

## The Importance of Motivation in Second Language Acquisition

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**Abstract:** According to Rost (2006) motivation has been called the “neglected heart” of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students’ motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class. When we learn to incorporate direct approaches to generating student motivation in our teaching, we will become happier and more successful teachers. The issue of motivation, particularly in EFL settings, is so important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our students.

**Keywords:** Motivation, Motivational theories, Language Learning

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### 1. INTRODUCTION

All of the conditions that we know contribute to successful second language acquisition are lacking in most EFL contexts: there just isn’t enough English input in the environment, there probably aren’t enough opportunities for interaction with English speakers, there usually aren’t enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has to have extraordinary motivation in order to succeed at learning English.

Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning (Gardner & Lambert, 1972 cited in Xu 2008), motivation is a major factor in the successful study of language acquisition. It is considered goal directed and defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p. 10 cited in Xu 2008). Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing (Gardner, 1985 cited in Xu 2008).

### 2. LITERATURE REVIEW

#### 2.1. Intrinsic and Extrinsic Motivation

Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, sense of autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self. Intrinsic/extrinsic motivation is related to the term locus of control which was first introduced by Rotter (1966, cited in Chalak & Kassaian 2010). If a person places responsibility for her/his life within self, s/he has internal locus of control and is self-motivated character and if s/he places the responsibility on others and on circumstances outside self, s/he has external locus of control. In order to achieve internal locus and self-motivation, one should be eager to give up the security of making excuses and to take responsibility of all her/his decisions and actions. Externally motivated behaviours are carried out to get a reward from outside and beyond the self. Maslow (1970) believed that intrinsic motivation is noticeably superior to extrinsic because

we are motivated to achieve "self-actualization". Bruner (1966, cited in Chalak & Kassaian 2010) claimed that one of the most effective ways to help students is to free them from the control of rewards. In some cases, the two kinds of motivation may overlap to some degree because one may be motivated from both an inside source and an outside one at the same time. Generally speaking, both kinds of motivation play important roles in learning and lack of motivation can cause procrastination because motivation is the driving force that makes people act. In other words, presence of motivation can increase learning behaviour. Teachers need to know the type of motivation and its sources to meet the students' particular needs.

## **2.2. Instrumental and Integrative Motivation**

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972, cited in Chalak & Kassaian 2010). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related "instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT).

Some researchers believe that integrative motivation is essential for successful second language learning. Graham (1984, cited in Chalak & Kassaian 2010) made a distinction between integrative and assimilative motivation. Integrative motivation is defined as the desire to learn L2 to communicate with the members of the second language society and find out about its culture. It does not necessarily refer to the direct contact with L2 group while in assimilative motivation learners wish to lose themselves in the target language and become an indistinguishable member of that speech community. What is important is that the two orientations are not mutually exclusive. Some learners learn better if they are integratively oriented while others are more successful if they are instrumentally motivated and some learn better if they take the advantage of both orientations. In other words, one may have both kinds of motivations: s/he may be instrumentally motivated to pass a test or meet a requirement, but at the same time, s/he may love the culture of a community and want to learn and participate in its culture.

Extrinsic and instrumental motivations are similar but not exactly alike. Extrinsic focuses on the fact that the reason is outside of a person, while instrumental is about the purpose of her/his learning. Intrinsic and integrative motivations are also different because intrinsic motivation has to do with what makes someone feel good while integrative motivation is about membership in a language community. The point worthy of mention is that during the lengthy process of learning, motivation does not remain constant. It becomes associated with mental processes and internal, external influences that the learner is exposed to. In other words, time is considered an important aspect in the nature of learner's motivation.

