Presentation Title:	I'm not giving up! Motivation maintenance in independent language learning

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Abstract

Research into language learner motivation has shown that it is a dynamic concept (Dörnyei, 2005), significantly influenced by social processes (Ushioda, 2007), requiring the capacity to manage attitudinal and affective factors (White, 2005). This may underline the importance of social and affective strategies (Oxford, 1990), but relatively few studies report use of these strategies in relation to classroom learning (Oxford, 2002), let alone in independent or distance learning settings (Figura and Jarvis, 2007; Hurd, 2007) where the ability to self-motivate is crucial and where the individual life/learning context of the language learner, highlighted by White (2003) and Palfreyman (2006), becomes even more significant.

This paper, therefore, presents the experiences of adult distance learners of French, German and Spanish who logged social contacts supporting their language learning, things which negatively affected their motivation, how they handled setbacks and what inspired or motivated them during a period of seven months while studying with the Open University (UK). These experiences are analysed in the light of motivation, autonomy and learning strategy research, to understand the motivators and de-motivators, the social, and affective strategies which can maintain motivation and the potential lessons for other independent learners or those supporting independent language learning.

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Biodata

Linda Murphy is a Senior Lecturer in the Department of Languages, the Open University, UK, and member of the regional academic staff based at Oxford. Her research focuses on skills and attributes required for effective distance language teaching and on development of teaching and learning strategies for autonomous distance language learning.