

# Learning German as a Foreign Language: An Empirical Investigation of Motivation Based on Self-Determination Theory

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# Introduction

- Motivation → crucial factor in academic learning / L2 learning
- Theoretical approaches:
  - Gardner's motivation theory
  - **Self-determination theory (SDT)**
  - Attribution theory
  - Goal theories

# SDT

## **Intrinsic motivation (IM)**

- IM-Knowledge
- IM-Accomplishment
- IM-Stimulation

## **Extrinsic motivation (EM)**

- External regulation
- Introjected regulation
- Identified regulation

## **Amotivation**

# Further aspects

- Travel orientation
  - Friendship orientation
  - Instrumental orientation
- 
- Perceptions of competence
  - Anxiety

# The Study

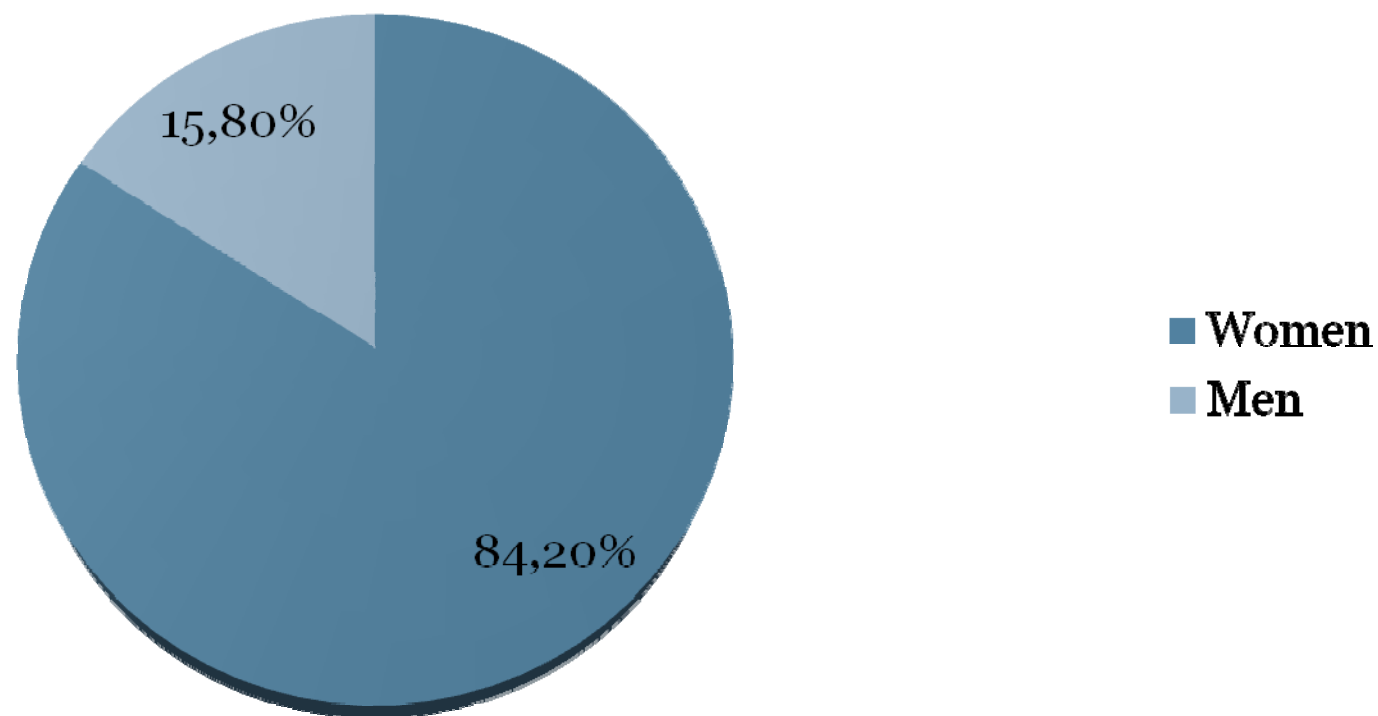
- Questionnaire study
- SDT in learning German as FL in the Greek educational context

# The research participants (1/7)

- ✓ 152 students  
of the School of German Language and  
Literature of the Aristotle University of Greece