## **2.3. Current Status of English in Iran**

Chalak & Kassaian (2010) stated that, in Iran's current educational context, English is predominantly considered to be the first foreign language. English is taught at different levels in the Iranian national educational system, ranging from primary schools to institutions of higher education as well as in private language schools. English is the medium of instruction in some programmes at the university level. It is offered as foreign language (FL) courses in secondary schools and as a language for specific purposes (LSP). It is also the language of some of the conferences in Iran. The demand in educational institutions and learning environments grow increasingly and it requires good planning and decision making to help learners and students to prosecute their studies and fulfill their goals. On the other hand, due to economic, educational or political reasons, people -- in their search for better work and better educational opportunities -- have become increasingly mobile and have started to migrate to different English speaking countries. These reasons alongside with the other reasons such as ever-growing interest in learning English as a prestigious language encourage the people to learn it. It means that people

and particularly young generations usually have some kind of positive feelings towards English. Therefore, knowing and learning English has progressively become more prestigious and more popular, particularly among high school and university students. Some Iranian researchers have examined the type of motivation and its orientation along with the attitudes of the learners towards learning English and found different results. For example, Moivaziri (2008) claimed that students in her study were highly motivated in both instrumental and integrative orientations. On the other hand, studies such as Vaezi (2008) claimed that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. These contradictory results encouraged the researcher to conduct a survey with different participants and at different setting.

### 3. MOTIVATIONAL THEORIES

Motivation can be defined as a need or desire that energizes and directs behaviour (Myers, 2001, as cited in Shirkey, 2003). The study of motivation has been influenced by various psychological theories. Each of these theories state different sources of motivational needs, and each have certain drawbacks. Let us examine some of these theories that have developed over the years.

#### 3.1. Behavioral Views

Behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watsons' mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself," as opposed to a student who is intrinsically motivated and undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988 as cited in Shirkey,2003).

B.F. Skinner's operant conditioning theory proposes that the voluntary responses of people are strengthened when reinforced by rewards and weakened when they are ignored or punished. Related to students, Skinner developed programmed instruction, in which students were given positive reinforcement for correct responses, motivating the student to proceed with desired consequences.

The behavioral approach is limited, however, in that it stresses external motivating factors (praise, good grades, rewards, etc.), which may lead to certain drawbacks. For example, students motivated in such a manner may be less likely to learn if no tangible reward is given. In certain instances, extrinsic rewards actually decrease intrinsic motivation factors that may have been present (Cameron & Pierce, 1994; Eisenberger & Cameron, 1996; Ryan & Deci, 1996 as cited in Shirkey,2003).

Following Skinner's lead, many behavioral learning theorists devised techniques of behavior modification on the assumption that students are motivated to complete a task by being promised a reward of some kind. Many times the reward takes the form of praise or a grade. Sometimes it is a token that can be traded in for some desired object; and at other times the reward may be the privilege of engaging in a self-selected activity.

Operant conditioning interpretations of learning may help reveal why some students react favorably to particular subjects and dislike others. For instance, some students may enter a required math class with a feeling of delight, while others may feel that they have been sentenced to prison. Skinner suggests that such differences can be traced to past experiences. He would argue that the student who loves math has been shaped to respond that way by a series of positive experiences with math. The math hater, in contrast, may have suffered a series of negative experiences.

The Power of Persuasive Models Social learning theorists, such as Albert Bandura, call attention to the importance of observation, imitation, and vicarious reinforcement (expecting to receive the same reinforcer that we see someone else get for exhibiting a particular behavior). A student who identifies with and admires a teacher of a particular subject may work hard partly to please the admired individual and partly to try becoming like that individual. A student who observes an older brother or sister reaping benefits from earning high grades may strive to do the same with

the expectation of experiencing the same or similar benefits. A student who notices that a classmate receives praise from the teacher after acting in a certain way may decide to imitate such behavior to win similar rewards.

### **3.2. Cognitive Views**

Cognitive views on motivation propose that behavior is influenced by the environment and self-perception. Compared to the behavioral view of external stimulus/response, cognitive views tend to be more internal and information processing based.

