

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter begins with the presentation of the different definitions of the term “motivation” in order to present other researchers’ views on motivation. Then, it describes the sources of motivation, the factors that affect motivation and the importance of motivation on learning. After that, Gardner’s Motivation Theory and Self-Determination Theory are discussed. Finally the chapter reviews related research studies on motivation that have been conducted in both Western countries and Asia countries.

#### **Definitions of Motivation**

The term “motivation” is originally from the Latin verb “movere” (to move), and the idea is reflected as something that keeps stimulating us to get our job done (Pintrich & Schunk, 1996). In general, motivation is defined as the driving force in any situation that leads to action. (Richards & Schmidt, 2002). According to Ames and Ames (1989), motivation is the power to create and sustain intentions and goal-seeking acts. Logan (1975) identifies the term motivation as an activator or energizer. Santrock (2006) adds that motivation involves the processes that energize, direct, and sustain behavior. Ngcow. Karen Yeok-Hwa explain that motivation determines the degree of the learner's participation and the attitude toward learning the language Abisamra(2002). Oxford and Shearin (1994) give the definition for motivation as a desire to achieve a goal. combined with the energy to work towards that goal. Many

researchers consider motivation as one of the main elements that determine success in developing a second or foreign language. All the definitions given above reveal that the term “motivation” obtains the drive that pushes people to put effort in order to seize their desire or achieve their goals.

### **Sources of Motivation**

Without knowing the roots of motivation, teachers cannot water those roots (Oxford & Shearin 1994). Teachers must know the roots of motivation to be able to help students in their learning. Fisher (1990) points out three major sources of motivation in language learning that are stated by educational psychologists (cited in Abisamra, 2002). They are 1) the learner’s natural interest or intrinsic satisfaction, 2) the teacher, institution, or employment called extrinsic reward, and 3) success in the task, which is combining satisfaction and reward.

Among the above three sources of motivation, Littlejohn (2001) states that the first source, learner’s natural interest or intrinsic satisfaction is found in only a very small amount of learners and cannot be relied on to generate sustained motivation in language learning. As for the second source, extrinsic reward, is a mean for motivating students but can also become demotivating for weaker students. Regarding to the third source, Littlejohn (2001) asserts that when students put more effort in their learning, it will help them to make progress, which will keep up their motivation. When students feel that they are able to do something, they will be willing to do it with more effort and can therefore sustain motivation in learning.

## **The Importance of Motivation**

There are scholars and psychologists who propose that motivation is an important issue in education. Other researchers stand boldly and support that “motivation must exist for learning to occur” (Bigge & Hunt, 1980, p.27). Indeed, motivation is a significant quality that is needed in all aspects of teaching and learning. Motivated teacher and students can portray the best picture of the classroom. Oxford and Sherarin (1994) propose that

motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the language being learned, how well they do on curriculum-related achievement tests, how high their general proficiency level becomes and how long they persevere and maintain L2 skills after language study is over. (p. i)

Pintrich and Schunk (1996) add that the declining of motivation can make other educational outcomes suffer. As motivation can lead to students’ success or failure, it is essential in language learning and crucial to understand what the students’ motivations are.

## **Factors That Affect Motivation**

There are several factors that influence motivation, as presented by many researchers. This study presents two of them although they sometimes overlap. Dornyci (2001) expresses that motivation is caused by a range of factors (2001). Factors that affect motivation are explicated by Williams and Burden (1997) into two categories: internal factors and external factors (see Table 2.1). William and Burden’s framework of motivational components show a larger overview of psychology for language teachers. They categorize the components by whether

motivational influence are external or internal, and distinguish the subcomponents within the two categories. Internal factors include components such as intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, affective states like confidence and anxiety, developmental age and stage and gender. External factors include significant others who are parents, teachers, or peers, the nature of interaction with significant others, the learning environment, and the broader context. These factors play a part in second or foreign language (L2) learning motivation as described by William and Burden (1997) (see Table 2.1).

