CHAPTER TWO

REVIEW OF LITERATURE

This chapter discusses theoretical background of motivation starting from different definitions of motivation to different theories about motivation. It also discusses some motivation studies that were conducted in the past.

Theoretical Framework

This section begins with the discussion of various definitions of motivation to create a common understanding on what motivation means. Then it talks about where motivation comes from and the factors that affect motivation. Finally, it reviews some major theories related to motivation.

Definitions of Motivation

According to *Macmillan English Dictionary*, motivation refers to "a feeling of enthusiasm or interest that makes you determined to do something." Williams and

Burden (1997) suggest that motivation may be perceived as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (p.120). In Gardner's (1985) viewpoint, motivation in language learning is the struggling of the student to learn a language in order to satisfy their needs in doing so. Gardner suggests that motivation consists of effort, want, and affect. He further explains that want is the desire to achieve the goal, and affect is the positive attitudes toward learning the language.

It is apparent that what these definitions have in common are the three components of motivation: effort, desire, and goal.

Sources of Motivation

Fisher (cited in Abisamra, 2002) states that there are three major sources of motivation in learning: intrinsic satisfaction, extrinsic reward, and combining satisfaction and reward. Fisher further explains that the intrinsic satisfaction is the learner's natural interest. The second source of motivation or extrinsic reward involves the teacher, the institution, and the

employment. The last one, combining satisfaction and reward, is the success in the task.

Littlejohn (cited in Abisamra, 2002) describes how the third source in motivation works. Normally, students who succeed in doing something will be willing to do it again with more effort. In contrast, those who consider themselves not good at English will try to avoid situations reaffirming their weaknesses. Littlejohn further explains that these feelings of failure can result in the student's self-perception of low ability causing low motivation which leads to low effort and ends up with low achievement that goes back to low motivation forming continuous loops of worse results.

<u>Factors Affecting Motivation</u>

Abisamra(2002) categorizes factors that affect motivation to learn into internal factors and external factors as shown in Table 1. The internal factors are physical, mental, and cultural qualities of the student related to his/her second language acquisition, namely, age, gender, religion, goals, need, interest and curiosity, attitude, expectancy, self-efficacy, native language proficiency, and first foreign language. The external factors are people, class settings, and

environment that influence the student's language

learning such as, teachers, course content and classroom

atmosphere, social identity, role models, home support,

and learning environment.

Table 1

Factors that affect students' learning motivation (Adapted
from Abisamra, 2002)

Internal Factors	External Factors
age	teachers
gender	course content and classroom
religion	atmosphere
goals	social identity(peer groups)
need	role models
interest (and curiosity)	home support
attitude	learning environment
expectancy	
self-efficacy or competence	
native language proficiency	
first foreign language	

Motivation Theories

Many theories in motivation were introduced during the past decades. However, only theories mentioned by the research relevant to this study are discussed in this section. These theories are Gardner's motivation theory (1985) and self-determination theory (Deci, Vallerand, Pelletier, & Ryan, 1991).

Gardner's Motivation Theory

Seeing 'orientation' as a distinctive concept from 'motivation', Gardner (1985) defines motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p.10). From this definition of motivation, he introduces the term 'orientation' which is later used by many researchers. Gardner uses the term 'orientation' to refer to the reason why a person does something. In other words, an orientation is the goal that a person tries to reach. Figure 1 illustrates four components of motivation to learn a language based on Gardner's idea. These four components of motivation are attitudes toward learning the language, desire,

motivational intensity, and goal. According to Gardner, the strength of motivational intensity is determined by desire and attitudes toward learning a language. This figure also shows that the learner's goal can be classified into different reasons for learning a language, and then these reasons become the learner's orientations.
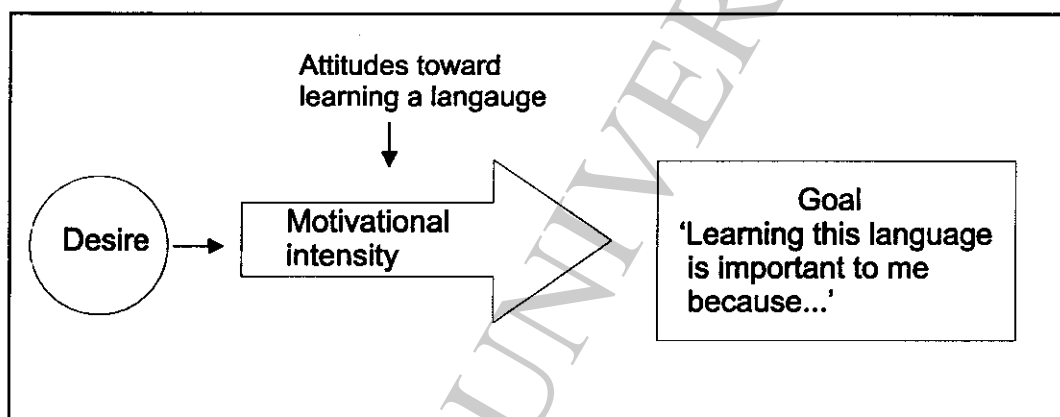

