggest that novice learners may learn differently than the more advanced learners. For this reason it is essential to understand the motivational characteristics of

these motivated learners who choose to continue learning the language and are motivated to persist in language learning.

Summary

This chapter presented theories of motivation relevant to language learning. A greater understanding of motivational development may help both learners and teachers develop positive motivation during at the university and help to facilitate motivation to persist in learning beyond the completion of university requirements. External influences, such as a teacher, may influence motivation either positively or negatively. With this in mind, it is necessary to better understand the influence of motivation during learning from the perspective of the language learners. The following chapter presents the methodology used in this study to examine learners' motivation to persist in language learning as well as to examine changes in motivation and strategies to regulate motivation in order to present recommendations to facilitate the development of motivation to persist in language learning beyond basic university requirements to native-like proficiency.

Chapter 3: Methods

This chapter discusses the research methods and procedures used in this study. First, the rationale for this qualitative study is presented. This is followed by a description of the research design, research methods, and analysis procedures, to include an overview of the participants, setting, and data sources.

General Purpose of the Study

This qualitative was designed to examine language learning motivation of native English speakers who were traditional age language learners, ages 18-23, enrolled in upper level university undergraduate foreign language courses in the United States, and who chose to continue language learning. Specifically, this study examined motivation to persist by addressing different types of motivation, changes in motivation, and motivational regulation as well as variables influencing motivation during language learning by examining the language learning process of language learners who are motivated to continue learning the language beyond basic university requirements. The purpose of this research is to better understand these learners and how motivational regulation strategies may help learners move beyond university levels to professional language use at native-like proficiency.

Learning a language is a very long-term process and motivation may change throughout the language learning process, therefore, data obtained from this study may be used to incorporate this knowledge into a college curriculum to help facilitate the development of motivation to persist in language learning to the native-like levels for current and future language learners. To do this, this study examined motivation to persist and addressed the following research questions:

Research Questions:

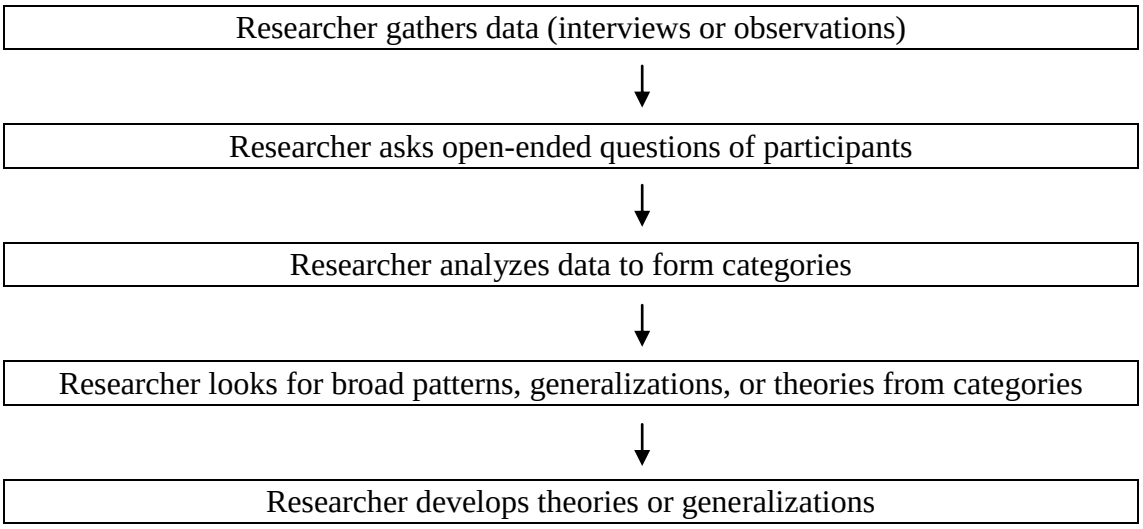
1. What motivates a learner to persist in learning a language?
2. What factors influence or change motivation during language learning?
3. What motivational regulation strategies do these learners employ?
4. If a teacher can influence motivation both positively and negatively, should a teacher intentionally manipulate a learner's motivation?

Rationale for Qualitative Research Design

Qualitative research design is emergent rather than pre-determined and is an inductive process that allows the researcher to develop theory from data (Creswell, 2003). This process is represented in Figure 1 below:

Figure 1

Inductive Logic Used in Qualitative Design



Source: Creswell (2003)

Using an inductive process, the researcher gathers data using interviews or observations, asks open-ended questions, analyzes data to form categories, looks for broad patterns or theories from categories, and finally, the researcher develops theories or generalizations (Creswell, 2003). The development of theories indicates varied endpoints in qualitative research design. First, it is necessary to address different qualitative approaches. One approach is based upon grounded theory which suggests that the researcher develops theory grounded in data collected from the participant (Strauss & Corbin, 1998). Another approach, case study research, suggests a propositional generalization using the researcher's summary of claims or interpretations who may add his or her personal experiences using a "naturalistic generalization" (Stake, 1995).

Another approach uses pattern theories, similar to causal theory, to represent interconnected thoughts linked to a whole and suggests a sequence or connection of parts to a whole (Lincoln & Guba, 1985). Additionally, it is also possible that some studies do not employ explicit theory at all, as in phenomenological inquiry, and the researcher therefore, constructs a detailed description of a phenomenon (Creswell, 2003).

An Integrated Approach

The methods in this study are designed to employ an integrated approach to data collection, coding, analysis, and reporting by combining the use of qualitative approaches with process modeling procedures. This study integrates aspects of grounded theory (Creswell, 2003) and the constant comparison method of data collection, coding, and analysis (Glaser & Strauss, 1967), using a case study approach

to report case material associated with language learning motivation and patterns of motivation to shed light on this topic (APA, 2001), and process modeling procedures to analyze and report data. Using this approach, the researcher is able to develop models of processes or theories based on data collected during the study. The ability to collect, code, analyze, and report data is important during this type of case study as it enables the researcher to examine and analyze themes, trends, patterns, and processes as they emerge, based on data collected in the study. Further, the researcher is able to map and model emerging processes for each participant and for the group collectively allowing the researcher to examine similarities and differences. This approach also allows the researcher to examine variables that may have been otherwise discounted as results are reported, refined, and redesigned. Finally, using this integrated design, the researcher is able to corroborate the interpretation of the data with the participants to continuously redesign and refine data reporting techniques to present results and recommendations based on data collected that are as valid and reliable as possible. The following sections provide an overview of the qualitative approaches used in this integrated design.

Grounded theory

Grounded theory allows the researcher to form a theory from collected data (Nunan, 1992). Similarly, Creswell (2003) suggests that grounded theory is used so that the researcher may generate abstract theory of a process or interrelated variables which is grounded in the views of participants in a study. This process of analysis involves the refinement of categories of data (Strauss & Corbin, 1998). Further,

Creswell (2003) suggests that the emergent constant comparison of data is a primary characteristic of this method.

Constant Comparative Method

Glaser and Strauss (1967) suggest that the constant comparison method of data collection combines a procedure to code qualitative data into quantifiable categories and the constant redesign and improvement of the theory developed from the data collected. In summary, this method allows the researcher to collect, code, and analyze data simultaneously in order to form emerging theory derived from emerging categories. This method allows the researcher to synthesize data to form hypotheses and categories. Additionally, this method may be applied to any type of qualitative data to include data collection procedures such as observations and interviews. In addition to this, a researcher may compare findings within groups or with external groups using the constant comparative method. This method allows the researcher analyze all data that are important to the topic without a predetermined theory that may limit findings.

Glaser and Strauss (1967) further describe the comparative method as having four stages: 1) comparing incidents applicable to each category; 2) integrating categories and their properties; 3) delimiting the theory, and 4) writing the theory. In order to compare the incidents applicable to each category, the researcher codes data into as many categories as possible. Such a coding process may involve only notations in the margins or may be done more formally. It is important to compare data to previous incidents for a particular category. This comparison allows the researcher to compare categories in order to begin generating theory. When the theory

is fully developed, the researcher may report the findings (Glaser & Strauss, 1967).

A case study approach allows the researcher to examine an activity, a program, a process, or one or more individuals in-depth (Creswell, 2003). In the language field, case study research has been used as a tool to better understand the development of language or language learners (Brown, 1973; Halliday, 1975; Nunan, 1992). Case studies may be used to describe a phenomenon in-depth, and this in-depth analysis may allow the researcher to present data that may provide insights into the language learning field (Nunan, 1992). The American Psychological Association suggests that a case study allows the researcher to present data to describe case material "to shed light on needed research" (APA, 2001).

The Use of Interviews in Qualitative Design

Interviews are commonly used as a research tool because they allow the researcher to collect data related to stages and processes, particularly in the language field. Interviews may range from unstructured to structured. In a structured interview, the researcher has a predetermined agenda and the researcher uses a list of predetermined questions. In contrast, unstructured interviews are guided by the participant's responses rather than the use of predetermined questions or agenda (Nunan, 1992; Oppenheim, 2003). While data collected from an interview may provide detailed data on a topic, there is also potential for bias in that the relationship of the researcher and participant may influence the content of the data elicited. For this reason, it is necessary for the researcher to have an understanding of the topic (Nunan, 1992).

Nunan (1992) further suggests that recording data during an interview is also useful in that an audio recording is more naturalistic and preserves actual language, as well as provides an objective record of the interview, which also allows data to be analyzed after the interview. Creswell (2003) suggests that interviews offer the following benefits in quantitative research: a) they are useful when participants cannot be observed, b) interviews allow the researcher to control the line of questions, and c) interviews allow participants to provide historical information. Creswell also suggests limitations to this method: a) interviews may provide indirect data through the views of the participants, b) the researcher's presence may bias responses, c) participants may not accurately express their opinions or understand the meaning of data during the interview, and d) interviews provide data in a controlled setting rather than in a natural setting, such as in the field or a classroom.

Open-ended interview questions are designed to elicit opinions and views from the participant. Oppenheim (2003) suggests that open-ended questions are important because they allow the participant to express views with greater spontaneity and richness. The researcher's primary objective during an interview is to maintain focus on the topic of the research in order to elicit as much data as possible on the topic.

Role of the Researcher

The researcher assumes the role of interviewer during the data collection process. As such, the researcher must remain objective, present an authoritative, yet friendly presence, develop rapport with the participants, and provide an assurance of confidentiality (Oppenheim, 2003). The researcher guides the interview and

encourages the participant to discuss matters of any significance to the topic (Oppenheim, 2003). Also as previously discussed, Nunan (1992) suggests that the interviewer must have knowledge of the topic discussed during the interview. In the current study, the topic addresses motivation during language learning. The researcher has studied several languages, was rated at the 3+ (superior high) proficiency level, and is also familiar with the language learning process, to include motivation, motivational changes, and motivational regulation in order to persist in learning from both a theoretical and practical perspective, and as such, has knowledge of the topic of the interview. This is helpful in developing rapport with the participants. The researcher remains objective and minimizes her role during the interview in order to guide the interview to ensure that the participants continue to talk freely to elicit as much data as possible associated with the topic (Oppenheim, 2003).

Methodology

This study employs a qualitative design using a written questionnaire and an unstructured interview protocol during data collection. Data were collected following grounded theory (Cresswell, 2003) and the constant comparison method (Glaser & Strauss, 1967) with elements of a single case study approach in order to examine language learning motivation from the perspective of the language learner in order to shed light on the topic (APA, 2001). Transcribed data were then coded, analyzed and reported. Data were coded into categories related to types of motivation, motivational changes, motivational regulation, and variables influencing motivation. Given the emergent design and process modeling procedures, additional categories and

subcategories, sequences, patterns, and associated processes emerged during data coding and analysis. These were compared to determine similarities and differences to merge data into one comprehensive analysis to examine similarities, differences, and outliers. This method is particularly important for this type of research because it allows the researcher to examine any variable associated with and influencing language learning motivation.

Participants

Data are reported for seven participants who were enrolled in upper-level foreign language courses. Participants were asked to complete a written questionnaire and participate in an interview protocol. These participants included 4 male and 3 female traditional age undergraduate students. Participants were selected from Spanish and Russian classes because there may be a job market associated with these languages and motivation to persist in language learning may be influenced by related long-term career goals, therefore, this group may provide richer data related to motivation for long-term language achievement.

All participants have studied Spanish and five have studied Russian. Length of study ranges from two months to over nine years. Six participants have studied at least two foreign languages. Three participants have studied or lived abroad and all have participated in university undergraduate language courses. Participants self-rated their proficiency and reported speaking proficiency ratings from level 0 to level 3 (refer to appendix E). Proficiency level 3 was reported by two participants in at least one language and the highest reported proficiency levels of each participant are reported for the current language of study. Three participants use foreign language

skills outside of the classroom and six plan to continue language learning after the completion of university requirements.

Table 1 describes participant profiles. Potentially identifiable data, such as languages are changed to protect anonymity. Participants are referred to by letters in the profiles below and later referenced as Alexandrite, Diamond, Emerald, Ruby, Sapphire, Topaz, and Tourmaline in chapter 4. This is done to protect anonymity.

Table 1

Participant Profiles

Participant A began studying the L2 in middle school and continues to study the L2 in college. This participant reported a monolingual family environment and a bilingual community environment with early exposure to the L2 language and culture through the community. Length of study is over 5 years. This participant reported learning experiences in a classroom environment only, however, interaction with the language and culture through the local community. This participant reported language learning beyond basic requirements and reported additional educational goals, a career goal in education or research with continued study of the L2 as well as professional language use to supplement this goal. This participant also indicated an interest in advanced study abroad in a country where the L2 is spoken in order to conduct research in the language.
Participant B began studying the L2 in high school, and the L3 and L4 in college. This participant reported stopping the L2 because of the high school teacher. Participant B is currently studying the L4, would like to later continue study of the L3 as well, and reported prior exposure to the L3 and L4 through family associations, though reported a monolingual family environment. Length of language study ranges from 1-2 years for each language. This participant reported learning environments to include the classroom, intensive programs, and study or travel abroad. Additionally, this participant reported a career goal of primary or supplemental language use with the government.
Participant C began studying the L2 in high school and the L3 in college. This participant reports early exposure to the L3 language and culture through the living environment. This participant also reported a family heritage connection to the L3 Participant C stopped studying the L2 because of lack of interest and chose to study the L3; however, reported the L3 is an educational requirement though the requirement is a choice and beyond basic requirements. Length of language study is approximately 2 years for both languages. Participant C reported additional educational goals and a career goal associated with law. This participant would like to incorporate the L3 to supplement career goals; however, reported additional language study beyond completion of the current requirements may negatively influence the career goals.

Participant D began studying the L2 and L3 in a secondary school as an educational requirement. This participant reported a monolingual living environment with family influences and exposure to the L2. This participant continues to study the L2 and studied the L3 in school as an educational requirement. Length of study ranges from 3-7 years. Participant D reported early immersion in the L2 language and culture, with a current bilingual social environment. This participant continues to study the L2 and reports long-term career goals associated with law or politics, along with interest in supplemental language use of the L2 to help native speakers of the language.
Participant E began studying the L2 in middle school, the L3 in high school, and the L4 in college. Participant E continues to study these languages. While this participant reported no exposure to any foreign language or culture prior to beginning language study in middle school, this participant reported work, travel, and/or study abroad associated with at least one language. Length of language study ranges from 4-9 years. This participant reported language study as a choice; however, reported at least one language as an educational requirement. While this participant reported a monolingual living environment during childhood, this participant reported a multilingual social and living environment in the university. This participant reported a career goal associated with professional language use of one or more languages, a preference for the language of choice, and interest in continued language study to achieve native-like proficiency.
Participant F began studying the L2 as a family requirement, however reported a monolingual family environment. This participant began studying the L3 in middle school, the L4 and at least one other language in college, and reported prior exposure to the L4 through the social environment, and reported a family heritage connection to the L2 and the L4. Language study ranges from 2 months to 4 years. Reported learning environments include study and/or work abroad, classroom, and independent study. This participant reported that language study is a choice, however, reported at least one language as an educational requirement and another as a requirement by choice beyond basic requirements. Additionally, this participant reported a career goal associated with professional language use of one or more languages with the government as well as interest in continued language study to achieve native-like proficiency.
Participant G reported early immersion to the L2 through the living or social environments and began studying the L2 as a family requirement. This participant began studying the L3 in middle school and continues to study this language in college without any external requirements. Learning environments were reported to include classroom, community, and social environments. Length of study ranges from 6-8 years for each language. This participant reported additional educational goals, a career goal associated with the medical profession, and interest in professional language use to supplement career goals in order to help native and heritage speakers of language.

Procedures

Data were collected using a questionnaire, modified from the Learner/User Questionnaire: Acquisition of Level 4 L2 Proficiency (Leaver, 2003) and an unstructured interview protocol. Participants completed the questionnaire during the initial meeting to provide background information for the interviews. Interviews were then scheduled and these interviews lasted approximately 1-2 hours. The interviews were audio-recorded with the informed consent of the participants. Several measures were taken to ensure the accuracy of the transcriptions. Audio recordings were transcribed by a transcriptionist employed by a professional transcription service; the researcher reviewed the transcriptions for accuracy; participants reviewed the transcriptions and corrected any mistakes or errors in the transcriptions, and member checks were used to verify data.

After audio tapes were transcribed, the researcher coded the transcribed data. During data coding, the researcher also mapped and modeled sequences of variables, patterns, processes, and associated processes for data analysis. After coding each of the transcriptions, the researcher reviewed the transcripts again to verify the codes as well as tables, process maps and models used for data analysis. This data coding procedure was completed in approximately one week. During the follow-up meetings, the participants corroborated the researcher's interpretation and analysis of the data, and clarified data as necessary. Follow-up meetings lasted approximately 1-2 hours.

Data Collection

Data collection began using grounded theory (Creswell, 2003) and the constant comparison method of data collection, coding, and analysis (Glaser &

Strauss, 1967). After data were collected and transcribed, data were immediately coded, analyzed, and reported using process modeling procedures as sequences, patterns, and processes emerged. Data coding began with four primary categories: types of motivation, changes in motivation, motivational regulation, and internal and external variables influencing motivation. Individual types of motivation were coded as such, but were often accompanied by motivational orientations, and influenced by internal and/or external variables, leading to either a series of codes or a group of codes. Sequences of associated variables were modeled or mapped to represent patterns of motivation and associated processes. To ensure the accuracy of the codes and analysis, the researcher reviewed the transcripts a second time. The same codes, series of codes or groups of codes, processes, and process flows emerged each time. These data were corroborated by the participants in order to verify the accuracy of the analysis and inter-rater agreement is used to establish the reliability of the codes used for the primary source of motivation.

