

CURRENT TRENDS IN THE STUDY OF MOTIVATION FOR FOREIGN LANGUAGE LEARNING ¹

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I. SECOND/FOREIGN LANGUAGE CONCEPTIONS OF MOTIVATION

Most treatments of the topic of motivation in second and foreign language learning have taken an essentially social-psychological approach, identifying the concept of motivation with attitudes towards the target language, native speakers of that language, and their culture. The most important motivational concepts in the foreign language field, those most likely to be familiar to teachers with a background in applied linguistics or foreign language pedagogy, have been those of *instrumental* and *integrative* motivation. Instrumental motivation is identified when a learner wants to learn the language in order to obtain a better job or a promotion or for other reasons of economic or social advancement. In other words, instrumental motivation results from recognition of the practical advantages of learning the language. Integrative motivation, on the other hand, is identified when learners state that they want to learn a foreign language because they are attracted to the target language culture, the language itself, or the target language group. Integrative motivation implies at least an interest in interacting with target language speakers, and may but does not necessarily include willingness or desire to actually integrate into the target language culture.

The contrast between instrumental and integrative motivation has been most closely associated with the work of Gardner (Gardner 1985, 1988; Gardner, Clément, Smythe & Smythe, 1979; Gardner & Lambert, 1959, 1972), who has worked in the field of motivation for three decades and whose influence has been enormous. Gardner has also been influential in establishing the predominant research methodology for the investigation of second language motivation, the use of Likert-scale questionnaire items which ask learners to agree or disagree with direct statements concerning the source and strength of their motivation. Subscales of questionnaire items have been devised, and a battery of testing instruments, the Attitude/Motivation Test Battery (Gardner et al. 1979; Gardner, 1985) has been made widely available, stimulating a great deal of research in many different settings. Gardner has also been in the forefront of development of statistical techniques to analyze the results of such ques-

tionnaires, emphasizing the use of factor analysis and, more recently, causal modeling (Gardner, 1985).

Gardner's theoretical model of the ways in which motivation for foreign language learning operates in educational settings has been summarized recently (Au, 1988; Gardner, 1988) in terms of five hypotheses:

- (1) The integrative motive hypothesis: Integrative motive is positively associated with second language achievement.
- (2) The cultural belief hypothesis: Cultural beliefs influence the development of the integrative motive and the degree to which integrativeness and achievement are related.
- (3) The active learner hypothesis: Integratively motivated learners are successful because they are active learners.
- (4) The causality hypothesis: Integrative motivation is a cause; second language achievement, the effect.
- (5) The two process hypothesis: Aptitude and integrative motivation are independent factors in second language learning.

This research has been useful, but a number of criticisms have been raised against the particular view of motivation incorporated in it, as well as some of the hypotheses advanced by Gardner. For example, while Gardner has consistently argued that intrinsic motivation offers better support for language learning than does instrumental motivation, this does not seem to be the case in all language learning settings. Instrumental motivation is effective in many learning contexts in which learner attitudes towards target language speakers are somewhat irrelevant, because such learners may have no contact with native speakers. Ross (1984) found that among Japanese, Thai and Taiwan learners of English, there was no clear pattern of attitudes or integrative motivation as predictors of English ability and that among Japanese students the integrative motive could not be delineated sufficiently to allow accurate measurement. When integrative motive has been measurable, virtually every possible relationship has been found between this type of motive and language proficiency: positive, negative, and nil, and ambiguous (Au, 1988). With respect to the active learner hypothesis, if integratively motivated learners are successful because they are active learners, then the same might be theorized of successful instrumentally oriented learners. It is also unclear from many studies whether motivation is the cause or the result of successful learning. These and other criticisms of this model are summarized in Crookes and Schmidt (1991), Au (1988) and Oller (1981; Oller & Perkins, 1980).

