

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

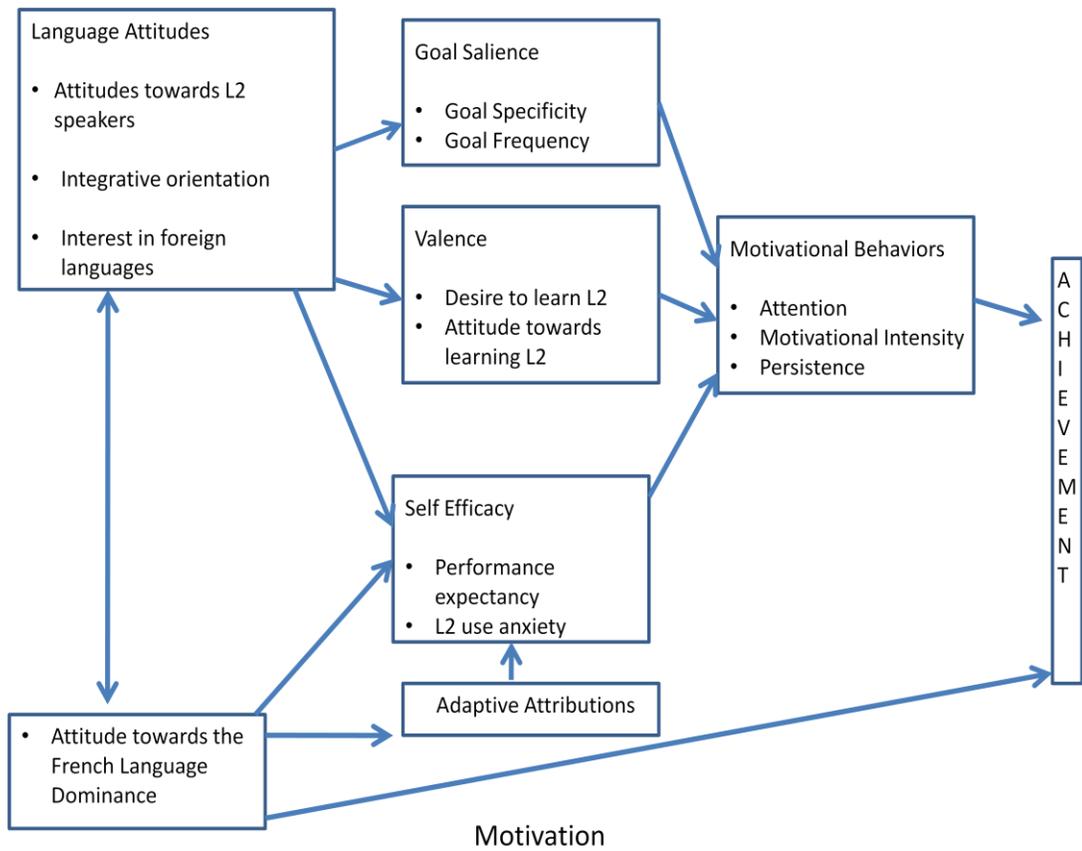
Figures

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Chapter 1

Figure 1

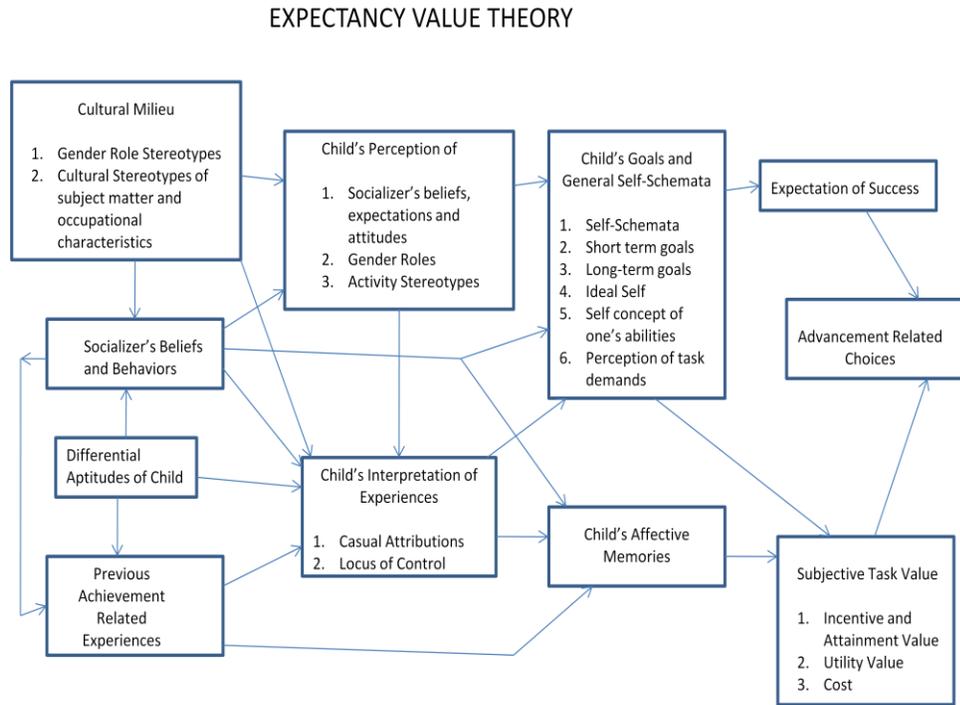
Socio-Educational Model



Source: Tremblay & Gardner (1995)

Figure 2

The Expectancy-Value Theory



Source: Wigfield & Eccles (2001)

Figure 3

Framework of L2 Motivation