The Written Questionnaire

The survey instrument, modified from the Learner/User Questionnaire: Acquisition of Level 4 L2 Proficiency (Leaver, 2003), was used as a written questionnaire in order to collect background data about the participants' language history and experiences. This instrument contains open-ended questions and addresses demographic and background data questions, followed by detailed questions related to language learning and motivation (refer to appendix A). The instrument has been modified in order to specifically address undergraduate language learners. The participants were given the ACTFL proficiency guidelines in order to

self-rate their language skills (refer to appendix E). Sample questions from the questionnaire include:

- Describe how you achieved this level in speaking?
- What was the process of acquiring the language?
-
- What were your reasons for trying to reach this level of proficiency?
- What were some of your greatest challenges along the way to this level?
- What advice would you give learners at the previous level who are learning their language independently or in a classroom and want to learn to your level?
- How have others directly or indirectly praised your language skills at this level? Or have they not praised them?
- Did native speakers' attitude change towards you when you reached this level? If so, how?

Source: Leaver, B.L. (2003). Achieving Native-Like Second Language Proficiency: A Catalogue of Critical Factors, pages 159-172. Refer to Appendix B. Permission to use this instrument was granted by the author.

Background Questionnaire. An existing instrument was used to collect background data from the participants. This instrument, the Learner/User Questionnaire: Acquisition of Level 4 L2 Proficiency (Leaver, 2003) contains several open-ended questions designed to elicit data relevant for language learning at ILR 4, Advanced Professional Proficiency. Learners in third or fourth year language courses are generally not at this proficiency level, therefore, the questionnaire was modified to remove any reference of a specific proficiency level. For example, "how did you achieve level 4" is changed to read "how did you achieve this level" (participants were asked to self-rate their proficiency level at the beginning of the questionnaire). This does not change the quality of the questions, merely removes the focus from a

specific proficiency level. The responses provided on this instrument were used prior to the interviews to allow the researcher to address learner-specific questions related to the topic of the study during the interviews.

Interview Protocol

The researcher, as the interviewer, began the interview by discussing the purpose of the interview and the interview procedures. The researcher then answered any questions the participants had about the study or the topic. The researcher began the unstructured interview by discussing a few of the responses shared from the survey instrument that most specifically addressed motivation to develop rapport with the participants. Participants were asked to elaborate on these experiences and opinions. The researcher guided the interview to discuss motivation, changes in motivation, and motivational regulation, as well as variables influencing motivation, throughout the participant's language learning experience. Participants were asked to discuss their language learning process beginning with their first exposure to foreign languages through to their current learning experiences The interviewer guided the interview, maintained friendly rapport, and managed the conversation to ensure the participants talked freely about their learning experiences in order to elicit as much data as possible about the topic. While this was an unscripted interview protocol, the interview was guided by the research questions to elicit as much data as possible to examine these questions and develop a comprehensive understanding of the participants reported language learning motivation. The researcher concluded with an expression of appreciation, and again, the researcher answered questions. The researcher scheduled the follow-up meeting with the participant.

After recorded data were transcribed, the researcher coded, analyzed, and reported the data collected during the initial interview. Data were coded within one week and follow-up interviews were scheduled. The researcher then listed her interpretation of the coded data on a separate document used for data analysis. The researcher's interpretation of the data and analyses indicated on these documents were reviewed with the participants during the follow-up interviews.

Follow-up Interview

Member checks were used to allow the participants to verify the accuracy of the transcripts. The researcher conducted follow-up meetings after the audio recording of the initial interviews were transcribed. Participants reviewed transcripts of their interviews to ensure accuracy of the data. Participants corroborated the researcher's interpretation of the data and verified the researcher's analysis of the data. At the conclusion of this meeting, the researcher again answered questions, expressed appreciation for the participant's role in the study, and offered the participant the recruiting incentive for completing the requirements of the study.

Data Coding

Data were coded, analyzed, and reported using process modeling procedures to analyze qualitative data into quantifiable categories in order to analyze sequences of variables, patterns, processes, and process flows as they emerged. The primary coding categories include types of motivation, changes in motivation, motivational regulation, and variables that influence motivation; however, themes, patterns, and processes emerged during data collection, coding, and analysis. Data were continually analyzed, reported, refined, redesigned, mapped, and modeled until the analysis was

complete and the researcher was able to make recommendations to facilitate the development of motivation to persist in language use at native-like proficiency.

Data collection began using an emergent constant comparison method of data collection, coding, and analysis (Glaser & Strauss, 1967) in order to allow for the possibility of numerous emergent categories related to motivation to persist in language learning that the researcher may have otherwise discounted. Initial categories of motivation included intrinsic and extrinsic, however, integrative and instrumental motivations also emerged as infrequent primary sources of motivation as well as motivational orientations. In addition to additional categories, sequences, patterns, and processes emerged during data coding. Therefore, process modeling procedures were used during data coding. Each occurrence of a primary source of motivation was coded, often along with associated motivational orientations and influencing variables. These motivations, orientations, and influencing variables are positive, negative, or neutral, and either internally regulated, co-regulated, externally regulated, or externally influenced.

Coded variables are positive unless data indicated negative or neutral associations or influences, and were therefore, coded as such. Internal and external influencing variables were coded as internally or externally influencing variables and further coded by type of influencing variable. Increases and decreases related to the influencing and associated variables, motivational orientations, and types of motivation were indicated before, during, or after changes occurred. Changes in motivation were coded as changes. Each occurrence of regulation was coded as externally influenced when it was not internally regulated. Regulation was often

coded by specific type of regulation. Sequences of variables emerged, patterns repeated, change and regulation occurred followed by repeated patterns or sequences, and a final pattern emerged.

While the researcher began coding with individual categories, patterns and sequences of related variables emerged. Categories of variables, rather than codes, were predetermined. Data were coded according to types of motivation, changes in motivation, regulation, and variables influencing motivation. Codes used for each of these categories emerged during coding. These categories include:

1. Types of Motivation
    - 1.1. Primary sources of motivation
        - 1.1.1. Intrinsic motivation (Example: “I enjoy language learning”)
        - 1.1.2. Extrinsic motivation (Example: “because I already paid for the program”)
        - 1.1.3. Instrumental (Example: “use my language skills for work”)
        - 1.1.4. Integrative (Example: “to be mistaken for a native speaker”)
    - 1.2. Motivational Orientations
        - 1.2.1. Expectancy value (Example: “I didn’t think I would get it, but I applied anyway because it is important”)
        - 1.2.2. Expectancy of success (Examples: “I didn’t think I would get it,” “I knew I would pass,” “advantage to reduce my time”)
        - 1.2.3. Goal-orientation (Example: “to achieve native-like fluency”)
        - 1.2.4. Achievement (Example: “you can communicate better at that point”)

1.2.5. Instrumental orientations (Example: “I would like to incorporate languages into my career”)

1.2.6. Integrative orientations (Example: “to not offend a native speaker”)

1.3. Internal and external variables influencing motivation and motivational orientations

2. Changes in motivation (Example: “At that point, I knew I wanted to work with the language”)

3. Regulation

3.1. Motivational regulation (Examples: “just deal with it because one day I’ll get it,” “find something more challenging”)

3.2. Regulated and self-regulated learning (Examples: “I seek help”, “I plan”, “I fix it”, “took a break” “evaluated progress”)

4. Internal and external variables (any variable that may influence any aspect of the language learning or motivational development processes (refer to Table 2).

Codes used to indicate types of motivation, changes in motivation, and motivational regulation may be referenced to the theoretical framework. Internal and external variables are addressed throughout the literature review. Data were coded and analyzed using process modeling and analysis techniques, therefore, series of codes were used to develop process maps and models. Each sequence of codes begins with a primary source of motivation, which was generally intrinsic or extrinsic motivation and these codes may be referenced to the Self-Determination Theory (Ryan & Deci, 2000). In rare cases, instrumental and integrative motivation were coded as the primary source of motivation; however, these were more often coded as

associated motivational orientations in a sequence. Integrative and instrumental motivation may be referenced to the Socio-Educational Model (Gardner, Tremblay, & Masgaret, 1997). Changes in motivation are coded as changes. Dornyei (2005) addresses changes in motivation. Regulation is coded as regulation and these codes may be referenced to Pintrich's (2000) theory of Self-Regulated Learning as well as codes, such as "FOK" (feeling of knowing) and "FOL" (feeling of learning) addressed in Azevedo et al (2004, 2003). Renou (2001) addresses meta-linguistic awareness and Leaver (2003) discusses language learning at native-like proficiency. Table 1 indicates the data coding key and Table 2 indicates influencing variables.

Table 2

Data Coding Key

Key	Coded Variable	Key	Coded Variable
I	Intrinsic motivation	INT	Interest
E or Ex	Extrinsic motivation	TD	Task difficulty
Integ	Integrative motivation	TE	Time and effort
Instr	Instrumental motivation	KD	Knowledge development
Ach	Achievement	Non-language	Learning variable - not language specific
Exp-Suc	Expectancy of success	HS	Help-seeking behavior
Exp-Val	Expectancy Value	Eff	Efficacy
G	Goal Orientation	GS	Goal setting
C	Change	App	Application (or language use)
R	regulation	SD	Skill development
R (co)	Co-regulated	Mon	Monitoring
R (ex)	Externally regulated	P	Planning
Aware	Awareness	Eval	Evaluation
Per or Persist	Persistence	Fol	Feeling of learning (also KD)
LL	Language learning	Fok	Feeling of knowing (also awareness)
LT	Language transfer	RT	Risk-taking
+	Exceptionally positive (or “plus” in a process map)	(-) or neg	Negative
Note: Positive is only coded as positive if a variable is exceptionally positive.		neut	Neutral

Influencing Internal and External Variables. Internal and external variables can influence motivation or motivational associations either positively or negatively. Table 2 below indicates external and internal variables that may influence the language learning process as well as language learning motivation for undergraduate language learners.

Table 3

Variables That May Influence Motivation during Language Learning

Influencing Internal and External Variables		
Abilities	Background	Native speakers
Age	Communication	Other languages
Application	Conflicts	Peers/colleagues/competitors
Awareness of motivation	Cultural events	Performance (learner)
Awareness of regulation	Culture	Performance (teacher)
Awareness of strategy regulation	Environment	Prestige
Determination	Evaluations	Proficiency (learner)
Efficacy	External requirements	Proficiency (teacher)
Effort	Family	Relationships
Ego	Family friends	Respect
Enjoyment	Feedback	Rewards/Punishments
Flexibility	Financial rewards/incentives	Safety
Health	Food	Security
Importance/value	Friends	Skill development
Interest	Goals	Skill level
Knowledge	Grades	Strategy development
Knowledge Development	Heritage speakers	Strategy regulation
Lack of interest	Hobbies/activities	Study abroad
Learning style	Incentives (salary, money, financial rewards, benefits, etc).	Task/ Homework
Perceived abilities	Input	Task difficulty
Perceived autonomy	Interest	Teacher
Perception of teacher's capabilities	Knowledge development	Teaching style/methods
Perception of teaching style/methods	Language learning history	Tests
Persistence	Linguistic development	Time/Day
Personal choice	Literature/reading	Travel abroad
Processing style	Living abroad	Upbringing
Respect	Living environment	Work
Response to external events	Materials	Work abroad
Response to feedback	Motivational development	Work environment
Response to task difficulty	Motivational regulation	World events
Risk taking	Tolerance/awareness of change	Self-concept
Safety	Trust	Tolerance of ambiguity
Security		
Self-assessment		

Data Coding Procedures. Transcripts were coded using the following method. Changes are indicated on the left margin, regulation is indicated between the section marked “speaker” and the transcribed data. Motivation and motivational orientations are indicated in the right margin. Influencing variables may be underlined or circled in the body of the text. Codes are positive unless they are indicated as negative. Increases and decreases are indicated with upward or downward arrows, respectively, though this is indicated more often on the data analysis documents. Processes are generally indicated separately from the transcripts as they emerged so that the researcher is able to easily review the emerging patterns and corroborate the interpretation of the data with the participants using a separate document for verification during the follow-up interviews. Figure 2 indicates the coding and page layout to further illustrate the coding procedures and Figure 3 provides a sample of data coding (refer to Table 1 to review coding key).

Figure 2

Data Coding: Page Layout

(Left margin)		(Right margin)
Change	Regulation	Motivation and associated orientations
(Speaker 1)		
	(Text - Data) Influencing variables may be underlined or circled	
(Speaker 2)		

Data Sample. The codes represented in the data sample below indicate that motivational orientations were initially externally regulated, however, with increased age, autonomy, and application of knowledge developed, motivation to achieve shifted to internally regulated. Help-seeking strategies and feedback indicate co-regulated learning, which is associated with time and effort along with expectancy of success. Negative achievement or negative feedback is associated with regulation and increased time and effort, and goal orientation. This is associated with increased effort, increased regulation, and expectancy of achievement influenced by internal and external variables.

Figure 3

Sample of Data Coding

The figure below indicates a sample of data analysis during coding. The excerpt below is used in the process to develop the stages of knowledge development used in the model. Stages 1-3 in the learning model are associated with teacher-regulated learning, co-regulated learning, and self-regulated learning. The following excerpt indicates that age, efficacy, autonomy, and application influence language learning motivation associated with knowledge development and task difficulty.

Figure 4

Sample of Data Analysis during Coding

The figure below represents a shift in language learning motivation.

Figure 5

Data Coding Sample: Shift in language learning motivation

The figure below illustrates strategy development using help-seeking behaviors during learning. The strategy is repeated and the level of regulation changes from externally regulated to autonomous learning. When the learner is able to employ the strategy autonomously the strategy is associated with decreased task difficulty and deceased time and effort.

Figure 6

Data Coding Sample: Knowledge Development - Strategy Development

The figure below illustrates the role of the teacher, negative extrinsic motivation, and goal orientation during language learning. As the learner processes and achievement increases, expectancy of achievement and external demands increase. If learning is associated with the learner's long-term goals and the learner receives negative feedback, regulation occurs, which is associated with increased time and effort which is associated with increased achievement, which is associated with increased efficacy, increased feedback, increased knowledge development, increased autonomy, and increased expectancy of achievement. This forms a developmental process of regulated learning.

Figure 6

Data Coding: Negative Extrinsic Motivation

Patterns and Processes. Groups of categories emerged and sequences of related variables formed similar patterns, which were repeated with increasing or decreasing progression, leading to emergent patterns and processes. As these patterns and processes emerged during data collection and coding, the researcher mapped the sequence of variables to represent the process flow involving external variables indicating the relationship between the participants and external variables as well as the sequence of interrelated internal and external variables influencing the primary source of motivation, along with the associated motivational orientations.

After coding and analysis of the data provided by the participants and as indicated on the transcripts, the researcher examined each research question individually and analyzed data from each participant's analysis in order to ensure that the emergent and divergent processes were accurate and data addressed each research question. This allowed the researcher to confirm the analysis of both similarities and differences among the participants. The researcher then reviewed and analyzed data collectively for each research question and related questions. This again confirmed the similarities and differences for variables related to each participant as well as for the group. The researcher then reported initial data for each research question individually using tables, process maps, and models in order to continue to redesign and refine the analysis and emergent process of motivational development during language learning. This process continued until the researcher analyzed the final variable necessary to accurately make recommendations to develop motivation to persist to native-like proficiency. Results are reported in chapter 4 and discussed in chapter 5.

Reliability of Qualitative Data

The following steps were taken to ensure the reliability of the qualitative data and the coding procedures:

1) Audio recordings of the interviews were transcribed by a transcriptionist to ensure accuracy of the transcriptions.

2) The researcher reviewed the transcriptions for accuracy of data.

3) Member checks were used to verify transcribed data,

4) The researcher coded the transcripts and reviewed the transcripts a second time to ensure the accuracy of the codes and analysis.

5) The participants corroborated the researcher's interpretation and analysis of the data during the follow-up meeting.

6) The researcher compared coded transcripts with transcripts reviewed by the participants to ensure accuracy of coded data.

7) Inter-rater agreement was used to establish the reliability of the codes.

To ensure that data are as reliable as possible, participants in upper-level language courses were asked to volunteer because these students have already completed the basic university requirements and are continuing language learning by choice. These participants reported having an overall positive disposition towards language learning and participated in this study voluntarily.

Inter-rater Agreement

The researcher trained a research assistant to code data according to the system indicated previously in order to determine inter-rater agreement. The researcher explained the coding system and provided detailed, step-by-step instructions to the second rater (research assistant). The researcher reviewed the key and a sample transcription with the rater. This sample was reviewed in three stages.

Initially, the researcher provided instructions while the rater coded the first section of the sample. Each occurrence of each code was explained to the rater as it was coded. Then, the rater coded the second section and the researcher asked the rater to provide rationale for each code used. If the code was incorrect, the researcher explained the rationale for the correct code. The rater coded the final section of the sample and asked questions when an issue was unclear. The rater was instructed to code the data for each occurrence of motivation, motivational orientations, changes in motivation, and regulation as well as identify internal and external variables. The rater was not asked to code for increases and decreases; positive, negative, or neutral associations; or variables related to sequencing and process mapping. The rater was instructed to list codes using the same method as the researcher. After training was complete, the rater worked independently to apply the data coding procedures, and coded the sample autonomously.

The researcher randomly selected ten percent of the transcripts using the following procedures. The total number of lines in each transcript was counted, a number was randomly selected, and ten percent of the total number of lines was selected beginning with the line randomly selected. This process was repeated for each of the seven transcripts. The rater coded thirty-nine pages of transcripts. There were some differences in coding. The rater did not use the abbreviated key, but rather wrote out the entire words for each code and listed the influencing variables along with the codes, whereas the researcher used an abbreviated key during coding. Additionally, influencing variables may be underlined or circled in the body of the text. The rater's use of the unabbreviated codes did not affect the quality of coding.

