Integrative Motivation: Past, Present and Future

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My interest in the role of individual difference variables in second language acquisition began in 1956. I was a new graduate student in Psychology at McGill University, and I was talking to my thesis advisor, W. E. Lambert, about possible thesis topics. At that time, he was doing research on bilingualism, and since I wasn't bilingual myself, he suggested that perhaps I could study language learners instead. We discussed a number of possibilities, and at one point, I remarked that I didn't see how someone could really learn a second language if they didn't like the group who spoke the language. At which point, he said "Hey man. There's your thesis!". Little did I realize then that it would end up being one of the major interests in my life.

It is very common for individuals in the world today to speak more than one language. Tucker (1981, p. 77) claims that "there are many more bilinguals in the world than monolinguals, and that there are more students who by choice or necessity attend schools where the medium of instruction is their second or later acquired language rather than their mother tongues". It is difficult, therefore, to see how learning a second language can be such a problem. But if you speak to people who have studied another language, you will find many that claim that it is very difficult indeed, if not impossible.

Second language acquisition takes place in many different contexts, so the first thing that I believe must be considered is the nature of the context itself. Its an obvious point to make, I realize, but there are many cultural differences throughout the world. Many individuals live in cultures where more than one language is used quite commonly, and others live in countries where other languages are seldom heard in everyday life. Some cultures accept learning more than one language as a simple fact of life; others consider it a relatively rare and difficult event.

At the more personal level, some individuals grow up speaking more than one language in the home; others do not. Some individuals are the children of immigrants or sojourners and have to learn the language of the host community for school, etc.; sometimes they even serve as translators for other members of their family. Some individuals decide, for any number of reasons, to emigrate to another country and are faced with the need to develop proficiency in a new language. Some individuals live in a community where their language is not the major one and they are required to learn the dominant language. Some individuals live in a community where their language is dominant, but for some reason they want, or are encouraged, to learn another language. Some individuals live in a community where other languages are not prominent, yet they enjoy studying another language. In short, there are many different situations in which second language acquisition can take place, and it is reasonable to assume that the context will have an influence on the relative degree of success of the individual concerned.

Second vs Foreign Languages: The Canadian Setting

Recently, in the literature, a distinction has been made between second language acquisition and foreign language acquisition and it has been proposed that the dynamics involved in learning these two different types of language may be quite different (see, for example, Oxford, 1996). Often, it is claimed that a language is a second language for an individual if it is readily available in that individual's environment, and the individual has many opportunities to hear, see, and use it. Similarly, it is proposed that a language is a foreign one for the individual if it is the

language of a group with which the individual has little contact, so that there is little opportunity to meet with members of that language group, or to experience the language first hand.

Although this is a very meaningful hypothesis, and it is undoubtedly the case that the social context can well influence the dynamics of learning a second language (cf., Clement & Gardner, in press), care must be taken in classifying studies as involving second or foreign languages as characterized above. For example, most of our studies are described as involving second language learning. This is because most of our research involves Canadians learning either French or English, and both French and English are official languages in Canada. It is not the case, however, that French or English is necessarily readily available in individuals' environments, as is evident by the material presented in Table 1.

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Insert Table 1 about here

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Table 1 presents information about knowledge of the two official languages, French and English, in Canada by province and territory. This information is based on the most recent census (1996). As can be seen, of the total population of 28,528,125 individuals, 67% know English only, 14% know French only, and 17% know English and French. Phrased slightly differently, 84% (67 + 17) of the population knows English, and 31% (14 + 17) knows French. In this light, one might meaningfully characterize Canada as bilingual, albeit dominantly English.

The picture changes somewhat when attention is directed toward the 10 provinces and two territories. In 10 of these regions, more than 85% of the respective populations know English only, and less than one-half of 1% know French only. Moreover, less than 12% in each of the 10 regions report a knowledge of French and English. Thus, 10 of the 12 regions of Canada can hardly be characterized as French/English bilingual in the sense that they provide ample opportunities for individuals to hear and practice their French.

In the other two regions, the percentages of the population that know English only are much lower (57% in New Brunswick and 5% in Quebec), and the percentage that know French only is much higher (10% and 56% respectively). Moreover, the percentage that know both English and French are 33% and 38% respectively. These two regions then could be characterized a bilingual communities, and it is clear that opportunities exist to experience both languages.

This distinction is important when considering research conducted in Canada. Since Canada is officially a bilingual (French/English) country, either of the two languages is by definition a second language, even though many regions in Canada cannot be characterized as bilingual communities. Thus, if we were to use the defining characteristics of availability to distinguish between second and foreign language learning, much of the research I have done would have to be characterized as involving a foreign language since much of it has been conducted in Ontario where less than 12½ % of the population knows French. In fact, much of it is conducted in a region of Ontario where the percentage is less than that. I hasten to add that it would be inappropriate, nonetheless, to refer to my studies as involving foreign language learning, since as I said above Canada is officially bilingual and French and English are the languages of the two founding peoples. Throughout this talk, therefore, I will use the term second language acquisition, not meaning to imply that the other language is necessarily dominant or readily

available to the student, but rather that it is another language.

One Interpretation of the Title

When I first proposed the title for this lecture series, I meant to indicate that I would spend time:

(a) discussing the history of research on integrative motivation and second language learning,
(b) outlining the research that has been conducted using this concept as a basis, highlighting some of the controversies and relatively consistent findings, and
(c) speculating on where we might proceed in the future.

When I began to work on this particular lecture, it dawned on me that the title "Integrative Motivation: Past, Present, and Future" had another completely different meaning from the one described above, and one which I thought should have more significance for language teachers and educators. This meaning is very basic to our research. From this perspective, :

(a) **the past** means that the student in a language class brings with him or her a history that cannot be ignored,
(b) **the present** means that to the student in a language class, the situation at that time is uppermost in his or her mind. That is, the student has many concurrent interests and concerns over and above the classroom activity at that particular time, and
(c) **the future** means that the student in a language class will exist after the language course ends, and it is meaningful to consider whether she or he will use the skills that are developed in the class.

In my opinion, one of the major characteristics of the concept of integrative motivation is that it addresses all three of these aspects as they apply to the individual and that this distinguishes it from other motivational concepts in the area of second language acquisition. The more I thought about it, the more I thought that this latter interpretation of the title of this series is perhaps more descriptive of the whole notion of integrative motivation.

In our research, we assume that learning another language is different from much other learning that takes place in school. In truly learning the other language, the individual is attempting to incorporate speech sounds, grammatical structures, behaviour patterns, and the like that are characteristic of another culture, and this is not true of most, if not all other school subjects. Other subjects like arithmetic, history, geography, music, etc., are generally all part of the student's culture, or cultural perspective at least, so that acquiring this material does not involve any personal conflict. But learning another language involves making something foreign a part of one's self. As such, one's conception of their "self" and their willingness to open it up to change, as well as their attitudes toward the other community, or out-groups in general will influence how well they can make this material part of their own repertoire.

