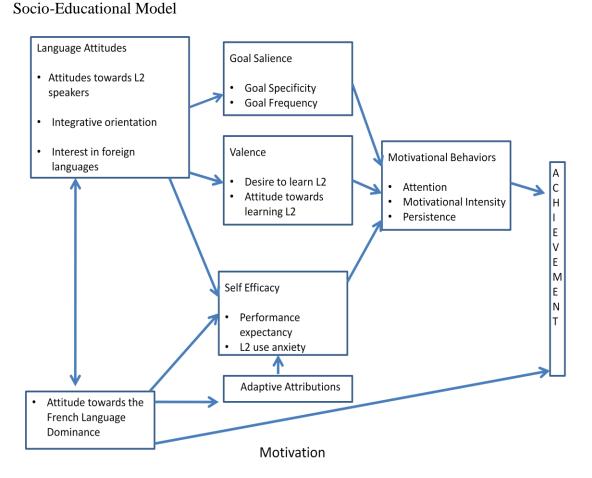
# MOTIVATION AND LONG-TERM LANGUAGE ACHIEVEMENT: UNDERSTANDING MOTIVATION TO PERSIST IN FOREIGN LANGAUGE LEARNING

Figures

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# Chapter 1

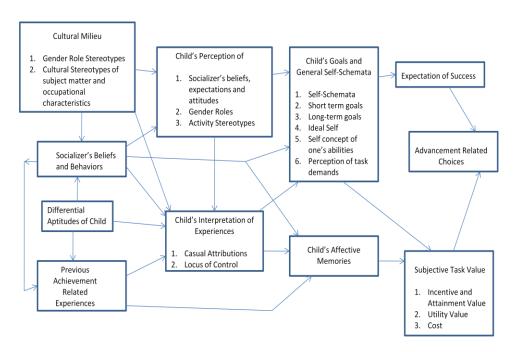
Figure 1



Source: Tremblay & Gardner (1995)

Figure 2
The Expectancy-Value Theory

# **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

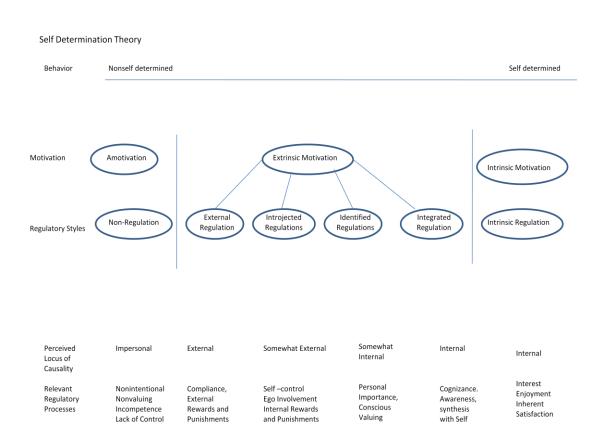
Goal-Orientedness

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

#### LANGUAGE LEVEL

- Arousal of Curiousity
- Optimal degree of Challenge

#### Perceived Value of Activity

- Personal Relevance
- Anticipated value of outcomes
- · Intrinsic value attributed to the activity

#### Sense of Agency

- · Locus of Causality
- Locus of Control PE Process and outcomes
- · Ability to set appropriate goals

#### Mastery

- •Feelings of Competence
- •Awareness of developing skills and mastery in a chosen area
- Self Efficacy

#### Self Concept

- Realistic awareness of personal strengths and weaknesses in skills required
- Personal Definitions and engagement of success and failure
- Self worth concern
- · Learned helplessness

#### **Attitudes**

- To Language learning in general
- To the target language
- To the target language Community and Culture

Source: Williams and Burden (1997)

Source: Williams & Burden, 1996

#### Significant Others

- Parents
- TeachersPeers

#### The nature of interaction with significant others

- Mastered Learning Experiences
- The nature and amount of feedback
- Rewards
- The nature and amount of appropriate pressure
- · Punishment sanctions

#### The Learning Environment

- Grot Comfort
- Resc Resources
- Time of day, week, year
- Size Size of class and school
- Class and school ethos

#### The Broader Context

- · Wider Family networks
- The Local Education System
- Conflicting interest
- Diluted names
- · Societal expectations and attitudes

#### Other Affective States

- Confidence
- Anxiety, fear

Figure 6

# 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. selfconfidenc and self worth)
- Received feedback, praise, grades

Source: Dornyei, 2005

### Chapter 2

## Figure 3

# Sample of Data Coding

Speaker 1:

Uh, grades are. Um, thanks mostly to my parents I suppose. Speaker 2: Speaker 1: Un-huh. I'm motivated to keep high grade point average. Um, in college I suppose Speaker 2: 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. Okay. Why? Speaker 1: Um, I supposed similarly to the checkpoints. Being able to reflect on how Speaker 2: much I have learned. Un-huh. Speaker 1: Grades are a good way to say all right, you know, my teacher has tallied it Speaker 2: 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. Okay. So if you don't get a good grade do you try harder or what do you Speaker 1: do? I do. I try, you know, I'm driven to try harder. Speaker 2: Un-huh. Speaker 1: If I have a poor grade it's disappointing certainly but, especially at this Speaker 2: 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. 

Okay. So are grades important to you?

Figure 4
Sample of Data Analysis during Coding

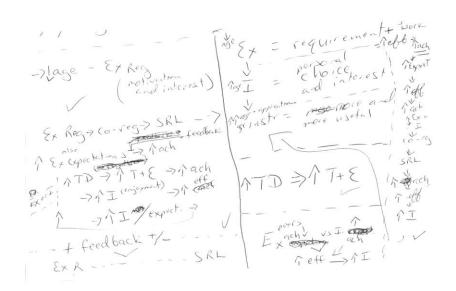


Figure 6

Data Coding Sample: Knowledge Development - Strategy Development

HS J. eff => HS -> Expres ) => T+E -> corres -xleff

Ex(Res) -> -> Tach + (autonomy) -> becomes

a stratesy

Figure 5

Data Coding Sample: Shift in language learning motivation

Expect of eff

Expect of eff

Expect of eff

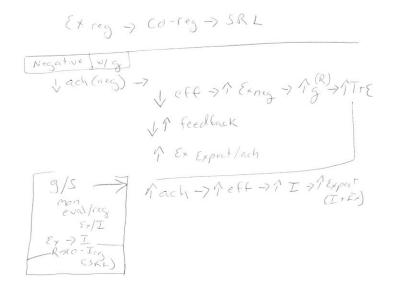
Expect of eff

Expected

Expect

Figure 6

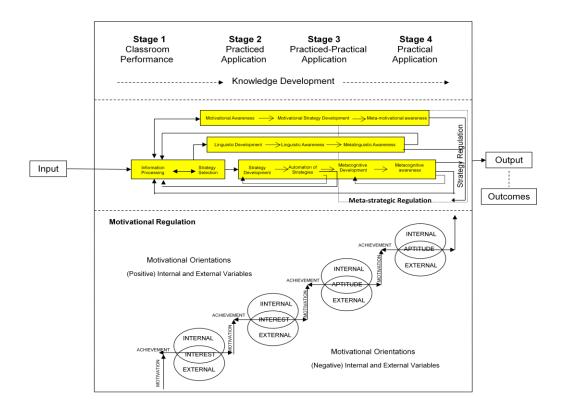
Data Coding: Negative Extrinsic Motivation



Chapter 5

Figure 3

Data Reporting Model: Motivational Achievement for Advanced Language Learning



Source: Smith (2009)