Listing all internal and external variables directly addressed in the transcripts, however, does make a direct comparison difficult as the researcher also considered variables indirectly addressed. A direct comparison is difficult for changes in motivation and regulation as well because the researcher used a separate document to represent patterns of regulation, and changes are associated with regulation. A direct comparison may be made, however, between primary types of motivation for each sequence. The focus of this study is not on the individual influencing and associated variables, but rather on motivation, with an understanding of associated and influencing variables. Each associated and influencing variable, therefore, is not included in this section, but, rather, the acknowledgement that a variable may be associated with or may influence motivation is what is considered.

The difference between using abbreviated codes or words is insignificant and does not affect the quality of the coding; therefore, this is merely indicated as a note rather than a problem. The researcher compared coded transcripts, and results indicate interrater agreement at .74 for types of motivation. There were differences in coding for changes and regulation for three primary reasons: 1) the rater coded changes in topic as changes, 2) the researcher also coded occurrences of regulation of learning in addition to motivation, while the rater coded for motivation; and 3) the researcher used a separate document to indicate changes and regulation.

While the researcher's method of data coding, analysis, and reporting is more efficient, the rater's listing of each variable is more detailed. This has both advantages and disadvantages. The efficient coding system used by the researcher allowed her to analyze sequences of variables, identify patterns and processes, and simultaneously

report these analyses as they emerged during data collection and coding. While it may easier for an assistant to determine the influencing variable by using a more detailed coding system, this would negatively influence the researcher's ability to sequence variables during data collection and also emphasizes the influencing variable when its influence may be insignificant. Such a detailed coding method seems to place a focus on each individual variable rather than on motivation with an understanding of how these variables influence motivation and motivational development. If a change is significant, it is possible to refer to the change to determine the influencing and associated variables.

Summary

This chapter has outlined the methodology, discussed data collection, coding, analysis, and reporting procedures as well as described the participants, the setting and the theoretical framework. The use of process modeling procedures allowed the researcher to compare similarities and differences associated with quantifiable data, sequences of variables, patterns, and processes as they emerged. Using this method, it is possible to continually refine, redesign, and remodel data until it emerges into a comprehensive model for motivational development that is used to report data as well as make recommendations to facilitate the development of motivation. Results are reported in chapter 4 and recommendations are presented in chapter 5.

Chapter 4: Results

Overview

This chapter presents findings based on the data collected in order to discuss the research questions. Findings presented in this chapter are discussed in Chapter 5 in order to present recommendations to facilitate the development of motivation to persist in foreign language learning beyond basic university requirements to native-like proficiency. This chapter is organized and presents findings according to each research question.

Changes in the primary source of motivation did occur over time and the processes for these changes were modeled as two distinct processes based on type of language and cultural exposure at the onset of language learning. These groups can be categorized as: 1) participants who began learning another language while immersed in or exposed to another culture; and 2) participants who began language study as a family or educational requirement. Changes in state motivation were often followed by regulation (or lack of regulation), which often included a number of related internal and/or external variables. Participants were aware of state changes in motivation during the interview; however, it is unclear if they were always aware of these changes when they occurred. When asked about their regulation processes reported in this chapter during the follow up meetings, the participants were able to verify that the processes accurately described the sequence of variables associated with changes in motivation. Language transfer was a common variable added to the processes of the participants who studied two or more foreign languages.

First, the types of motivation are discussed to address research question one (refer to page 15). Second, state changes for all participants and more lasting changes in the primary source of motivation occurred for all participants. These findings are reported to address research question two. Changes in motivation often led to regulation, therefore, research question three is addressed in order to report findings related to motivational regulation and the role of the teacher. Finally, findings are presented to discuss positive and negative extrinsic motivation. Internal and external variables are not discussed as a separate category, but rather as influencing, intervening, or confounding variables associated with motivation, changes in motivation, and motivational regulation throughout the language learning process. Data are reported to address four primary research questions in order to discuss motivation to persist in foreign language learning and present recommendations to facilitate the development of motivation to persist in foreign language learning to native-like proficiency.

Behaviors or emotions that were not specifically addressed during the interview protocol are not included in this study, however, it is recommended for future studies, that observations be combined with an interview protocol for a more thorough analysis of the data provided as well as an additional measure to assess the data provided by the participants during the interviews.

Background

Data were collected from seven participants enrolled in upper-level foreign language courses. Participants were asked to complete a written questionnaire and participate in an interview protocol. While data collection began initially with nine

participants, two participants did not continue after completing the questionnaire, therefore, this study presents findings for the participants who completed both the questionnaire and the interview protocol. These participants included 4 male and 3 female traditional age undergraduate students, ages 18-23, native-English speaking foreign language students.

All participants began foreign language learning before age 18, and 6 participants studied two or more foreign languages. One participant was raised in a family bilingual environment and six participants were raised in a monolingual family environment. One of these, however, was enrolled in a school abroad and immersed in a foreign language and culture beginning in middle school. Four were exposed to foreign languages and cultures during childhood through friends, family, or the community, but did not learn the language from this exposure; however, participants reported this exposure to languages as a variable influencing language choice in college. One participant did not report any early foreign language or cultural exposure prior to beginning language study in middle school. All participants began foreign language study because it was a school or family requirement. Six participants reported having a global processing preference and one reported no preference. Four indicated a visual learning style preference, 2 indicated an auditory preference, and one indicated a kinesthetic learning style preference.

All participants reported learning a foreign language in a classroom environment. Two participants were required to participate in a language school related to their heritage during elementary school. Three participants reported travel

or study abroad as a language learning environment. Three participants participated in intensive language programs.

Two participants began foreign language learning in elementary school at language schools, three began language learning in middle school (of these, one began language study in a school abroad); and two began language classes in high school. All participants enrolled in Spanish language classes in either middle or high school as a school requirement and the participant abroad was also required to enroll in a foreign language course. Participants enrolled in Spanish classes because it was a school or family requirement, or because the teacher for the alternate language was viewed negatively. While all were required to enroll in foreign language courses, one participant reported that only selected students were allowed to enroll in a foreign language course in middle school, therefore, this was reported similar to a reward for achievement. This participant also began studying a second language in high school.

Six participants reported studying two or more foreign languages: one participant reported studying 5 foreign languages; two reported studying 3 foreign languages; and three reported studying two foreign languages (one of these did not consider the family heritage language to be a foreign language, but rather another language other than English). Four participated in university upper-level Russian classes, and four participated in upper level Spanish classes. Three participants participated in other university-level foreign language classes.

After data were coded, mapped, modeled, and analyzed for general emergent and divergent themes, data were systematically analyzed to address each research question, and further analyzed to specifically examine the primary source of

motivation, changes in motivation, and motivational regulation, along with variables that are associated with or influence motivation and motivational development. After reviewing data analysis for each participant, each research question was addressed individually by inserting data into tables as indicated in Tables 1 through 4. Following this procedure, data inserted into the tables, along with the individual data analyses, were collectively reviewed to examine motivation, changes in motivation, and motivational regulation as well as associated and influencing variables. From these analyses, two general patterns of language learning motivation emerged and were again confirmed. Processes were combined, similarities and differences were again noted, and then, one overall process of motivational achievement was modeled to report the language learning motivation of advanced learners during foreign language learning.

Data were analyzed according to each research question individually and as a group. Tables 1-4 on the following pages provide a general overview of the responses associated with the research questions. Numbers in parentheses indicate a specific number of participant responses. Results indicated in the following tables are reported in more detail later in this chapter according to the following subheadings: Types of Motivation, Changes in Motivation, Motivational Regulation, and Positive and Negative Extrinsic Motivation.

Table 1

Data Analysis: Research Question 1

RQ 1. What motivates a learner to persist in learning a language? 1.1. How do learners determine when long-term motivation is more important than short-term set-backs, difficulties, or negative influences? 1.2. What is the primary source of motivation for these learners? 1.3. What are the long-term goals of these learners?				
1	1.1	1.2	1.3 (learning)	1.3 (use)
Short-term goals (7) Related long-term career goals (6) Interest (5)	Short-term goals (7) Related long-term career goals (6) If language use is important, useful, or relevant (7)	Intrinsic motivation for language learning (7) Extrinsic motivation related to short-term goal (7) Associated motivational orientations include instrumental and integrative motivation, achievement motivation, and goal-orientation (7)	Native-like proficiency (5) Multilingual native-like proficiency (1) No long-term foreign language learning goal (1)	Primary language use (3) Supplemental language use (3) Unrelated career goal (1)

Note: Numbers in parentheses for listed in tables 1-4 indicate the number of participants who reported a similar response. If no number is indicated, all participants reported similar responses.

Table 2

Data Analysis: Research Question 2

RQ 2. What factors influence or change motivation during language learning? Increase or decrease in interest; increase or decrease in task difficulty; increase or decrease in autonomy; increase or decrease in knowledge and skill development; practical application; exposure to native speakers; change in relevance or value; change in career goal; incentives (positive or negative) including financial; increases or decreases in achievement; influencing; external requirements; expectations (internal or external); exposure to culture and/or native speakers; internal and external variables		
2.1 Are these learners aware of motivational changes? If so, how do they respond? Yes; response depends on change as well associated and influencing variables		
2.2 How does interest change during learning and what can be done to keep the students learning during these changes? 2.3 What is the role of the teacher?		
2.2	2.3	2.3
Increase in TD = increase in interest Increase in positive external motivation = increase in efficacy and/or interest Increases in interest are associated with increased time and effort afforded language learning Decreases in interest are associated with decreased time and effort afforded language Easy = reinforce knowledge, efficacy, interest Too easy – loss of interest Increased task difficulty = help seeking behaviors and increase or decrease in time and effort depending on level of interest, task value, and influence on long-term goals Pivotal turning points associated with increased understanding and awareness (knowledge development); application, autonomy, goals, interest, time and effort, goals, language transfer Changes in interest related to internal and external influencing variables; knowledge development, task difficulty, autonomy, application, regulation (internal/external/co-regulated); practical application, work, travel, achievement, relevance.	Facilitator To provide a comfortable environment for error correction and communication Everything – to give correct material at a pace you can hand and make sense of or you don't Guide (3) To Encourage To explain and step back Resource – a role model for learning Base Error correction To provide solutions To provide an environment for speech and error correction, to encourage	Regulation is associated with task difficulty and changes in motivation or interest If change influences long-term goal, regulation occurs High task difficulty – teacher regulated Moderate task difficulty – co-regulated Knowledge developed or strategy internalized, return to self-regulated or autonomous learning Increased knowledge development = increased motivation to apply knowledge developed Feedback is associated with increases or decreases in motivation, efficacy, interest, awareness, and effort Teacher can influence motivation positively or negatively, the learner either regulates and persists despite this or the process stops Persistence is associated with long-term career goals (career choice + interest + goal orientation) – develop opportunities that are relevant to the long-term goals

Table 3

Data Analysis: Research Question 3

RQ 3. What motivational regulation strategies do these learners employ? 3.1 What is the role of the teacher in developing regulation strategies?	
3	3.1
Help-seeking behaviors are listed as a strategy because they often lead to regulation during learning, which is associated with increases or decreases in motivation. Find external interest Language transfer (5) Increase in task difficulty = increase in time and effort and increase in help-seeking behaviors; leading to increased knowledge development if strategy or knowledge is internalized allowing learner to return to autonomous learning Decreased task difficulty = decreased time and effort afforded language learning Increases or decreases in interest influence motivation, however, regulation often occurs if task is related to long-term goals or task-value is perceived to be high Increases in achievement reinforce goal orientation Decreases in achievement or negative external motivation are associated with increased time and effort and regulation Increases in interest are associated with increases in time and effort afforded language and persistence Changes in the primary source of motivation occur over time, numerous state changes occur during learning Self-regulated language learning increases with each language associated with language transfer Language transfer reinforces achievement, goal orientation, and skill development; decreases time and effort necessary to learn subsequent languages; increases motivation during learning when learner is aware and/or enacts this strategy SRL increases with age, knowledge development, practical application, and autonomy	Facilitate learning; Provide guidance as necessary; Encourage Provide opportunities for practical application in an authentic context Provide feedback Develop knowledge and skills; develop and encourage regulation Teacher-regulated learning transitions to co-regulated learning, which transitions to self-regulated learning – the teacher should facilitate or guide this process and develop knowledge and skill by providing increasingly challenging tasks throughout the learning process, provide feedback, encourage progress; provide opportunities for the learner to apply knowledge and skills developed. Develop regulation strategies throughout this process. The teacher may influence motivation, either positively or negatively – be a positive influence. The teacher may not manipulate motivation, however, may manipulate the learning environment to provide opportunities for practiced or practiced-practical application of knowledge developed. Provide opportunities so the learner is motivated to persist after completion of university requirements – learners are not always aware of opportunities to continue. Develop skills until learner is able to apply skills and maintain motivation autonomously

Table 4

Data Analysis: Research Question 4

<table>
<tr><td colspan="2">RQ 4. If a teacher can influence motivation both positively and negatively, should a teacher intentionally manipulate a learner's motivation?

4.1 How can a teacher positively manipulate motivation to facilitate the development of motivation to persist in learning beyond university levels?

4.1.1 Can a teacher positively manipulate the primary source of motivation without causing the learner to lose interest in language learning?

A teacher may not manipulate motivation in a university environment.
----------</td></tr>
<tr><td>1.2 What happens when a teacher negatively influences motivation?

1.3 What is the role of negative extrinsic motivation?</td><td>With associated interest, goal orientation, and/or achievement motivation, the learner regulates motivation.

Without associated interest, goal orientation, or achievement motivation, the learner may stop learning.</td></tr>
<tr><td colspan="2">The teacher may influence motivation positively or negatively during the learning process. While a teacher is an influencing variable, the learner may choose to select another teacher, drop the class, or regulate motivation until the course is complete. If the teacher is perceived as a negative influence, the learner may choose to remove that teacher as an influencing variable by registering for courses led by other instructors. The teacher may, however, manipulate the learning environment to facilitate motivational development, interest, knowledge development, practiced application, and practiced-practical application. In general, if learning is related to the learners' long-term goals, regulation occurs. The level of regulation depends on the perceived level of task difficulty. Greater task difficulty is associated with externally-regulated learning, moderate task difficulty is associated with co-regulated learning, and when knowledge is developed, the learner returns to autonomous self-regulated learning. Learners previously stopped learning languages when they were not interested in the language and the teacher was perceived as a negative influencing variable. Negative extrinsic motivation was often associated with performing poorly on a test, receiving negative or no feedback, lack of interest of the teacher, negative associations. With increased age, interest, efficacy, and autonomy, learners report regulation when learning is related to the long-term goal and extrinsic motivation is negative. If a learner is motivated to persist in language learning to achieve a long-term goal and they encounter negative extrinsic motivation, these learners increase time and effort to learn, which increases achievement, which often is associated with increases in knowledge and skill development.</td></tr>
</table>

Several patterns and sequences of variables emerged during data collection, coding, analysis, and reporting. These patterns were developed using the method indicated in Table 5. Patterns developed beginning with the type of motivation. The primary source of motivation for each occurrence was often associated with one or more motivational orientations, and included one or more influencing variables. Regulation was often associated with changes. Insignificantly influencing variables were associated with changes in state motivation and significantly influencing variables caused shifts in motivation. Table 5 provides examples of variables associated with these patterns.

Table 5

Sequences and Pattern Development - Examples

Type of Motivation	Associated Orientations	Influencing Internal/External Variables (positive and/or negative)		Changes	Regulation
Intrinsic Extrinsic Integrative Instrumental	Instrumental Integrative Expectancy value Expectancy of success Achievement Goal-orientation	Age Self-concept Perceived abilities Learning style Processing style Efficacy Perceived autonomy Tolerance of ambiguity	Teacher Family Peers Study/travel abroad Living abroad Culture Materials External requirements Incentives Native speakers Heritage speakers	Interest Goals Task difficulty Application Knowledge development Influencing variables	Internal Internal/external (co-regulated) External

Patterns of Language Learning Motivation. The researcher modeled the overall patterns of motivational development for each participant based upon the data provided in order to gain insight into the language learning process of each participant from the first exposure to a foreign or second language through to their current language courses. The patterns represented in Figures 1 and 2 do not include associations or influencing variables, but rather, provide a general guide to the pattern of motivation reported by the participants. Data indicate two general patterns of motivation during language learning based upon type of language exposure at the onset of language learning. The researcher compared sequences of associated and related variables and noted the similarities and differences related to patterns that are associated with or influence the language learning process and motivation in order to develop one comprehensive figure to report data. Two common patterns of language learning motivation are represented in figures 1 and 2.