We propose that learning a second language involves taking on the behavioural characteristics of another cultural group of people, and that this has implications for the individual. Language is an integral part of the individual, and is a significant part of the self. Consider, that most thoughts involve language, and much of our behaviour is language related. We interact with others primarily through language. We even interact with ourselves through language. That is, we talk to ourselves at times for reasons other than communication. When we are sad, talking to ourselves somehow eases our pain and helps us through the difficult time. When we are happy or proud of some accomplishment, we often reinforce our pleasure by talking

to ourselves about the situation. To take on another language therefore involves some modification of the self.

The notion of **the past** in this context, then refers to the fact that the individual's past experiences, and family and cultural background are considered important to learning a second language. When this past material is conducive to learning, then learning will be facilitated. When it is detrimental, learning will be hampered. That is, when the student enters the classroom, he or she brings a lot of emotional and cognitive baggage that can influence the learning experience. This can have an influence on how the student perceives the class and the task at hand, and how motivated that student will be to learn the material. For example, if a student comes from a culture where it is expected that everyone will learn more than one language, or from a family where most other members have been successful in learning the language, it is likely that this background will foster greater levels of success than a cultural or familial background that considers second language acquisition a very difficult if not impossible task. In formal descriptions of the socio-educational model of second language acquisition (Gardner, 1985), we refer to this class of variables as the social milieu.

The notion of **the present** is meant to indicate that learning is also influenced by the present situation. The teacher presents material, makes demands and requests, etc., and the student responds, but these responses are moderated by her or his own thoughts, needs, recent experiences, and perceptions. That is, the student is more than just an individual in the class devoting all of her or his attention to the task at hand. The present is a complex world, even for the young student, and perhaps more so for the older student. The point is that everything that is going on has an effect on the student. An exciting presentation, a fun lecture, etc., is more than that. It interacts with everything else taking place in the individual's life at the time. Similarly, a dull presentation, confusing illustrations and the like, are presented in a very active context as far as any one student is concerned. When we speak of the teacher or the curriculum or the good or bad student for that matter, we must remember that these terms apply to different individuals in different contexts even in the same classroom.

The student's experiences in the classroom, characteristics of the teacher, the curriculum, pedagogical procedures, etc., will have an influence on levels of achievement and motivation. In our model, we refer to this as the formal language acquisition context. We also refer to informal language acquisition contexts to describe any non-instructional situation in which the individual can learn the language. The important thing is that the present is important.

The notion of **the Future** emphasizes that when considering second language acquisition, we must ask "What use will the individual make of the language immediately after the current learning experience is completed, or many years later? MacIntyre, Noels, Clément and Dörnyei (1998) propose that an important acquisition that can come out of any class is the willingness to communicate. In their latest model of the second language acquisition process, they hypothesize that Use of the Language is the ultimate goal, and that achievement in the language and Willingness to Communicate are two of many goals along the way to achieving this goal.

Once the student leaves the classroom, she or he may or may not use the language much again. That is, two students may have had similar experiences, yet one may end up using the language with facility, etc., while the other may use the language haltingly or not at all. In our model, we refer to linguistic and non-linguistic outcomes, and one very important component of

the non-linguistic outcomes is the development of attributes such as favourable or unfavourable reactions to the class, Willingness (or a lack of Willingness) to Communicate in the language in the future, etc., depending on the experiences in class. The point is, that such non-linguistic outcomes develop in part from the learning experience (i.e., the **present**) and in part from preconceptions feelings, beliefs, etc., that are a prior part of the individual (i.e., the **past**). In short then, past, present and future, in the title could be interpreted to refer to the three time periods that are at play at any given time in any given classroom.

Another Interpretation of the Title

The more traditional interpretation of the title is in terms of the three time periods associated with research on integrative motivation and second language acquisition. When referring to **The Past**, I sometimes refer to Early History as the period from the beginning of research on the role of motivation in second language acquisition to 1972, and the publication of Gardner & Lambert's book, "*Attitudes and Motivation in Second Language Acquisition*". I consider this to be early history because interest in the topic and relevant research were sporadic, largely descriptive, and somewhat atheoretical. I use the term Modern History to refer to the period from 1972 to 1985, and the publication of Gardner's book, "*Social Psychology and Second Language Learning: The Role of Attitudes and Motivation.* In this period, interest expanded, more researchers became involved in asking questions and gathering data, and a number of theoretical models were proposed. And since 1985, interest has continued to grow, more models have been proposed, and paradigm shifts (new directions) have been suggested and tried.

The Past.

Now-a-days, the concept of Integrative Motivation is often referred to in discussions about the learning of another language. But it was not always thus! Less than 50 years ago, affective variables such as attitudes, motivation, and anxiety were not considered to be very important, if at all, as factors related to learning another language. Prior to the 1920's, it was generally felt that intelligence was a primary variable that accounted for differences in learning a foreign language in the school setting (see Henmon, 1929). It was around then that attention was directed towards the development of "special prognosis tests", such as the Symonds (1930) *Foreign Language Prognosis Test*, to determine who would be successful and who would be unsuccessful in learning languages, and it was found that achievement in a second language was more highly related to scores on these tests than tests of intelligence. The next development in this area came in the 1960's with the development of language aptitude tests, and a focus on the types of abilities involved in second language acquisition. Thus, for example, Carroll and Sapon (1959) published the *Modern Language Aptitude Test (MLAT),* showing that four abilities were involved in learning a second language, *phonetic coding, grammatical sensitivity, memory ability, and inductive language earning ability*.

Table 2 presents an overview of the **Early History**. Time does not permit a discussion of each of these contributions, but I can give a brief history.

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The notion that affective factors were involved in second language learning started in the 1940's. One of the first studies was conducted by Jordan (1941) who investigated the relation between attitudes toward learning five different school subjects (French, mathematics, history, English, and geography) and grades in those subjects for samples of boys in elementary school. The correlation between Attitudes toward Learning French and grades in French was the second highest one obtained. As shown in Table 2, there were other developments concerned with attitudes and motivation, but here I will direct attention to three of the most relevant ones, notably those by Markwardt (1948), Lambert (1955), and Whyte and Holmberg (1956).

In the lead article of the first issue of the journal, **Language Learning**, Markwardt (1948) proposed that there were five motives for studying a second language. He described two of them as **non-utilitarian** in that they represent an interest in learning the language where the focus is not so much on learning the language to achieve a specific linguistic goal, but rather more general ones. The two non-utilitarian motives were:

1. **To be a cultivated (educated) person**. That is, knowledge of another language was one sign of a cultured individual.
2. **To learn the language of a minority group in another speech area**. This motive often characterized members of linguistic enclaves who sought to maintain their native language and culture in order to maintain cohesion within the group, and resist assimilation into the dominant culture.

He described three other motives as **practical** in that there were tangible objectives associated with language acquisition. In today's terminology, they would be referred to as instrumental motives, though motive Number 1 above would be also. These three motives were:

3. **To foster assimilation of a minority language group**. The majority group promotes the acquisition of the dominant language by minority group members in order to facilitate economic interaction between the two communities, which is often endorsed by members of the minority group, resulting in assimilation of that group into the majority one.
4. **To promote trade and colonization**. It is often considered advantageous for the seller (often a member of the dominant language group) to learn the language of the buyer.
5. **To learn a language required for scientific and/or technical use**. It is often found necessary to learn the language that is dominant in scientific and technical circles in order to succeed in careers in these areas.

