



Motivation and Second Language Acquisition: Motivational orientations in Foreign Language Learning

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Abstract:

Numerous research studies have been conducted on why some learners acquire a second language more easily and quickly than others. Most of these studies have demonstrated that acquiring a second language does not depend only on learners' cognitive ability or professional teaching strategies. The learning language process is more complicated than that. It is affected by crucial factors that are beyond the control of learners and teachers. These factors are known as sociolinguistic factors. These factors include culture, age, motivation, socio-economic status, and gender. This research paper mainly concentrates on the role of motivation in second language acquisition.

Motivation, second language acquisition, learning language, sociolinguistic factors

Introduction

Many studies have been conducted to identify why some students want to learn a language and what motives make some learners more successful than others in acquiring a second language. To find out the reasons, the researchers in the SLA have recognized that they need to look beyond linguistic and cognition issues to other effective factors, such as motivation. In so far as one of the most important individual factors, teachers and students has generally used motivation as a common term to explain what causes success or failure in learning a language.

This paper investigates the general role of motivation in promoting students ability to acquire a second language successfully. Equally important, the paper describes motivation specifically at learning in the foreign language setting, through the exploration of a number of research studies that were conducted in EFL environment

The current paper first considers the role of motivation as an individual difference in SLA according to Gardner's theory. Then the main types of motivation: instrumental motivation and the integrative are discussed, followed by examining to their relationship with students' success in learning a foreign language. The paper presents how the gender can impact students' motivation in EFL setting. Lastly, the role of culture is highlighted as factor that can be used to direct learners' integrative orientation.

Background

Much of the second language motivation research was inspired and spearheaded by two Canadian psychologists Gardner and Lambert who grounded motivation research in a social psychological framework. Both categorize students either integratively or instrumentally oriented. Most of SLA researchers consider the social psychologist Robert Gardner built the motivation research over the past 30 years (Kissau, 2006). Gardner hypothesized that second language learners must adopt certain behavior patterns characteristic of another cultural group. (Gardner,1985). He provides a L2 motivation research with socio-educational model (1985). Originating from the Anglo-Francophone bilingual society in Canada, the theory postulates that motivation to learn a second language can be either integrative or instrumental. (Huang,2008)

Simultaneously, Gardner's motivational model identified a number of four factors that are involved in learning second language: the social and cultural milieu, individual learner differences, the settings and context. According to Gardner, the individual learner differences are the most influential factors in second language acquisition. There individual differences include four factors: intelligence, language aptitude, motivation, and anxiety. Gardner (1982) also pointed out that motivation includes three elements to learn the second language. First, the motivated learner expends effort to learn the language. Second, the motivated learner wants to achieve a goal. Third, the motivated learner will enjoy task of learning.

Therefore, Motivation to learn the language is considered not a single condition of the learner, but it is related to a combination of which are expressed in the behavior of learner (Ching Ho,2010). The initial studies of motivation focused only on the social- psychological aspects. Under these social-psychological aspects, motivation has been consistently linked with an instrumental or integrative orientation to learn the target language. These last studies represented motivation as it is merely a desire that springs from a particular attitude of student toward learning a specific language. (Dornyei,1994)

However, the later studies focused on the effects of other factors on student's motivation and the relationship of motivation with other individual differences. In addition, a number of researchers in SLA examine the role of motivation in different educational settings, such as Dornyei, Schmidt and others. After all, there is still a need to further researchers on motivation that can present a clear defined model of motivation in foreign language learning (Dornyei, 1994).

Motivational Orientations in Second Language Acquisition

Motivation is identified as one of the key predictors of success in second language acquisition because it is related to achievement in the second language learning, as well as to host other behaviors associated learning a language (Gardner, 2007). Similarly, motivation refers to the feeling of the learner toward the particular target language, its culture, and individual pragmatic reasons for learning a foreign language. (Horwitz 1990 as cited in Engin, 2009).