Figure 1

Changes in Motivation: Early Language and Cultural Exposure

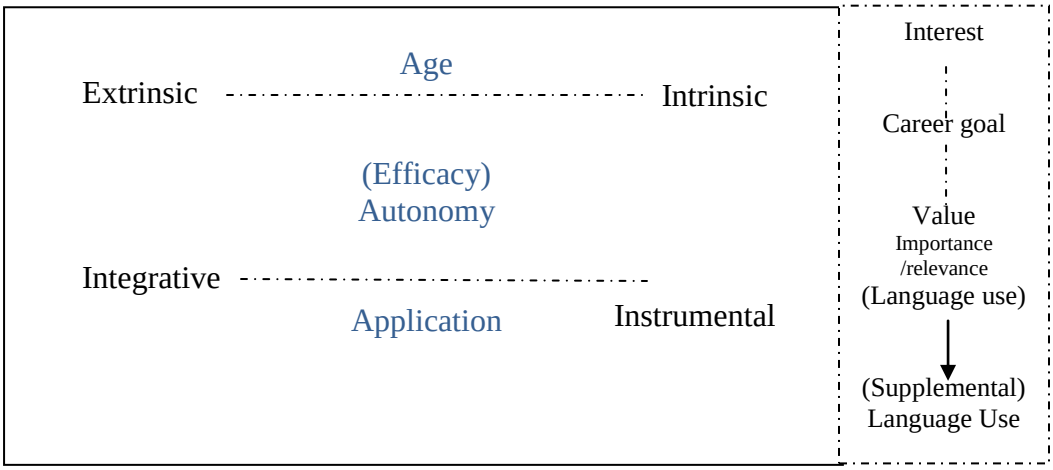


Figure 2

Changes in Motivation: Beginning Learning as a School or Educational Requirement

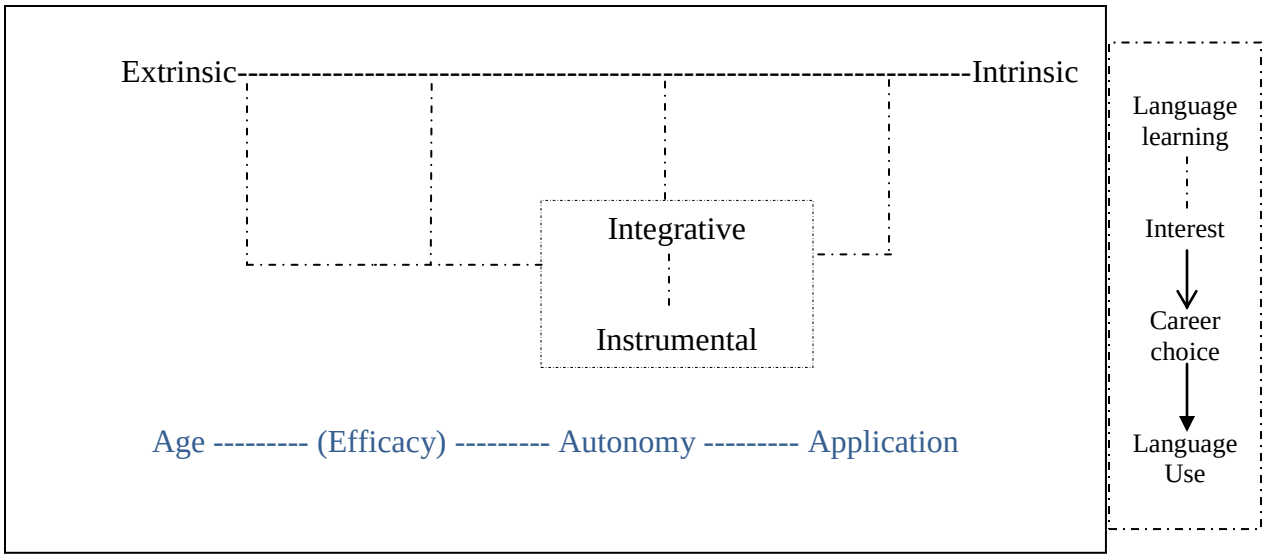


Figure 1 above represents changes in motivation for participants who were exposed to language and culture at an early age through family, friends, or a living environment. The development of extrinsic and intrinsic motivation is represented on a continuum, which shifts with age, efficacy, autonomy, and application. Learners were initially exposed to a language and externally motivated to understand the language or culture, generally encouraged by one or more family members or family friends. With increased age, autonomy, efficacy, and application, motivation became more intrinsic and the participants developed interest in a language and associated culture. Similarly, another shift towards extrinsic motivation occurs when participants begin working professionally with the language. Unlike participants who were first exposed to languages as a school requirement, these participants developed integrative and instrumental motivational orientations separately because they were already integrating into or associated with another culture, therefore they developed associated motivational orientations earlier in the process. With increased age, efficacy, autonomy, and application of the language in a practical environment, these participants developed instrumental motivational orientations to use the language as a means to work with foreign language speakers to supplement their chosen professions. The associated process in the box to the right indicates that interest is associated with goal-orientation and career choice. These participants consider the career goal to be valuable or important and view language use as important. As such, they indicate an interest to use the language during their career to supplement their work, rather than as the primary job function.

Figure 2 above represents language learning motivation of learners who were first exposed to languages and culture as a school requirement. Learners who began language learning as a school requirement also began learning with extrinsic motivation to pass the class. The teacher was the learners' primary exposure to the language and culture and influenced language learning motivation by developing or diminishing interest in the language or culture. If the learner developed interest in the language or culture, with increased age, efficacy, autonomy, and application, language learning motivation shifted to indicate intrinsic motivation as the source of motivation to pursue language study. Again, with increased application, this may shift towards extrinsic motivation for professional language use. Unlike the learners who were exposed to language at an early age through family or friends, these learners had to develop integrative motivation during language study and at a later age. Integrative motivational orientations often precede instrumental motivational orientations to use the language. While the development process for integrative motivation may follow a similar process as the group represented in Figure 1, this development is likely to occur later in the process as the learner is exposed to native speakers of that language. Instrumental motivation develops with increased application of the language in a practical environment. Interest is associated with goal-orientation and career selection associated with language as a primary career goal. Figure 1 indicates that language use is a skill that may be required or used as a job function, while figure 2 indicates that language use is the primary job function.

Individual Cases

The following section provides an overview of the individual cases to shed light on data associated with motivation and patterns of motivation reported by the participants. Identifiable data, such as languages and locations, were changed to protect anonymity. Participants were assigned numbers during data collection and to protect anonymity, these participant numbers were randomly re-assigned codes for data reporting and are referenced as Alexandrite, Diamond, Emerald, Ruby, Sapphire, Topaz, and Tourmaline.

Alexandrite

Alexandrite began studying French as an educational requirement in secondary school. Alexandrite reported early language exposure and a family connection to Finnish, which is the language that influenced interest in language learning and motivation for language use. Alexandrite reported both positive and negative external associations that influenced motivation to learn and use French. This participant reported early exposure to Finnish prior to beginning study of the language as an educational requirement by choice at the university level. Data indicated that Alexandrite developed integrative motivational associations influenced by associations with native or heritage speakers of Finnish. Integrative motivational orientations were influenced by these external variables prior to beginning study of Finnish as an educational requirement. Furthermore, data indicated that the integrative motivational association for language use is separate from interest associated with language learning. Positive intrinsic motivation associated with learning Finnish is associated with variables influenced by heritage as opposed to associations with native or heritage speakers.

With increased age, efficacy, interest, autonomy, and application, Alexandrite reported that motivation to learn the language shifted from externally influenced to internally regulated, however, Alexandrite also reported both intrinsic and extrinsic variables influencing language learning and use. Data indicated that Alexandrite has intrinsic and extrinsic motivation to complete language related requirements; negative integrative motivational orientations associated with personal language use and positive instrumental motivational inclinations for professional language use that are associated with language learning. Data indicated increased regulation, and time and effort associated with negative extrinsic motivation associated with goal orientation and achievement. Data also indicated interest associated with goal-orientation and intrinsic motivation.

Alexandrite reported positive instrumental inclinations to use the language associated with a job function, however, Alexandrite also indicated that continued language study may negatively influence long-term career goals. As such, Alexandrite reported no plans associated with professional language use of any foreign language. Alexandrite would like to incorporate professional language use of Finnish at higher levels of proficiency to supplement a career; however, Alexandrite plans to pursue additional educational goals and a career outside of the language field. The following provides examples of motivational influences reported by Alexandrite:

Interviewer: "What motivates you more? Getting a good grade or a bad grade?

Alexandrite: "Getting a bad grade, absolutely. Getting a bad grade would cause me to seriously reassess my study habits on the language, and oh yeah, if I got a

bad grade, I would get really angry at myself because that is where the problem lies. If you get a bad grade, it is because you did not study. You were insufficiently prepared. It was your progress that was inadequate. Getting a good grade for me…is a status quo. If getting a bad grade is what it is going to take to make me study harder, well, I am not going to welcome it obviously, but it would definitely make me ask those questions. It would cause me to reassess my priorities."

Interviewer: "Why do you continue?"

Alexandrite: "Because I want to. It is really just that simple."

Diamond

Diamond began language study as an educational requirement and reported no exposure to foreign languages prior to beginning French. While French was an educational requirement, Diamond reported this requirement as a reward for positive performance in school and chose to begin studying Finnish in high school. Diamond reported continuing study of Finnish and at least one other language in college. Additionally, Diamond indicated persistence to become fluent in the languages of interest. Diamond reported fluency as being mistaken for a native speaker and reported integrative motivational orientations associated with cultures of interest. Integrative motivational orientations were reported associated with external interest in language learning. Diamond indicated high intrinsic motivation to continue language learning associated with interest. Instrumental motivational orientations for language use are still developing and are associated with interest, goal orientation, and achievement.

Diamond reported the highest proficiency level and one of the longest lengths of study in at least one language and indicated high internally regulated motivation to

persist in language learning to achieve native-like proficiency. Diamond reported increased time and effort afforded learning associated with increased interest. Negative extrinsic motivation was associated with increased regulation, decreased interest, increased time and effort, and task motivation. Diamond indicated decreased focus, however, reported high intrinsic motivation associated with language learning in general.

Additionally, Diamond reported that with increased age, efficacy, achievement, autonomy, and application, motivation to learn and use the language shifted to internally regulated motivation to persist in language learning, influenced by external variables associated with language use as well as achievement and instrumental motivational inclinations for practical application in authentic contexts. Diamond also reported that potential job requirements may negatively influence this goal. Diamond reported language transfer as both a positive influence and a strategy associated with language learning. Diamond indicated internally regulated motivation and interest to achieve fluency in the languages of choice, along with help seeking behaviors with increased task difficulty. Diamond would prefer to pursue additional language study and a career associated with professional language use. Diamond also indicated a preference for professional language use associated with the language of choice; however, opportunities may not be available associated with the language of choice. Diamond indicated persistence to achieve native-like proficiency; however, reported difficulty focusing on one language. Diamond indicated a high level of intrinsic motivation and interest to continue language study in general. The following provides examples of motivational influences reported by Diamond.

Diamond: “It started with one (language) and I just kept adding more and I couldn’t stop, you know, it took over. But I had other life goals but then it started changing, you know”. Interviewer: “What caused that?” Diamond: I think it’s just that I got attached to ‘French’…I got so interested in learning more and learning more about the cultures and stuff, I didn’t want to stop…I am very committed to it.” Interviewer: “Do you ever want to stop?” Diamond: I’ll pass through moments where I don’t want to study or I get kind of frustrated with my own abilities or lack of abilities rather, but at the same time, I’m not going to stop and give up. I can’t do that.”

Interviewer: “You mentioned challenges and being pushed…Can you elaborate?” Diamond: “It’s something that I noticed that I respond to in class particularly. I’ll have teachers push me a lot and they’ll end up dedicating all of my time, not only that but like intellectual energy to the subject. I had one teacher…that I took classes with specifically because he demanded a lot of effort and expected you to know things and really think about them...I felt like I responded really well to that…” Interviewer: “What do you consider a challenge?” Diamond: “You know, learning something that you don’t know, like being given an idea and having to go through an entire process to get to some kind of conclusion that is not obvious….”

Interviewer: “And giving up or quitting or stopping is just not even an option? Diamond: It’s not an option…it would have to be something very serious to make me stop liking it…it’s not an option, absolutely not.

Emerald

Emerald reported early exposure to German and began formally studying the language later as an educational requirement in school. Emerald reported developing

interest in this language through associations with the local community. With increased interaction with native and heritage speakers of the language in the community, Emerald initially reported increased integrative motivational orientations. These associations developed separately but in conjunction with internal and external motivation prior to and during formal language study in school. After beginning language study as an educational requirement, Emerald reported extrinsic motivational influences to learn the language. With increased age, efficacy, interest, autonomy, and application, Emerald reported increased intrinsic motivation, decreased integrative motivational orientations, and motivational orientations associated with interest in professional language use. Emerald reported increased regulation, and time and effort associated with increased instrumental motivational orientations, integrative motivation in immersion environments, and associated with negative extrinsic motivational influences, as well as intrinsic motivation influences by external variables. Emerald indicated intrinsic motivation associated with choice and interest associated with language learning as well as regulation associated with goal orientation and achievement.

Emerald reported internally regulated motivation to pursue language study to achieve fluency to supplement a career choice that involves professional language use to help native and heritage speakers of the language in the local community. Emerald reported interest in pursuing additional language study to supplement career goals, additional educational goals, and continued language use. The following provides examples of motivational influenced reported by Emerald.

Interviewer: …"Why will you continue with the language? Emerald: "it's mostly personal interest I guess…" Interviewer: "What about negative feedback, what do you think about that?" Emerald: "Necessary, but not in great amounts. I think, um, I know at some point, especially in the lower levels, it can get boring. It can get difficult too, but you find yourself struggling to study, struggling to feel like you need to study, and so the occasional extra difficult quiz and a little reprimanding from a teacher, was you know, needed. And it was helpful even though it took me a couple of months to appreciate it, I suppose…in the back of my mind, I was like, all right you deserved it, but um yeah, you know, you know you deserve it. You know you should have studied. I mean you kind of need the wake up call. So yes, it is necessary if not as helpful as positive feedback. I guess you need a balance."

Interviewer: "Did it motivate you to continue or try harder?" Emerald: "It did because it wasn't so much negative feedback that I felt like I ought to give up or that I had not achieved enough…it was a big factor. It was always you could have done better. You could have studied for 10 minutes last night and known this..."

"I don't easily let go of goals, I suppose. So for 1) I wouldn't want to feel like I was giving up; 2) I have invested a lot of effort thus far; that's another reason not to step down now; and 3) because while it might fall short of some of my top priorities, it is still a priority. I feel like it is a meaningful thing to achieve."

Ruby

Ruby began studying French as a family requirement in a classroom environment, later began German as an educational requirement in secondary school, and Finnish in college. These languages were studied in a classroom environment and Ruby reported prior exposure to Finnish as the significant influence for beginning and

pursuing language study in college. Data indicated that with increased age, efficacy, interest, autonomy, and application, Ruby's motivation shifted from externally influenced to internally regulated to continue language learning and use. Additionally, data indicated increased regulation, and time and effort associated with extrinsic motivational influences, interest, goal-orientation and achievement. Risk taking was associated with goal orientation, achievement, and expectancy value with or without expectancy of success. Ruby reports high intrinsic motivation associated with interest, which is associated with external variables associated with the language and culture, which is associated with developing motivational orientations associated with application in authentic contexts.

Ruby indicated positive integrative motivational orientations towards native speakers of the language of choice and developing instrumental motivational orientations for practical application of language skills as they develop. Ruby reported motivation to continue language study to achieve fluency in the languages of choice and reported a career goal associated with professional language use, preferably using the language of choice. The following provides examples of motivational influences reported by Ruby.

Interviewer: "What are your long-term goals for the language?"

Ruby: "…getting as close to that native, you know, educated native speaker, you know role as I can. I want to you know, be able to use these complex grammatical things. I want to be able to use them and know the difference…I want to be able to use these things. I want to be able to have a degree of vocabulary fluency that I could write a dissertation in the language". Interviewer: "Would anything stop

you from that?" Ruby: "I can imagine getting to the point where, I mean if I got into a career where it wouldn't be possible for me to, you know, hopefully whatever career it is that I have I will have the opportunity to further pursue my language studies; to go to these places. But if I found a job that didn't afford me to time or the opportunity to do those things then that would probably, you know, be a concern because…when I graduate that's going to be a concern."

Regarding interest: "if you don't have interest then what is your motivation. I mean I can't imagine. I'm fascinated by the language. I love the places, you know, where the language is spoken. If I didn't have that it would be like me with French. I just would completely lose all motivation to keep going with it….If that's all I were to do was to just sort of you know, mark time, I wouldn't get any better… Finnish is my life. It is my everything. Language learning is fascinating."

Sapphire

Sapphire reported early exposure to French and Finnish through associates of family and friends, however, Sapphire began formal language study of German as an educational requirement in secondary school, then, began studying French in college prior to beginning Finnish. Sapphire indicated interest associated with Finnish and interest in continued study of French. Sapphire indicated a somewhat different motivational pattern. With increased age, autonomy, and application, Sapphire reported a shift in motivation from extrinsic to intrinsic with extrinsic influences and strong instrumental motivational orientations for language learning and application. Data indicated a neutral response to negatively influenced efficacy and decreased interest with increased age when learning was associated with goal orientation. Sapphire reported no integrative motivational orientations associated with speakers of

the target language, however, reported negative and neutral integrative motivational orientations associated with peers and achievement. Data indicated increased regulation, and time and effort associated with increased task difficulty or self evaluation when the task was associated with goal orientation and achievement. Increased task difficulty was associated with increased help seeking behaviors, which were associated with increased positive motivation, application, and achievement. Sapphire reported goal orientation associated with interest for career choice, associated with motivational orientations associated with language learning.

Sapphire reported internally regulated motivation to persist in language learning and high instrumental motivational orientations associated with language learning and use. Sapphire indicated interest in continued language study to achieve fluency and professional language use associated with Finnish. Additionally, Sapphire reported career goals associated with primary or supplemental professional language use. The following are examples reported by Sapphire.

Interviewer: "Is there any reason you would stop learning the language?"

Sapphire: "Not that I can think of". Interviewer: "You said that it is frustrating, so why do you continue?" Sapphire: "Because I have to finish. I have to at least get that degree out of it. At this point for me, I mean I know that doesn't pertain to everyone…but there is no point where you can say oh I have learned it. So for as long as I am living, I will probably continue to learn the language…" Interviewer: …"Do you work hard? Sapphire: "I can". Interviewer: "When do you?" Sapphire: "When I feel I have lost the footing or when I am in need of catching up with something or that I am falling behind the pace of the rest of the class".

Topaz

Topaz reported early childhood exposure to and immersion in French language and culture, and later began studying this language in an educational environment. Topaz reported strong integrative motivational orientations associated with native and heritage speakers of the second language, which were reported as developing prior to any formal language study. Topaz began studying Finnish in secondary school and continues to study this language as the language of choice. Initially, Topaz began studying French as an external educational requirement; however, with increased age, interest, autonomy, and application, motivation shifted to primarily internally regulated motivation to continue learning Finnish and to use the language professionally to supplement a career that is associated with helping the local community. Topaz indicated neutral responses to negatively influenced efficacy associated with language learning and reported interest as a significant variable during language learning, however, perceived languages to be similar to other subjects that are necessary to study. Topaz reported increased regulation, and time and effort associated with increased task difficulty.

Topaz indicated intrinsic and extrinsic motivation developed separately, but along with instrumental and integrative motivation due to early immersion in and exposure to one language and culture and formal learning of another language in a classroom environment. Topaz reported relevance and importance associated with professional language use, which was also associated with instrumental motivational orientations to use the language in a profession which would help the local community and speakers of the target language. The following are examples reported by Topaz.

Interviewer: “Do you find language learning at all challenging?”

Topaz: “Oh yeah. They are definitely, it’s definitely challenging. It’s just that I feel like since I have the background in language learning at a young age, I feel like I’m having an easier time than if I had not had that”.

“…but it (motivation) changed when I wanted to go into a certain field because I actually had a real reason for, a real practical reason for wanting to do it. Just to speak with other French speakers when they can’t speak English.”