In his discussion, Markwardt proposed that the different motives resulted in different linguistic objectives, and that only the second objective - preservation of cultural background - "presupposes the most complete mastery of the language studied" (p.11). Each of the other motives could be satisfied with less than complete mastery of the language.

The second article, and the one that probably most clearly foresees the development of the integrative and instrumental orientations in second language learning was by Lambert (1955). He conducted a series of studies on the language behaviour of individuals at various levels of bilingual development. He contrasted native speakers of French who had lived in an English speaking environment for at least seven years, with graduate students majoring in French, and undergraduate students of French in an American city. He found that the three groups did not differ significantly on some measures of French proficiency, that the undergraduates differed significantly from the graduate students and the native speakers on others, and that the

undergraduates and the graduate students differed significantly from the native speakers on still others. Based on an analysis of the language tasks, he proposed that the development of bilingual skill involved passing through a number of barriers. The most basic was the **Vocabulary Barrier**, while the most advanced was the **Cultural Barrier**. Most importantly for our purposes, he identified two graduate students who were more similar to the native speakers than were any of the other students. That is, there was evidence that they had passed through the Cultural Barrier.

One of these students had identified with people from France. He reported reading mostly French newspapers and magazines, etc., and vowed that he was going to move to France as soon as he could. The other was a woman who had taught French for a number of years, and believed that it was important for her to maintain and improve her French proficiency to perform her job as a teacher effectively. You can see here, the beginning of the ideas of integrative and instrumental orientations respectively.

The third reference from history that I feel is important is an essay dealing with industrial relations in Latin America. Whyte and Holmberg (1956) noted that there were a number of problems facing businesses that wished to be successful in Latin America. One that is relevant to the present discussion was that of learning Spanish. Whyte and Holmberg discussed four factors that they felt influenced second language learning. Three of them were Contact (with the local community), Variety of Experience (using the language), and Ability (i.e., language aptitude). The fourth was Psychological Identification, by which they meant the capacity for learners to perceive themselves like Latin Americans. In their view, Psychological Identification was perhaps the most important factor in learning the language. They state "If the employee learns the language simply as a tool to get the job done, then he has little incentive to go beyond 'job Spanish'." If he views language as a means of establishing real bonds of communication with another people, then he has the psychological foundations for language mastery" (p. 15). Note here the distinction between integrative and instrumental orientations. There is often a distinction made between integrative and instrumental motives in second language learning, and it is interesting to find that one of the stronger arguments for an integrative orientation in language study was proposed in the context of industrial relations, which typically would be viewed as an instrumental context (i.e., be successful in business).

There are other references to findings and publications in Early History in Table 2 that I will not discuss now, but each in my view helped to contribute to the development of research interest in the concept of integrative motivation in second language study. Sometimes, I have also referred to what I call **Modern History** of this field, because this period marked the development of the AMTB, some controversies that appeared in the literature, and some developments in related fields. Thus, in my view, modern history began with a series of studies initiated in 1972. This was the year that Pat Smythe and I obtained our first research grant to attempt to develop the Attitude/Motivation Test Battery. In the following year, we developed many items for 11 subtests, tested samples of students in grades 7 to 11 on a large set of items, and performed item analyses to obtain a set of items that were equally applicable to students at all five grade levels. The next year, we administered the reduced-scales to larger samples of students in the same grade levels in other schools to assess internal consistency reliability, factor structure, and grade differences in the various measures.

In 1974, we obtained a three year grant to investigate the role of attitudes and motivation in learning French in various regions of Canada. We also conducted a number of studies investigating issues associated with individual differences in second language acquisition. This research initiated a series of investigations both by us and others. The Modern History includes a number of other developments that we will discuss in greater detail in another session of this lecture series.

The Present.

The Present is more difficult to identify as a temporal period. Obviously, the present is now, not yesterday or tomorrow. Nonetheless, in terms of research on the concept of integrative motivation and related concepts, I consider the present to have originated around 1985. This is when there were shifts in many quarters to investigate more than one or two variables and to propose models of second language acquisition that included many variables. It was around then too when different perspectives were introduced, and when many of the issues were proposed that are still being discussed today. These include issues such as (a) the role of social context and the distinction between second and foreign language learning, (b) concerns about the direction of causation (does motivation promote achievement or does achievement promote motivation), and even (c) the need for different perspectives (i.e., considering motivational concepts of meaning to teachers). Zoltan Dörnyei has just published a book, "**Teaching and Researching Motivation**" that details much of the current research in this area, and discusses many of these and other issues relating them to earlier concerns that date back to the 1980's.

The Future.

The Future is also difficult to identify in terms of a temporal period. It is simply a continuation of the present. In this respect, there are many developments underway that will continue in the future. It is safe to predict that even more new models will be advanced, and other perspectives championed. From my personal point of view, I believe the components of integrative motivation will remain, though it is hard to say in what form or with what labels they will be described. In my immediate future, I intend to conduct a meta analysis of the relations of attitudes and motivation, as represented in integrative motivation, to indices of achievement in the other language in studies conducted in different cultural settings. In fact, we have just initiated such a study. I believe this type of summarizing research is needed now to clarify just what the relationships are and what social factors, if any, moderate them.

Another future direction we are pursuing is the distinction between attitudes and motivation characterized as traits (i.e., relatively stable attributes), and states (attitudes and motivation acting at any given time). We have already initiated a few studies on this distinction, and on the stability of the trait measures, and are obtaining some very interesting results. Based on our first study of university students studying French as a second language, it appears that most of the attributes of the integrative motive are relatively stable. The exception to this is Attitudes toward the Learning Situation, where evaluation of the teacher and course do show less stability, though not a great amount. We find this a very interesting result, particularly given the argument that more attention should be directed toward the classroom situation and factors operating there.

A third future distinction is concerned with the construction and testing of a mini-AMTB that measures the same attributes as the original Attitude/Motivation Test Battery. Often, the

original AMTB takes too much time to administer, and students object to using class time for such purposes. Then too, there are other contexts where time is limited, as in Computer Assisted Language Learning (CALL), and it would be useful to make assessments that do not interfere with the ongoing activity. A mini-AMTB, particularly, a computerized version that could be answered in less than two or three minutes, could be extremely useful in assessing the efficacy of this new language teaching tool.

Research Issues

There are a number of issues associated with research on the concept of integrative motivation, some of which we have already mentioned earlier. To me, the concept of integrative motivation is a complex interplay of self-concept, attitudes and motivation. To some, it is much less complex. For example, a number of years ago, Crookes and Schmidt (1991) recommended opening up the research agenda in the area of motivation and second language acquisition. They called for a new approach to the conceptualization of motivation to incorporate more aspects of motivation than they felt were covered by the integrative motive, and to include motivation as the teacher uses the term. Personally, I agreed with the notion of opening up the research agenda, but I didn't see how the concept of integrative motivation was as narrow as they suggested. They and others seemed to feel that integrative motivation was much more restricted in scope than I did.