In addition, Abisamara (2002) points out factors that affect students' learning motivation (Table 2.2). As shown in the table below, the internal factors mainly include students' physical, mental, and cultural qualities such as age, gender, religion, goals, need, interest and curiosity, attitude, expectancy, self-efficacy, native language proficiency and first foreign language. The external factors particularly involve people, classroom setting and environment that have influence in students learning. They also include teachers, course content and classroom, atmosphere, social identity (peer groups), role models, home support, and learning environment.

Table 2.1

Williams and Burden's Framework of L2 Motivation (Dornyei, 2001, p. 20)

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Internal Factors

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Intrinsic interest of activity

- arousal of curiosity
- optimal degree of challenges

Perceived value of activity

- personal relevance
- anticipated value of outcome
- intrinsic value attributed to the activity

Sense of agency

- locus of causality
- locus of control re: process and outcomes
- ability to set appropriate goals

Mastery

- feelings of competence
- awareness of developing skills and mastery in a chosen area
- self-efficacy

Self-concept

- realistic awareness of personal strengths and weaknesses in skills required
- personal definitions and judgments of success and failure
- self-worth concern
- learned helplessness

Attitudes

- to language learning in general
- to the target language
- to the target language community and culture

Other affective states

- confidence
- anxiety, fear

Developmental age and stage

Gender

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External Factors

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Significant others

- parents
- teachers
- peers

The nature of interaction with significant others

- mediated learning experiences
- the nature and amount of feedback
- rewards
- the nature and amount of appropriate praise
- punishments, sanctions

The learning environment

- comfort
- resources
- time of day, week, year
- size of class and school
- class and school ethos

The broader context

- wide family networks
- the local education system
- conflicting interests
- cultural norms
- societal expectations and attitudes

Table 2.2

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

Internal Factor	External Factor
Age	Teachers
Gender	Course content and classroom
Religious	Atmosphere
Goals	Social identity (peer groups)
Need	Role models
Interest (and curiosity)	Home support
Attitude	Learning environment
Expectancy	
Self-efficacy of competence	
Native language proficiency	
First foreign language	

### Motivation Theories

There are many theories of motivation. In this present study, Gardner's Motivation Theory and Self-determination Theory were employed because these two theories have been influential to prior motivational researches and Self-determination is relevant to the current research. Moreover, in the book, *Teaching and Researching Motivation*, Dornyei (2001) states that Gardner's Motivation Theory and Self-determination Theory are two of the most influential theories in researching motivation. Therefore these two theories will be discussed in detail in this section.

### Gardner's Motivation Theory

Gardner (1985) defines motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. It includes three complex characteristics: attitudes toward

learning the language, desire to learn the language and motivational intensity. The term 'orientation' was introduced by Gardner and Lambert and explained as the reasons why a person is doing something; the goal is not viewed as the goal of doing something but rather as the reasons for doing something (Gardner, 1985). Using the schematic representation, Gardner distinguishes orientation from motivation (see figure 2.1). The distinction is made by considering the difference between an integrative motivation and an integrative orientation. An integrative orientation refers to "a class of reasons" for learning a language when an integrative motive includes "not only orientation but also the motivation (i.e. attitudes toward learning a language plus desire plus motivational intensity) and a number of other attitude variables involving the other language community" (Gardner, 1985, p. 54).