“… Motivation, I mean just the fact that it has expanded over the years. Like I started off just wanting to learn a language but just, that was just for Finnish. I wanted to learn Finnish, but I learned from French that there is a lot more to language than just the language.”

Tourmaline

Tourmaline reported early childhood exposure to and immersion in French language and culture, and also studied this language in a classroom environment. Tourmaline also reported studying German during this time as an educational requirement, however stopped studying German later in secondary school. Tourmaline indicated intrinsic and extrinsic motivation developed separately, but along with instrumental and integrative motivation due to early immersion in the language and culture. Tourmaline initially began language study as an external requirement and indicated external influences to pursue the language, however, with increased age, efficacy, interest, autonomy, and application, Tourmaline reported increased intrinsic motivation and importance of choice to continue language study as well as instrumental motivational orientations associated with importance and relevance to apply language skills and use the language professionally to supplement

a career goal and additional educational goals that would help native speakers of the target language. Tourmaline reported decreased motivational orientations associated with integrative motivation with increased age and efficacy. Tourmaline indicated increased regulation, and time and effort associated with increased motivational orientations, task difficulty, and external motivational influences. Intrinsic motivation is associated with goal orientation associated with career choice, which is associated with goal orientation and preference for career choice associated with language use to supplement career goals. The following provides examples reported by Tourmaline.

"Well, of course if you are in the conversation every day, you are going to learn it fairly quickly. So being in a social setting both at school and out of school were definitely helpful in picking up on words and just becoming conversational quickly. There is something to be said for just immersion rather than trying to learning out of a textbook. It is a totally different experience."

Interviewer: "…What are your personal goals? Tourmaline: "Just to be able to have a solid domain of the language as I possibly can, especially for me….I probably take it to be able to keep up that high level even though I probably could be taking other things. I don't have to take French. But I do it in order to keep up my high level so I can be able to use it later on a job or use it as a thing on my resume."

"…I realize that sometimes you are going to have to put up with stuff that you don't like if you really want to reach that long-term goal…" Interviewer: "What are your long-term goals with the language?" Tourmaline: "I would like to use it somehow. I thought about it, I want to work in "medicine" using "French."

Associated Processes as Influencing Variables

These learners reported data associated with other learning processes as variables that may also influence motivation. The figure below is used to report data collected from these learners related to motivation and associated processes during language learning in the university environment.

Figure 3

Data Reporting Model: Motivational Achievement for Advanced Language Learning

Data indicated that knowledge development occurred in stages. These stages include classroom performance, practiced application, practiced-practical application, and practical application. Data indicated that associated processes are also variables that may influence motivation. Table 6 provides an overview of the associated processes.

Table 6

Associated Processes

Process	Associated Variables
Strategy Regulation	Input Information Processing Strategy Selection Cognitive Development Linguistic Development Motivational Development Metacognitive Awareness Metalinguistic Awareness Meta-motivational Awareness
Knowledge Development	Input Classroom Performance Practiced Application Practiced-Practical Application Practical Application Learning Environment Externally-regulated, co-regulated, learner-regulated learning
Motivational Regulation	Input Interest Primary source of motivation Internal, External, Co-regulation Associated motivational orientations Influencing variables Achievement Short-term, long-term, associated goals Aptitude

Knowledge Development

Data indicated knowledge development was associated with stages of learning. These stages include classroom performance, practiced application, practiced-practical application in semi-authentic contexts, and practical application in authentic contexts. Depending on task difficulty, learning was reported to be teacher-regulated, co-regulated, or learner-regulated. Autonomous learning and application were reported as achievement, which was reported to positively influence motivation, interest, and goal-orientation.

Stage 1: Classroom Performance. This stage represents the beginning stage of language learning. The learner is formally introduced to languages through an educational environment and begins to develop knowledge, skills, and abilities. The learner generally uses language skills to perform or complete external requirements such as tests, homework, or in-class assignments. During this stage, the teacher is the learner's primary exposure to languages and culture and as such, the teacher plays an integral role as learning is more often teacher-centered. Similarly, the teacher also influences the learner's learning processes and possibly, interest in the language and culture. Developing interest is extremely important during this stage as this may influence or develop a learner's long-term goals for language learning or language use. Motivational development should begin at this stage in the language learning process.

Stage 2: Practiced Application. During this stage, the learner begins to develop sufficient knowledge to begin applying skills in a practiced or rehearsed environment. This environment is often the classroom or related extracurricular activities, in which the learner may practice applying knowledge and skills

developed. Motivational development occurs with increased practiced application. As knowledge, skills, and strategies are developed, motivation increases with increased autonomous application. With increased task difficulty, the learner enacted strategies to regulate learning. Increases in application of knowledge developed were associated with motivational achievement.

Stage 3: Practiced-Practical Application. At this stage, these learners were able to autonomously apply knowledge and skills and these learners reported interest in participation or participated in immersion or intensive programs with native speakers. Motivational development occurred with increased autonomous practical application of knowledge and skills and when the learner was able to autonomously apply knowledge and skills developed. Intensive application is associated with more efficient development of knowledge, skills, and motivation. Increased practical application in contexts relevant to the learner's career goals developed instrumental motivational orientations for professional language use and reinforces goal orientation for the associated career goals. Increased exposure to native speakers develops integrative motivational orientations. Knowledge, skills, and abilities continued to develop. At this stage, the learner is nearing completion of university requirements and again must choose to persist or not to persist in foreign language learning beyond university requirements. Stage 4 represents practical application for professional language use.

Strategy Regulation

When input is received, the learner processes information and selects a strategy based on task difficulty. Repeated progression is associated with automaticity and autonomous self-regulated learning. Data indicated these participants developed

an awareness of the language and linguistic structures during learning. Language transfer was reported by all participants who studied more than two languages as a variable influencing motivation and linguistic development. With each language studied and prolonged language study in one language, participants reported increased linguistic awareness, which was also reported with increases in motivation, achievement, strategy regulation, and knowledge development. Changes in motivation are associated with regulation and strategy regulation if the change was associated with short-term or long-term goals. With repeated progression, participants reported consciously monitoring and regulating motivation as well as learning strategies to complete tasks associated with goal-orientation, interest, or value, predominantly associated with importance or relevance of the task and associated goal.

Motivational Regulation

The primary source of motivation may be intrinisically, extriniscially, or co-regulated and is influenced by associated motivational orientations and influencing variables. Internally regulated motivation influenced by predominantly positive internal and external variables is associated with persistence associated with goal-orientation and achievement. Internally regulated motivation influenced by predominantly negative variables is associated with determination associated with goal-orientation and achievement. Externally regulated motivation is associated with instrumental motivational orientations to complete tasks. Instrumental motivational orientations associated with task motivation are negatively associated with interest and motivation to persist beyond the completion of the task. Task motivation and motivation to persist are different patterns and are associated with different outcomes

associated with motivation to persist beyond the completion of the task influenced predominantly by externally regulated motivation associated with instrumental motivational orientations to complete a task. This is negatively associated with internally regulated motivation to persist in a task beyond the completion of the task. Reported increases in achievement were associated with increases in motivation, which were associated with increased time and effort when associated with goal-orientation, expectancy value, or interest.

Autonomous practical application was reported as achievement, which was associated with increased motivation. Aptitude was reported as a variable to account for achievement when motivation was externally regulated, associated motivational orientations were negative, and/or influencing variables were predominantly negative. Positive and negative influencing variables are associated with different patterns. Negative extrinsic motivation associated with task related to a long-term goal was often associated with regulation and increased effort and increased achievement. Positive extrinsic motivation was often associated with increased interest. Internally regulated motivation associated with goal-orientation was associated with persistence. Internally regulated motivation associated with negative extrinsic motivation was associated with determination when a task was associated with goals or interest. Achievement during a task reported with externally regulated motivation and influenced by negative external motivation was attributed to aptitude. Insignificantly influencing variables were associated with state changes in motivation while significantly influencing variables caused a shift in the primary source of motivation

or associated motivational orientations, which were associated with changes in the primary source of motivation.

Negative externally regulated motivation, negative instrumental motivational orientations, and internally regulated motivation influenced by negative extrinsic motivation were associated with task motivation, but were not directly associated with motivation to persist in the task beyond the completion of the task. The greatest shifts in motivation were reported with shifts in knowledge development, interest, and goal-orientation. Data indicated that two participants were neutrally influenced by negative extrinsic motivation during current language learning. The primary source of motivation is associated with goals. Motivation to achieve specified goals was reported with goal orientation, expectancy value, and effort. In all cases, input was reported to influence information processing, strategy development, strategy regulation, knowledge development, motivational regulation, and output. Input influences output, which is associated with outcomes.

Types of Motivation and Long-Term Goals

The long-term language goals of these participants were reported by all participants as achieving fluency and six participants reported long-term career goals that involve language skills. Three participants reported being language majors, three reported language minors, and one reported no foreign language requirements. Three participants reported language-related careers were their long-term career goals. One participant reported a career goal that did not require foreign language use, and three reported career goals in education, law, and medicine with supplemental language use, secondary to, but in conjunction with their primary goal. Reported data indicate that motivational development differed for participants with language use as a

primary career goal and language use as a secondary goal to supplement their career goals. The participant who reported language use was not a primary or supplemental goal, indicated that the career goal was more important than pursuing language learning after graduation, also indicated a different motivational development process during language learning. One participant indicated that the language was necessary to achieve a short-term goal, which is necessary to achieve a career goal. This is further discussed later in this chapter, in data reported for changes in motivation.

All participants reported that extrinsic motivation was the primary source of motivation at the onset of formal language learning, however, two indicated integrative motivation in addition to extrinsic motivation because of family and friends associated with the family heritage language or immersion abroad. Once language learning became a personal choice, along with increased age and autonomy, 5 participants indicated intrinsic motivation as their primary source of motivation, however, this again changed for one learner who indicated extrinsic and instrumental motivation. Three indicated a combination of intrinsic motivation with a developed instrumental motivational orientation, while three indicated a combination of increased intrinsic motivation with a developing instrumental orientation. One indicated a combination of intrinsic and extrinsic motivation with only instrumental motivational inclinations. This process of motivational development is discussed in changes in motivation.

The process change for the participants who were exposed to another culture and immersed in a language from the onset of language learning differs from that of the participants who reported beginning language learning as a school requirement.

This is indicated as a change in motivation and is represented in Figures 2 and 3, and discussed in the following section, Changes in Motivation. Participants reported four primary types of motivation throughout their language learning process to include intrinsic, extrinsic, instrumental, and integrative. These motivations were often influenced by internal and/or external variables. Participants often reported goal-orientation, goal expectancy, expectancy value, achievement, instrumental orientations, integrative orientations, and efficacy along with a primary type of motivation. These combinations often led to a process of motivational regulation, discussed later in this chapter.

All participants indicated that achieving their long-term language goals were more important than any short-term set-backs, difficulties, or negative influences encountered thus far during the language learning process. All indicated that short-term set-backs, difficulties, or negative influences were temporary states. Participants reported changes in motivation while discussing short-term set-backs, difficulties, or negative influences. Six participants reported that they plan to continue language learning/use after graduation. One participant reported lack of time due to external demands as the only possible reason for stopping language learning or use after graduation. This participant reported that the long-term career goal was the primary goal, and language learning was secondary. This participant indicated that in order to achieve the primary goal, it may be necessary to stop language learning.

These participants indicated persistence during language learning in order to achieve their language-related goals or their long-term goals. Persistence was reported as “keep chugging away”, a “commitment”, “I will never quit language

learning, I promise you", "I would feel guilty if I stopped", and "just keep going no matter what". These learners did, however, indicate that language learning is an ongoing process and they reported numerous changes in state motivation during this process. Most notably, however, is that all participants also indicated at least one change in the primary sources of motivation throughout their language learning process. Findings related to these changes are discussed below.

Changes in Motivation

All participants indicated at least one change in the primary source of motivation. The change in the primary source of motivation is a process that occurred over time. All participants indicated extrinsic motivation initially; however, when participants were able to make a personal choice to continue language learning or begin a new language, motivation to learn the language became more intrinsic. Instrumental motivation increased with increased application for all participants. Participants who were exposed to language and culture through a bilingual family environment or immersion indicated a somewhat different process than those who began language learning as a school or family requirement. Participants with early exposure to language and culture through family or immersion reported two types of primary motivation during language learning. Initially, these participants reported extrinsic and integrative motivations. These participants experienced one change in their primary source of motivation and they indicated that extrinsic shifted to intrinsic motivation and integrative to an instrumental motivational orientation over time.

Participants beginning language learning as a requirement in school or as a family requirement without active exposure to language or culture experienced two

primary changes in motivation over time and at different times. Participants indicated extrinsic motivation as their primary source of motivation initially. Data reported by these participants indicate a shift from extrinsic to intrinsic when the participants were able to make a personal choice to pursue language learning. Data also indicated this change was associated with increased age, efficacy, achievement, interest, and autonomy. Participants reported an increase in instrumental motivation with increased application of the language outside of the classroom and in conjunction with career goals. The primary source of motivation for these learners is still intrinsic; however, this intrinsic motivation is shifting to include an increasing instrumental orientation. Three participants who began language learning as a school or family requirement who reported primary language use in conjunction with career goals indicated somewhat different processes. These participants reported studying 3 or more foreign languages. Participants who reported supplemental language use currently indicated similar motivation; however, their motivational development differs. One participant reported no plans for long-term language use, though indicated an interest in continuing if time permits.

While participants indicated an awareness of motivational changes during language learning and discussed these during the interview; it is unclear if participants were aware of these changes at the time of each change. Change was often followed by regulation, which led to another change and would often lead to a cycle of development. This is discussed in the following section. When learners were aware of changes in motivation during language learning, they reported regulating their motivation by giving themselves a pep talk, encouragement, a reward, taking a

break, finding something easier/harder to do for awhile, finding ways to increase interest in a task or activity, seeking feedback from teachers, family members, or peers, etc.

Participants reported changes in interest due to exposure to a foreign culture, living abroad, study abroad, foreign travel, speaking with native speakers, teaching styles, teaching materials, activities, assignments, classes, learning environment, task difficulty, and feedback. Positive changes in interest were often reported with an increase in interest and motivation, whereas, negative changes in motivation were reported with a decrease in interest and motivation. Participants indicated increased time and effort during language learning when interest increased, whereas, decreased time and effort when interest decreased. If interest decreased due to any variable related to classroom learning, participants indicated that they would attempt to increase their interest outside of class or just get through it. If interest or motivation decreased due to task difficulty, participants indicated help-seeking behaviors, which often led to regulation and a change in motivation. When motivation increased, interest often increased. If tasks were perceived as being too easy, some participants indicated a decrease in interest and would try to find a more challenging task. If tasks were perceived as unmanageable, participants reported a decrease in interest, often associated with a change in efficacy. If task difficulty increased, but was perceived as manageable, participants reported an increase in interest. Participants indicated that positive feedback also increased interest.

The role of the teacher changed during the language learning process. Changes occurred with increased age, autonomy, knowledge, and primary sources of

motivation. Initially, participants indicated that the teacher regulated learning, however, with increased age, autonomy, efficacy, knowledge development, and application, this changed to co-regulation, and then, self-regulation. With increased task difficulty, participants indicated that they would enact help-seeking strategies and learning would briefly return to teacher-regulation, then co-regulated, and back to self-regulated learning when they internalized the strategy or when knowledge, efficacy, and/or achievement increased.

Participants also indicated that a change in motivation occurred after returning to autonomous learning. Additionally, participants indicated a change in expectations and their perception of the role of the teacher with increased age, knowledge, efficacy, interest, and autonomy. Further, data indicated that this change occurred along with a shift from a focus on performance to a focus on knowledge. As the participants expectations increased and their motivation shifted from extrinsic to intrinsic, their perception of the role of the teacher changed as well. At the time of the interview, participants reported that the role of the teacher is to be: a guide (3), a base for error correction and to "provide solutions" (1), a facilitator (1), "everything: to give correct material at a pace you can handle and make sense of" (1), and should provide an "environment for speech/error correction and encouragement (1)".

Motivational Awareness and Regulation

Pintrich (2002) discussed strategy regulation as characteristic of self-regulated learners and includes motivation as an area of regulation. Changes in motivation were often followed by regulation, either motivational regulation or self-regulated learning, which in turn was associated with motivational variables. All participants indicated

regulation and regulation strategies. Though they were not always aware of this process during learning, during the interview, participants discussed changes in motivation throughout learning as well as variables related to these changes. This led to a sequence of related variables and was often repeated, leading to common emergent patterns of behaviors. These sequences of variables may be described as processes. Participants indicated similar processes, though the sequence of related variables differed slightly depending on type of learning environment at the onset of language learning or language-related long-term goals. Data indicated that the difference in the sequencing was often related to variables influencing efficacy. Two participants indicated neutral responses to negative externally-influenced efficacy during language learning. The overall process was similar and a process of motivational achievement emerged, therefore, one model is used to represent the similar overall emergent motivational achievement process, however, neutral responses to negative externally-influenced attempts to change efficacy during language learning may be significant.

Increased or decreased achievement or expectation of achievement, led to an emergent regulation process. With increased motivation, participants often reported an increase in interest, an increase in the amount of time and effort during learning, positive external feedback, increased efficacy, and increased self-regulated learning (SRL) behaviors. This in turn, led to increased achievement and was often reported with increased intrinsic motivation and external feedback. Participants then indicated an increase in expectancy of value and success, which reinforced their long-term goals and motivation to persist to achieve. If learning was related to long-term goals

or if participants indicated interest in the language, decreased achievement was often reported along with decreased efficacy and/or interest. However, data indicated that this state change also led to an increase in regulation, often beginning with evaluation, planning and monitoring, and increased the time and effort. During this process, participants indicated that negative or decreased achievement or understanding often led to help-seeking behaviors. This led to another process of regulated learning and motivation.

Participants indicated that the level of help-seeking required was related to the difficulty of the task. Data indicated that increased task difficulty led to more externally-regulated learning, following by co-regulated learning, and then, returned to self-regulated learning when the strategy was internalized or when the participants were able to apply knowledge autonomously. When tasks were perceived as manageable, but difficult, this led to co-regulated learning, receiving help from either a teacher or peer, however, when tasks were perceived as difficult, but unmanageable, the learning would return to teacher-regulated learning until participants were able to apply the new knowledge or strategy autonomously. Participants indicated an increase in intrinsic motivation when they reported that they were able to apply the new knowledge autonomously. This increase in intrinsic motivation was often reported with an increase in interest, an increase in efficacy, and an increase in external feedback. All participants indicated that efficacy increased with increased positive external feedback. Five participants indicated that language learning related efficacy decreased with increased negative external feedback. Two participants viewed efficacy based on negative external feedback towards language learning

differently and indicated a more neutral response to efficacy based on external variables.

