**Nicholson, S. J. (2013). Influencing motivation in the foreign language classroom. *Journal***

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*Mots clefs*:

Motivation, second language, L2 learning, intrinsic vs extrinsic motivation, self-determination, ideal self.

*Objectif de l’article*:

The author outlines current motivation theories and discusses the key factors in motivation to learn a second language. He then presents classroom strategies and suggestions for language teachers.

*Résumé*:

In this article, Nicholson presents leading theories on motivation and applies them to second language learning:

**Integrative – Instrumental Dichotomy** **(Gardner & Lambert, 1959)**

This theory outlines the differences between learning a second language out of interest and desire to communicate with the language community (integrative) and learning a second language in order to achieve a life goal, job or task (instrumental).

**Self Determination Theory** **(Deci & Ryan, 1985)**

Intrinsically motivated students are motivated to learn because they enjoy the subject. They do not need external rewards. These students tend to retain information longer and seek to continue learning. Extrinsically motivated students, on the other hand, are motivat4ed by factors outside of themselves, such as rewards or the avoidance of consequences. Success in learning is dependent on the presence of these factors. Self Determination Theory focusses on three basic factors: Competence, relatedness and autonomy.

**The Ideal Self** **(Dornyei, 2005)**

If the student sees his future self as speaking the language and being a member of the language community, they will be more motivated to learn the language.

**Key Factors of Motivation in Second Language Learning**

* Integrativeness and the Ideal Self; Students need to see themselves becoming a communicating member of the second language community
* Enjoyment of learning; Students must be intrinsically motivated, finding pleasure in the learning process.
* External pressure: Students who are extrinsically motivated will try to learn to please someone, or to attain rewards such as good grades, higher pay, etc.

**Suggested Teacher Strategies to Increase Motivation**

* Use materials and activities that students enjoy and find interesting.
* Employ strategies that increase students’ feelings of confidence and self-efficacy.
* Focus on student success and growth mindset to lessen their fear of making mistakes
* Provide students with a sense of autonomy, encouraging them to be in charge of their learning.
* Help students feel connected to the class community.
* Provide opportunities for students to learn about and meet role models in the second language community.

*Méthodologie*:

This is a literature review that presents theories of motivation and explains their connection to the second language classroom. From each factor the author draws suggestions on how teachers can increase motivation in their students.

*Pertinence pour les objectifs d’études que vous avez choisis:*

This article is very pertinent to my research. Motivation is one of the most influential factors to the success of boys in French language learning. The theories outlined in this article invite further research and investigation, and Nicholson’s bibliography provides many new research ideas. The classroom strategies each contain a list that can be investigated further as well

References

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Gardner, R., & Lambert, W. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, *13*(4), 266 – 272. Retrieved from http://eric.ed.gov/?id=ED031968

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