

STRATEGIES TO ENHANCE STUDENT MOTIVATION

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The article deals with the problem of motivation and the use of specific learning strategies and techniques while studying a second or foreign language leads to success. The conscious, tailored use of such strategies is related to language achievement and proficiency. The main attention is given to the strategies and models of motivation which can lead to success.

Keywords: *motivation, learning strategies, strategies and models of motivation.*

STRATEGII DE DEZVOLTARE A MOTIVAȚIEI ÎNVĂȚĂRII LA STUDENȚI

Materia abordată în articol se axează pe problema privind motivația învățării și utilizarea de strategii și tehnici de învățare specifice în studierea cu succes a unei limbi străine. O atenție deosebită este acordată strategiilor și modelelor de motivație a învățării orientate spre succes.

Cuvinte-cheie: *motivație, strategii de învățare, strategii și modele ale motivației învățării.*

The purposes of language teaching are far from straightforward. The various goals include benefits for the learner's mind such as manipulating language, for the learner's future career and opportunities to emigrate, and effects on the society whether through the integration of minority groups, the creation of a skilled workforce, the growth of international trade. Cook (2002) made an open-ended list of the goals of language teaching that includes:

- **self-development.** The student becomes in some way a 'better' person through learning another language. This goal is unrelated to the fact that some people actually use the second language, as in the group-related dynamics of Community Language Learning.
- **a method of training new cognitive processes.** By learning another language, students acquire methods of learning or new perspectives on themselves and their societies.
- **a way-in to the mother-tongue.** The students' awareness of their first language is enhanced by learning a second language.
- **an entrée to another culture.** Students can come to understand other groups in the world and to appreciate the music and art of other cultures.
- **a form of religious observance.** For many people a second language is part of their religion, whether Hebrew for the Jewish religion, Arabic for Muslims, or indeed English for Christians in some parts of the world.
- **a means of communicating with those who speak another language.** We all need to cope with people from other parts of the world whether for business or pleasure.
- **the promotion of intercultural understanding and peace.** For some the highest goals of language teaching are to foster negotiation rather than war or changes in the society outside the classroom.

None of these goals directly state that the learners should approximate native speakers, even if they are waiting in the wings. They are instead, concerned with the educational values of the second language for the learner.

Internal and external goals

These goals can be divided into two main groups – external and internal (Cook, 1983; 2002).

- **External goals** relate to the students' use of language outside the classroom: traveling about using the second language in shops and trains, reading books in another language or attending lectures in a different country, surviving as refugees in a strange new world.
- **Internal goals** relate to the students' mental development as individuals; they may think differently, approach language in a different way, be better citizens, because of the effects that the second language has on their minds. So-called traditional language teaching often stressed the internal goals: learning Latin trained the brain; studying L2 literature heightened people's cultural awareness.

External goals dominated language teaching methodology for most of the last century, first through situational teaching and then through audio-lingualism with its emphasis on external situations. Then communicative language teaching introduced syllabuses based on language function and interaction in the world outside, not in the world inside the student. Lists of language functions such as Wilkins (1976) ignored the internal

functions that L2 users accomplish in the second language as self-organization (keeping a diary, etc.), memory tasks (phone numbers), and unconscious uses (singing to oneself) (Cook, 1998).

After all, we, as teachers, need to find the student's motives, so that we can accommodate them.

It's also crucial to mention the difference between a Second language and a foreign language, which are both referred to as L2.

- People who are living in an English speaking community/country are learning English as their SECOND language. "The learner of the second language is surrounded by stimulation, both visual and auditory, in the target language and thus has many motivational and instructional advantages." (Oxford & Shearin, 1994)
- As for those who aren't living in an English speaking community/country, they are learning English as a FOREIGN language. "Foreign language learners are surrounded by their own native language and have to go out of their way to find stimulation and input in the target language. These students typically receive input in the new language only in the classroom and by artificial means, no matter how talented the teacher is." (Oxford & Shearin, 1994)

Research has shown that the use of specific learning strategies and techniques while studying a second or foreign language leads to success. "The conscious, tailored use of such strategies is related to language achievement and proficiency. (Oxford, 1994)

Some of those strategies:

(Rubin 1975) suggested that good L2 learners

- are willing and accurate guessers;
- have a strong drive to communicate;
- are often uninhibited, and if they are, they combat inhibition by using positive self-talk, by extensive use of practicing in private, and by putting themselves in situations where they have to participate communicatively.
- are willing to make mistakes;
- focus on form by looking for patterns and analyzing;
- take advantage of all practice opportunities;
- monitor their speech as well as that of others;
- pay attention to meaning.

One of the factors that influence the choice of strategies used among students learning a second/foreign language is **Motivation**. More motivated students tend to use more strategies than less motivated students, hence, they tend to be more successful. (Oxford, 1990)

However, how simple and easy the word "motivation" might appear, it is in fact, very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition.