Data indicated that several similar processes emerged that indicate self-regulated learning behaviors, often associated with reported task-difficulty, increased or decreased interest, time and effort, increased or decreased achievement, changes in efficacy, expectancy value, expectancy of success (internally or externally influenced), goal orientation, and motivational orientations at the time the change occurred. With prolonged language learning or study of 2 or more foreign languages, participants also indicated language transfer as a common variable during various learning processes, which in turn influenced motivation. Participants reported increases and decreases in task difficulty throughout their language learning process. Participants indicated help-seeking behaviors during this process, which often involved the teacher, a tutor, or peers. Participants indicated that help-seeking behaviors often led to a change in the role of the teacher during language learning.

Participants indicated that knowledge development, knowledge and language transfer, and application were common variables associated with changes in motivation. An increase in interest as well as time and effort were reported with an increase in motivation. Language transfer was reported with an increase in intrinsic motivation. Participants indicated that language transfer was perceived as application of knowledge developed. Data indicated instrumental motivation or motivational orientations increased with practical application or language use, particularly in authentic contexts outside of the classroom or in conjunction with long-term goals.

Data indicated that the perceived role of the teacher shifted during this process. Initially, the teacher was perceived to have a primary role in learning. Participants reported that the teacher should now have a peripheral role in learning and should facilitate, rather than regulate, learning. Participants reported that the teacher may influence motivation during language learning, either positively or negatively. Positive feedback was perceived to influence motivation positively and thus, reinforced positive achievement and motivational processes, however, negative external motivation was often associated with a different process of regulation.

Positive and Negative External Motivation

All participants reported that positive feedback and positive external motivation increased interest and efficacy, and led to increased intrinsic motivation. Participants reported that negative external feedback was perceived negatively with decreased age and efficacy. At this stage, negative feedback or negative external motivation was reported with a decrease in motivation towards language learning. If interest in the language was decreased, then, participants indicated that they stopped learning the language. These participants later made a personal choice to pursue learning a different language. Data indicated that with increased knowledge, efficacy, and age, the perception of negative feedback changed. Participants indicated that criticism or poor performance was then perceived as an external evaluation of their performance and this often led to regulation, which often led to motivational regulation, which was then associated with an increase in achievement, which in turn was associated with an increase in motivation, which led to higher internal expectations of success and increased task value, as well as increased external

expectations. Data indicated that this pattern repeated and was reported with increased expectations.

Summary

Participants reported turning points in the primary source of motivation to be associated with an increase in personal choice and interest. This is associated with a shift from externally regulated to internally regulated motivation associated with goal orientation. Participants who were actively exposed to the culture through a bilingual family environment or immersion in country indicated an increase in instrumental motivational orientations. Two participants who reported early exposure to cultural exposure or immersion reported a decrease in integrative motivation with increased efficacy or autonomy. Participants indicated increases in instrumental motivational orientations after reporting increases in necessity, practical application, knowledge, and language use. The role of the teacher changed during this process and with increased age, efficacy, knowledge, autonomy, and application. The participants indicated that language learning should be more learner-centered and the teacher should be a guide or facilitator of learning. Negative external motivation was often reported as a reason for stopping language learning if the language was not related to long-term goals, whereas, negative external motivation during learning related to long-term goals often led to regulation and increased achievement. The participants indicated determination to achieve their short-term and long-term language goals regardless of negative external influences, short-term setbacks, or difficulties encountered during the language learning process when learning was associated with long-term career goals. Determination to complete a task relevant to long-term goals

is associated with negative externally regulated motivation, negative instrumental motivational orientations, or negative influencing variables associated with state motivation or motivation to complete a task, whereas internally-regulated motivation was associated with persistence to continue the task beyond the completion of the task.

Interest is associated with career choice. Internally regulated motivation for career choice, associated motivational orientations such as goal-orientations and instrumental motivational orientations associated with practical application of knowledge developed are associated with motivation to persist in language learning and use beyond requirements. A job offer, along with positive incentives, that matched the learner's career and associated goals operationalized or would operationalize motivation to persist in professional language use. Participants reported determination to complete task in language learning related to their long-term goals regardless of changes in or temporary lack of interest. Positive external motivation often increased efficacy, intrinsic motivation, and interest. Increases in knowledge, understanding, and practical application were perceived as achievements, which in turn increased motivation to achieve, which increased expectancy value and expectancy of success while reinforcing goal-orientation, which, in turn, increased motivation to persist in language learning. These results are discussed in Chapter 5 in order to present recommendations to facilitate the development of motivation to persist in language use at native-like proficiency.

Chapter 5: Discussion and Recommendations

Overview

Language learning is an ongoing process and understanding any process could help increase the efficiency and effectiveness of that process. These learners reported several associated learning and motivational processes throughout their language learning process. Many of these processes were or may be repeated so that knowledge development, linguistic development, learning development, and motivational development may be combined into one pattern to represent an ongoing and long-term process that is associated with motivation to persist in foreign language learning. This chapter discusses the results for these learners and presents recommendations to facilitate the development of motivation to persist in foreign language learning beyond basic university requirements to professional language use at native-like proficiency that may be incorporated into the college curriculum.

Input influences this process and as such, the teacher may facilitate the learner's motivation during language learning. Changes in the primary source of motivation occur over time. The primary source of motivation may differ for language learning goals, associated goals, related career goals, language use, language use to achieve a career goal, and professional language use at native-like proficiency. Numerous changes in state motivation also occur throughout this process. If learners are interested in the task, the task is related to the learner's long-term goal, or if language learning or the language being learned is personally relevant to the learner, then changes in state motivation are often associated with regulation. When the learner is able to process new information (input), knowledge development

occurs and the learner processes the input in order to select a strategy. Repeated input facilitates knowledge development, strategy development, and autonomous learning, which facilitate cognitive development, linguistic development, and motivational development. Repeated progression through this process develops metacognitive awareness, linguistic awareness, and motivational awareness. If additional languages are included as input into this process, then with repeated progression, positive language transfer is associated with meta-linguistic awareness. Participants who studied one or more languages previously reported knowledge of language structure and cultural differences as a strategy associated with decreased time and effort to learn.

When language transfer decreased time and effort to learn in the current language, the learners indicated increases in intrinsic motivation, achievement, goal-orientation, and efficacy; and consequently, increased expectancy of achievement with additional occurrences. This knowledge development is perceived as an achievement, which reinforces motivation and is associated with increases in goal orientation and expectancy. When a learner is able to autonomously apply knowledge learned (output), this is also perceived as an achievement. Practical application is perceived as an achievement and reinforces motivation, thus, a positive cycle of motivational achievement occurs. When a learner at this stage is able to autonomously apply this knowledge in a context related to the long-term language and career goals, this reinforces goal orientation, expectancy value, and facilitates the development of motivational orientations.

The type of input influences knowledge development and the motivational achievement cycle, therefore, the teacher may help to facilitate the development of this process, and may facilitate the development of motivation to persist in foreign language learning. This process should begin at the onset of language learning, however, the purpose of this study is to discuss recommendations that may be incorporated into the college curriculum in an undergraduate university foreign language classroom. The following sections discuss types of motivation, changes in motivation, and motivational regulation for data reported by these learners, and then, present recommendations to facilitate the development of motivation and prepare learners for professional language use at native-like proficiency.

Types of Motivation and Long-Term Goals

While these learners began learning a foreign language because it was a requirement, they have chosen to continue and pursue the language of their choice. These learners continue in language learning because their long-term goal is to achieve fluency and possibly, to use the language in their career; therefore, these learners have two or more long-term goals. These learners also choose to major or minor in the language, or to participate in language courses without any external requirements. Furthermore, they also choose to continue language learning so that they may use their language skills in their careers. They continue to make a choice to continue language learning because their long-term goals are more important than the short-term set-backs, difficulties, or negative influences they experience during language learning. While these learners have stopped learning other languages that they did not choose or that did not interest them when external motivational

influences were negative, they continue learning the language or languages that they find interesting, useful, and/or personally meaningful and that will help them to achieve their long-term career goals, either directly or indirectly through professional language use or as a skill to include on their resume to help them achieve their long-term career goals.

Internally regulated motivation associated with goals is the primary source of motivation for these learners to learn the language in their undergraduate classes; however, extrinsic motivation is influenced by external requirements and demands and is, at times, equal to or greater than intrinsic motivation, particularly when the language is a requirement. At the onset of language learning, extrinsic or externally regulated motivation was the primary source of motivation. As learners achieved communicative competence in the language, efficacy increased, and when they were able to make a personal choice to continue language learning, they chose to continue because they have developed interest in the language and culture, in language learning in general, or it is relevant to work or achieving career or associated goals. Additionally, motivational orientations increase as these learners are motivated to continue language learning in order to achieve fluency to supplement long-term career goals. Development of the motivational orientations is associated with development of the primary source of motivation and language learning motivation.

These learners also reported the development of positive, negative, or neutral integrative motivational orientations as they become exposed to native speakers of that language. Instrumental motivational orientations develop with increased knowledge and practical application of the language and with an increased

understanding of how knowledge may be applied to facilitate their long-term language and career goals. Increased knowledge and practical application during language learning were perceived as achievements, which in turn, increased motivation to persist in language learning by developing the primary source of motivation as well as the motivational orientations.

Changes in internal and/or external variables are associated with changes in state motivation, which are associated with regulation. Motivational orientations and variables influencing motivation include goal-orientation, expectancy of success, expectancy value, achievement, instrumental orientations, integrative orientations, efficacy, perceived value of the task or language learning, perceived abilities or aptitude, task difficulty, time and effort afforded or available for learning, age, autonomy, interest, learning style, processing style, personality type, perception of external feedback, tolerance of ambiguity, language learning history and previous language knowledge. External variables include the teacher, tutors, family, friends, peers, teaching style, learning environment, living environment, exposure to other cultures and languages, external demands, feedback, materials, task or activity, external interests, external expectations, external regulation, the local community, travel abroad, living abroad, heritage speakers, and native speakers.

The long-term goals of these learners are more important than short-term set-back, difficulties, or negative influences because these are seen as temporary. However, when the primary source of motivation was externally regulated and the learner was not interested in the language or culture or did not have a long-term goal related to language learning, negative influences, such as a teacher, did cause learners

to stop learning, particularly, when language learning began as an external requirement, otherwise, success was attributed to natural abilities, or aptitude.

The greatest shifts in this motivational achievement cycle occurred when learners were actively exposed to the language and culture, either through the learning environment, the living environment, work environments, or social environments. The greatest increases in the amount of time and effort the learner affords language learning also occur with increased interest, when learners are able to apply knowledge in a practical and authentic environment, or when negative external motivational variables intervened. In the university environment, these participants reported that the teacher alone may not necessarily manipulate the primary source of motivation; however, the teacher may facilitate the development of knowledge through practiced-practical or practical application in a semi-authentic or authentic learning and work environments. Consequently, the teacher may facilitate motivational development as the learner progresses through a motivational achievement cycle by facilitating the development of interest in the long-term goals, facilitating the development of knowledge and learning during the learning process, and reinforcing motivational achievement by providing opportunities for practical application as knowledge is developed and understanding is increased.

Changes in Motivation

Both the primary source of motivation and the motivational orientations are developed more quickly with continued practical application, particularly in intensive and authentic contexts, when the learner is immersed in the language and culture. This is also reinforced when the learner is actively engaged in the task, both in and

out of the classroom. Changes in the primary source of motivation occurred over time and changes in state motivation occurred when the learner experienced an increase or decrease in influencing motivational orientations or associated internal or external variables. All variables influencing motivation could be perceived as either positive or negative when learners experienced changes in state motivation. If the learners are interested in language or culture and fluency is the long-term goal of language learning, then these changes were often followed by regulation. These learners are often currently aware of changes in state motivation and are aware of or are developing an awareness of motivational regulation and regulating learning, therefore, depending on the variables that are associated with the change in motivation, the learners may enact various strategies to maintain or increase motivation. Motivation is often associated with achievement; therefore, increases in learning achievement would also be associated with increases in motivation. This process is repeated over time and is associated with motivational development and contributes to changes in the primary source of motivation.

At the onset of language learning, learning was teacher-centered and language learning was externally regulated. With increased age, efficacy, autonomy, interest, and application during language learning, this shifted to co-regulated learning, and then, with increased knowledge and autonomy, to learner-regulated or self-regulated learning. Motivation also followed a similar pattern of development with increases in achievement through autonomous learning, knowledge development, and practical application. As learners progressed though this motivational achievement process, the role of the teacher transitioned to that of a guide or facilitator of learning and

language learning became more learner centered. At this stage, the teacher may facilitate the development of interest and motivation in the language by developing understanding and awareness, facilitating autonomous learning, and encouraging practical application of knowledge learned both in and out of the classroom. The expectations of the teacher change from providing information necessary to perform well on tests to facilitating the development of knowledge and understanding so that the learner may apply knowledge learned in practical situations. This practiced-practical or practical application reinforces the current knowledge base and is associated with increased motivation to persist in language learning and the goal shifts from language learning in the classroom to language use in practical situations. This positively influences achievement, which in turn, influences the development of the primary source of motivation as well as the motivational orientations towards language learning and use.

Learning and motivation progress through processes at varying levels depending on the stage of understanding and application related to knowledge development, linguistic development, strategy development, and motivational development. This creates a positive cycle of motivational development in conjunction with learning achievement and develops intrinsic motivation and with increased practical application, the instrumental motivational orientation associated with application of knowledge developed also increases. Linguistic development is very important to these learners and as their knowledge of the language increases, motivation to learn and use the language increases. With additional languages and prolonged language study, learners began to develop linguistic awareness, which was

perceived both as an achievement and as a learning strategy. This awareness of the language facilitated language transfer. With positive transfer, the concepts and strategies learned during a preceding language were applied to the current language learning to reduce the time and effort necessary to learn the language. Positive transfer also increases motivation and knowledge development, whereas, negative transfer may interfere with information processing and output.

Increased knowledge transfer and knowledge development positively influence motivation and reinforce knowledge learned. Increased achievement, motivation, and knowledge development are associated with increased understanding which is associated with increasing goal expectancy, which reinforces goal-orientation and increases motivation for practical application of the language. In general, the primary source of motivation developed with increased personal choice, increased and active exposure to the language and culture, increased cultural awareness, increased knowledge, autonomous learning, and increased practical application. This forms a cycle of linguistic, cognitive, and motivational development in conjunction with motivational achievement and knowledge development.

As these learners increased awareness of motivational development, cognitive development, and linguistic development, the learners were able to more efficiently process information and select strategies to facilitate knowledge development. Language learning became more learner-centered and motivation to persist increased as the learner progressed through the cycle of motivational achievement and development. The teacher may help to facilitate the development of the primary source of motivation as well as motivational orientations as the learner progresses

through a cycle of motivational achievement. Any change in motivation or related variable may be associated with regulation and regulation strategies or may cause the process to stop. If the learner reported interest in the task or language learning was related to the learner's long-term goal, then this process continued with increased knowledge development and practical application, and was associated with motivational development and regulation.

Motivational Awareness and Regulation

Learners may employ different regulation strategies, depending upon input, the level of strategy awareness, knowledge development, and influencing internal and external variables. Results indicate that motivation may be internally, externally, or co-regulated, and that learners may enact strategies to regulate motivation. Motivational regulation is also grounded in the literature discussed in the theoretical framework addressing the Self-Determination Theory (Deci & Ryan, 2001) and self-regulated learning (Pintrich, 2000). When learners receive input, they process information to determine task difficulty in order to select strategies. Each time they progress through this process, the learner increases awareness of the strategy or strategies necessary to complete the task. This process becomes more efficient each time the learner uses the strategy successfully until the learner is able to autonomously employ a strategy automatically. Again, this is perceived as achievement. This also determines the role of the teacher.

After receiving input, learners evaluate the difficulty of the task. If it is perceived to be easy and interesting, and strategies have already become automated, then, the learner completes the task autonomously, often without an awareness of

strategy selection. This suggests that the strategy has become automated for that concept and this reinforces knowledge already learned, which reinforces achievement and efficacy, which reinforces motivation. If the task is easy, there is no interest, and it is not related to the long-term goals, then there may be a lack of regulation associated with decreased motivation until interest returns or the task is complete.

If task difficulty is perceived to be difficult but manageable, then this is associated with co-regulated learning until the learner is able to apply the strategy and knowledge autonomously. At this point, the learner again progresses in the motivational achievement cycle. If task difficulty is perceived to be unmanageable, then the learner enacts help-seeking strategies that are externally regulated, until the learner is able to process the new information so that knowledge development occurs associated with increased knowledge, understanding, and awareness. Externally-regulated learning shifts to co-regulated learning and when the learner internalizes the knowledge and strategies necessary to apply the knowledge autonomously, learning returns to self-regulated learning. When understanding of new information increases, a new strategy is internalized, awareness of motivation, linguistic development, or cognitive development occurs; motivation and efficacy are reinforced and again the learner progresses in the motivational achievement cycle and the role of the teacher returns to that of a facilitator of learning. Practical application of knowledge developed is perceived as an achievement, which reinforces motivation. The learner progresses through this motivational achievement cycle each time this process occurs, which, in turn, increases interest, efficacy, and instrumental motivational orientations.

This reinforces the primary source of motivation and goal-orientation, which increases motivation to persist in language learning and practical application.

The teacher provides input and influences this process. Therefore, the teacher, in conjunction with the learner, may guide this process so that the learner may progress more efficiently and effectively through the process to facilitate the development of knowledge and motivation so that the learner is motivated to persist in developing knowledge necessary to progress to the highest stages of language learning and practical application.

