



An Overview of Research on Second/Foreign Language Learner Motivation and Future Directions

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Abstract

The purpose of this paper is to present a comprehensive overview of past and current research in second/foreign language learner motivation by providing a context and historical background as well as discuss the possible future directions that work on learner motivation may take. Motivation is one of the individual differences that has an important impact on language learning. The initial work on language learner motivation originated in Canada, with a social-psychological focus. Since then, many models have been proposed. Previous models treated learner motivation as a measurable, fixed variable and dealt with learners as groups. Current models emphasize the moment-to-moment changing nature of motivation, with a focus on individual learners. In line with the formulation of motivation as a dynamic construct, current research employs both qualitative and quantitative research methods.

İkinci/Yabancı Dil Öğreniminde Öğrenen Güdülenmesi Üzerine Araştırmaların Taranması ve Yeni Yönelimler

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Anahtar Kelimeler:

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Öz

Bu makalenin amacı ikinci/yabancı dil öğreniminde güdülenme konusunda geçmişte yapılan ve şu anda yapılmakta olan araştırmalar hakkında bağlam ve tarihsel arkaplanı da vererek kapsamlı bir özet sunmak ve bu alandaki araştırmaların ilerde yönelebileceği muhtemel konuları araştırmacıların dikkatine sunmaktır. Güdülenme, ikinci/yabancı dil öğrenimi üzerinde önemli etkisi olan bireysel farklılıklardan bir tanesidir. Dil öğrenme güdülenmesi üzerine ilk çalışmalar, sosyo-psikolojik bir perspektiften Kanada'da yapılmıştır. Bu ilk çalışmaların ardından çok sayıda yeni model ortaya çıkmıştır. İlk modeller öğrenen güdülenmesini ölçülebilir, sabit bir değişken olarak ele almış ve öğrenenleri gruplar halinde incelemişlerdir. Daha güncel modeller ise öğrenenler üzerinde bireysel olarak, tek tek yoğunlaşırken güdülenmenin an-be-an değişebilen doğası üzerinde durmaktadırlar. Güdülenmenin dinamik bir yapı olarak kavramsallaştırılmasına uygun olarak güncel araştırmalar hem niteliksel hem niceliksel araştırma yöntemlerini kullanmaktadırlar.

Introduction

This paper aims to present a comprehensive account of the research on second/foreign language learner motivation. The first part sets the background and the context for research on learner motivation and briefly discusses how the early conceptualizations of the motivation construct fails to capture English learners' motivation in the globalized world. The second part talks about the past work on motivation starting from Gardner's research in Canada and continues with more recent process-oriented approaches. The third part highlights the important shifts in the history of work on learner

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motivation and the approaches that emerged as an alternative to the traditional integrative motivation. The next part deals with more recent research and introduces the concept of motivational investment and learner identity. In addition this part explains novel applications of L2 motivational self system, and the complex dynamic systems theory. Finally, the last part introduces new directions in the research on learner motivation and discusses the under researched areas.

The paper could serve as a resource for a wide audience ranging from ELT practitioners and students who are interested in the topic to scholars planning to carry out research on motivation.

The Context and Background

Learner motivation, which has been of great interest to L2 professionals for the past several decades, is widely acknowledged as one of the individual differences that could play an important role in language learning and achievement. As a result of globalization, English has emerged as the global lingua franca, and English language teaching has spread to almost every part of the globe. English language learners have a wide range of reasons to invest their efforts and resources in learning English in phenomenally diverse settings. Understanding learner motivation has therefore become even more relevant to the success of L2 instruction.

With the spread of English internationally, there have been radical shifts in the teaching and learning of English. The sharp distinctions between ENL (English as a native language), ESL (English as a second language), EFL (English as a foreign language) or the distinction of inner/outer/expanding circle countries (Kachru, 1985) have started to blur, and the dominance of native-speaker models has come under serious attack. These developments inevitably have had a great impact on L2 learner motivation research and resulted in the questioning of the integrative/instrumental (Gardner & Lambert, 1959) or intrinsic/extrinsic (Deci & Ryan, 1985) dichotomies. The inadequacy of the traditional understanding of motivation as an isolated and fixed learner characteristic gave way to a more complex understanding of motivation as a dynamic phenomenon that changes over time and from context to context.

The initial social-psychological framework for L2 motivation and the notion of integrative motivation were extremely influential in the area for more than three decades. The notion of integrative orientation was based on research in a bilingual context, Canada, where English and French speaking communities lived together. An integratively motivated learner was defined as one who desires to be accepted as a member of and to integrate with the community that speaks the target language as its native language. Today many scholars agree that integrativeness in this traditional form is no longer applicable in the wide variety of contexts where English is being studied and used in the globalized world.