Based on Jean Piaget's equilibration, assimilation, accommodation, and schema formation, cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them. When imbalance occurs, schema are modified to regain desired balance and organization. In terms of motivation, students may become motivated to learn in order to achieve desired equilibrium, and obtain a feeling of mastery over their environment. Cognitive dissonance theory, developed by Leon Festinger, and based on Piaget's views on disequilibrium, states that people will act in such a way as to resolve discrepancies between different beliefs or actions.

Cognitive views have certain limitations. These include difficulty in achieving the lack of balance (or disequilibrium) needed to motivate students to modify schema, and the difficulty in measuring the need for achievement in individuals.

Cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. The direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes account for success and failure, and one's beliefs about the nature of cognitive ability.

### **3.3. Humanistic Views**

Humanistic views of motivation can be attributed to Abraham Maslow. Maslow described (1970) a hierarchy of needs that drove motivations. Maslow was a very influential person in regards to the study of motivation, and his writings have led to many subsequent studies and attempts to develop grand theories of motivation.

First, at the lowest level of Maslow's hierarchy, are physiological needs (need to satisfy hunger and thirst), second are safety needs (need for safety, security, organization and predictability), third comes belongingness and love needs, fourth comes esteem needs (self-esteem, achievement, competence, recognition, respect), and fifth, at the highest level, are self-actualization needs (living up to one's fullest potential).

To adhere to Maslow's hierarchy of needs, it becomes the teachers' duty to ensure that all lower hierarchical needs are met before achievement, competence, and fulfilling potential are accomplished. This is one of the drawbacks of Maslow's theory that arises in practical application, due in part to limited resources including money and time.

### **3.4. Self-Determination Theory**

Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.

### **3.5. Social Cognitive Theory**

More recent developments include Social Cognitive Theory (SCT), proposed by Albert Bandura, and arising out of previous notions espoused in Social Learning Theory, which has been in existence for some time (since the 1890's, in one form or another). SCT emphasizes social origins of behavior, and proposes that cognitive factors play a central role. SCT also takes the stance that learning can occur from observation of people and the world around us, as well as from reading books and other materials.

Central to SCT is the concept of self-efficacy, and the major contribution it makes towards cognitive development. The latest approach in developing a broad, integrative theory of motivation is Temporal Motivation Theory. Integrating theories of motivation. Introduced in their 2007 Academy of Management Review article, it synthesizes into a single formulation the primary aspects of all other major motivational theories, including Incentive Theory, Drive Theory, Need Theory, Self-Efficacy and Goal Setting. Notably, it simplifies the field of motivation considerably and allows findings from one theory to be translated into terms of another.

### 4. THE IMPORTANCE OF MOTIVATION IN LANGUAGE LEARNING

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process (Ushioda, 1996). Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin, 1994, as cited in Huang 2007). Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Dörnyei & Csizér, 1998, as cited in Huang 2007).

#### 4.1. Motivation in L2 Field

Motivation to learn is an intricate, multifaceted construct. When the target of the learning process is the mastery of an L2, the picture becomes even more complex. In view of this inherent complexity, it is no wonder that there had been a considerable diversity of theories and approaches in the study of motivation in the L2 field. Depending on their research priorities, scholars highlighted different aspects of L2 motivation, and few attempts had been made to synthesize the various lines of enquiry (Dörnyei, 2001b). The following overview of the L2 motivation studies will start with a summary of Gardner's influential motivation theory. Following, a number of alternative constructs and expanding model will be presented.

##### 4.1.1. Gardner's Motivation Theory

While an L2 is a learnable school subject in that discrete elements of the communication code can be taught explicitly, it is also socially and culturally bound, which makes language a deeply social event that requires the incorporation of a wide range of elements of the L2 culture (Dörnyei, 2001b, as cited in Huang 2007). This view had been broadly endorsed by L2 researchers, resulting in the inclusion of a prominent social dimension in most comprehensive constructs of L2 motivation. The significance of this social dimension also explained why the study of L2 motivation was originally initiated in Canada and that it was dominated by a social psychological emphasis there (Dörnyei, 2003, as cited in Huang 2007). Gardner's studies about socio-psychological motivation had great influence in L2 field (Gardner & Tremblay, 1994a; Gardner & Tremblay, 1995 as cited in Huang 2007); his studies were reviewed in the following.

