SECOND LANGUAGE LEARNING MOTIVATION

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The paper deals with the peculiarities of ESP learning motivation. The meaning of motivation and three main approaches to motivational psychology: expectancy-value theory, goal-directed theory and the self-determination theory are presented, two distinct orientations for learning a language: integrative and instrumental are described in the paper. The importance of needs analysis to ESP learning is stressed and the main conditions (interest in the topic and activity; relevance to the students' lives; expectancy of success and feelings of being in control and satisfaction in the outcome) for motivation are described. The skills that ESP learners need to develop are specified. The description of approaches to motivational psychology is proposed, as motivation is of great significance in foreign language learning.

Keywords: learning motivation, integrative and instrumental motivation, learner's needs.

Introduction

In today's fast moving world all learners are eager to learn a foreign language because they are driven by their inborn curiosity to explore the world and the learning experience therefore is a constant source of intrinsic pleasure for them. Reality, however, rarely lives up to these ideals. Dornyei claims "if students could freely choose what to do, academic learning for many would be most likely feature low on their agenda" (Dornyei 2001).

Motivation research has received much attention in the past decade. The trend towards motivational theories related to classroom learning has generated more interest in the topic among language teachers and researchers of L2.

Most researchers agree that motivation plays a vital role in the learner's achievement; it is often attributed with the capacity to override other factors, such as language aptitude, to affect achievement in both negative and positive ways. Although its importance is widely recognized, its meaning is elusive.

The **purpose** of the article is to evaluate students'L2 learning motives and their influence on the pedagogical process.

The **object** of the research is students' second language learning motivation.

Methodology and methods. The main methods used in this research were the survey of references on the problem of language learning motivation, programme of statistical data analysis SPSS (statistical package for social sciences).

Research on motivation in L2 learning has been heavily influenced by the work of Canadian psychologist R. C. Gardner (Gardner 1993: 157–194) and his associates. It is helpful to think of Gardner's model as classifying motivation at two levels, **goal** or **oriented motivation** and **core motivation**. The motivation at the goal level includes the learner's core motivation, the learner's orientation to language learning, and the learner's attitudes towards the learning situation.

Gardner describes core second language learning motivation as a construct composed of three characteristics: the attitudes towards

learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. The Gardnerian theory of L2 learning motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner 1985).

In this definition motivation is described as goal-directed; the learners' immediate goal is to learn the language. Gardner proposed that in order to understand why learners were motivated, it is necessary to understand the learners' ultimate goal or purpose for learning the language. Gardner refers to this as the learner's orientation. He identified two distinct orientations for learning a language: **integrative** and **instrumental**.

Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community.

Instrumental orientation, in contrast, is a more utilitarian orientation; it refers to learners' desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career.

These orientations (and, as Gardner states, there may well be others) are part of the learner's motivation at the goal level and affect the learner's core motivation. Gardner's hypothesis was that integratively oriented learners were more persistently and intensely motivated than other learners. He felt that an integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language.

L2 motivation should not therefore be considered as a force choice between these two. Both types are important. A student might learn an L2 well with an integrative motivation or with instrumental one, or indeed with both, for one does not rule out the other or with other motivation.

Both integrative and instrumental motivation may lead to success, but lack of either causes problems,

The third component of Gardner's goal motivation is the learner's **attitudes** towards the learning situation. In the context of a language classroom the learning situation could include variables such as the teacher, the textbook, classroom activities, classmates and so forth. The learner's attitudes toward these variables will influence the learner's core motivation as well as the learner's orientation. Positive attitudes toward the learning situation will likely produce greater enjoyment in the study of the language, desire to learn the language, and effort expended in learning the language.

Gardner's theory is important to keep in mind but as several researchers have pointed out its emphasis is clearly on the social aspects of motivation rather than on the role of motivation in the classroom. Gardner himself stated that he was approaching the research as a social psychologist. Though Gardner discusses the learner's reaction to the learning situation he offers little explanation of how the learning situation can be manipulated in order to affect the learner's motivation in a positive way. As a social psychologist Gardner was concerned with the effect of social variables on learner's motivation; language teachers are more concerned with the effect of the syllabus, lesson plans, and activities that the students experience in the classroom.

For this reason, and because a second language is almost always learnt in an educational setting, many researchers, especially in the last decade, have attempted to modify and adapt Gardner's theory and other theories of motivational psychology and apply them to educational situations.

