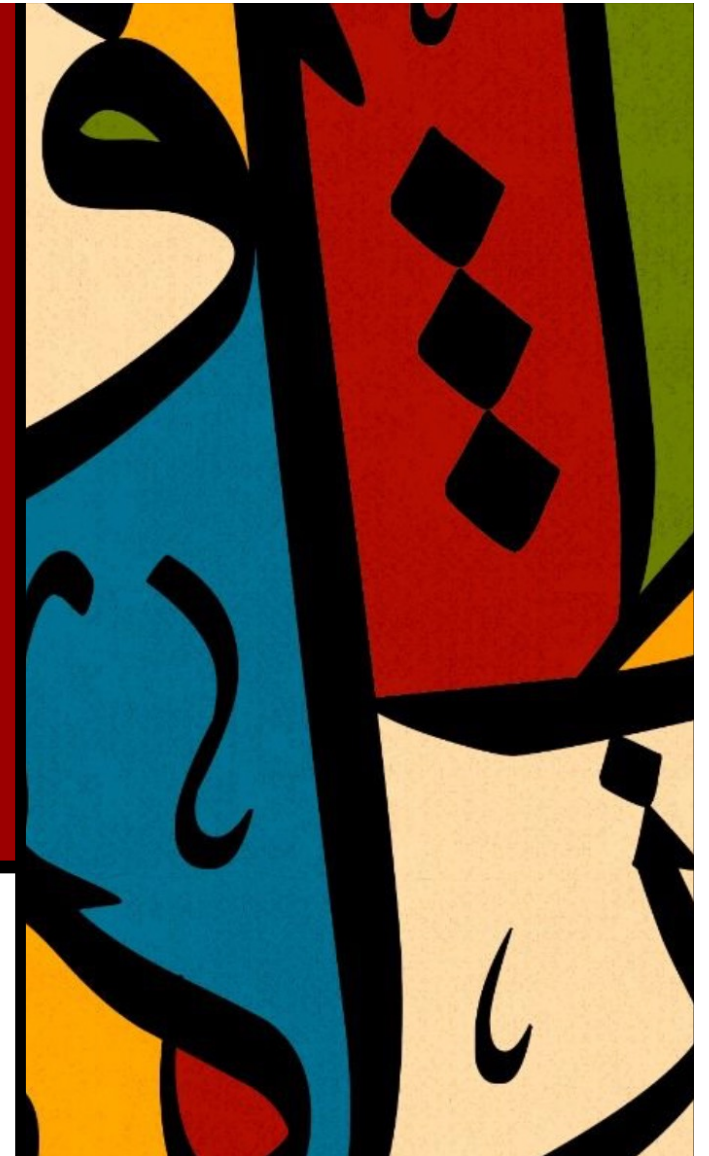


Motivation to Learn Arabic as an Additional Language

Anna-Maria Ramezanzadeh | Robert Woore



Top 10 Questions for Research into the Learning and Teaching of Arabic

- 1 What approaches to teacher development are effective for teachers of Arabic?
- 2 How do we design valid, reliable, inclusive and fair assessments of AL2 proficiency for learners of diverse backgrounds?
- 3 What might an effective multiglossic approach to teaching Arabic look like?
- 4 How can we ensure that instruction and materials are appropriate for learners of different levels within the same classroom (across different language skills and areas of learning)?
- 5 How do we develop heritage learners' positive sense of identity through their Arabic learning?
- 6 What strategies can learners use to in relation to different skills (reading, writing, listening, vocabulary learning etc.) to help improve their proficiency?
- 7 How can students be encouraged to use Arabic inside and outside the classroom?
- 8 What resources are available for teaching Arabic at different levels, and to students of different backgrounds, and how effective are they?
- 9 What factors influence, generate and sustain learners' motivation to study Arabic?
- 10 How can critical cultural competence be taught effectively to different categories of learners?

OUTLINE OF SESSIONS

Defining Motivation

Motivation: Theories, Frameworks and Models

Systematic Review: Methods and Quality Assessment

Findings: The Landscape of Arabic Motivation Research

Motivation Studies in Focus

Questions for Theory and Practice

DEFINING MOTIVATION



DEFINING MOTIVATION

How do **you** define
motivation?

Join at:
vevox.app

ID:
112-969-949



The 'jingle jangle' challenge

*attitudes; desire; determination; motivation; perceptions;
engagement; orientation; goals; drive; interest*

“When one uses the same word to refer to different things (jingle) or uses different words to refer to the same thing (jangle)” (Pekrun, 2023, p. 1)

The Common Denominator

“Motivation denotes **mental processes** that shape the **goal direction, intensity, and persistence of behaviour** [...] Thus, core motivation is the **mental representation** of desired states and **actions combined with the feeling** of desire.” (Pekrun, 2023, p. 1)

Two underlying concepts:

Where do I want to go?
How strongly do I want to get there?

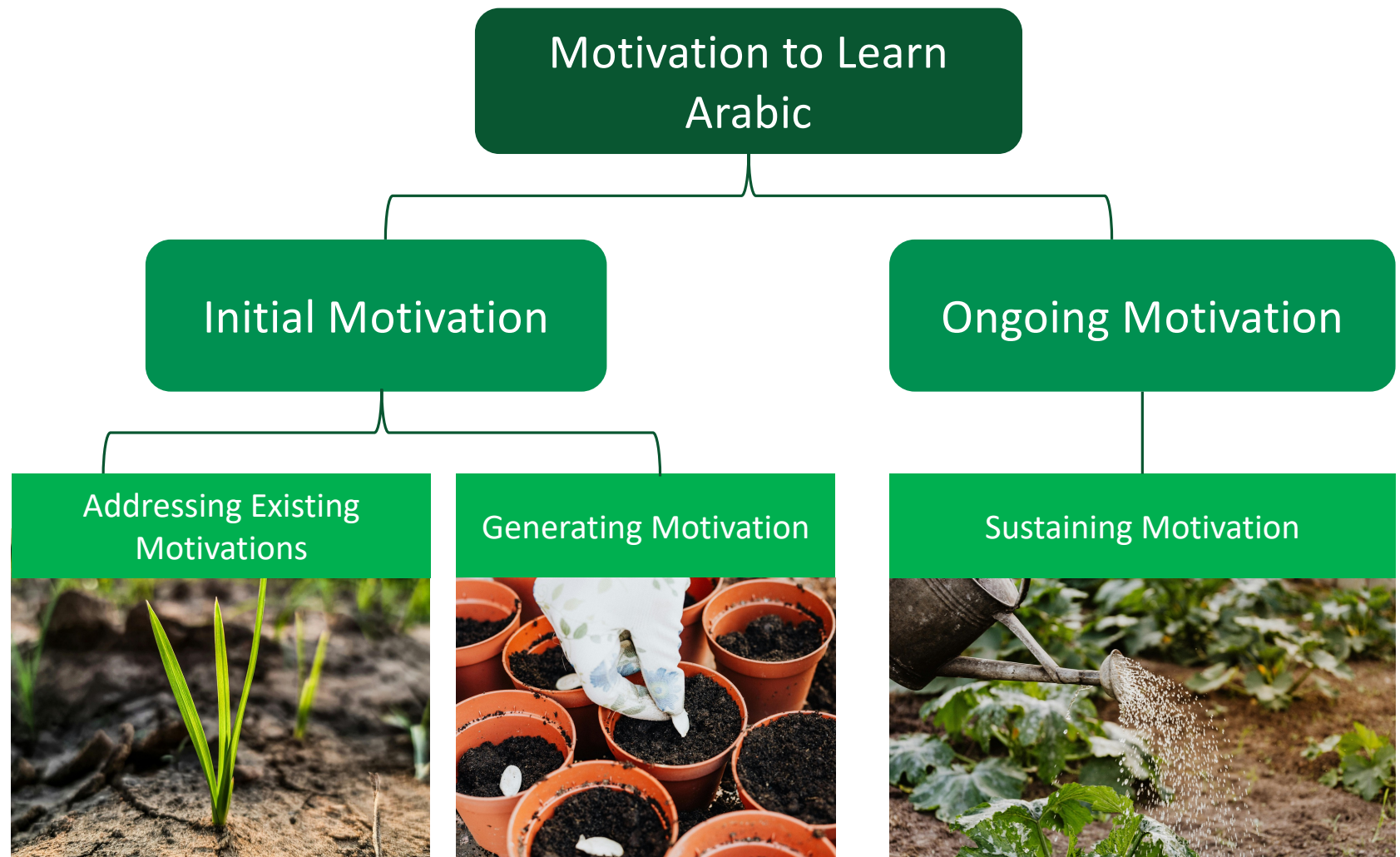
DIRECTION



INTENSITY



CONCEPTUALISING MOTIVATION



Initial Motivation:

Beginning the language journey – identifying the destination



Enjoying the view! →
(Having a first conversation in the L2,
passing a test, achieving a grade)
Motivation at a high



Destination:
Language Learning Goal/
Future Self Image



← Finding it tough
(Self-questioning – Will I ever
get there? Do I even care??)
**Internal factors affecting
motivation**



Poor conditions →
(Classroom
disruptions, don't
like the teacher)
**External factors
affecting
motivation**



Motivation is...

- **Complex** – multiple dimensions and influencing factors
 - Internal/external, positive/negative, present/historical
 - E.g., attainment, anxiety, enjoyment, teacher, classmates, curriculum content
- **Dynamic** – changes from moment to moment



REAL WORLD EXAMPLES



How can research help us understand motivation?

DEFINITIONS

What exactly are we looking at?

Can help clarify terms and avoid 'jingle jangle'

FRAMEWORKS

*How exactly are we looking at it?
From what perspective(s)?*

Offers different ways of looking at
motivation

FINDINGS

*What insights has research provided that might
apply to our own classrooms?*

Offers findings from large scale studies,
experimental studies, longitudinal studies which
may help us understand our own learners

INSTRUMENTS

*What tools are we using to capture
and measure motivation? How can we
analyse it?*

Offers standardized and validated
tools and methods of analysis

What has research told us about motivation already?

- **Strong predictor of L2 success**
- One of the most important individual differences (Ellis, 2004)
- Can explain more variance in attainment than aptitude (Lambert & Wallace, 1972)
- Able to compensate for limitations in students' aptitude and deficiencies in the learning environment (Dörnyei, 2015)

MOTIVATION FOR LEARNING ARABIC

Features to bear in mind when thinking about motivation to learn Arabic in particular:

GLOBAL LANGUAGE

RELIGIOUS LINKS

DIFFICULTY OF THE LANGUAGE
(Distance from European Languages;
Novel Script)

**COMPLICATED
SOCIO-POLITICAL
TENSIONS**

ARABIC IN DIASPORA
(Arabic as a Community/Heritage
Language)

MULTIGLOSSIA

**STEREOTYPES AND
STIGMA**

**STIPULATIONS OF NATIONAL
CURRICULA**
(Alignment with Motivations)

**FEASIBILITY OF 'TRAVEL'
AS A MOTIVATOR?**

MOTIVATION: THEORIES, FRAMEWORKS AND MODELS



Phases of L2 Motivation Research

Phase 1 1959-1990	Phase 2 1990-2000	Phase 3 2000-2005	Phase 4 2005-2010	Phase 5 2010-Present
Socio-educational Model	Cognitive Turn	Process Oriented	L2MSS	Socio-Dynamic Turn
Research is informed by Gardner's (1985) social psychological framework:	Research is informed by cognitive theories:	Focus is on classroom-situated task motivation:	Focus is on a learner's internal self-concepts:	Focus is on the interplay between motivation and a learner's context:
• Attitudes toward the L2 community • Attitudes toward the learning experiences • Attitudes toward learning	• Self-Determination • Self-Discrepancy • Possible Selves • Attribution Theory	• Pre-actional stage • Actional stage • Post-actional stage	• Ideal L2 Self • Ought-to L2 Self • Learning experience	• Social • Cultural • Historical • Socioeconomic • Sociopolitical • Habitat • Ideologies

Note. Adapted from Alharbi (2017, Chapter 2, p. 11).

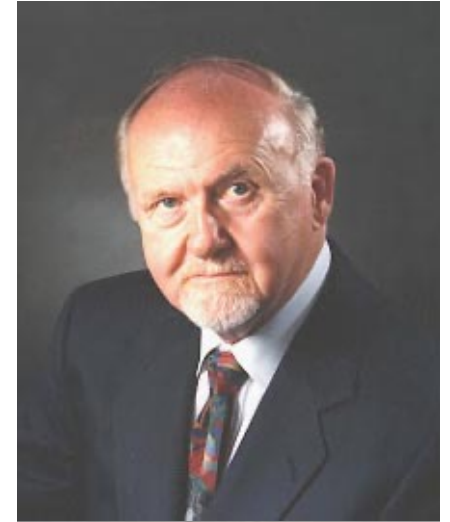
Socio-Educational Model

Gardner & Lambert (1950s-1970s) - working in **Canada**

Key concept: 'orientations' - Gardner's term for a 'goal'. Orientations arouse motivation and direct them (antecedents to motivation)

2 orientations:

- **Integrative**
- **Instrumental**



Socio-Educational Model – Key Constructs

Integrativeness: ‘individual’s willingness and interest in social interaction with members of other groups’ (Gardner and MacIntyre, 1993b: 159).

“I want to learn this language because I like people who speak this language.”

Instrumentality: ‘the language is being studied for practical or utilitarian purposes’ (Gardner, 2006 p.249).

“I want to learn Arabic because I think it will be useful for getting a good job in the future.”

Attitudes: Towards the language and language community, language learning, and the learning context

Motivational factors: effort, desire, and attitude towards learning.



Self-Determination Theory

Deci & Ryan (1985; 2000) – macro theory, contains 6 'mini-theories'

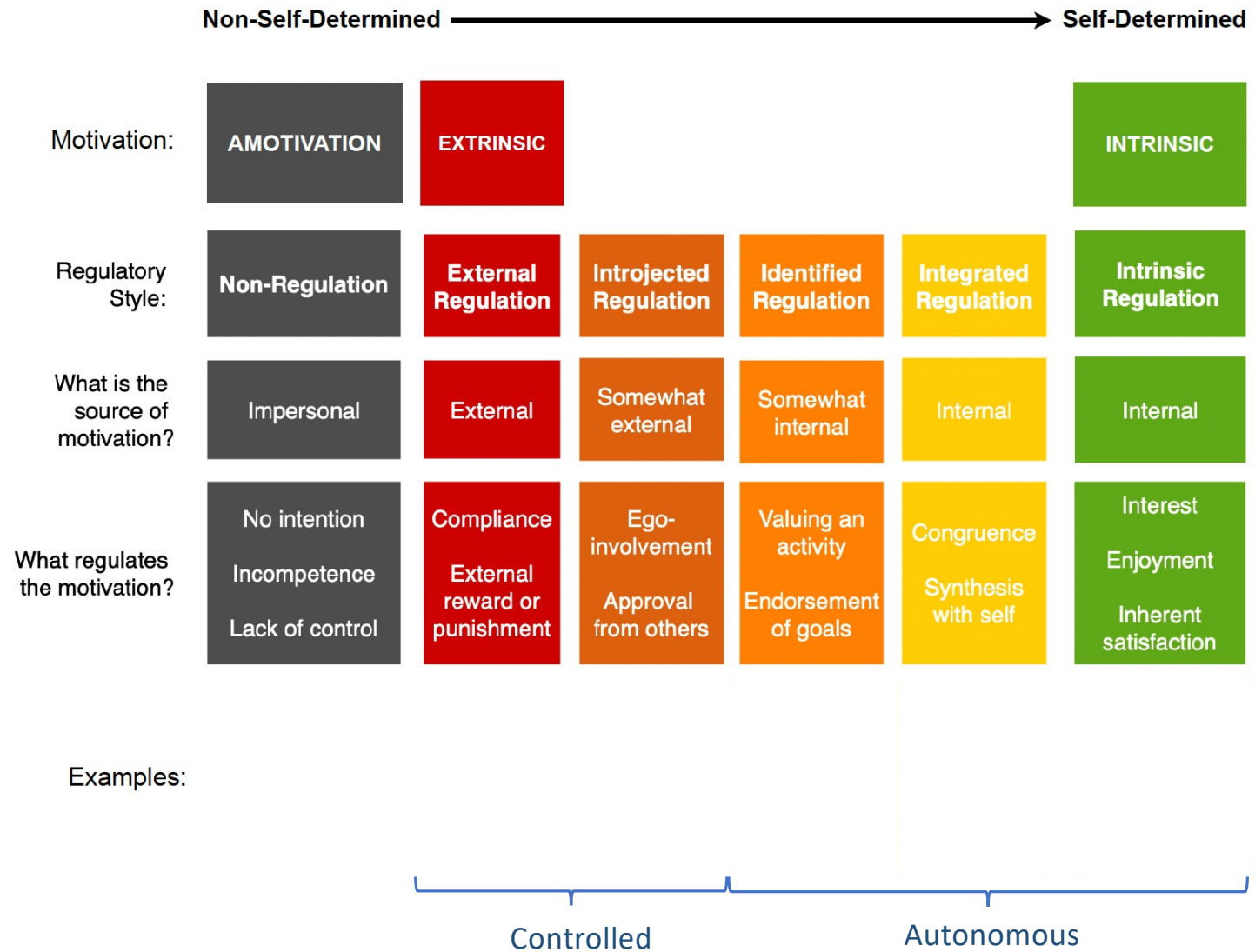


Basic Psychological Needs theory

When three basic psychological needs are met, this allows motivation (and learning) to flourish:

- **Autonomy:** Feeling in control of one's actions and choices
- **Competence:** Feeling capable and skilled at engaging with the world
- **Relatedness:** Feeling connected to and cared for by others

Organismic Integration Theory



Amotivation

I can't do this...

