

Motivation to Learn Arabic as an Additional Language

Anna-Maria Ramezanzadeh | Robert Woore



DEFINING MOTIVATION



How would you
translate 'motivation'
into Arabic?

How do you **define**
motivation?

Goal
Desire
Reason
Incentive
Drive
Engagement
Persistence
Internal force



دافعية – دافع

حافز – تحفيز

رغبة داخلية

هدف

تشجيع

محرك – تحريك – حركة نفسية

انخراط - اندماج

The 'Jingle Jangle' Problem



“When one uses the same word to refer to different things (jingle) or uses different words to refer to the same thing (jangle)”



The Common Denominator

“**Motivation** denotes **mental processes** that shape the **goal direction, intensity, and persistence of behaviour**” (Pekrun, 2023, p. 1)

تشير **الدافعية** إلى **العمليات العقلية\الذهنية** التي تحدّد **توجّه السلوك** وشدّته واستمراريته نحو تحقيق الهدف

Underlying Concepts

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

DIRECTION التوجّه



INTENSITY الشدّة



Motivation to Learn Arabic

Initial Motivation الدافع الأساسي

Ongoing Motivation الدافعية المستمرة

Interacting with Existing Motivations التفاعل مع الدوافع القائمة



Generating Motivation إثارة \ توليد \ إيجاد الدافع



Sustaining Motivation المحافظة على استمرارية \ تنمية الدافعية



How can research help us understand motivation?

DEFINITIONS التعريفات

What exactly are we looking at?

Can help clarify terms and avoid 'jingle jangle'

THEORIES النظريات

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

Offers different ways of looking at motivation

FINDINGS النتائج البحثية

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 أدوات جمع البيانات

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 success**
- One of the most important **individual differences**
- Able to **compensate** for limitations in students' aptitude and deficiencies in the learning environment (Dörnyei, 2015)



REAL WORLD EXAMPLES

الأمثلة التطبيقية



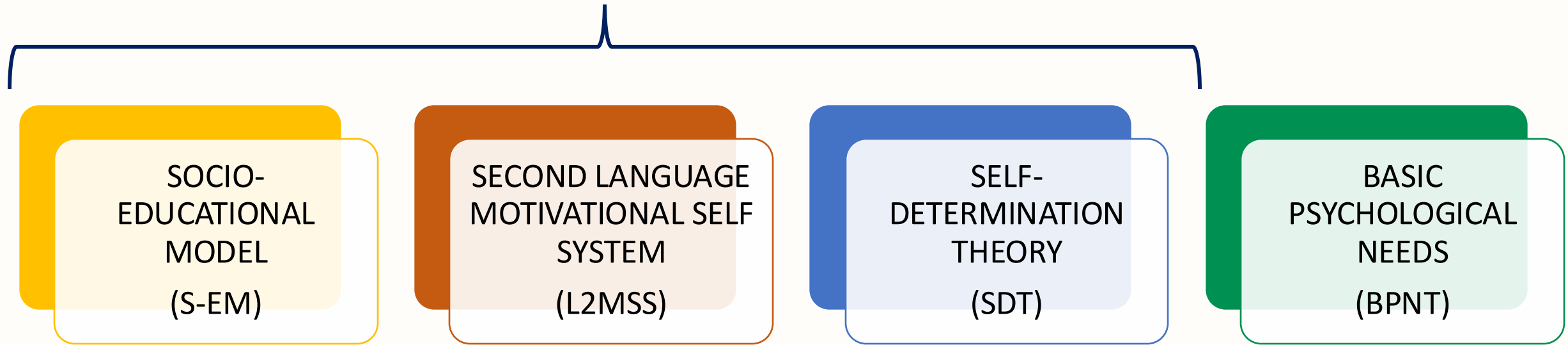
MOTIVATION THEORIES AND MODELS

نظريات ونماذج الدافعية



Macro Level: Generating / Initial Motivation

إثارة الدوافع الأساسية



Micro Level: Sustaining Motivation

الحفاظ على استمرارية \ تنمية الدافعية

Macro Level:
Generating / Initial Motivation
المستوى الكلي: إثارة الدوافع الأساسية

Why am I learning Arabic?