To a great extent, both stated definitions emphasize two important orientations of motivation in learning second language. One associates language learning with a personal behavior or desire to know the target's native speakers, and the other involves pragmatic purpose or achievement for language learning. Gardner and Lambert were the early scholars who made a distinction between the two motivations :Integrative and instrument. Gardner (1985) identified integrative motivation as a personal interest in learning a second language to learn more about the people and culture of the target language. In contrast, the need and desire of learner to achieve special goal or benefit from acquiring the second language is related to instrumental motivation. (Engin,2009)

Motivation in Foreign Language Learning

English language is taught in two different environments: ESL and EFL. ESL basically refers to teaching English in one of the countries that speak English as their native language, such as USA, England, Canada, and Australia. Contrary to EFL which means teaching English as a foreign language in countries where English is not a language of majority.

Some of researchers argue the existence of motivation in a foreign setting. Other researchers, on the other hand, try to figure out the kinds of motivation which involve in this setting. Dornyei is one of the most important proponents who focus on the role of motivation to acquire a second language in a foreign setting. Dornyei (1994) has noted that the main emphasis of Gardner's motivation model has been on general motivational components grounded in the "social milieu" rather than in the foreign language classroom. He claimed that instrumental motivation may be more important for foreign language learning because students have limited or no exposure with the target language community.

Dornyei (1990) presented a remarkable study which investigated the components of motivation in foreign language learning (FLL). In this study, Dornyei studied 134 EFL adult learners in Hungary. 68 were beginning students, and 66 were intermediate learners. All the learners, who were selected in his study, had voluntarily registered and paid for English courses. As a first step of investigation in this study, Dornyei developed a motivational questionnaire composed of two sections. One section included items focusing on language use field, and the other section contained likert-type statement concerning intension, beliefs, values, interests, and attitudes. In addition, the questionnaire had some items focusing on personal information about the learners (e.g., Sex, level of proficiency). The data of questionnaire were generated by using the Statistical Package for the social sciences (SPSS-X). In contrary, the scores obtained from beginners and the intermediate learners were compared by using *t*-test.

The results indicated that instrumental motivation played a prominent role in the learning of English as a foreign language, but only up to the intermediate level. Moreover, Integrative orientation contributes to motivation in FLL as well, but is less homogeneous than is the instrumental. Dornyei found that integrate motivation is associated with the learners who expressed a desire to spend an extended period of time into a new community and to broaden one's view and avoid provincialism. This is in addition to those who had an interest in foreign languages and cultures. Dornyei also found that motivation to learn a foreign language involves two further components: Need for achievement and attribution about past failures. According to him, these two components are widely discussed in general motivational psychology , but are generally ignored in second language acquisition. Hence direct contacting with the target language is quite limited in EFL setting,

learners lack integrate motivates in the whole language process. Therefore, integrative orientations cannot be good predictor to students' achievement in learning the target language.

Besides the limited exposure with a target language, there are a number of other reasons or factors that affect students' motivation in EFL setting. Even if these factors may influence on motivation in ESL setting as well, they are presented strongly in EFL setting more than ESL. These factors include school system, language texts or materials, and the teachers. EFL student may feel that the school system and the material which it is used are not appropriate to his or her needs. Furthermore, the role of an EFL teacher and his or her strategies used in the classroom may affect students' motivation negatively or positively. An EFL teacher has more complicated role than ESL teacher. The teacher in EFL classroom has a centered role because he or she may be the only source for students to contact with the target language. According to Dornyei (1994) "teacher's authority type is autonomy supporting or controlling. Sharing responsibility with students, offering them options and choices, letting them have a say in establishing priorities, and involving them in the decision making enhance student self-determination and intrinsic motivation". Dornyei considered teacher as one of the motivational components that encourage students to learn a foreign language.

