

## A Reappraisal of Motivation: The Cornerstone of L<sub>2</sub> Learning

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### ABSTRACT

This article is aimed at increasing teacher awareness of the most relevant issues involved in motivation. It examines the importance of motivation in L<sub>2</sub> learning, its types and sources, as well as detailing the various factors which influence it. Its focus is twofold, in that it concentrates not only on the student but also on the teacher, using authoritative sources to back up its line of argument. It aims at both clarifying the role of teachers in student motivation and the importance of motivating teachers themselves: «I do not regard motivation as an additive but as the fuel . . . 1 oz. motivation = 1 ton pedagogy» (Foldberg 15-23). If one wants to understand better the behaviour and reactions of students to methods, materials, situations, teachers and so on, it is imperative to have an insight into the nature and real significance of the affective factors (attitudes, motivation) that enter into play in the learning of an L<sub>2</sub>.

### 1. Insight into the Nature of Motivation

Motivation is usually defined as a force or inner drive within a person that stimulates and/or maintains interest in a particular activity. It is in fact a complex phenomenon made up of four components: the setting of an objective, the desire to reach that objective, favourable attitudes towards a particular activity and effort. Motivation is directly linked to needs and includes the concept of attitudes, which can be defined like this:

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. (Allport 8)

While researchers on motivation devote much of their time to trying to identify the main components of motivation, teachers are mainly concerned about their students' attitudes towards and interests in language learning. This latter is a very reasonable stand to take since attitudes turn out to be the actual determinants of motivation and act on extrinsic motivation (hence our comments about them within this article). Besides, there are also many studies (Lambert, Gardner and Lambert 191-99, Anisfield and

Lambert 524-529, Tucker and d'Anglejan 163-182, Spolsky 271-283) showing that apart from the intelligence and aptitude of the learner his attitudes determine his achievements to a great extent.

When studying a modern language, linguistic concepts are usually presented to the students in connection with cultural concepts characteristic of the target community. Thus, the attitudes of the pupils towards those people or their language (which may be affected by the attitudes of the members of their own community, that of their parents or friends—especially in the case of teenagers—or even by the remembrance of their past experience in learning the  $L_2$ ), together with their attitude towards the teacher, the teaching methods and materials, as well as other factors such as their interest in foreign languages, act on the learning process favourably or unfavourably, depending on the direction of the attitudes. This is something that any teacher with a minimum working experience will be able to check for himself.

## **2. Different Types of Motivation: A Critical View**

Since R. Gardner and W. Lambert published their 1972 study aimed at analyzing the effect of attitudinal and motivational factors on success in learning an  $L_2$ , when referring to motivation two different types of orientation (i.e. aims or objectives) are considered, depending on the cluster of attitudes involved: integrative and instrumental. The former is characterized—according to Gardner and Lambert's notion—by the fact that the student is attracted by the culture of the community speaking that  $L_2$  and he wants to integrate himself into such a culture or become a part of that society. The latter, however, is marked by the fact that the learner studies the  $L_2$  with a utilitarian purpose in mind, as a means to attaining an immediate short-term goal (e.g. to get a better job or a good mark in the subject, or to carry out a specific task that does not necessarily imply his identification with the other community).

Speculation on Gardner and Lambert's propositions on orientation has generated much theorizing and research. Thus, very recently, C. Ray Graham (75-87) argued that the definition of integrative motivation used in previous research was too broad and consequently he redefined it, coining the term «assimilative motivation.» This new orientation can be described as that which pushes the learner to go on investing his time and effort in order to develop native-like speech (in both the  $L_1$  and the  $L_2$ ). Unlike integrative motivation, which does not appear to require first-hand experience with a peer group of the target culture, assimilative motivation is said to occur only after the learner has experienced prolonged contact with the other culture. It is our contention that the integrative orientation is not an indivisible entity but, on the contrary, it can be divided into different scales of intensity: low, medium, high. The high degree (characterized by the desire to be immersed in the other culture or society) corresponds to what Gardner and Lambert term simply as integrative (Castro 66-67). Besides, it is our belief that the teacher, apart from being worried about what direction the students' orientation points to or what type of motivation they have, should also care about the strength or intensity of their motivation, bearing in mind that: «The strength of motivations depends on the state of a person's needs. . . . Motivations appear, disappear and reappear» (Richterich and Chancerel 81).