Researchers Crookes and Schmidt (Crookes, Schmidt 1991) were some of the first to question

Gardner's approach stating that the empirical evidence is not clear enough to support the notion that integrative motivation is a cause and second language achievement the effect. They also state that its emphasis on social aspects is a limiting feature and discuss the need for approaches that are more suited to L2 education. Crookes and Schmidt identified a clear need to research and classify L2 learning motivation as it relates directly to the classroom. Crookes and Schmidt identify four areas of L2 motivation, the micro level, the classroom level, the syllabus level, and a fourth level involving factors from outside the classroom. The micro level involves the cognitive processing of L2 input. At the micro level learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. Crookes & Schmidt apply tenets of expectancy-value and self-deterministic theories to this level stating that the expectancy of success and amount of control over activities contributes to learner motivation. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the L2 and long term factors.

Included in Crookes' and Schmidt's (Crookes, Schmidt 1991) discussion of the definition and measurement of L2 learning motivation are four conditions for motivation introduced by Keller. Keller's four conditions are: **Interest** (in the topic and activity), **Relevance** (to the students lives), **Expectancy** (expectations of success and feelings of being in control) and **Satisfaction** (in the outcome). These four conditions contain elements of each of the major approaches to motivational psychology. The expectancy-value theory is represented in each condition. Expectancy itself is treated as a condition and Relevance, Interest, and Satisfaction are all related to the value placed on the task. Autonomy, an integral tenet of the self-determination theory, is included in the condition of Expectancy. Goal-directed theories are represented in the condition of Satisfaction in the outcome, the extent to which goals are met.

Researchers have applied the intrinsic vs. extrinsic and the self-determination models to second language learning. Malone & Lepper state that students' curiosity (which translates into motivation to learn) is awakened by an "optimum level of informational complexity" (Deci, Rayan 1985). When students engage in a task or activity in order to satisfy their curiosity the task is intrinsically motivating. It is these types of tasks that are viewed as most beneficial in the classroom. Intrinsically motivating activities are often equated with fun or enjoyable activities or activities that students would perform on their own volition. Several studies have attempted to prove that intrinsically motivating activities lead to better learning.

Four levels of regularity to extrinsic motives in the classroom have been applied. The least developed form of extrinsic motivation, **External** regulation, is the least beneficial for students and results in the lowest level of learning. The task is regulated and initiated by the teacher, an external origin. When students follow a teachers rules or do their homework in order to avoid guilt or embarrassment they are involved in **Introjected** regulation. Students involved in **Identified** regulation complete a task or activity because they value the outcomes it will produce. If the value and the outcome of the activity have been integrated into the learner's sense of self and are assimilated with the learner's other values, needs, and identities, the student is engaging in Integrated regulation. **Integrated** regulation is very close to intrinsic motivation and is seen as very beneficial to learning and achievement.

Dörnyei following Crookes' and Schmidt's (Dornyei 2001) initiative, developed yet another framework of motivation. Dörnyei's model again dealt specifically with motivation in the language classroom. His taxonomy of motivation is comprised of three levels: the **Language Level,** the **Learner Level**, and the

Learning Situation Level. The Language level is the most general level which focuses on "orientations and motives related to various aspects of the L2" (Dornyei 2001: 18). The motives and orientations at this level determine the language studied and the most basic learning goals. Dornyei identifies motivation at this level using the concept of orientation introduced by Gardner. The **Learner level** involves the influence of individual traits of language learners. Motivation is influenced at the Learner Level by the learner's need for achievement and self-confidence. The Learner Level is concerned with internal, affective characteristics of the learner related to expectancy. Motivation at the Learning Situation Level is influenced by a number of intrinsic and extrinsic motives that are course specific, teacher specific, and group specific.

The course specific motivational components relate to the class syllabus, the materials used, the teaching method, and the learning task. Dornyei uses the conditions presented by Keller and later by Crookes and Schmidt to describe these conditions: Interest, Relevance, Expectancy, and Satisfaction. The teacher specific motivational components are the characteristics of the teacher and the teaching style that affect learner motivation. The group specific motivational components refer to the social influences on motivation from the collective group that the learner is a part of.

Meanwhile students' motivation to learn depends on their needs and interests, while the effectiveness of their learning is influenced by motivation.

Modern educational and psychological point of view provides evidence of these dimensions for effective learning:

- motivation,
- self-assessment,
- psychological atmosphere,
- perception of learning significance,
- development of skills.

Having overlooked the theoretical sources, it seems clear that the rise of ESP emphasizes the central importance of the learners and their attitudes to learning. This offers the suggestion that the starting point in ESP syllabus design should be students' needs analysis. This should help to construct and plan a syllabus properly in order to assure successful learning.