A number of objections have been raised against the inadequacy of integrativeness. One of the objections is that the traditional relationship between a target language, a language community that speaks the target language, and the needs of language learning is challenged with the changing role of English as a global language (Ryan, 2006, p. 29). With the spread of English, it has become a “cultureless” language unassociated with a specific country, nation, or culture.

Another objection is that the construct of integrative motivation falls short of capturing the motivation of the diverse populations studying English. An important difference is observed between contexts where English has an official status and is used for daily communication or business purposes (ESL) and contexts where English is studied in schools but not used regularly for communication (EFL). In EFL contexts, the “foreign language is taught as a school subject without any direct contact with its speakers”, and a target language speaker group that the learners could identify themselves with does not exist (Dörnyei, 2009a, p. 24). As for contexts such as Singapore, Hong Kong, India, and Pakistan where institutionalized varieties of English have been established, the construct of integrative motivation is also inapplicable because it implies that language learning involves adaptation to the cultural and social norms of behavior of the target language speakers, the inner circle (Kachru, 2006; Coetzee-Van Rooy, 2006). Research from a World Englishes (WE) perspective also shows that learners in outer circle contexts in particular do not possess an integrative orientation. Similarly, the English as a lingua franca

(ELF) movement considers the need to identify with the target language community irrelevant in a globalized world where nonnative English language users interact mainly with other nonnative speakers of English.

A third argument for the need to reevaluate integrative orientation is related to the power of technology. The spread of technology has created a world where time and space limitations are diminished. As Ushioda (2011) notes, “geographical boundaries separating communities of language users become dissolved in the world of cyberspace and online communication networks” (p. 199). The fact that individuals can easily connect to others through technology is a new phenomenon that needs to be addressed by motivation research.

The globalization of English has also brought about a change in reasons for learning English. In many EFL countries, the main reasons for studying English were usually pragmatic, such as passing tests, getting higher grades or finding a better job. With English becoming a lingua franca, new goals for a desire to learn English have emerged. Termed “international posture” by Yasima (2002), these goals include “interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures, among others” (p. 57). In this sense, “integrative and instrumental orientation are difficult to distinguish as separate concepts” (Lamb, 2004, p. 14). In addition to learners’ having different reasons for learning languages, especially in EFL contexts, they develop a “bicultural identity”, an identity where both local (family, school, local networks) and global ties and values coexist. The desire of learners to develop such a global identity plays a key role in their motivating themselves to learn English (Lamb, 2004).

An Overview of Past Work on Learner Motivation

Studies on L2 motivation date back to the early 1960s, starting with the work of Robert Gardner and his colleagues in Canada, predominantly with a social-psychological focus. Gardner and Lambert’s research (1959, 1972) on English-speaking students taking French classes explored the influence of various characteristics such as motivation, attitudes, language aptitude, and verbal intelligence on language achievement. Based on this work, two types of motivational orientations were identified: integrative and instrumental. Learners have integrative orientation when “the aim in language study is to learn more about the language group, or to meet more and different people”; and instrumental when “the reasons reflect the more utilitarian value of linguistic achievement” (Gardner & Lambert, 1959, p. 267).

Integrativeness was a key component in the conceptualization of motivation in Gardner’s work, and has been central to many subsequent motivation theories. Integrativeness concerns the way language learners place themselves in relation to a target language community. In Gardner’s words, integrativeness “reflects a genuine interest in learning the second language in order to come closer to the other language community”. A learner’s aspiration to integrate with the community in question could be at different levels. This might be in the form of “an openness to, and respect for other cultural groups and ways of life” or a “complete identification with the community (and possibly even withdrawal from one’s original group)” (Gardner, 2001, p. 12).

Based on further work on motivation, in 1985, Gardner proposed a socio-educational model to explain the influence of various individual characteristics, namely, attitude, anxiety, language aptitude, intelligence, learning strategies, and motivation, on L2 learning. The model is based on the understanding that the motivation to learn an L2 is different from the motivation to learn other school subjects because L2 learning is related to socio-cultural and behavioral aspects of the target language speakers (p. 146). This model, which has undergone several revisions, hypothesizes that attitudes and motivation have an impact on language acquisition because they encourage learners to look for opportunities for interaction (p. 56).

The integrative motive in the socio-educational model is quite complex and is composed of three main constructs: integrativeness (integrative orientation, interest in learning foreign languages,

attitudes toward the L2 community), attitudes toward the learning situation (evaluation of the L2 teacher and the L2 course), and motivation (motivational intensity, desire to learn the L2, attitudes toward learning the L2). Integrativeness and attitudes towards the learning situation support a learner's motivation, but if a learner lacks motivation, s/he will not succeed in learning an L2. Therefore, motivation for L2 learning is a primary driving force to achieve an L2 learning goal.