Gardner and Lambert's view of integrative and instrumental motivation as two opposing poles can lead to seemingly contradictory situations, where a particular reason (e.g. travelling to another country) is categorized both as instrumental (Lukmani 261-73) and integrative (Burstall, Jamieson, Cohen, Hargreaves). However, if these two concepts are viewed dynamically (remember that attitudes change with time), instead of being regarded from a static perspective, the problem is immediately solved, because then a reason that today is categorized as X (due to its specific orientation) tomorrow can be perfectly well be defined as Y (as consequence of a change in its directional indices).

Thus, from our point of view, though both concepts (integrative and instrumental) are «initially» placed at the opposing poles of a continuum, they can attract (since they are not necessarily mutually exclusive) or repel each other, depending on the indices that characterize a definite reason, and if they make contact the result is the appearance of a new motive: mixed orientation.

As a matter of fact, several findings (Muchnick, Wolfe 262-81) suggest that the activity of L<sub>2</sub> learning quite often involves a mixture of these two types of orientation. In many instances this circumstance can be due to the socio-cultural context where the research was conducted (a monolingual and mono-cultural area where the learners have little chance of using the target language outside the classroom).

In view of all this one could be forgiven for wondering what the real value of the integrative/instrumental construct is. The answer is that such a classification helps us put some of the recent interest in affective variables into some kind of perspective, but likewise it makes us aware that:

While perhaps some contexts of foreign language learning involve an identity crisis, there are a good many legitimate language learning contexts in which that identity crisis may be minimized, or at least seen as less of a personal affective crisis and more of a cognitive crisis. (Brown 116)

Many studies (Lambert, Spolsky 271-83) have reached the conclusion that to be successful in language learning integrative orientation is more effective than instrumental orientation since the students exhibiting the former present, in most cases, a greater motivation to learn an L<sub>2</sub> and obtain better marks than those with the latter. However, it should be pointed out that there is also evidence to the contrary in other investigations (Gardner, Santos).

If we want to boost the integrative orientation of the learners we should encourage them to have as much contact with the foreign language and its culture as possible. Teachers can, for example, tell their students how to correspond with people from the other community, let them know about opportunities to visit the foreign country (e.g. student exchanges, working as an au-pair, grants offered by different institutions, etc.), advise them to tune into T.V. or radio programmes broadcast in the L<sub>2</sub>, etc. Given that the integrative orientation is so crucial in L<sub>2</sub> learning, the teacher should also play as active and direct a role as possible, for example, organizing cultural clubs and «weeks,» decorating the classroom with posters that have to do with the target culture, etc.

Identifying the sources of motivation in L<sub>2</sub> is a difficult task, since students are subject to many outer and inner influences, that quite frequently operate together. Thus, it would be wise to follow Renè Fourcade's advice (55-56) and consider simultaneously three different types of sources: (a) incidental motivations, namely, those from the

external environment (e.g. society, T.V.) that impose themselves in a strong way; (b) cultivated motivations, that is to say, those that are developed thanks to the craft of teachers and the didactic-academic conditions surrounding the student (e.g. teaching methods) and (c) deliberate motivations, or those stemming from the learners' own desire to improve and be successful.

The knowledge of the existence of these potential sources is paramount to the teacher since then he can try to predict their impact on the students and subsequently channel his teaching efforts in the most suitable direction. Besides, by working at the same time on these three levels the teacher will get a multidimensional picture of the origin of the students' motivation.

