

۲۲۹۹۵۷۲

Exploring Iranian EFL learners L2 learning Preferences And its Relationship With Their L2 Motivation

www.ketab.ir

Shadi ghorbani sichani



فریانی سیجانی، شادی، ۱۳۷۵-	رشته‌شناسه
ghorbani sichani, Shadi, 1996-	ویران و نام پدیدآور
/Explpring Iranian EFL learners L2 learning preferences and its relationship whit their L2 motivation(Book)	موضوعات نشر
Shadi Ghorbani Sichani.	موضوعات ظاهری
تهران: سنجش و دانش، ۱۴۰۰=۲۰۲۱م.	شابک
۱۱۷ ص:، جدول.	میت قهرست نویسی
978-622-05-2851-7	داشت
فیبا	داشت
انگلیسی.	نویسی عنوان
کتابخانه: ص. ۸۹-۱۱۷.	موضوع
اکسپلورینگ...	موضوع
زبان دوم -- فراگیری -- تحقیق	موضوع
Second language acquisition -- Research	موضوع
زبان انگلیسی -- فراگیری	موضوع
English language-- Acquisition	موضوع
زبان انگلیسی -- روشهای آموزشی -- فارسی‌زبانان	موضوع
English language -- Study and teaching -- Persian speakers	موضوع
P11A/2	ه بندی کنگره
۴۱۸/۰۰۷۲	ه بندی دیویی
۸۷۱۶۹۲۱	ماره کتابشناسی ملی

عنوان : Explpring Iranian EFL learners L۲ learning Preferences And its Relationship Whit Their L۲ Motivation	
مؤلف : شادی قریانی سیجانی	
ناشر : سنجش و دانش	www.sanjesh.ir sanjeshodanesh@iran.ir
نوبت چاپ : چاپ اول - ۱۴۰۰	
تیراژ : ۳۰ نسخه	قیمت : ۲۵۰۰۰۰ ریال
شابک : ۹۷۸-۶۲۲-۰۵-۲۸۵۱-۷	
نشانی : میدان انقلاب . خیابان انقلاب . خیابان دانشگاه . بلاک ۱۲۶ . تلفن : ۰۲۱۶۱۲۶	
««« گلبه حقوق مادی و معنوی این اثر محفوظ می باشد»»»	

CHAPTER ONE	6
INTRODUCTION.....	6
1.1.Overview	6
Statement of the Problem	8
Objectives of the Study	9
Research Questions	10
Research Hypotheses	10
Significance of the Study.....	10
Definition of the Key Terms	11
Learning Preferences	11
Perceptions.....	11
Motivation.....	11
Motivational Self-system	12
L2MSS.....	12
1.8. Organization of the Study	12
CHAPTER TWO	14
LITERATURE REVIEW	14
2.1.Overview	14
2.2.Motivation in Psychology	16
2.2.1.The Behavioristic School	17
2.2.2.The Cognitive School	18
2.2.3.The Humanistic School.....	19
Motivation in Second Language Learning.....	20
Motivation as a Dynamic System.....	25
Motivational Self-system	27
The ideal L2 Self.....	27
The Ought-to L2 self	28
The L2 Learning Experience.....	29
2.6. Language Preferences in a Second Language	34
2.6.1. The Dunn and Dunn model of learning styles.....	36
The Role of Preference and Motivation in Foreign Language Learning.....	38
The Teacher and Student Perceptions	39
Learning style	41
Chapter Summary.....	42
CHAPTER THREE	43
METHODOLOGY	43
3.1 Overview	43
Research Design	43
Participants.....	43
Instrument and Material	44

Motivational Self-system Questionnaire	44
Language Learning Preferences Questionnaire	44
The Placement Test	45
Data Collection Procedures	45
Data Analysis	46
CHAPTER FOUR	47
RESULTS	47
4.1. Overview	47
4.2. EFL Learners' Language Learning Preferences	47
4.3. EFL Learners' Motivational Factors	52
4.4. Relationships Between Learning Preferences and Motivation	77
4.5. Chapter Summary	79
CHAPTER FIVE	80
DISCUSSION AND CONCLUSION	80
5.1. Overview	80
Discussion and Conclusion	80
Pedagogical Implications	85
Limitations of the Study	87
Suggestions for Further Research	87
References	89

Chapter One

Introduction

1.1.Overview

Learning occurs more easily when motivated. Motivation is not an essential role in the process of language learning. However, motivation is considered as a complex and multifaceted structure. It is considered to be one of the most effective factors in language learning (Gardner, 1972). It can also be argued that those students who are not sufficiently able to use L2 cannot participate due to their lack of motivation. Motivation has become a central area of research and theoretical work in language learning due to its importance. In the last 50 years, the study of motivation has tried to find out the determining factors that motivate students to learn an L2 and how teachers can reinforce motivation in their students and classrooms. The device proposed by Dornyei (2009) consists of three components: the Ideal L2 self, the Ought-to L2 self, and the L2 learning experience. Its broad framework and its intention to reconceptualize some previous notions on motivation make it an appropriate theory to study language learning motivation. There are many different mental processes behind learning a foreign language and one which is particularly predominant is motivation. In process learning, motivation is a fundamental factor that plays an important role.

In order to understand the influence of motivation on the process of learning, first the psychological background of motivation need to be understand. The nature of motivation and its relationship to learning is analyzed by different schools of psychology (Louis, Leithwood, Wahlstrom, Anderson, 2010).

Motivating the learning process is sustainable for an isolated time (Dornyei,