Second-Language Achievement
and Motivation:
An Annotated Bibliography

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This annotated bibliography contains 45 references which relate to the topic of motivation towards second-language acquisition. They resulted from a search of the database of 22 journals from 1990 to 1997, and are widely available. Some of the material noted by asterisks (**) are only available through ERIC database.

Abstracts were created by either PsycLIT or by ERIC. Where these were not available, abstracts were created by the authors of this bibliography. Keywords used when using the CD-ROM database included, but is not limited to: motivation, language, learning, 2nd language, and scale (development).

Entries are coded according to the different variables dealt with, as follows:

A/I Aptitude and Intelligence
A/M Attitudes and Motivation
G/S Gender or Socioeconomic Differences
P/I Program Implementation or Approach
S/I Scale or Instrument Analysis

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Explores gender differences in the hypothesis that a multicultural social context facilitates second language learning (SLL), which in turn may create positive attitudes toward the SLL situation, specifically regarding involvement in and interaction with the new society. Ss were 52 male and female 8th grade Canadian-Arab immigrant students, who had lived for 2 to 3 yrs in English-speaking Canada. A questionnaire reflecting 2 types of attitudes, instrumental and integrative, was used to examine the Ss' attitudes toward learning English. Semistructured interviews were conducted with the Ss and their families, to further investigate their integrative attitudes. Results of the attitude questionnaire showed that the motivation of the Ss toward learning ESL was primarily instrumental, rather than integrative. Results of the interviews supported the questionnaire results, namely that the integrative attitude of the female Arab students in Canada underlay their SLL. (G/S; A/N)


Examined the attitudes of 2 groups of Arab minority students toward learning a 2nd language and culture. Ss were 74 8th grade Arab students from Israel and 52 8th grade Arab students from Canada. Ss' attitudes were assessed by a questionnaire examining instrumental and integrative motivation. Israeli Arab Ss possessed instrumental rather than integrative orientations toward learning Hebrew. In Canada, only the male Arab Ss shared the feelings of their counterparts in Israel: they were instrumentally oriented toward English and Western culture and did not emotionally support and identify with Canadian society. In contrast, female Canadian Arab Ss felt emotional support for and identification with Canadian society. Results indicate that multicultural orientations were more likely to distinguish minority members and their attitudes toward learning a 2nd language and culture. (A/M)


The effects of the attitudes and culture of Israeli-Jewish students learning English on their reading comprehension was explored, using culturally familiar and culturally unfamiliar stories. The participants were 83 Jewish 8th graders from 2 schools in southern Israel. The instruments were an attitude questionnaire, stories in Hebrew and English, and multiple-choice questions about the stories. The students who read culturally familiar texts received higher reading-comprehension scores than the students who read culturally unfamiliar texts. The Jewish students' motivation for learning a 2nd language was instrumental rather than integrative. (A/M)


Emphasizes five aspects important to a primary school second-language program in Australia: a program rationale; timing of program initiation; teaching milieu; frequency and length of lessons; and locus for the lessons. The article argues that a new language program must be set up for success and a recurrent budget allowing for print materials, audiovisual resources, and posters is needed. (P/I)

Reports on two studies addressing the issue of ultimate attainment of pronunciation by late second-language learners. Findings indicate that it is not impossible to achieve an authentic, nativelike pronunciation of a second language after a specified biological time. The article argues that certain learner characteristics and learning contexts may synergize to override the disadvantages of a late start.


The School Motivation Analysis Test (SMAT) was administered to 63 female and 46 male Australian high school students studying Greek. Sten scores on the SMAT dynamic source traits were used to predict achievement for each of 5 subgroups of SMAT variables (Integrated, Unintegrated, Total, Conflict, and Derivative components, respectively). SMAT dynamics accounted for up to 34% of the achievement variance among males and 26% among females. Integrated Superego and Assertiveness sentiments were significant predictors of learning. For the Total (U + I) stens, Self-sentiment was a significant predictor. Gender was a major determinant of achievement outcomes, with females exhibiting greater motivational investment.