In order to understand the motivation of an L2 learner group, Gardner and his colleagues developed the Attitude/Motivation Test Battery (AMTB), which is composed of three subsections that included items using a Likert scale and multiple-choice items. The AMTB includes Gardner's several constructs such as integrative orientation, interest in foreign languages, class anxiety and parental encouragement. Because the original AMTB was too long to be administered easily (more than 100 items), a mini-AMTB was developed (Gardner, 1985, pp. 177–184).

In parallel with the construct of integrative motivation, Clément (1980) proposed an alternative model in which motivation in two different settings—monolingual and multilingual— were contrasted. In monolingual settings, integrativeness and fear of assimilation seemed to predict motivation, whereas in multicultural settings, learners' self-confidence in using the language, which results from frequent, pleasant and quality contact with the target language speakers, played an important role in their motivation (Clément & Kruidenier, 1985, p. 24).

Following Gardner's foundational work in the North American context, several different models of L2 motivation with a variety of foci have been proposed. One of them is John Schumann's model, which describes the neurobiological aspects of second language learning. The stimuli received from the learning environment (a classroom or a naturalistic environment) is evaluated by the brain, and this evaluation, which is referred to as stimulus appraisal, first leads to an emotional response such as joy, happiness or fear (Schumann, 1999, p. 28), and then a motor or mental behavior. While positive appraisals facilitate second language learning, negative appraisals hinder it.

One of the most influential formulations of motivation has been the intrinsic/extrinsic distinction within the framework of the self-determination theory (Deci & Ryan, 1985). Intrinsically motivated individuals freely choose to do a particular activity because they find it interesting, suggesting that the activity is more self-determined. Extrinsic motivation leads to performing something to obtain a reward or avoid punishment (e.g. getting a good grade); this involves less self-determination than intrinsic motivation. Informed by this approach, Noels and her colleagues (Noels, Pelletier, Clément, & Vallerand, 2000; Noels, 2001) designed research to investigate the relationship between intrinsic and extrinsic motivation and various L2 motivational orientations. Integrative orientation was strongly correlated with the more self-determined forms of motivation (identified regulation and intrinsic motivation). Based on these findings, three sub-constructs of motivation were identified: intrinsic, extrinsic and integrative. One important notion that was later explored by other researchers, is student autonomy. These studies found evidence that students' perceived feelings of freedom in choosing what to do is linked to intrinsic motivation. Conversely, when students feel that the teacher was controlling, they feel less autonomous and less intrinsically motivated.

Among the first process models of motivation is Williams and Burden's (1997) social constructivist position. The model emphasizes that "every individual is motivated differently... However, an individual's motivation is also subject to social and contextual influences" (p. 120). In their three-stage model, they make a distinction between initiating motivation (reasons for doing something and deciding to do something) and persisting in it (sustaining the effort). The framework elaborates several internal factors (self-concept, personality, attitudes, confidence, personal relevance, etc.) and external factors (teachers, peers, learning environment, the broader educational, cultural and family context) that have an impact on learner motivation.

A cognitive framework that also has a process focus is Ushioda's model, which views L2 motivation not as a stable construct but rather as one that is in flux. She therefore employs a qualitative approach to explain how motivation changes over time. Studying French learners in Ireland, she investigated the

motivational thinking patterns over time through in-depth interviews. She found that more effective language learners' "maintaining a positive belief structure" helps them overcome the negative experiences in their learning efforts (Ushioda, 1998, p. 85). Ushioda (2009) subsequently developed a "person-in-context relational view of motivation" that emphasizes the interactive relationship between individuals and their surrounding language learning context.

In the understanding of motivation as a long-lasting effort, two process-oriented conceptualizations of motivation were proposed: the process model of L2 motivation (Dörnyei & Otto, 1998), and the L2 motivational self system (Dörnyei, 2005; Dörnyei, 2009a). The process model of L2 motivation posits that the motivated behavior of a learner progresses in three phases: the preactional stage (choice motivation, the learner makes a commitment and develops an action plan), the actional stage (executive motivation, implementing subtasks and constant evaluation), and the postactional stage (motivational retrospection, critical reflection after completion of the action). These stages do not represent clear-cut boundaries, suggesting that different motivations may be functioning simultaneously. Another dimension of the model involves motivational influences such as learner beliefs, the quality of the learning experience, feedback, and grades, any or all of which could have either an enhancing or debilitating impact on motivation.