The concepts of instrumental and integrative motivation have been incorporated into other accounts of the role of motivation in the second and foreign language field. Schumann (1986) considers both instrumental and integrative motivation to be important, viewing these as part of the larger construct of acculturation. In Schumann's model, the degree to which learners acculturate to the target language community is the main determinant of second language learning. A strength of the model is that Schumann attempts to explicate the mechanisms through which motivation affects learning. For Schumann, motivational factors are important because motivated learners enter into interaction with target language speakers, thus obtaining input, which

is seen as the cause of learning. One weakness of Schumann's model is that it is explicitly restricted to second language settings, and is not meant to be applicable to foreign language contexts in which learners' exposure to the language is exclusively or mostly in language classrooms.

Krashen (1985) also incorporates both instrumental and integrative motivation into his model of second language acquisition. For Krashen, the importance of motivation is that motivational factors are part of the "affective filter," a kind of a mental block. If the affective filter is "high" (for example, if motivation is poor), language input does not "go in" to that part of the brain where the language acquisition device (LAD) is located. A weakness of this theory is that it is only metaphorical. The process of "going in" is not explained, and there is no place in the brain where the LAD can be located.

Yet another model of second language acquisition which emphasizes motivational factors is Giles' accommodation theory (Beebe & Giles 1984), which stresses ethnolinguistic vitality, the individual learner's self-concept, and factors such as in-group identification and group boundaries. This theory is promising, but not enough research has been carried out to evaluate those aspects of the model which deal with motivational factors. In addition, although the accommodation model is not restricted to either educational contexts or naturalistic acquisition, it is restricted to explaining the linguistic behavior of members of subordinate groups.

Each of the models of the role of motivation in foreign language learning discussed above has certain strengths, but there are some weaknesses of each, as well as some weaknesses shared by all. One general weakness of these models is that, for the most part, they are more obviously applicable to second language contexts and naturalistic learning than to classroom learning by students with little real or potential contact with target language speakers (Gardner's model is an exception to this point). A second weakness in all these models is that few pedagogical implications follow from them. If a teacher realizes that her students of English, French or German are not integratively disposed towards the language or culture they are studying, what is to be done about it? Such attitudes are not easily changed, and even if an appreciation of the target language, its speakers, and their culture can be conveyed to students, we may reasonably ask whether those are the most important steps that teachers should take to foster increased motivation. A final weakness of all the above theories and models is that they are not informed by wider views of motivation found in both psychology and education. Two recent reviews of the literature on motivation (Crookes and Schmidt, 1991; Skehan, 1989) independently concluded that Gardner's emphasis on instrumental and integrative motivation has been important and influential, but that the instrumental-integrative conception of motivation is limited compared to the range of possible influences on motivation that exist. This criticism holds for the other theoretical models discussed above as well.



II. CURRENT TRENDS

Keeping in mind both the strengths and the weakness of the prevailing view of motivation in foreign language learning, a number of current trends in the study of motivation can be identified that have the potential for advancing our understanding in this area. These include innovations in research methods, research into a wider range of motivational constructs, a shift of focus from second to foreign language learning motivation, the development of models that link motivation to cognitive processes, and an increased emphasis on relationships between motivation and instructional design.

Innovations in research methods. Standardized questionnaires remain the research method of choice in motivational research and have the advantage of enabling researchers to gather data from substantial numbers of learners at one time, in a form amenable to statistical manipulation. However a number of more innovative research methods have been used recently.

One such innovation is the use of computers to conduct research in this area, as well as others. One advantage of using computers is that research can be linked to aspects of computer-assisted instruction. A second advantage is that by using the computer it is possible to keep a complete and accurate record of whatever the learner/subject does during a computer session. These two features of computer research methodology suggest the use of quasi-experimental research that can bridge the gap between pure laboratory research (which is always somewhat suspect from the point of view of ecological validity) and research in educational settings (which is subject to reliability problems and the difficulty of separating complex variables). Gardner and MacIntyre (1991) have explored the relationship between instrumental and integrative motivation and learning outcomes in a computerized language lesson, using study time, viewing time and response times, each of which can be precisely measured and tracked, as measures of involvement and learning. The results showed that both integrative and instrumental motivation facilitated learning. Instrumentally motivated students studied longer than noninstrumentally motivated students when there was an opportunity to profit from learning (a monetary reward was offered). Both integratively and instrumentally motivated students spent more time thinking about correct answers than those not so motivated.