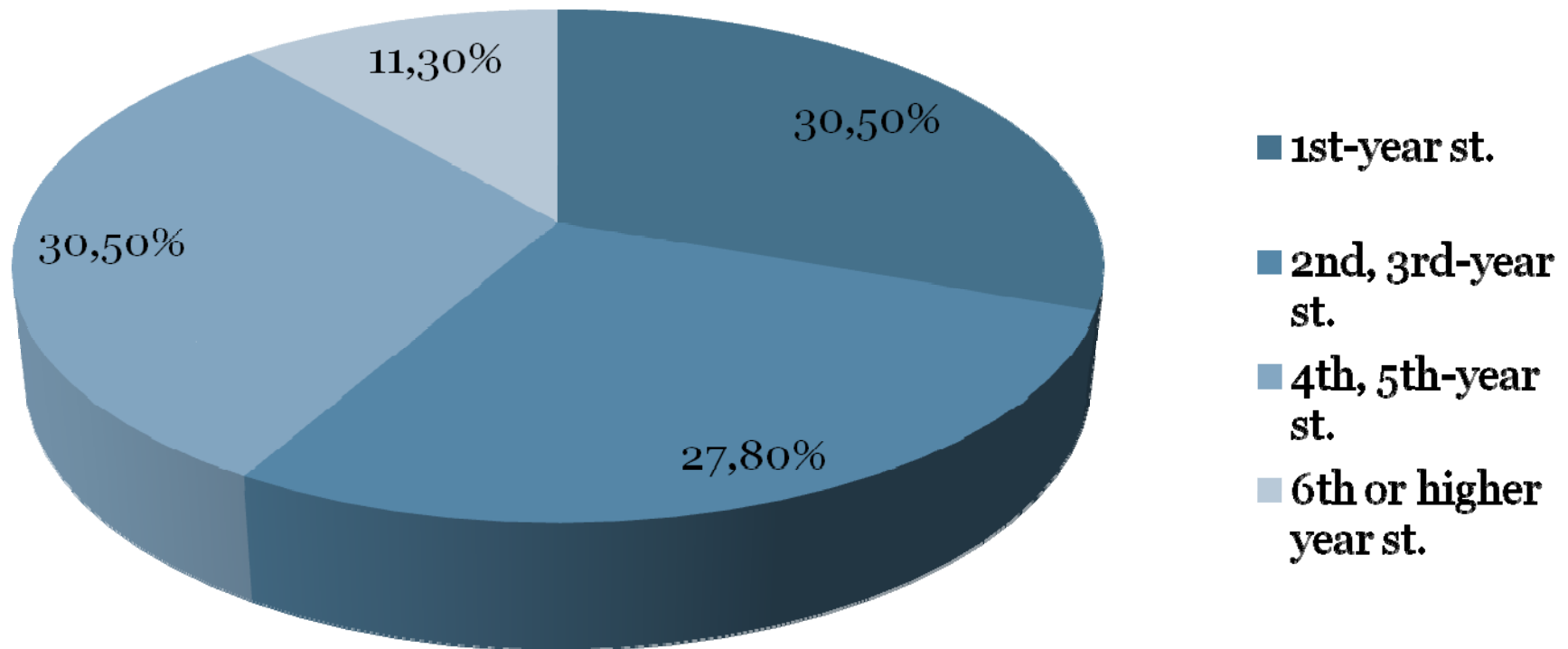
# The research participants (2/7)