Here are a few, I've found in the literature:

"Motivation is like food for the brain". Peter Davies

<http://www.quotelady.com/subjects/motivation.html>

"Life takes on meaning when you become motivated, set goals and charge after them in an unstoppable manner." Les Brown

<http://www.motivation123.com/quotations.html>

Everybody needs motivation. Everybody needs to have a reason for action. We, teachers, need to be committed to offering students the opportunity to believe in themselves and achieve great things.

According to Webster, to motivate, means to provide with a motive, a need or desire that causes a person to act.

According to Gardner, motivation is concerned with the question, "Why does an organism behave as it does?" Motivation involves 4 aspects:

- A goal
 - An effort
 - A Desire to attain the goal
 - Favorable Attitude toward the activity in question.
- Motivation is 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; it determines the extent of active, personal involvement in L2 learning. (Oxford & Shearin, 1994)

Everybody needs motivation. Everybody needs to have reason for action. It's a sad fact that most people in this world underachieve, because they don't believe they are capable of fulfilling their dreams. We, teachers, need to be committed to offering students the opportunity to believe in themselves and achieve great things.

What is motivation? Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated, have desire to undertake their study and complete the requirements of their course.

Can we motivate our students if they aren't "ready" for motivation?

It's not only the teacher's / parent's job to motivate students, they need to assume responsibility for their own learning="intrinsic motivation. We can search for the most valuable thing for us, but if we only look with physical eyes, we won't find it...If we help our students to look deep inside in them, they will find what they need: intrinsic motivation. We have been everywhere but have ignored our inner selves. We are the ones that create our own reality; what we are, what we want to be. We need to realize that, to understand it, to acknowledge it=> set goals!

Although ethereal, elusive and difficult to be clearly measured, the effects of motivation are felt and observed every day in classrooms around the world. According to Cunningsworth (1992), a student who isn't well taught, but is motivated, will have better results in foreign language, than a student who is well taught, but isn't motivated. Cunningsworth (1992, p.59) also states that "motivation determines the student's level of attention during class and the assiduity which he does his homework and revises what has he been taught during the day."

It's commonly thought that if motivation is present, students become active, as well as involved in the learning process; if absent, the learner will be passive, disinterested, and not involved in the learning process and therefore won't learn. Thus, foreign language teachers have to be aware of the necessity of looking for techniques and interactive activities, in order to enhance their classes and also motivate their students to learn a foreign language.

First of all, I will identify some psychological views on motivation, then, I'll explore the questions:

- **What is Motivation in Foreign Language Acquisition?**
- **Who and What Motivates Foreign Language Students?**

Psychological Views on Motivation.

According to Wlodkowski (1985), there are over twenty internationally recognized theories of motivation, all of them with their own terminology and definitions, experimental approaches and opposing viewpoints. (William & Burden 1997, p.112), explain that "a behaviorist would tend to consider motivation largely in terms of external forces, i.e. what specific conditions give rise to what kind of behavior and how the consequences of the behavior affect whether it is more or less likely to happen again".

Another study on motivation relates to the notion of the need to achieve a goal, combined with the energy to work towards that goal. (Ames1992) identified three different kinds of goals in the area of achievement motivation. The first goal, the mastering of the learning goals, focuses on obtaining competence or mastering a new set of knowledge or skills to achieve success. The second kind of goals are called performance goals or ego-involvement goals, which are related to doing better than others or doing well without a lot of effort in order to avoid failure, and the last ones are called social goals, which focus on relationships among people. An important aspect of the achievement motivation theory is that learners can be motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals) (Ames, 1992). In other words, it means that when learners want to avoid failure, they try to select either easy tasks in order to achieve success, or difficult tasks to have excuse for why failure occurred. However, when learners want to achieve success, they try to select moderately difficult tasks, which will provide an interesting challenge for them to keep high expectations for success.

From a cognitive view of motivation, people can choose the way (Williams & Burden) in which they behave, so that they have control over their actions (Burden, 1997). When making a choice. However, people have to be aware of the possible results of what they decide to do, allowing them to set goals for themselves, and then they can decide to act in certain ways in order to achieve these goals (Williams & Burden, 1997). Thus, from a cognitive perspective, "motivation is concerned with such issues as, why people decide to act in certain ways and what factors influence the choices they make" (Williams & Burden, 1997, p.119)

A cognitive view of motivation, then centers around individuals making decisions about their own actions as opposed to the behaviorist view, which considers motivation in terms of external forces over which they have no control.

Taking into account the views quoted above, it's also important to mention Gardner's approach to motivation. (Gardner 1985) describes core second language learning motivation as a construct composed of three characteristics:

- the attitudes towards learning a language (affect),
- the desire to learn the language (want)
- motivational intensity (effort).