Another innovative research method, known as the Experience Sampling Method (ESM), has been used by a number of researchers interested in motivation (Csikszentmihalyi & Larson, 1987; Csikszentmihalyi & Nakamura, 1989; Masimini, Czikszenmihalyi & Carli, 1987). The ESM relies upon "beeper" technology of various sorts, either an electronic pager that can be programmed to beep at randomly or deliberately selected times, or alarm wristwatches that have been pre-programmed by the researcher. Each subject is provided with a receiving device, and when beeped is instructed to complete a questionnaire which asks them to describe what they were doing and thinking when beeped and to complete a number of Likert-scale items. Over the course of a week or more, the ESM can be used to gather a large

number of snapshots of motivation and other psychological states correlated with activities and spheres of daily life. The ESM technique was used in one recent study (Schmidt & Savage, in press) to assess the motivational states of Thai learners of English while in English class, engaging in work activities, leisure activities, and maintenance activities. It was found that English learning activities were more motivating than work-related activities for this group of learners (not surprising, since all informants were enrolled in completely voluntary courses to upgrade their professionally related English skills), and that leisure activities and even maintenance activities (e.g. shopping, riding a bus in rush-hour traffic) were also motivating.

Computer-assisted language lessons and the experience sampling method rely on different technologies, but share something in common. Both are capable of capturing transient motivational states in an on-line fashion, as opposed to questionnaires that can only report reasonably stable motivational traits. Other research methods that can be used to investigate motivation on-line can be expected in the future as well.

Wider conceptualizations of motivation. A second noteworthy current trend in the study of second and foreign language motivation can be seen in attempts to incorporate wider conceptualizations of motivation, drawing upon current psychological models and educational theory.

Motivation is a major topic in psychology, and there are many models of motivation, most of which are built on the general framework of cognitive psychology. Maehr and Archer (1987) identify some of the key behavioral aspects of motivation as direction (decisions to attend to some things and not to others), persistence (concentrating attention or action on an activity for an extended duration), continued motivation (the inclination to return to an activity without being obliged to), and activity level (intensity of effort).

One theory of motivation that is useful because of its direct relevance for educational contexts is that of Keller (1983). Keller identifies four major sources of motivation:

- a) *Interest*. It seems clear enough that people are motivated to do what interests them and provokes their curiosity, although it must be admitted that the concept of interest is very difficult to define.
- b) *Value*. This can also be termed relevance. This component can incorporate the concepts of instrumental and integrative motivation. It is also important to notice the difference between the value of a domain and the value of a more specific task. A language learner may see the relevance or value of knowing a particular language but might not appreciate the value of doing a particular classroom task, for example, a grammar exercise.
- c) *Expectancy*. Some important concepts here concern the locus of control, expectations for success, and attributions concerning success. Learners who think that they are likely to succeed are more highly motivated than those who expect to fail. Those who attribute success or failure to their own efforts are more highly motivated than those who think

success or failure is caused by luck, a teacher's moods, or the difficulty of a particular task.

d) *Outcomes*. Feedback that indicates learner success is motivating. It is often thought that external rewards and punishments are important for arousing and sustaining motivation. However, research has found that for activities that learners enjoy, providing external rewards may sometimes actually lead to a decrease in motivation.

To these aspects of motivation should also be added certain affective/personality components of the learning situation, such as anxiety and self-esteem.