Needs analysis should be given considerable attention in making a particular course to serve a particular group's interests. Therefore, information regarding students attitude held towards English and towards the learning, their learning needs, the necessities that they lack can form the basis of the syllabus.

Research findings

The analysis of the relationship between students' motivation, attitude, the level of responsibility and students needs and wishes was revealed ($p = .02$; $r = .183^*$). Statistically significant correlation between learners' motivation and the sense of responsibility was found ($p = .000$; $r = .646^{**}$). Statistical significance between learning motivation and students' need for autonomous studies was established with the help of ANOVA ($p = .02$; $r = 3.742$). A conclusion was drawn that students' wishes and needs to work independently depend on their motivation, attitude and responsibility. The higher motivation, the more autonomous learning students want to have in this learning process (Fig 1).

Students' ability to study independently has a positive influence on their higher EFL achievements. Statistical significance between 3 tests (diagnostic and 2 progress tests) was determined ($p = .000$; $r = .863^{**}$). Cronbach alpha coefficient ($L = .8235$) confirmed validity and statistically significant relationship between tests. Those subgroups that were influenced by the experiment and were given the possibility for autonomous studies showed higher EFL achievements than control subgroups.

Conclusions: Having looked at three main approaches to motivational psychology: expec-

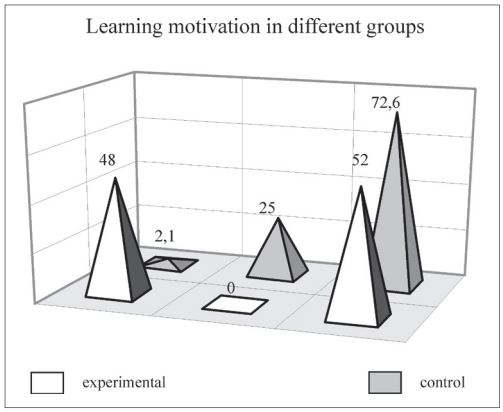


Fig 1. *Learning motivation in different groups*

tancy-value theory, goal-directed theory and the self-determination theory and having conducted a short-term experiment, it could be said, that:

- Learning motivation is a driving force in learning a foreign language;
- Students' wishes and needs to work independently depend on their motivation (Table 1), attitude and responsibility.
- The higher motivation, the more autonomous learning students want to have in the learning process.

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Table 1. *Distribution of dimensions of learning motivation in the experimental and control groups*

Dimensions	*Motivation 1*		*Motivation 2*	
	E	C	E	C
Want to learn FL	64 %	55,8 %	22 %	43,2 %
Need to learn FL	18 %	28,7 %	-%	37,7 %
Doing well	2,0 %	7,4 %	10 %	7,4 %
Feel pleasure	8,0 %	6,3 %	40 %	7,4 %
Like the material	8,0 %	2,1 %	28 %	8,4 %

UŽSIENIO KALBOS MOKYMOSI MOTYVAI

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Straipsnyje nagrinėjama specialybės anglų kalbos (ESP) mokymosi motyvų ypatumai. Darbe apibūdinama ESP mokymosi motyvų reikšmė ir aprašomi trys pagrindiniai požiūriai į motyvų psichologiją: ekspektacijos teorija, į tikslą orientuota teorija ir savi-determinacijos teorija. Darbe pateikiama ryškiausia kalbos mokymosi linkmė: integratyvinė ir instrumentinė. Pabrėžiama poreikių analizės svarba, rengiant ESP mokymo programas, bei pristatomos pagrindinės poreikių analizės kryptys. Pagrindinės sąlygos yra būtini motyvų šaltiniai: interesas, tinkamumas ir aktualumas, sėkmės laukimas ir kontrolės jausmas bei pasitenkinimas rezultatu. Mokymosi motyvų ir studentų poreikio autonominėms studijoms statistinis reikšmingumas buvo nustatytas taikant dispersinės analizės metodą (ANOVA). Nustatytas naudojimo skirtumų skirtingose grupėse statistinis reikšmingumas ($F = 3,742$, $p = .026$). Kuo geresni studentų mokymosi užsienio kalbos motyvai, tuo daugiau autonomiškumo jie norėtų mokymosi procese.

Prasminiai žodžiai: mokymosi motyvai, instrumentinis ir integralusis motyvai, besimokančiųjų poreikiai.

Įteikta 2006-01-16; priimta 2006-02-22