Defining Motivation.

Motivation implies many things. The motivated individual displays many attributes, and the goal is only one of them. For example, the motivated individual:

(a) expends effort to achieve the goal, is persistent, and attentive to the task at hand.
(b) has goals and desires. He or she has aspirations, both immediate and distal.
(c) enjoys the activity of striving for the goal.
(d) experiences positive reinforcement from his or her successes, and dissatisfaction in response to failures.
(e) makes attributions concerning her or his successes and failures.
(f) is aroused when striving for the goal.
(g) makes use of strategies to aid in achieving the goal.

That is, the motivated individual expresses many behaviours, feelings, cognitions, etc., that the individual who is not motivated does not exhibit.

Reasons, Orientations, and Motivation.

Some researchers seem to feel that integrative motivation can be assessed in terms of someone's **reasons for learning another language**. Thus, research has been conducted where integrative motivation has been defined in terms of agreeing with items like:

I want to learn "**the language**" because it will help me to learn more about people who speak "**the language**".

or

I want to learn "**the language**" so that I can gain friends more easily with people who speak "**the language**".

or

I want to learn "**the language**" to meet and converse with more and different people.

To me, these are reasons for learning "**the language**". Some might even call them

motives, because a reason is often seen as a motive. But to me, at least, these are simply reasons. Agreeing that they are true of you doesn't mean necessarily that you are motivated to learn the language. The motivated individual does more than say "I have this as my reason for doing what I am doing". The motivated individual expends effort, has wants and desires, enjoys the activity, experiences reinforcement for success, dissatisfaction for failure, makes attributions, is aroused, etc.

I tend to categorize these reasons and others like them as **integrative reasons** because each seems to reflect an interest in integration with (or specifically in becoming closer psychologically to) the group who speaks the language. And if someone were to express such reasons or similar ones, I would say that they were expressing an **integrative orientation** to language study. That is, to me, an orientation is a collection of reasons that reflect common or conceptually similar goals, that indicate that the individual is learning "**the language**" because of a genuine interest in coming, or at least willingness to come, closer psychologically with individuals who speak "**the language**". It is even possible that an individual who expresses such reasons might be integratively motivated to learn the language, but I would want to see if he or she exhibits other characteristics of the motivated individual before I made this inference.

In like manner, I could see that someone agreeing with reasons such as the following ones was expressing somewhat different goals. The following reasons have been referred to as **instrumental reasons**:

I want to learn "**the language**" in order to get a good job.

or

I want to learn "**the language**" because it will be important for my future career.

or

I want to learn "**the language**" so that I will be better educated.

I consider each of these to reflect an **instrumental orientation** because they each describe a goal that doesn't seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose learning the language would serve for the individual. There is nothing in these reasons to suggest that the individual wants to come particularly close in an emotional sense to members of the other community. The intent seems much more to be one of satisfying a purpose that involves the group at a more distant level. As above, however, I wouldn't want to conclude necessarily that the individual was instrumentally motivated until I had satisfied myself that she or he exhibited many of the behaviours of the motivated individual. That is, the motivated individual expends effort, has desires, etc.

I should note too that it is possible for an individual to feel that both sets of reasons apply to him or her. That is, one might want to learn a language so that she or he can move to a community where a different language is spoken in order to live and work and intermingle with members of the new culture. Obviously, an individual doesn't have to accept just one or the other type of reason. To say that this person is integratively oriented and therefore not instrumentally oriented, while that person is instrumentally oriented and therefore not integratively oriented is an oversimplification. *People are much more complex than this.* Furthermore, it is quite possible that an individual might feel that neither set of reasons apply, or that there is some other reason. But again, to infer motivation or lack of motivation, I would want to determine whether or not this individual displays other characteristics of the motivated individual as indicated above.

As a side note, I would also like to suggest that someone who states that they are studying a particular language because it is a language requirement is not even giving a reason for learning the language. Presumably, the goal of such an individual is to get a grade in a course, not learn a language. That is, this type of reason doesn't belong in either the integrative or instrumental type of **reasons for learning the language**. It's a reason, and not a very good one I suppose, for taking the course, but not for learning the language.

Defining Language Learning

Immediately above, I made a distinction between learning and studying the language. This is an important distinction, I believe, when we are investigating correlates of achievement in a second language. When conducting such research, we should ask "what do we mean by learning the language?". Do we mean learning a few words and phrases? Do we mean taking one or more language courses? Last year I gave a talk at the AAAL in which I suggested that, in the context of the notion of integrative motivation, learning a language meant the development of near native-like facility, and that this took time. In fact, in a Psychological Review article on expertise in 1993, Ericsson, Krampe & Tesch-Römer claimed that it took about 10 years to develop the language skills of the typical adult. Whether or not, one considers this a meaningful goal of language learning, it is important to define just what one means about language learning before considering the variables that might influence success in achieving that goal. Recall that Markwardt (1948) felt that different motives had different linguistic objectives. For many of them something akin to "job Spanish" in Whyte and Holmberg's (1956) terms was a sufficient linguistic objective.

In our research, we have assumed that by language learning we mean more than learning a few words of vocabulary, some grammatical rules, non-fluent utterances, and the like. At a minimum, we assume that to say one has learned a language, one is at least able to understand and carry on a relatively fluent conversation, and probably can read and write text of a reasonable level of difficulty. In short, passing one course, even with high grades does not necessarily imply having learned the language. In fact, I know many people in Canada who have taken French from the beginning of school to graduation 12 or 13 years later who would not claim to have learned the language even though they had achieved reasonable grades throughout their school years.

Obviously, they would have considerable knowledge of the language, and could probably get by using it if they had to do, but they are not comfortable with it. Its more realistic for them to say that although they have studied it for many years, they don't really know the language. Earlier I quoted Whyte and Holmberg (1956) on what is meant by learning a second language. Recall that they wrote "If the employee learns the language simply as a tool to get the job done, then he has little incentive to go beyond 'job Spanish'. If he views language as a means of establishing real bonds of communication with another people, then he has the psychological foundations for language mastery" (p. 15). We may rephrase this to say "If the student learns the language just to get a good grade in the course, then he or she has little incentive to go beyond the class requirements. If he or she views it as a means of establishing real bonds of communication with another people, then she or he is truly learning the language". This is the distinction between using the language as a means of communication, and using it in order to make oneself understood.

The Socio-Educational Model of Second Language Acquisition

One development that resulted from the research program that Pat Smythe and I began in 1972 was the development of a formal model of the role of attitudes and motivation in second language learning. This model has undergone a number of changes over the years, but there is considerable similarity between the earlier versions and the most recent one (Gardner, 2000), which is presented in Figure 1.

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Insert Figure 1 about here.

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Figure 1 shows that two classes of variables, Integrativeness and Attitudes toward the Learning Situation are two correlated variables that influence motivation to learn a second language, and that Motivation and Language Aptitude have an influence on Language Achievement.