Dörnyei's (2005) L2 motivational self system has become an influential theoretical approach recently in the field. The model derives from the psychological concept of possible selves (Markus & Nurius, 1986) and the self-discrepancy theory (Higgins, 1987) and has three components: (1) the Ideal L2 Self, (2) the Ought-to L2 Self, and (3) the L2 Learning Experience. The concept of possible selves is about individuals' mental picture of themselves in the future; they involve an individual's ideas of what they would like to become, what they could become, and what they are afraid of becoming. Such future imaging can have a powerful effect on the regulation of one's goals and motivation. Dörnyei incorporates two of these possible selves that have a high potential to act as a motivating factor into his model; the Ideal Self and the Ought-to Self. The Ideal L2 Self (when learners picture themselves as proficient speakers of the language) comprises the characteristics that one desires to possess. This component covers the integrativeness notion of Gardner. The Ought-to Self concerns "attributes that one believes one ought to possess (i.e. various duties, obligation, or responsibilities) in order to avoid possible negative outcomes" (Dörnyei 2005, p. 105). While the L2 ideal self focuses on success, aspiration, and a desire to become a proficient language user, the Ought-to L2 Self has a prevention focus (e.g. fear of failing an exam). The third dimension of the model, Learning experiences, are "situation specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p. 106). According to the model, the sense of a discrepancy between a learner's actual self and her ideal future L2 selves result in the motivation for language learning. This comprehensive model builds on the previous models, including both intrinsic and extrinsic motives, and subsumes the influence of other factors related to the learning context, such as the teacher, the curriculum, and other learners.

Cornerstones in Research on Learner Motivation

In L2 motivation research, the social-psychological approach developed by Gardner and his associates in the early 1960s was extremely influential until the 1990s. Research during this period focused on the relationship between language achievement and various learner characteristics. Factor analysis, correlational analysis and structural equation modeling were used extensively to analyze data that had been gathered through mostly quantitative data collection techniques. Motivation was treated as a measurable, fixed and stable characteristic of the learner functioning in an isolated manner and in a linear relationship. This line of research established that motivation and language aptitude were the two major learner characteristics that influenced second language learning.

Gardner's dominant theory of integrative motivation, referred to as the "macro" perspective by Dörnyei (2009b, p. 210), was criticized by many scholars on the grounds that, by viewing language learners as communities, the model fails to capture the realities of actual classrooms and of learners as social individuals. To be able to explain what happens in classrooms and with language teachers, Crookes and Schmidt (1991) proposed a classroom-based model composed of four levels: (1) the micro

level, which deals with motivational effects on the cognitive processing of a second language; (2) the classroom level, which deals with techniques and activities; (3) the syllabus/curriculum level, where content decisions come into play; and (4) the outside-the-classroom (long-term learning) level, which concerns informal, long-term factors (p. 483). Other scholars shared similar observations (Oxford & Shearin, 1994).

As a result of increasing criticism to the traditional formulation of integrative motivation and calls for “reopening the research agenda”, the 1990s witnessed a major shift in motivation research that led to building a link between motivation and education in general and, more specifically, classroom instruction. This new paradigm, referred to as the “micro” perspective or the “cognitive-situated period” (Dörnyei, 2005, 2009b), chooses as its focus the dynamics of the language classroom, where the role of the various components of the learning context such as the teacher, peers, materials, and the curriculum go under investigation.

The approaches described so far treat motivation as a fixed and stable learner characteristic that can be measured through self-report surveys. The process-oriented period, on the contrary, is characterized by the understanding that motivation is rather dynamic and subject to change, notably, it takes into account that language learning takes a long time and requires a long-term commitment. Models that consider the changing nature of motivation such as Dörnyei & Otto’s process model of L2 motivation and Dörnyei’s L2 motivational self system are prevalent during the process-oriented period.

Process-oriented approaches, despite their contributions to the understanding of L2 motivation, tend to treat variables isolated from each other and assume linear cause and effect relationships. The fact that process-oriented models fail to treat learners as individuals and do not capture the complex nature of motivated behavior resulted in a new trend in L2 learner motivation research. This new trend, referred to as the socio-dynamic perspective, conceptualizes motivation as a dynamic system in which the factors related to the individual and the factors related to the learning context interact with each other and have the potential to have an impact both on the individual and on the environment.

One example of the socio-dynamic approaches is Ushioda’s “person-in-context relational view” of motivation (Ushioda, 2009). Ushioda argues that in research on motivation, the learning context should be treated not as a fixed, background variable that the learner has no control over, but as one where the learner is a part. The view that “learners shape and are shaped by context” (Ushioda, 2015, p. 48) provides a richer understanding of the motivation of individuals and the complex interaction among the individual, the context and other influences.

Recent Studies on Learner Motivation

Three important perspectives are prevalent in current L2 motivation research: learner identity, applications of L2 motivational self system, and applications of the complex dynamic systems theory.