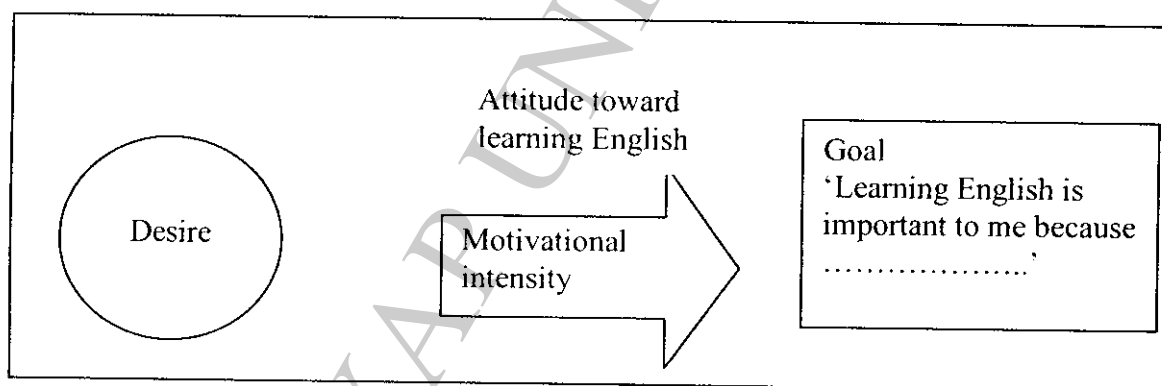


Figure 2.1. Schematic representation of the concept of motivation as it relates to second language acquisition (Gardner 1985, p. 54)

As illustrated in Figure 2.1, there are four elements of motivation. They are attitude toward learning the language, desire, motivational intensity, and goal. The learner's goal can be categorized into different reasons for learning a language; thus the reasons are the learner's orientation.

In Gardner's social-education model, the centre theme is that second language acquisition take place in a particular cultural context (1985). Gardner proposes that there are three groups of factors that influence second language acquisition: the beliefs in the community concerning the importance and meaningfulness of learning the language, the nature of skill development expected, and the particular role of various individual differences in the language learning process. Gardner adds that the belief of the community can affect the achievement level of the community. For instance, if the community believes that learning the second language is very difficult, then, the general level of achievement will be low. However, the achievement level of each learner will depend upon individual differences in intelligence, language aptitude, motivation, and situational anxiety (see Figure 2.2). Gardner classified the language learning context into two groups; formal language learning context and informal language learning context. Formal language learning context is a language classroom where the primary objective is instruction, whereas, informal language learning context refers to a situation in which students are exposed to the language for other purposes such as listening to music/radio, watching movies, reading and talking to others. The two outcomes emerge through experiencing the language in both contexts. They are linguistic and nonlinguistic outcomes. Vocabulary knowledge, grammar, pronunciation, fluency are linguistic outcomes, and non-linguistic outcomes include psychological characteristics, for instance, attitudes, and values.