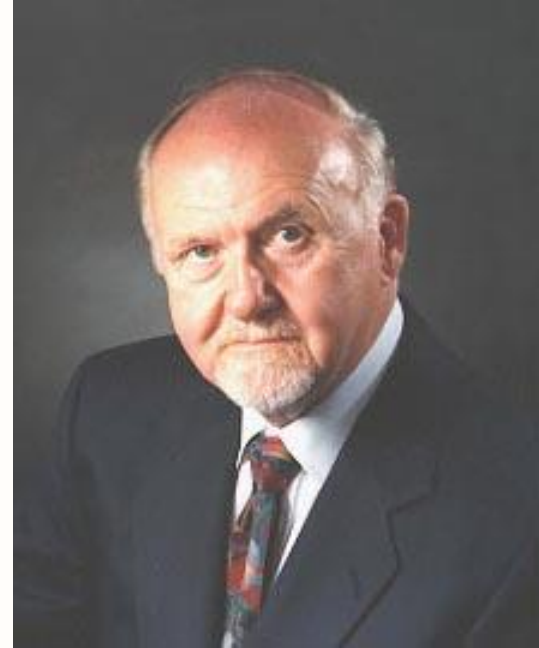
Socio-Educational Model

النموذج الاجتماعي التربوي

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

Key concept: 'Orientations' الدافع \ الاتجاه (Gardner's
term for a 'goal')

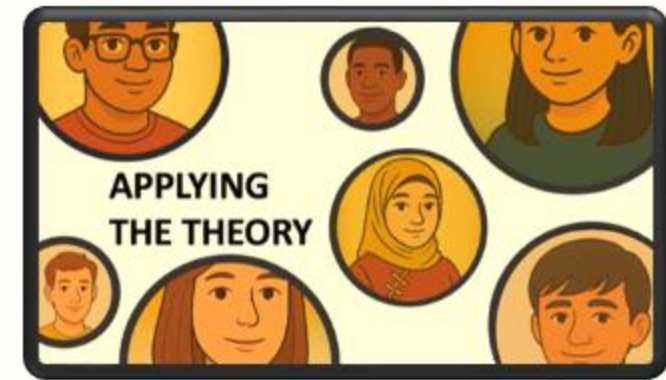
Orientations arouse motivation and direct it.
تُثير الاتجاهات الدافعية وتوجّهها



Socio-Educational Model

Integrativeness (الاتّجاه الاندماجي):

a person's willingness to and interest in interacting with members of the language group



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

Instrumentality (الاتّجاه الأداتي\الوسائي):
studying the language for practical or utilitarian purposes