LANGUAGE LEVEL

Integrative motivational subsystem,
Instrumental motivational subsystem

LEARNER LEVEL

Need for achievement
Self-Confidence
Language Use Anxiety
Perceived L2 Competence
Causal Attributions
Self-efficacy

LEARNING SITUATION LEVEL

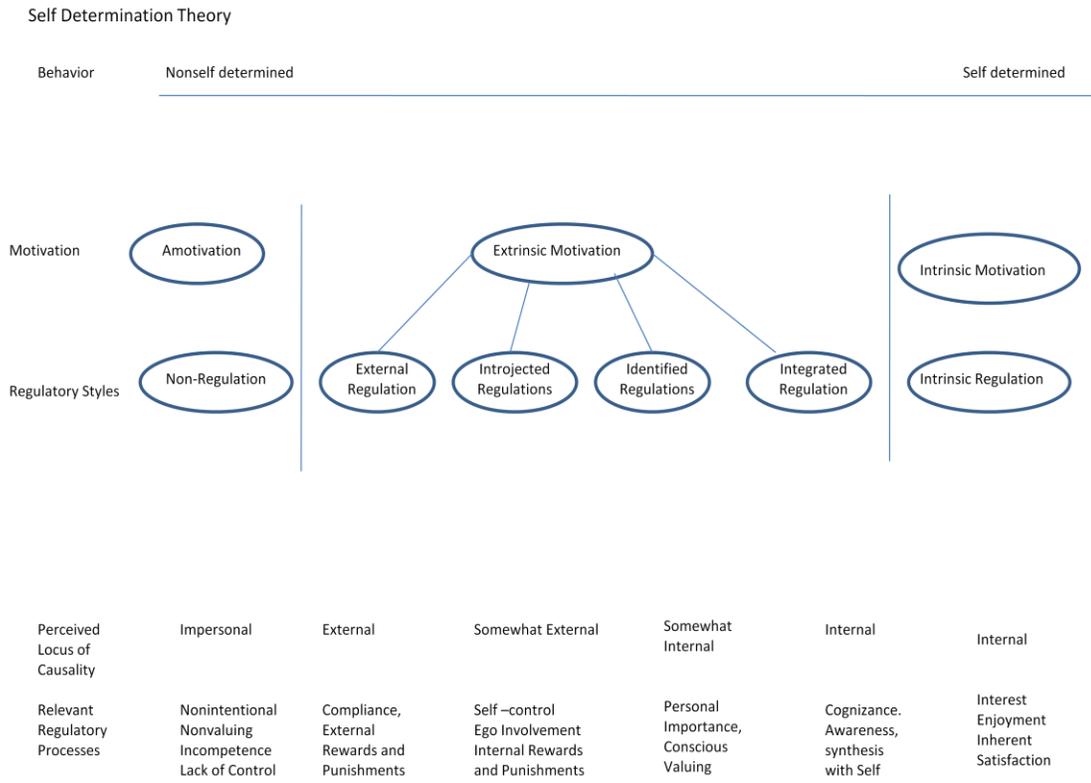
Course-specific
Motivational Components
Teacher-Specific
Motivational Components
Group-Specific
Motivational Components