In related study, Sakui & Cowie (2012) investigate the factors that make teachers limited in motivating their EFL students. The researchers sent an open-ended survey to over 100 university EFL teachers in Japan. This survey consisted of four questions which focused on the teachers' definitions of learner motivation and their strategies which they used to motivate their students. Then, three of those teachers were chosen for follow-up interviews. The researcher selected the three teachers based on purposeful sampling principles in order to reflect differences in the gender, age, nationality, and employment types (full or half time).

The results indicated that there are three main areas in which the teachers feel limited in motivating their students in EFL. One of the main areas is institutional systems that limit teachers' ability to influence motivation including large class sizes, institutionalized belief systems, and school types. Second is an internal factor, such as students' attitudes or personalities. Third is the teacher-students relationship that can cause difficulties in motivating students.

Personally, as EFL teacher, I experienced "demotivation" in my classroom with both younger and adult students when I was teaching English in one of the government school in the Middle East, Iraq. Honestly, I did not touch any integrative motivation or even instrumental motivation from my students in acquiring the target language. The students learn English as an ordinary school subject with few chances for communication with the target culture. However, instrumental motivation was widely recognized when I was teaching English as a foreign language in one of private courses there. The students were eager in learning English for their career, such as getting college admission, or getting a job. These findings with my personal experience bring an important conclusion that EFL setting is less motivation in acquiring a target language. Overall, as ESOL teachers, we have to be aware of the types of motivations our students bring with them. Additionally, we should be able to enhance our students' motivation in order to help them acquiring the target language effectively.

Motivation Types and Foreign language learning

In spite of the effectiveness of both integrative and instrument in second language acquisition, Integrative motivation is likely to be more effective in achieving success in acquiring a language. Gardner (2007) stated that both two types might be found important to promote the acquisition of individual. However, integrative motivation or integrativeness – as Gardner labeled it— was the highest correlation in the research samples in his study to two groups of students from Catalonia. He noted that students with openness to cultural identification in English speaking communities achieve higher grades than those who were less able to talk on characteristic of another culture community.

However, students in EFL learning perceive different orientation than those who study in ESL environment. In other words, learning setting affects the type of motivation that the students have when they

learn a language. Engin (2009) conducts the importance of motivation types students need to learn a foreign language successfully. Engin aims to examine the relationship between a success in learning a second language and the three types of motivation: Integrative, instrument, and work a voidance motivation that refers to the avoidance of studying hard.

In this research, 44 students of two English classes who studied English as a foreign language in Turkey were selected randomly to participate in this research. Those participants were encouraged to answer the achievement test and the questionnaire which contained 21 questions. The questionnaire was motivation scale sorted according to three types of motivation: Integrative, instrumental, and work avoidance.

The results confirmed the importance of the integrative, instrument, and work avoidance in learning second language, and the participants of the two classes were successful in learning a second language. However, the results of integrative motivation were more positive than instrument motivation. The two groups of participants were more supportive of integrative motivation than instrument motivation. The participants were generally undecided about work avoidance motivation. Thus, the data results indicate that integrative motivation is more effective than instrument motivation in learning second language. On the contrary, the success of learners is negatively related with work avoidance motivation. The more integrative and instrumental motivation a learner has, the less likely he/she is to experience work a voidance motivation (Engin,2009).

Undoubtedly, the findings of this qualitative research increase the awareness of the affective role of motivation types in learning and teaching second language. ESL/EFL teachers can utilize activities to develop both integrative and instrument motivation of their students. Understanding students' motivation and their reasons of learning a language will be helpful for the teacher to design his/her instructions that are appropriate with the students' motivation and assist the students to create learning strategies that can influence on their ability to acquire a language successfully.

However, in most foreign language classrooms where the language in question is a required school subject, lack of motivation may be presented as a serious problem (Ching Ho, 2010). Obviously, the students fail in acquiring a foreign language because they do not have either integrative motivation or instrumental motivation in most of cases.