## Gender



# The research participants (3/7)

## Year of studies



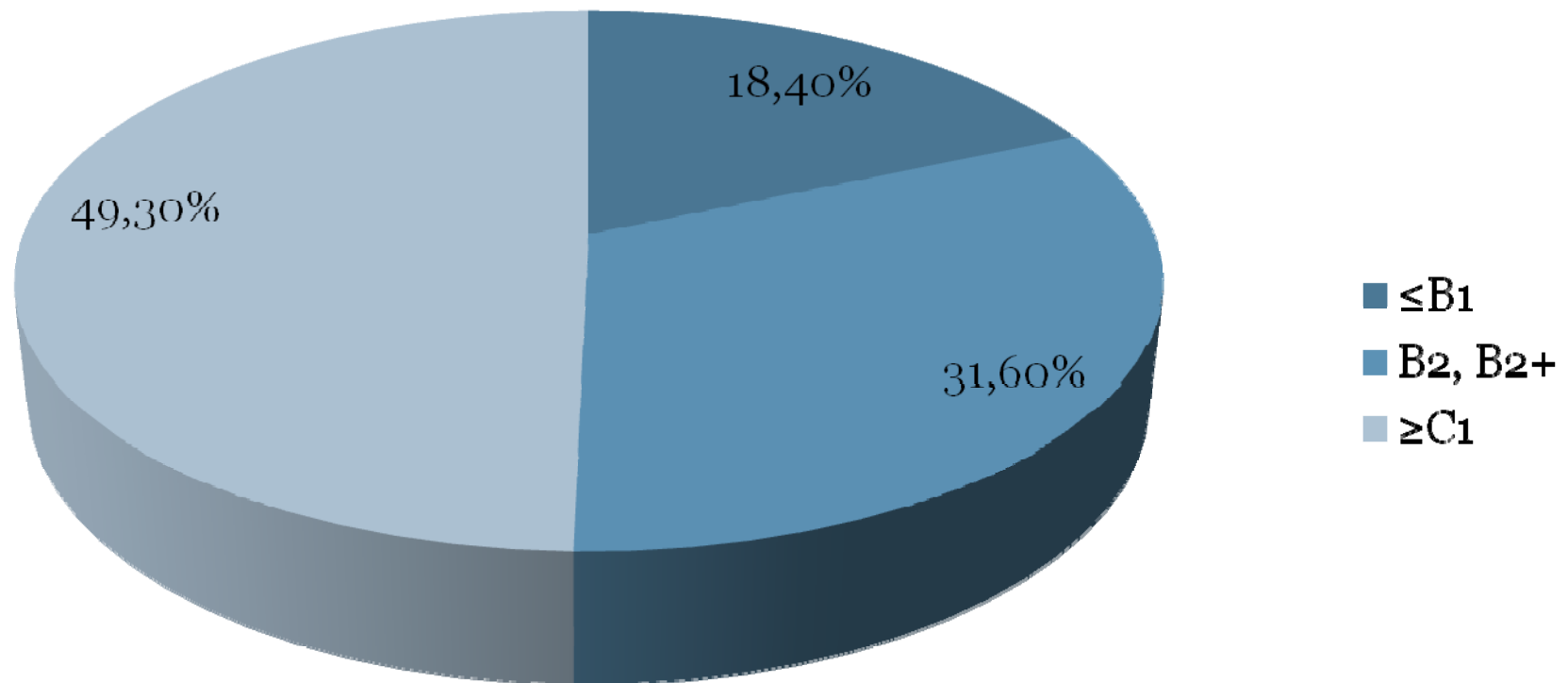


## The research participants (4/7)

- ✓ 18 – 58 years old, average age: 22.4 years
- ✓ 6% had another university degree

