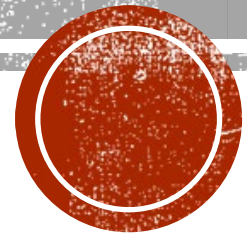


# MOTIVATION

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# LANGUAGE LEARNING AND MOTIVATION

- Second language learning is fundamentally a motivational process.
- Motivation explains the direction, vigor and persistence of actions in the learning process.
- Student motivation can be affected by virtually every element involved in the learning process:
  - Values and goals
  - Attitudes and interest
  - Personality and abilities
  - L2 learning and using experiences
  - Instructional methods, activities, materials
  - Group dynamics and classroom environment
  - Learning resources
  - Etc.

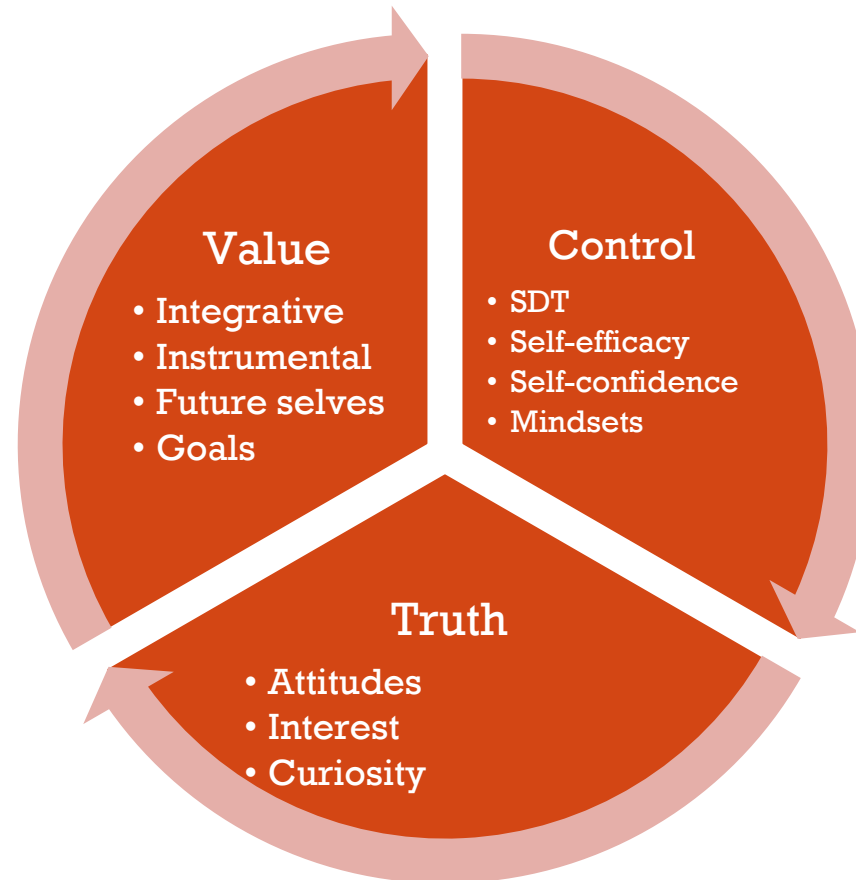


# LANGUAGE LEARNING MOTIVATION THEORIES AND CONSTRUCTS

- Attitudes, integrative and instrumental orientations (Gardner, 1985)
- The self-determination theory (Noels. 2001)
- L2 motivational self system (Dörnyei, 2009)
- 2X2 Model of L2 self-guides (Papi et al., 2019)
- Mindsets (Mercer & Ryan, 2010)
- Self-efficacy (Torres & Turner, 2016)
  
- Not covered here:
  - Motivated behaviors/states: intended effort, motivational intensity, DMC, WTC, persistence/grit, feedback-seeking behaviors, etc.



# HIGGINS'S (2012) FRAMEWORK



# GARDNER'S THEORY OF MOTIVATION



**Background:** Instrumental and integrative orientations represent future end-states (Value), attitudes and interest represent the Truth dimension.



**Evidence:** No longer the subject of mainstream research. Attitudes are still studied in relation to motivation (Acheson et al., 2015) and explicit training in intercultural competence (Widodo et al., 2018).



**Practical Use:** Promoting attitudes through SA and virtual exchange can lead to higher motivation, cultural awareness and WTC (Lee, 2018; Polisca, 2011).



**Future Directions:** Examining the effects of intercultural exchange and training on attitudes and motivation. Especially in contexts such as USA where motivation is lower for learning other languages.



# THE L2 MOTIVATIONAL SELF SYSTEM (DÖRNYEI, 2009)



**Background:** Ideal L2 Self & Ought-to L2 Self (Value), L2 Learning Experience (Control)



**Evidence:** **Ideal Self and L2 learning experience** predicted motivated learning behaviors (e.g., Taguchi et al., 2009), achievement (Dörnyei & Chan, 2013), and proficiency (Lamb, 2012). **Ought-to Self** was a weak predictor of motivated behavior (e.g., You & Dörnyei, 2016), a non-significant predictor (e.g., Csizér & Kormos, 2009; ), or had questionable construct validity (Csizér & Lukács, 2010; Kormos & Csizér, 2008).



**Practical Use:** Enhancing the ideal L2 selves seems to lead to more adaptive motivational, emotional, and behavioral language learning patterns (e.g., Magid & Chan, 2012; Munezane, 2015; Sato, 2020).



