

Preservice Teachers' Perceptions Of Their Motivation To Learn And Their Willingness To Communicate In An Indigenous Language As Additional Language

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Abstract

This case study reports on the motivation to learn and the willingness to speak an indigenous language as an additional language in a pre-service teacher curriculum in a School of Education in KwaZulu-Natal, South Africa. The study investigates and reports on two key research questions: "What are students' perceptions of their motivation to learn an indigenous language as L2?" and "What are students' perceptions of their willingness to speak an indigenous language as L2?". Question one describes students' perceptions of their motivation to learn an indigenous language in a compulsory module and leans on Dörnyei's (1994) framework for L2 motivation. Question two emphasizes students' perceptions of their willingness to speak an indigenous language by incorporating MacIntyre's (1994) willingness to communicate model. Data generation tools include questionnaires and follow-up interviews. The study revealed that there are various factors relating to perceptions and learning of the L2 that play a role in participants' language learning motivation. L2 language learning motivation, whether intrinsic or extrinsic, does not necessarily correlate with willingness to speak. The latter is dependent on a range of mainly situational factors. The research adds to the discourse on the development of indigenous languages and the promotion of multilingualism.

Keywords: intrinsic motivation, extrinsic motivation, second-language learning, teacher education