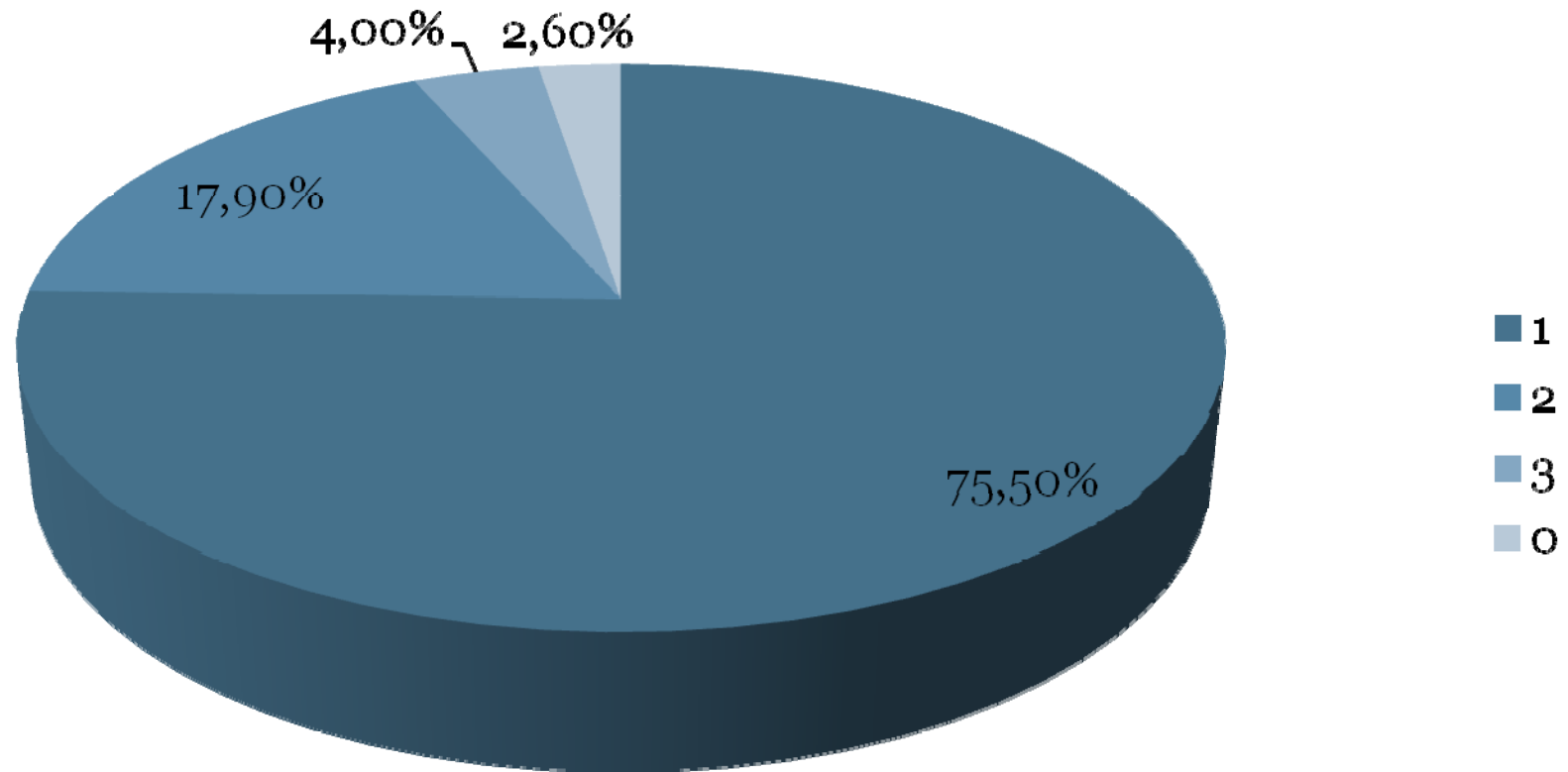
# The research participants (5/7)

## Level of competence in German (self-assessment)



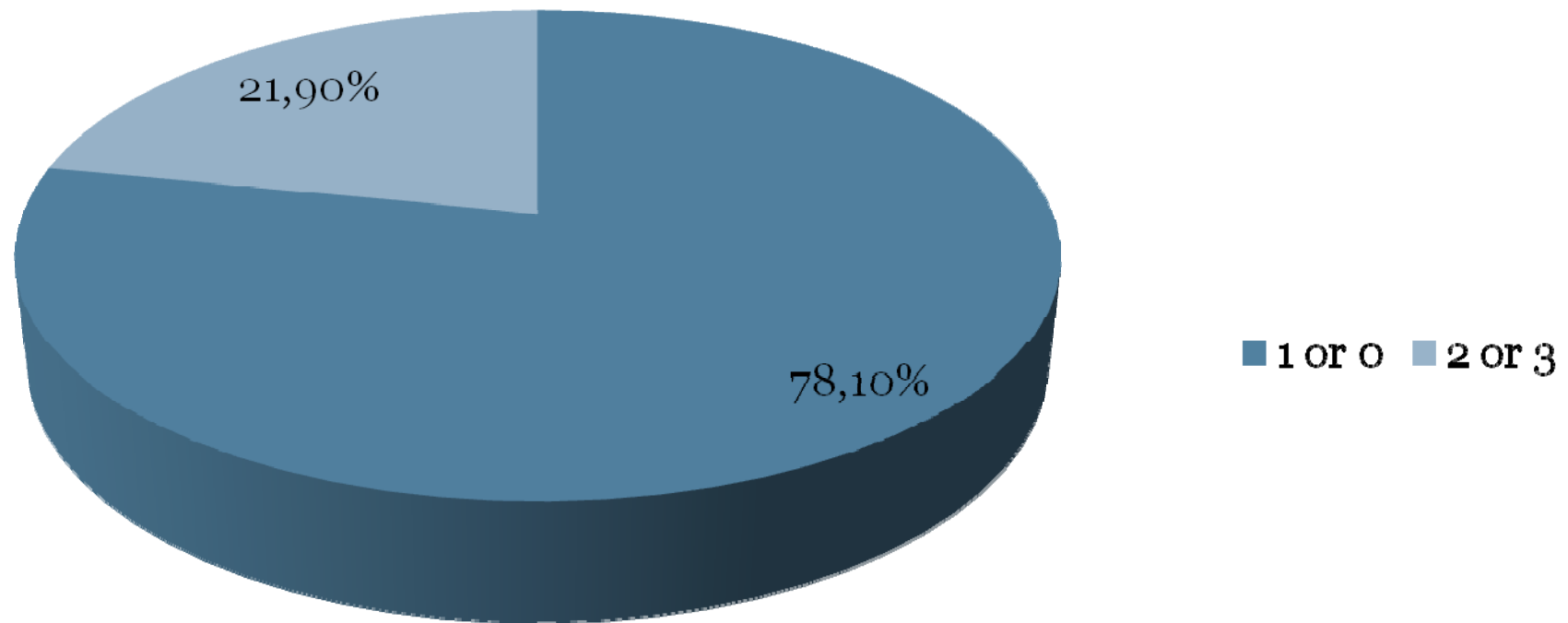
# The research participants (6/7)