Facilitating the Development of Motivation to Persist in Learning

In the university undergraduate language classroom, the role of the teacher is perceived to be that of a facilitator of learning. The teacher may facilitate the development of motivation to persist in language learning through increased knowledge development and practical application. To facilitate a more efficient process, the teacher, in conjunction with the learner, should design a plan to facilitate the development of knowledge and motivation so that the learner continues to progress more efficiently and effectively through this process to facilitate the development of knowledge and motivation necessary to progress to the highest stages of language learning. The teacher may manipulate the learning environment to facilitate increased knowledge development as well as to provide opportunities for practiced-practical and practical application in semi-authentic and authentic contexts. Increases in knowledge development are associated with increases in motivation to apply knowledge developed when a task is associated with goals or goal-orientation. Continued practical application of knowledge developed during this process is

associated with continued development in the motivational achievement cycle. Autonomous learning is associated with greater achievement and reinforces motivation; therefore, the teacher should facilitate this process and the level of external regulation depends on the learner's ability to develop and apply knowledge autonomously as well as the stage of progression through the motivational achievement cycle and level of knowledge development. Intensive knowledge development and practical application lead to more efficient development.

If a learner is motivated to persist in language learning to achieve a long-term goal, it is essential to facilitate the development of knowledge and provide opportunities for the learner to apply this knowledge in practical situations related to the learner's long-term goals. Motivation and motivational orientations increase with increased knowledge development and increased practical application; therefore, the teacher may provide opportunities for increased practiced-practical or practical application by providing opportunities to use the language in semi-authentic or authentic environments. Generally, when tasks are associated with related goals, interest, the primary source of motivation, or associated motivational orientations, motivation to use the language increases as practical application increases. Repeated progression through this process is associated with increased knowledge development, increased achievement, and a shift in motivational orientations. As cultural awareness and opportunities for language use increase, motivational orientations develop. Continued knowledge development and practical application in authentic environments beyond university requirements associated with continued motivational achievement and development. Continued and intensive progression

through the knowledge development and motivational achievement cycle with increased practical application facilitate the development of motivation to persist in foreign language learning beyond basic university requirements and the learner develops the motivational orientations necessary to persist in learning beyond the completion of the university requirements.

However, external demands may limit this progression and may cause learners to stop language learning, particularly if the long-term goal of language learning is language use to supplement career goals in other fields. For these learners, it is essential to provide or encourage opportunities to use language skills in conjunction with the learner's career interests and long-term career goals, so that the learner may continue to develop knowledge and language skills in conjunction with associated interests. This also develops motivational orientations along with the primary source of motivation, and consequently, increases motivation to persist in foreign language learning to native-like proficiency.

When knowledge and motivation to persist are developed, there must be a shift from a focus on knowledge development and practiced-practical application to a focus on practical application in authentic contexts. If the learner is unable to apply knowledge learned in authentic and practical situations, instrumental motivational orientations will be undeveloped and the learner is unlikely to continue, particularly if language use is to supplement a career goal. In order to facilitate the development of motivation to persist to native-like proficiency at this stage, it is essential to develop the motivational orientations through intensive practical application and immersion. Study abroad, intensive, and immersion programs associated with native speakers of

the target language and programs related to the learner's long-term career goals are highly recommended at this stage in the learning process in order to fully develop the learner's motivational orientations and the primary source of motivation. The focus must transition to practical application of knowledge developed so that the learner may develop internally regulated motivation to persist to achieve related long-term language and career goals.

If the learner's long-term language goal is to achieve native-like proficiency and the long-term career goal is primary language use, then, language skills must be developed accordingly. If the learner's long-term language goal is to achieve native-like proficiency in order to supplement a long-term career goal, it is essential to develop the necessary language skills to allow the learner to develop and apply knowledge and language skills in the learner's field of interest. With increased knowledge development and intensive practical application in authentic contexts, the primary source of motivation increases and the instrumental motivational orientations are more fully developed. Consequently, when the learner successfully completes the requirements for knowledge development through practiced application or practiced-practical application, the learner may be motivated to persist beyond the completion of university requirements to the next stage in the process in order to apply knowledge developed in practical situations in work contexts associated with the long-term career goals.

Planning for Long-Term Language Achievement

At this transitional stage, it is essential to consider that the process is again changing and the learner's primary source of motivation and motivational orientations

may differ for language learning and language use. The same strategies that effectively produced positive learning outcomes may not motivate the learner to transition to professional language use. Strategies, therefore, may need to be modified during each stage to produce positive outcomes for language use. It is necessary to consider the learner's primary source of motivation for related career goals and professional language use. In order to facilitate the development of motivation for language use at native-like proficiency, it is essential to understand the primary source of motivation as well as motivational associations and significant influencing variables for the career goal and associated motivations for language learning, language use, and language use at native-like proficiency. Internally regulated motivation associated with long-term career goals is associated with persistence. Develop internally regulated motivation, along with associated goal-orientations and interest for career choice involving language use at native-like proficiency to facilitate the development of autonomous application and self-regulated motivation to persist in language use at native-like proficiency.

While learners may follow a similar pattern, it is essential to consider that there may be exceptions caused by significant influencing variables causing associated goal-orientations which are associated with increased instrumental motivational orientations for language use to achieve an associated goal in conjunction with the primary source of motivation to achieve the career goal and associated motivation for professional language use. If the desired outcome is professional language use at native-like proficiency, then it may be beneficial to develop and implement a plan for long-term language achievement designed to

increase proficiency, improve performance, develop motivation, and prepare learners for professional language use at native-like proficiency.

The greatest changes in motivation occur when a learner transitions from classroom performance to practiced application to intensive practiced application to practiced-practical application through study abroad, work abroad, or intensive programs, to practical application beyond university requirements to practical application in a work context as a job function. Depending on the learner's progression through this process, the greatest changes occur when a learner is preparing to transition or transitions to a different stage, unless there are exceptional circumstances and significant influencing, intervening, or confounding variables, which cause changes in motivation during this process. Each stage is different and as such, requires different strategies to effectively develop motivation to produce the desired outcomes.

If the desired outcome is for the learner to transition from practiced-practical application in semi-authentic contexts to practical application in a work context, then the focus must be on the learner's motivations for the career goals, associated and influencing variables for professional language use, and motivational associations for professional language use at native-like proficiency. Facilitating task motivation does not necessarily facilitate motivation to persist in the task beyond the completion of the task. The teacher may help develop internally regulated motivation associated with the primary source of motivation by developing interest associated with long-term goals and providing opportunities for practiced-practical application associated

with long-term goals. Internally regulated motivation associated with career choice is associated with motivation to persist beyond the completion of basic requirements.

In order to facilitate an effective process, it is essential to align goal setting with the desired outcomes in order to develop a strategic plan for long-term planning, monitoring, evaluation, and improvement. Determine the desired outcomes by defining the goals and objectives in conjunction with an increased understanding of motivation, changes in motivation, and motivational regulation as well as associated and influencing variables. Determine the primary source of motivation for the career goal. Verify your interpretation of the data with the learner and involve the learner. Develop motivation for practical application and professional language use by offering positive incentives related to the learner's career goals and associated goals. Develop motivation for language learning by facilitating the development of knowledge and skills related to the learner's career goals and provide increasingly challenging opportunities for intensive practiced-practical and practical application. Monitor and evaluate progress. Develop strategies to improve performance. Be flexible and modify strategies as necessary. Develop knowledge, skills, and motivation for professional language use related to the learner's career goals. Align goals with desired outcomes, implement a plan for long-term language achievement, and develop strategies to regulate learning and modulate motivation for long-term language achievement.

Certainly, a teacher and learner may facilitate motivation to persist in language learning and the learner achieves native-like proficiency, however, the learner may decide not to pursue a career involving foreign language use at native-

like proficiency for any number of reasons. It is possible that the process may stop and the learner does not transition from practiced-practical to practical application associated with professional language use. At this transitional stage, numerous associated variables are involved in the process. There are several possible outcomes; therefore, it is essential to not only align goals with desired outcomes, but to use the appropriate teaching methods to facilitate the desired outcomes. Additionally, both language learning and use at native-like proficiency requires trust, therefore, it is essential to maintain the learner's trust.

Trust and integrity must be maintained at all times throughout this process. The learner's career goal is the learner's choice, not the teacher's. The teacher cannot manipulate the learner's primary source of motivation, or harass, bully, extort, pressure, or coerce the learner to pursue professional language use. The teacher should not try to control the learner; instead, the teacher should facilitate the process. Foreign language use in the United States remains a choice and the learner must perceive the outcome to be positive. Trust and integrity are essential. Positive incentives are also essential. Positive incentives that are perceived positively from the perspective of the learner are associated with achievement. Achievement is associated with motivation to persist. Achievement motivation is associated with instrumental motivational orientations to apply knowledge developed in authentic contexts. Integrative motivational associations (positive, negative, or neutral) are also associated with achievement, and achievement is associated with language use at native-like proficiency. Continued knowledge development and practical application of knowledge developed are associated with achievement. Positive outcomes from the

learner's perspective are associated with achievement. Increases in achievement are associated with increases in motivation to persist. Goals, achievement, and positive outcomes are important. Increased external achievement is also associated with increased motivation to achieve; the greater the positive external achievement (career, incentives, etc.), the greater the motivation to persist to achieve.

The teacher provides input and influences output, which influences outcomes. The teacher may develop a classroom plan for long-term language achievement to provide a general awareness of salient factors that may influence motivation and to help learners modulate motivation by developing strategies to consciously monitor and regulate motivation during learning. The teacher may also develop individual plans for long-term language achievement for more advanced learners. Additionally, teachers and learners may develop individual plans for long-term language achievement that may be used as a guide to help plan, monitor, evaluate, and improve proficiency and performance. Table 1 illustrates a basic plan for long-term language achievement.

Table 1

Plan for Long-Term Language Achievement

Input and Regulation	Stage 1 Classroom Performance	Stage 2 Practiced Application	Stage 3 Practiced-Practical Application	Stage 4 Practical Application
Teacher				
Teacher/Learner				
Learner				

Task motivation and motivation to persist are associated with different patterns and outcomes. Motivation to persist is associated with goal orientation, expectancy value, and interest for career choice, while task motivation is associated with motivational orientations. Motivational orientations must be developed along with the primary source of motivation. Develop the primary source of motivation for professional language use by developing interest associated with career goals involving professional language use at native-like proficiency. Learners may not be aware of opportunities; therefore, the teacher may provide an awareness of different opportunities that may be available associated with the learner's field of interest. Develop interest and motivational orientations by providing opportunities for practiced-practical and practical application in semi-authentic and authentic environments associated with the learner's field of interest and/or career goals. Develop interest, knowledge, and skills by incorporating increasingly challenging tasks. Provide opportunities for practiced and practical application. Offer choices and provide increasingly challenging tasks that are personally relevant to the learner's career goals. Monitor progress and provide feedback. Develop interest and knowledge related to the learner's career goals. Provide choices, develop knowledge related to career choice, and provide opportunities for practical application related to career goals.

Determine the primary source of motivation and develop that source of motivation as well as associated motivational orientations. Develop related knowledge and skills. Monitor progress and teach strategies to consciously monitor and regulate motivation. Provide increasingly challenging opportunities for practical

application in authentic contexts. Encourage intensive practical application inside and outside of the classroom. Provide opportunities that are personally relevant to the learner's career goals. If the goal is professional language use, develop knowledge and provide opportunities for professional language use related to the learner's career goals. Provide or encourage opportunities to develop positive associations related to associated goal-orientations.

Develop knowledge as well as cultural understanding and awareness. Develop associated motivational orientations and awareness of influencing variables. Provide increased opportunities for the learner to interact with native speakers at the level necessary for professional language use relevant to the learner's career goals for the more advanced learners and provide opportunities to develop positive associations with peers/colleagues in the same field to positively increase motivational associations with other professionals in the field related to career and associated goals. In addition, improve proficiency and performance by developing knowledge, skills, and abilities to apply knowledge developed in increasingly challenging situations in semi-authentic and authentic contexts associated with the learner's career goal and related interests. Repeat patterns until the learner is able to autonomously apply knowledge developed at the required level of proficiency and performance necessary for the learner to transition to professional language use associated with career goals or until the learner successfully completes the task.

The purpose of a plan for long-term language achievement is to develop motivation, knowledge, skills, and abilities necessary to increase proficiency, improve performance, and facilitate the development of motivation to persist in

learning in order to prepare learners for professional language use at higher levels of proficiency and operationalize motivation for professional language use at native-like proficiency. When the learner completes university requirements, there are several possible outcomes. For this reason, if professional language use at native-like proficiency is the desired outcome, it is important to positively facilitate motivation to persist in language use as well as language learning. During this transitional stage, the teacher and learner must be aware of all influencing, intervening, and associated variables. Possible learning outcomes include the development of motivation to persist, increased knowledge development, improved strategy development, increased proficiency; and improved performance. Possible career outcomes after the completion of university requirements may include: 1) professional language use related to the learner's career goal; 2) additional or continued learning to facilitate professional language use at native-like proficiency; or 3) the learner pursues a career outside of the language field or unrelated to the university degree program.

Conclusion

Language learning is a very long-term process and language use at native-like proficiency is a way of life; therefore, it is important for both teachers and learners to understand language learning motivation associated with language learning to native-like proficiency. This study discusses procedures used to examine language learning motivation and makes recommendations to help learners develop motivation to persist in language learning to be better prepared to use language skills at higher levels of proficiency. Knowledge gained from this study may be incorporated into the college curriculum to help more learners develop motivation to persist in learning so that they may continue to pursue their language goals of fluency and develop strategies to

regulate motivation throughout this long-term process. It is hoped that knowledge gained from this study may help other learners develop interest and motivation to continue language learning so that they may persist in learning and knowledge development beyond the completion of university requirements to achieve their career goals associated with professional language use at native-like proficiency.

Recommendations for Future Research

This study may also be used as a paradigm to study learners of other languages and heritage speakers. Additional topics that may be explored are knowledge development and language transfer. Results of this study also indicate that language transfer from previous language study helps to reduce the time and effort necessary to learn the current or subsequent languages. It would seem likely when a learner achieves native-like proficiency in one foreign language, language transfer would enable the learner to learn other languages to native-like proficiency more efficiently and effectively if language use is associated with the learner's career or associated goals.

Additionally, results indicate that early childhood exposure to languages and culture may produce different motivational development processes throughout the language learning process. Early childhood exposure may correlate with supplemental language use, and language transfer may indicate a more efficient language learning process; therefore, it is recommended that language learning and exposure to foreign languages and culture begin as early as possible in early childhood.

Learners indicated interest in professional language use at native-like proficiency. What happens, however, to the learners who have regional and cultural expertise, have achieved native-like proficiency, and are prepared to use language

skills for professional language use when incentives to pursue a career in the language field or related to professional language use at native-like proficiency are not perceived as positive or when they are not aware of related opportunities? Current language policies and initiatives indicate there is a need for more professionals who are prepared to use language skills at native-like proficiency. These learners indicated an interest in professional language use at native-like proficiency. There is a disconnect, however, between the policy and learner levels. Future research should also include a framework for national language achievement (Smith, 2009) to help more learners achieve their long-term goals associated with professional language use at native-like proficiency at the learner level and to help achieve policy goals at the national level.

Appendix A: Background Questionnaire

Modified from the Learner/User Questionnaire: Acquisition of Level 4 L2 Proficiency (Leaver, 2003)[1]

Demographic questions:

Language(s) studied and proficiency in each skill in each language. Also indicated how long and where each language was studied. Include your current language courses.

Language	Where studied	How long?	Speaking	Listening	Reading	Writing

Age: _____

Gender: _____

Native language: _____

Learning styles and psychological preferences (check dominant in each category):

I prefer to learn through visual means

I prefer to learn through auditory means

I prefer to learn through motor means

I like step-by-step instructions

I prefer to organize my learning in my own way

No preference

I want explanations

I want to figure things out for myself

No preference

I like to see the big picture before getting details

I like to have details first; they help me see the big picture.

No preference

I am comfortable making mistakes and work against my own standards

I don't mind making a fool of myself in order to learn

I try to avoid making mistakes

I try to live up to the standards of my teachers and peers/colleagues

I dislike making a fool of myself

No preference

Kind of language learning (acquisition, maintenance, ongoing, classroom, independent study):

Amount of formal instruction:

Study of other foreign languages:

Family linguistic environment in childhood (monolingual, bilingual, multilingual)/specify languages:

Community linguistics environment in childhood (monolingual, bilingual, multilingual)/specify languages:

Current linguistic environment (monolingual, bilingual, multilingual)/specify languages:

Language Questions

1. Describe how you achieved this level in speaking.

a) What was the process of acquiring the language?

b) What were your motivations?

2. What were some of your greatest challenges along the way?

3. What venues of study are the most important in your ability to achieve this level?

	Importance in early years	Importance at this level
Classroom	_____	_____
Language lab	_____	_____
Computer/computer lab	_____	_____
Self study	_____	_____
In-country study	_____	_____

In-country work _____ _____ _____

In-country informal exp. _____ _____ _____

In-country formal exp. _____ _____ _____

Other (please describe) _____ _____ _____

4. When you were in the classroom, what activities were most important to you at any point in time?

_____Reading (specify kinds of reading)
_____Writing (specify kinds of writing)
_____Completion of written exercises
_____Oral reports
_____Oral activities/exercises
_____Role plays
_____Film making
_____Interviewing native speakers
_____Informal conversations with native speakers
_____Listening to audio tapes
_____Listening to lectures
_____Listening to radio
_____Watching television
_____Grammar explanation
_____Grammar practice
_____Grammar and/or lexical drills on new items
_____Grammar and/or lexical drills on incorrectly learned items
_____Vocabulary study via lists
_____Vocabulary study via contextualized readings
_____Drama (full-length plays)
_____Skits/ "shows"
_____Other (please describe):

Comments:

5. What non-classroom activities do you think were most critical to acquire at any point in time to reach this level? (Rate these from 1-5, with 5 being very important and 1 not important at all)

_____reading (specify kinds)
_____writing (specify kinds)

_____grammar explanation
_____grammar practice
_____vocabulary study via lists
_____vocabulary study via contextualized readings
_____informal oral presentations (such as toasts and roasts)
_____formal oral presentations (to groups of native speakers)
_____interviewing native speakers
_____informal conversations with native speakers
_____watching films
_____listening to audio tapes
_____listening to lectures
_____listening to radio
_____watching television
_____study of other foreign languages
_____travel abroad
_____other (please describe)

6. When you speak, which of the following do you focus on? (Check all that apply)

_____Mechanics (how best to express your thought)
_____Meaning (the ideas themselves)
_____Both mechanics and meaning simultaneously
_____Sociolinguistics (appropriateness of the interaction)
_____Other (please describe)

7. How do you go about talking about a topic that is brand new to you in an informal setting? Include specific strategies, if any.