Interest (in the course)
Relevance (of the course to one's needs)
Expectancy (of Success)
Satisfaction (one has in the outcome)
Affiliative Motive
Authority Type
Direct socialization of motivation. Modeling
Task presentation
Feedback
Goal-Orientedness
Norm and reward system
Group Cohesiveness
Classroom goal structure

Source: Dornyei, 1994

Figure 4

Model of the Self-Determination Theory



Source: Deci & Ryan (2001)

Figure 5

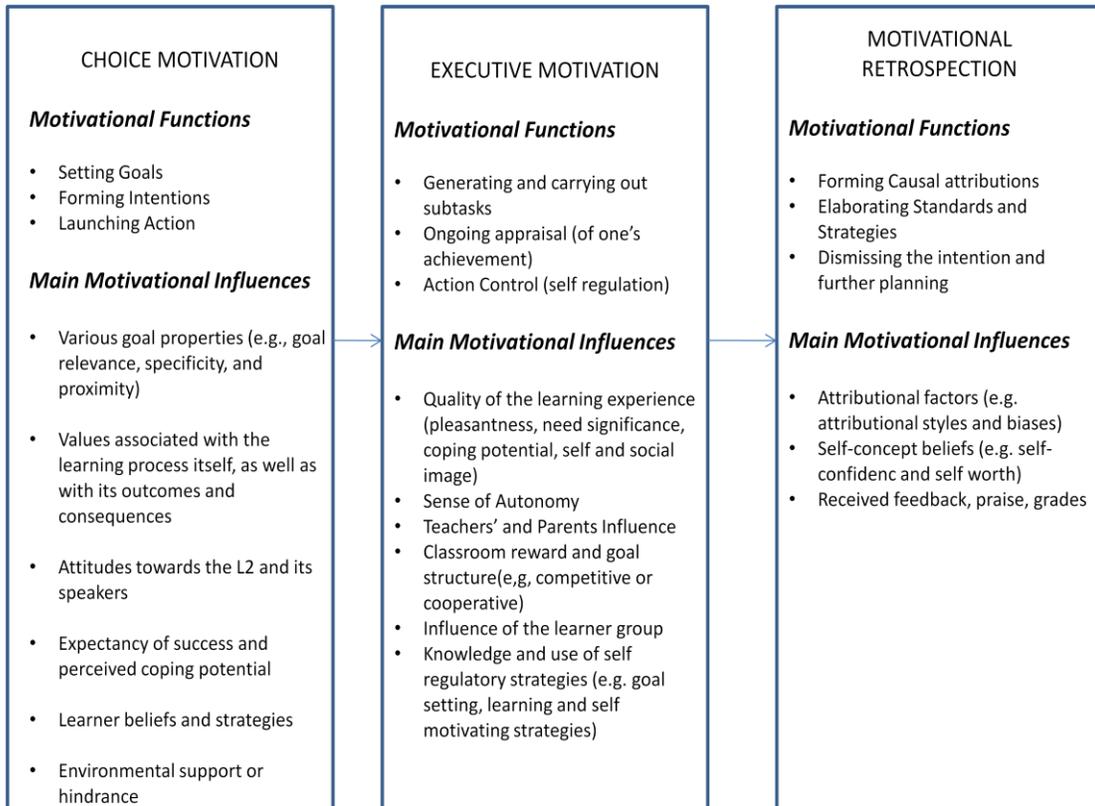
Framework of L2 Motivation

<p>LANGUAGE LEVEL</p> <ul style="list-style-type: none"> • Arousal of Curiosity • Optimal degree of Challenge 	<p>Significant Others</p> <ul style="list-style-type: none"> • Parents • Teachers • Peers
<p>Perceived Value of Activity</p> <ul style="list-style-type: none"> • Personal Relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity 	<p>The nature of interaction with significant others</p> <ul style="list-style-type: none"> • Mastered Learning Experiences • The nature and amount of feedback • Rewards • The nature and amount of appropriate pressure • Punishment sanctions
<p>Sense of Agency</p> <ul style="list-style-type: none"> • Locus of Causality • Locus of Control PE Process and outcomes • Ability to set appropriate goals 	<p>The Learning Environment</p> <ul style="list-style-type: none"> • Grof Comfort • Reso Resources • Tim Time of day, week, year • Size Size of class and school • Clas Class and school ethos
<p>Mastery</p> <ul style="list-style-type: none"> • Feelings of Competence • Awareness of developing skills and mastery in a chosen area • Self Efficacy 	<p>The Broader Context</p> <ul style="list-style-type: none"> • Wider Family networks • The Local Education System • Conflicting interest • Diluted names • Societal expectations and attitudes
<p>Self Concept</p> <ul style="list-style-type: none"> • Realistic awareness of personal strengths and weaknesses in skills required • Personal Definitions and engagement of success and failure • Self worth concern • Learned helplessness 	<p>Other Affective States</p> <ul style="list-style-type: none"> • Confidence • Anxiety, fear
<p>Attitudes</p> <ul style="list-style-type: none"> • To Language learning in general • To the target language • To the target language Community and Culture <p>Source: Williams and Burden (1997)</p>	

