



9º Simposio de Ensino de Graduação

MOTIVATION IN SECOND LANGUAGE ACQUISITION - GARDNERS SOCIO-EDUCATIONAL MODEL

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1. Introdução

The term motivation is used in general to identify an individual who has a goal, but the concept is much more complex than this. It is very difficult to define it because it implies many things, there are several variables that may impact the individual's motivation, as concludes Gardner (2001) that “the term is used frequently in the literature, though close inspection will reveal that it has slightly different meanings to many different individuals”. An individual is considered motivated when he/she has a drive and desire for some goal, is persistent, applies effort to achieve it, enjoys the activity, is attentive to the tasks and utilizes strategies, among other attributes.

In this paper, I am going to discuss motivation in second language (L2) acquisition from the perspective of Gardner's (1985) socio-educational model, which has been influential and studied for over 40 years, demonstrating how affective variables are related in second language learning.

In this paper I will also present some of the principal critics on socio-educational model, as the ones made by Crookes and Schmidt (1991), Dörnyei (1994) and Oxford & Shearin (1994). The model has a large acceptance in the language learning area, but some critics have been argued that because of its popularity, the model has been dominant in the area and this, results in fewer explorations in other motivational frameworks.

Then, the measurement system developed by Gardner, the Attitude Motivation Test Battery (AMTB), in order to measure the individual's affective variables and motivation in learning a second language, will be presented and analyzed in this paper.

Theoretical framework will present Gardner socio-educational model, showing its major modifications made all over the years and his latest version of the theory.

Gardner started developing his socio-educational model depicting the attitudes and motivation in second language learning in the 1960s and has continued revising it. Gardner states that second language acquisition takes place in many different contexts and the first thing that he believes that must be considered is the nature of context itself. That indicates that the learner's cultural setting has also an influence in acquiring another language and can influence the one's motivation in learning it.

Gardner's model presented four variables that are interrelated in acquiring the second language, as social milieu, that includes the individual's culture and environment; the second variable is individual differences, that includes sub variables as intelligence, aptitude, motivation (effort, desire and affect) and anxiety, which could be seen in most of the cases as an inhibited factor in the individual learning; the third variable, second language acquisition contexts includes the settings where the language is being learned (formal and informal settings) and the fourth, outcomes, includes linguistic knowledge and language skills and non-linguistics skills.

Gardner (1985) modified the model by introducing the concept of integrative motive within the individual differences variable. This concept is divided in three components: a) Integrativeness, attitudes toward the learning situation and motivation. Integrativeness is seen as an interest, identification with the second language community, with their culture and beliefs; b) Attitudes toward the learning situation involve attitudes toward the school, reactions to the textbooks, etc. c) Motivation is the effort exerted to learn the material, desire plus positive attitudes in learning the material.

2. Objetivos

In this paper, I am going to discuss motivation in second language (L2) acquisition from the perspective of Gardner's (1985) socio-educational model, demonstrating how affective variables are related in second language learning, present some of the principal critics on socio-educational model and present the measurement system developed by Gardner, the Attitude Motivation Test Battery (AMTB), in order to measure the individual's affective variables and motivation in learning a second language.

3. Desenvolvimento

The literature in second language conceptualizes motivation as an important variable in second language acquisition. The definition of motivation is very complex. It is multi-faceted, involving affective, cognitive and behavioural elements. Kleinginna & Kleinginna (1981) presented 102 statements referring to the term. A simple definition is not possible. Keller (1983) states that "motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (389). This definition covers some elements of motivation, but not all aspects. Gardner (1985) in defining motivation argues that four elements must be present for a student to be considered motivated: a goal, desire to achieve the goal, positive attitudes and effort. Gardner has referred to these as "affective variables", differentiating them from the cognitive aspects usually associated in the language learning, as intelligence, aptitude and related variables.

Gardner's Socio-Educational Model

Gardner's interest in the individual differences variables in second language acquisition started in 1956. At that time, he was a new graduate student in Psychology and talked to his thesis advisor, W.E. Lambert, who was doing research on Bilingualism, about possible thesis topics. After discussed some possibilities, Gardner said that he "didn't see how someone could really learn a second language, if they didn't like the group who spoke the language" and then Lambert exclaimed that he had found out his thesis.

Gardner began to develop his socio-educational model about the role of attitudes and motivation in second language learning in the 1960s and has revised and updated it until the present days. As a result of many empirical studies, Gardner's initial finished model was presented in 1979, revised in 1985 and again in 2001. Before describing the socio-educational model and its revisions, Figure 1 represents what Gardner considers to be the fundamental model of language learning.

The model proposes that there are two primary individual differences variables in language learning: ability and motivation. It is proposed that individuals with higher levels of ability (intelligence and language aptitude) will tend to be more successful at learning the language than the students who are less "endowed". Similarly, students with higher levels of motivation will do better than the students with lower levels, because they will expend more effort, will be more persistent, will be more attentive, will enjoy the experience more, will be goal directed, will want more to learn the material. The factors are expected to be relatively independent because some students high in ability may be high or low in motivation and vice-versa. In the model, both ability and motivation are related to the formal and informal language learning contexts. The formal contexts refers to any situation where instruction is realized (the language classroom), and informal contexts are any other situation where the language can be used or experienced (i.e. listening to the radio, watching movies, the street, etc). It is assumed that whereas both ability and motivation would be equally involved in formal contexts, motivation would be more involved than ability in informal contexts, because motivation determines if the individual takes part in informal contexts. In the model, both contexts are shown to lead to both linguistics and non-linguistics outcomes. Finally it is shown that the educational setting and cultural context influences the motivation, but not the ability.

