

Review on Motivation of Second Language Learners in Class

Yi Xia

This paper will provide insight into motivation through the lenses of learning style, interaction and feedback. If the relationship between motivation and three factors are well understood, then the learning of second foreign language can be facilitated in the classroom. Motivational strategies also will be presented after each lens. At the end of the paper, it concludes with the limitations of these researches and specific implications such as classroom environment for further teaching practice.

Keywords: Motivation, Language learning, Motivational strategy.

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INTRODUCTION

In the learning progress, the factor of motivation is quite important, as it affects the learning experience of learners of language. Motivation can be taken as a main driving force for the learner to learn the language (Carrió-Pastor & Mestre, 2014). If all the learners are placed in the same conditions, it is easier for those more motivated ones to achieve success than those less motivated ones, especially in the field of language learning. However, non-native speaker learners don't have much occasions to speak in target language after class, so it is necessary to motivate the learners in class (Sugita & Takeuchi, 2010). The previous researches on the effective motivation methods have been reviewed. Moreover, related researches, relevant methods and motivation ways are also reviewed. Some implications have been made for learning and teaching activities.

THE DEVELOPMENT OF MOTIVATION RESEARCHES

Dörnyei (2007) proposes that the history of motivation research can be divided into three periods: the first stage is called social psychological period, which lasts from 1959 to 1990; the second period is called cognitive-situated period, which refers to 1990s, and the third period is called period-oriented period, which is started from 2000. During the social psychological period, a quite influential dichotomy of motivation is proposed by Gardner and Lambert (1959) based on the social-educational model, and it has been dominating the educational domain for many years. Two

general motivation orientations are involved, that is, integrative motivation and instrumental motivation. Moreover, they presented two variables that affect the motivation of learners, that is, intergativeness and attitudes toward the learning situation. Later, attempts have been made to expand the concept of motivation by overcoming the limitations with the educational model. For this reason, some changes have been made to the types of motivation during the cognitive-situated period. For example, the expectancy-value model which has been well-recognized is proposed by Wigfield and Eccles (2000). Moreover, in 1998, Dörnyei and Csizér has put forward the motivational strategy. "Ten commandments of motivation" has been clarified, which includes motivational strategies for the reference of language teachers. Later, 102 motivational strategies have been proposed by Dörnyei (2001), and four phases are divided: 'encouraging positive retrospective self-evaluation', 'generating initial motivation' 'creating basic motivational components', and 'maintaining and protecting motivation'. Moreover, during the process-oriented period, there is another well-known motivation type which is proposed based on the self-determination theory, and developed by Deci and Ryan (1985). The intrinsic motivation is proposed in contrast to the extrinsic motivation. Later, Gardner and Lambert's model has been further improved by Crookes and Schmidt (1991) by introducing 4 components of motivation, that is, reward & punishment, expectancy, interest and relevance. Oxford(1990) in his research, learning strategies are divided into direct strategies and indirect strategies using dichotomy, as shown in Table 1.

Table 1
Oxford's Classification of Learning Strategies

Learning strategies that directly affect learning	Learning strategies that indirectly affect learning
1. Memory strategies	1. metacognitive strategies
A. Associate	A. Development of learning priorities
B. Using images and sounds	B. arrange study plan
C. Planned review	C. assessment of learning outcomes
D. use action	2. Emotional Strategies
2. Cognitive strategies	A. Overcome Anxiety
A. Practice	B. encourage yourself
B. Receiving and sending messages	C. control emotions
C. Analysis and reasoning	3. social strategies
D. Creating architecture for input and output	A. questions
3. Compensation Strategy	B. cooperate with others
A. Reasonable guess	C. understand others
B. Defects and deficiencies	