By looking at the dichotomy integrative/instrumental motivation, while taking into account the source/s of motivation, another classification becomes possible: intrinsic and extrinsic motivation. While in the former the interest in studying the L<sub>2</sub> comes from inside the student who wishes to learn it and finds its study exciting (i.e. the learner has an interest in learning for its own sake), in the latter such a concern stems from factors extraneous to him (e.g. to fulfill his parents' expectations, his need to pass an exam, etc.).

Though we deem the dichotomy extrinsic vs. intrinsic to be useful, at least at a theoretical level, we become sceptical about such a clearcut division in real life and that is why we coincide with Mary Finocchiaro (*Focus* 83) when she says: «Motivation is not either extrinsic or intrinsic, or if you prefer, instrumental or integrative. It should be a continuum from one to the other. . . .» Thus, though both teaching experience and research (Castro) provide evidence that, as a rule, motivation in the classroom is most often extrinsic, and therefore temporary, the teacher should not overlook the fact that this can be used as a springboard for developing intrinsic motivation. We fully agree with M. Finocchiaro's opinion («Motivation» 60) that a «primary responsibility of teachers—and I have seen thousands of them perform this miracle—is to transform an initial extrinsic motivation into a permanent intrinsic one.»

There is a consensus among linguists that the ideal motivation is intrinsic. Thus, one often comes across comments like this:

. . . the student may have been drawn into foreign languages by extrinsic motives such as credits for school graduation, college entrance requirements or by the hope of enhancing career goals. But if the language learning experience is to have any permanent value to the student, he must perceive it as producing some important inward change in him (or her as person). . . . The primary motive for learning must lie in the emotional and intellectual commitment of the student. In short, the student learns because he personally perceives that learning as being intimately connected with personal self-fulfilment. (Grittner 18)

We cannot forget, however, that, the relevance of extrinsic motivation acquires a greater dimension at secondary schools than, for example, at University, since owing to their age, secondary-school pupils are more likely to be influenced by outer stimuli (e.g. the pressure exerted by their parents or by their own peers).

### 3. Motivation and Success in L<sub>2</sub> Learning

Let us now turn our attention to the factors that bring about success in L<sub>2</sub> learning. Well, in fact research provides a great deal of evidence that a non-ability factor such as «motivation» plays a very important role in learning an L<sub>2</sub> (Gardner, Lambert, and associates).

Thus, J. B. Carroll (1960-61) identifies five elements as the determinants of success in learning a foreign language: the learner's attitude, his general intelligence (the amount of time it will take him to learn a given task), his perseverance, the quality of instruction and the opportunity for learning that is allowed him (time he is permitted to devote to the task). Pimsleur, Stockwell and Comrey's finding (15-16) that the two most important factors in the learning of an L<sub>2</sub> are the intelligence coefficient and motivation testifies to the weight of motivation in success in foreign language learning.

Leon Jakobovits (1970), however, not only lists the four factors that, in his opinion, account for the various degrees of success or failure when learning a language, he also dares to quantify their individual contribution, stating that they participate in the following proportions: aptitude 33%, intelligence 20%, motivation 33%, other factors 14%. Regardless of the accuracy of this dogmatic assertion, what remains clear once more is that motivation occupies a high position among the factors thought to contribute to success in L<sub>2</sub> learning.

According to G. Neufeld (33) the success of the learner in the classroom depends more on psychological factors (e.g. personality, desire to learn, etc.), the social context in which the L<sub>2</sub> is acquired and the teaching method used, than on aptitude, which, in his opinion, does not vary significantly in the primary level of linguistic competence.

J. B. Carroll discovered in one of his studies that aptitude and motivation are not mutually dependant, which means that the motivation of learners engaged in the study of an L<sub>2</sub> does not develop just because of their aptitude. The significance this finding has for teachers is enormous since it implies that in the case of students who possess a low linguistic aptitude this deficiency can be partly offset by fostering in them favourable attitudes and a positive motivation towards the learning of the L<sub>2</sub>.