Investigates, within the context of the question-answer framework of a foreign language oral proficiency test, the interactive nature of spoken discourse between Canadian students and assessors when there is trouble in talk as perceived by the assessors, with a focus on how they accommodate to the students. The study has implications for rater training. (16 references) (Author/OK) (S/I)


Reviews research on student motivation for second-language learning from the standard applied linguistics approach. The utility of other concepts of motivation to such research conducted at the micro, classroom, and syllabus levels is discussed as well as informal, out-of-class, and long-term factors. (188 references) (A/M)


Investigates reasons for the success of cooperative learning (CL) from a psychological perspective, focusing on group dynamics and the motivational system generated by peer cooperation. Arguments that the affective domain of CL plays a crucial role in the learning process. The paper summarizes the factors contributing to the promotion of learning gains. (59 references) (A/M)

Examines the components of motivation in the learning of a foreign language (FL) and outlines a comprehensive motivational construct relevant to the FL classroom. Three sets of motivational components are described: course-specific, teacher-specific, and group-specific. A list of strategies to motivate FL learners is presented. At the language level, components include showing films, inviting interesting native-speaking guests, and promoting student contact with FL speakers. At the learner level, suggestions are given for promoting student self-efficacy, self-perceptions of competence, and self-confidence. At the learning situation level, the attractiveness and relevance of text material is stressed, as well as the variety of presentation. The construct reflects the social, personal, and educational subject matter dimensions of language. (A/I; A/M)


Reassesses some new initiatives in 2nd language (L2) motivation research based on the evaluation of R. C. Gardner and P. F. Trembly (e.g., see PA, Vol 82:15252). It is argued that discussion of theories from the psychological literature and their potential relevance to L2 learning were intended to complement Gardner's motivation theory. The foundations of motivation theory and the integrative motive (IM) are reviewed and conceptual issues about the relationship between motivation and orientation are raised. The validity of the IM is discussed in 2 examples of research from Hungary. (A/M)


This study investigates the components of motivation in foreign-language learning (FLL) which involves learning the target language in institutional/academic settings without regularly interacting with the target language community. It was assumed that the results obtained from second-language acquisition (SLA) contexts - those in which the target language is learned at least partly embedded in the host environment - are not directly applicable to FLL situation. Therefore, a motivational questionnaire was developed and administered to 134 learners of English in Hungary, a typical European FLL environment, with the aim of defining the relevance and characteristics of integrativeness and instrumentality in FLL, as well as to locate other motivational components. Based upon the results, a motivational construct was postulated consisting of (1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem which is a multifaceted cluster with four dimensions, (3) Need for Achievement, and (4) Attributions about Past Failures. (A/M)

As part of a long-term project at designing classroom interventions to motivate language learners, we have searched for a motivation model that could serve as a theoretical basis for the methodological applications. We have found that none of the existing models we considered were entirely adequate for our purpose for three reasons: (1) they did not provide a sufficiently comprehensive and detailed summary of all the relevant motivational influences on classroom behaviour; (2) they tended to focus on how and why people choose certain courses of action, while ignoring or playing down the importance of motivational sources of executing goal-directed behaviour; and (3) they did not do justice to the fact that motivation is not static but dynamically evolving and changing in time, making it necessary for motivation constructs to contain a featured temporal axis. Consequently, partly inspired by Heckhausen and Kuhl’s ‘Action control Theory’ we have developed a new ‘Process Model of L2 Motivation’, which is intended both to account for the dynamics of motivational change in time and to synthesise many of the most important motivational conceptualisations to date. In this paper we describe the main components of this model, also listing a number of its limitations which need to be resolved in future research.

** Finocchiaro, Mary. (1996) Motivation: Its Crucial Role in Language Learning.**

The role of motivation in second language learning is explored. Motivation involves positive learner and teacher attitudes which must be sustained through every stage of the learning process. Factors that influence motivation are described, including: teaching methodology, understanding meanings of words, mastery, objectives, classroom techniques, student involvement, student attitudes, the role of translation, textbooks, testing, language interference, individualization of instruction, observation of teachers as a device for training teachers, students’ affective and cognitive needs, and discussion of students’ native cultures. Twenty-one classroom techniques for motivating students are suggested. In conclusion, the most important factor in motivation is the teacher’s enthusiasm, dedication, and love of the profession. (A/M)


Investigated 34 individual difference measures used to assess attitudes, motivation, anxiety, self-confidence, aptitude, learning strategies, field independence, and achievement in second language acquisition (SLA) in order to determine the factorial composition underlying the relationships among them, to contrast their predictive validities, and to evaluate their contributions in a causal model of SLA modified from the socioeducational model described by R. C. Gardner (1985) and Gardner and P. D. MacIntyre (1993). 102 university students enrolled in introductory French completed (1) a questionnaire containing measures of attitudes, motivation, achievement, and self-rating scales of French proficiency, and (2) a short language history questionnaire. Signed release forms of final French grades were also obtained. Analysis revealed that despite the different theoretical models represented, the various measures group together into 5 clusters: self-confidence, learning strategies, motivation, aptitude, and orientation to learn French. Results indicate substantial links among the affective measures and achievement, and support Tremblaywas found for these connections in the proposed causal mode. Descriptive statistics and attitude/motivation test battery items are appended. (A/M; S/I ; G/S)