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

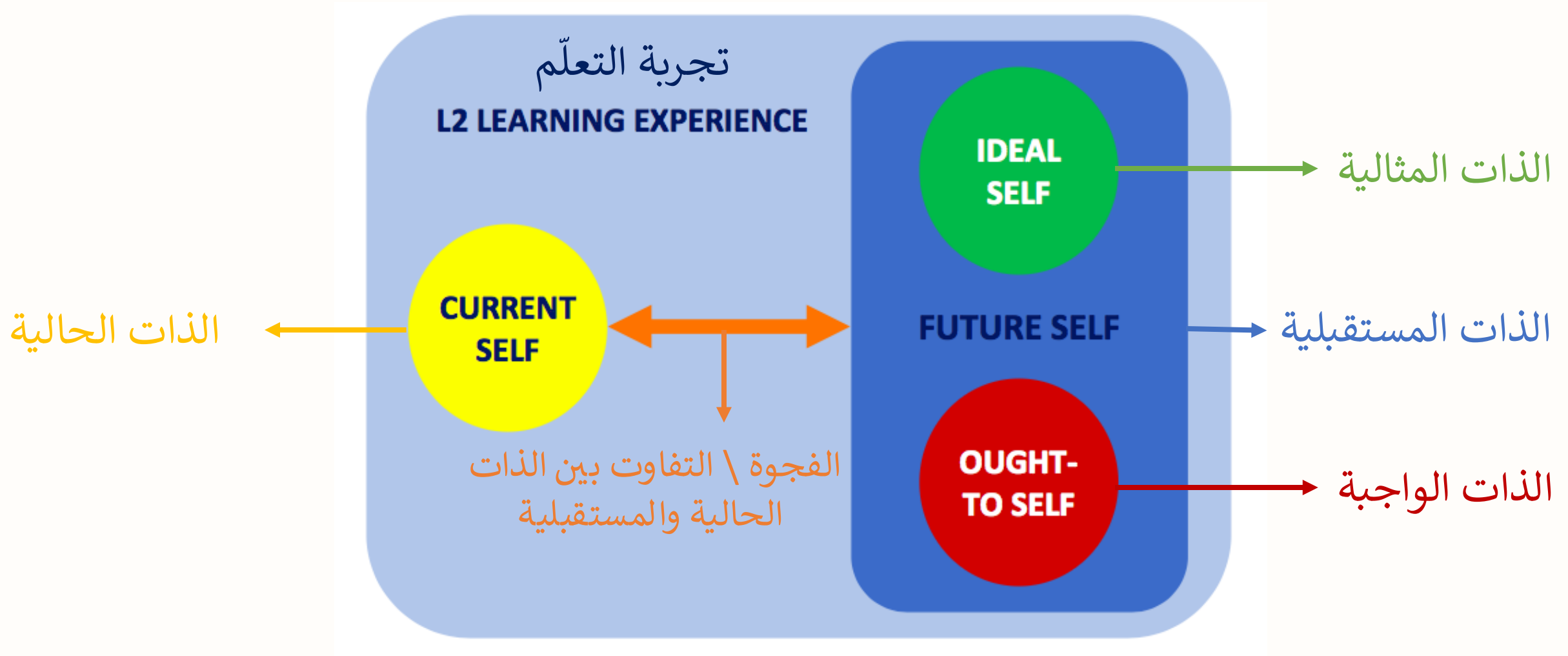
L2 Motivational Self System (L2MSS)

نظام "الذات التحفيزية" لتعلّم اللغة الثانية

- Zoltan Dörnyei
- L2MSS – the dominant theory in the field
- Draws on theories from mainstream psychology
- Central idea: Future Self صورة الذات المستقبلية



L2 Motivational Self System (L2MSS)





An image of who the learner wants to become – their hopes, aspirations and wishes for the future

الصورة التي يتمنى الفرد أن يكون عليها في المستقبل، بما تتضمنه من صفات ومهارات وأدوار يسعى إلى تحقيقها. وتمثل تطلّعات الفرد وآماله.



An image of who the learner feels they should become – because of pressure, a sense of obligation, or force