Source: Williams & Burden, 1996

Figure 6

Dornyei's Process Model of L2 Motivation



Source: Dornyei, 2005

Chapter 2

Figure 3

Sample of Data Coding

Speaker 1: Okay. So are grades important to you?

Speaker 2: Uh, grades are. Um, thanks mostly to my parents I suppose. Et

Speaker 1: Un-huh.

Speaker 2: I'm motivated to keep high grade point average. Um, in college I suppose that has changed somewhat. I wanted to focus more on learning to get, I get, you know, decent to good grades. I can be content with that as long as I feel like I'm taking knowledge away from the class. But yes, grades are definitely important. C
eval
C
R
eval
knowledge (cash)
knowledge
performance
learning grades
expect.

Speaker 1: Okay. Why?

Speaker 2: Um, I supposed similarly to the checkpoints. Being able to reflect on how much I have learned.

Speaker 1: Un-huh.

Speaker 2: Grades are a good way to say all right, you know, my teacher has tallied it all up and this what I got, you know. I can feel good about that or I can see that I need some work and need to move up to a higher grade. Ex feedback ach

Speaker 1: Okay. So if you don't get a good grade do you try harder or what do you do?

Speaker 2: I do. I try, you know, I'm driven to try harder. TIDE
I
Ex/ach
ach
eff

Speaker 1: Un-huh.

Speaker 2: If I have a poor grade it's disappointing certainly but, especially at this point after having spent so much trying to learn the language it certainly would not put me off from learning the language. It certainly would just wake me up to the fact that I need to put a little more effort into it. (T+E)
Li-)
-ach

ach
HS
Feedback (ex)
res (ex) → T+E
T+E
R
eval
plan → T+E
T+E/g...-t- exp succ
T+E
→ ach → ↑ I → ↑ Ex/ach → ↑ Ex
→ ↑ I mot.