##### 4.1.2. The socio-Educational Model

The socio-educational model proposed by Gardner (1985b, as cited in Huang 2007) incorporated various individual variables such as cognitive and affective variables in order to provide a comprehensive interpretation of language learning. This model's main importance lies in its clear separation of four distinct aspects of the second language acquisition process: antecedent factors, individual difference variables, language acquisition contexts and outcomes (Dörnyei, 2001). Gardner and MacIntyre (1993 as cited in Huang 2007) stated that all these four aspects are influenced by social-cultural milieu, and they provide a schematic representation of the

socio-education model (Figure 2.1). The models posited that biological and experiential are two main antecedent factors which must be considered when attempting to study the role of individual difference variables in the process of learning a second language (p. 8). For example, the prior language experience (experiential factors) could affect level of language attitudes, motivation and language anxiety (p. 8). Six individual difference variables include both cognitive and affect variables also played significant roles in this model. Intelligence, language aptitude, and language-learning strategies are cognitive variables; on the other hand, language attitudes, motivation and language anxiety are affective variables. This model shows that language attitudes have a causal influence on motivation which has reciprocal relationship with language anxiety. Then all this individual difference variables with the exception of language attitudes will have a direct effect on formal learning environment, but only motivation is shown to have a direct role in the informal context because an individual who is not motivated will not take part in this context (p.

Tremblay and Gardner (1995 as cited in Huang 2007) later extended this model by incorporating into it new elements from expectancy-value and goal theories and this new model also was empirically tested (Figure 2.2). Tremblay and Gardner suggested that there are a number of variables mediating the relationship between language attitudes and motivational behavior (p. 515). These mediators are goal salience, valence, and self-efficacy. This extended model indicated that goal salience was influenced by language attitudes because positive language attitudes will orient students to develop specific learning goals (p. 515). A second mediator valence is influenced by attitudes, and there is a causal path between valence and motivational behavior, which suggests that higher levels of motivational behavior resulted when learning is valued. The self-efficacy is shown to be influenced by language attitudes and in turn to influence motivation behavior (p. 515)

In response to these expansions, Gardner and Tremblay (1994a as cited in Huang 2007) recognized the exploration of other motivational theories as a way of expanding the motivation construct but advocated that such endeavour was of no value in the absence of pertinent empirical research (p. 366).

In addition, they also emphasized that the socio-educational model of second language acquisition was not a static formulation; it was continually undergoing change and development, as new relevant information was uncovered (1994b, p. 524 as cited in Huang 2007). Finally, Williams and Burden (1997 as cited in Huang 2007) offered a detailed framework of L2 motivation, as part of a larger overview of psychology for language teachers. They also considered L2 motivation to be a complex and multi-dimensional construct; the main grouping category in their construct is whether the motivational influence is internal or external (Dörnyei, 2001a as cited in Huang 2007). Moreover, within these two categories they distinguished a number of subcomponents, following some current themes in educational psychology (p. 19). Tremblay and Gardner (1995 as cited in Huang 2007) later extended this model by incorporating into it new elements from expectancy-value and goal theories and this new model also was empirically tested. Tremblay and Gardner suggested that there are a number of variables mediating the relationship between language attitudes and motivational behavior (p. 515). These mediators are goal salience, valence, and self-efficacy. This extended model indicated that goal salience was influenced by attitudes, and there is a causal path between valence and motivational behavior, which suggests that higher levels of motivational behavior resulted when learning is valued. The self-efficacy is shown to be influenced by language attitudes and in turn to influence motivation behavior (p. 515).