Keller's value/relevance component is related to the key psychological contrast between *intrinsic* and *extrinsic* motivation (deCharms, 1968; Deci & Ryan, 1985; Lepper & Greene, 1978). Extrinsic motivation is motivation to do something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself. The extrinsic-intrinsic distinction is somewhat similar to the instrumental-integrative distinction, but it is far from identical. While we might identify integrative motivation in a general way with intrinsic motivation, we can easily imagine a situation in which a learner wants to master a language in order to interact with native speakers of that language (integrative motivation) but nevertheless does not actually enjoy studying the language, an activity for which he or she has only an extrinsic (goal-oriented) motivation. We can equally imagine learners with only instrumental motivation who do enjoy studying and learning the language, as well as learners with no clear reasons for studying a language, either instrumental or integrative, but who find language learning interesting and pleasurable nevertheless.

What makes an activity intrinsically motivating? Why are some activities intensely enjoyable, while others make us bored or anxious? One answer to these questions has been given by the psychologist Mihaly Csikszentmihalyi (Csikszentmihalyi & Larson, 1987; Csikszentmihalyi & Nakamura, 1989; Massimini, Csikszentmihalyi & Carli, 1987). Csikszentmihalyi has examined the ebb and flow of psychological states (motivation, concentration, involvement) in daily experience and has proposed a theory in which the challenge of an activity (as perceived by the person doing the activity) and the level of skill brought by the person to the activity (also subjectively evaluated) are the crucial determinants of psychological states. Csikszentmihalyi's theory predicts that motivation, affect, arousal and concentration will all be highest when the levels of challenge and skill are perceived to be about equal and when both are perceived as high. When the challenge of a task is perceived to be high and skills are low, the resulting psychological state is one of anxiety. If challenge is perceived to be low and one's own skills are perceived as high, the outcome is boredom, and when both challenge and skill are perceived as low, the outcome is the negative state of apathy. The model has received support from case studies as well as a number of studies with large sample sizes involving people of various cultures, ages and social classes, in both the United States and Europe, and the relationships among the variables of challenge, skill and motivation (as well as affective, arousal and concentration variables) have been claimed to be universal (Csikszentmihalyi and Nakamura, 1989). This model of motivation is an attractive

one, because it suggests a psychological analogue to Krashen's $i+1$ principle for the learning of grammar (Krashen, 1985). Krashen has argued that second language acquisition depends upon input to the learner containing grammatical structures that are just beyond the learner's current competence. Csikszentmihalyi's theory predicts that challenging activities that are just beyond a learner's current level of skill will be intrinsically motivating.

The concept of intrinsic motivation and Csikszentmihalyi's theory predicting that challenge and skill are the primary determinants of motivation and other psychological states were investigated with respect to Thai learners of English in the Schmidt and Savage study using beep reports mentioned above. It was hypothesized that participants' evaluations of the degree of challenge and skill involved in any particular activity would be a good predictor of motivation, affect, activation and cognitive efficiency, across the whole range of daily activities, i.e. English learning activities, work-related activities, leisure and maintenance activities. Following Csikszentmihalyi & Larson (1987) and Massimini et al. (1987), questionnaire responses were combined into four clusters of items: motivation, affect, activation, and cognitive efficiency. The data were normalized, providing z-scores for each informant for each item cluster, so that numbers above zero registered experiences rated better than that particular informant's average for the week and negative z-scores indicated experiences below an individual's personal average. Mean z-scores were computed for each sphere of life, and ESM reports across spheres of activities were combined to produce correlations among the item clusters. The variables of perceived challenge and skill were correlated (separately as well as in combined form) against each of the item clusters.