The relevance of Carroll, Jakobovits, Neufeld and many other researchers' claims along this same line of thought lies in the fact that they make us realize that though the modification of student intelligence is beyond the teacher's reach, and that of his aptitude is a very complex task to perform, motivation appears as a factor that can indeed be shaped and changed by the art of the teacher, the only problem being to find the suitable means, tools and procedures to achieve it.

However, it is not our intention in this article to offer a handy recipe for achieving all this. In actual fact our aim is to raise the teacher's awareness of some of the most relevant issues involved in the process of motivation. Thus, for example, teachers should be conscious of the fact that the learner brings to the classroom not only his intelligence and aptitude but also a host of attitudes and interests—consequence of an assortment of psychological and sociological factors—and they should also be aware that it is a part of their responsibility to channel these affective elements.

In order to carry out this complex job the teacher should try to play the role of counsellor, advisor and co-learner. Most of the pedagogue's efforts will be fruitless if the students' attitudes towards the target language and their motivations are negative. However, where these are positive, there will be important benefits for the learners who

will not be easily discouraged even though the teacher is negligent in fulfilling some of his duties or even if the teaching strategies used do not prove to be of a very high standard.

#### 4. The Role of Affective Factors in L<sub>2</sub> Acquisition

Gardner and Lambert's socio-educational model (*Attitudes and Motivation*) will help the reader to understand better the relation between the affective factors (i.e. attitudes and motivation) and the learning of an L<sub>2</sub>. This model includes four main components:

1. **The Social Milieu.** The learning process of an L<sub>2</sub> must be viewed within an environment larger than that of the classroom. This explains why so many variables are subsumed under the category «Cultural Beliefs» (e.g. the importance the community itself assigns to the L<sub>2</sub>, the ethnic stereotypes of the other community, the students' opinion about the level of linguistic difficulty and their expectations about the level of attainment). The community can filter all these and other cultural beliefs through the students' parents, partners or teachers, the basic idea being that these beliefs will affect both the general level of competence reached and the factors determining the «individual differences of attainment.»
2. **Individual Differences.** This component refers to those features inherent to the student, which will have a direct effect on his level of attainment. They are expressed in terms of the following variables: intelligence, language aptitude, motivation and situational anxiety (i.e. the inhibiting effect that the environment may have on the learner, restricting his possibilities to develop his linguistic potential).
3. **Second Language Acquisition Contexts.** This refers to the difference between «formal contexts» (where the main aim is direct instruction) and «informal contexts» (in which the cardinal objective is communication while being exposed to language). Gardner explains that the nature of the context determines the role played by the individual differences in the acquisition process. All four variables mentioned above influence the level of attainment of the students immersed in a formal context, while motivation and situational anxiety become the most relevant differences in an informal setting.
4. **Results.** This last component refers to the different products derived from being engaged in the learning of an L<sub>2</sub>. They are divided into two different categories: (a) linguistic (relating to the competence in the use of the L<sub>2</sub>) and (b) non-linguistic (those concerning attitudes, etc.) (see figure 1).

#### 5. An Overview of some Outstanding Variables in Motivation

As the number of variables to be reckoned with motivation often appears to be endless, we will expound our views briefly on some of those we regard as being among the

most influential (for a more complete inventory see list included at the end of this article).<sup>1</sup>

SOCIAL MILIEU	INDIVIDUAL DIFFERENCES	SECOND-LANGUAGE ACQUISITION CONTEXTS	LINGUISTIC OUTCOMES
Cultural Expectations	Intelligence Language aptitude	Formal language training	Second language competence
	Instrumental orientation Motivation		
	Integrative orientation	Informal language experience	

Figure 1

The physical conditions under which the teaching takes place may increase or decrease motivation in important ways. Thus, for example, when a classroom is overcrowded, the lighting, the acoustics or the temperature are not appropriate, or what is written on the blackboard cannot be seen well from the different seats and rows (typical situation in many Universities) the outcome can obviously be de-motivating.