#### *4.1.3. The Attitude/Motivation Test Battery (AMTB)*

The Attitude/Motivation Test Battery (Gardner, 1985a.) attempted to measure various individual difference variables proposed in Gardner's socio-educational model of second language acquisition (Masgoret, Bernaus, & Gardner, 2001, as cited in Huang 2007). The composition of the AMTB can be grouped into five categories: motivation, integrativeness, attitudes toward the learning situation, language anxiety, and other attributes (Gardner & MacIntyre, 1993, as cited in Huang 2007). First, motivation is assessed by three scales, motivational intensity, desire to learn L2 and attitudes toward learning L2. Next, integrativeness is the total on three scales too, attitudes toward the target language group, interest in foreign languages, and integrative orientation. Then,

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attitudes toward the learning situation refer to affective reactions toward the language teacher and the language course. Moreover, Language anxiety is measured by L2 class anxiety and L2 use anxiety. Finally, other attributes include instrumental orientation, parental encouragement and orientation index.

### 4.1.4. Classroom-Friendly Models

Dornyei argues that "So much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity ... Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives." (Dornyei, 2001a). Dornyei (1994 as cited in Pigott 2008) developed an extended, classroom-friendly model (table 1) in which L2 motivation is conceptualized on three levels. It is important to note that the model approaches motivation from three perspectives simultaneously – it does not attempt to divide motivation into three sub-types. The Language Level addresses the social side of L2 motivation, subsuming Gardner's Integrative and Instrumental concepts. The Learner Level represents individual characteristics of the learner, and concerns internal desire for achievement and issues related to self-confidence. The Learning Situation Level is associated with classroom specific motivational factors: Course-specific, Teacher-specific, and Group-specific motivational components.

**Table1.** Dornyei's (1994) framework of L2 motivation (1994: 78)

<b>LANGUAGE LEVEL</b>					
Integrative Motivational Subsystem					
Instrumental Motivational Subsystem					
<b>LEARNER LEVEL</b>					
Need for achievement					
Self-confidence					
Language Use Anxiety					
Perceived L2 Competence					
Causal Attributions					
Self-Efficacy					
<b>LEARNING SITUATION LEVEL</b>					
Course-Specific Motivational Components					
Interest		Relevance		Expectancy	Satisfaction
Teacher-Specific Motivational Components					
Affiliative Drive		Authority Type	Direct Socialization	Modelling	Task Presentation
Group-specific Motivational Components Goal-orientedness					
Norm & Reward System					
Group Cohesion					
Classroom Goal Structure					

Interest is related to intrinsic motivation and concerns a student's inherent curiosity about the immediate environment and the world around him/her. Relevance concerns the extent to which the student perceives that course is connected to personal values, goals, or needs. Expectancy refers to the student's expectation that he/she will succeed in a task/course, and concerns task difficulty, the amount of effort required, assistance at hand etc. Satisfaction concerns the outcome of an activity: intrinsic rewards such as pride and/or extrinsic rewards such as reward or praise. Of the teacher-specific sub-components, Affiliative drive refers to student desire to do well in order to please the teacher. Authority type concerns whether the teacher is seen as controlling or autonomy supporting. Modeling concerns the example set by the teacher in terms of behavior, effort expenditure. Task-presentation concerns the extent to which the teacher effectively communicates the purpose and value of tasks. (All definitions adapted from Dornyei, 1994: 277-8). The construct was accompanied by advice to teachers on how to motivate learners. These strategies were refined for Dornyei and Otto's Process model of motivation (1998, see section 2.2.1 as cited in Pigott 2008). At the time the model was published, the only systematically investigated components were the components of the language level and the self-confidence subcomponent of the learner level. Dornyei also observed that Affiliative drive was considered to be the most important teacher-related motive in the educational psychology field. Since that time, group components have received some research attention. In an examination of motivation as a

socially mediated process, Ushioda (2003 as cited in Pigott 2008) concludes that "Collective motivation can all too easily become collective demotivation, boredom, or at the far end of the spectrum, collective dissatisfaction or rebellion, often in the form of classroom counter-cultures defined by rejection of educational aims and values." (pp. 93-94).