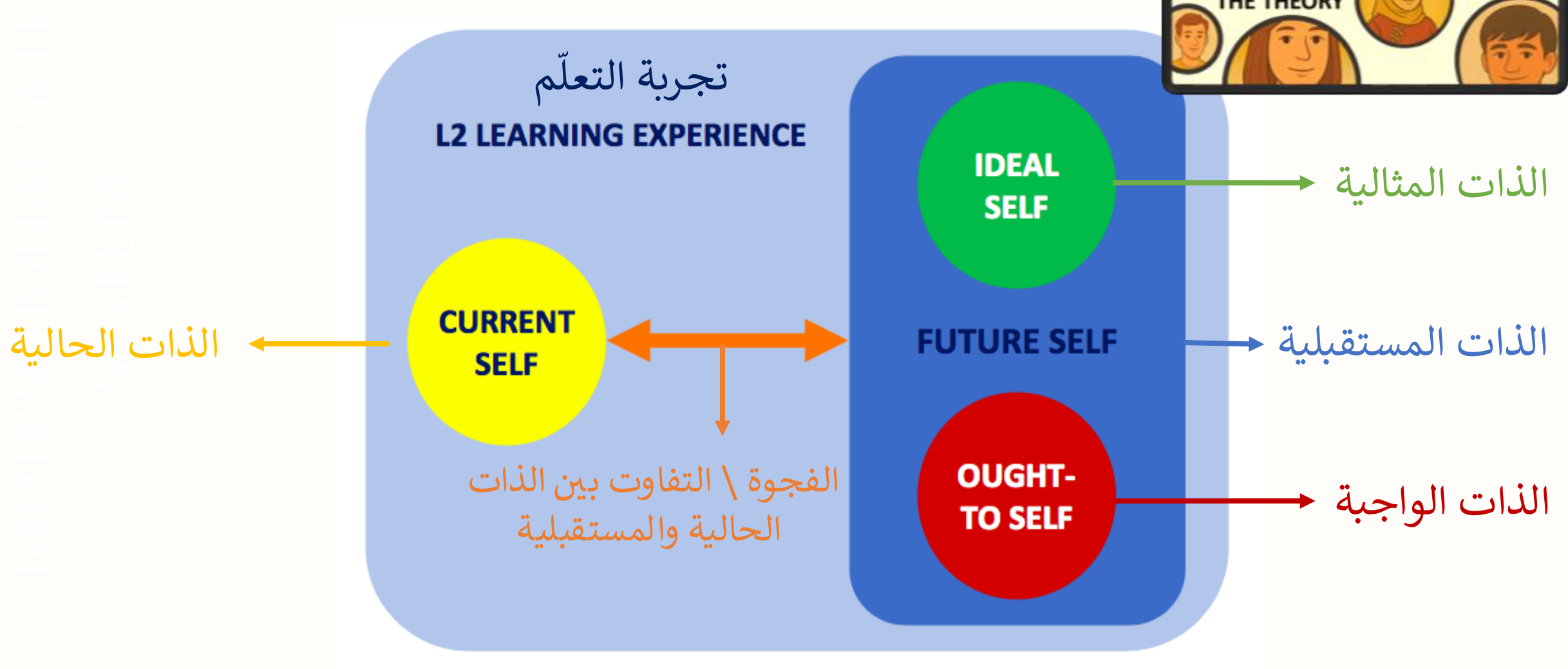
الصورة التي يعتقد الفرد أنه يجب أن يكون منتظمًا معها بسبب توقّعات الآخرين أو الواجبات الاجتماعية. وهي تعبّر عن شعور بالمسؤولية تجاه ما "يجب" فعله أو تحقيقه.



Situation-specific motives related to the learning environment

مجموعة العوامل المرتبطة ببيئة التعلّم التي تؤثر على دافعية المتعلّم.

L2 Motivational Self System (L2MSS)



What does the research say?

A well-developed **ideal self** (الذات المثالية) is a strong predictor of intended effort

Less support for **ought-to self** (الذات الواجبة) (in some cases a negative relationship with outcomes)

Multiglossia: Learners have different selves for different varieties (MSA, Classical, Dialects)

نظرية تقرير الذات - Self-Determination Theory

Deci & Ryan (2000s)

Macro theory, contains 6 'mini-theories'

Broad theory - not education or language specific

- What is the source of the motivation?
ما مصدر الدافعية؟
- What regulates motivation?
ما الذي ينظم الدافعية؟



غير مقرر ذاتيًا

Non-Self-Determined

Self-Determined

مقرر ذاتيًا

نوع الدافعية	Motivation:	AMOTIVATION غياب الدافعية	EXTRINSIC الخارجية	المُستدخَل \ المُدخَل	المعرّف	المتكامل	INTRINSIC الداخلية
أسلوب التنظيم	Regulatory Style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
ما هو مصدر الدافعية؟	What is the source of motivation?	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
ما الذي ينظّم الدافعية؟	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

Examples:

{
}

خاضع للتحكّم – Controlled
ذاتي - Autonomous

Amotivation \ غياب الدافعية

This will take too much effort.

Lack of motivation caused by **feelings of incompetence and helplessness** when faced with the activity

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

I can't do this...

Demotivation تثبيط الدافعية

External forces that negatively effect or reduce motivation

There's just too much homework for this subject!