Motivational Investment and Identity

Identity is one of the areas that received the attention of L2 motivation researchers, especially with the realization of the inadequacy of integrative motivation in various contexts. It is widely acknowledged that the traditional integrative and instrumental motivations fail to take into account the complex relationships between the language learner, the power structures in society, and the learners’ identity (Norton Peirce, 1995; Norton, 1997). Instead of motivation, Norton introduced the concept of motivational investment to describe a learner’s engagement in learning a language. Investment is a “socially and historically constructed relationship of learners to the target language and their sometimes ambivalent desire to learn and practice it” (Norton, 1997, p. 411). Learners invest because they believe learning the language will provide them with a “wider range of symbolic and material resources, which will in turn increase the value of their cultural capital” (Norton Peirce, 1995, p. 17). Through this investment in learning the language, learners hope to access the privileges of target language speakers. However a highly motivated learner may refrain from investing for a variety of reasons, such as perceiving either the classroom or the learning environment in general as racist, sexist, discriminating,

or threatening. This might result in a learner's being labeled as unmotivated by others or lack of participation in class.

Following the initial notions of ethnic or group identity as an important factor in L2 learner motivation, global identity and membership in imagined communities have emerged as new forms of identity. Imagined communities refer to "groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (Kanno & Norton, 2003, p. 1). The argument is that learners' picturing themselves as members of an imagined community may facilitate their involvement in learning the language. The imagined identity in an imagined community is especially relevant to the discussion of motivation in today's globalized world, where English learners are not usually in direct contact with target language speakers but feel that they belong to a worldwide, diverse group of English speakers. In the absence of a target language community, particularly in expanding circle countries, an imagined community might serve a similar function for learners of English (Ryan, 2006).

Applications of L2 Motivational Self System

The L2 motivational self system is an influential theoretical model that has recently been investigated in various contexts (Lamb, 2012; Islam, Lamb, & Chambers, 2013). Many studies confirm the existence of the L2 Ideal Self, the mental picture of a learner as a proficient user of the language, as a major motivating factor.

The motivation of students in a variety of age groups and different proficiency levels in the global context has been a popular focus in recent motivation studies. In this context, there is a growing body of research in EFL and ESL countries (China, Poland, Pakistan, Hungary, Indonesia, Chile, Japan). These studies focus on such areas as age differences, socio-economic status, and different learning contexts (e.g. ESL/EFL, urban/rural). To illustrate the impact of different learning contexts, for example, Li (2014) contrasted the motivations of Chinese students in EFL and ESL contexts. The ideal self of ESL learners was stronger, their attitudes towards the L2 community were more positive, and their engagement with language was more compared to EFL learners, whose motivation seemed to be more related to passing English courses or exams. The focus of a study by Xu and Gao (2014) was the change in learners' identities in relation to their motivation in an EFL context. The study investigated the relationship between seven types of motives (such as intrinsic interest, going-abroad, or immediate achievement) and four identity changes (positive self-confidence, additive, subtractive, and productive). Papi and Teimeori (2014) make the point that L2 motivation studies have not distinguished between learners with different motivational types such as conscious vs unconscious motivation, promotion vs prevention motivation but rather has tried to identify the variables influencing motivation (p. 519). They propose that the general motivational profile of learners needs to be taken into account in studying L2 motivation.

Applications of Complex Dynamic Systems Theory

With the "dynamic turn" in L2 motivation research, socio-dynamic perspectives, based on the application of the dynamic systems theory (DST), started to shape motivation research. The dynamic systems theory is a framework characterized by change (non-linearity and unpredictability), stability (self-organization), and context (the influence of the contextual factors). The theory posits that, in a dynamic system, the object of study is in constant flux but at the same time, it self-organizes to form recurring patterns and contextual factors are inseparable from the whole system. As far as L2 learner motivation is concerned, the DST framework emphasizes both the moment-to-moment changing nature and the stable character of learner motivation. Rather than surveying large numbers of learners to generate a general view of their motivation as a group, the DST perspective allows for a more in-depth and fine-tuned understanding of individual learners' motivation as a characteristic that changes over time. Another important aspect of DST is the absence of a cause and effect relationship. The framework does not assume linear cause and effect relationships, e.g. the higher the motivation, the higher the achievement (Dörnyei, 2014, p. 82).

One of the most recent studies using the DST framework is from Waninge, Dörnyei and DeBot (2014). To explain the variability in learner motivation, the researchers made use of a questionnaire, classroom observation, and Motometer (thermometer-shaped figures with a '0' at the lowest and a '100' at the highest point (Waninge, Dörnyei & DeBot (2014, p. 709) with four language learners over a two-week period. In accord with the DST theory, the researchers found that students displayed a great deal of variability in their motivation during each 45-minute session. At the same time, some recurring patterns common to all participants were found; these included a decline-increase-increase-decline pattern in motivation during a given class period.