This article considers perspectives that have been used to characterize and investigate motivation in the context of second language acquisition. Upon examination, it can be shown, however, that these perspectives reduce to one, viz., that motivation is an individual difference variable. The two approaches to research, the experimental and correlational methods, are also examined, and it is noted that whereas it is relatively straightforward to make causal inferences from the former, it is not from the latter. Implications of this for understanding the role of motivation in second language learning are noted and research strategies are proposed. (A/M; G/S; S/I)


and


These two related papers outline research on key language-related variables, including aptitude, attitudes, strategies, anxiety, & motivation, relating them to Gardner’s Socio-educational model. (A/I; A/M).


Reports on a laboratory analog investigation of integrative motivation and instrumental motivation. Both motives were associated with increased vocabulary learning on a computer. (A/M)


Responds to articles by R. L. Oxford and J. Shearin (see PA, vol 81:35265), Z. Dornyei (see PA, Vol 82:15248), and G. Crookes and R. W. Schmidt (1991) on the concept of motivation in language learning. R. C. Gardner and P. F. Tremblay (see PA, Vol 82:15252) argue that the socio-educational model of 2nd language acquisition is not a static formulation but empirical research is needed on the other hypotheses, intuitions, and applications proposed. Dornyei's views on the measurement operations underlying the Attitude/Motivation Test Battery (Gardner, 1985) are challenged and the use of terms such as motivation and integrative is defended. (A/M; G/S)


Investigated which of a large number of variables in a student’s language background would be important in second language learning. 101 students in an intensive English program provided data on (1) general background, (2) formal learning of English, (3) exposure to and use of English in class, (4) extracurricular exposure to and use of English, (5) attitudes and motivation, (6) personal observations on their own language learning background and current needs. Two important motivational variables were early recognition of the need for English when still in high school and anticipated need for using English in the future. (A/M)

Focuses on the need for self-assessment as a learning strategy for second language learning. Argues that self-assessment produces learners who are more active and focused and better placed to assess their own progress in terms of communication. Offers practical suggestions for carrying self-assessment at the secondary school and university level. (19 references) (A/I; P/I)


96 college students participated in a 30-min experiment which applied attributional bias research to test a series of predictions about the effects of writing in a foreign language (FL) on perceptions of motivation, communication skill, and subject matter knowledge. A 2 (writing in English or in an FL) by 2 (subject familiarity) factorial experiment was conducted. As expected, writing a message in an FL lead to perceptions of reduced motivation. S's who communicated in an FL about familiar other reported lower levels of perceived FL skill than those who communicated in an FL about an unfamiliar person. Those who described unfamiliar persons in an FL reported greater familiarity with these persons than those describing unfamiliar persons in English. Results support the claim that communicating in an FL can lead to changes in perceptions of motivation, FL ability, and familiarity with the subject being communicated. (A/I; A/M)


Discusses possibilities and limitations of laboratory research methods for testing theories of second language acquisition. Reviews experimental lab studies and focuses on the motivation for conducting these studies, the use of artificial or semiartificial language structures and different design features. (54 references) (S/I)


This article speculates on why adults wish to learn a foreign language and reflects on the learning process itself, as it progresses in an adult education course.


An experimental analysis of the effects of achievement motivation and study habits on Nigerian secondary school students' English language performance was carried out in 1990. The two hypotheses tested were that each of the treatment groups would perform significantly better in English than the control group and that the students treated for the combination of improved study habits and higher achievement motivation would perform better in English than any of the other groups (study habit, achievement motivation, and control). The sample consisted of 160 students in the 10th grade, selected from 4 schools in Nigeria. Students' entry and exit achievement motivation, study habits, and English language performance were examined. Analyses of covariance were used to test for the significance of the results, and both hypotheses were supported. (A/I, A/M)