The variable, **Integrativeness,** reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group), but more commonly it might well involve integration within both communities. Since, integrativeness involves emotional identification with another cultural group, the socio-educational model posits that it will be reflected in an integrative orientation toward learning the second language, a favourable attitude toward the language community, and an openness to other groups in general (i.e., an absence of ethnocentrism). In short, the variable of Integrativeness is a complex of attitudes involving more than just the other language community.

The variable, **Attitudes toward the Learning Situation**, involves attitudes toward any aspect of the situation in which the language is learned. In the school context, these attitudes could be directed toward the teacher, the course in general, one's classmates, the course materials, extra-curricular activities associated with the course, etc... This is not meant to imply that the individual necessarily thinks everything about the class is ideal. If the language teacher is ineffective or non-responsive, etc., if the course is particularly dull or confused, etc., these factors will undoubtedly be reflected in the individual's attitudes toward the learning situation. In the model it is recognized that, in any situation, some individuals will express more positive attitudes than others, and it is these differences in attitudes toward the learning situation that are the focus of the model. Clearly, however, there might well be differences between classes in such attitudes, and these could have an overall average effect on all students. To date, research deriving from the socio-educational model of second language acquisition has not considered these types of effects, though it may well be a valuable next step.

The variable, **Motivation**, refers to the driving force in any situation. In the socio-educational model, motivation to learn the second language is viewed as requiring three elements. **First**, the motivated individual **expends effort** to learn the language. That is, there is a persistent and consistent attempt to learn the material, by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. **Second**, the motivated individual **wants** to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success. **Third**, the motivated individual will **enjoy** the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than

at other times. In the socio-educational model, all three elements, effort, desire, and positive affect, are seen as necessary to distinguish between individuals who are more motivated and those who are less motivated. Each element, by itself, is seen as insufficient to reflect motivation. Some students may display effort, even though they have no strong desire to succeed, and may not find the experience particularly enjoyable. Others may want to learn the language, but may have other things that detract from their effort, etc. The point is the truly motivated individual displays effort, desire and affect. Motivation is a complex concept, and as indicated earlier, the motivated individual exhibits many other qualities in addition to effort, desire and affect, but we believe that these three attributes adequately assess motivation.

The figure also shows that the three classes of variables, Integrativeness, Attitudes toward the Learning Situation and Motivation form "**Integrative Motivation**". As conceived in the socio-educational model of second language acquisition, integrative motivation is a complex of attitudinal, goal-directed, and motivational attributes. That is, the integratively motivated individual is one who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively. In the model, Integrativeness and Attitudes toward the Learning Situation are seen as supports for motivation, but it is motivation that is responsible for achievement in the second language. Someone may demonstrate high levels of Integrativeness and/or very positive Attitudes toward the Learning Situation, but if these are not linked with motivation to learn the language, they will not be particularly highly related to achievement. Similarly, someone who exhibits high levels of motivation that are not supported by high levels of Integrativeness and/or favourable Attitudes toward the Learning Situation may not exhibit these high levels of motivation consistently. Integrative Motivation represents a complex of these three classes of variables.

The model is silent with respect to other attributes of the motivated individual, but clearly an integratively motivated individual, like any other motivated individual, exhibits a number of characteristics. In our research, we have focussed on only the defining attributes in the interest of parsimony. We believe that in our attempts to measures the elements of integrative motivation, we have defined the primary characteristics. Nonetheless, it is obvious that integratively motivated individuals have salient goals in addition to integration with the other community, that they have specific aspirations, that they make attributions concerning their successes and failures, etc. The question is, does considering these other aspects appreciably improve prediction of success in learning the second language. Tremblay and Gardner (1995) investigated the elements of the socio-educatiional model as well as a number of other indices of motivation, and attempted to integrate them into a structural equation model. The results indicated that the other motivational variables could be integrated into the model, but that the basic structure of the model was maintained. Considering them did not improve prediction of achievement.

Figure 1 shows that there can be other supports for motivation not directly associated with integrative motivation. Thus, there may be instrumental factors contributing to motivation (cf., Dörnyei, 1994; 2001), and we could label this combination of instrumental factors and motivation as Instrumental Motivation. Or, there may be other factors such as a particularly stimulating teacher or course that promotes motivation. There is no reason to argue that motivation is driven only by integrative factors.

It is also shown in Figure 1 that other factors might have direct effects on Language

Achievement. Thus, research has indicated that language learning strategies (Oxford, 1990), and/or language anxiety (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989) and/or self confidence with the language (Clément, 1980) influences Language Achievement. It is possible, therefore, that such factors could have a direct effect on Language Achievement, though they might also have indirect effects through motivation or language aptitude. The model does not attempt to show all the possible links or even all the possible variables, since the intent is to focus attention on the role of integrative motivation.

Expectations and Testable Hypotheses

This model leads to many expectations and hypotheses concerning the relation of attitude and motivation variables to each other and to variables associated with second language acquisition. Table 3 presents a summary of some of the expectations that derive from the model and, in each case, a reference to one study that confirms that expectation.

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Insert Table 3 about here.

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Much research investigates students of a second language in a classroom context, and makes use of survey techniques and paper and pencil tests to gather data. The advantage of these types of studies is that they have ecological validity. The research participants are in the process of studying another language, and their reactions to the various tests represents their views and their accomplishments as of the time of testing. One disadvantage with this type of research is that there are a multitude of variables acting on the individual, and not just the ones under investigation. The assumption is made that all these other variables are random, so that they do not have any consistent effect on the results. As we have seen, however, some other variables such as the cultural background of the students, the relation between the own language group and the other language group, etc., could logically influence the results, so that it is conceivable that in some settings the results may be somewhat different than in others. In Table 3, therefore, some of the expectations were investigated by means of classroom surveys.

Other research makes use of laboratory analogue studies. The advantage of these studies is that they permit much more control over variables than is possible in survey studies, and allow a researcher to investigate rather specific hypotheses that can not be studied in survey settings. A disadvantage with this type of study, however, is that it can be said to lack ecological validity. Often the research participants are not even students of a second language, and are in a language learning context only for the purposes of the investigation. As such, the research is seen by some as, at best, only providing data that might lead to more definitive studies in the real language learning context. Some of the hypotheses indicated in Table 3 were investigated by means of laboratory analogue studies. In my opinion, both types of studies are required to adequately understand the phenomenon of motivation in second language acquisition.

Table 3 presents twelve expectations that derive from the model. Perhaps the one studied most frequently is the one that states that:

1. Differences in attitudes and motivation will be related to differences in achievement in the second language.

The model proposes that **Integrativeness** and **Attitudes toward the Learning Situation** provide the foundation for the student's **Motivation** to learn the language. As such, it would be

expected that measures of these attributes should correlate positively with measures of one's success in learning the material. Moreover, the nature of the relationships views motivation as having a direct influence on achievement, with Integrativeness and Attitudes toward the Learning Situation as having indirect effects through their support of motivation. It would be expected, therefore that the measures of motivation would correlate more highly with measures of achievement in the second language than would measures of the other two attributes.