This will take too much effort.

Lack of motivation caused by **feelings of incompetence and helplessness** when faced with the activity (Deci & Ryan, 1985).

Even if I make the effort, it won't make a difference.

Demotivation

My teacher hates me

“specific **external forces** that reduce or diminish the motivational basis of a behavioural intention or an ongoing action” (Dörnyei & Ushioda, 2011, p. 139)

There's just too much homework for this subject!

My classmates are making so much noise – it's hard to focus!

APPLYING THE THEORY

Non-Self-Determined
→
 Self-Determined

Motivation:	AMOTIVATION	EXTRINSIC				INTRINSIC
Regulatory Style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
What is the source of motivation?	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
What regulates the motivation?	No intention Incompetence Lack of control	Compliance External reward or punishment	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction



L2 Motivational Self System (L2MSS)

- Dörnyei (2005)
- L2MSS – the dominant theory in the field (Boo et al., 2015)
- Draws on theories from mainstream psychology



Underlying Theories

Possible Selves Theory (Markus & Nurius, 1987)

Possible selves are people's **images** of 'what they *might* become, what they would *like* to become, and what they are *afraid* of becoming' (p. 157)

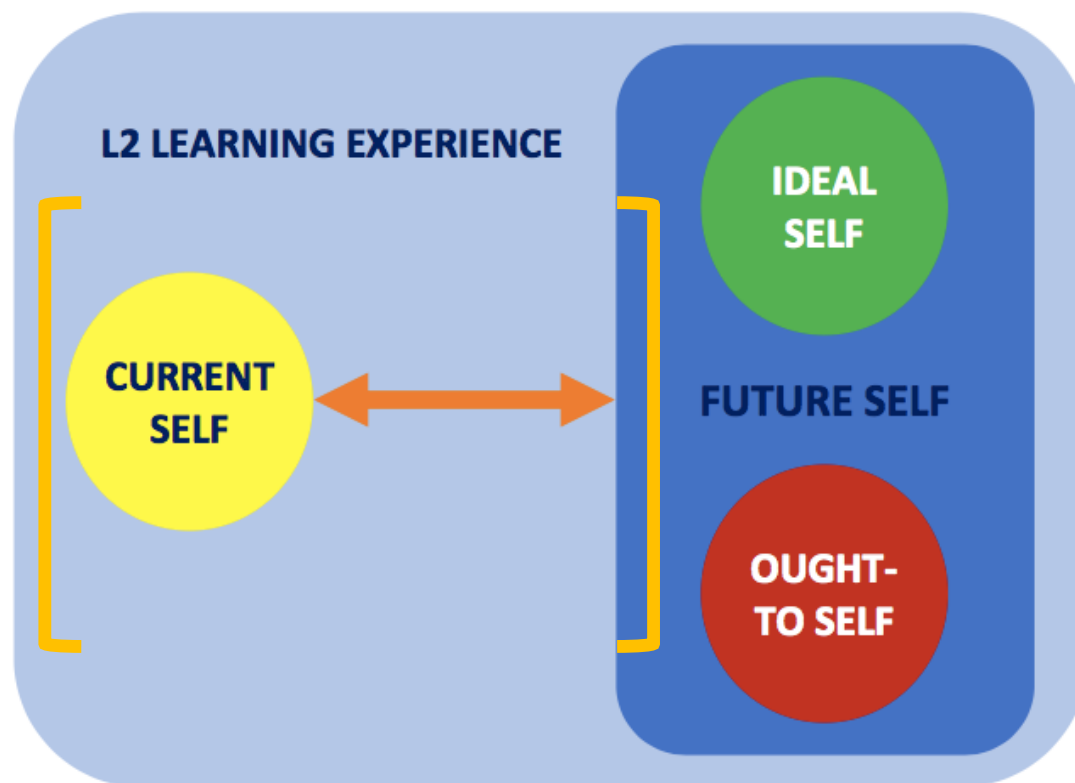
Self-Discrepancy Theory (Higgins, 1987)

Motivation stems from the desire to **reduce the uncomfortable gap** between one's *current* and *future* self-concepts

Gardner's Socio-Educational Model (Gardner & Lambert, 1972)

Reinterpretation of integrative motivation as part of a broader L2 self-concept – **integrating the language into the self**, rather than the self into the language community

L2 Motivational Self System (L2MSS)



MOTIVATION MODELS

IDEAL L2 SELF

A representation of a person's 'hopes, aspirations, or wishes' (Dörnyei & Ryan, 2015, p.87)

'Learners with a **vivid and detailed ideal self-image** that has a substantial L2 component are more likely to be motivated to take action...' (Dörnyei & Ryan, 2015, p. 96-97)

OUGHT- TO L2 SELF

'the attributes that one believes one ought to possess (i.e., a representation of someone's sense of **duty, obligations, or responsibilities**)' (Dörnyei & Ryan, 2015, p.87)

L2 LEARNING EXPERIENCE

'**situation-specific motives** related to the immediate learning environment and experience' (Dörnyei & Chan, 2013, p.438)

MOTIVATION MODELS

Ideal Self?

Ought-to
Self?

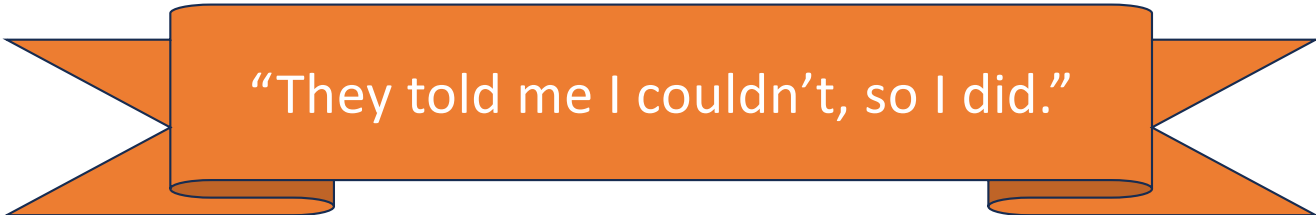
Feared Self?



Other Selves...

The **Anti-Ought-to Self** (Thompson, 2017) - 'basking in the delight of doing the unexpected'

'Motivated by the opposite of what the external pressures demand: choosing to study a language to go against the norms of society' (p. 39)



"They told me I couldn't, so I did."

OTHER MOTIVATIONAL SELF CONCEPTS



OUGHT-TO SELF (OTHERS)



REBELLIOUS SELF



PAST SELF



ANTI-OUGHT-TO SELF



FEARED SELF



OUGHT-TO SELF (OWN)

APPLYING THE THEORY

IDEAL L2 SELF

A representation of a person's 'hopes, aspirations, or wishes' (Dörnyei & Ryan, 2015, p.87)

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OUGHT- TO L2 SELF

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L2 LEARNING EXPERIENCE

'**situation-specific motives** related to the immediate learning environment and experience' (Dörnyei & Chan, 2013, p.438)



Complex Dynamic Systems Theory

‘**Dynamic turn**’ in language learning research – motivation is not fixed by constantly shifting, day by day or even minute by minute.

It is influenced by many factors which interact as part of a as part of a complex overall system.



‘When viewed from a complex dynamic systems perspective, not only are individuals a product of the **constant interactions between their various individual attributes and contexts**, but those **attributes themselves are also multi-componential** in nature and make up a **holistic dynamic framework**.’

(Dörnyei & Ryan, 2015 p.11)

MY MOTIVATION

How did you feel about learning Chinese?
To what extent did you feel motivated to learn?

Which factors affected your motivation to engage in the lesson?

Do any of the theories we have covered resonate with your motivation for learning Chinese?

SYSTEMATIC REVIEW OF ARABIC MOTIVATION STUDIES



Guiding Questions:

- In what contexts has research into motivation to learn AL2 been conducted to date?
- What motivation frameworks have been used to research AL2 motivation?
- What do existing studies tell us about motivation towards learning Arabic?

Inclusion Criteria

- Related to **learning or teaching of Arabic as an Additional Language**
- **Empirical** study
- Published in **English**
- Includes a **measure of motivation** which is reported on as **part of the findings**

SYSTEMATIC REVIEW METHODS

Initial Searches (Database: 50 + Scoping Review: 131)

→ **181**

Abstract Reviews

→ **119**

Full Text Review

→ **63**

Quality Assessment Tools

Kmet et al. (2004)

Criteria for assessing quality
of research

Quantitative + Qualitative

STANDARD QUALITY

ASSESSMENT CRITERIA

for Evaluating

Primary Research Papers

from a Variety of Fields



QUALITY ASSESSMENT

Criteria	
1	Question / objective sufficiently described?
2	Study design evident and appropriate?
3	Method of subject/comparison group selection or source of information/input variables described and appropriate?
4	Subject (and comparison group, if applicable) characteristics sufficiently described?
5	If interventional and random allocation was possible, was it described?
6	If interventional and blinding of investigators was possible, was it reported?
7	If interventional and blinding of subjects was possible, was it reported?
8	Outcome and (if applicable) exposure measure(s) well defined and robust to measurement / misclassification bias? Means of assessment reported?
9	Sample size appropriate?
10	Analytic methods described/justified and appropriate?
11	Some estimate of variance is reported for the main results?
12	Controlled for confounding?
13	Results reported in sufficient detail?
14	Conclusions supported by the results?

Criteria	
1	Question / objective sufficiently described?
2	Study design evident and appropriate?
3	Context for the study clear?
4	Connection to a theoretical framework / wider body of knowledge?
5	Sampling strategy described, relevant and justified?
6	Data collection methods clearly described and systematic?
7	Data analysis clearly described and systematic?
8	Use of verification procedure(s) to establish credibility?
9	Conclusions supported by the results?
10	Reflexivity of the account?

Quantitative /28

Qualitative /20

Possible scores:

Yes (2)

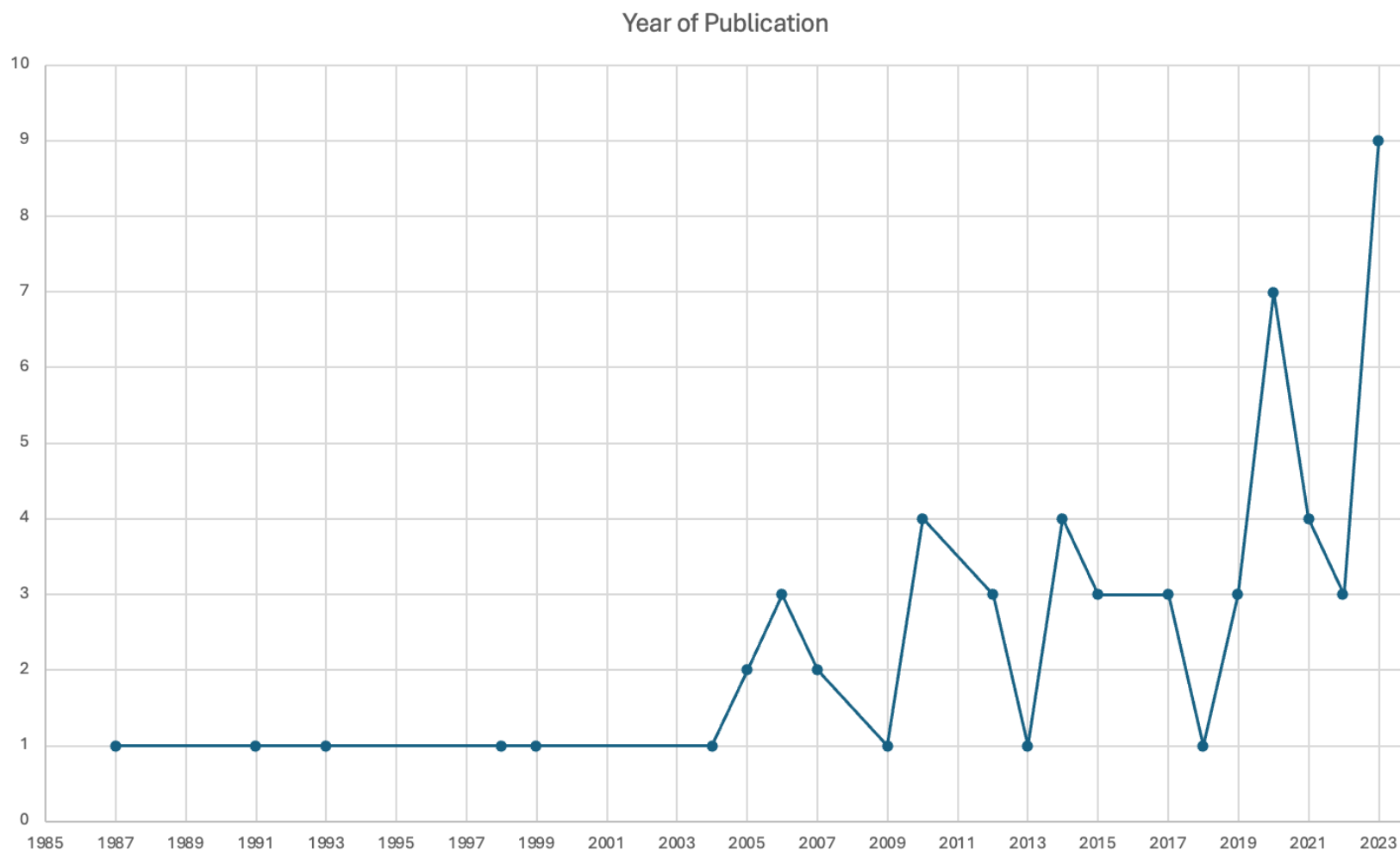
Partial (1)

No (0)