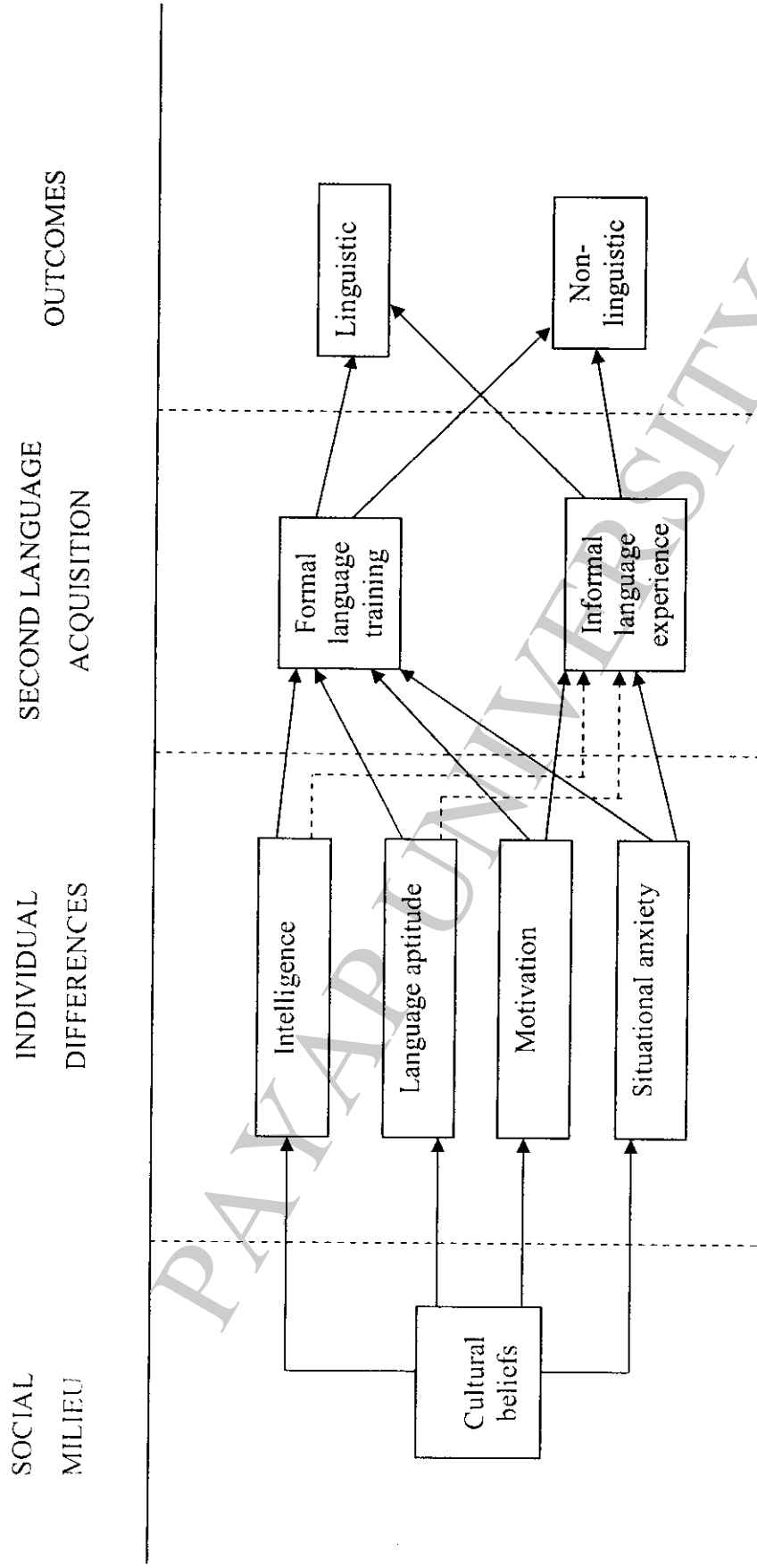


Figure 2.2: Gardner's Socio-educational model (Gardner, 1985, p. 147)

## **Self-Determination Theory**

Self-determination is when someone can freely choose to do an activity of their own volition rather than being pressured or forced into doing it by some outside party. Based on this concept, Deci and Ryan state that intrinsic motivation is a model of self-determination, when extrinsic motivation generates a controlled type of actions.

Therefore, there are two general types of motivation in Self-determination Theory. One is based on intrinsic interest in the activity, and the other is based on rewards extrinsic to the activity itself. Deci and Ryan (1985) clarify the intrinsic motivation and extrinsic motivation as follow. Intrinsic motivation is the learner's enjoyment of language learning itself. People who are intrinsically motivated, work on tasks because they find them enjoyable. Extrinsic motivation is driven by external factors, for example, parental pressure, societal, expectations, academic requirements or other sources of rewards and punishments. Individuals who are extrinsically motivated, work on tasks because they believe that participation will result in desirable outcomes, for instance, a reward, teacher praise, or avoidance of punishment.

Vallerand and his colleagues (2000) proposed a three-part taxonomy of intrinsic motivation. They are IM-Knowledge, IM- Accomplishment and IM-Stimulation. IM-Knowledge is the motivation to do a task with the feeling of wanting to explore new ideas and development of knowledge. IM-Accomplishment is the motivation associated with a willingness to attempt to master a task or achieve a goal. IM-Stimulation refers to motivation that is based on the feeling of being stimulated by performing the task: for example, aesthetic appreciation or fun and excitement.

Extrinsic motivation is divided into three types, according to levels of self determination: external regulation, introjected regulation and identified regulation (Noels, Pelletier, Clement, and Vallerand, 2000). External regulation is defined as those activities that are determined by sources external to a person; for instance, tangible benefits or costs. Introjected regulation refers to reasons that pertain to performing an activity due to some type of pressure that students have incorporated into the selves, such that they compel themselves to carry out that activity. In identified regulation, students invest an energy in an activity because they have chosen to do so for personally relevant reasons. In contrast to these two types of motivation, Noels, et al. (2000, p.62) define “amotivation” as a situation in which people see no relation between their actions and the consequences of those actions.