PREVIOUS RESEARCH INTO MOTIVATING LANGUAGE LEARNERS IN THE CLASSROOM

Motivation in Learning Style

Lately, a lot of researches show that, it can affect learners' experience in a positive way by understanding the learning style of learners (Alghasham, 2012). In the classroom, the learning efficiency of learners is affected by the learning style. The reason is that, the behaviours and performance of learners can be strengthened by discovering their learning styles or a combination of learning styles. Alghasham (2012) agrees with the viewpoint, and he proposes that the teacher can provide more motivation and inspiration to the learners if they allow for the learning style of students, and in doing so, the comprehensible input, metalinguistic awareness and enough

practice are possible. Ghaedi and Jam (2014) proposed that, a qualified teacher is able to understand the learners, and such understanding of learners is the primary task of a teacher. Teachers need to study and generalize the needs of learners by observing the behaviours and learning style of learners. During the process, a lot of elements are involved, such as the learning style, experience, personalities, learning attitudes or values. From the perspective of teacher, it is necessary to allow for these elements before they take decisions when they design teaching activities or selecting teaching approaches. For this reason, it improves teaching efficiency by understanding the learning style of students. After researching the style frequency about learning motivation, Gardner (1992) found that a considerable number of students were studying for exams, as shown in Table 2.

Table 2
The numbers and percentage of learner's motivation

Learning motivation	Frequency of occurrences	Percentage
A. pass the exam	221	84.03
B. achieved excellent results in the examination	105	39.92
C. set the stage for work	16	61.60
	2	
D. study abroad	38	14.45
E. interest	56	21.29
F. reading foreign language literature, browse foreign websites	33	12.55
G. improve foreign language ability, better use of foreign languages	149	56.65

Teachers identified learners' learning style could improve their learning efficiency and motivate them effectively. They are able to apply various methods and motivational strategies to

stimulate learning. Furthermore, Sugita and Takeuchi (2014) adopted different motivational strategies to fit learners' learning style so that motivating them extrinsically or intrinsically. For

Review on Motivation of Second Language Learners in Class instance, supplying numerous learning materials and providing background knowledge or information are suitable for reflective learner; considering visual students to write clearly on blackboard/whiteboard; for verbal learners can speak English with proper speed, clear pronunciation and loud voice.

These positive influences have presented above

are based on learners’ perspective. Reid (2007) pointed out the negative influences from teachers’ perception that considering learning style in language classroom is a considerable challenge for them. P.F.Tremblay (1995) in the study of the importance of learning style, the main indicators are shown in Table 3.

Table 3
Learners' Concept of Cognitive Management

Learners' Concept of Cognitive Management
Planned study time
Choosing Effective Learning Methods
Identify long-term and short-term learning goals
Summary of progress and issues
Understand your strengths and weaknesses
Reflection on Learning Methods
Adjust the learning method according to the learning situation

Moreover, some researchers don't believe that it doesn't affect the learning efficiency of learners by integrating teaching mode with the learning style. Allcock and Hulme (2010) stated that it is difficult to integrate the learning style with the real teaching “due to lack of guidance available in the literature.” (p. 76), not all the tasks are ideal for the learning style intended, because the teaching style of the teacher would impose influence unintentionally. For this reason, the application of learning in class isn't the one and only method or it isn't necessary to attach too much concern to it. With the adoption of relevant curriculum instructions and objectives, the use of learning style can be more effective in inspiring the learners. Moreover, Allcock and Hulme (2010) proposed that, it is necessary for the educational institutions to implement the theory of learning style, and there is no need to accurately identifying the learning style of students. Also, the teacher is advised to take other teaching techniques and provide the learners with suitable learning strategies to help them learn the language efficiently and effectively.

Motivation in Interaction

In the case of second language acquisition, the interaction is considered as an inevitable element that can be used to motivate the students and improve the language learning in class. The hypotheses of interaction is a theory that has great significance to the development of language learning. According to Long (1996), during the process of language interaction, negotiation between interlocutors is made to construct meaning, and it is quite important for the language acquisition. The reason is that comprehensive input is provided. Moreover, he explained, it is believed that the environmental contribution to the acquisition is mediated by the

development of L2 capacity of learners and the selective attention, and all these resources are combined in a useful way, in the process of negotiation for construction of meaning. The negative feedback made during the negotiation might facilitate the L2 development, at least in aspects of language specific syntax, morphology and vocabulary, and it is important to the learning of special L1-L2 contrasts.” . In most cases, two interaction modes are adopted in the classroom, that is, student-student interaction and teacher-student interaction.