A study in Finland investigated the relationship of two general aspects of student motivation for second language learning (preference for challenge and curiosity) and motivation specific to the learning situation. Subjects were 292 sixth-graders and 301 eighth-graders, who performed two open and two closed English vocabulary tasks in two different learning situations, individual and cooperative. Students' pre- and post-task attitudes were elicited by questionnaire. Pre-task items measured how interesting, difficult, and curiosity-arousing the students saw the task, how competent they felt to do it, how eager to begin, and whether they expected to learn from it. Post-task items measured how students had persisted with and concentrated on the task, how satisfied they were with their performance, how interesting they has found it, and other feelings associated with their performance. A background questionnaire measured general motivational orientation (integrative, instrumental, and cognitive); attitudes toward group, method, and teacher; classroom motivational orientation; target language self-concept; cognitive and attributional styles; and learning situation preferences. Analysis of the results suggests that in studying foreign language learning motivation, both general and subject-specific motivation theories should be used. Additional research is recommended. A 30-item bibliography and the pre- and post-task questionnaires are appended. (A/I; A/M)


Examined over 1 yr attitudinal and motivational changes of 296 Japanese 7th-grade students (150 boys and 146 girls) learning English. Levels of students' interest and emotion, study habits, perceived utility of English and familiarity with English-speaking people, as well as degree of parental encouragement and self-rated attainment, all decreased from the beginning of the school year until the 3rd or 7th mo, being followed by a stabilizing trend after those periods. Students with initially high English ability performed better and showed more positive attitudes and motivation than those with initially low ability, whereas the former were suggested to be more vulnerable to the junior high school environment than the latter. Girls had higher scores than boys in most attitudinal and motivational variables, although girls had a lower expectancy of their own performance than boys in the goal-setting area. (A/I; A/M; G/S)


Reviews research demonstrating that reading texts with a particular perspective facilitates comprehension and increases reader interest. Suggests approaches to the teaching of texts that provide learners with purpose, including student-generated text collections, communicative tasks with reading components and interest tasks. (31 references). (P/I)


Reviews the English-language and Japanese literature on individual differences in 2nd-language acquisition. Foreign language aptitude, motivation, affective factors, the interaction between learners' aptitudes and teaching methods (aptitude-treatment interaction), the theory of 2nd-language acquisition, and research emphases are considered. (English abstract) (A/I; A/M;

Studied the following: (1) the effects of the communicative approach with explicit explanation of grammatical rules (communicative activity plus rules methods) on learning, (2) the effects of this method on motivation to learn and awareness of English grammar, and (3) the relationship between learners' aptitudes and teaching methods (aptitude-treatment interaction effects). 68 Japanese 6th graders, who spent 6 hrs learning English as a 2nd language, were taught English for an additional 8 hrs using the communicative activity plus rules methods or the communicative approach without explanation of rules (control method). (English abstract) (A/M; A/I; P/I)


Studied the effects of the communicative approach vs the grammatical approach under 2 English-language teaching conditions: (1) a Japanese teacher with an assistant English teacher, vs (2) a Japanese teacher only. Human Ss: 158 normal male and female Japanese schoolage children (6th graders). Ss were assigned to either the communicative or grammatical approach in the teacher-plus-assistant or teacher-only condition and were taught English for 8 days. Aptitude treatment interaction effects were examined. (English abstract) (A/I; P/I)


Studied the following topics: (1) the effects of the communicative approach (no direct teaching or explanation of grammar) to English as a foreign language teaching on learning motivation; (2) the relationship among learners' affective factors, motivation, and performance in the communicative approach; and (3) aptitude-treatment interaction effects. Human S's: 89 normal male and female Japanese schoolage children (aged 10-11 yrs) (5th graders). S's were assigned to the communicative approach or the grammaticce approach (control condition (direct teaching and explanation of grammar)) and were taught basic English in a 10-day course. (A/I; A/M; P/I)

Tested a hybrid model drawn from R. C. Gardner’s (1985) model of language learning and P. D. MacIntyre’s (1994) model of willingness to communicate, adapted to refer to the 2nd language (L2), using path analysis. English speaking Canadian Ss, consisting of 30 males and 62 females (mean age 32.6 and 33.8 yrs, respectively) and possessing a minimal level of French competence, completed self-report measures of the Big-5 personality traits (intellect, extraversion, agreeableness, emotional stability, and conscientiousness), willingness and frequency of communication, perceived competence, attitudes, motivation, and French in work and home context. Results indicate communicating in L2 appears to be related to willingness, motivation, opportunity, and perceived competence. Global personality traits influence language-related attitudes and anxiety, perceived L2 competence, motivation for learning, and willingness to communicate. (A/I; A/M)