Figure 4

Sample of Data Analysis during Coding

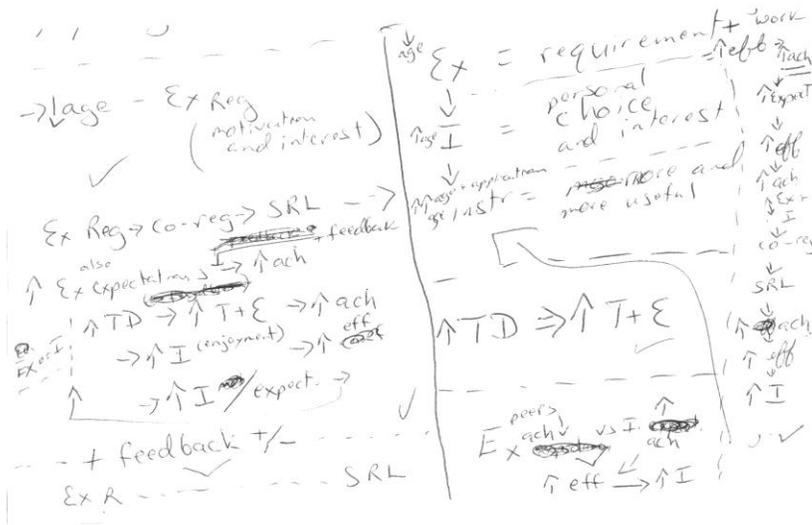


Figure 6

Data Coding Sample: Knowledge Development - Strategy Development

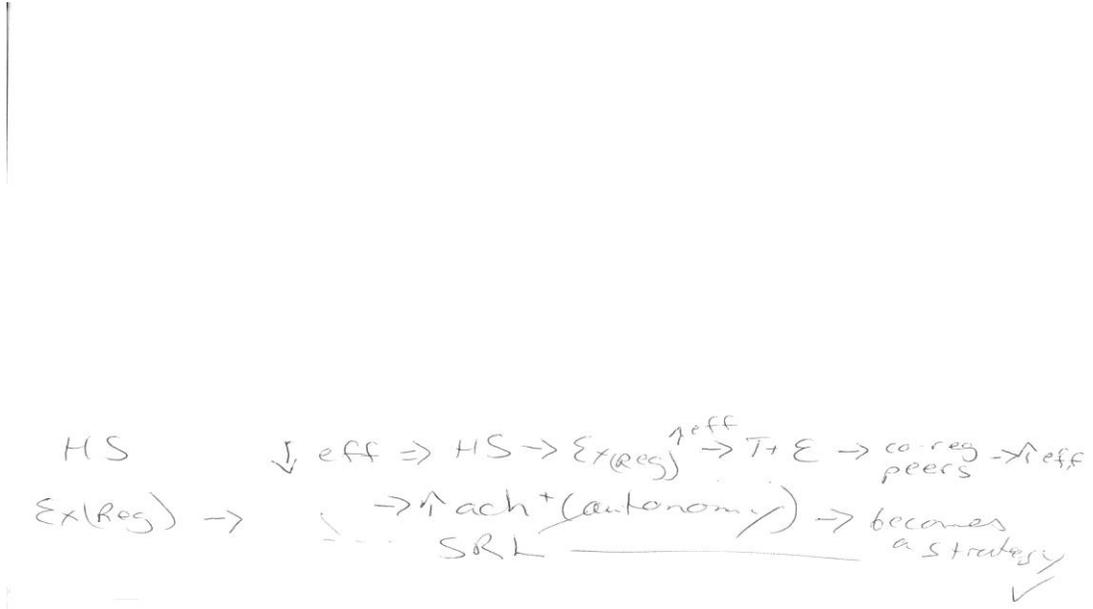


Figure 5

Data Coding Sample: Shift in language learning motivation

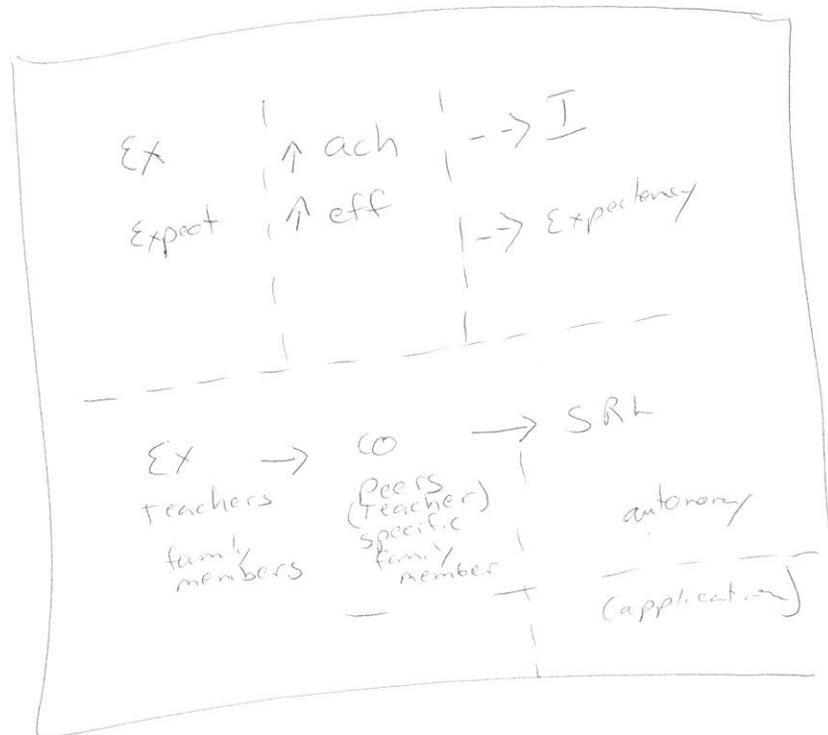
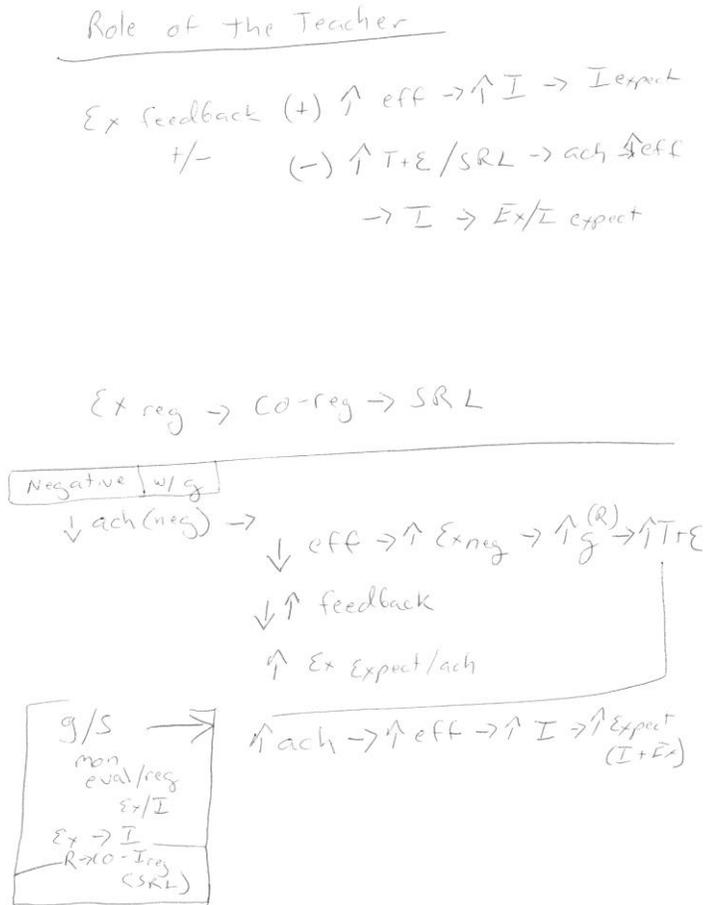