These relationships have been demonstrated in a number of studies with a number of different languages and ages of students in a number of cultural settings. Lalonde and Gardner (1985) report summaries of the correlations of the three composites, Integrativeness, Attitudes toward the Learning Situation and Motivation with three criteria, French Grades, Objective measures of French achievement, and the stated intention of studying French or not the following year. Results were reported for studies done in a Canada-wide study in two successive years. There were 24 samples of students in grades 7 to 11 in the first year, and 15 in the second year. The sample sizes for the 24 samples varied from 96 to 225, while those for the 15 samples varied from 38 to 194. The results for both years were comparable. Motivation had the highest mean correlations for all three criteria, while Integrativeness and Attitudes toward the Learning Situation were consistently lower.

Over both years, 100% of the correlations between Motivation and Behavioural Intention were significant, while 92% of the correlations of both Integrativeness and Attitudes toward the Learning Situation with Behavioural Intention were significant. Correlations with French Grades were slightly lower. The percentages of significant correlations were 92%, 74%, and 74% respectively. The percentages of significant correlations with the French Achievement measures were 79% for Motivation, 64% for Integrativeness, and 46% for Attitudes toward the Learning Situation.

The important point is that not all of the correlations were significant, as should be expected. The results for any one study are affected by sampling fluctuations, and so this is to be expected. The lack of a significant correlation may of may not mean that the variables are not related. This could occur by chance, or it might actually reflect different degrees of association in different settings. We couldn't find any clear pattern in the number of non-significant correlations in terms of age of the students, the number of years they had studied the language, or the area of the country, etc., so it appeared to us that these fluctuations reflected sampling fluctuations.

2. Differences in attitudes and motivation will be related to differences in persistence in second language study.

The model assumes that one major component of motivation that is responsible for success in second language study is that it results in active participation on the part of the individual to pursue the goal of learning the language. Based on this, we would expect that measures of Integrativeness, Attitudes toward the Learning Situation and Motivation should be related to persistence in language study. If, therefore, one were to assess these attributes in students in a language course one year, and determine who among them were continuing with their language study the next year, it would be expected that those students who dropped out of the program, would have obtained lower scores on these assessments than those students who persist in their language study. These results have been supported in a number of studies (see, for example, Clément, Smythe, & Gardner, 1978). Moreover, since motivation is viewed as the

direct influence in the series, it would be expected that the association would be stronger for the measures of motivation than for the other measures. This was confirmed by Gardner (1983) who found that the association between motivation and persistence was greater than Integrativeness, Attitudes toward the Learning Situation, Language Aptitude, and even measures of French achievement.

3. ***A Structural equation model (i.e., causal model) based on the Socio-Educational Model of Second Language Acquisition will account for the relationships among attitude and motivation measures as reflected in the covariance matrix.***

Direct tests of the socio-educational model described earlier have been made in a number of studies, and each have confirmed the validity of the model. These tests make use of structural equation modelling procedures, which examine the measurement and structural components of the model. The basic model has three components of integrative motivation, Integrativeness, Attitudes toward the Learning Situation, and Motivation, and these are treated as latent variables in structural equation models. In most of our studies of Canadian English speakers learning French, Integrativenss is measured by three measures, Integrative Orientation, Attitudes toward French Canadians, and Interest in Foreign Languages. Attitudes toward the Learning Situation is typically assessed with two measures, Evaluation of the Teacher and Evaluation of the Course. Motivation is defined by three measures, Motivational Intensity, Desire to Learn French, and Attitudes toward Learning French.

The structure of the model is such that Integrativeness and Attitudes toward the Learning Situation are considered as two correlated exogenous variables that support (i.e., have direct effects on) Motivation. Other variables are introduced depending upon the purpose of the study. Gardner (1983) published the first structural equation model based on the socio-educational model. Subjects for this study were grade 7 English speaking students learning French. Language Aptitude was considered another exogenous latent variable, assessed by three tests from the Modern Language Aptitude Test (Carroll & Sapon, 1959), Spelling Clues, Words in Sentences, and Paired Associates, and French Achievement was considered an endogenous latent variable defined by five measures, French Vocabulary, Sentence Comprehension, Grammatical Knowledge, Paragraph Comprehension, and Grades. Motivation and Language Aptitude were considered as two latent variables that had direct effects on French Achievement. Thus, the model had essentially the same form as the version of the socio-educational model discussed earlier. The results of this investigation confirmed the validity of the model. All the coefficients associated with the measurement model were significant, as were the various paths and correlations linking the latent variables, and the index of goodness of the fit was acceptable.

Other studies have tested variants of this model with other variables added because of the nature of the particular study (Gardner, Lalonde & Pierson, 1983; Gardner & Lysynchuk, 1990; Gardner, Masgoret, & Tremblay, 1999; Lalonde & Gardner, 1984). In some cases, it was necessary to collapse the Integrativeness and Attitudes toward the Learning Situation latent variables to one latent variable that was identified as Language Attitudes, but otherwise the basic structure was similar (Gardner, Lalonde, Moorcroft, & Evers; 1987; Gardner, Tremblay, & Masgoret, 1997; Tremblay & Gardner, 1995). One other study conducted in the Philippines with English as the second language tested a similar model except that Attitudes toward the Learning Situation was not included (Gardner, Tremblay, & Castillo, 1997). Obviously, there was

variability from study to study, different variables used, and different ways of characterizing the model, but in each case, the fit was adequate, and the viability of the socio-educational model was demonstrated.

4. Attitudes and motivation will be related to the retention of second language skills after study ends, largely because motivated individuals will tend to use the language during the subsequent period.

Because of the active and directive role of motivation, it would be expected that when language study terminates (i.e., after the course ends), retention of language skills would tend to deteriorate, but that the rate of deterioration would be moderated by the individual's level of motivation. This hypothesis was tested by means of structural equation modelling in which a model was proposed based on the socio-educational model of second language acquisition, but including post-test of measures of achievement, assessments of the individuals' attempts to use the language during the intervening months, and assessments of language proficiency the following term. Research participants were those who elected to continue French study the following term. The test of the structural equation model confirmed the hypothesized relations..

5. Differences in attitudes and motivation will account for differences in activity in the language classroom.

Motivation influences the amount of effort an individual puts into a learning situation. Therefore, if we were to assess students' attitudes and motivation at the beginning of the year, then enter the classroom at various times throughout the year, we would expect that those students who exhibit characteristics of the integrative motive would volunteer answers more frequently in class, get more answers correct, and express more satisfaction with the class than those with lower levels of attitudes and motivation. We would expect too that there would not be any relationship between these indices of attitudes and motivation and the number of times that the teacher called on the student. These hypotheses, and similar ones, have been investigated on at least two occasions (Gliksman & Gardner, 1982; Naiman, Frohlich, Stern, and Todesco,1978).