Describes preliminary findings of an action research project undertaken by teachers in Setubal, Portugal, who are exploring ways to introduce English as a first foreign language into the Portuguese primary school curriculum. (three references) (P/I)


Suggests several ways by which the notion of a second language (L2) learning motivation might be extended. The conditions that impede a full understanding of students' motivation for L2 learning are discussed, and several motivational theories as they relate to L2 learning are presented, including (1) need theories, (2) instrumentality theories (expectancy-value), (3) equity theories, and (4) reinforcement theories. L2 learning is a complex process in which motivation plays a major role. Contributions from many aspects of psychology (general, industrial, educational, and cognitive-developmental) are helpful for an expanded vision of L2 learning motivation, which may eventually be expanded into a complete model. (A/M; S/I)


Responds to articles by R. C. Gardner and P. F. Tremblay (see PA, Vol 82:15252) and Z. Dornyei (see PA, Vol 82:15248) on language learning motivation (LLM). It is suggested that Gardner and Tremblay's work has contributed to the field but that other researchers are free to explore competing theories of expectancy-value, equity, and reinforcement. Their call for research on situational characteristics is supported. In response to Dornyei's article, it is noted that the study of LLM is expanding beyond social psychological (SP) views to study new theories. Dornyei's emphasis on additional components of LLM includes intrinsic-extrinsic motivation, goal-setting, and cognitive components that do not fit in the instrumental and integrative split of SP. (A/M; G/S)

Explored variables affecting choice of learning strategies (LSs) by more than 1,200 male and female university foreign language students. Strategy choice was affected by 2 variables related to motivation: number of years of language study and elective vs required course status. Career orientation also had a strong effect on selection of LSs. The powerful effect of gender on LSs is demonstrated by women's more frequent use of certain LSs (e.g., conversational input elicitation strategies). Educators should encourage students to experiment with a variety of LSs and to apply them to tasks that promote creative, communicative learning. (A&M; G/S; P/I)


A study investigated the role of attitudes and motivation in second language learning by administering a semantic differential measure to college students studying Spanish in three different tracks (linguistic, cultural, and bilingual, or native-speaker). The student's track was determined by grades and language experience. Findings suggest that students in each track have different attitudes toward the foreign language. The native speakers showed an "integrative" attitude toward the usability and need for the class. The linguistic-track students had a more "instrumental" outlook focused on the relationship of language to job opportunities. Students in the "cultural" track had a negative attitude toward the second language and anything related to it and showed a "rebound" effect whereby they reacted positively to anything related to English. The findings also suggest that attitudes toward language, the second language, and the second language teacher play a more important role in second language learning than previously described. (A/M)


29 college students in a beginning Japanese course were divided into 2 control groups and 1 experimental group that was taught using C. A. Curran's (1972, 1978) Counselor-Learning (CL) approach. Controls were taught using an audio-lingual method. Measures of Ss' background, motivation, attitude, anxiety, and self-esteem were taken at the start, mid-term, and end of the semester. There were no significant differences between the CL Ss and controls on measures of desire to learn, motivational intensity, or communicative competence. The implementation of CL did not interfere negatively with Ss' final grades nor did it appear to positively influence Ss' affective variables. (A/M; P/I)


Adapted a classroom anxiety scale for use with Spanish students who learn a foreign language and examined the predictive ability of students' anxiety on measures of English achievement (EA). Ss were 205 Spanish 6th, 7th, and 8th graders learning English. Results of a stepwise multiple regression analysis in which EA scores served as the criterion and anxiety scores, cognitive variables (general intelligence and verbal aptitude), and noncognitive variables (self-esteem, attitudes, and motivation) were used as predictors indicated that the anxiety variable was the first to enter the equation accounting for approximately 38% of the variance. Based on a series of comparisons among Ss with high, moderate, or low levels of anxiety in which EA scores served as the dependent variables, Ss with low levels of anxiety performed consistently higher on measures of EA. (A/I; A/M; S/I)

Argues that classroom dialogic (structured, open-ended) inquiry, through problem-posing, is a tool for classroom research into second-language instruction, helping teachers develop better understanding of students' backgrounds, motivation, cultures, and strategies for learning English. Outlines steps in dialogic inquiry, and offers examples of its uses for informing classroom practice and curriculum design. (A&M; P/I)