Figure 1. Gardner's concept of motivation (adapted from Gardner 1985, p. 54)

In 1959, Wallace Lambert and Robert Gardner (cited in Gardner, 1985) published their study on Canadian students studying French as a second language. In their study, they asked the students their reasons for studying French, and classified the students as integratively or instrumentally orientated based on their reasons for learning French. Gardner made a conclusion from the

study that orientations can be categorized into integrative and instrumental orientations. He described that integrative orientation was the goal of learning the foreign language in order to be a part of the foreign language community. On the other hand, instrumental orientation, as suggested by its name, reflects the foreign language learner's purpose of studying the language to use it as a tool to get a job, or to have a higher education.

In a socio-educational model (see Figure 2), Gardner (1985) proposes that a person's second language achievement depends on three groups of factors: the beliefs of the community on that language; four classes of individual differences: intelligence, language aptitude, motivation, and situational anxiety; and second language acquisition contexts. Gardner adds that second language acquisition varies upon the expectations of the community. For example, when the community believes that the second language is very difficult to learn, the general performance of the community will be low. However, the achievement of each second language learner of the community still varies according to the four individual difference variables stated above. Yet, these four individual difference variables are, somehow, affected by the community's beliefs.

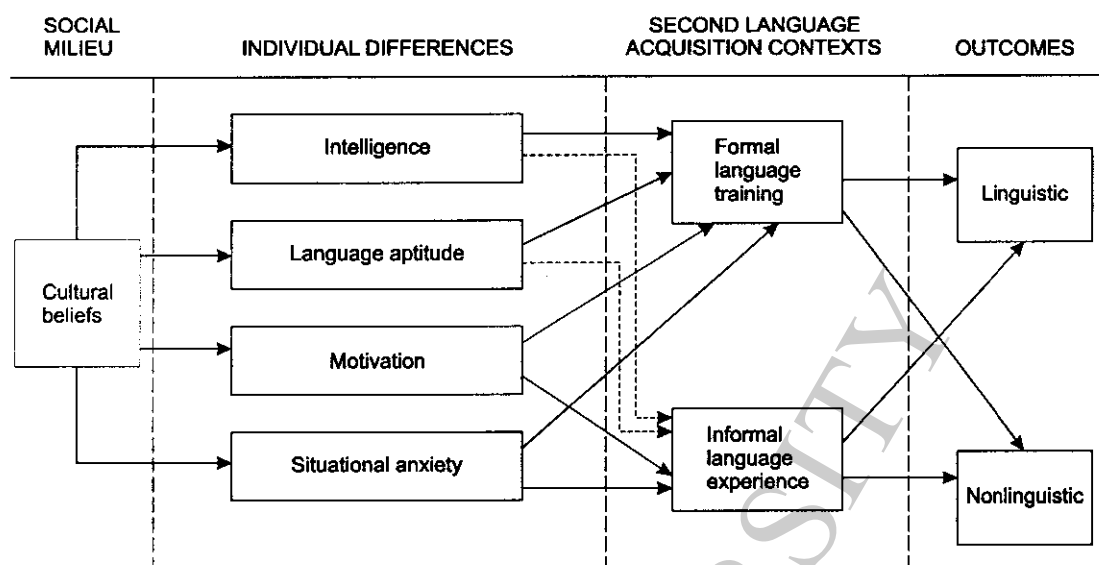| SOCIAL MILIEU | INDIVIDUAL DIFFERENCES | SECOND LANGUAGE ACQUISITION CONTEXTS | OUTCOMES |

Figure 2: Gardner's Socio-educational model (Gardner,

1985, p.147)

