ORIENTATIONS AND EXECUTIVE MOTIVATION IN L2 LEARNERS OF TURKISH

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OUTLINE

- Motivation in Language Learning
- Orientations & Executive Motivation in L2 Turkish Learners
- Heritage Language Motivation
MOTIVATION IN LANGUAGE LEARNING
Why study L2 motivation?

- L1 vs L2 acquisition
- Individual differences
- Arduous process
- Pedagogical considerations
History of L2 Motivation Research: 
3 phases

• Socio-educational model 
  (Gardner, 1985)
• Cognitive-situated period (1990s)
• Process-oriented period 
  (since Dörnyei & Ottó, 1998)
Socio-Educational Model

- Before: L2 competence-intelligence & verbal aptitude only
- Bilingual Canadian setting
- Social-psychological
- Integrative Motivation
- AMTB: Attitude/Motivation Test Battery
- Revisions over the years (Gardner, 1985 to Gardner, 2001)
Figure 1: Revised Socio-Educational Model

- **External Influences**
  - Histocr
  - Motivators

- **Individual Differences**
  - INT
  - ALS
  - Other Non-Mot Factors
  - Integrative Motivation

- **Language Acquisition Contexts**
  - Formal
  - Informal
  - Other Non-Mot Factors
  - Linguistic
  - Non-Linguistic

- **Outcomes**
Cognitive-Situated Period

- Macro-level to micro-level (unique learning contexts)
- Adapting the theories in mainstream cognitive psychology into L2 learning research
- **Self-determination theory** (Deci & Ryan 1985)
  - *intrinsic* and *extrinsic motives*
  - Dominant theory in motivational psychology
  - Adapted to L2 by Noels (2001) and her colleagues (Noels, Pelletier, Clément & Vallerand 2000)
- **Attribution theory** (Weiner 1992)
  - “The subjective reasons to which individuals attribute their past successes and failures, in other words, their *attributions* shape their future motivation to a considerable extent”.
  - Attributions in L2 (e.g. Ushioda 2001).
Process Model

- coverage to all the empirical data
- temporal dimension of motivation
- Dörnyei & Ottó 1998
- inspired by the action control theory (Heckhausen & Kuhl 1985)
- Motivational influences show up along an action sequence during L2 learning.
- dynamic aspect of motivation: crossing the Rubicon, choice motivation → executive motivation
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Research Questions

- Relation between *choice motivation* and *executive motivation* in learners of Turkish as an L2?
- What kind of choice motivation, what effect on executive motivation in long term? A specific type of choice motivation, more impact on later motivation?
Basic Concepts

• **Orientations** (Gardner, 1985): choice motivation - Noels’ Classification (2001):
  - Intrinsic Orientation
  - Extrinsic/Instrumental Orientation
  - Integrative Orientation

• **Executive Motivation**: enthusiasm, desire to continue, effort
INTRINSIC ORIENTATION

Pleasure of learning *per se*

- “I love learning foreign languages.”
- “French is such a melodic and harmonious language.”
- “Learning Chinese is like a great challenge for me! It is so different from my mother tongue.”
- “I feel really good at German and I want to become even more fluent.”
- “Learning Turkish is really fun.”
EXTRINSIC/INSTRUMENTAL ORIENTATION

Utilitarian reasons

- “I am required to take a foreign language to complete my M.A. degree, this is why I am learning Spanish.”
- “In order to find a decent job, I have to learn English.”
- “I am an archaeologist and I believe learning Greek will help me with the ancient texts.”
- “I learn Turkish because, with the recent EU-related developments, it will be an advantage for my career.”
INTEGRATIVE ORIENTATION

Desire to get to know the people

• “I think Portuguese people are very friendly, I would like to learn their language to communicate with them in their language.”
• “My husband's parents are Italian. I want to learn Italian to get closer to them.”
• “I have many Dutch friends. I learn Dutch and go to the Netherlands very often to see them.”
• “I love Japan, Japanese people, culture, food, music and language. Actually I am fascinated by everything that is Japanese and therefore I started to study the Japanese language.”
• “I think the Turkish culture is very rich and interesting. This is why I am learning Turkish.”
Why Turkish as an L2?

- Gap in literature
- Various reasons, various contexts
- (Including Turkish heritage speakers—especially in Western Europe: Germany, the Netherlands, Belgium, Austria, France)
Methodology: Interviews, Questionnaire

Mixed Methodology

- Qualitative data: Interviews
- Quantitative data: Questionnaire
Interviews

• semi-structured interviews
• 8 L2 learners & 2 teachers
• explore the major characteristics of the population learning
• individual opinions about reasons
• Learner profiles
Interviews

[...]

Regarding my motivation for learning Turkish, well I'd say it's quite... There are two things: First, the utility... First of all, it is obligatory to speak Turkish when you're living in Ankara [...]. Well it could be for shopping, for dwelling, etc. It's really a practical purpose, for the daily life. Then, there is pleasure motivation. I have two types of it. First there is the pleasure of daily situations, I mean being able to say “Hoşbulduk!” (Politeness term in response to “welcome”, literally translated as “we found well”), “thank you”, etc. Being able to be nice to people, being able to enter into communication with people [...]. And another thing, it's an intellectual pleasure to see that at the age of 30, one can still learn a new language, understand it, acquire a new logic, a grammar... The Turkish language is so different than French (his L1), so what is more, it's like an intellectual game. I'd say it's the joy of learning! [...]


Questionnaire

- 60 items. First 46 items: Likert-scale questions, 47-59: general personal information & learning background, 60: open-ended
- English & French
- 129 participants
Questionnaire

- G: German
- A: American
- Fr: French
- Fi: Finnish
- It: Italian
- K: Kazakhstani
- H: Hungarian
- D: Danish
- Ir: Irish
- Ca: Canadian
- Ch: Chinese
- Is: Israeli
- O: Other
- U: Unknown
Results

• Intrinsic Orientation-Executive Motivation: significant
  \( r=0.602, \ p<0.001 \)

• Integrative Orientation-Executive Motivation: significant
  \( r=0.461, \ p<0.001 \)

• Extrinsic/Instrumental Orientation-Executive Motivation: negative, not significant
  \( r=-0.062, \ p<0.001 \)
Results

• Also confirmed by a multiple regression analysis

• The relationship with Executive Motivation:
  o Intrinsic Orientation ++
  o Integrative Orientation +
  o Extrinsic/Instrumental Orientation (-)
Discussion

- Liking the process – effort in later tasks
- Turkish: not as a subject matter but an integral part of the community speaking it
- External awards: not sufficient for sustained motivation on their own
HERITAGE LANGUAGE MOTIVATION
Heritage Speakers’ Motivation

- Motivation for L2 vs. HL
- An “easy A”? Genuine interest in language per se? Integrativeness?
- Integrative orientation & Heritage speakers
- Language & Concept of “self”
Heritage Speakers’ Motivation

- Noels, K. A. (2005). *Orientations to Learning German: Heritage Language Learning and Motivational Substrates*
- Kondo-Brown, K. (2001). *Bilingual heritage students' language contact and motivation.*
Heritage Speakers’ Motivation

• Pedagogical Considerations
  o For heritage language teachers
  o For self-motivation of heritage speakers
• Other future research directions?
THANK YOU!

Questions & Comments?