Bibliographie annotée

**Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern***

***Language Journal, 78,* 273-284. Retrieved from http://www.zoltandornyei.co.uk/uploads/1994-dornyei-mlj-a.pdf**

**Mots clefs:**

L2 learning, L2 motivation, intrinsic / extrinsic motivation, self-efficacy. Motivational components

**Objectif de l’article:**

The objective of this article is to “foster further understanding of L2 motivation from an educational perspective” (Dörnyei, 1994). Dörnyei, discusses the constructs involved in motivation theory as defined by Canadian psychologists Robert Gardner and Wallace Lambert, and goes on to bring the constructs to light in the context of L2 learning in Canada.

**Résumé:**

This article is a detailed study of motivation in the L2 classroom, followed by a comprehensive list of teacher strategies that can improve motivation.

The article addresses approaches and strategies to affect motivations on three different levels: Language level, learner level, and learning situation level.

On the language level, students can be motivated to learn the L2 through an interest in the language and culture itself. Experiencing the language in authentic situations, experiencing the culture, meeting role models in the L2 community, and seeing the utility of the L2 in their life and future life will bring students to a place of wanting to speak the language and seeing the course as an opportunity to reach this personal goal.

On the learner level, students are motivated by a personal need to succeed and feel confident in their ability. By promoting self-efficacy and learning success, the teacher can help students to become motivated to feel good about the learning process and experience a desire to learn more.

On the learning situation level, Dörnyei, looks at motivation from three perspectives: course-specific, teacher-specific and group-specific. Each perspective is analyzed and broken down into sub categories.

Course-specific perspectives revolve around interest, relevance, expectancy and satisfaction.

Teacher specific perspectives include:

* Affiliative drive: Students who are strongly attached to the teacher will want to perform well in order to please. This extrinsic motivation can then become intrinsic.
* Authority type: Students respond more favorably to a teacher who includes them in decision making and planning, and encourages them to take responsibility in their learning.
* Socialization of student motivation: Teachers need to lead students to a place of motivation through the modelling of interest in the subject, presentation of the relevancy of the tasks, and timely and relevant feedback on learning.

Dörnyei, categorizes group specific perspectives into four areas:

* Goal-orientedness: Individual goals will be overcome by the goals of the majority of the students. If the majority of students want to learn, this goal will be adopted by more students and will be reflected in the class behaviour.
* Norm and reward system: while many classrooms operate on a reward and punishment system, success in helping students develop intrinsic motivation comes through helping the class develop successful learning strategies as norm behaviour is a more effective technique. Individuals will be swayed to join in through peer pressure.
* Group cohesion: Group cohesion is of the utmost importance, as if a group is closely knit, individuals will feel motivation to help further the group’s goals.
* Classroom goal structures: Classroom structures are identified as competitive, cooperative, or individualistic. While different structures are effective in different cohort groups. Evidence shows that cooperative structures are more likely to spark intrinsic motivation.

This article then provides thirty relevant and specific strategies that can be applied on all three levels. This list is too large to include in this annotation, but warrants further study and inclusion in future reviews.

**Méthodologie:**

Dörnyei reviewed 55 sources and compiled this detailed article that outlines current theories of motivation along with applications to the modern L2 classroom.

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

Dörnyei,’s article is extremely relevant to my research. The key to changing the disheartening trend of male attrition in French programs is to identify the core elements in motivating them to want to stay and to succeed in learning the French language. Dörnyei,’s discussion is based on the theories of Gardner and Lambert who wrote from a Canadian perspective. This article presents a plethora of direct application of motivational theories in the L2 classroom, after discussing all levels of motivation for L2 learning.

Références

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