Participation In Transition: Motivation Of Young Adults In Europe For Learning And Working

Andreas Walther; Manuela du Bois-Reymond; Andy Biggart

What makes work enjoyable and motivating for Learning Advisors in Aotearoa-New Zealand? December 2015. Kathryn Owler. This study investigated the extent to which autonomous motivation, effort and progress relating to current educational goals predict success in dealing with the challenging transition to university. Our study included two measurement points: (1) before the entrance examination, at which point participants (n=280) documented ratings of their autonomous motivation, effort and progress regarding their educational goals; and (2) after receiving the results of the examination, at which time their success or failure of passing the entrance examination was checked by referring to the concept of motivation. Motivation is the most used concept for explaining the failure or success of a language learner. Second language (L2) refers to a language an individual learns that is not his/her mother tongue, but is of use in the area of the individual. It is not the same as a foreign language, which is a language learned that is not generally spoken in the individual’s area. In research on motivation, it is considered to be an