FINDINGS



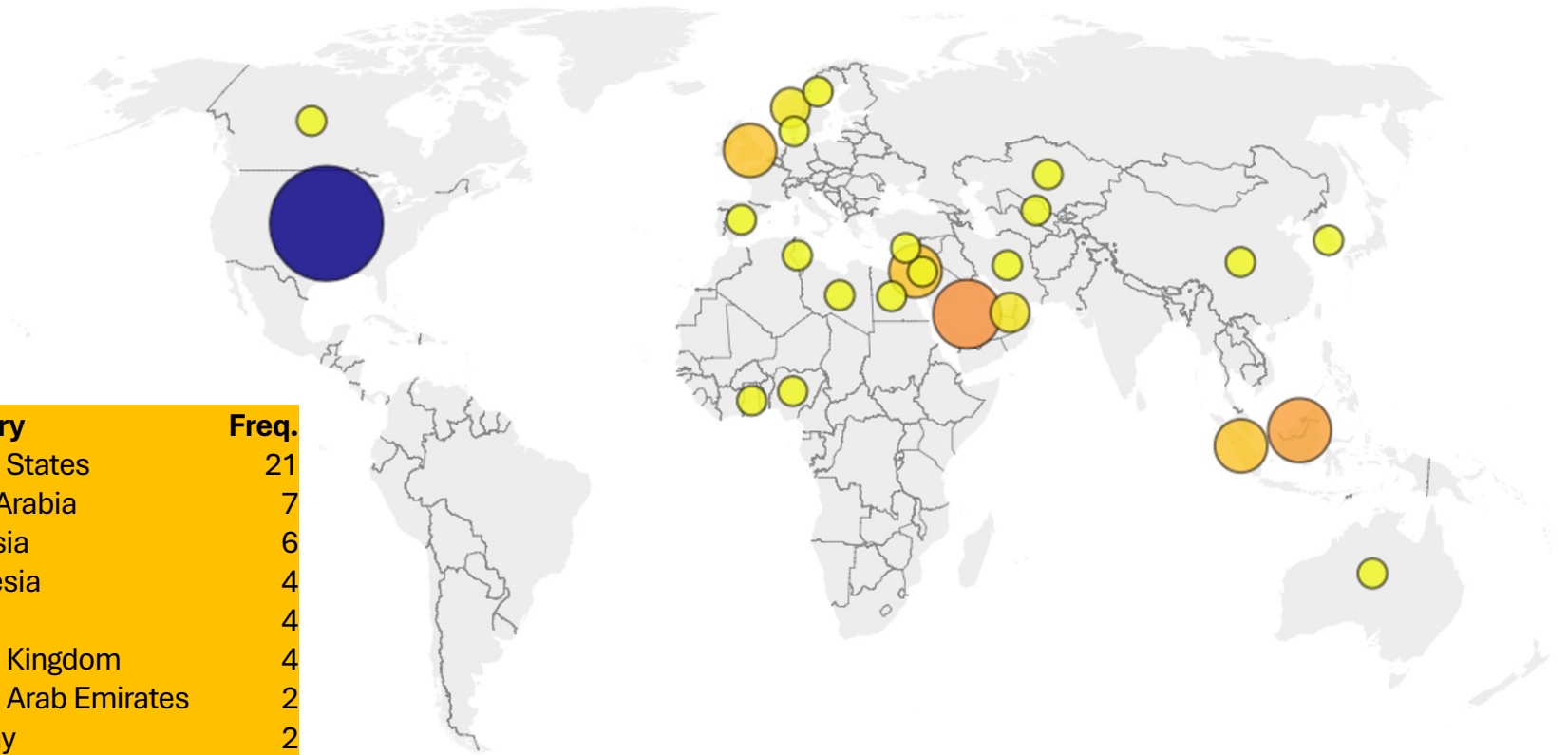
PUBLICATION DATES



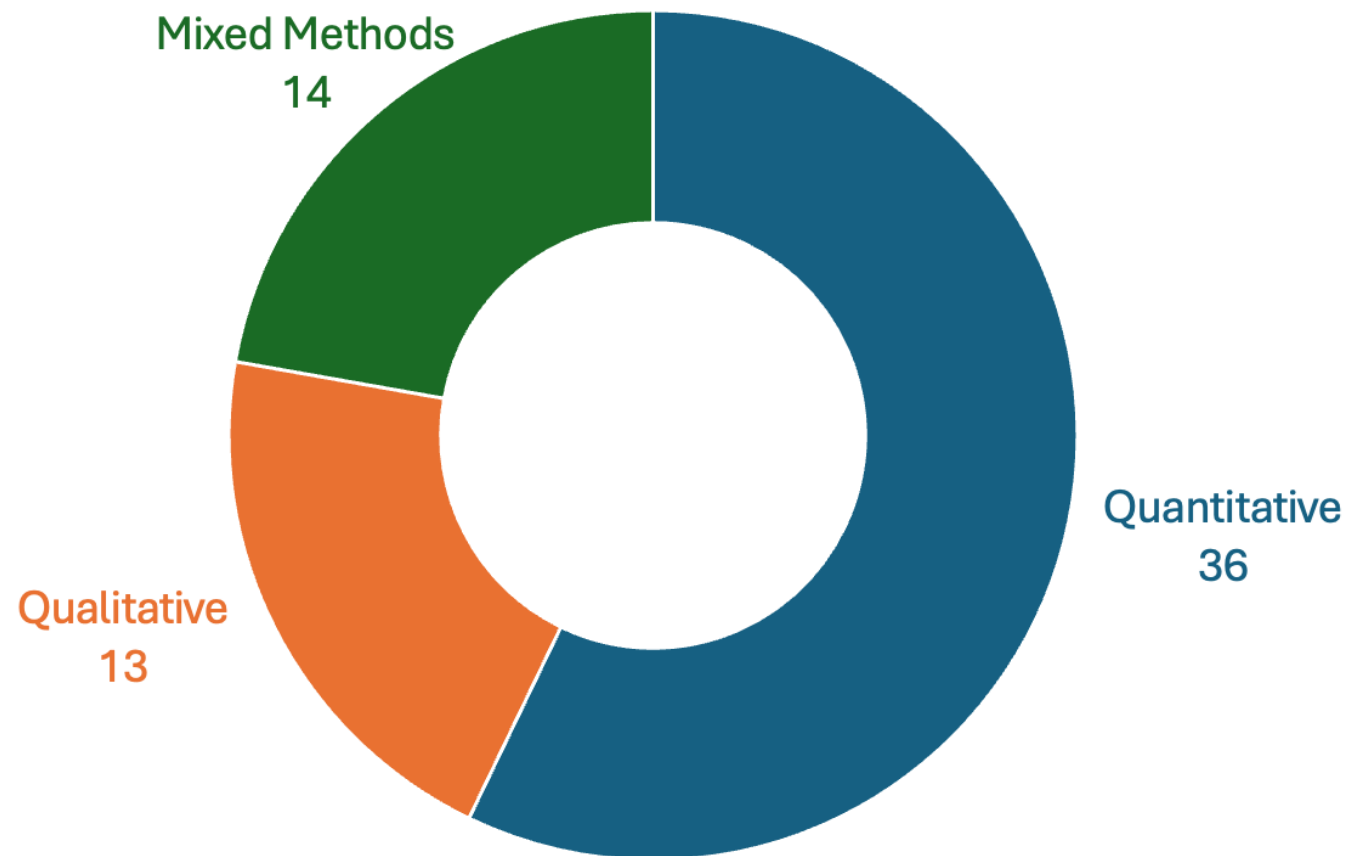
STUDY LOCATIONS



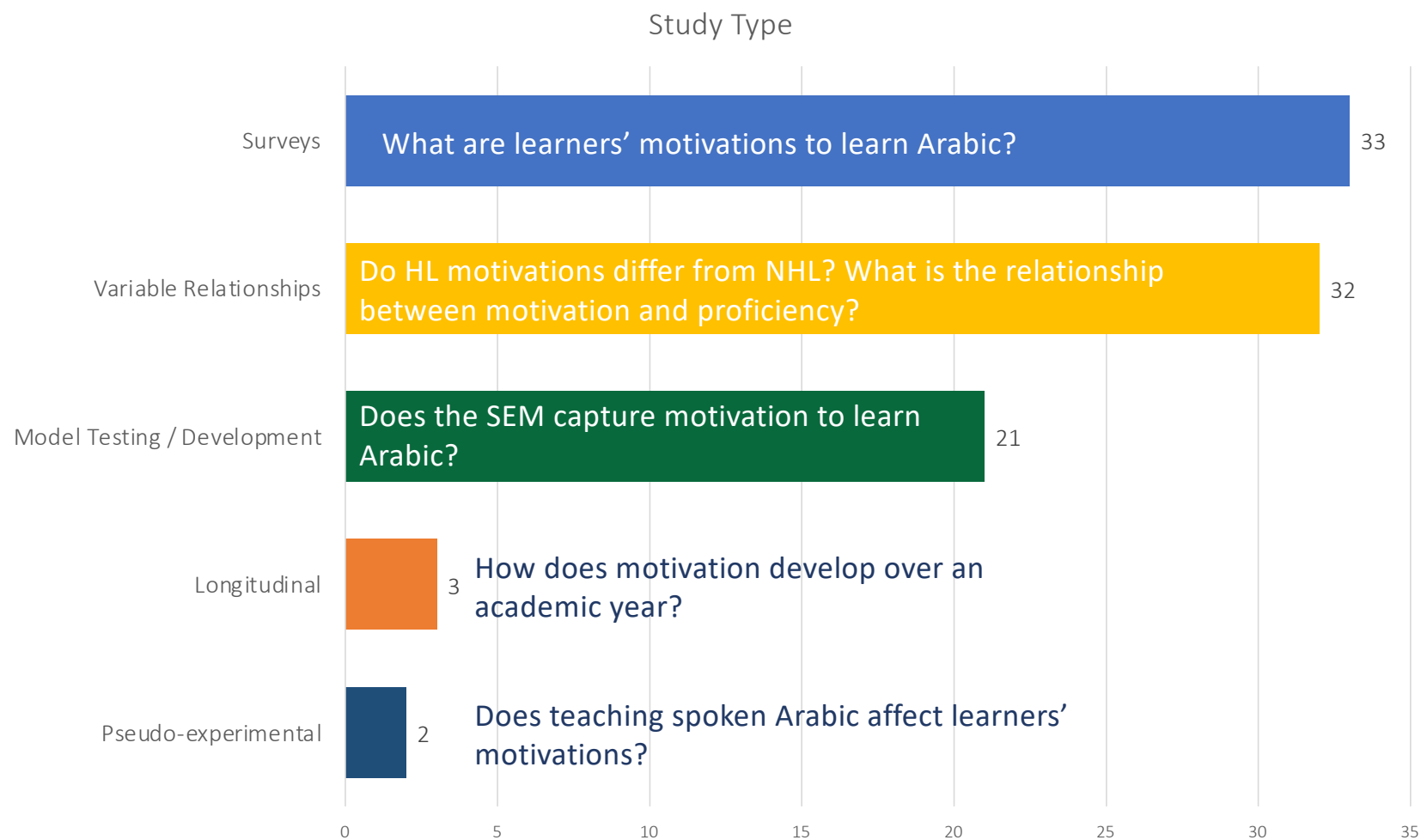
Country	Freq.
United States	21
Saudi Arabia	7
Malaysia	6
Indonesia	4
Israel	4
United Kingdom	4
United Arab Emirates	2
Norway	2
Not stated	1
Other (1 per country)	17