Regarding the foreign language curricula—another important motivational factor—a change of direction is needed, since at present they are usually content-oriented, instead of being more people-oriented. If necessary, some of the methodological principles and contents must be sacrificed in the name of making curricula more student-centred.

Future trends in curricula point in the direction of interdisciplinary, cross-cultural and practical language courses (e.g. career oriented language courses), minicourses, extra-curricular activities and individualized instruction. There are studies proving that these new curricular developments are motivating from the students' point of view (Castro 445-55).

In order not to undermine the students' motivation, the programme required is one based on curricular decisions that meet the needs of the students, reflect their expectations and leave some room for their wants; but in addition to this the program has to be suited to the learning styles of the students. We totally agree with M. C. Murcia's view (306) that if «student interest and motivation are the impelling forces I believe they are, then it seems that we would be acting with singularly good sense if we bent our efforts towards locating the seat of this interest and the source of his motivations.»

This is a feasible task that can be carried out by balancing student factors with the requirements inherent to the curriculum itself. Of course, to reach a proper equilibrium the materials and topics chosen have to be meaningful, appealing, appropriate for the age of the students, and relevant to them. However, on top of this the teacher will have to put into practice a methodological approach which proves to be satisfying in terms

of results, and which consequently makes the student willing to invest his time and effort.

The motivation of both students and teachers is largely dependant on the extent to which their expectations are fulfilled and, as a consequence success and satisfaction are achieved. Thus, the setting of clear and attainable objectives, with the right level of challenge, is essential if the teacher wants to gain or keep the student's support since otherwise the students can be discouraged and their motivation impaired. The learner should be informed both of the general learning objectives of the course and of the more specific operational objectives pursued because in this way he will not feel lost and will be able to assess his own progress.

Language departments (especially at the later stages of secondary education and at the University level) have to undertake the setting of objectives with a greater sense of the social responsibility implied. If necessary, they will even have to demand a commitment from the appropriate centers of power to second their efforts by making more human and material resources available to them.

One has to admit that many textbooks still continue to be teacher-oriented (i.e. planned with a view to «what» is to be taught by the omnipresent figure of the teacher-educator), giving little place to goals that will spark the students' daily enthusiasm/interest. The new textbooks should shift this emphasis, trying to combine methodological demands, the objectives of the program and those of the teacher with the aims of the students. One should keep in mind that the daily activities that the teacher plans for the classroom—if properly chosen and conducted—can enrich the student's motivation.

Though it is certain that there are many ways to create and/or maintain interest in the classroom we should not completely ignore the power of testing in motivation. One has to accept that sometimes exams are almost the only means to motivating certain students. So, we think it is perfectly legitimate to use this to our advantage, even in spite of the following warning:

The teacher who seeks to stimulate the interests of inattentive pupils with the warning that the material he is about to present is certain to appear in the forthcoming examination is thought by the education purists to be committing some unpardonable sin. (Gewirtz 240)

Of course, when using exams as a motivating strategy the teacher should be careful not to take this tactic to an extreme. He should tinge exams with other additional and more transcendental value, for example by presenting them as a diagnostic tool that permits the learner to measure his success (by identifying his errors and locating the areas where he has to invest more time and effort). Exams offer the teacher a wide range of possibilities to motivate the students since, for example, they can be used to encourage the learners to do better and also to involve them in the discussion and assessment of their work, thus becoming an instructive and effective method of teaching.

Most people accept that the teacher reveals himself as being one of the pillars on which the student's motivation is sustained (and viceversa). Thus, the teacher-student relationship in the classroom should deserve all our attention because it is really difficult to establish a fluent channel of communication and cooperation when the

interaction between the interlocutors is not positive and they do not feel at ease when together.