Gliksman and Gardner (1982) reported two studies. In the first, they tested grade 9 students at the beginning of the school term, and six times throughout the year. They found that students classified as integratively motivated on the basis of their scores on the AMTB volunteered answers in class more frequently, gave more correct answers, and received more praise from the teacher than those students who were not integratively motivated. In the second, they tested students in grades 9, 10, and 11 on the AMTB at the beginning of the term and observed them in class once every two weeks for four months. Again students were classified as integratively motivated or not based on a median split on their scores on the AMTB. They found that integratively motivated students volunteered answers more frequently, gave more correct answers, and were rated as more interested in class than students who were not integratively motivated. These results were consistent for all assessments of classroom behaviour.

This then is an overview of what I consider to be the major aspects of the past, present and future of the concept of integrative motivation. The rest of this lecture session will focus on more specific elements. In the remaining sessions, I intend to direct attention to nine major components. Table 4 presents a listing of the topics I intend to cover, with a general question that directs attention to the nature of the material that will be covered. I intend to spend about one hour on each topic, though depending on what develops any one can take more or less time.

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Insert Table 4 about here.

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Overview of the Lecture Series

Although it is always possible that in discussions it will be necessary to reorder the topics slightly, my current plan is to begin with a discussion of the history of this research from the traditional point of view. Thus, to begin, I intend to discuss what I consider to be the major and/or most interesting developments in both the Early History and the Modern History as I have defined it. In discussing the question "**What ideas and research preceded the development of the Socio-educational model of second language acquisition and what were some of its early influences?**", I hope to show how some subsequent research can be traced back to these earlier formulations.

The second session will focus on conceptualizations of motivation in various areas of psychology. To me there are two facets of the question "**What are the defining characteristics of motivation, and which ones should be measured and what are the major issues in the area of research on motivation and second language acquisition?"**. One is a simple identification of what should be considered when assessing motivation in the context of second language learning? The other is what are the major issues that have been raised about the concept of integrative motivation. I have been involved in three debates on this topic and related issues over the years:

1. One was a controversy in *Language Learning* with John Oller in 1978 where the argument was that much of the results relating language aptitude and affective factors could be accounted for by a common factor of intelligence, and a later one (1982) where it was suggested that many of the affective measures were influenced by social desirability responding.
2. Another was a controversy with Shun Au in *Language Learning* in 1988 in which she questioned the stability of the results of research to then.
3. The third one began with a call from Crookes and Schmidt (1991) in *Language Learning* for a reopening of the research agenda of motivation and second language acquisition, and extended to an exchange in 1995 in the *Modern Language Journal* involving Zoltan Dörnyei, Rebecca Oxford, Paul Tremblay, and myself about the primary features of motivation in second language acquisition, new approaches to the measurement of motivation, and the role of the social context.

The third session concerns the question "**What are the major features of the socio-educational model of second language acquisition, and how have they evolved since 1972?**" Discussion of this question will consider various expressions of the socio-educational model of second language since 1972, and how data can be explained in terms of the model.

The fourth session will consider various theories of the role of motivation in second language acquisition. In answering the question "**What are the various models of the role of motivation in second language learning, and how do they differ?**", we will discuss some of the many theories that have been proposed, and will consider the pros and cons of each. I should admit, however, that I will use the socio-educational model as an example of a model that

promotes explanation while maintaining parsimony.

The fifth session will focus on measurement, responding to the question "**How does one measure motivation to learn a second language?**". In here, I intend to discuss approaches to measurement, discussing the advantages and disadvantages of verbal report, distinguishing between the concept-oriented approach, as used in the development of the Attitude/Motivation Test Battery (AMTB), factor analytic approaches, and criterion-keying approaches. I also intend to discuss the components of the AMTB and the mini-AMTB, and the use of the various aggregate scores relating to different concepts in the socio-educational model.

The sixth session will consider the types of studies that have been conducted on the role of motivation and second language learning. In this session, we will consider the question "**What types of investigations have been conducted and what are the major dependent variables that have been studied using surveys in language classes?**". We will look at the types of questions asked by studies that focus primarily on correlational findings using class survey procedures (by far, the primary type of study), those that make use of structural equation modelling, primarily "causal modelling", and those that direct attention to analogue laboratory studies.

The seventh session then will consider the results for a number of causal modelling studies looking for answers to the question "**What is the nature of the causal connection between motivation and second language acquisition, and can we ever to be sure?**. The whole issue of correlation, and causation will also be considered, including a possible rapprochement between correlation, causation, and random assignment, and the concept of conditional probability, and probabilistic constraints.

The eighth session will consider the questions "**What types of questions can Laboratory studies answer?**", and "**What factors can improve the drawing of inferences from research?**". We will attempt to answer these questions by discussing some laboratory studies that have provided information that appears to have considerable relevance to the broader issues of motivation and second language learning. In answering the second question, we will consider the general problem of drawing causal inferences based on individual differences, and ways of strengthening the inferential process.

The ninth session will consider the question "**What practical application does this research on motivation and second language acquisition have for language teaching and language teachers?**". This will be a general discussion of possible implications, and will depend primarily from input from the participants of the session at that time.

Table 1

Population by Knowledge of Official Language in Canada, 1996 Census

Region	Population	Percentage English Only	Percentage French Only	Percentage English and French
Canada	28,528,125	67.07	14.30	16.97
Newfoundland	547,160	95.99	.03	3.89
Prince Edward Island	132,855	88.88	.13	10.97
Nova Scotia	899,970	90.37	.15	9.33
New Brunswick	729,625	57.29	10.06	32.59
Quebec	7,045,085	5.09	56.09	37.77
Ontario	10,642,790	85.66	.44	11.60
Manitoba	1,100,290	89.41	.14	9.37
Saskatchewan	976,615	94.26	.04	5.20
Alberta	2,669,195	91.98	.06	6.69
British Columbia	3,689,755	90.58	.05	6.74
Yukon Territory	30,650	89.20	.16	10.47
Northwest Territories	64,125	87.14	.07	6.29

Table 2

An Overview of the Early History of Attitudes and Motivation in Second Language Learning

Year	**Researcher(s)**	**Contribution**
1945	Arsenian	Second language acquisition fostered by affect and intergroup relations
1948	Markwardt	Five motives for language learning: Self-cultural development, Maintenance of ethnic identity, Assimilation, Trade and Colonization, Scientific utility
1948	Dunkel	Two components of motivation: Kind and Intensity
1950	Mowrer	First language acquisition motivated by identification
1954	Ervin	Adult identification in second language learning likely partial, as in acquiring new roles
1956	Nida	Inability to learn another language due to intense emotional reaction against anything foreign
1955	Lambert	Phases in bilingual development: overcoming the Vocabulary barrier, and the Cultural barrier
1956	Whyte & Holmberg	Four factors that influence second language acquisition: Contact, Variety of Experience, Ability, Psychological Identification
1959	Gardner & Lambert	Factor analysis identified two factors associated with second language achievement: Language Aptitude and Motivation
1959	Carroll & Sapon	Modern Language Aptitude Test (MLAT)
1960	Gardner	Factor analysis indicated three factors associated with second language achievement: Language Aptitude, Motivation, and Integrative Orientation. Student's orientation related to parents' orientation and attitude
1969	Kelly	Equated intrinsic motivation with integrative orientation, and extrinsic with instrumental orientation
1972	Gardner & Lambert	*Attitudes and Motivation in Second Language Acquisition*