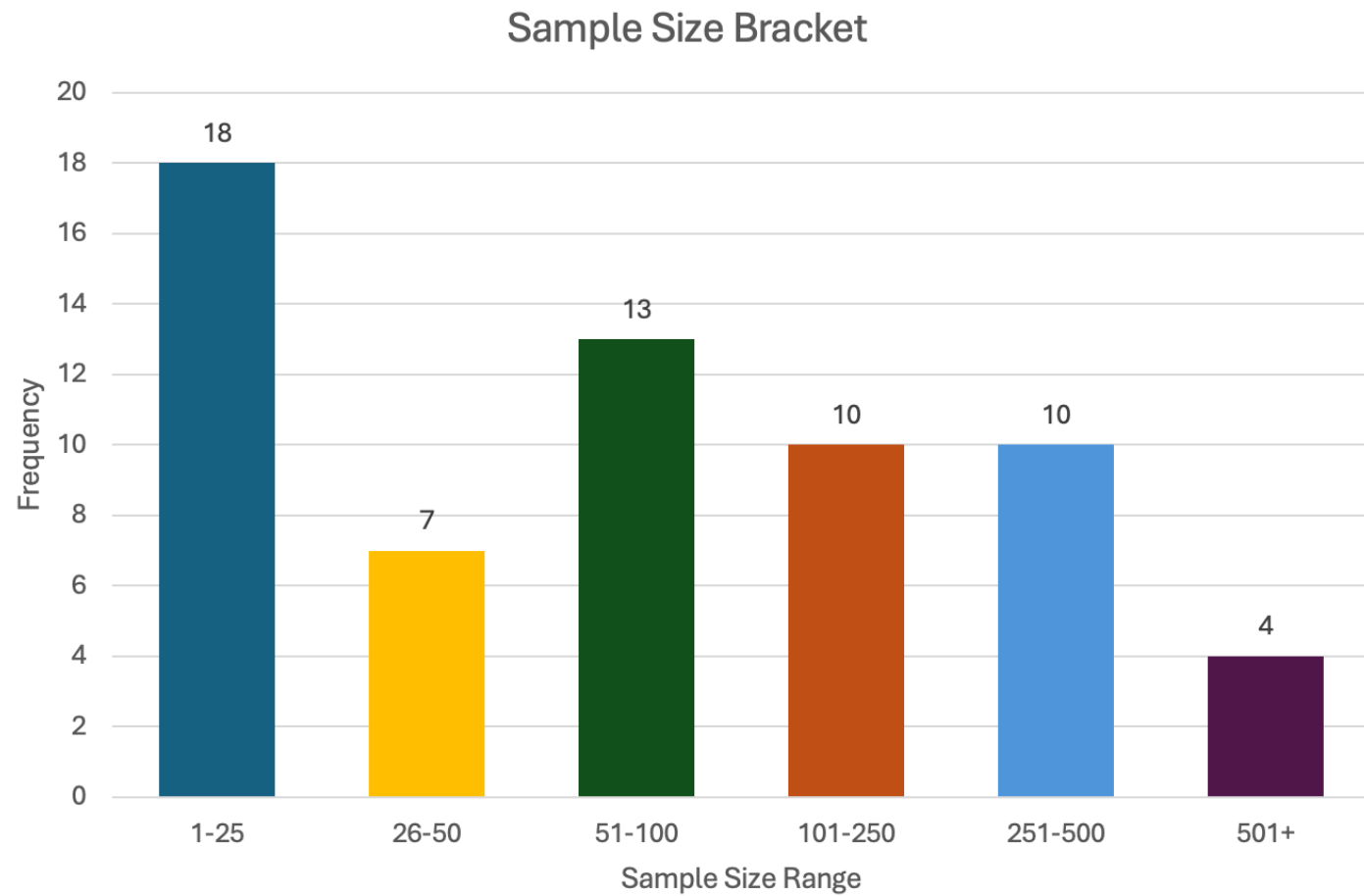
RESEARCH DESIGNS



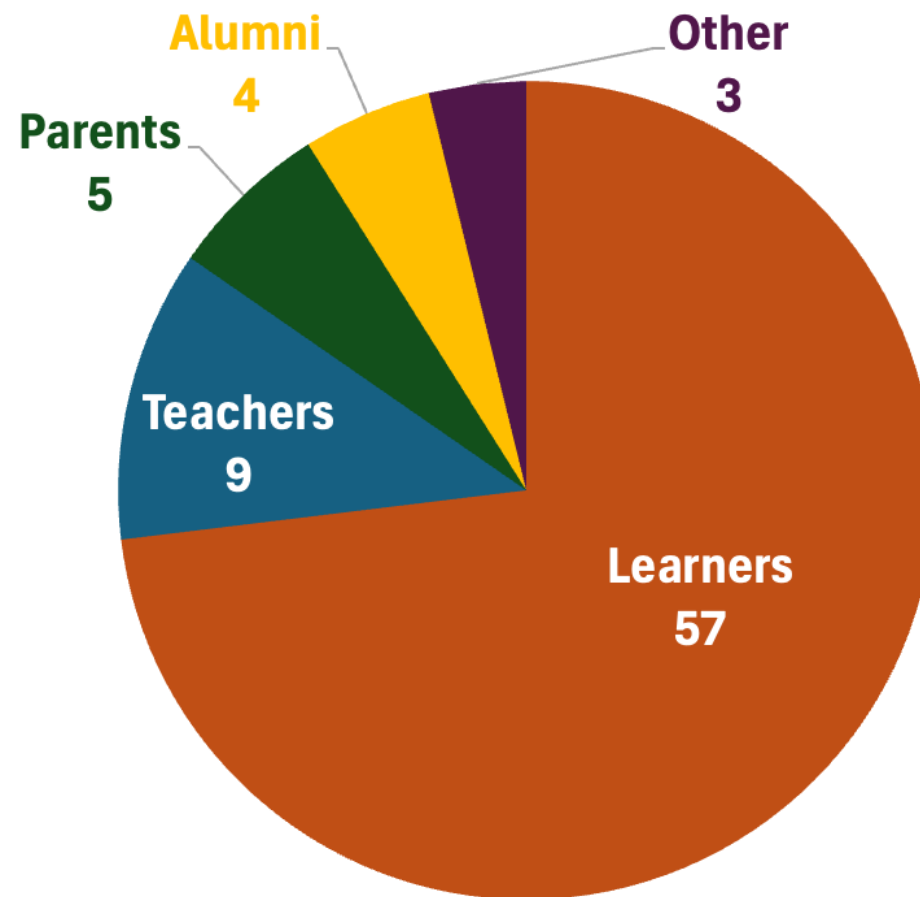
RESEARCH DESIGNS



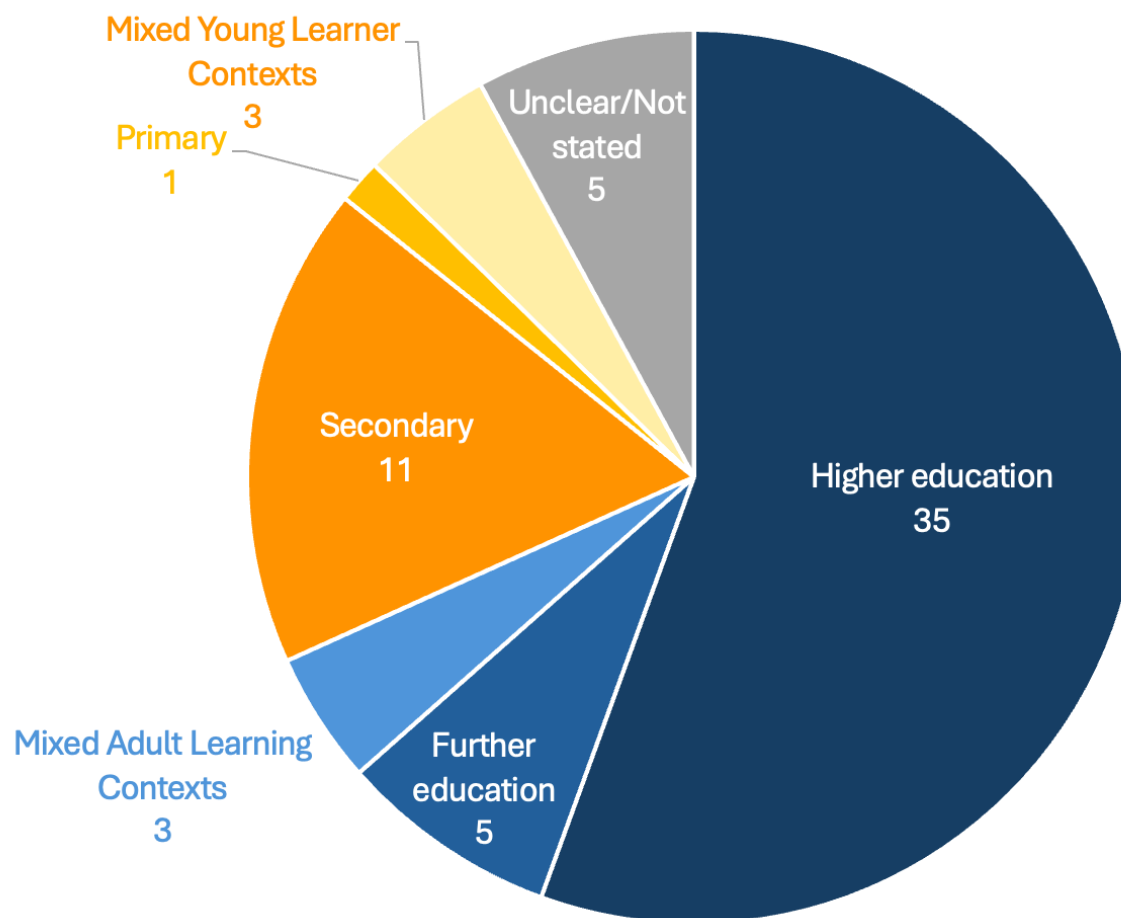
SAMPLE SIZES



PARTICIPANTS



EDUCATIONAL CONTEXT

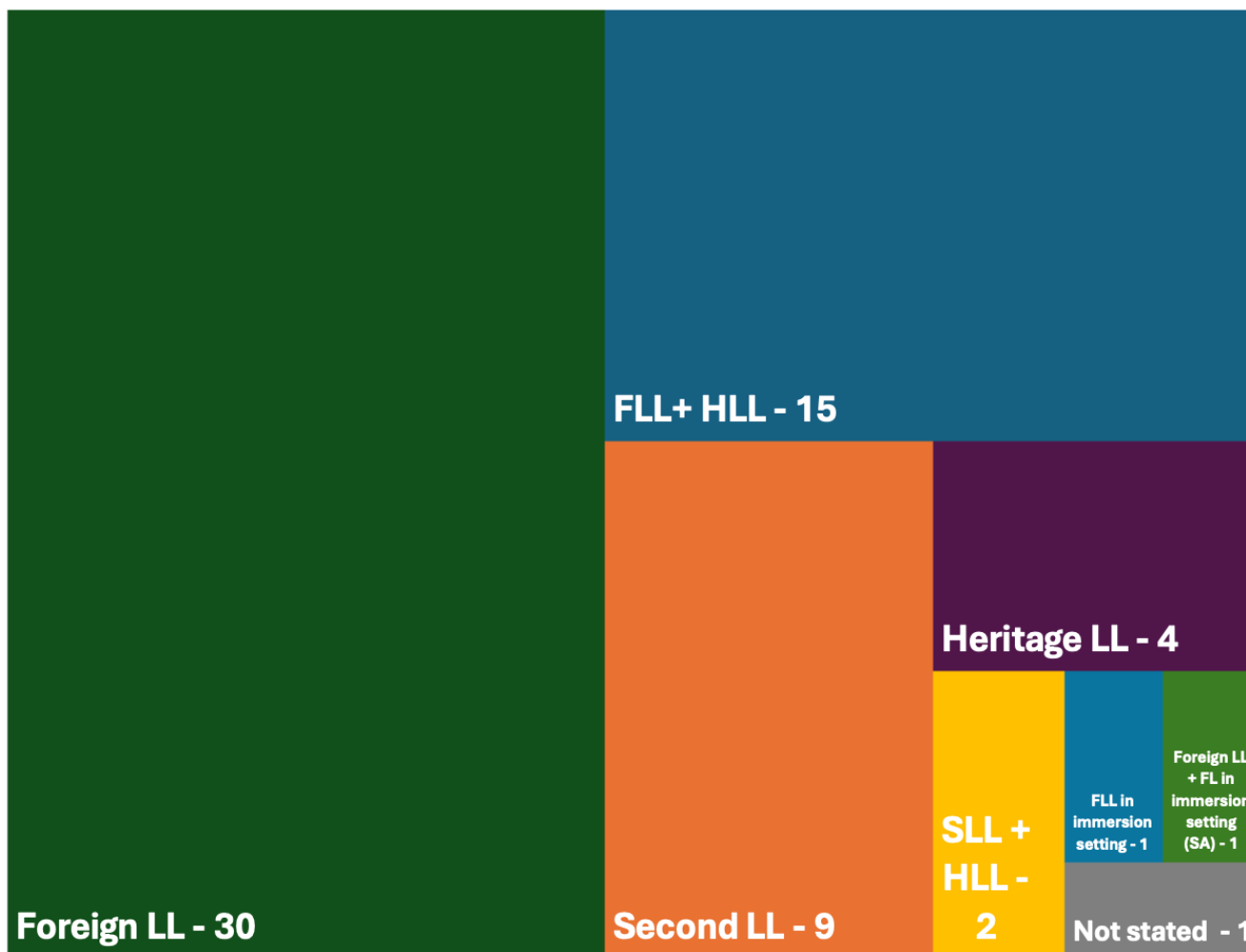


Studies
including/focused on:

Adults: 43

Younger learners: 15

LEARNING CONTEXT



Learning Context Definitions

Foreign Language

Learners from non-Arabic speaking backgrounds learning the language in a non-Arabic speaking country

Heritage Language

Learners from Arabic-speaking backgrounds studying Arabic in a non-Arabic speaking country.

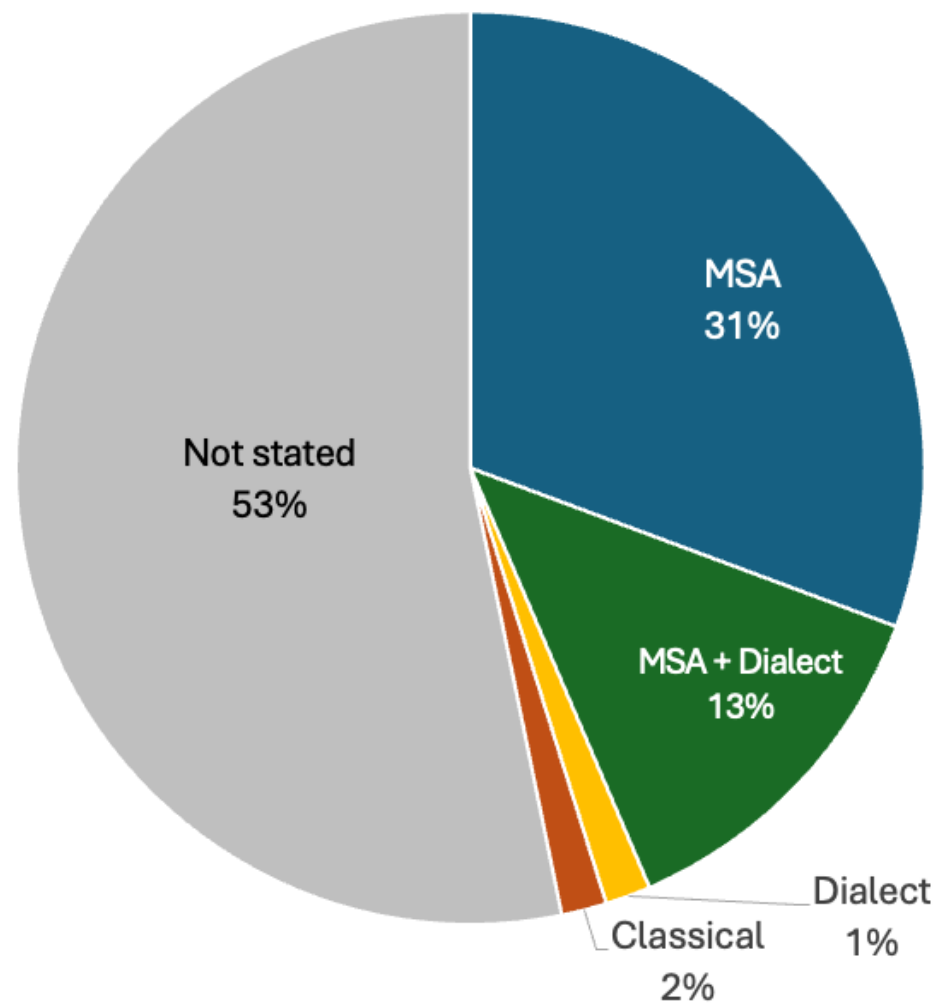
Second Language

Learners from non-Arabic speaking backgrounds learning the language as a long-term resident within an Arabic speaking country

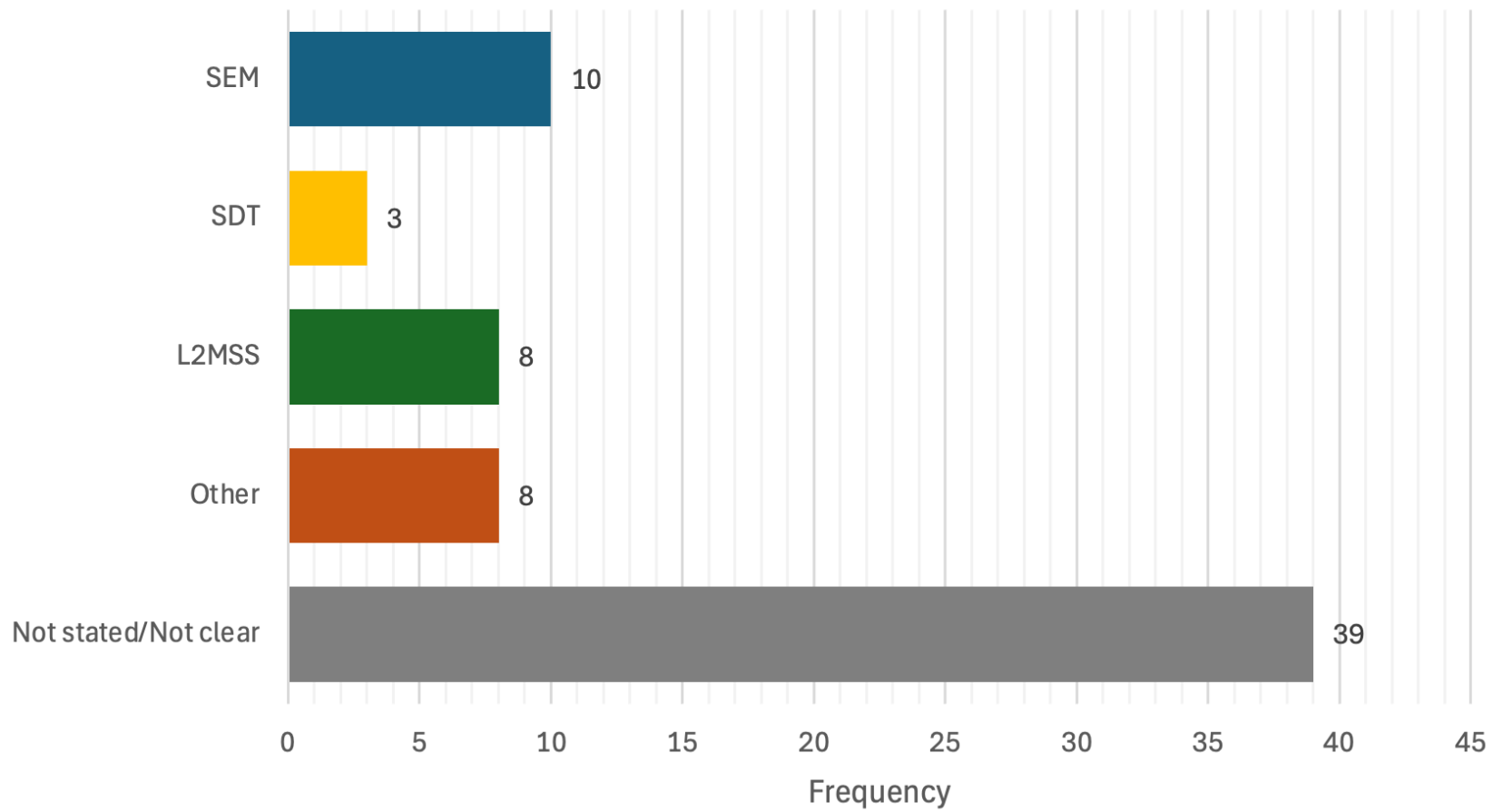
Immersion settings

FL/HL learners learning the language in an Arabic-speaking country where they are a short-term resident (e.g. learners on a study abroad program)