My teacher hates me

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

Non-Self-Determined

غير مقرر ذاتيًا

Self-Determined

مقرر ذاتيًا

نوع الدافعية

Motivation:

AMOTIVATION

غياب الدافعية

EXTRINSIC

الخارجية

المُستدخَل
المُدخَل

المعرّف

المتكامل

INTRINSIC

الداخلية

أسلوب التنظيم

Regulatory
Style:

Non-Regulation

External
RegulationIntrojected
RegulationIdentified
RegulationIntegrated
RegulationIntrinsic
Regulationما هو مصدر
الدافعية؟What is the
source of
motivation?

Impersonal

External

Somewhat
externalSomewhat
internal

Internal

Internal

ماذا ينظّم
الدافعية؟What regulates
the motivation?

No intention

Incompetence

Lack of control

Compliance

External
reward or
punishmentEgo-
involvementApproval
from othersValuing an
activityEndorsement
of goals

Congruence

Synthesis
with self

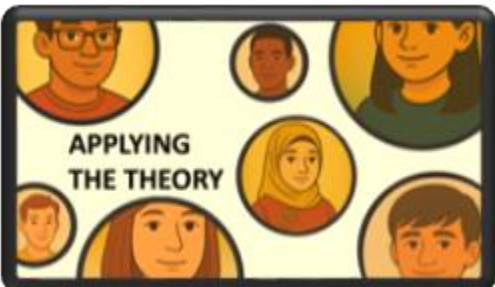
Interest

Enjoyment

Inherent
satisfaction

خاضع للتحكّم - Controlled

ذاتي - Autonomous



What does the research say?

Autonomous (داخلي وذاتي التنظيم) motivation

- predicts stronger and more sustained learning outcomes

Controlled (خارجي وخاضع للتحكم) motivation

- can be counter-productive
 - motivation driven by **external rewards, grades, parental pressure, or guilt** is fragile
 - may produce short-term effort but rarely sustains long-term learning.

Generating/Promoting (Macro-Level) Motivation

What can teachers do to generate autonomous motivation/
ideal self images?

- **Conversations:** Encourage learners to discuss their motivations towards Arabic
- **Role models:** older learners / professionals with experience learning / using Arabic



Micro Level: Sustaining Motivation

المستوى الجزئي: الحفاظ على استمرارية \ تنمية
الدافعية

Do I want to continue learning Arabic?
What keeps me learning Arabic?

Basic Psychological Needs Theory

الاحتياجات النفسية الأساسية

All humans have **3** basic psychological needs:

*‘a psychological nutrient that is essential for individuals’
adjustment, integrity and growth’ (Ryan, 1995)*

The bright side: When these needs are **satisfied**, motivation flourishes

The dark side: When they are **frustrated**, motivation is affected



COMPETENCE

الكفاءة

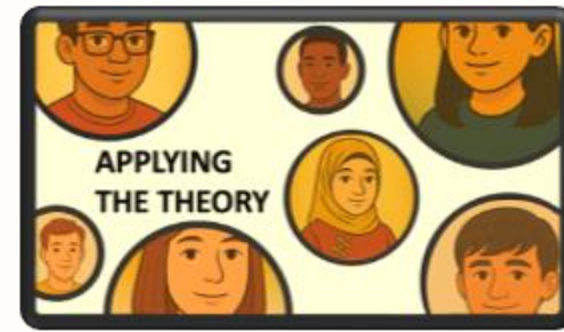
AUTONOMY

الاستقلالية

RELATEDNESS

الارتباط \ الانتماء

Autonomy - الاستقلالية



Experience of purpose, agency and volition

الحاجة إلى الشعور بالغاية، وبالقدرة، وبالاختيار الذاتي

Considered the most important need (strongly linked to other needs)

إشباع الحاجة Satisfaction	إحباط الحاجة Frustration
Learner feels a sense of agency and ownership of their learning ‘actions, thoughts and feelings are self-endorsed and authentic’	Learner experiences ‘a sense of pressure and often conflict’ ‘feeling pushed in an unwanted direction’

الاستقلالية في الصف – Autonomy in the Classroom

What does autonomy satisfaction in the classroom look like?