Consequently, in this ever-changing society of ours where all members have a growing degree of participation (students included) it would be sensible for teachers to ponder on how they exert «power» in the classroom. In our opinion, the pedagogue should retreat from positions of «absolute power» and progress gradually towards arrangements where the student's voice is heard, his suggestions taken into account and where he is allowed to present options, instead of being told to follow a pre-established path.

As we have pointed out before, if a fluent human relationship is to be established in the classroom, one has to consider, or perhaps reconsider, carefully the present role of the student in decision-making. One cannot deny that most decisions about course design, methodology, learning activities, evaluation and so on, are often exclusively taken by the teaching authorities, committees of experts, teachers, course designers and publishers. However, if we agree that the student is one of the main characters in the cast he should be allowed to move from the stall to the stage and be given the opportunity to express his opinions about how the play is proceeding and even more, he should be granted the right to «negotiate» his demands. One has to understand that giving the students a greater say in the elaboration of the educational programmes addressed to them does not mean allowing them to lay down the law about what teachers should do. On the contrary, the student's voice has to be interpreted objectively and judiciously by the teacher. The absence of the student from the decision-making stage is usually justified by arguing that he is not experienced enough and that he has not the necessary background to know what is available or is of real value to him, and consequently is not qualified to give an opinion worthy of consideration. Such a position misunderstands the real role of student evaluations and surveys, where the role played is that of a reporter. We share Chris Kennedy's opinion (94) in the sense that

student evaluations, however, uncomfortable, must be accepted, unless good reasons can be given for their full or partial rejection. If students see that their suggestions are taken seriously, they generally respond positively.

In short, we should not undervalue on principle the students' comments, suggestions and criticisms, because they can be extremely beneficial for teachers, especially if one agrees with Janice W. Randle's opinion (360-61) that

Some instructors teach for years without receiving any kind of criticism from the students or their peers. More often the instructor relies only on informal, direct comments from students, with the result that he hears only good reports, grumbling from some students at grade report time, or, all too often, nothing at all in the way of diagnostic criticism.

Thus, our claim is that if we wish to bring about significant attitudinal changes in the students, we had better be willing to «involve» them directly in the process. Nevertheless, in order to achieve this safely, the «powers» of the students should be clearly defined.

## 6. The Importance of Motivating the Teacher

So far, this article has, like most other literature on this same subject, concentrated on the student's motivation. However, like many other stories this one also has two sides to it. We cannot forget that student's motivation in L<sub>2</sub> learning is the result not only of his own internal environment but also of many other factors involved in the external milieu in which he is studying that language, and the teacher is one of the most important of such factors. As Susan Holden puts it (47),

The reason why it is so vital for the teacher to be motivated is that s/he is the medium through which so much passes. Even in the most student-centred learning programmes, those very programmes and the options contained in them will have been chosen by the teacher. Students will be motivated or not for their own reasons: it seems unlikely that they will be motivated if they are saddled with an unmotivated teacher.

The characteristics an ideal L<sub>2</sub> teacher should possess could be summed up as follows: he should be competent, observant, tactful and communicative; in addition, however, he should stimulate interest, have a capacity for self-evaluation and be willing to develop his skills. Above all he must feel a genuine interest for his students and for his profession (i.e. be extremely sensitive to the learner and the environment) since this will be the springboard of his actions. If the teacher does not meet this last requirement the result can be the disruptive behaviour of the students, usually translated into a lack of discipline in the classroom. As G. Ralph points out (498), «teachers must endeavour to present a positive and professional image before their students. Students readily recognize, and often model the attitudes of their instructors.»

Therefore, the obvious question to be asked now is «what» and «who» motivates the «motivator» (i.e. the teacher). Teacher motivation is, of course, related to traditional values such as his pay, the possibilities of promotion, his social prestige or the conditions in which he has to work. Yet, apart from this we should also weigh his reasons for teaching, his previous experience, the teaching methodology he employs, the resources available and how he teaches.