The Effect of Gender on Motivational Orientations

As stated, language learners are classified as either integratively or instrumentally oriented. They are considered integrative oriented if they have a positive desire to know community and culture of the target language. In this case their motivation pushes them to become similar to L2 native speakers. On the other hand, learners are considered instrumentally oriented if they intend to learn L2 language for achieving their goals (getting job or study, as an example). However, a number of studies have found that the influence of motivation orientations on language proficiency will be less effective when some individual differences are presented. In fact, these differences may influence on learners motivational orientation for learning the target language, such as gender, age and so forth. This paper highlights the influence of gender on motivation

Throughout history, many studies have indicated that males and females are different in their desire of learning and working as they appeared biologically different on the outside. This means that both sexes differ in their attitudes and goals toward learning a second language. A number of studies have conducted on the existence of biological sex differences in second language acquisition. These studies intend to look beyond linguistic aptitude to other factors, such as motivation in order to explain why male students often drop French from their schedules (Gipps &Murphy,1994;Loulidi,1990 as cited in Kissau,2006). Many researchers are interested in studying why the male boys in Canadian schools are losing interest in studying French as a second language although French is one of official languages which is spoken in many regions in Canada.

Considerable Kissau's research has revealed the significant role that gender plays in achievement motivation. Kissau investigates gender differences in motivation to learn French in Canada. 490 students (254

were female and 236 were male) of Grade 9 students from a southwestern Ontario school were asked to participate in this study.

Kissau used mixed methods to collect his data. Quantitative data were collected from the participants by the use of questionnaire which consisted of a number of a seven –point likert scale represented students' statements pertaining to the motivational factors (7= strongly agree, 1= strongly disagree). 490 students answered the questionnaire. 122 of 490 students they planned to study French the following year. Only 35 males of 122 who planned to study French, compared to 87 females. Instead of 166 students did not intend to study French in the following year, and 202 were unsure from their decision to study French in Grade 10 (86 boys to 116 girls). On the other hand, qualitative data were collected via interviews. The eight students' and six teachers' interview lasted 30 to 45 minutes each.

In this experimental study, the researcher depended on both quantitative and qualitative data to explore the findings. The results showed that gender differences in L2 motivation suggested that the best predictor for distinguishing between males and females in Grade 9 core in their desire to learn French. The analysis showed that male students are characterized by less desire to learn French, a lower sense of integrative orientation and lower motivational intensity. The female students frequently reported that they wished to learn French to get to know the French speaking community. In contrast to male students who reported that they had little interest in French culture.

However, the qualitative results emphasized that the root of these differences related to societal perception and goal setting. It was found that boys set less frequent and specific goals for future than girls. In addition, the boys had negative perceptions of the French language. The male participants reported being less interested in learning about culture because the society had made it as a female concern.

These findings indicate a need to use teaching strategies that promote motivation in both sexes to learn second languages. ESL /EFL teachers should vary their instructions and materials that they use in order to effect student motivation differentially based on gender. Personally, I have experienced the significant role of motivation in my classroom where I was teaching English as a foreign language in which gender role stereotypes are presented clearly. Interestingly, men have stronger interest in mathematics and sciences, whereas girls have more confidence in language arts and social studies. For example, in my classroom, boys were interested in learning English for passing TOEFL exam in order to get an admission for a college degree, so they were less motivated to study grammatical rules or writing. They were more interested to learn strategies and skills that help them to pass the test. In addition, they were more active in speaking and listening activities. In contrast, girls had a strong desire to acquire the basics of language, such as grammar and writing and to know culture of the English speaking community. They were concerned to develop their language accuracy and fluency that would be useful and understandable in their social or practical life. The most important reason is both male and female differ in their use of language. Women use standard language and encourage actively in conversations, whereas men are more likely to distant toward their conversation partner . Unavoidably Dewaele' s study (1998) that examined the relationship between gender and formality in French interlanguage data. Dewaele found that females speakers usually opt to more implicit and deictical speech styles. In addition, women are significantly better at tasks involving fluency in language and memorization concrete items. On the other hand, men are better in abstract and mathematical reasoning.