Gardner's socio educational model (1979) showed four variables, named social milieu, individual differences, second language acquisition contexts and outcomes. These four variables are interrelated when acquiring a language. The first variable, social milieu refers to the individual's cultural beliefs or environment and it plays a role as influencing both affective and cognitive individual differences among language learners. The second variable, individual differences includes four sub-variables (two cognitive and two affective factors) as intelligence (a determiner of how quick and how well the learner will acquire the language), language aptitude (verbal and cognitive abilities), motivation (effort, desire and affect – it determines how active and how hard the learner will work to acquire the second language) and finally, situational anxiety (it is seen as an inhibiting effect on the learner's performance in acquiring a second language). According to Gardner, these four individual differences are the most influential in acquiring a second language. The third variable, learning acquisition contexts, refers to the setting where the language is being learned, the combination of formal language training and informal language experience. The fourth variable, language learning outcomes, includes linguistic knowledge and language skills (vocabulary knowledge, grammar, fluency, pronunciation, etc) and non-linguistic skills (these are seen as the individual's attitudes and values regarding the beliefs or cultural values of the target language community).

Gardner (1985) has modified the model by introducing the concept of integrative motive within the individual differences variable. It is divided in two components: attitudes toward the learning situation and integrativeness. Attitudes towards the language situation involve attitudes towards the school environment, reactions to the textbooks, evaluation of the language teacher and the language

course. Clearly, the nature of the learning situation will influence a student's motivation. An interesting and skilled teacher with a good command of the language, an exciting curriculum, carefully constructed lesson plans, and meaningful evaluation procedures will promote higher levels of motivation than a teacher lacking in some of these attributes. Integrativeness is seen as an interest in the second language group, the learner shows an openness and identification with the target language community and their culture. Gardner "never meant integrativeness to mean one wanted to become a member of another cultural community, but rather an individual's openness to talking on characteristics of another cultural/linguistic group". Gardner (2005) states that "individuals for whom their own ethno-linguistic heritage is a major part of their sense of identity would be low in integrativeness; those for whom their ethnicity is not a major component, and who are interested in other cultural communities would be high in integrativeness". Gardner and Lambert (1959, 1972) have also identified two reasons for people to learn a different language: integrative motive and instrumental orientation. The first one refers to the ability to relate to the language of a community different than yours and it represents an interchange between "self-concept, attitudes and motivation". Instrumental orientation allows the learner to gain something from acquiring the language, for practical reasons, such as in the case of getting a job or enhancing one's education. Gardner emphasized that the two orientations should not be seen as "antagonistic", as they are often positively related to the acquisition of a second language. A study conducted by Clément, Dornyei, and Noels strengthened this point. They examined the linguistic attitudes and motivations of 301 Hungarian high school students learning English as a Foreign Language (EFL) and concluded that Gardner's integrative motive was associated with instrumental reasons, among others, for students acquiring the second language

Critics of the model

The socio-educational model has been studied over the years with two purposes: to establish that motivation is related to language achievement and to investigate the structure of the Gardner's integrative motive. Over the years, Gardner and his model has been criticized, initially by Au (1988) and Oller (1981) that criticized his conceptual and operational definitions based on inconsistencies, when discussing the impact of attitudes / motivation on language achievement. In the early 1990s, three papers were published that were critical of Gardner's socio-educational model. The critics intended to expand the socio-educational model and include additional motivational variables. The following studies have been relevant to language pedagogic and impacted the study for motivation language learning.

The Attitude Motivation Test Battery (AMTB)

The AMTB was developed to measure the various components of the socio-educational model of second language acquisition.

Attitudes toward the language situation

Attitudes toward the learning situation refer to any affective reactions that the students may have regarding the class and could assess the quality and availability of the materials, the curriculum, the teacher, etc.

In the AMTB, these attitudes are assessed in terms of the students' evaluation of the teacher and the course. The two measures are:

Language teacher – evaluation (teach)

Language course – evaluation (course)

Integrativeness

As measured in the AMTB, integrativeness is about communication with members of the other language group, a general interest in foreign groups, summarizing, it reflects an individual's openness to other cultures in general and the target culture in particular. Three measures in the AMTB are:

Integrative orientation (IO)

Interest in foreign languages (IFL)

Attitudes toward the language community (ALC)

Motivation

There are many facets of motivation that can be examined but Gardner believes that "the fundamentals are best identified by three measures that assess effort and persistence, the desire to learn the language, and affective reactions to learning the language. Any one, in and of itself, does not properly encompass the many features of the motivated individual, but it is felt that these three do an adequate job in this regard". In the socio-educational model, it is assumed that attitudes toward the learning situation and integrativeness are the major supports for motivation, though, under some circumstances, instrumentality could also have the same purpose. The three measures in the AMTB used to assess motivation are:

Motivational intensity (MI)

Desire to learn the language (DESIRE)

Attitudes toward learning the language (ALL)

Language Anxiety

Anxiety about the language could happen in many situations (i.e., interpersonal communication, language drills, examinations, etc.). According to Gardner, “such anxiety could result from more general forms of anxiety such as trait anxiety, previous unnerving experiences in language classes, or because of concern about deficiencies in language knowledge and skill. That is, language anxiety could have deleterious effects on learning, and inadequate skill could give rise to feelings of anxiety”. There are two different situations to be assessed: the language class and contexts outside of the classroom situation where the language might be used. Two measures are employed:

Language class anxiety (CLASS)

Language use anxiety (USE)

Instrumentality

Instrumentality refers to conditions where the language is studied for pure practical reasons. The only measure considered appropriate is the following scale:

Instrumental orientation (INST)

4. Resultado e Discussão

No results are going to be presented as there is an ongoing research.

5. Considerações Finais

Motivation has been considered an important factor in second language acquisition and as it could be seen in this paper, the socio-educational model is still consistent and discussed now a days.

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