Table 3

Some Hypotheses Concerning the Influence of Integrative Motivation in Second Language Acquisition and Sample References to Empirical Support

Hypothesis	**Reference**
Differences in attitudes and motivation will be related to differences in achievement in the second language.	Lalonde & Gardner (1985)
Differences in attitudes and motivation will be related to differences in persistence in second language study.	Clément, Smythe & Gardner (1978)
A Structural equation model based on the socio-educational model of second language acquisition will account for the relationships between attitude and motivation measures.	Gardner, Tremblay, & Masgoret (1997)
Attitudes and motivation will be related to the retention of second language skills after study ends, largely because motivated individuals will tend to use the language during the subsequent period.	Gardner & Lysynchuk (1990)
Differences in attitudes and motivation will account for differences in activity in the language classroom.	Gliksman, Gardner & Smythe (1982)
Integrativeness, Attitudes toward the Learning Situation, and Motivation are three separate but correlated constructs, that can be identified through correlations, or factor analysis.	Gardner & Smythe (1981) Gardner & MacIntyre (1993)
Participation in Bilingual Excursion programs will be related to attitudes and motivation.	Desrochers & Gardner (1981)
The rate of learning second-language vocabulary will be faster for individuals with favourable attitudes and motivation.	Gardner, Lalonde, & Moorcroft (1985)
Trait Motivation will influence the rate of learning second-language vocabulary because it influences state motivation.	Tremblay, Goldberg & Gardner (1995)
Both integrative and instrumental motivation will influence second language acquisition.	Gardner & MacIntyre (1991)
Attitudinal/motivational indices specific to one language will influence levels of state motivation and the rate of learning vocabulary in that language but will not generalize to learning the vocabulary in another language.	Gardner & Tremblay (1998)

Table 4
A Brief Overview of Topics for the Lecture Series on
Integrative Motivation: Past, Present, and Future

1. History:

What ideas and research preceded the development of the Socio-educational model of second language acquisition and what were some of its early influences?

2. Motivation and Issues Associated with its Measurement:

What are the defining characteristics of motivation, and what are the major issues involved with the assessment of motivation in the area of second language acquisition?

3. The Socio-Educational Model of Second Language Acquisition:

What are the major features of the socio-educational model of second language acquisition, and how have they evolved since 1972?

4. Other Models of Motivation and Second Language Acquisition:

What are the various models of the role of motivation in second language learning, and how do they differ?

5. Measurement:

How does one measure motivation to learn a second language?

6. Types of Studies Conducted:

What types of investigations have been conducted and what are the major dependent variables that have been studied using surveys in language classes?

7. Causal Modelling Studies:

What is the nature of the causal connection between motivation and second language acquisition, and can we ever be sure?

8. Laboratory Studies and Research Issues:

What types of questions can Laboratory studies answer? What factors can improve the drawing of inferences from research?

9. Practical Implications:

What practical applications does this research on motivation and second language acquisition have for language teaching and language teachers?

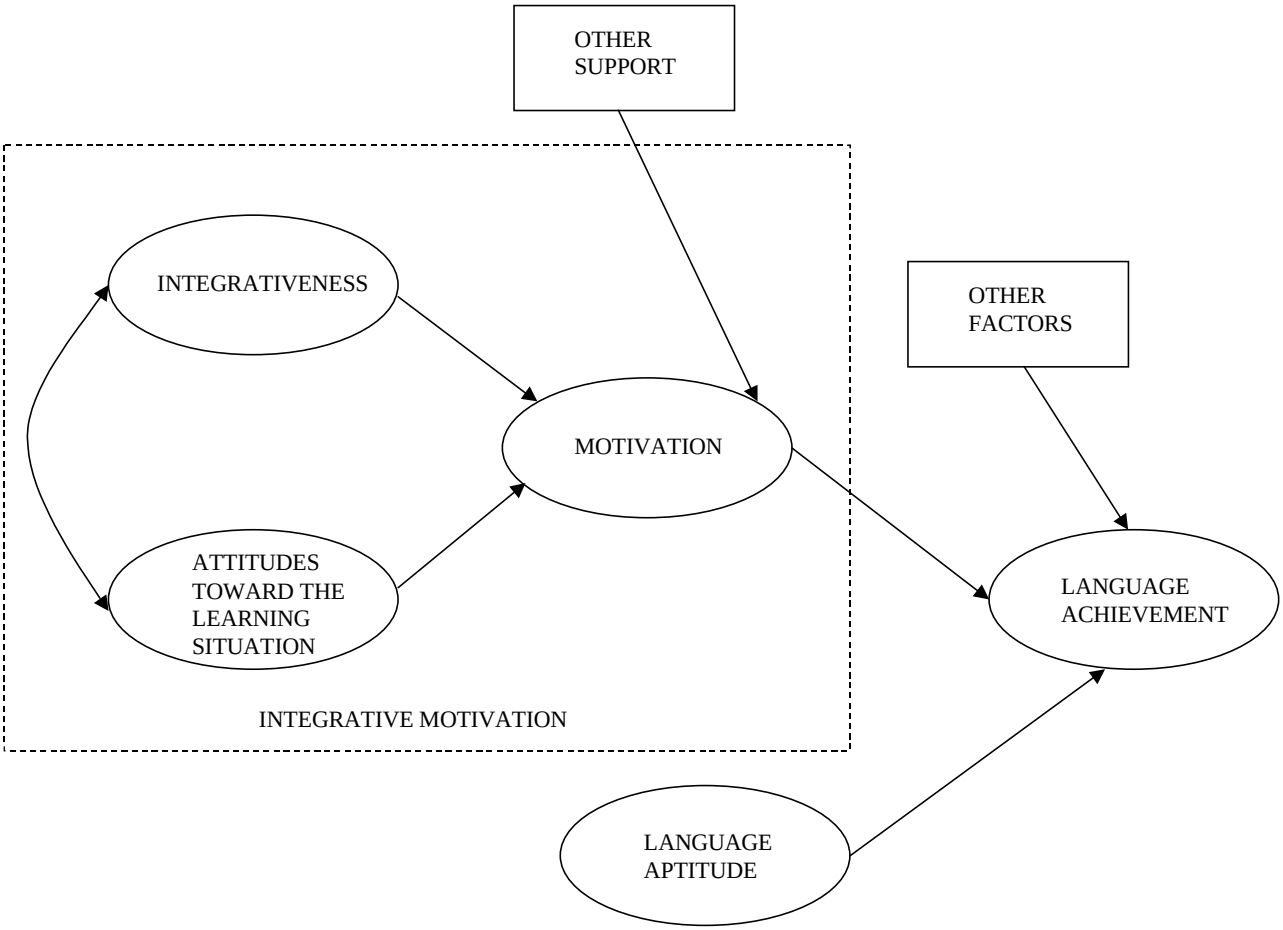

Figure 1. Basic Model of the Role of Aptitude and Motivation in Second Language Learning

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