

Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)

Chairs: **Ali H. Al-Hoorie**, The English Language Institute, Jubail Industrial College,
and **Peter D. MacIntyre**, Cape Breton University

Discussant: **R. C. Gardner**

This symposium celebrates the legacy and continuing influence of Robert C. Gardner, the father of the second language (L2) motivation field, at the 60th anniversary of the seminal paper by Gardner and Lambert (1959). Gardner's contributions go beyond the one-dimensional integrative-instrumental dichotomy. A group of distinguished scholars were invited to contribute to this symposium, each addressing a dimension of Gardner's contributions that links directly to contemporary developments in second language acquisition (SLA) theory and research. The topics come from diverse disciplinary perspectives, instantiating the extensive influence of Gardner's work. The presentations feature issues spanning macro-level processes of intergroup relations and social harmony to micro-level processes of intra-individual development and emotional reactions. Few SLA theorists have had such far-reaching influence.

Each presentation takes Gardner's work in a new direction. Taylor discusses the role of language in collective identity as opposed to the popular individual difference approach. Clément and Rubinfeld explore the motivation to learn a second language and how it can become a cultural mediator in conflict situations. Noels and colleagues offer an update on the Language Learning Orientations Scale, while Dewaele discusses his research findings in relation to willingness to communicate. Finally, MacIntyre and Ross discuss the relationship between Gardner's model and the important question of emotions. This inspiring collection of papers will be a unique experience for the audience, taking the field toward exciting new directions, even as we celebrate the first 60 years of Gardner's contributions.

Social Psychology and Second-Language Learning: How I tried to convince my supervisor to change the question

Donald Taylor, McGill University

My supervisor (Gardner) along with a cadre of his extremely bright graduate students were immersed in successfully building models of second language learning. I couldn't escape concepts such as instrumental and integrative motivation, the rigours of their measurement and how they interacted in complex statistical models. As the junior student at the time, and a quiet one at that, my argument was that all these models focussed on individual differences when we should be focussed on the crucial role that language plays for collective identity, especially for disadvantaged groups. I may not have convinced my colleagues, but a gracious supervisor at least allowed me to thrive.

An early influence on the social psychology of language: The socio-educational model of second language acquisition

Richard Clément, University of Ottawa, and **Sara Rubinfeld**, Government of Canada

Gardner's research was articulated around a conjecture of motivation to acquire a second language (L2) stemming from intergroup attitudes and identification. This paper will explore aspects of the legacy of his model. Among the many ramifications, some have dealt with societal contexts showing, for example, that the status of the language learner and of the target language group impact the outcome of L2 acquisition. Further studies have sought to delineate its impact on the social adaptation of the learners. More recent studies have pushed the social agenda further by studying aspects under which the L2 speaker is likely to become a cultural mediator in conflict situations. These findings are discussed within the context of current approaches to L2 motivation.

Assessment of Intrinsic and Extrinsic Motivation for Learning Another Language: Updating the Language Learning Orientations Scale (LLOS)

Kimberly Noels, Nigel Lou, Dayuma Lascano, Kathryn Chaffee, and Doris Zhang, University of Alberta

The psychometric characteristics of the revised Language Learning Orientations Scale are examined in 1899 current and past learners of diverse languages. The results suggest strong support for the instrument's validity and reliability in assessing amotivation; external, introjected, identified and integrated regulation (i.e., extrinsic motivation); and intrinsic motivation.

Attitude towards the FL as the main predictor of Willingness to Communicate in the FL Classroom

Jean-Marc Dewaele, University of London

Research on Willingness to Communicate (WTC) in SLA has been shaped by MacIntyre, Dörnyei, Clément & Noels' (1998) highly influential pyramid model. They described WTC as a state influenced by the interplay of linguistic, communicative and social psychological factors. The present paper identifies the strongest predictors of WTC in the French FL of 189 British pupils from two London secondary schools. Regression analyses showed that WTC was most strongly predicted by attitude to the FL, followed by both Foreign Language Enjoyment and Anxiety in the FL classroom, the linguistic-communicative factor of FL mastery, and the socio-biographical factor of age. The findings confirm MacIntyre et al (1998) and Gardner (1985) on the crucial role of learners' attitude towards the FL.

How emotional is the socio-educational model?

Peter MacIntyre and **Jessica Ross**, Cape Breton University

In this presentation we will review key theoretical, measurement, and empirical implications of developments in the study of emotions for the SE Model. First, theoretically, we will argue that the relevant processes are so intertwined that emotion is motivation. Second, although measurement of concepts has been a particular strength of the SE Model over time, developments in emotion theory suggest additional interpretation is needed for the measurement strategy of using balanced item keying. Finally, to solidify the argument that emotions are central to the SE model, data from three studies will be presented to show the breadth and strength of the empirical relationships between various emotions and elements of the SE Model.