Future Directions

Two areas concerning L2 selves may be of interest to researchers. One is the motivation of student populations learning modern languages other than English and their ideal selves. There are only a few studies focusing on such student populations. Some examples are native English, Chinese and Korean-speaker-students learning Japanese in Canada (McEown, Noels, & Saumure, 2014) and native speakers of English studying French and Spanish (Hernandez, 2010; Oakes, 2013). One important finding from these studies is that learners' picturing themselves as proficient users of the language is a more powerful factor than a desire to integrate with the target language community. Additionally, research on L2 selves could be broadened to investigate the motivation of users of English as a lingua franca and the predominance of native-speaker models shaping these learners' ideal selves (Kobayashi, 2011). One recent study (Zheng, 2013) provided evidence that the L2 ideal and ought-to images that Chinese learners created based on native-speaker models were inadequate and counter-productive in their long-term motivation for learning the language.

The application of DST has emerged as a promising and influential approach in researching motivation. A recent volume edited by Dörnyei, MacIntyre and Henry (2015) includes several papers exemplifying the application of DST in various fields. The authors acknowledge that this new approach is not easy to work with and recognize that it presents problems related to the absence of a non-traditional, qualitative research template to follow. However, they believe that a dynamic approach fits very well with a complex phenomenon such as motivation. In an attempt to fill this gap, Dörnyei (2014) proposes a three-step research template, drawing on DST. This model, which he calls Retrodictive Qualitative Modeling (RQM), employs a reverse order in explaining a phenomenon: a researcher first identifies certain patterns (by observing different types of learners in a classroom) and retrospectively traces the reasons that led to such an outcome so as to understand the underlying mechanisms that describe the system.

Directed Motivational Current (DMC) is a recently introduced motivational concept that is based on the power of visual imagery in increasing motivation (Dörnyei, Muir, & Ibrahim, 2014, p. 12). Taking vision at the center, the model asserts that, when learners have a clear and detailed vision of themselves and this vision is complemented by an action plan, this may lead to a boost in motivation. DMC is described as "a relatively short-term, highly intense burst of motivational energy...it is over and on top of the steady motivation" (Dörnyei, Muir, & Ibrahim, 2014, p. 12). What distinguishes DMC from motivation is that DMC is directed towards a specific goal and may cause an entire change in a person's daily habits or identity for a specific period of time. Whether DMC can be created in the language classroom and how this might be done is a possible area for future research in L2 motivation.

Türkçe Sürümü

Giriş

Bu makalenin amacı ikinci/yabancı dil öğrenen güdülenmesi üzerine yapılmış araştırmaların kapsamlı bir şekilde sunulmasıdır.

Makale, öğrenen güdülenmesi konusu ile ilgili arkaplan ve bağlamın verilmesi ve güdülenmenin ilk kavramsallaştırmalarının günümüzün küreselleşen dünyasında nasıl yetersiz kaldığı ile başlamaktadır. Daha sonra Kanada’da Robert Gardner ile başlayıp daha süreç-odaklı yaklaşımlarla devam eden çalışmaların geniş bir özeti verilmiştir. Bir sonraki bölümde geçmişte yapılan araştırmalardaki önemli paradigma değişiklikleri ile geleneksel bütüncü güdülenmeye alternatif olarak ortaya çıkan yaklaşımlar incelenmiştir. Daha sonra konuda yapılan güncel araştırmalar, ikinci dil güdülenme öz-sistemi gibi yeni uygulamalar anlatılmıştır. Son kısımda ise alanda az araştırılmış konular ile gelecekteki araştırmaların yönelebileceği yeni alanlar sunulmuştur.

Bağlam ve Arkaplan

Öğrenen güdülenmesi, alandaki araştırmacılar tarafından, ikinci/yabancı dil öğrenmede rol oynayan bireysel faktörlerden çok önemli bir tanesi olarak kabul edilmektedir. Kanada’da ilk yapılan araştırmalarda ortaya atılan bütüncü güdülenme kavramı çok kabul görmüş ve uzun yıllar boyunca bu kavramsallaştırma temel alınarak araştırmalar yapılmıştır. Bütüncü güdülenme modeline göre yabancı dil öğrenenler o dili konuşan toplulukla bütüncü olmak amacı ile dil öğrenmektedirler. Ancak küreselleşmenin etkisi ve İngilizcenin bir dünya dili haline gelmesi ile bütüncü güdülenme modeli tek başına öğrenen güdülenmesini açıklamada yetersiz kalmaya başlamıştır. Bu yetersizlik birkaç nedenden kaynaklanmaktadır. Öncelikle İngilizce artık çok insan tarafından konuşulan ortak bir dil olarak herhangi bir topluluk, ülke veya kültürden bağımsız hale gelmiştir. İkincisi İngilizce çok farklı bireyler tarafından birbirinden farklı ortamlarda öğrenilmektedir. Örneğin İngilizcenin anadil olarak konuşulduğu ortamlarda öğrenilmesi ile yabancı dil olarak sadece okullarda ders kapsamında öğrenilmesi arasında çok büyük farklar bulunmaktadır. Bir başka neden de teknolojinin etkisidir. Sanal dünyada ülkeler arasındaki coğrafi sınırlar kalkmakta ve insanlar zaman ve mekankısıtı olmadan iletişim içine girebilmektedirler. Bütün bunlara ek olarak bireylerin İngilizceyi öğrenmek istemek için nedenleri de farklılaşmıştır. İngilizcenin uluslar arası bir dil haline gelmesi ile birçok birey sadece ders geçmek, bir sınavdan yüksek not alabilmek veya daha iyi bir iş bulabilmek için değil; aynı zamanda yurt dışına gitmek, başka kültürlerden insanlarla iletişim kurabilmek, dünyanın başka yerlerinde ne olup bittiğini takip edebilmek gibi sebeplerle de İngilizce öğrenmek istemektedir.