According to Gardner, language learning context can

be categorized into formal and informal contexts. The

formal language learning context is the situation where

the main objective is instruction, whereas the main

purpose of informal language learning context can be

anything other than studying the language. The example

of formal language learning context raised by Gardner is

the language classroom as opposed to listening to the

radio and watching movies which he categorizes as

informal language learning contexts. Gardner

distinguishes between formal language acquisition context

and informal language acquisition context because the

degrees of how much language learning process is

influenced by the four individual difference variables
vary from one learning context to another. Gardner
states that the student's second language achievement is
closely related to all four individual difference
variables in formal language learning context. On the
other hand, in informal language learning context, the
student's motivation and situational anxiety are more
influential than intelligence and language aptitude.
Gardner differentiates these different degrees of
influence of the four individual differences in his model
by using broken lines to link the student's intelligence
and aptitude with informal learning context to represent
their minor influence on student's achievement in this
context. From the diagram shown in Figure 2, it can be
seen that these two types of contexts lead to two kinds
of outcomes: linguistic and nonlinguistic outcomes. What
Gardner means by linguistic outcomes are the progress in
that language in terms of lexicon, structure,
pronunciation, fluency, etc., whereas nonlinguistic
outcomes refer to mental characteristics such as
attitudes, values, etc.

Self-Determination Theory

In the self-determination theory, Deci and Ryan (1991 cited in Deci et al. 1991) make a distinction between self-determined behaviors and controlled behaviors. They explain that when an activity is freely chosen to be performed by the doer, that activity is considered self-determined. On the other hand, an activity is controlled when one is forced to do it, or, at least, with the feeling that they have to do it for some reasons. Based on this distinction, Deci and Ryan state that intrinsic motivation is the prototype of self-determination, whereas extrinsically motivated behavior represents a controlled type of actions. According to their levels of self-determination, extrinsic motivation can be divided into four types: external, introjected, identified, and integrated regulation.

External regulation, the least self-determined among all four, refers to "behaviors for which the locus of initiation is external to the person, for example, the offer of a reward or the threat of a punishment" (Deci et al. 1991, p. 329).

Introjected regulation, a more self-determined regulation than external regulation, is the reason for doing an activity derived from internal pressure. An

example of internal pressure given by Noels (2003) is the guilt of disappointing a teacher or a parent.

When a student does something because he realizes that it is for his own benefit, he is doing that activity with identified regulation. For example, a student may search the library and do more reading on English grammar because he believes that it is necessary to improve his English. This student is doing extra work without being assigned; therefore, he is doing it with identified regulation.

According to Deci et al. (1991), integrated regulation, the most self-determined form of extrinsic motivation, occurs when one overcomes the problem of conflicting identifications within oneself. In other words, a person is integratively regulated when there is harmony among all different identifications of that person. The example that Deci et al. (1991) use is a student who has a contradictory desire to be both a good student and a good athlete which cause tension in himself. When this problem is solved, that is, when these identifications become harmonious, the integration processes will be complete; and he will be fully self-determined.

Deci et al. (1991) thus raise the question of what can affect students' self-determination. By

investigating a number of research studies, they conclude that there are a lot of factors that can have positive or negative effects on students' self determination, for example, external events, interpersonal contexts, classroom climates, and home contexts. For the classroom climates, research studies indicate that the teacher can affect students' intrinsic motivation and autonomy by being supportive or controlling.

<div align="center">Related Studies</div>

There have been quite a large number of studies on motivation during the past decades. Most of them have been conducted in foreign countries, and some were conducted in Thailand. Although there was a lot of research on motivation in the past, only those similar to the current study and the ones conducted in Thailand are discussed here.

<u>Motivation Research in Foreign Countries</u>

Since there were a large number of motivation research in foreign countries and the current study is a survey study, only survey research conducted during the past ten years is discussed in this section.

Belmechri and Hummel (1998) did a survey on 93 eleventh-grade students whose mother tongue was French. These students were studying English as a second language (ESL) in Quebec, Canada. Belmechri and Hummel used a Likert-type scale questionnaire to collect data, and then used factor analysis and multiple regression analysis to analyze the data. The results from factor analysis showed that the students' most important orientations were travel, understanding/school (instrumental), friendship, understanding, and career (instrumental). Furthermore, the results from multiple regression analysis indicated that these orientations could predict students' motivation.

In 2000, Noels, Pelletier, Clement, and Vallerand conducted a research on 159 Anglophone students who were studying French as a second language to examine the validity and reliability of a motivation questionnaire and to study the correlations between different types of motivation and orientations according to Deci and Ryan's self-determination theory (1991). The research instrument that they used was a 7-point Likert scale motivation questionnaire. Noels, Pelletier, Clement, and Vallerand reported that the questionnaire was a suitable and accurate instrument for assessing students' motivation. Moreover, by using factor analysis to

analyze the data, they found that students' motivation could clearly be categorized into amotivation, extrinsic motivation, and intrinsic motivation. Besides, extrinsic motivation could be classified into three subtypes: external regulation, introjected regulation, and identified regulation whereas intrinsic motivation could be classified into knowledge, accomplishment, and stimulation. In addition, the results of the correlational analysis revealed that there were negative correlations between motivational orientations and amotivation. On the other hand, there were positive correlations between subtypes of extrinsic and intrinsic motivation.

