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**MOTIVATION AND ATTITUDES IN FOREIGN LANGUAGE LEARNING (FLL) WITH
SPECIFIC REFERENCE TO THE EFL CLASSROOMS IN GREEK STATE JUNIOR
HIGH SCHOOLS**

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A thesis submitted for the degree of Doctor of Philosophy

February 2001

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ABSTRACT

The present study is a response to the appeal put forth in the early '90s to reopen the FLL motivation agenda (Crookes & Schmidt 1991; Dornyei 1990, 1994a, 1994b). It aims at investigating motivation and attitudes in Foreign Language Learning with specific reference to the Greek junior high school. More specifically, it sets the hypothesis that motivation and attitudes have a serious effect on the Foreign Language Learning process (input-intake) since they can decisively affect learners' use of learning strategies which are conducive to effective FLL within the Cognitive Theories of FLL/SLL.

More precisely, the present research was carried out in 21 junior high schools of Attica. The methodological procedure followed for the selection of the sample was the random-stratified one. The instruments used in the present study included: a) a questionnaire as well as a verbal report by learners involved in the present study, b) a semi-structured interview with the teachers, and c) tape-recordings of English sessions. In order to test the hypothesis, first, I measured learners' *attention* in the English course at school, which is a strategy conducive to FLL within the cognitive theories of FLL/SLL. Second, the learners' *motivational orientation* was examined. To substantiate the expected prominence of *extrinsic motivation*, I investigated it in relation to other learning strategies, namely, hand-raising, note-taking, asking clarification questions, and homework. *Attitudes* towards the target (English) group/language, and the learning situation (English course, teacher, textbook), which are considered to be determinants of motivation, were also measured and correlated with learners' degree of attention.

My findings indicate that the constituents of the complex FLL motivational construct, which learners have developed, affect learners' attention and use of other learning strategies for FLL. The constituents of this complex motivational construct are *attitudes* and *extrinsic motivation* along with *achievement motivation*, *intrinsic motivation*, *attributions of success/failure*, *self-concept*, and *learned helplessness*. This study also concludes that the constituents of the motivational construct are highly determined by the *social milieu*, defined as society/parents and school/teacher, whereas the socio-educational model (Gardner 1985), which dominated the SLL/FLL motivational field until the early '90s, was found inadequate to interpret learners' motivation in the present context of investigation because of the revealed complexity of the motivational construct. The present study concludes with tentative pedagogical implications concerning aspects of the curriculum design, teaching methodology, and teacher training along with suggestions for further research.