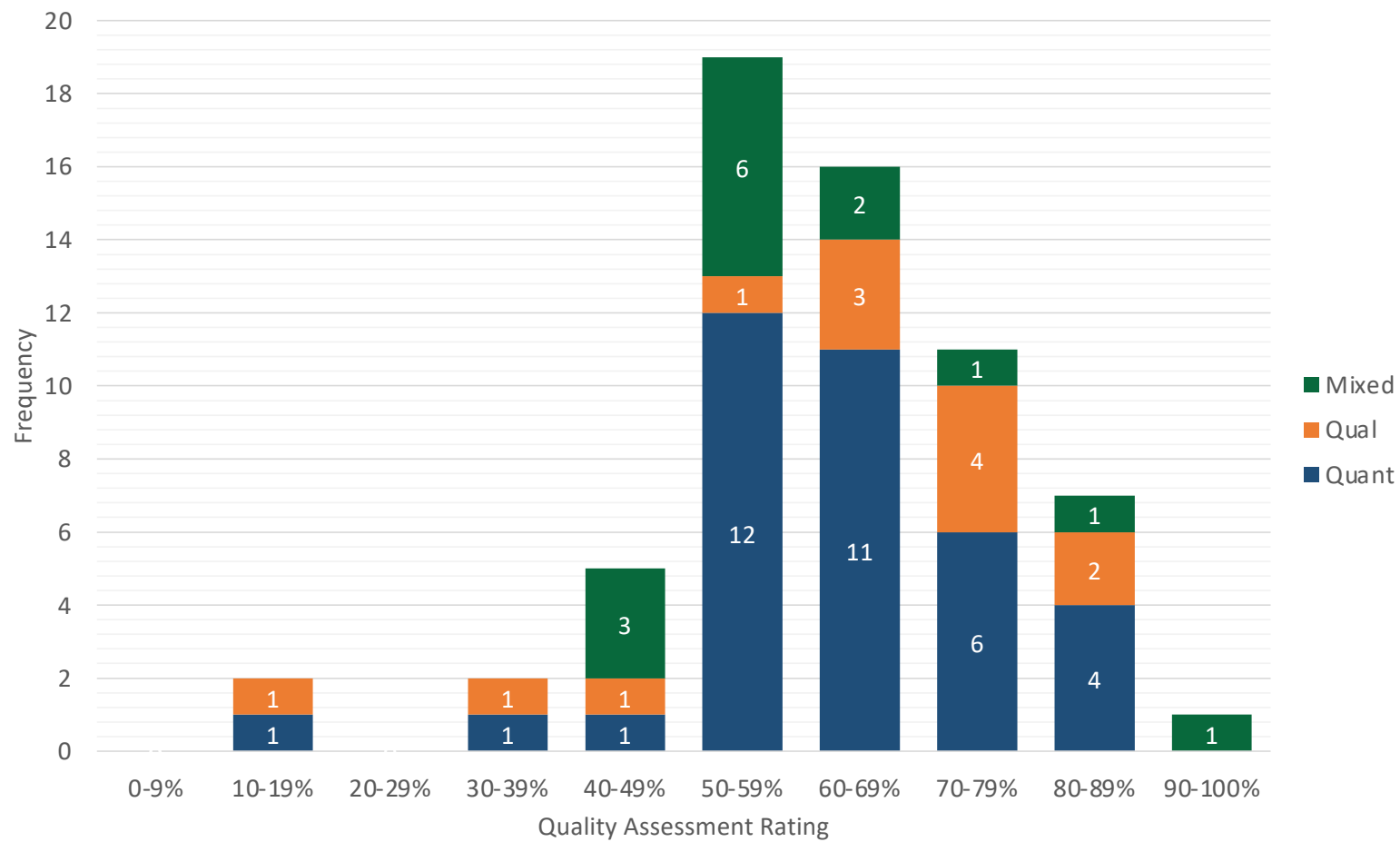
ARABIC VARIETY



MOTIVATION THEORY



QUALITY RATINGS



AREAS FOR FUTURE RESEARCH

Younger
learners

Studies outside
of US

Specification
of Motivation
Framework/
Model/Theory

Experimental
studies

Heritage Learners

Longitudinal
studies

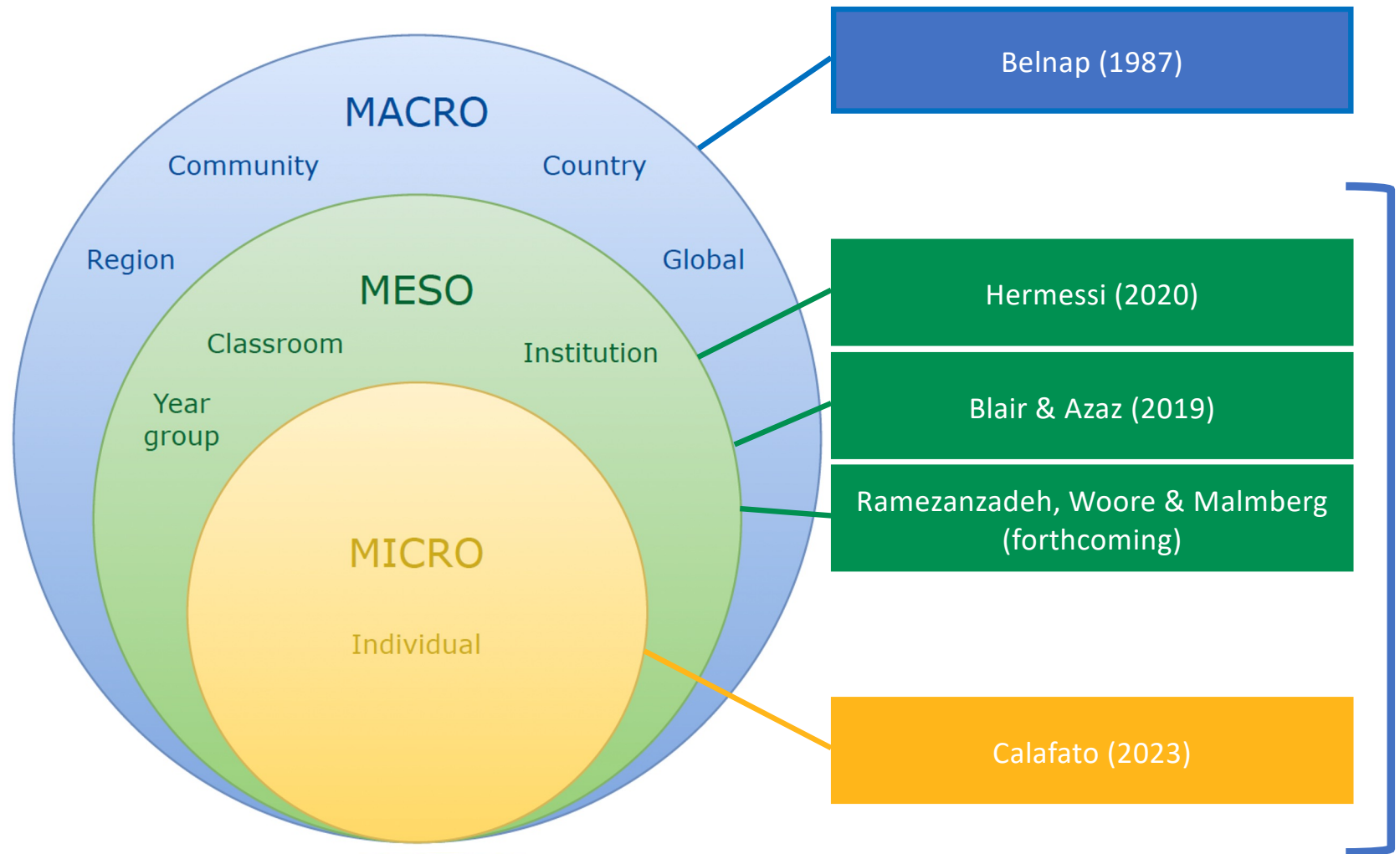
Specification
of Language
Variety

Multiglossia /
the learning
of Dialects

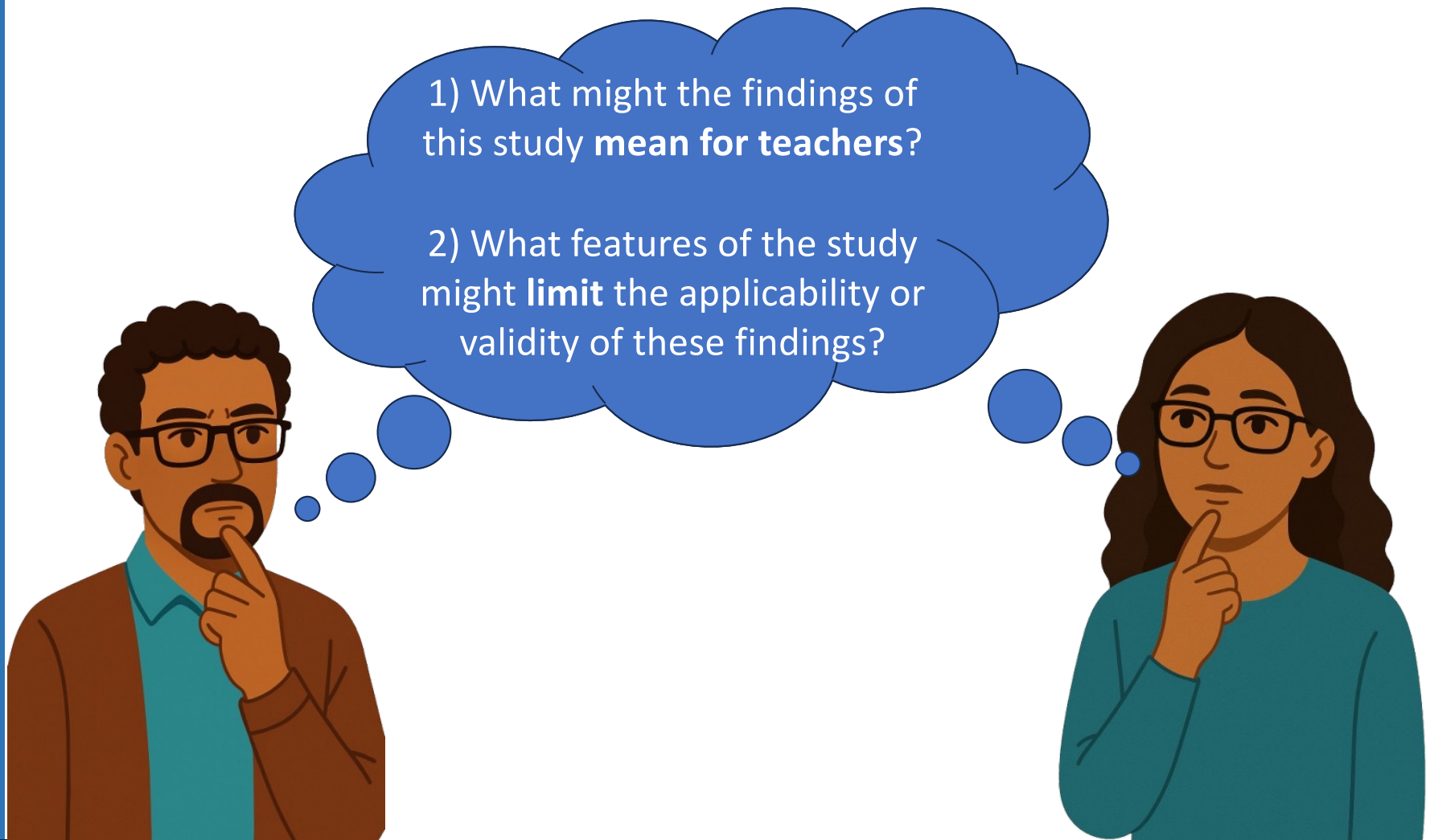
MOTIVATION STUDIES IN FOCUS



SCOPE OF STUDY



USING YOUR WORKBOOK



1) What might the findings of this study **mean for teachers**?

2) What features of the study might **limit** the applicability or validity of these findings?

KEY STUDIES

The Origins of Arabic Motivation Research

Belnap (1987)

Who's taking Arabic and what on earth for?

First major study (in English) on learner motivations for studying Arabic

Explores reasons for learning Arabic

Plus other factors: Attitudes towards the difficulty of Arabic, importance of acquiring dialects

United States & Canada

24 universities

Foreign and Heritage Language Learners

Studying (predominantly) MSA but also asks questions about dialects

568 Learners

Quantitative

Snapshot study – cross-sectional
(similar study repeated in 2006)

Surveys
(with close- and open-ended questions)

No theoretical framework
'Reasons for Learning Arabic'

KEY STUDIES

Belnap (1987)

Design:
Quantitative

Context: **United
States & Canada**

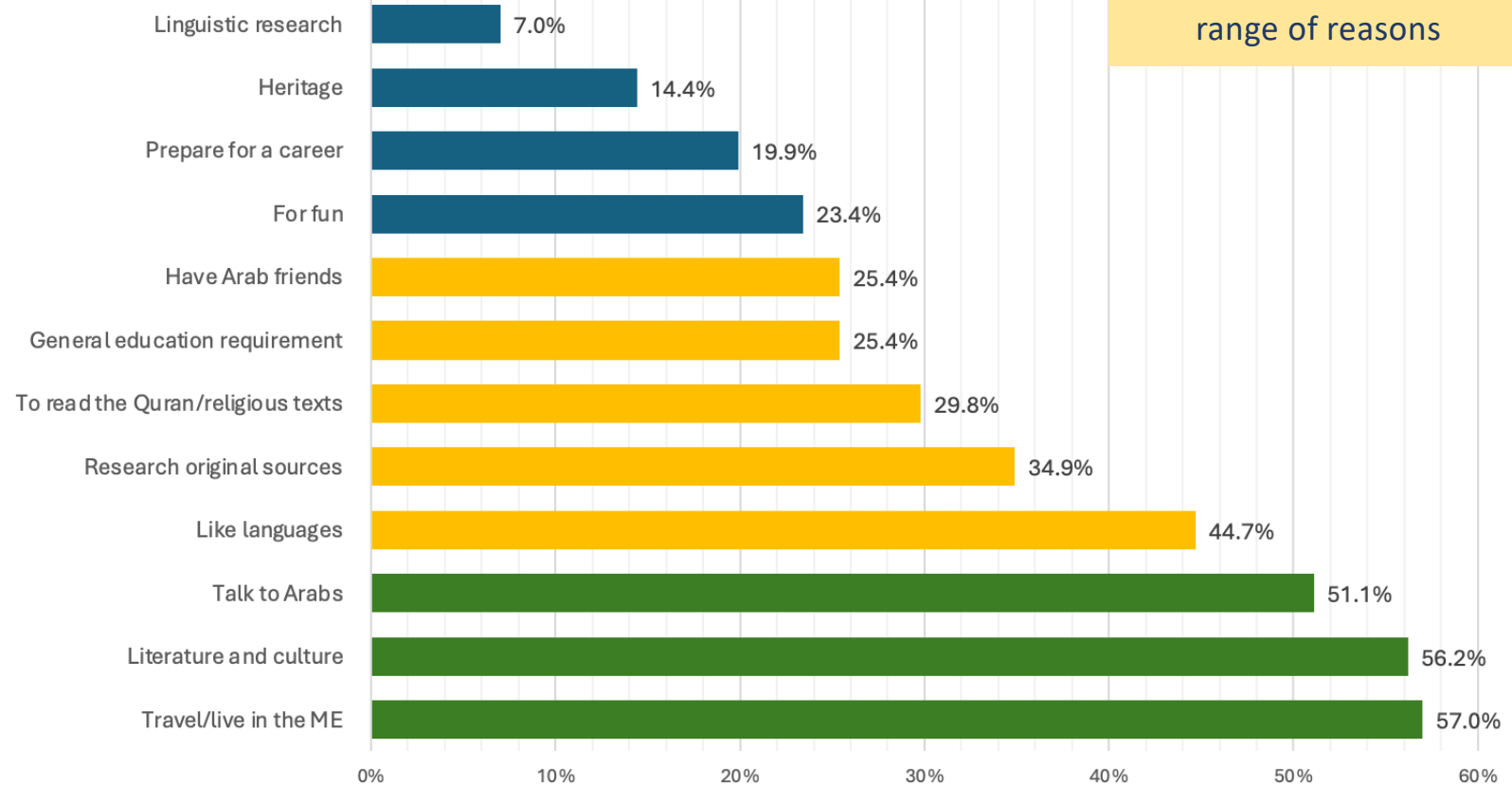
Participants:
**University
Learners**

Learning Context:
FL + HL

Sample size:
568

Theoretical
Framework:
None

Reasons for Learning Arabic



KEY STUDIES

Belnap (1987)

Design:
Quantitative

Context: **United
States & Canada**

Participants:
**University
Learners**

Learning Context:
FL + HL

Sample size:
568

Theoretical
Framework:
None

Significance of Belnap (1987)

- **First major study** on the learning of Arabic as an Additional Language – paved the way for further studies
- **Large scale** – covering multiple institutions
- Highlighted major categories of motivations of Arabic learners
- Shed light on **Arabic-specific motivations** (e.g., religious links)
- Included questions on **attitudes towards learning dialects** (50% felt that a dialect was important / very important for their future plans)
- **Atheoretical**
 - Large scale survey study
 - Did not apply / attempt to develop a theory of motivation

KEY STUDIES

Does the theory fit?



KEY STUDIES

Exploring the Internal Structure of Motivation

Hermessi (2020)

The Role of Self- Efficacy, Attitudes, and Orientations in Learning Arabic as a Less- Commonly Taught Language: A Structural Equation Modeling Approach.

