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

Figures

Laura Jeanne Smith
Chapter 1

Figure 1

Socio-Educational Model

Source: Tremblay & Gardner (1995)
Figure 2

The Expectancy-Value Theory

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*
Relevance (of the course to one’s needs)
Expectancy (of Success)
Satisfaction (one has in the outcome)
Affiliative Motive

*Teacher-Specific*
Authority Type

*Group-Specific*
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

Source: Williams & Burden, 1996
Dornyei’s Process Model of L2 Motivation

**CHOICE MOTIVATION**

*Motivational Functions*
- Setting Goals
- Forming Intentions
- Launching Action

*Main Motivational influences*
- Various goal properties (e.g., goal relevance, specificity, and proximity)
- Values associated with the learning process itself, as well as with its outcomes and consequences
- Attitudes towards the L2 and its speakers
- Expectancy of success and perceived coping potential
- Learner beliefs and strategies
- Environmental support or hindrance

**EXECUTIVE MOTIVATION**

*Motivational Functions*
- Generating and carrying out subtasks
- Ongoing appraisal (of one’s achievement)
- Action Control (self regulation)

*Main Motivational Influences*
- Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)
- Sense of Autonomy
- Teachers’ and Parents influence
- Classroom reward and goal structure (e.g., competitive or cooperative)
- Influence of the learner group
- Knowledge and use of self regulatory strategies (e.g., goal setting, learning and self motivating strategies)

**MOTIVATIONAL RETROSPECTION**

*Motivational Functions*
- Forming Causal attributions
- Elaborating Standards and Strategies
- Dismissing the intention and further planning

*Main Motivational Influences*
- Attributional factors (e.g., attributional styles and biases)
- Self-concept beliefs (e.g., self-confidence and self-worth)
- Received feedback, praise, grades

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.
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.
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.
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.
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.
Figure 4

Sample of Data Analysis during Coding
Figure 6

Data Coding Sample: Knowledge Development - Strategy Development

\[ HS \xrightarrow{eff} HS \xrightarrow{exp} \xrightarrow{eff} \xrightarrow{peers} \rightarrow \text{ach}(autonomy) \rightarrow \text{becomes a strategy} \]
Figure 5

Data Coding Sample: Shift in language learning motivation
Figure 6

Data Coding: Negative Extrinsic Motivation

Role of the Teacher

\[ \text{Ex feedback } (+) \uparrow \text{eff} \rightarrow \uparrow \text{I} \rightarrow I_{\text{Exmt}} \]

\[ +/-(-) \uparrow \text{Te/SRL} \rightarrow \text{ach} \Rightarrow \text{Ex/Exmt} \rightarrow \text{E} \rightarrow \text{Ex/E Exmt} \]

\[ \text{Ex reg} \rightarrow \text{Co-reg} \rightarrow \text{SRL} \]

\[ \text{Negative Ex} \]

\[ \text{ach}(\text{reg}) \rightarrow \downarrow \text{eff} \rightarrow \uparrow \text{Ex reg} \rightarrow \uparrow \text{Te} \rightarrow \uparrow \text{Feedback} \rightarrow \downarrow \text{ach/Ex reg/Te} \rightarrow \uparrow \text{Ex/Exmt/ach} \]

\[ S/S \rightarrow \text{ach} \rightarrow \uparrow \text{eff} \rightarrow \uparrow \text{I} \rightarrow \uparrow \text{Exmt (Ex/Exmt)} \]
Chapter 5

Figure 3

Data Reporting Model: Motivational Achievement for Advanced Language Learning

Source: Smith (2009)