In 2003, Noels investigated Anglophone students' motivation and studied correlations between their orientations and perceptions of their teachers' communicative style. The subjects of the study were 322 native English-speaking university students who were studying Spanish as a second language. The instruments that she used for collecting data was a questionnaire which consisted of three parts. The first part assessed students' amotivation, intrinsic motivation, and extrinsic motivation. The second part measured the students' self-perceptions of autonomy and competence. The third part investigated learners' perceptions of

their teachers' communicative style. After Noels collected the data, she examined the relation between the students' perceptions of their teachers' communicative style and students' self-perceptions of autonomy and competence. Then she studied the relation between the students' perceptions of their teachers' communicative style and students' learning orientations. Finally, she examined the relations among intrinsic, extrinsic, and integrative orientations.

Noels did not directly report the relation between students' perceptions of their teachers' communication style and students' learning orientations; instead, she wrote that students' perceptions of teacher as controlling are negatively correlated with students' perceptions of autonomy, and students' perceptions of teacher as informative are positively correlated with students' self-perceptions of competence. She claimed that the results of the study showed that students' self-perceptions of autonomy were positively correlated with students' intrinsic and identified orientations. Therefore, it implied that students' perceptions of teachers' communicative style as controlling were negatively correlated with students' intrinsic and identified orientations. In contrast, students' perception of teachers' communicative style as

informative were positively correlated with students'
intrinsic and identified orientations. Furthermore, the
results from the analysis of the relations among
intrinsic, extrinsic, and integrative orientations
indicated that the integrative orientation was positively
correlated with all the intrinsic and extrinsic
orientations. On the other hand, the integrative
orientation was negatively correlated with amotivation.

Motivation Research in Thailand

Most of the research about students' English
language learning motivation conducted in Thailand are
experimental studies focusing on the effects of teaching
approaches, teaching techniques, or activities on
students' English skills and motivation. These research
were conducted to find out how effective those
approaches, techniques, and activities were, and whether
they could increase students' motivation to learn English
or not.

Urairat Thongpinit (1996) conducted a research on 44
Mathayom Suksa One students who studied English through
natural approach to investigate their motivation in
learning English. She had the subjects fill out a
questionnaire to assess their motivation in learning

English before and after she taught the subjects by using natural approach. She found that the students' motivation increased after they were taught through this approach for 18 weeks.

Chatsuda Hanprakubsuk (1998) studied the effectiveness of a guidance program on 20 junior high school students. The instruments used in the study were an achievement motivation questionnaire and a guidance program. By comparing the students' achievement motivation before and after they went through a guidance program, she found that the students' achievement motivation was increased.

Lugsana Boonnimit (1999) investigated the relationships among the roles of parents, teachers and peer in supporting English learning, the motivation in learning English, and English learning achievement of Matthayom Suksa Three students in schools under the Department of General Education, Bangkok Metropolis. The subjects of her study were 398 Matthayom Suksa Three students in schools under the jurisdiction of the General Education Department, Bangkok Metropolis. The instruments that she used were a questionnaire, a motivation scale, and an achievement test. The results of this study indicated that there was positive correlation between English learning motivation and

English learning achievement. Moreover, the roles of parents, teachers and peers in supporting English learning positively affect students' English learning motivation.

Sungkhaya Boonma (1999) studied the effects of journal writing activities on writing ability and writing motivation of 45 Matthayomsuksa Five students in Chiang Mai. The instruments that she used were eight interactive journal writing lesson plans, evaluative forms of activity effectiveness, a writing ability test, and a motivation questionnaire. She reported that after the students had done journal writing activities for 12 weeks, their writing skills and writing motivation had increased.

The effectiveness of eclectic English teaching method and its effects on students' motivation had also been investigated by Soontari Maneenop (2001). The subjects of her research were 30 Prathomsuksa Six students from a school in Chiang Mai, and the instrument used for collecting data was a motivation questionnaire. She had the students fill out a motivation questionnaire before and after they studied English through the eclectic English teaching method for 90 periods. She also tested the subjects' reading, writing, listening, and speaking skills after finishing each lesson plan.