Attempts to construct a model for Arabic motivation

What factors contribute to motivation towards learning Arabic?

80 Learners

Constructs from multiple frameworks:

Tunisia

Quantitative

Motivational intensity + Integrativeness + Attitudes
(Socio-Educational Model)

Study Abroad

Snap-shot study (Cross-sectional)

Self-Efficacy (Social cognitive theory)

Foreign Language Learners in an immersion setting
(Heritage learners excluded)

Uses structural equation modelling

Intrinsic + Extrinsic Orientations
(Self-determination theory)

MSA?

Surveys

Expectancy of Success
(Expectancy-value theory)

KEY STUDIES

Hermessi (2020)

Design:
Quantitative

Context: **Tunisia**

Participants:
**University
Learners (Study
Abroad)**

Learning Context:
**FL in immersion
setting**

Sample size:
80

Theoretical
Framework:
**Socio-
Educational
Model +**

Self-Efficacy

‘how individuals assess their ability to complete a task or successfully engage in an activity’

Attitudes

‘set of beliefs, thoughts, and feelings learners hold about different aspects of L2 learning’

Social attitudes
Contextual attitudes
Linguistic attitudes

Intrinsic Orientations

Engaging in an activity for reasons such as:

Knowledge
Stimulation
Self-accomplishment

Extrinsic Orientations

Based on external reward patterns, avoidance, meeting requirements:

Academic
Professional
Others’ respect

Integrative Orientations

‘desire to integrate into the social group representing the L2’

OUTCOME VARIABLES

Expectancy of Success

‘the extent to which an individual expects a positive outcome and values it’

Motivational Intensity

‘the total amount of effort a person would make to satisfy a motive’

SDT | **SEM** | **SCT**

KEY STUDIES

Hermessi (2020)

Design:
Quantitative

Context: **Tunisia**

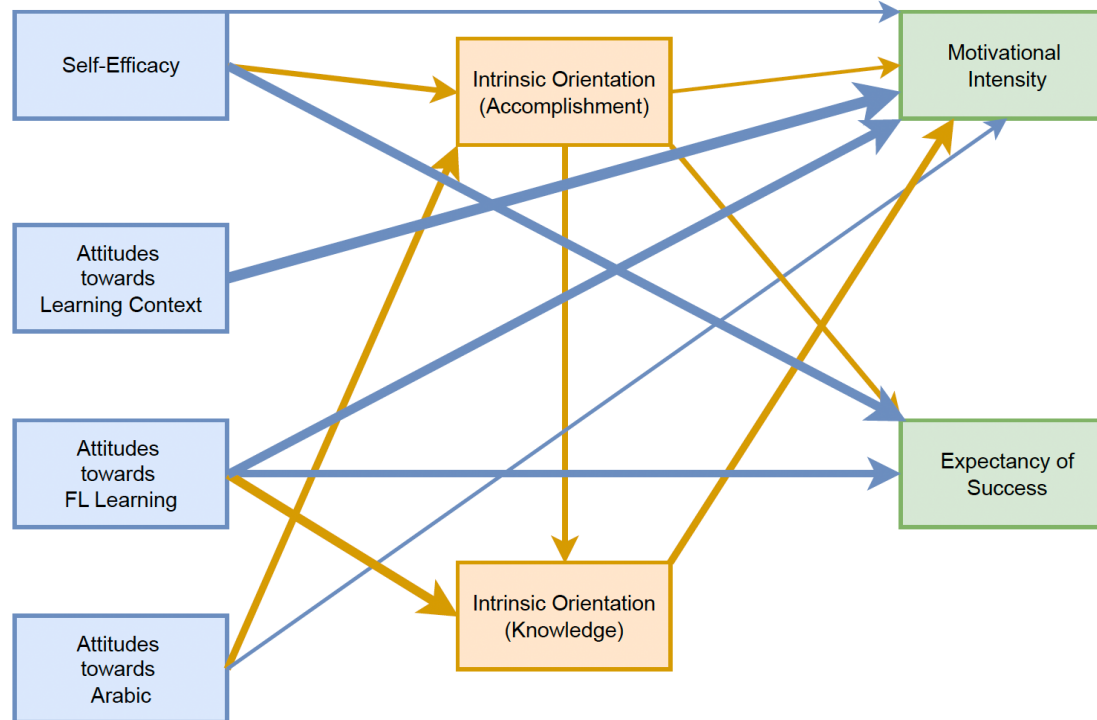
Participants:
**University
Learners (Study
Abroad)**

Learning Context:
**FL in immersion
setting**

Sample size:
80

Theoretical
Framework:
**Socio-
Educational
Model +**

Findings



Non-contributing variables: Professional orientation, Academic orientation, Others' respect orientation, Integrativeness, Attitudes towards the L2 group

Self-efficacy and **intrinsic orientation** proved to be characteristic factors of motivation of learners of Arabic.

Attitudes toward learning context, attitudes toward foreign language learning, and attitudes toward L2 proved to play a central role in motivation for learning

Intrinsic orientations play a **mediating role** between attitudes and self-efficacy and outcome variables.

Social attitudes, integrative orientation, and extrinsic orientations (academic, professional, and others' respect orientations) **did not contribute** to the definition of motivation for learning Arabic as an L2.

KEY STUDIES

Hermessi (2020)

Design:
Quantitative

Context: **Tunisia**

Participants:
**University
Learners (Study
Abroad)**

Learning Context:
**FL in immersion
setting**

Sample size:
80

Theoretical
Framework:
**Socio-
Educational
Model +**

What might this mean?

The study *suggests* that:

Students are more motivated to learn Arabic when they feel confident in their ability (**high self-efficacy**), have **positive attitudes** towards the language and learning the language

PLUS

The effects of these on motivation can be **boosted** when learners also have strong intrinsic reasons for learning the language.

EFFICACY / ATTITUDES + INTRINSIC REASONS → MOTIVATION

KEY STUDIES

Hermessi (2020)

Design:
Quantitative

Context: **Tunisia**

Participants:
**University
Learners (Study
Abroad)**

Learning Context:
**FL in immersion
setting**

Sample size:
80

Theoretical
Framework:
**Socio-
Educational
Model +**

Why might this be useful for teachers?



Self-efficacy may be difficult to manipulate, but teachers might nurture positive attitudes and orientations to boost outcomes.

LIMITATIONS

Exploration of **adult study abroad** learners

HLs excluded

Didn't measure actual **achievement** outcomes

Language variety not clear

KEY STUDIES

A Different Lens: Arabic Motivational Selves



KEY STUDIES

A Different Lens: Arabic Motivational selves

Blair & Azaz (2019)

Self-guide distinctions and episodic memory in L2 motivation: The case of Arabic in the United States

Examines expanded version of L2MSS and relationship to episodic memory

54 Learners

Expanded version of the **L2MSS** includes:

- Ideal Self
- Ought-to Self (Own)
- Ought-to Self (Other)
- Learning experience

Surveys

How much do the different self-concepts contribute to intended effort?

What is the relationship between memory of past experiences and L2 self-concepts?

United States

University Learners

Foreign Language Learners
(Heritage Learners excluded)

MSA

Quantitative

Snap-shot study – cross-sectional

Uses 'structural equation modelling'

KEY STUDIES

Blair & Azaz
(2019)

Design:
Quantitative

Context: **USA**

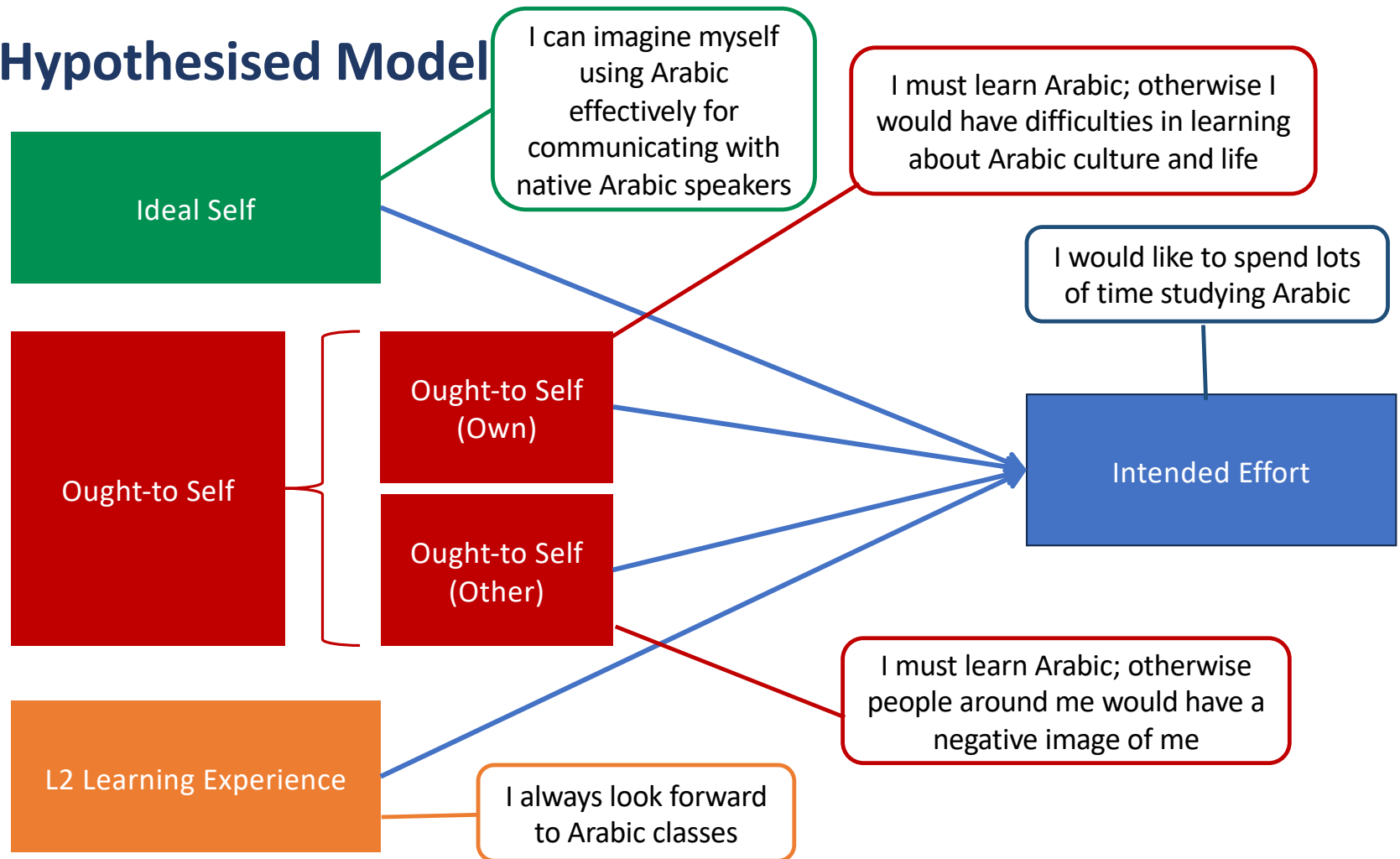
Participants:
**University
Learners**

Learning Context:
FL

Sample size:
54

Theoretical
Framework:
L2MSS

Hypothesised Model



KEY STUDIES

Blair & Azaz
(2019)

Design:
Quantitative

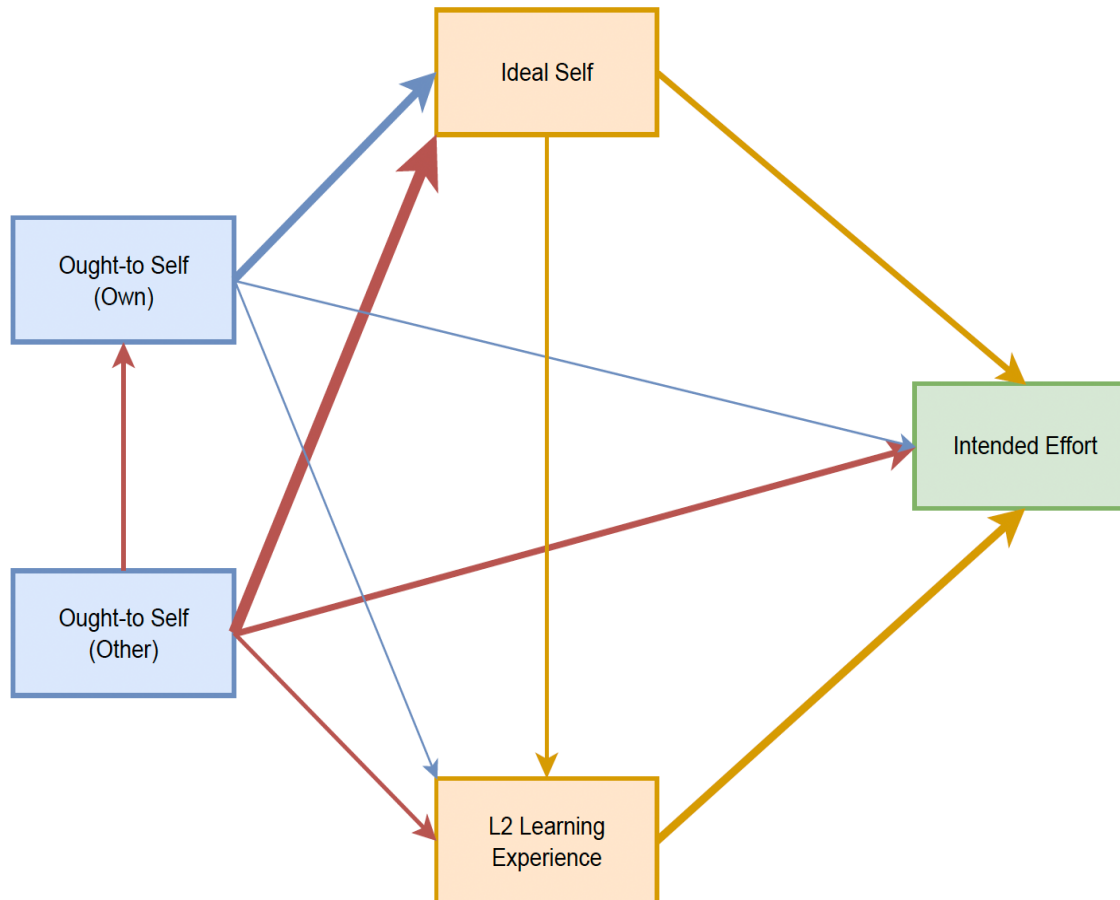
Context: USA

Participants:
University
Learners

Learning Context:
FL

Sample size:
54

Theoretical
Framework:
L2MSS



Direct effects on intended effort:

- L2 Learning Experience **most strongly** predicted the learners' intended effort (.32)
- Ought-to L2 self/others **negatively** predicted intended effort (-.26)
- Followed by Ideal L2 self (.21) and OTS/own (.10)

Indirect effects on Intended Effort – mediated by learning experience:

- Ideal L2 self: strong predictor
- Ought-to self/own: moderate predictor
- Ought-to self/other: still negative predictor

KEY STUDIES

Blair & Azaz
(2019)

Design:
Quantitative

Context: USA

Participants:
University
Learners

Learning Context:
FL

Sample size:
54

Theoretical
Framework:
L2MSS

What might this mean?

- **L2 Learning Experience** = strongest contributor to intended effort
- L2 self-concepts have some direct influence on intended effort BUT have a stronger effect when channelled through **L2 Learning Experience**.
 - In other words, L2 self-concepts affect people's experiences of the learning environment (how much they enjoy lessons) and those experiences affect how much effort they put into learning (if they enjoy it more, they try harder).
- Ought-to Self is complicated: Can be split into multiple self-concepts ('own' and 'other'), each with different effects
- Ought-to self/others appears to have a negative effect on intended effort.
 - ... both a **direct** negative effect, and an **indirect** one, by making the learning experience more negative.

KEY STUDIES

Blair & Azaz
(2019)

Design:
Quantitative

Context: **USA**

Participants:
**University
Learners**

Learning Context:
FL

Sample size:
54

Theoretical
Framework:
L2MSS

Why might this be useful for teachers?



Self-concepts might be tricky to influence, but the classroom/learning experience can be easily manipulated to enhance effects of existing self-concepts on motivated behaviour.