## Number of additional FLs



# The research participants (7/7)

## Number of additional FLs



# The Research Instrument (1/3)

- Specifically designed for the study
- Based on Noels et al. (2003)

## The Research Instrument (2/3)

- ✓ External regulation (3 items)
- ✓ Introjected regulation (3 items)
- ✓ Identified regulation (3 items)
- ✓ IM-Knowledge (3 items)
- ✓ IM-Accomplishment (3 items)
- ✓ IM-Stimulation (3 items)
- ✓ Amotivation (3 items)
- ✓ Perceived competence (5 items)
- ✓ Anxiety (3 items)
- ✓ Travel orientation (3 items)
- ✓ Friendship orientation (4 items)
- ✓ Instrumental orientation (3 items)

## The Research Instrument (3/3)

- 39 five-point Likert scale items
- 7 background questions

# Data Collection and Analysis

- Spring semester 2019
- Voluntary participation, anonymous survey
- No time limit
- Students with German as L1 were excluded
- SPSS 22.0



# Descriptive Results (1/5)

Variables	Cronbach's Alpha	Mean	Std. Deviation
Extrinsic Motivation	0.747	<b>3.12</b>	0.67
External Regulation	0.583	<b>2.97</b>	0.81
Introjected Regulation	0.672	<b>2.32</b>	1.01
Identified Regulation	0.736	<b>4.08</b>	0.87
Intrinsic Motivation	0.880	<b>3.79</b>	0.80
IM_Knowledge	0.786	<b>3.64</b>	0.96
IM_Accomplishment	0.873	<b>3.86</b>	0.97
IM_Stimulation	0.699	<b>3.88</b>	0.89

## Descriptive Results (2/5)

Variables	Cronbach's Alpha	Mean	Std. Deviation
Amotivation	0.917	<b>1.15</b>	0.58
Perceived Competence	0.849	<b>3.52</b>	0.73
Anxiety	0.764	<b>2.86</b>	1.03
Travel	0.583	<b>3.84</b>	0.86
Friendship	0.905	<b>2.86</b>	0.74
Instrumental Orientation	0.591	<b>3.95</b>	0.84

## Descriptive Results (3/5)

- Students of the study → more intrinsically (M=3.79) than extrinsically motivated (M=3.12)
- Identified regulation (EM) → the highest mean value (M=4.08)