However, this study did not support the theory that motivated it. There were no significant correlations, either positive or negative, between the variable of challenge plus skill or the variable of challenge alone and motivation, affect, or activation. There was a significant correlation with only one item, degree of concentration, from the cognitive efficiency cluster. Schmidt and Savage speculate that the balance between the challenge of an activity and one's ability level may be one factor contributing to motivation, but it is not of overwhelming importance for Thai learners. Instead of arising from a single variable that outweighs all others, whether or not an activity is considered enjoyable and intrinsically motivating seems to depend on a large number of factors. This is compatible with the analysis of Komin (1990), who has identified nine different value clusters that function as sources of motivation for Thais: (1) ego orientation; (2) a grateful relationship orientation, characterized by the psychological bonds between two persons based on past assistance and the readiness to reciprocate; (3) a smooth interpersonal relationship orientation, emphasizing other-directed social interactions that maintain surface harmony; (4) a flexibility orientation, reflecting the fact that Thais are generally situation-oriented rather than ideologically or system-oriented; (5) a religio-psychical orientation; (6) an education and competence orientation, characterized primarily by a perception of education as a means to climb the social ladder; (7) an interdependence orientation, reflecting a community collaboration spirit; (8) a fun-pleasure orientation; and (9) an achieve-

ment-task orientation, most relevant to the concepts of challenge and skill, but consistently low ranked by Thai informants.

Schmidt and Savage concluded that the high motivation evidenced by these learners for English class and other motivating activities could be related to all of these value orientations and aspects of the English language program supporting them. The program's methodology, stressing genuine interaction based on immediately relevant content and an emphasis on independent self-directed learning, is an approach that allows scope for the ego orientation as well as the smooth interpersonal relationship and interdependence orientations. The relaxed atmosphere of the classes, and the innovative nature of the program's approach (which might be a source of major resistance in some cultures but which plays to the Thai core value of flexibility/adjustment) were also compatible with Thai values.

Based on these findings, it seems that Csikszentmihalyi's reductionist model of intrinsic motivation is deficient on two counts: it is simplistic, and it is ethnocentric. The model is simplistic because it seems that intrinsic motivation and its associated psychological states arise from many interacting factors, not one. It is ethnocentric because of the assumption that the psychological sources of intrinsic motivation are universal rather than culturally specific. Komin (1990) comments that since people's values and belief systems are culturally conditioned, authors of theories of motivation are no exception. "Thus, American theories reflect American culture, and Italian theories reflect Italian culture, etc." (p. 702). Weiner (1991) has emphasized that theories of motivation typically reflect culturally based metaphors, for example, person as machine (in Freudian and drive theory), person as a rational decision maker (in value/expectancy theories), or person is a scientist (in attribution theories).

The sources of intrinsic motivation may vary among individuals as well as across cultures. Harter (1981) defined a number of dimensions of classroom learning with both an intrinsic and an extrinsic motivational pole. Among children, some prefer challenge while others prefer easy tasks; some children are motivated by curiosity, while others are concerned with pleasing the teacher; some depend on their own efforts while others rely on teachers for help and structuring of goals; some formulate their own criteria for success, while others depend on teacher feedback and grades. It seems, therefore, that the intrinsic/extrinsic contrast remains a valid object of study which promises to illuminate our understanding of motivation, but that such explorations should be carried out within a general value/expectancy model of motivation (Boekaerts, 1987, 1988; deCharms, 1968; Keller, 1983; Maehr & Archer, 1987; Pintrich, 1989) that avoids premature reductionism or assumes that all aspects of a particular model are universal.

From second to foreign language learning motivation. Recognizing the fact that most theoretical treatments of the topic of motivation in the field of second language acquisition are more appropriate for "acquisition" rather than "learning" contexts and may be inappropriate for foreign language classroom learning contexts, one of the strongest trends in current work in motivation is the attempt to develop models specifically designed for foreign language contexts. One such model is that

of Dörnyei (1990). Based on research carried out in Hungary (considered a typical European foreign language learning environment), Dörnyei has posited a motivational construct consisting of (1) an instrumental motivational subsystem, (2) an integrative motivational subsystem, a multifaceted cluster with four dimensions (general interest in foreign languages, a desire to broaden one's view and avoid provincialism, a desire for new stimuli and challenges, and a travel orientation), (3) need for achievement, and (4) attributions about past failures. Since this model has been proposed to hold for adult foreign language learning in general, the research needs to be replicated in other settings. In addition, because research relying on questionnaires can only answer questions incorporated into the selection of questionnaire items, such research needs to take as broad a view as possible. One of the weaknesses of the Dörnyei study was that although questions concerning attributions of past failures were included, questions concerning attributions of past successes were not, and the total number of items for this aspect of motivation was too small to permit any conclusions.