Reducing emphasis on external pressures on students (OTS/other) may help to reduce negative effects on intended effort

LIMITATIONS

Exploration of
adult learners

Heritage learners
excluded

Cross-sectional,
snapshot study

KEY STUDIES

Blair & Azaz
(2019)

Design:
Quantitative

Context: USA

Participants:
University
Learners

Learning Context:
FL

Sample size:
54

Theoretical
Framework:
L2MSS

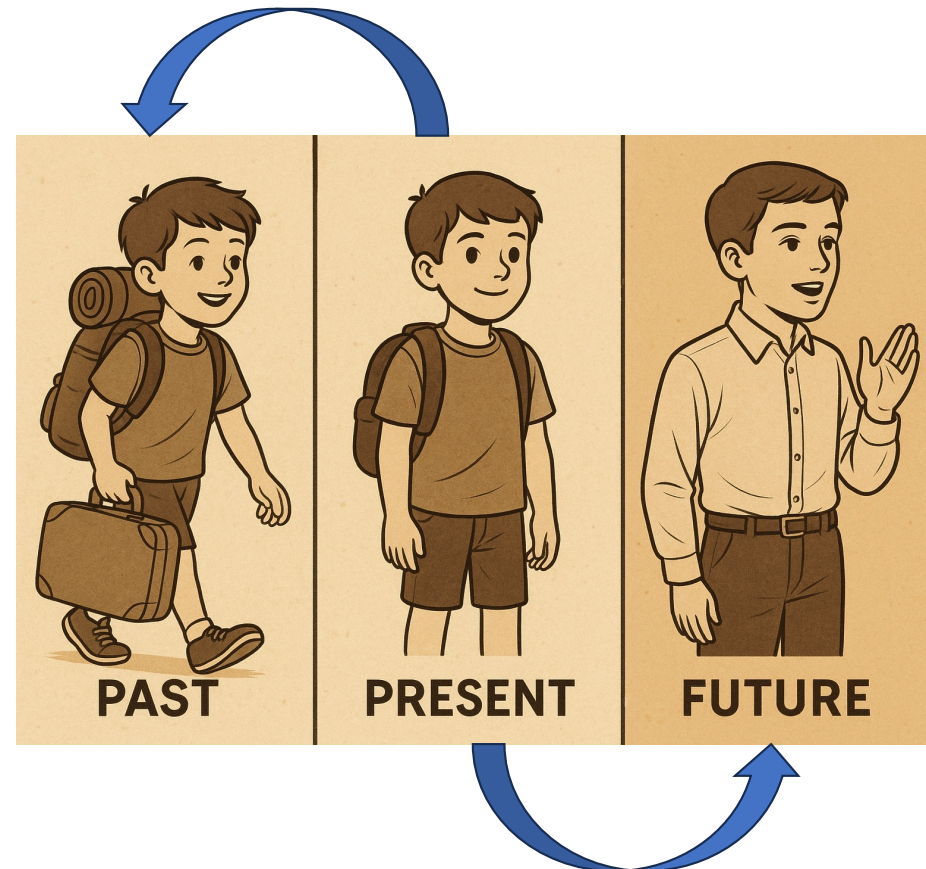
Thinking about the Past

Memories of **positive** past experiences:

- Significant **positive** correlation with **ideal self** and **ought-to self/own**
- No significant correlation with Ought-to self/others

Negative past experiences:

- Significant **positive** correlation with **Ought-to self/others** ($r = .27$ and $r = .37$)
- Significant **negative** correlation **ideal self**
- No correlation with Ought-to L2 self/own



KEY STUDIES

Blair & Azaz
(2019)

Design:
Quantitative

Context: USA

Participants:
University
Learners

Learning Context:
FL

Sample size:
54

Theoretical
Framework:
L2MSS

What might this mean?

- Encourage learners to **think about positive past experiences** with language learning
- **Promote positive experiences** with the language in the present
 - This could **enhance positive future self-images** and lead to greater intended effort.

What comes first?

Motivation



Achievement

KEY STUDIES

Imagining, Believing & Achieving

Ramezanzadeh, Woore & Malmberg (forthcoming)

Imagining, Believing and Achieving in L2 Arabic: Motivational self-concepts and language outcomes in a multiglossic context

Examines the relationship between motivational self-concepts and achievement across Arabic varieties

172 Learners

Does:

- motivation predict proficiency (**believe** → **achieve**),
- proficiency predict motivation (**achieve** → **believe**)
- or is the relationship reciprocal?

Does this relationship differ across multiglossic varieties?

United Kingdom

Secondary school learners

Foreign + Heritage Learners

Studying MSA but asked about Classical + Dialect too

Quantitative

Longitudinal study (1 academic year)

Uses structural equation modelling

Surveys + Proficiency Tests

L2MSS

plus concept of the **Current Self**

KEY STUDIES

Ramezanzadeh,
Woore &
Malmberg
(forthcoming)

Design: **Mixed
Methods**

Context: **UK**

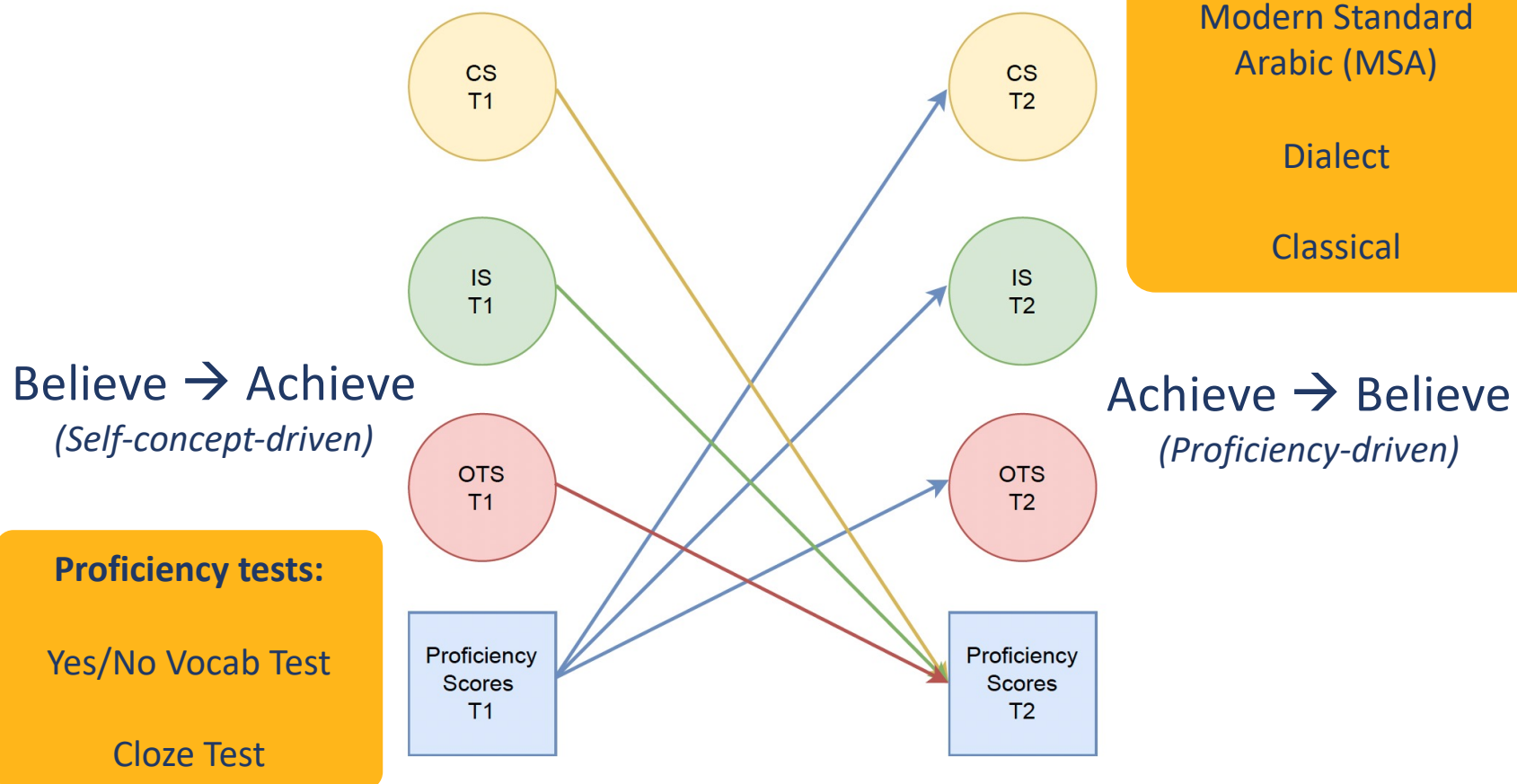
Participants:
**Secondary
school learners**

Learning Context:
FL + HL

Sample size:
172

Theoretical
Framework:
L2MSS

Hypothesized Model – Reciprocal Effects



KEY STUDIES

Ramezanzadeh,
Woore &
Malmberg
(forthcoming)

Design: **Mixed
Methods**

Context: **UK**

Participants:
**Secondary
school learners**

Learning Context:
FL + HL

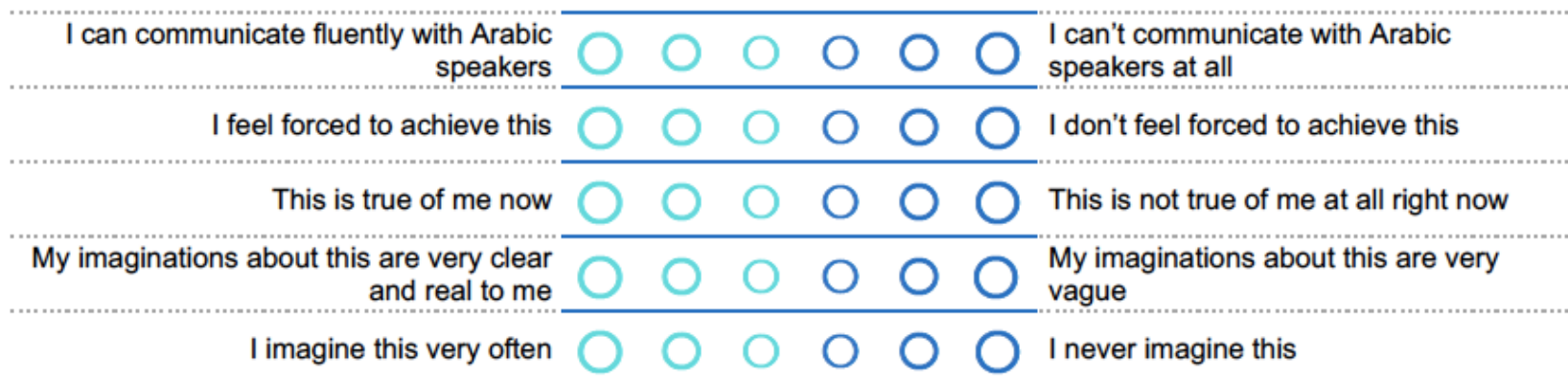
Sample size:
172

Theoretical
Framework:
L2MSS

In the future, I will be someone who can...

- Understand the news / books / magazines (MSA)
- Communicate fluently with Arabic speakers (Dialect)
- Understand religious texts (Classical)

In the future, I will be someone who can communicate fluently with Arabic speakers.



KEY STUDIES

Ramezanzadeh,
Woore &
Malmberg
(forthcoming)

Design: **Mixed
Methods**

Context: **UK**

Participants:
**Secondary
school learners**

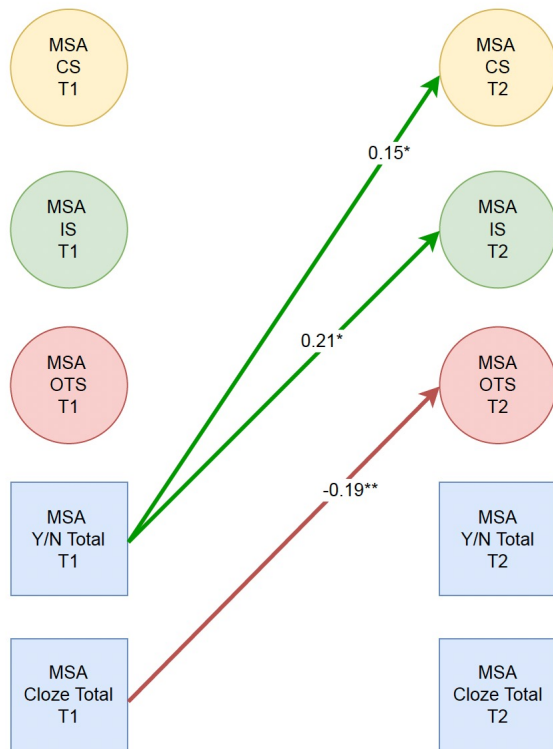
Learning Context:
FL + HL

Sample size:
172

Theoretical
Framework:
L2MSS

Motivation and Multiglossia

MSA



KEY STUDIES

Ramezanzadeh,
Woore &
Malmberg
(forthcoming)

Design: **Mixed
Methods**

Context: **UK**

Participants:
**Secondary
school learners**

Learning Context:
FL + HL

Sample size:
172

Theoretical
Framework:
L2MSS

What might this mean?

- **More support for the **achieve** → **believe** pathway**
 - Promoting proficiency (achievement) leads to stronger Ideal and Current Self-concepts over time
 - Relationship between proficiency and the Ought-to Self is complicated
- **Importance of defining ‘Arabic’**
 - Learners have different motivational profiles vis-à-vis different multiglossic Arabic varieties

KEY STUDIES

Ramezanzadeh &
Woore
(forthcoming)

Design: **Mixed
Methods**

Context: **UK**

Participants:
**Secondary
school learners**

Learning Context:
FL + HL

Sample size:
172

Theoretical
Framework:
L2MSS

Why might this be useful for teachers?



Working on strengthening language skills may contribute to stronger self images in the long run

Ought-to self-concepts might be counterproductive

Talking to learners about their language goals and how this relates to what is being taught in the classroom might help foster clearer self images and longer-term motivation

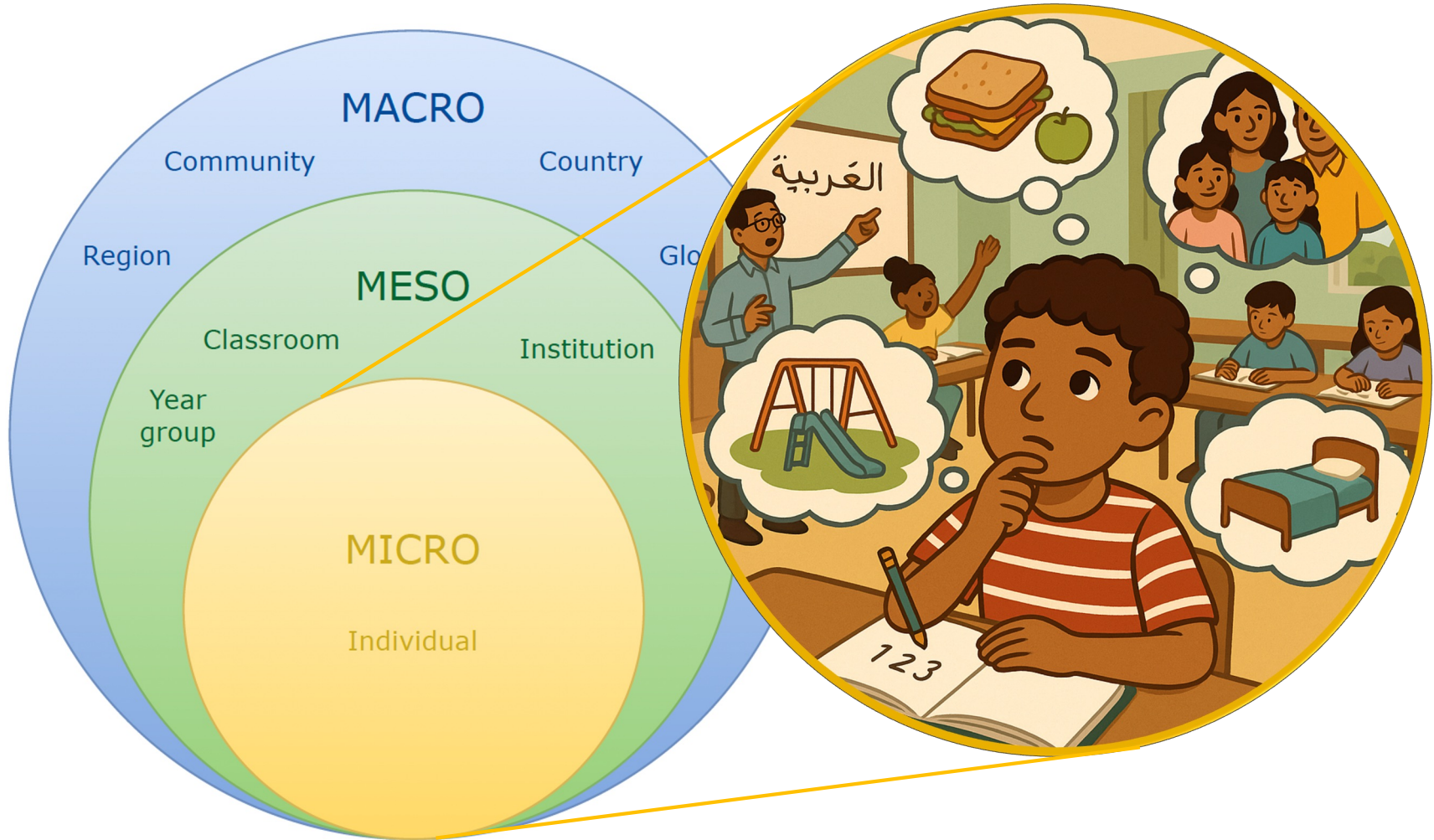
LIMITATIONS

Students made **no improvement** in proficiency tests over the year

MSA proficiency tests only

KEY STUDIES

Micro-Level Motivation: Complex Dynamic Systems



KEY STUDIES

Micro-Level Motivation: Complex Dynamic Systems

Calafato (2023)

Charting the motivation, self-efficacy beliefs, language learning strategies, and achievement of multilingual university students learning Arabic as a foreign language

Maps learners' motivation and self-efficacy over time

Explores relationships between them and factors influencing them

2 Learners

Qualitative

Longitudinal (1 academic year)

Weekly interviews
Motivation tracking surveys

How do participants' motivation, language strategies, and self-efficacy beliefs change over an academic year?