As far as the second part of our question is concerned («who» really motivates the teacher?) it is undeniable that a teacher can be motivated by the head of a department, by his colleagues, by the administrator of the teaching centre where he is working, by his own capacity for struggle or by the material designers who have created the teaching materials he uses. Nevertheless, without doubt, the other person who can influence the teacher greatly is the student. In fact, it is not uncommon at all to hear a teacher say that he feels a little bit disheartened or greatly stimulated by a certain group of students because they lack or exhibit a certain type of motivation.

As we have hinted earlier, our answer to the question whether the teacher is motivated by the student or whether it works the other way around is that the phenomenon resembles the situation of siamese twins who have to rely on each other to go on living and to move more comfortably.

But what happens to the teacher's motivation in an environment like Spain where the teacher's turnover is perhaps all too frequent (especially in primary and secondary education) and many instructors do not remain long enough in the same place but become just a stopgap solution? We have to admit that the quick turnover of teachers

is, in fact, one of the thorny problems that pervades Spanish education (the teaching of languages included).

The consequences of this continuous rotation are far-reaching and result in the students feeling like passengers on a ship crossing a stormy sea. They are continuously exposed to very different teaching styles and methods (that most frequently do not form part of a pre-established plan). On the other hand we do accept that it could be argued that the rotation of teaching staff may be enriching for the students, in that it gives them the opportunity to appreciate the differences between teachers and, consequently, have a greater array of tools with which to shape a more objective opinion on many of the teaching issues.

As far as teachers are concerned this constant renewal is de-motivating, stressing and conducive to a reduction of their job satisfaction. This problem becomes even worse when the person taking over a class is not informed about what his predecessor was doing and is left to cope alone with the new pupils in an unfamiliar context.

The seriousness of this situation is aggravated in those schools where there is a shortage of well trained language teachers or where many «general-subject teachers» are made the scapegoats of the «system» and are literally compelled to teach the  $L_2$ , even though their knowledge is just one step above the level aimed at for their prospective students.

In concluding we would stress that motivation can be seen as both a cause and an effect of successful learning. In encouraging teachers to be alert to those factors influencing student motivation we would ask them to bear in mind that they are dealing with a self-perpetuating or self-destroying phenomenon. In the same way as motivation breeds motivation, a de-motivating factor can undermine the foundations of all motivation. We are confronted with a chain reaction with many different catalysts, among which we value especially the human factor—that is, the teacher-student relationship.

### Notes

#### 1. List of variables subsumed under motivation:

- Reasons for studying the  $L_2$
- Attitudes towards the learning of the  $L_2$
- Attitudes towards the members of the target community
- Perception of degree of difficulty of the  $L_2$
- Expectations and achievement motivation regarding the  $L_2$
- Anxiety in the  $L_2$  classroom
- Contact with the  $L_2$  and the target community
- Time and effort devoted to learning the  $L_2$
- Attitudes towards testing and evaluation in  $L_2$
- Marks in the  $L_2$
- Study method employed in learning the  $L_2$
- Attitudes towards the  $L_2$  teacher
- Motivational intensity in  $L_2$  learning
- Desire to learn the  $L_2$

- Type of motivational orientation exhibited in the L<sub>2</sub>
- Needs and objectives in the L<sub>2</sub>
- Attitude towards the L<sub>2</sub> textbook and other teaching materials
- Attitude towards the L<sub>2</sub> program and the methodological approach used
- Influence of the different social agents (e.g. parents, community, friends, etc.) in the shaping of the attitudes to L<sub>2</sub> learning
- Reasons to persist or abandon the L<sub>2</sub> study
- Factors influencing the formation of attitudes toward the L<sub>2</sub> learning
- Attitudes towards the teaching of the L<sub>2</sub> culture

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