One study that used a broad conception of motivation, based on the work of Boekaerts (1987, 1988), was a research project carried out among Finnish sixth and eighth grade children studying English conducted by Julkunen (1989). Julkunen investigated both trait and state motivation in connection with student competence and attributional processes. Factor analysis of an extensive background questionnaire indicated that students' general foreign language motivation could be described in terms of an eight-factor solution: (1) a communicative motive, including aspects of integrative, instrumental and cognitive motivation but emphasizing the function of language as a means of communication; (2) classroom level intrinsic motivation, including liking for challenging tasks; (3) teacher/method motivation, including liking and disliking of certain teaching methods; (4) integrative motivation, reflected in positive attitudes towards English and American culture; (5) a helplessness factor; (6) an anxiety factor; (7) criteria for success/failure, i.e. an attributional factor; and (8) latent interest in learning English.

Motivation and cognitive processes. Other than Gardner's observation that integratively motivated learners may succeed because they are active learners and Schumann's theoretical connections between motivation, interaction and the provision of comprehensible input, it is rather remarkable that theories of second language acquisition have been generally silent about how motivation may "work" in terms of the mechanisms of language acquisition. It is equally remarkable that there has been so little research exploring the links between motivation and cognitive processes. What little has been done has usually dealt with the factor of persistence (e.g. Ramage, 1990, and several studies summarized in Gardner, 1985), usually operationalized in terms of time on task and drop-out rates.

Much more remains to be done in this area. A theoretical model relating motivational factors, cognitive factors, and learning outcomes for academic subjects has been developed by Pintrich (1989) and could be explored in connection with foreign language learning.

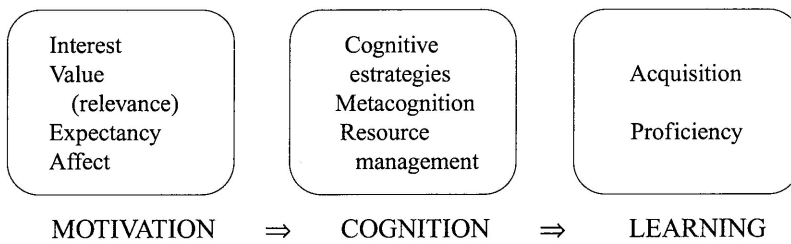


Figure 1: Hypothesized relationships among motivation, cognition, and learning (adapted from Pintrich 1989)

Pintrich has specified those aspects of cognition that are important for educational success:

Cognitive strategies. These all involve the psychological mechanism of attention, the necessary and sufficient condition for encoding into memory. Basic cognitive learning strategies include rehearsal (such as saying material aloud when reading, copying material into a notebook, or underlining), elaboration (paraphrasing, summarizing, note-taking), and organizational strategies (e.g. selecting the main idea from a text).

Metacognitive strategies. These concern the control and regulation of cognition. Basic activities include planning (for example, setting goals for studying), monitoring (for example, self-testing to ensure comprehension), and self-regulation (for example, re-reading or reviewing material).

Resource management strategies include time management, space management, and strategies that call on the support of others. For example, good learners know when they don't know something, and will ask teachers for help or consult textbooks or dictionaries.