Another classroom-oriented model was developed by Williams and Burden (1997 as cited in Pigott 2008) (table 2) from a social-constructivist perspective. Motivational factors are divided into internal and external factors. This results in a model very different in conception to Dornyei's construct. One example is the degree to which an activity is perceived as being interesting. In Dornyei's model, interest is treated as a subcomponent of the course (i.e. an external factor). In Williams and Burden's model, it is treated as an internal factor.

**Table2.** Williams and Burden's (1997) framework of L2 motivation (in Dornyei, 2001a: 20)

<b>INTERNAL FACTORS</b>		
<b>Intrinsic interest of activity</b>		
arousal of curiosity		optimal degree of challenge
<b>Perceived value of activity</b>		
personal relevance		anticipated value of outcomes
intrinsic value attributed to the activity		
<b>Sense of agency</b>		
locus of causality		
locus of control re: process and outcomes		
ability to set appropriate goals		
<b>Mastery</b>		
feelings of competence		
awareness of developing skills and mastery in a chosen area		
self-efficacy		
<b>Self-concept</b>		
realistic awareness of personal strengths and weaknesses in skills required		
personal definitions and judgments of success and failure		
self-worth concern		
learned helplessness		
<b>Attitudes</b>		
to language learning in general		
to the target language		
to the target language community and culture		
<b>Other affective states</b>		
confidence		
anxiety, fear		
<b>Developmental age and stage</b>		
Gender		
<b>EXTERNAL FACTORS</b>		
<b>Significant others</b>		
Parents	teachers	peers
<b>The nature of interaction with significant others</b>		
mediated learning experiences		
the nature and amount of feedback rewards		
the nature and amount of appropriate praise		
punishments, sanctions		
<b>The learning environment</b>		
Comfort		resources
time of day, week, year		
size of class and school		
class and school ethos		
<b>The broader context</b>		
wider family networks		
the local education system		
conflicting interests		
cultural norms		
societal expectations and attitudes		



Space precludes a discussion of the merits of either approach, but discrepancies in outlook between the two models serve as a reminder that motivation is a complex field that benefits from multiple perspectives.

### 5. L2 MOTIVATION RESEARCH FROM THE LATE 1990S TO THE PRESENT

This section covers recent L2 motivation research concerning the temporal nature of motivation, demotivation, the relationship of motivation to classroom behaviour, and motivation in the Japanese

#### 5.1. Motivation and Time

Dornyei and Otto (1998 as cited in Pigott 2008) drew on the work of Heckhausen and Kuhl's Action Control Theory (1985, in Dornyei, 2001b) in developing a model of motivation that incorporates a temporal dimension. Motivation is conceived of as consisting of three stages: the Preactional Stage; the Actional stage; and the Post actional Stage. Dornyei argues that "Ignoring 'time' can (and often does) result in a situation when two theories are equally valid and yet contradict - simply because they refer to different phases of the motivation process." (Dornyei, 2001b: 16 as cited in Pigott 2008). Thus, it is possible to view integrative orientation, motivational intensity and student attributions, for example, as part of a single motivational process. In addressing the relationship of motivation with time, Dornyei and Otto's model therefore plays a unifying role. In the model, the four Course- Specific Motivational Components from the 1994 model (see above) are supplanted by Schumann's (2001 as cited in Pigott 2008) five stimulus appraisal dimensions, developed from a novel, neurobiological perspective of language acquisition. They are: novelty (degree of unexpectedness/familiarity), pleasantness (attractiveness), goal/need significance (whether the stimulus is instrumental in satisfying needs or achieving goals), coping potential (whether the individual expects to be able to cope with the event), and self and social image (whether the event is compatible with social norms and the individual's self-concept). (Dornyei, 1998: 58). These dimensions were not chosen because they were empirically tested, but because they "capture well the various situation-specific appraisals proposed in the L2 literature." (1998: 58). Further analysis of the validity of the categories is therefore warranted.