The findings from the study revealed that the students' all four skills were improved, and their learning motivation increased after they were taught through the eclectic English teaching method.

Jatuporn Tangtrakul (2001) studied 48 Matthayomsuksa One students' English reading ability, creative writing ability, and achievement motivation before and after administering the Language Experience Approach Activities to the subjects for 11 weeks. The research instruments were an English reading ability test, a creative writing ability test, and an achievement motivation questionnaire. The findings of the study showed that the subjects' reading ability, creative writing ability, and achievement motivation increased after they were taught through the language Experience Approach Activities.

Saikhae Supakitjumnong (2002) conducted research titled "Content-Based Instruction to Enhance English Academic Reading Ability and Motivation of Science and Technology Students at Chiang Mai University" to investigate students' motivation after they were taught through the content-based instruction. The subjects of her study were 32 undergraduate students who were taking a course, "Fundamental English for Science Students III", in the second semester of the academic year 2001. The research instrument that she used for assessing the

students' motivation was a questionnaire which she gave to the students before and after they were taught by using content-based instruction. The findings from the study showed that after the students were taught through content-based instruction, their motivation in writing had increased.

Pincha Rinngaow (2002) examined the effects of using video for teaching 28 Matthayomsuksa Four students in Lampang. The purpose of the study was to find out the effects of teaching English through video on students' speaking skills and students' motivation to learn English. The instruments used were an English speaking evaluation form and a motivation questionnaire. The students' speaking skills, as well as their motivation were assessed before and after they studied English through video learning activities. The results of the study revealed that the students' English speaking skills were improved, and their learning motivation had increased.

Jeeraphan Mahaphrom (2002) investigated the effectiveness of Directed Reading-Thinking Activity via Computer-Assisted instruction on 29 Matthayomsuksa Four students in Chiang Mai. The instruments used in the study were a reading comprehension test and an achievement motivation questionnaire. Before and after

the subjects were taught through Directed Reading-Thinking Activity via Computer-Assisted Instruction, they took a reading comprehension test, and filled out an achievement motivation questionnaire. Mahaphrom reported that, after the subjects were taught through this method, their reading comprehension ability was improved and their achievement motivation was increased.

Piyamat Tingmai (2002) conducted an experimental study on Constructivist and Neo-Humanist approaches. She studied how learning activities based on Constructivist and Neo-Humanist approaches affected students' creative writing ability and their learning motivation. The subjects of the study were 40 Matthayomsuksa Four students from a school in Chiang Mai. The instruments used for collecting data were a creative writing assessment rubric and a motivation questionnaire. The rubric was used for assessing students' writing ability after each lesson plan, and the motivation questionnaire was given to the students before and after they were taught through Constructivist and Neo-Humanist approaches. The results of the study showed that after the students were taught through these approaches, their creative writing ability met the standard set by the researcher. Moreover, their learning motivation after

they finished the course was higher than before they took the course.

In 2003, Kannika Kanjunda studied the effects of using role play activities based on communicative approach to teach 12 Matthayomsuksa Three students in Chiang Mai. The researcher collected the data by interviewing the students after they were taught through role play activities based on communicative approach to evaluate their listening and speaking ability. The researcher also had the students complete a motivation questionnaire before and after she taught them to find out how the teaching activities affects their motivation. The research findings revealed that after the experiment, the subjects' listening and speaking abilities reached the standard set by the researcher, and the subjects' motivation also increased.

From the review of empirical studies about motivation in foreign countries and in Thailand, it was found that while there were many survey research studies on students' motivation conducted in foreign countries, none was conducted in Thailand. Most of the motivation research in Thailand were experimental studies investigating how language pedagogy influenced students' learning motivation. These studies focused on examining whether the teaching methods or teaching techniques would

increase or decrease students' learning motivation.

Those studies did not emphasize students' motivation;

thus no detailed information on motivation was available.

Moreover, the numbers of the subjects of these research

studies were quite small (less than 50). As a result,

the research results may not be representative enough for

generalization. Finally, as discussed above, there was

only one motivational study on undergraduate level

students out of eleven studies in Thailand. As it has

been stated that age is a factor affecting students'

learning motivation, the research results collected from

undergraduate level students may differ from secondary

level students. Therefore, it was the aim of this study

to reduce the lack of survey research on students'

learning motivation in Thailand and to serve the need for

information on college EFL students' motivational

orientations in learning English.

The next chapter describes the methodology employed

in this research including subject sampling, demographic

information of the subject, questionnaire design, data

collection procedure, and data analysis.