There is a empirical research on motivation and interaction done by Li (2014). He has two findings, that is, there is great difference between EFL learners and ESL learners in terms of interaction and motivation, and ESL students had more positive attitudes and stronger ideal L2 self in learning English than the counterpart. Li (2014) said that, students don't have many opportunities to talk to others in the classroom, or have any chance to join peer interaction. Usually, EFL lesson is giving with teacher playing the central role, while in the ESL classroom, the instructions is performed by focusing on the students. A lot of opportunities are provided to them so that they can negotiate meaning. The students can hone their communicative skill and acquire knowledge with both their teachers and classmates.

In a harmonious environment, the interest of learners can be enhanced and they can be motivated effectively through the interaction. The investigation by Li's (2014) reveals that, the interaction is important to the learning of language, and greater achievements can be made if the students are study in teams than having them study alone, because the language learning is affected by the interaction (Long et al., 1976). Reid (2007) believed that, the learners can be

Review on Motivation of Second Language Learners in Class benefited from the development of social skill and social interaction, such as listening or sharing viewpoints and communication skills. Hernández (2010) indicated that, in the process of interaction, the learners are motivated both intrinsically and extrinsically. Moreover, these researchers proposed that, both group working and cooperative working are important motivators that promote the language learning. In terms of motivational strategies, according to Dörnyei and Csizér (1998), the teachers are advised to adopt interaction strategies in the classroom, and encourage the students to do groupwork, and have interaction with each other, and the teacher can act as an observer to facilitate the student-student interaction, and have the extracurricular activities well organized.

Motivation in Feedback

A lot of researches have shown that, feedback is another important element that motivates the language learning. According to Gass and Mackey (2006), the feedback is made as a reactions to some linguistic problems, and the students can receive feedback from both teachers and classmates. Two kinds of feedbacks are recommended for the language classroom: oral corrective feedback and written corrective feedback, and they correspond to implicit and explicit feedback. Moreover, feedback can be taken as an effective approach of promoting the linguistic accuracy, and cultivating the motivation of learners (Tsao, Tseng & Wang, 2017).

A lot of researches have shown the importance of feedback. Rein (2007) emphasized the importance of feedback, that is, the learners can follow a right path if they get the feedback, while the feedback, in most case, is considered as a grading or correcting methods. He advocated that the language teachers should be careful when giving feedbacks, because the learners can be demotivated if they receive negative feedback. Tsao et al. (2017) also said that, the motivation and anxiety of students would be affected by a number of feedback sources, such as teacher and peer feedback, all kinds of feedback such as over-emphasis on inappropriate viewpoints.

There is close relationship between feedback and motivation. Tsao et al. (2017) recognized the differences between extrinsic and intrinsic motivation in written corrective feedback. Those intrinsically motivated students means that they gain motivation by themselves, and they have strong will to improve their writing efficiency. They hope to hone their writing skill and achieve academic goals by by making use of feedback provided by their classmates and teachers. On the other hand, extrinsic motivation is related to the activity that is done to get reward or avoid punishment, and it is also playing a role in the

writing learning, though less important. If these learners are driven by extrinsic motivation, they show inferior ability of errors correction after receiving implicit feedback, and they don't know why they make such mistakes. They think the processes of writing learning is tedious and boring, and they learn the language mostly to pass the examination.

From the perspective of motivational strategies, a lot of researches show that, better teaching results are achieved if positive feedback and evaluation are provided to the students; the teacher is not advised to make comparisons among the students, and the purpose is to give students just and fair comments (Sugita & Takeuchi, 2014; Dörnyei & Csizér, 1998). Moreover, Rein (2007) proposed that, the teachers should keep formative and instant when giving feedback, and it isn't suggested that the feedback is given when the class is ended.

CONCLUSION

In conclusion, a lot of researches on the motivations given to the language learners through three important factors, and some suggestions are proposed for future reference. Although there is a relation between the students motivation in the class and these three elements, the environment of classroom is quite critical, which is worth consideration. The important characteristics of classroom environment should be considered to improve the students motivation. In most cases, the teachers are have a dominant role in the classroom teaching, so they have the responsibility of creating a favourable environment for the students, so as to motivate the students and improve their learning efficiency. Moreover, the paper is a literature review, in which a lot of researches have been reviewed, and such work is not continuous, and the background for such researches might change as time goes by. For this reason, the current research results might be changed as the research background changes. By making assumptions on the limitations of researches, it is suggested that, due to the inevitable drawbacks, more possibilities should be included to further expand the research.

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