Dornyei (2001a) uses the process model as a template for motivating strategies to be used by teachers in the classroom: Creating the basic motivational conditions; Generating initial motivation; Maintaining and protecting motivation; and Encouraging positive and retrospective self-evaluation. He offers 102 concrete motivational strategies. For example, under the sub-heading Promote the development of group cohesiveness, he suggests: "Try to prevent the emergence of rigid seating patterns." (p. 138). In terms of implementing the strategies, Dornyei emphasizes quality rather than quantity, arguing that a positive motivational climate in the classroom can be created by a few well-chosen strategies.

#### 5.2. Motivation and Behavior

Although there has been a substantial amount of research measuring the relationship between motivation and achievement ( Gardner, 2001 as cited in Pigott 2008), rather less has been done on its relationship with the mediating variable of behavior. In particular there has been relatively little research on how the integrative orientation/motivation affects behavior and preferences in the classroom. Two notable exceptions are studies by Jacques (2001 as cited in Pigott 2008) and Schmidt and Watanabe (2001). Both studies compared the relationship between motivation and preference for instructional activities grouped into five subscales following factor analysis: Practical Proficiency Orientation, Challenging Approaches, Cooperative learning, Innovative Approaches and Traditional Approach. Results suggested that relationships between motivational sub-scales and preferences for instructional activities are numerous, and that: Students who study language solely as a university requirement do not value language learning in and of itself. Less strong relationships were apparent between those same learners and a preference for challenging activities.

Additionally, challenge was a positive element for those students who place a high value on language learning, but not so for anxious students. (Jacques, 2001: 203). Other relevant aspects of research into language learner psychology include Willingness to Communicate (WTC) and

strategy use. Empirical research (Clement et al, in Dörnyei, 2005: 208) has shown that two of the strongest predictors of WTC are communication and anxiety and perceived communication competence - predictors that are also closely linked to L2 motivation. Strategy use is clearly an aspect of motivated behavior. O'Malley and Chamot (1990 as cited in Pigott 2008) suggest that there is a threshold below which there is no strategy use by students. They note that: "Learning strategy instruction would be most valuable for students who are not successful learners, yet these are the very students who may be least motivated to try new strategies, since they may not have confidence that they are able to learn successfully anyway." (p.160-1) presumably there is a coexistent lack of motivation. Thus, motivation leads to the use of strategies which in turn sustains motivation.

## **6. THE EFFECT OF MOTIVATION ON SECOND LANGUAGE ACQUISITION**

Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. Taken into consideration from that aspect, to be able to make the learner active and desirable in learning process gains importance.

In the 1990s, researchers in the field of applied linguistics called for an expansion of the motivational construct in second language learning (Skehan 1991; Oxford & Shearing, 1994; Dörnyei, 1994 as cited in Gomleksiz 2001). Preliminary evidence has emerged in recent research, which not only demonstrates the relevance of the new motivational constructs (such as goal-setting, causal attributions and so on) in language learning, but also shows that incorporation of such new elements into the existing theoretical models is likely to result in more elaborate models of language learning motivation (Tremblay & Gardner 1995).

Reece & Walker (1997 as cited in Gomleksiz 2001), express that motivation is a key factor in the second language learning process. They stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. Sometimes students may come highly motivated and the task of the teacher is to maintain motivation of the students. The task of the teacher is to maximize the motivation. Shulman (1986 as cited in Gomleksiz 2001), expresses that students' learning is facilitated most effectively when students are motivated, and that motivation can be enhanced through the creation of a positive affective climate. Crookes & Schmidt (1991 as cited in Gomleksiz 2001), defines the motivation in terms of choice, engagement and persistence, as determined by interest, relevance, expectancy and outcome.

Motivation depends on the social interaction between the teacher and the learner. To be able to create an effective learning environment having highly motivated students necessitates strong interpersonal and social interaction. According to Cooper & McIntyre (1998 as cited in Gomleksiz 2001), if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become a necessary prerequisite of effective learning. It can also be said that the appropriate forms of interaction help the learner solve his or her problems in the learning process.