Research has been carried out showing the relationships between motivational factors and cognitive factors and between cognitive strategies and educational success in academic settings (Pintrich 1989), but none of this research has yet concerned foreign language learning, so the discussion here represents a potential future direction for research rather than a current trend. Within the foreign language field, there has been research concerning the links between cognitive strategies and learning outcomes (O'Malley & Chamot 1990), but no research so far linking aspects of motivation with the use of such learning strategies.

Motivation and instructional design. A final trend in the study of foreign language motivation consists of attempts to make closer connections between motivational constructs and aspects of instructional design. Crookes and Schmidt (1991) have identified some of the ways in which Keller's four factors of motivation (discussed above) can be related to classroom techniques (as well as to curriculum and syllabus design). The motivational factor of interest can be enhanced by using varied materials, by starting lessons with questions that put the learner into a problem-solving mode, by relating instructional material to topics already of interest to learners,

and by the use of paradoxes and puzzles. In general, interest is fostered by personalizing material and by focusing on the concrete rather than the abstract. The factor of relevance can be enhanced by analyzing and addressing learner needs and hopes vis-a-vis language study, as well as by addressing such basic human needs as the need for achievement, for affiliation, and for power. The factor of expectancy can be enhanced by increasing students' experience with success, by making clear the requirements of a language course, by setting learning goals that are challenging but realistic, and by maximizing student control over outcomes. Students should be encouraged to see success as the product of their own efforts. Finally, feedback can be an important factor (either positive or negative) that affects student motivation. Corrective feedback (error correction) that simply tells a student that he or she has made an error can be very discouraging, which is one reason why many teachers are reluctant to correct student errors at all. It can be argued that the best feedback is that which is provided when it is most useful for the student, usually just before the same task is presented again. A well timed reminder of points to be watchful of and errors to be avoided can help students to carry out a particular learning task more successfully. In other words, feedback that promotes success is motivating; feedback that merely signals failure is demotivating.

The study described above with Finnish learners of English by Julkunen (1989) directly relates motivational constructs with student attitudes towards pedagogical tasks and their performance on such tasks. The students performed three closed tasks (tasks for which there is only one correct answer) and three open tasks (tasks for which various answers are possible) related to English vocabulary in three different learning situations created by instructions and seating arrangements: individualistic, cooperative, and competitive. Students' pre-task and post-task appraisals of these tasks were recorded through an on-line motivation questionnaire. This study showed that students were more liable to perceive themselves as failures in open tasks than in closed tasks, perhaps because it was difficult for students to assess results in terms of success and failure in open tasks. With respect to individualistic, competitive and cooperative learning situations, high achievers' responses were generally positive, particularly in the closed task. The same pattern held for the competitive situation, but again only for high achievers. In the cooperative situation, all changes between pre- and post-task evaluations were positive. Students tended to prefer cooperative learning situations to individual ones and especially to competitive ones, and the cooperative learning situation emerged as the best learning situation for all students in terms of its effects on motivation.

CONCLUSIONS

Research into the integrative and instrumental aspects of motivation for foreign language learning has dominated the field for several decades. This line of research has produced some useful results and has been important in SLA theory, but has probably reached a dead end, in the sense that further research based on this contrast

is unlikely to turn up any new or more interesting or less ambiguous results. In general, a much wider conception of motivation is called for, drawing upon theoretical models from psychology, as well as applied educational research.

In this article, I have identified five current trends in motivational research in the foreign language field that seem especially promising. Probably the most work remains to be done in establishing connections between motivation, broadly conceived, and both language learning strategies and specific aspects of instructional design, but all five of these themes can be expected to continue and to contribute to increased interest in the field of motivation. In SLA theories, motivation has been considered a minor concept in recent years, with some theorists doubting whether it explains anything at all. For classroom teachers, however, motivation is typically seen as the key to successful language learning. A wider exploration of motivational constructs may enable us to better understand classroom dynamics and restore motivation to an important position in SLA theories as well.

Notes

1. This is a revised version of a paper presented at the TESOL Mediterranean Institute, held at ESADE Idiomas, Barcelona, July 1991

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