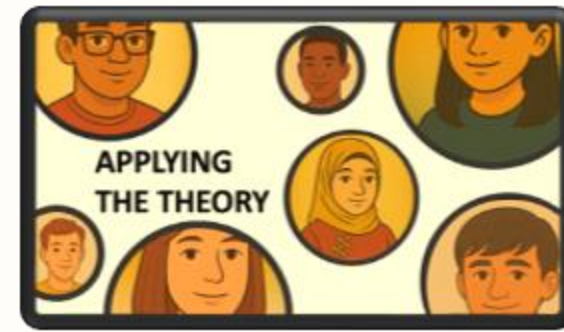
- Choice in **taking** the subject
- Choice and agency **within lessons**
- Creation of ‘**autonomy-supportive environments**’

(بيئة داعمة للاستقلالية):

- Perspective taking (putting yourself in the learners’ shoes)
- Rationales for learning



الكفاءة - Competence



The need to feel effective, capable, and skilled

الحاجة إلى الإحساس بالفاعلية والاختدار والإتقان

Added ingredient: **Value** (أهمّية وقيمة) - learners must feel competent in skills than matter to them and are **relevant** to their goals (الصلة الشخصية لدوافعهم)

إشباع الحاجة Satisfaction

Learner feels a sense of accomplishment and mastery in tasks that are meaningful and relevant to them

إحباط الحاجة Frustration

Learner experiences a sense of ineffectiveness or even failure and helplessness

الكفاءة في الصف - Competence in the Classroom

What does competence satisfaction in the classroom look like?

- Tasks are **valued** – relate to their own language goals
- ‘Optimal challenges’ (التحدّيات المثالية) – Goldilocks tasks (not too easy, not too difficult)
 - Produces sense of challenge and accomplishment
 - Accompanied by scaffolding and feedback