The importance of the teacher factor in having a high level of motivation in second language acquisition cannot be neglected. The success of a teacher in second language acquisition in school affects directly the success of learners. Cooper & McIntyre (1998 as cited in Gomleksiz 2001) underline the importance of the teacher factor in students' achievement. They add that the more successful the teacher is in focusing and facilitating effective pupil calibration, the more effective the teacher will be in facilitating effective pupil learning.

The choice of teaching strategy on motivation is emphasized by Reece & Walker (1997 as cited in Gomleksiz 2001). The choice of teaching strategy has an effect upon the motivation and interest of the student. The manner in which the teacher approaches the teaching strategy will have an effect upon motivation: an enthusiastic approach is more likely to motivate than a dull approach.

When the learning of a second language takes place at home with the support of the neighbourhood and local schools, it seems to be learned with relative ease, sometimes automatically. But when the process happens in the classroom, the school social context and the

special conditions under which such learning takes place have a decisive influence. That is one of Gardner's hypotheses (1985 as cited in Madrid et al. 1993) and with the learning of English in formal situations (primary and secondary schools, and first year University in Granada), where English is taught as a curricular subject, but not used as a means of instruction or communication. This latter context is referred to as second language acquisition (Krashen 1988 as cited in Madrid et al. 1993). For most psycholinguists, either in a language learning situation or in a second language acquisition context, the importance of the learner's attitudes and motivation plays a major role. A quick look at the major theories of language acquisition will suffice to demonstrate this. Krashen's monitor model considers attitudes and motivation most influential in unconscious language acquisition. The learner's motivational level acts as an affective filter on language intake (Krashen 1981:102 as cited in Madrid et al. 1993). In Carroll's conscious reinforcement model (1981), language learning begins when the learner feels motivated to communicate something to someone. Reinforcement takes place when the desired end is obtained. In Bialystok's strategy model (1978 as cited in Madrid et al. 1993), it can be assumed that learners will seek language exposure only if they feel motivated. Thus, using their explicit and/or implicit knowledge, communication will take place. Lambert's social psychology model (1974) is more explicit than Bialystok's. He establishes causal links between attitudes, orientation and motivation, and proficiency in L2. That is, learners' achievement largely depends on their attitudinal and motivational state. Schumann's acculturation model (1978), though concerned solely with natural second language acquisition situations, also considers that affective and personal factors are highly certain social, affective, attitudinal and motivational conditions: low language shock, ego permeability, positive group attitudes, cohesiveness, etc. Some of these factors are also very influential in Gardner's socio-educational model (1985), which considers the learner's intelligence, aptitude, motivation and attitudes, and social anxiety as factors which determine the learner's outcome. Whereas intelligence and aptitude for languages play a primary role in formal language situations, their influence in informal language experiences Gardner considers to be secondary. Nevertheless, attitudes and motivation as well as situational anxiety play a primary role both in language learning situations and in second language acquisition contexts. So, it seems obvious to conclude that attitudes and motivation are the most important determinant factors in the learning or acquisition of second languages.

## 7. CONCLUSION

Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it. Psychology has described motivation in a wide range of terms, from instincts, to drives, to needs, to conditioned behavior and as a consequence the word motivation has become very broad. It was with the spread of cognitive theories by educational psychology that the role of mental processes and social factors become more prominent in the understanding of motivation. With the need to translate theory into practical application in the classroom, educational psychologists and educators began to design instructional modes of motivations. A key feature of these models was the suggestion of strategies that teachers could use in the classroom to motivate students. It did not take much for the field of L2 teaching to improve the idea of building motivational constructs including numerous motivating principles. A great deal of research has been done in the area of motivation, and why it is so fundamental to second language learning. The underlying issues related to motivation are complex, but it is clear that every person's motivation to learn is flexible rather than fixed. As teachers, we can directly influence our students' motivation about learning English.

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