### **Related Studies**

There have been numerous studies on motivation all over the globe. However there are many more studies that have been conducted in Western countries than in Asian countries. In this section, only a few of these studies are discussed.

### **Motivation Research in Western Countries**

In 1998, Belmechri and Hummel conducted a survey study in Quebec, Canada. The participants were 93 eleventh grade students whose mother tongue was English and studying English as a second language. The instrument used in the study was a likert-scale type questionnaire. The researchers collected the data and analyzed them with factor analysis and multiple regression analysis. The results revealed the students' orientation to learn English. They were travel. understanding/school (instrumental), friendship. understanding. and career (instrumental). In addition.

according to the result from multiple regression analysis, the orientations of the students could predict their motivation.

Noels, et al (2000) conducted a survey research on 159 Anglophone students who registered in English psychology classes at a French- English bilingual university. The study investigated the validity and reliability of a scale of intrinsic and extrinsic motivation for L2 learning and examined the correlations between different types of motivation and orientations according to Deci and Ryan's Self-determination Theory (1991). The instrument used in the study was a motivation questionnaire with three sections. The first section consisted of randomly ordered items from the instrument used by Kruidenier and Clement (1986). The second section contained scales designed to assess a motivation, the three types of EM, and the three types of IM. The third section was composed of four scales that measured various psychological variables that have been shown to be differently related to intrinsic and extrinsic motivation. The results revealed that the questionnaire was suitable to be used as an instrument for assessing students' motivation. A correlational analysis showed that the motivational orientations were negatively correlated with amotivation. However, positive correlation was found between the subtypes of extrinsic and intrinsic motivation.

### **Motivation Research in Asia**

Survey research on motivation was also conducted in Asian countries. The one that was recently done in Thailand was a study by Surachet Taejaroenkul in 2006. The study explored learning orientation and motivation among EFL undergraduate students in Thailand. The participants were 269 university students. A questionnaire with 21 items created by Noels, Pelletier, Clement, and Vallerand (2000) was used to

assess the student's amotivation or the lack of motivation, and different types of the student's motivation regulation and intrinsic motivation. The result showed that the most important motivation and orientations for the students were external regulation (career), identified regulation, and external regulation (travel) in decreasing frequency.

In 2007, Bradford conducted a survey study investigating university students' motivational orientations toward learning English as a foreign language. The subjects were 168 students from Sanata Dharma University in Yogyakarta, Indonesia. A three-part questionnaire concerning their reasons for choosing to study English was used to collect data. A factor analysis revealed 11 independent orientations, which supported a multi-factorial view of orientations in foreign language learning. The lack of correlation between the orientations implied that there were no larger motivational subsystems. The students mostly had pragmatic reasons for studying English, and had no desire to identify with native English speakers.

In 2008, Wang performed a research study guided by self-determination theory. There were two objectives: to construct a scale of English learning motivation in a particular Chinese context, the Intrinsic/ Extrinsic Motivation Scale of English Learning (I/EMSEL) and to explore the relationship between intrinsic motivation, extrinsic motivation and English achievement. Two groups of participants were used in the two surveys. In study 1, 140 freshmen from several non-English majors at a university in China were employed and 329 freshmen from the same university were randomly selected from several non-English-major to participate in study 2. Both studies utilized 24 five-point Likert scale questionnaire. Study 1 examined exploratory factor analysis and study 2 employed confirmatory factor analysis. According to the study, the result found that autonomous extrinsic motivation

correlated positively with intrinsic motivation and achievement, while controlled extrinsic motivation correlated negatively with them. The results were discussed from the aspect of self-determination theory.

As presented above, a few studies have been reviewed in this study. In the next chapter, the research methodology will be explained in details.

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