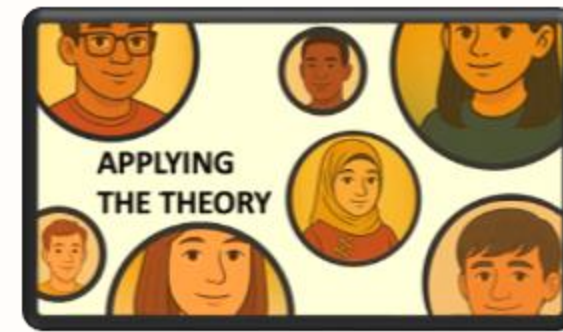


الارتباط \ الانتماء – Relatedness

Formation of safe and secure relationships

الحاجة إلى تكوين علاقات آمنة ومطمئنة

Relates to the language classroom and language community



إشباع الحاجة Satisfaction

Learner experiences warmth, bonding, care within learning environment

Learner feels they a sense of belongingness and connection

إحباط الحاجة Frustration

Learner experiences a sense of social alienation, exclusion, loneliness

Disconnected from class and/or language

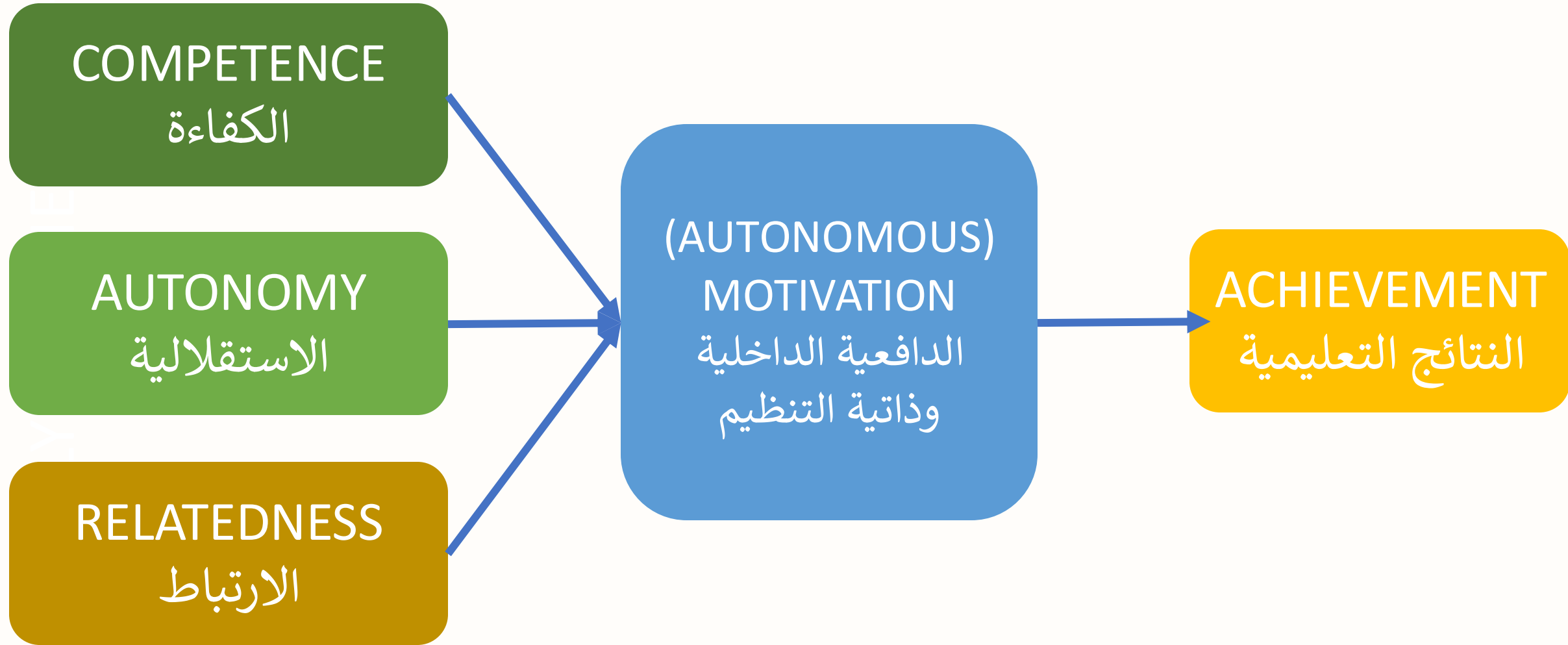
الارتباط \ الانتماء في الصف - Relatedness in the Classroom

What does relatedness satisfaction in the classroom look like?

- Secure and safe learning environments – feel bonded with their **teachers** and **peers**
- Feel a sense of connection to the **language community**



What does the research say?



What makes a motivated learner?

A needs-supportive learning environment

Competence
داعم للكفاءة
*(I can perform
meaningful tasks
well)*

**A strong
personal
motivation**
دافعية ذاتية
قوية

Autonomy
داعم للاستقلالية
*(I have choice in
what I learn)*

Relatedness داعم للارتباط
*(I feel connected to and supported by the learning /
language community)*

Ramezanzadeh, Anna-Maria, Robert Woore, and Lars-Erik Malmberg. "Imagining, Believing and Achieving in L2 Arabic: Motivational Self-Concepts and Language Outcomes in a Multiglossic Context." *System* 103866 (2025).

Ryan, Richard M., and Edward L. Deci. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York: Guilford Press, 2017.

Noels, Kimberly A., Ema Ushioda, and Richard M. Ryan. "Motivation, Engagement, and Identity in Language Learning: Integrating Self-Determination Theory." *Annual Review of Applied Linguistics* 39 (2019): 273–295.

Richard M. Ryan and Edward L. Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being," *American Psychologist* 55, no. 1 (2000): 68–78.

Al-Hoorie, Ali H. "The L2 Motivational Self System: A Meta-Analysis." *Studies in Second Language Learning and Teaching* 8, no. 4 (2018): 721–754.

Zoltán Dörnyei, *The Psychology of the Language Learner Revisited* (New York: Routledge, 2015)

Dörnyei, Zoltán. "The L2 Motivational Self System." In *Motivation, Language Identity and the L2 Self*, edited by Zoltán Dörnyei and Ema Ushioda, 9–42. Bristol: Multilingual Matters, 2009.