Figure 6

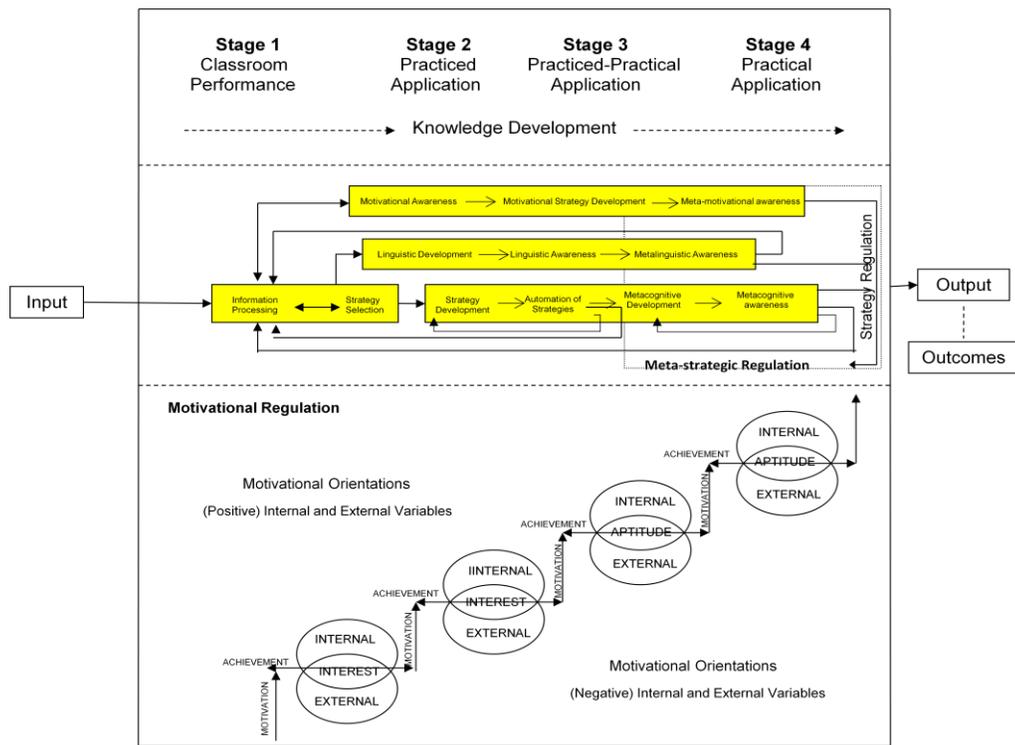
Data Coding: Negative Extrinsic Motivation



Chapter 5

Figure 3

Data Reporting Model: Motivational Achievement for Advanced Language Learning



Source: Smith (2009)