Frustratingly, it would be difficult to use various activities and instructions that are appropriate for two different groups of students who are different biologically and psychologically, especially with using specific textbook that may not enhance the need of all them. However, when the teacher recognizes his or her students' desires and does more efforts in organizing the classroom instructions and creating motivated activities, the teacher can make his or her classroom an equitable and more motivating place for both genders to learn a language.

Culture and Students Motivation

As mentioned previously, Gardner (1985) focuses his attention on four variables linked with the second language acquisition process: cultural beliefs in the social milieu where SL learning happens, individual differences, (e.g., motivation, anxiety, and so on), formal and non-formal language acquisition contexts, and, linguistic and non-linguistic outcomes. In the later studies, Gardner and Lambert acknowledge that integrative orientation associated with the desire to interact with the target language, is meaningful for foreign language achievement. Integrating culture, therefore, in foreign language classroom can increase students' motivation in acquiring the target language. Gardner hypothesized that individual learning a L2 must adopt certain behavior patterns characteristic of another cultural group, so attitudes toward that group partly determine success in learning the L2. (Gardner, as cited in Kssau, 2006).

According to him, motivation in learning a language should be considered in point of view educational context and cultural context. Gardner (2007) explained "that studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture (i.e., vocabulary, pronunciations, language structure, etc.), whereas most other school subjects involve elements common to one's own culture".

Chin Ho's study (2010) presented two important advantages of integrate culture in EFL classrooms. First, introducing culture can provide learners with the sense of reality since they study the way of the life, behavior and values of the real life of the target community. Second, teaching culture can meet students' needs, such as traveling to the language country or getting a job or creating friendship. As long students feel that learning a foreign language meet their need, they can be more motivation in acquiring it.

Ching Ho (2010) examined the role of cultural studies in motivating EFL students in Taiwan. He selected 480 Grade 1 and 2 pupils from the region of Taipei City and Taipei County in Taiwan to answer a questionnaire assessing their desire to learn Culture Studies in the English class, as well as their orientations, attitudes, and motivation towards learning English. The participants answered on a five-point Likert style scale their agreement with the statements.

The findings figured strong correlations between pupils' desire to learn cultural studies and their attitudes, motivation, and orientation toward learning a language. The results indicated that Taiwanese pupils were more instrumentally orientated than integratively. However, the learners can be directed into integrative orientation by using culture in EFL classrooms. The pupils who liked to learn about English culture had stronger orientation, more positive attitudes, and higher motivation towards learning English, compared with those who did not show any interest to learn a target culture. Ching Ho (2010) stated "Culture Studies can be seen as a direct force in pupil orientation, attitudes, and motivation towards learning English." In sum, cultural studies can be valuable in an educational setting where pupils lack the purposes that motivate them to learn a foreign language.

Implication for Teachers

Most of motivation researchers center their attention to the psychological studies focused on identifying types of motivation and explaining learners' reasons to study a L2 language. Most of these studies lack to the pedagogical aspects and teaching practices that can guarantee for teachers a high level of motivation in their classroom. In contrast, a few researches come with limit strategies or pedagogical suggestions that language teachers can use to increase their students motivation

Dornyei (1994) presents an educational- friendly research about L2 motivation as he names it. In this study, Dornyei listed thirteen strategies for language teachers. These teaching strategies are summarized in this paper into essential points. For one thing, Dornyei suggests that the difficulty of task should be matched to learners' abilities and the students should be familiar with the task type by giving them detailed guidance about the procedures and strategies that the task requires. Furthermore, teachers should make their feedback informational instead of controlling by giving a positive feedback and avoiding overcorrecting to errors. In

addition, teachers should encourage students to adopt cooperative learning techniques through evaluating group's achievement rather individual achievement. The teachers should also work on arousing his/ her students' curiosity and attention. Dornyei suggests avoiding lessons that settle into too regular a routine by using unexpected and paradoxical events. The teacher can change the interaction patterns and setting from time to time.