What factors do they identify as influencing these changes?

How do these relate to achievement and multilingual competence?

Framework for motivation not specified

Employs a **CDST** approach to capturing variables and relationships

Norway

University Learners

Foreign Language

MSA + Dialect (Levantine)

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

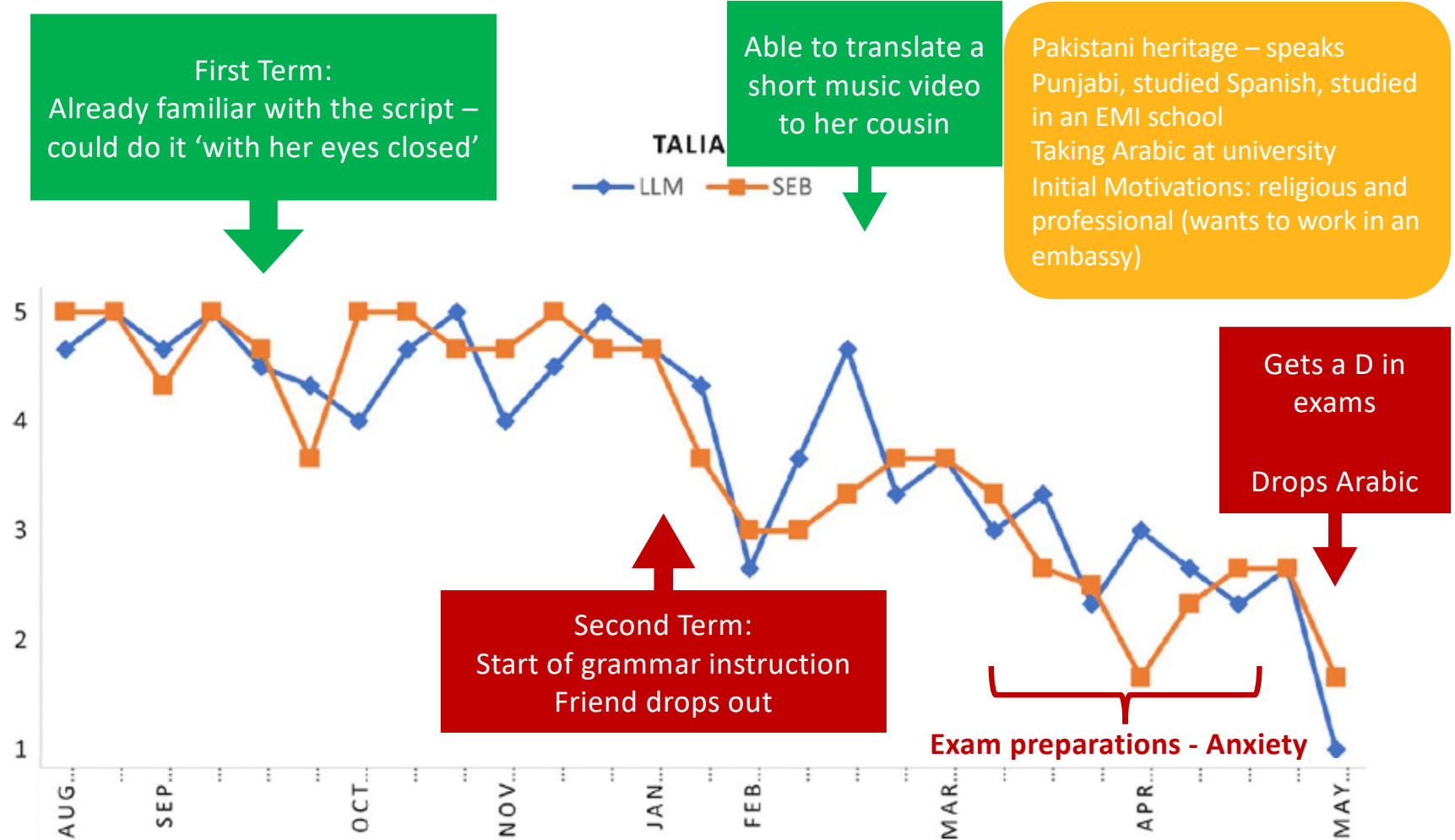
Context: **Norway**

Participants:
University Learners

Learning Context:
FL

Sample size:
2

Theoretical Framework:
CDST



KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

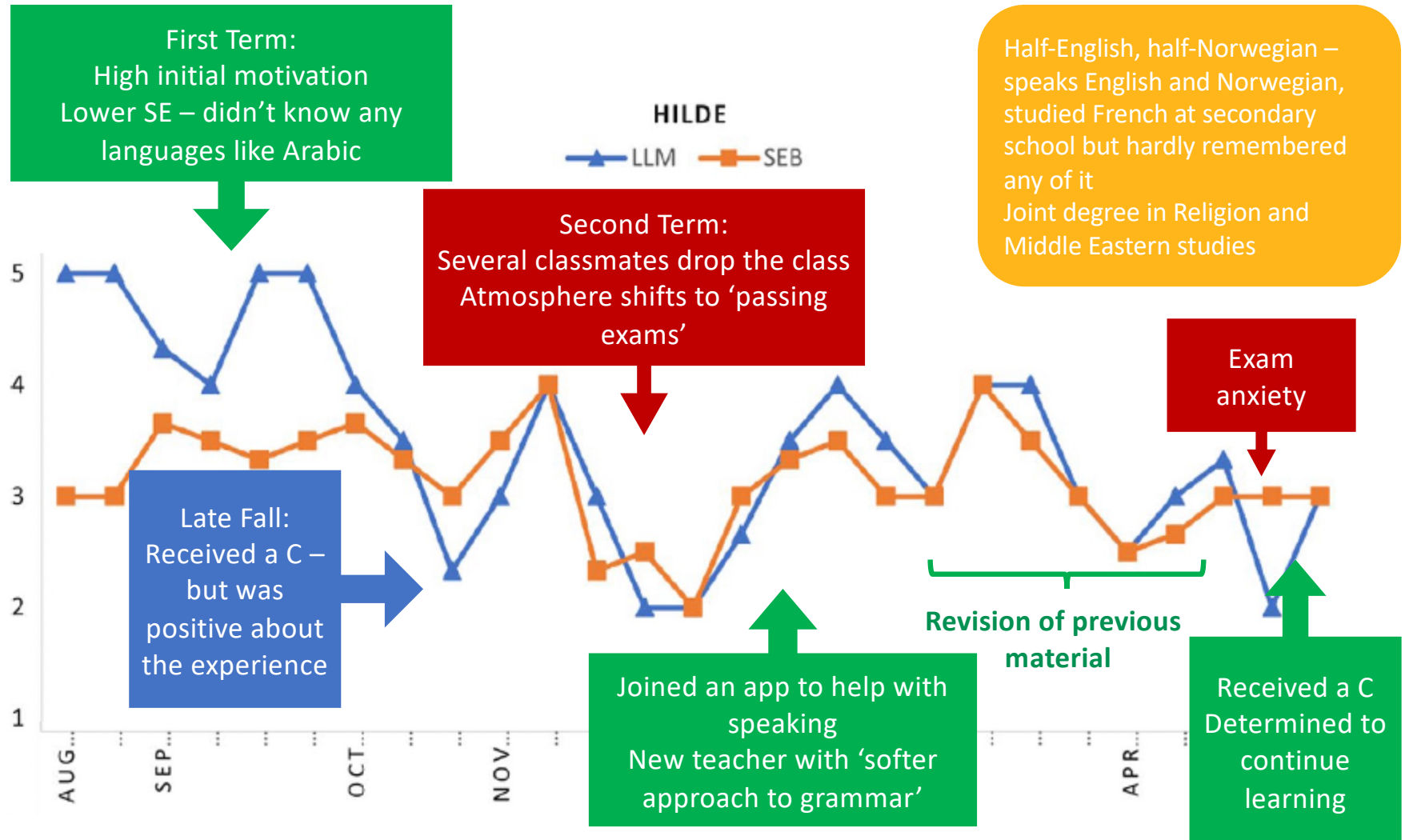
Context: **Norway**

Participants: **University Learners**

Learning Context: **FL**

Sample size: **2**

Theoretical Framework: **CDST**



KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants:
University Learners

Learning Context:
FL

Sample size:
2

Theoretical Framework:
CDST

What might this mean?

- Difference between **macro-** and **micro-level** motivations
 - E.g., broad reasons for wanting to learn a language v. daily motivation levels
- Motivation and self-efficacy **intertwined**
- Both appear to be '**harbingers of achievement**'
- Both are constantly **in flux** and responsive to environment – capturing snapshots of these may not provide full picture

KEY STUDIES

Calafato (2023)

Design: **Mixed Methods**

Context: **Norway**

Participants:
University Learners

Learning Context:
FL

Sample size:
2

Theoretical Framework:
CDST

Why might this be useful for teachers?

Regularly tracking learners' motivations may provide helpful and important insights into the learning journey, which may be difficult to otherwise observe.

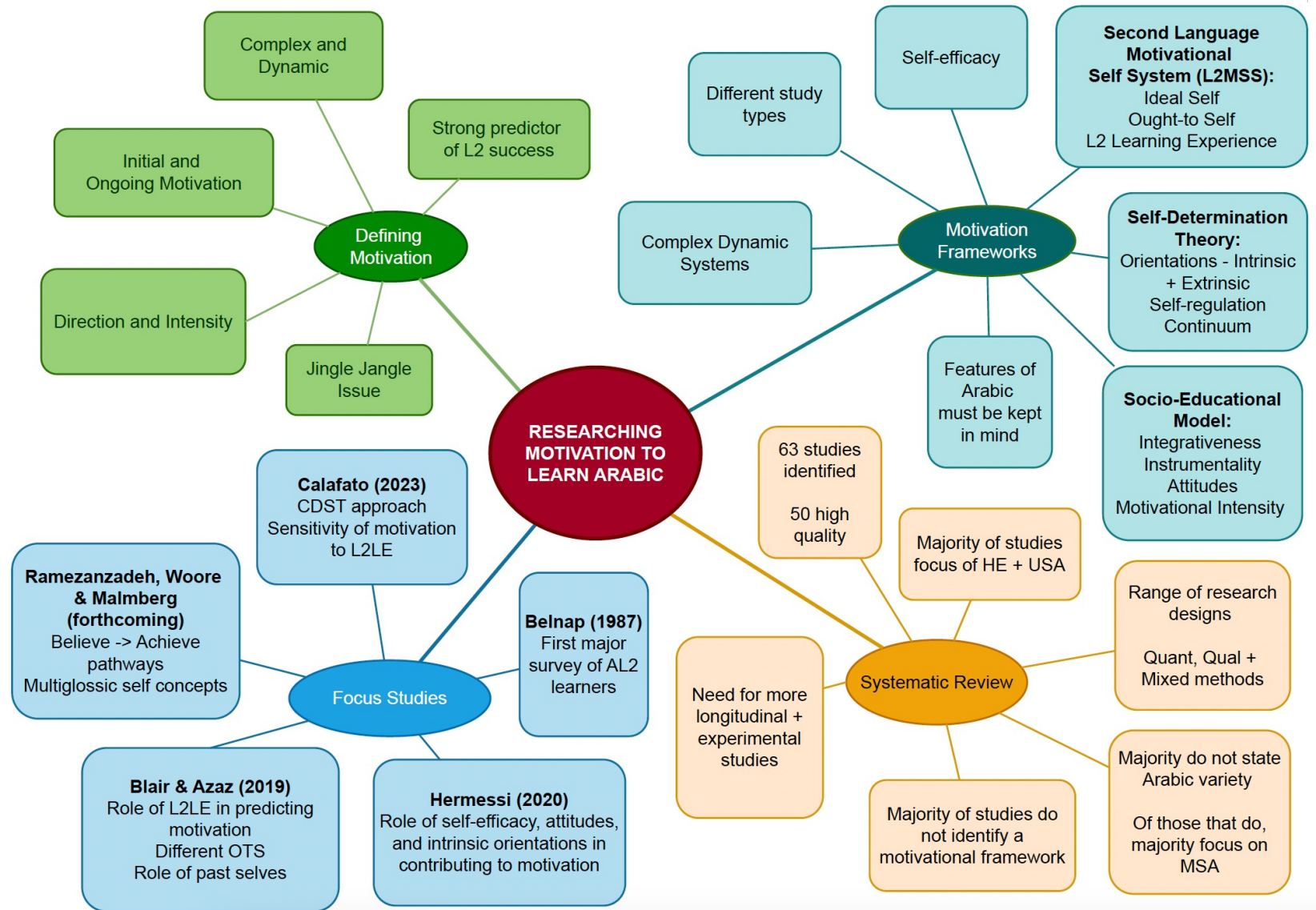


LIMITATIONS

Only 2 students involved

Not clear how 'motivation' was defined

SUMMARY



REFLECTION

Thinking about the following categories, are there any ways in which your understanding of motivation for learning Arabic has developed? Can you give some examples?

DEFINITIONS

What exactly are we looking at?

FRAMEWORKS

How exactly are we looking at it?

FINDINGS

What insights has research provided that may be difficult to capture?

INSTRUMENTS

*What tools are we using to capture and measure it?
How can we analyse it?*

Is it possible for one theory or framework to apply to all L2 Arabic learning?

*‘Calls into question the endeavor of motivation research for the last four decades or so to look for *the* motivation paradigm that cuts across all the factors that affect L2 learning [...].’*

(Hermessi, 2020, p.103)

Accepting/embracing complexity

Integration of findings and insights from different study types

Collaboration between researchers and teachers

- Teachers can benefit from: definitions, theories, instruments and findings
- Researchers benefit from: expertise of teachers, access, and extensive knowledge of context (macro and micro-level)

QUESTIONS FOR THEORY & PRACTICE



Understanding Learner Motivations

- What **factors** affect learners' motivations for Arabic?
- How might motivation to learn Arabic **differ** from motivation to learn other languages or school subjects?

Motivating Learners

- What can we do to get learners motivated to **choose** to learn Arabic?
- What can we do to **sustain** learners' motivation to keep learning Arabic?

Mapping Motivation

- How do we **become aware** of our learners' motivations and demotivations?
- How could we **track** learners' motivation over time?