Öğrenen Güdülenmesi Üzerine Yapılmış Çalışmaların Genel Özeti

Öğrenen güdülenmesi üzerine ilk çalışmalar 1960’larda Kanada’da Robert Gardner ve ekibinin yaptığı çalışmalardır. Anadili İngilizce olan ve Fransızca öğrenen öğrenciler üzerinde yapılan bu çalışmalarda güdülenmenin de aralarında olduğu yetenek, tutum gibi bir dizi bireysel etkenin dil öğrenmeye etkisine bakılmıştır. Bütüncü güdülenme ve bütüncülük bu çalışmalardan çıkan temel fikirdir. Gardner’a göre bütüncü güdülenme bir bireyin bir yabancı dili, o dili konuşan topluluğa daha yakın olmak hatta entegre olmak isteği ile öğrenmesidir. Gardner’ın 1985’te geliştirdiği sosyo-egitimsel model, yabancı dil öğrenimi üzerinde bireysel etkenlerin etkisini açıklamayı amaçlar. Modele göre dil öğrenmek o dili konuşan topluluğun sosyo-kültürel ve davranış biçimlerini de öğrenmeyi gerektirdiğinden okullardaki diğer dersleri öğrenmekten farklıdır. Sosyo-egitimsel modelin üç bileşeni, bütüncülük, öğrencinin öğrenme ortamına karşı tutumları ve güdülenmedir. Bunlardan güdülenme dil öğrenmedeki itici güçtür.

Öğrenen güdülenmesindeki bir diğer önemli sınıflandırma, içten güdülenme (öğrencinin yabancı dili kendi isteği ile, ilginç bulduğu için öğrenmesi) ve dıştan güdülenme (öğrencinin yabancı dili iyi not almak, dersi geçmek gibi bir ödül almak veya cezadan kaçmak için öğrenmesi)dir. Ushioda ise öncekilerden farklı bir yaklaşımla güdülenmenin sabit değil, akışkan ve değişken doğasını ortaya çıkarmıştır. İrlanda’da Fransızca öğrenen öğrencilerle yaptığı mülakatlarda Ushioda, öğrencilerin zamana yayılacak şekilde güdülenmelerinin nasıl değiştiğini izlemiştir. Çalışmanın sonuçlarına göre öğrenme sürecinde olumlu tutumlar beslemek ve bu tutumu korumak öğrenmede karşılaşılan güçlüklerin aşılmasında yardımcı olmuştur.

Son dönemdeki en etkili modellerden biri ise Dörnyei’nin geliştirdiği ikinci dil güdülenme öz sistemidir. Bu modele göre dil öğrenen bir bireyin kendisini o dili etkili bir şekilde konuşan birisi olarak hayal etmesi ve zihninde oluşan görsel imaj bireyin amaçlarını belirlemesinde ve güdülenmesinde çok önemli bir rol oynayabilir. Kişinin içinde bulunduğu durum ile ulaşmayı hayal ettiği bu ideal görsel imaj arasındaki fark dil öğrenme için gerekli güdülenmeyi sağlamaktadır.

Öğrenen Güdülenmesi Üzerine Yapılmış Temel Çalışmalar

Öğrenen güdülenmesi araştırmalarında 1960’larda başlayan ve 1990’lara kadar devam eden dönemde Gardner ve ekibinin geliştirdiği bütüncü güdülenme modeli çok etkili olmuştur. Bu dönemde çoğunlukla niceliksel araştırma yöntemleri kullanılarak yapılan çalışmalarda, güdülenmenin ve yeteneğin dil öğrenme üzerinde etkisi olan en önemli iki bireysel faktör olduğu ortaya konmuştur. Bu modele getirilen en önemli eleştiri modelin öğrencileri yekpare bir topluluk olarak değerlendirerek dil öğrenilen sınıfın içindeki dinamikleri ve öğrencilerin sosyal bir varlık olduğu gerçeğini göz ardı etmesidir. Buradan hareketle 1990’larda yeni bir akım başlamış ve güdülenme ile sınıfta dil öğrenme arasında bir bağ kurulması hedeflenmiştir. Bu dönemde öğrenmenin gerçekleştiği ortamın birçok bileşenini (sınıf, öğretmen, akranlar, eğitim araç-gereçleri, müfredat) içine katacak şekilde araştırmalar yapılmıştır.