Equally important, Dornyei recommends using cultural related strategies in a foreign language classroom. He suggests developing learners' cross-cultural awareness by focusing on cross-cultural similarities and using analogies to make the strange familiar. Another strategy is that including sociocultural component in the syllabus, such as showing film or TV recording, playing relevant music, and sharing positive L2 related experience in the class. Finally, the student contact with L2 speakers could be promoted by arranging meetings with L2 speakers in their home country; or, if possible, organizing school trips or exchange programs to the L2 community.

Even though Dornyei's pedagogical strategies are helpful some foreign language classrooms, these strategies could not be remediated for all unmotivated learners. Dornyei emphasizes that these strategies are not considered "a rock- solid golden rules" but are only suggestion which may work with one teacher than another. It is important to keep in mind that motivation depends on personal factors that related with the learners themselves. There are still external factors that might attribute teachers and students educational failure or success.

Thus, Sakui and Cowie (2011) suggest some pedagogical implications for external factors the influence on students' motivation. First of all, the teacher can try to create a good relationship with his /her students by remembering their names and getting to know their interests. In addition, lessons should be designed in a high quality and have clear goals for both the class and for individual students.

Conclusion:

Motivation has been recognized as one of the key predictors of success in second or foreign language acquisition because it is related to achievement in the target language learning, as well as to host other behaviors associated learning a language (Gardner,2007). Motivation is defined as the learner's orientation with regard to the goal of learning a language. According to Gardner's (1985) socio-educational model, motivation is divided into two orientations: integrative and instrumental. Based on these two orientations or types, ELLs are categorized in their achievement in acquiring a second language.

Thereafter, this paper puts motivation in a foreign language acquisition beyond the scope. It presented different researches that highlighted learners' motivation orientation in FLL settings. These studies indicate that instrumental motivation is the dominant type of motivation in FLL setting. However, Dornyei (1990) stresses that integrative orientation contribute on motivation in FLL setting besides two other components ; need for achievement and attribution of previous failure. On the other hand, some researches argue that motivation can be different depending on how foreign language is presented. For example, students who learn a foreign language as a subject matter is less motivated than those who chose to register in foreign language course and pay for learning. The paper also pinpoints to the main reasons that affect students motivation in acquiring a foreign language. Based on Sakui's & Cowie 's(2012) study, these reasons might be internal or external.

In this paper, Special attention goes to the effect of gender in shaping students orientation in learning a foreign language. Kissu's study (2006) showed that male learners are unmotivated in learning foreign language because they consider language a matter of girls. Furthermore, Integrating culture in foreign language classroom is investigated in this paper. Ching Ho (2010) presents cultural studies a s a tool to motivate learners and direct their orientation toward integrative motivation.

In sum, this paper aims to summarize the most important researches that study how the motivation affects learners' achievement in acquiring a foreign language and how those learners have different motivational orientations in FLL according to Gardner model (1985).

المستخلص:

التحفيز واكتساب اللغة الثانية:
التوجهات التحفيزية في تعلم اللغات الأجنبية
سراب يوسف

العديد من الدراسات التي اجريت عن سبب تمكن بعض المتعلمين في اكتساب اللغة بسهولة وبسرعة مقارنة بغيرهم. معظم الدراسات اثبتت ان اكتساب اللغة الثانية لا يقف على القدرات العقلية او طرق التدريس الاحترافية . ان تعلم اللغة اكثر تعقيدا من ذلك وانما يتأثر بعوامل اساسية تفوق سيطرة المتعلمين والمدرسين وتعرف هذه العوامل بالعوامل الاجتماعية اللغوية . تتضمن تلك العوامل الثقافة و العمر و الدافع والحالة الاقتصادية والاجتماعية والجنس. هذه الدراسة سوف تركز على تأثر الدافع او الحافز في اكتساب اللغة الثانية.

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