8. How do you go about preparing for a formal presentation?

9. How do you go about making a presentation on a topic, issue, or concept in your culture that does not exist in other cultures? Include specific strategies, if any.

10. How important is instruction to you? If direct instruction is important, what kinds of direct instruction are important to you?

_____Direct instruction was not important
_____Direct instruction was important

If direct instruction is important, what kinds of direct instruction are important to you?

_____Teacher instruction was somewhat important
_____Teacher instruction was important
_____Teacher instruction was essential
_____Native speaker (non-teacher) formal correction and explanation was important
_____Native speaker (non-teacher) formal correction and explanation was essential
_____Peer explanation was important
_____Peer explanation was essential
_____Other (please describe)

11. Of the following factors in using the language, which do you consider to be the most important to you? (Rate from 1-5, with 5 being very important and 1 not important at all:

_____ Refined knowledge of grammar
_____ Greater vocabulary
_____ Increased knowledge of contemporary cultural behavior
_____ Learning to understand and use dialects
_____ Learning to understand social register (class differences to speaking)
_____ Greater knowledge of cultural history
_____ Greater knowledge of literary history (including quotations)
_____ Greater number of strategies for dealing with unknown language
_____ Improved pronunciation
_____ Improved intonation
_____ Improved listening skills (phonemic discrimination)
_____ Improved ability to interpret intonation and sentential elision, etc.
_____ Improved ability to deal with ellipses
_____ Learning how to project my personality and emotional state in culturally appropriate ways
_____ Understanding and use of stylistics in speaking
_____ Understanding how speech is organized
_____ Learning quotations and political citations
_____ Building endurance in speaking
_____ Building tempo in speaking
_____ Identification with speakers of the language I am learning

Other (please describe)

12. What kinds of self-learning (lifelong learning) do you do to maintain and improve your proficiency?

13. Which of the following describes your personality state with respect to the second language?

_____I have one personality and express it the same way in both my native and foreign cultures.

_____I have a different personality in the foreign language than in my own language, one that matches cultural expectations

_____I have the same personality in both cultures, however, I express it differently, depending on the specific linguistic conventions and behavioral expectations of the culture of the language that I am speaking.

_____Other (please describe)

14. What kinds of aids (dictionaries, references, etc.), if any, do you use in preparing for formal speaking events?

15. What advice would you give learners at the previous level who are learning the language independently or in a classroom in their home country?

16. What advice would you give learners at the previous level who are learning the language informally in-country or in a classroom abroad?

a) What should they be doing informally?

b) What should they expect from and do in their classrooms?

c) What kinds of responsibilities and activities must student stake upon themselves?

17. What advice would you give teachers of programs that aim to take students from the previous level to your current level?

a) What general advice would you give?

b) What activities can be realistically done in a classroom?

c) What activities are essential?

18. How have others directly or indirectly praised your language skills? Or have they not praised them?

19. Did native speakers' attitude change towards you when you reached this level? If so, how?

20. When you are speaking, does context play a role describe in a or b below? Explain.

a) I speak better when I am living in the country where the language is spoken.
b) Context makes little difference in how well I speak.

21. What role have native speakers played in your foreign language acquisition?

a) I have spent much time in a country were my L2 is spoken. How has this influenced you?

b) I have many friends among the émigré community at home. How has this influenced you?

c) My closest friend (or a very close friend) is a native speaker (how has this influences you?

d) My family members are native speakers. How has this influenced you?

22. Describe the ways in which you have used the language formally including an assessment of whether this kind of language use made a difference in getting you to this level.
23. Describe the ways in which you have used the language informally (indicate the range of people with which you have been routinely involved, i.e. students, teachers, professors, friends, etc.) including an assessment of whether this kind of language use made a difference in getting you to this level.

24. What is the role of the teacher in language learning?

Additional Comments

THANK YOU

Appendix B: Learner/User Questionnaire: Acquisition of Level 4 Proficiency (Leaver, 2003)[1]

Name (optional):

Assigned Number for Coding:
Demographic Questions
Languages Studied and tested proficiency in each skill in each language:
Kind of user/learner (tester, teacher, professional user other than translator, interpreter, learner, program administrator)
Age when first studied L2:
Age when level 4 achieved, if known:

Gender:

Native language:

Learning styles and psychological preferences (check dominant in each category):

I prefer to learn through visual means

I prefer to learn through auditory means

I prefer to learn through motor means

I like step-by-step instructions

I prefer to organize my learning in my own way

No preference

I want explanations

I want to figure things out for myself

No preference

I like to see the big picture before getting details

I like to have details first; they help me see the big picture.

No preference

[1] Leaver, B. & Atwell, S. in Leaver, B. (2003). Achieving Native-like Second Language Proficiency: A Catalog of Critical Factors Volume 1: Speaking. Salinas, CA. MSI Press.

I am comfortable making mistakes and work against my own standards

I don't mind making a fool of myself in order to learn

I try to avoid making mistakes

I try to live up to the standards of my teachers and peers/colleagues

I dislike making a fool of myself

No preference

Work specialty:

College major:

Kind of level 4 language learning (acquisition, maintenance, refresher, or ongoing-applied):

Amount of formal instruction:

Study of other foreign languages:

Family linguistic environment in childhood (monolingual, bilingual, multilingual)/specify languages:

Community linguistics environment in childhood (monolingual, bilingual, multilingual)/specify languages:

Current linguistic environment (monolingual, bilingual, multilingual)/specify languages:

Language Questions

1. Describe how you achieved level 4 in speaking.

c) What was the process of acquiring the language?

d) What were your motivations?

2. What were some of your greatest challenges along the way?

3. What venues of study are the most important in your ability to achieve level 4?

Importance in early years Importance level 3+

	In order to reach level 4	to reach level 4
Classroom _____	_____	_____
Language lab _____	_____	_____
Computer/computer lab _____	_____	_____
Self study _____	_____	_____
In-country study _____	_____	_____
In-country work _____	_____	_____
In-country informal exp. _____	_____	_____
In-country formal exp. _____	_____	_____
Other (please describe) _____	_____	_____

4. When you were in the classroom, what activities were most important to you at any point in time (between level 0 and level 4) in achieving level 5? (Rate these from 1-5, with 5 being very important and 1 not important at all)

_____Reading (specify kinds of reading)
_____Writing (specify kinds of writing)
_____Completion of written exercises
_____Oral reports
_____Oral activities/exercises
_____Role plays
_____Film making
_____Interviewing native speakers
_____Informal conversations with native speakers
_____Listening to audio tapes
_____Listening to lectures
_____Listening to radio
_____Watching television
_____Grammar explanation
_____Grammar practice
_____Grammar and/or lexical drills on new items
_____Grammar and/or lexical drills on incorrectly learned items
_____Vocabulary study via lists
_____Vocabulary study via contextualized readings

_____Drama (full-length plays)
_____Skits/ “shows”
_____Other (please describe):

Comments:

5. What non-classroom activities do you think were most critical to acquire at any point in time to reach level 4? (Rate these from 1-5, with 5 being very important and 1 not important at all)

_____reading (specify kinds)
_____writing (specify kinds)
_____grammar explanation
_____grammar practice
_____vocabulary study via lists
_____vocabulary study via contextualized readings
_____informal oral presentations (such as toasts and roasts)
_____formal oral presentations (to groups of native speakers)
_____interviewing native speakers
_____informal conversations with native speakers
_____watching films
_____listening to audio tapes
_____listening to lectures
_____listening to radio
_____watching television
_____study of other foreign languages
_____travel abroad
_____other (please describe)

6. When you speak, which of the following do you focus on? (Check all that apply)

_____Mechanics (how best to express your thought)
_____Meaning (the ideas themselves)
_____Both mechanics and meaning simultaneously
_____Sociolinguistics (appropriateness of the interaction)
_____Other (please describe)

7. How do you go about talking about a topic that is brand new to you in an informal setting? Include specific strategies, if any.

8. How do you go about preparing for a formal presentation? Include specific strategies, if any.

9. How do you go about making a presentation on a topic, issue, or concept in your culture that does not exist in other cultures? Include specific strategies, if any.

10. How important is instruction to you? If direct instruction is important, what kinds of direct instruction are important to you?

_____Direct instruction was not important
_____Direct instruction was important

If direct instruction is important, what kinds of direct instruction are important to you?

_____Teacher instruction was somewhat important
_____Teacher instruction was important
_____Teacher instruction was essential
_____Native speaker (non-teacher) formal correction and explanation was important
_____Native speaker (non-teacher) formal correction and explanation was essential
_____Peer explanation was important
_____Peer explanation was essential
_____Other (please describe)

11. Of the following factors in using level 4 language, which do you consider to be the most important to you in crossing the 3+/4 line? (Rate from 1-5, with 5 being very important and 1 not important at all:

_____ Refined knowledge of grammar
_____ Greater vocabulary
_____ Increased knowledge of contemporary cultural behavior
_____ Learning to understand and use dialects
_____ Learning to understand social register (class differences to speaking)
_____ Greater knowledge of cultural history
_____ Greater knowledge of literary history (including quotations)
_____ Greater number of strategies for dealing with unknown language
_____ Improved pronunciation
_____ Improved intonation
_____ Improved listening skills (phonemic discrimination)
_____ Improved ability to interpret intonation and sentential elision, etc.
_____ Improved ability to deal with ellipses
_____ Learning how to project my personality and emotional state in culturally appropriate ways
_____ Understanding and use of stylistics in speaking
_____ Understanding how speech is organized
_____ Learning quotations and political citations
_____ Building endurance in speaking
_____ Building tempo in speaking
_____ Identification with speakers of the language I am learning

Other (please describe)

12. What kinds of self-learning (lifelong learning) do you do to maintain and improve your proficiency?

13. Which of the following describes your personality state with respect to the second language?

_____I have one personality and express it the same way in both my native and foreign cultures.

_____I have a different personality in the foreign language than in my own language, one that matches cultural expectations

_____I have the same personality in both cultures, however, I express it differently, depending on the specific linguistic conventions and behavioral expectations of the culture of the language that I am speaking.

_____Other (please describe)

14. What kinds of aids (dictionaries, references, etc.), if any, do you use in preparing for formal speaking events?

15. What advice would you give learners at level 3 who are learning the language independently or in a classroom in their home country?

16. What advice would you give learners at level 3 who are learning the language informally in-country or in a classroom abroad?

a)What should they be doing informally?

b) What should they expect from and do in their classrooms?

c) What kinds of responsibilities and activities must student stake upon themselves?

17. What advice would you give teachers of programs that aim to take students from level 3 to level 4?

a) What general advice would you give?

b) What activities can be realistically done in a classroom?

c) What activities are essential?

18. If L2 was not acquired in the classroom, would taking a course have helped?

a) Explain why taking a course would have helped or not have helped?
b) Are some things necessary to be taught?
c) Are some things not teachable?

19. How have interlocutors directly or indirectly praised your language skills at level 4? Or have they not praised them?

20. Did native speakers' attitude change towards you when you reached level4? If so, how?

21. When you are speaking, does context play a role describe in a or b below? Explain.

a) I speak better when I am living in the country where the language is spoken.

b) Context makes little difference in how well I speak.

22. What role have native speakers played in your foreign language acquisition? Respond to all that apply.

a) I have spent much time in a country where my L2 is spoken. How has this influenced you?

b) I have many friends among the émigré community at home. How has this influenced you?

c) My closest friend (or a very close friend) is a native speaker (how has this influences you?

d) My family members are native speakers. How has this influenced you?

23. If you currently like in a country where the foreign language is the primary language or a lingua franca, how long have you liked in this place?

24. Describe the ways in which you have used the language formally (e.g. wrote a dissertation, make a conference presentation, etc.) including an assessment of whether this kind of language use made a difference in getting you across the 3+/4 line and/or to level 3+.

25. Describe the ways in which you have used the language informally (e.g. with bankers, repairman, teachers, waiters, etc. – indicate the range of social classes with you have been routinely involved), including and assessment of whether this kind of language use make a difference in getting you across the 3+/4 line and/or to level 4.

Appendix C: Interview Protocol

The interviewer began the unscripted interview protocol by reviewing a few of the responses shared on the survey instrument that most specifically address motivation in order to develop rapport with the participant. Participants were asked to elaborate on these experiences and opinions. The researcher guided the interview to discuss motivation, motivational changes, and motivational regulation throughout the participant's language learning experience. Participants were asked to discuss their language learning experiences beginning with the first time they were exposed to foreign languages. The interview was guided by the research question.

The interviewer will guide the interview using an unscripted interview protocol and will maintain friendly rapport to ensure the participants talk freely to elicit as much data as possible about language learning motivation as well as motivational changes and regulation during learning. The interview will conclude with an expression of appreciation, a friendly comment about the participant's role in the study, and again, the interviewer will answer any questions. The interviewer then scheduled the follow-up meeting with the participant.

Follow-up meeting

A follow-up meeting took place after the audio recordings were transcribed. Participants were asked to review transcripts of their interviews to ensure accuracy of the data and were asked to clarify data as well as corroborate the researcher's interpretation and analysis of the data. At the conclusion of this meeting, the researcher answered questions; offered an expression of appreciation for participation in the study, and the participants were offered the recruitment incentive.

Appendix D: IRB

1. Abstract

The purpose of this study is to examine motivation of learners in undergraduate language courses at the University of Maryland. This study is designed to examine individual motivations of traditional learners, ages 18-23, at the University of Maryland who are currently participating in regular undergraduate foreign language courses. Data will be collected using interview procedures and a written survey. Member checks will be used to verify transcribed data collected during the interviews. Research participants will be informed that they may ask the researcher questions throughout the duration of the research study and that they may withdraw without penalty at any time during the study.

2. Participant selection
Research participants will be informed that they may ask the researcher questions throughout the duration of the research study and that they may withdraw without penalty at any time during the study.

a. The participants are native English speakers who are traditional age students, age 18-23, and registered in an undergraduate language course at the University of Maryland at the time of beginning the study. Participants will be asked to participate on a voluntary basis. A $10 gift card may be offered at the completion of data collection to each participant to encourage participation in this study. Recruitment material is attached.

b. The participants will be asked to volunteer from undergraduate language courses.

c. The purpose of this study is to examine motivation of native English speakers who are traditional age learners in an undergraduate foreign language program; therefore, it is necessary to select participants who are native English speakers and traditional age learners between the ages of 18 to 23, who are currently registered in at least one undergraduate language course.

d. This study is intended to be a case study of one or more language learner(s).

3. Procedures
The student researcher will obtain informed consent, administer a written questionnaire, modified from the Language Learner/User Questionnaire (Leaver, 2003), and conduct interviews in order to examine motivation of language learners. It is estimated that it will take participants approximately 1 hour to complete the written questionnaire and approximately 2-4 hours to complete the interview procedures. Research participants will be informed that they may ask the researcher questions throughout the duration of the research study and that they may withdraw without penalty at any time during the study. The interviews will be recorded with the

participants' informed consent. The audio recordings may be transcribed by a transcriptionist(s). The participants will be asked to review the transcriptions.

4. Risks and benefits: Potential risks may include apprehension or anxiety of the participants while completing the interview process; however, member checks may help to alleviate these concerns because the participants will have the opportunity to review transcripts from the interview in order to ensure accuracy of the data provided.

5. Confidentiality
The participants will be assigned a number and their names will not be used in the study. The data provided by these participants will be used for reporting and presentation of data. Reporting and presentation of data may include samples of de-identified data, such as excerpts of transcripts and coded transcripts. Data may be de-identified by changing identifiable information. De-identified data used for reporting and presentation shall be exempt from IRB procedures.

Data collected may be stored in a safety deposit box, or a safe or locked cabinet in a locked storage area in the student researcher's residence. The student researcher shall maintain a Research Log Book, which shall be used to track data, excluding de-identified data. When data is removed or returned to or from storage, it shall be noted in the Research Log Book, as possible. The researchers and transcriptionists may have access to the data (researchers may include the principal investigator; the student researcher; the student researcher's research advisors and dissertation committee; the student researcher's research assistants).

A transcriptionist(s) may be used to transcribe the audio tapes. Transcriptionists will be asked to sign the statement below when each tape is signed out for transcribing. The transcriptionist(s) will be asked to return the tapes, transcriptions, and a backup file copy of the transcriptions upon completion of each transcription. The transcriptionist(s) will then be asked to delete all related files and to destroy all related materials they may have related to this project. Additionally, the transcriptionist(s) will be asked to sign the following statement: I _____have signed out the following tape(s) ___ and agree to keep all information confidential. I agree not to make or keep a copy of the tape(s) or transcriptions. I agree to perform all related work on a password protected computer. I agree to return all tapes, the transcription(s), and any transcription materials to the researcher upon completion of each transcription or when requested by the researcher and I agree to delete all materials and related files that I may have upon completion of the work or when requested by the researcher.
_____Signature _____Date

The researcher shall note the return of each tape in the Research Log Book. The audio tapes may be destroyed after the completion of the final interview/member check(s). Data may be kept on file (paper or electronic file saved on CD or data storage device) for a minimum of 3 years, but no more than 5 years, after which time identifiable data

will be destroyed. Paper files may be saved on a CD or data storage device, and the paper files may be destroyed.

6. Information and Consent Form
There is no deceptive information involved in this study. Prior to data collection, the participants will be given the informed consent form and the student researcher will answer any questions related to the procedures. The participants will be asked to return the consent form to the student researcher prior to data collection. A copy will be kept on file at the location specified above.

7. Conflict of Interest: There is no conflict of interest involved in this study.

8. HIPAA Compliance: Neither HIPPA compliance nor any other related health compliance forms are necessary for this study.

9. Research Outside of the United States: All research will take place in the United States.

10. Research Involving Prisoners: This research does not involve prisoners.

NOTE: Alternate contact information (phone numbers, email, etc.) may be used during the study and on recruiting material.

APPENDIX E: ACTFL Proficiency Guidelines (2008)

ACTFL Skill levels	Description overview
Novice low 0-	Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible.
Novice mid 0	Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned.
Novice high 0+	Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.
Intermediate low 1-	Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture.
Intermediate mid 1	Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.
Intermediate high 1+	Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.
Advanced low 2-	Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.
Advance mid 2	Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.
Advanced high 2+	Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics.
Superior 3	Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy.

Source: ACTFL (2008); www.actfl.org

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