Yukarıda bahsedilen iki dönem arasındaki en önemli fark ilkinin güdülenmeyi sabit, değişmeyen bir öğrenen özelliği olarak kabul etmesi diğerinin ise güdülenmenin dinamik ve değişmeye meyilli bir kavram olduğunu benimsemesidir. Bu iki dönem arasındaki benzerlik ise her ikisinin de dil öğrenimini etkileyen değişkenlerin birbirinden bağımsız olduğu ve aralarında lineer bir sebep-sonuç ilişkisi olduğu varsayımını kabul etmeleridir.

Sosyo-dinamik akım olarak adlandırılan yeni akım ise güdülenmenin dinamik bir kavram olduğunu, birey ile ilgili etkenlerle öğrenme ortamına bağlı etkenlerin hem birbiri ile etkileşim içinde olduğunu ve hem de birbirini etkileyebildiğini savunmaktadır.

Öğrenen Güdülenmesi Üzerine Yapılmış Güncel Çalışmalar

İkinci dil öğrenme motivasyonu konusunda güncel araştırmalarda üç ana konu göze çarpmaktadır. Yatırım ve kimlik, ikinci dil güdülenme öz sistemi, karmaşık dinamik sistemler teorisi.

Yatırım ve Kimlik

Öğrenen güdülenmesi araştırmalarında kullanılan bütüncü güdülenme ve uyumsal/araçsal güdülenme sınıflandırmasının dil öğrenen birey, toplumdaki güç yapılanması ve öğrenenin kimliği arasında var olan ilişkiyi göz önüne almakta eksik kaldığı araştırmacılarca kabul edilmiştir. Buradan hareketle Norton, klasik güdülenme kavramı yerine yatırım kavramını geliştirmiştir. Bu kavrama göre dil öğrenen bireyler dil öğrenmenin kültürel sermayelerini artıracığı ve o dili konuşan topluluğun sahip olduğu ayrıcalık ve imkânlarla kendilerinin de kavuşabilecekleri düşüncesi ile bunu yapmaktadırlar. Ancak bu yatırımı bazı olumsuz durumlarla karşılaştıklarında (sınıfı ya da dil öğrendikleri ortamı ırkçı, cinsiyetçi veya ayrımcı olarak algılamak gibi) yapamayabilirler.

İkinci Dil Güdülenme Öz Sistemi Uygulamaları

Öğrenen güdülenmesi araştırmalarında küresel bağlamda çeşitli yaş gruplarından ve farklı dil seviyelerinden dil öğrenenlerin incelenmesi popülerleşen konulardan biridir. Bu bağlamda Çin, Polonya, Pakistan, Macaristan, Endonezya, Şili, Japonya gibi İngilizcenin ikinci veya yabancı dil olarak konuşulduğu

ülkelerde yaş, sosyo-ekonomik düzey, öğrenme ortamı bakımında farklı öğrenci grupları üzerinde yapılan araştırmalar çoğalmıştır.

Karmaşık Dinamik Sistemler Teorisinin Uygulamaları

İkinci dil güdülenmesi çalışmalarında karmaşık dinamik sistemler teorisi son zamanlarda etkili şekilde kullanılmaktadır. Bu teorik çerçeve güdülenmenin hem an-be-an değişebilen hem de sabit kalan bir doğası olduğunu ortaya koyar. Bu yaklaşımı benimseyen çalışmalarda büyük öğrenen gruplarının güdülenme açısından genel profilini ortaya koymak yerine bireysel olarak öğrenenlerin güdülenmesinin derinlemesine ve incelikli olarak ve zamana yayılacak biçimde incelenmesi esas alınır. Ayrıca bu yaklaşım doğrudan sebep-sonuç ilişkileri olduğunu (mesela güdülenme arttıkça başarı da artar gibi) varsaymaz.

Öğrenen Güdülenmesi Konusunda Yeni Yönelimler

İngilizceden farklı bir modern dil öğrenenler veya İngilizceyi ortak bir dil olarak kullanan ve anadili İngilizce olmayanlar üzerinde yapılmış araştırmalar çok kısıtlıdır. Bu alanda bir boşluk bulunmaktadır. Güdülenme gibi karmaşık bir fenomenin araştırılmasında karmaşık dinamik sistemler teorisinin uygulanması ve daha niteliksel yaklaşımlar benimsenmesi yakın gelecekte güdülenme çalışmalarında etkili olacaktır.

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