**Future Directions:** Using **(quasi)-experimental methods** to enhance the ideal L2 self and see how that leads to immediate and long-term changes in L2 learning behaviors and outcomes. Using the 2X2 Model.



# THE 2×2 MODEL OF L2 SELF- GUIDES

(PAPI et al., 2019)

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**Background:** Bifurcated ideal and ought-to L2 selves by regulatory focus (promotion vs. prevention) and standpoint (own vs others)—Value

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**Evidence:** Ideal self/own predicts positive emotions (Tahmouresi & Papi, 2021; Teimouri, 2017), WTC (e.g., Khajavy & Ghonsooly, 2017), eager L2 use (Papi & Khajavy, 2021), persistence in L2 learning (Feng & Papi, 2020), higher pronunciation fluency (Kermad, 2018), and achievement (Papi & Khajavy, 2021). Ought selves have led to anxiety (Jiang & Papi, 2021; Tahmouresi & Papi, 2021) and the vigilant L2 use, which in turn negatively predicts L2 achievement (Papi & Khajavy, 2021).

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**Practical use:** Promotion and prevention induction.

**Future Directions:** How such induction can lead to changes in learning behaviors and outcomes.



# MINDSETS

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**Background:** Growth vs. Fixed (Control). Semantic worlds in which goals, challenge, effort, failure, and success have different meanings to the individual

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**Evidence:** Learners with a *growth-language mindset* develop learning goals (e.g., Lou & Noels, 2017; Papi et al., 2019b), motivation (Waller & Papi, 2017), higher perceived value of corrective feedback (Papi et al., 2020), preference for the more explicit types of corrective feedback (Papi et al., 2021), more feedback-seeking behavior (Papi et al., 2019b, 2020), a sense of autonomy and competence (e.g., Lou & Noels, 2020) and L2 achievement (Khajavy et al., in press).

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**Practical Use:** Enhancing a growth mindset through different activities integrated into a language lesson.

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**Future Directions:** Connection with other motivational dispositions, L2 learning processes and outcomes; intervention studies; how mindsets are related to other teacher's mindsets

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# THE SELF-EFFICACY THEORY

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**Background:** Learners' self-efficacy beliefs (Bandura, 1982) are the judgments they make about how effectively they can accomplish tasks set for them and learn (Mills, 2014).

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**Evidence:** Self-efficacy influence learners' development and performance in speaking (e.g., Zhang & Ardasheva, 2019), listening (e.g., Wang et al., 2013), reading (e.g., McLean & Poulshock, 2018), and writing (e.g., Han & Hiver, 2018). Individuals with greater self-efficacy engage in self-regulated learning (e.g., Kim et al., 2015).

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**Practical Use:** Employing direct mastery experiences, utilizing verbal persuasion (e.g., feedback, reassurance, & encouragement from credible or expert sources), providing vicarious experiences to observe the successes and capabilities of others (e.g., peers' progress at similar proficiency & competence levels) engaged in a task.

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**Future Directions:** Exploring self-efficacy in relation to mindsets, future selves, and achievement goals. Self-efficacy and its relation to the learners' actual performance on the corresponding tasks. Intervention studies to enhance self-efficacy beliefs.



# THE SELF-DETERMINATION THEORY (NOELS, 2001)

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**Background:** Supporting a learner's psychological needs for **autonomy**, **competence**, and **relatedness** leads to the learner's adoption of more internalized and self-determined goals (Deci & Ryan, 1985)

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**Evidence:** Autonomously motivated language learners engaged more deeply and achieved better language outcomes (Oga-Baldwin & Nakata, 2017), overcame challenges (Henry, 2017), displayed lower levels of anxiety and counteracted the effects of anxiety on performance (Cheng et al., 2014), and attained more target-like features of the L2 (Polat & Schallert, 2013).

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**Practical Use:** activities that learners find interesting or enjoyable, making the content of learning relevant to learners, providing meaningful choice, encouraging learners to connect and apply what they are learning to their own interests

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**Future Directions:** Intervention studies to promote learners' sense of autonomy, competence, and relatedness.



# DATA ELICITATION

- Student self-report (e.g., questionnaires, interviews, & diary journals)

## ❖ Questionnaires:

- Attitudes (Gardner, 2004), future selves (e.g., Papi et al., 2019a; Tahmouresi & Papi, 2021), self-efficacy (Torres & Turner, 2016), mindsets in the context of speaking (Papi et al., 2019b; Lou & Noels, 2017) and writing (Waller & Papi, 2017), and extrinsic and intrinsic motives (Noels et al., 2000).

## ❖ Interview protocols:

- L2 motivation from a retrospective lens (Papi & Hiver, 2020) or using longitudinal narratives (Hiver et al., 2020).
- Intended vs. Reported Behaviors
- Experimental Designs & Theory-Driven Hypothesis Testing



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Motivation and SLA: Exploring the qualitative differences in motivation, behavior and SLA processes and outcomes.

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Using more interventions and experimental designs.

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Exploring motivations, cognitions, emotions, and behaviors as intertwined using both qualitative and quantitative methods.

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Investigating not only the change but also the sources of change.

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A focus on the learner as the proactive agent of learning rather than passive processing machines. Learner behavior rather than only motivation and other IDs.

# GENERAL RESEARCH DIRECTION S



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# THANK YOU!