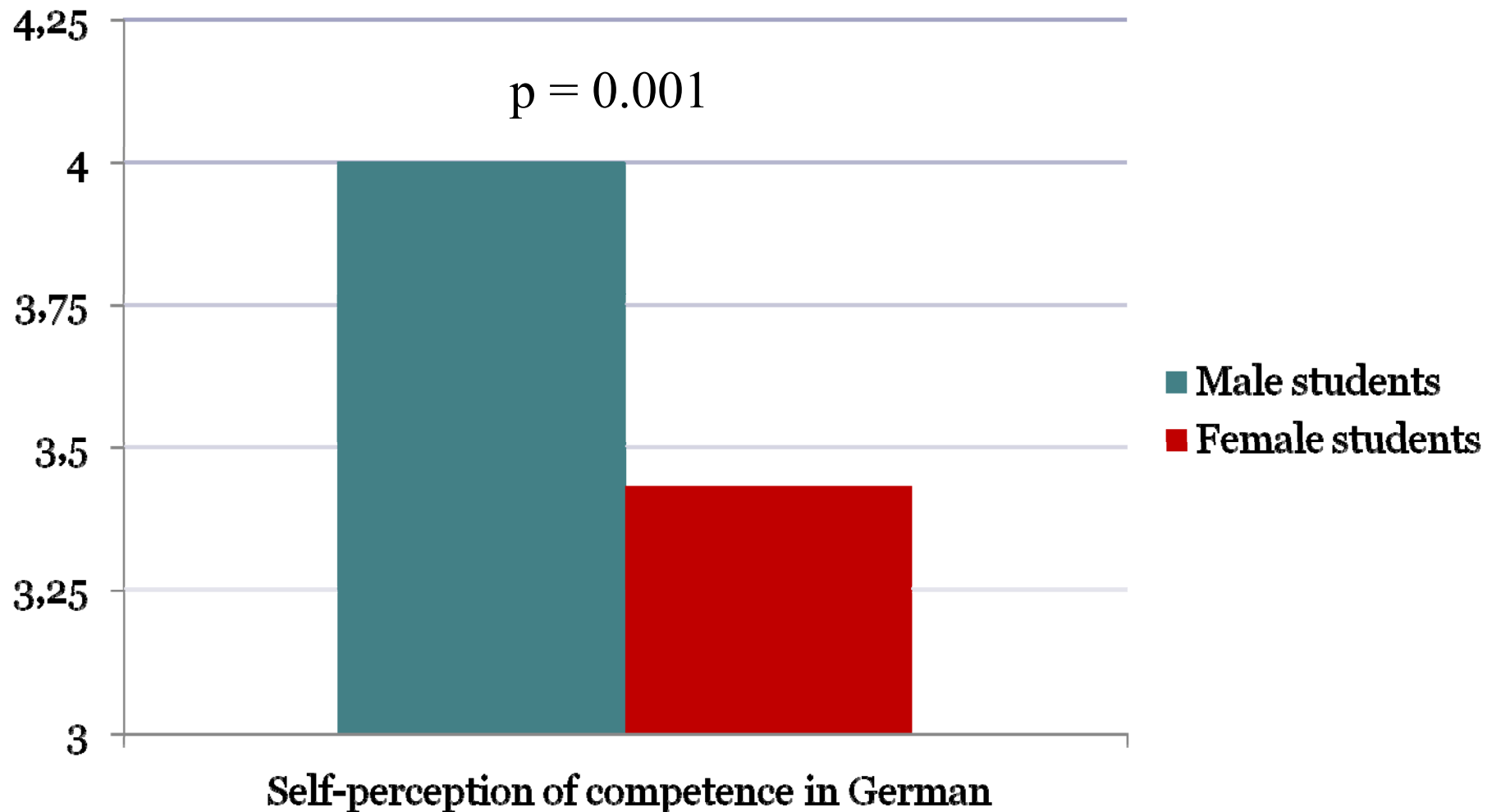
## Descriptive Results (4/5)

	<b>Motivational subscale</b>	<b>M</b>
1.	Identified regulation	4.08
2.	Instrumental orientation	3.95
3.	IM-Stimulation	3.88
4.	IM-Accomplishment	3.86
5.	Travel orientation	3.84
6.	IM-Knowledge	3.64
7.	External regulation	2.97
8.	Friendship orientation	2.86
9.	Introjected orientation	2.32
10.	Amotivation	1.15

## Descriptive Results (5/5)

- Rather high self-perception of competence in German (M=3.52)
- Average level of anxiety (M=2.86)