Thousands of adults enroll annually in private EFL courses in Egypt. What spurs these learners to exert the effort required and pay the fees in a country where access to public education is free at all levels? Our understanding of such issues is limited by the fact that most research on motivation has been conducted in second rather than foreign language contexts and in North American or European cultural settings. In the study reported here, a questionnaire was developed, based on current work on motivation in second and foreign language contexts and more general models from cognitive and educational psychology, and was administered to a sample of 1,554 adult learners at the Center for Adult and Continuing Education (CACE) at the American University Cairo, with 1,464 questionnaires used for the analyses. Factor analysis and multidimensional scaling were used to identify the components of EFL motivation for this population. Results suggest that there are three basic dimensions to motivation for learning foreign languages, which we label Affect, Goal Orientation, and Expectancy. In general terms, these are probably universal and neurobiologically based, although the analysis suggests a specific Egyptian orientation with respect to the precise definition and content of each dimension. Learner profiles with respect to these dimensions of motivation were related to age, gender, and proficiency. Motivation is also related to learning strategies and preferences for certain kinds of classes and learning tasks. Those who scored high on the affective dimension of motivation preferred communicatively oriented language classes, while those high in anxiety tended not to like group work or other aspects of currently popular communicative language pedagogy. Students with a traditional approach to learning (e.g., choosing memorization strategies over inferencing from context) also preferred classes in which the teacher maintains control.


Examined the relationship between teachers' perceptions of the foreign language (FL) academic skills and affective characteristics of 168 female 9th and 10th graders at a single-sex college preparatory high school and their performance on tests of native language skill and FL aptitude. Ss were divided into high, average, and low groups according to their scores on each of 7 native language skill measures and a FL aptitude test. Teachers' perceptions and end-of-the-year FL grades were compared by group. Ss who scored lower on the testing measures were perceived by teachers as having weaker FL academic skills and less positive affective characteristics (i.e., motivation, attitude, anxiety) than Ss with strong native language skills and FL aptitude. Ss who scored lower on the testing measures made lower FL grades than did Ss who scored higher on the measures. Differences in teachers' perceptions of students' FL academic skills and affective characteristics may be associated with their level of native language ability and FL aptitude. (A/I)
Illustrates the Linguistic Coding Deficit Hypothesis (LCDH) by describing case studies of 5 learner "prototypes" who have distinct language processing differences. LCDH was initially proposed as a plausible explanation for the foreign language (FL) learning problems of students with learning disabilities (LDs). According to the LCDH, affective factors in FL learning (e.g., low motivation, poor attitude, or high anxiety), are the result of language-based LDs. The cases are of 4 boys and 1 girl. Most of the learners have some degree of linguistic coding inefficiency in their native language, some show low overall cognitive ability, and a few demonstrate low motivation and/or high levels of anxiety. FL educators should consider possible language-based causes of FL LDs. (S/I)


Tested Japanese and Chinese High School students for differences in attitudes and motivation for learning a second language, particularly English. The perceived use of the second language directly affected the attitudes and effort put in to learn and master English. (A/M)


A discussion of second language learning strategies (LLS) first reviews research on defining, classifying, and listing LLS, then looks at studies on factors affecting learners' LLS choices, and finally examines their application in second language teaching. A definition of LLS as "specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" is selected as the clearest. A classification system (strategy inventory) by the same researcher is also selected as the most comprehensive, with some problems remaining to be resolved. Eight factors affecting learners' LLS choices, identified in previous research, are discussed briefly: sex; motivation; career orientation or motivation; personality; teaching methods; cultural background and experience abroad; age; and classroom tasks given to learners. Areas in which further research is needed on these factors and on how research on LLS can be used in the language classroom are noted. Forms used in identifying learners' LLS are appended. Contains 29 references. (P/I)

Explored the relation of a number of new measures of motivation (e.g., persistence, attention, goal specificity, and causal attributions) to each other, to existing measures of attitudes and motivation, and to indices of achievement in French courses. 75 students (mean age 17.8 yrs) in a francophone secondary school completed various motivational and attitudinal measures, and subsequently wrote an essay in French. Their final grades in the French course were used as an index of language achievement. Support was found for a LISREL structural equation model linking different aspects of motivation with language attitudes, French language dominance, and French achievement. (A/M; S/I)


Surveyed motivation's understood role in foreign language learning and proposed that motivation involves choice about actions or behaviors including decisions as to where to do something, how much effort to expend on it, and the degree of perseverance. Choices people make are based on their construction of the world and depend on internal attributes such as personality, confidence, and other factors. Some tentative propositions regarding motivation are made. (A/M)