# Correlation analysis (1/5)

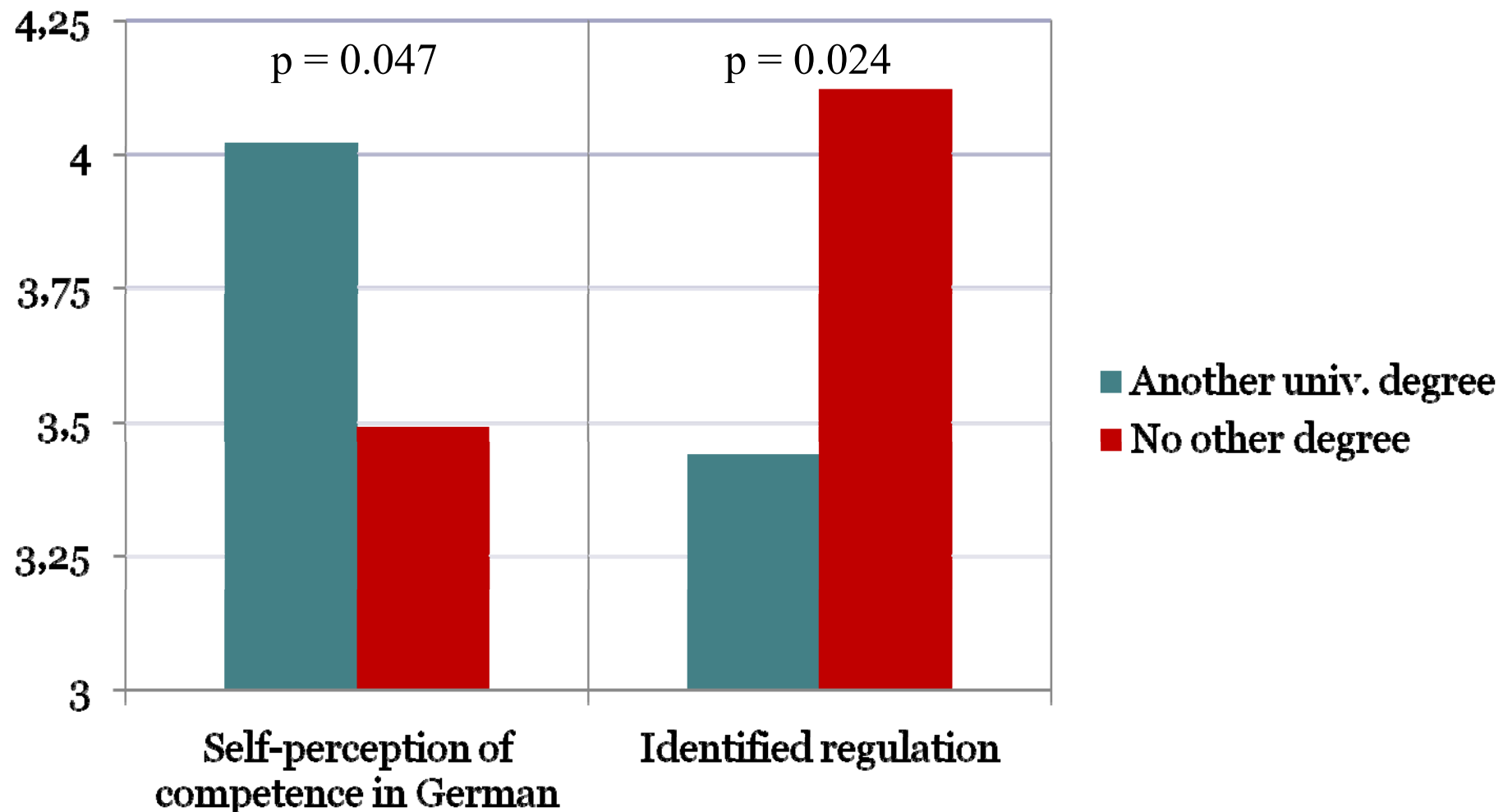


## Correlation analysis (2/5)

4th/5th-year students:

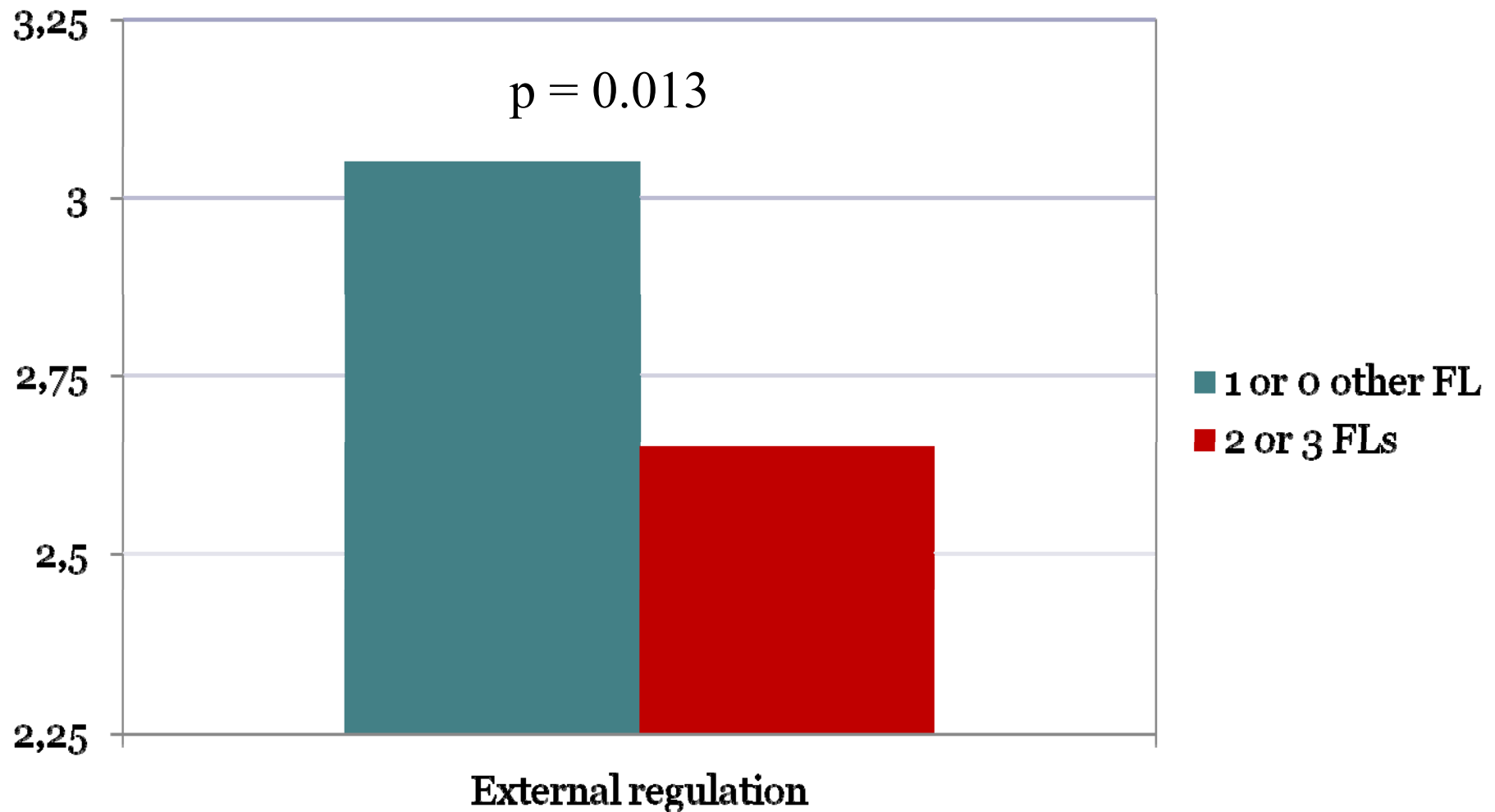
- higher self-perception of competence in German (F=8.485, p=0.000)
- feelings of anxiety to a lesser extent than first-year students (F=2.990, p=0.033)

# Correlation analysis (3/5)





# Correlation analysis (4/5)



## Correlation analysis (5/5)

Students with a higher level of competence in German:

- higher mean value concerning IM-Knowledge (F=3.680, p=0.028)
- lower level of anxiety (F=9.740, p=0.000)

# Conclusion

- High ranking of identified regulation and instrumental orientation
- Intrinsic motivation
- Next step → explore a possible self-determination continuum

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**THANK YOU!**