D- Gardner (1985): explored four other motivational orientations:

- reason for learning,
- desire to attain the learning goal,
- positive attitude toward the learning situation
- effortful behavior.

According to Gardner, a highly motivated individual will

- enjoy learning the language,
- want to learn the language,
- strive to learn the language.

"An integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language (Gardner, 1985).

The Gardnerian theory of SLA(Second Language Acquisition) motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985).

After conducting a study that lasted more than ten years, Gardner & Lambert concluded that the learner's attitude toward the target language and the culture of the target-language-speaking community play a crucial role in language learning motivation. They introduced the notions of **instrumental and integrative motivation**.

Integrative motivation was identified by the fact that students are attracted by the culture of the community speaking that language and they want to integrate themselves into such a culture or become a part of that society. It's associated with components such as "interest in foreign languages", "desire to learn the target language", "attitudes toward the target language", "attitudes toward the learning situation", "desire to interact with the target language," and attitudes toward target language community"(Gardner,1982).

Instrumental motivation, on the other hand, is marked by the fact that the learner studies the second language (L2) with a utilitarian purpose in mind, such as a better job or higher salary. Thus, no matter what type of motivation students have, foreign language teachers have to keep in mind that the strength of motivation on the state of student's needs and goals.

Gardner's concept of Integrative Orientation was also investigated in order to see whether integrative orientation, which is hypothesized to tap into the uniqueness of second/foreign language learning, could be a distinct construct in the domain of reading in an EFL context. Although many of the items indicative of Integrative Orientation loaded together on one factor, they were intermingled with other items concerning students' perceived usefulness of learning to read in English in terms of a future goal. When examining such Integrative Orientation items as "I am studying English because I might study abroad in the future," and "By being able to speak read in English, I hope to more deeply understand the lifestyles and cultures of English speaking countries (such as America and England)," one can construe that they are also closely related with students' perceived usefulness of studying English. The only difference between these two sets of items is that the former is associated with integrative oriented goals, while the latter is not. If that is the case, Integrative Orientation may not be such a distinct construct, at least when it comes to motivation to read in a foreign language, and may be better explained, again, by a more all-embracing motivational construct, namely Extrinsic Utility Value.

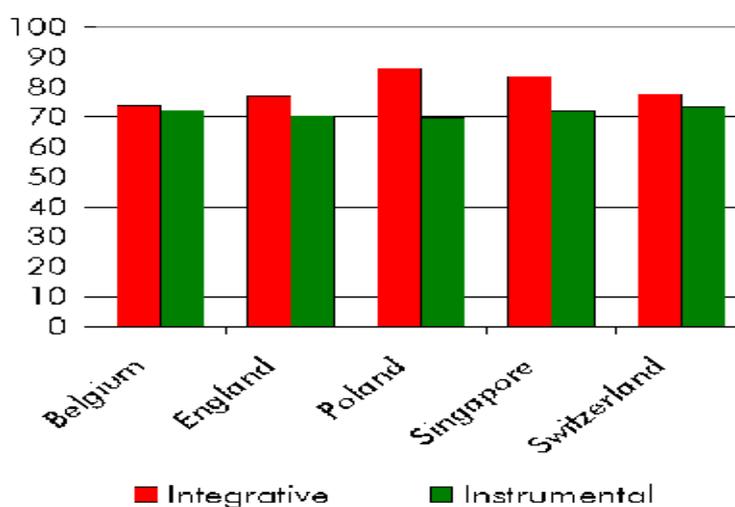
E- Deci & Ryan (1985): Self-Determination (autonomy) Theory: it is based on the relationship between **extrinsic and intrinsic motivation** and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for

the task to be intrinsically rewarding.

- **Intrinsic motivation**: the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards.
- **Extrinsic motivation**: the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

*Extrinsic or Intrinsic Motivation, depending on whether the stimulus for the behavior originated outside or inside the individual.

Motivation in children from 5 countries



Dornyei (1990) postulated a motivational construct consisting of:

- an Integrative and Instrumental Motivational Subsystem
- Motivational Subsystem
- Need for Achievement
- Attribution about past failures.

"Instrumental motivation might be more important than integrative motivation for foreign language learner" K- Dornyei (1998) suggests seven main motivational dimensions:

1. the affective/integrative dimension:
 - integrative motives;
 - affective motives;
 - language attitudes;
 - intrinsic motives/attitudes towards L2
 - learning/enjoyment/interest;
2. the instrumental/pragmatic dimension;
3. the macro-context-related dimension (multi-cultural/ intergroup / ethnolinguistic relations);
4. the self-concept-related dimension (generalised/ trait-like personality factors);
 - self-concept;
 - confidence/self-efficacy;
 - anxiety/inhibitions;
 - success/failure-related (attributional) factor;
 - expectancy;
 - need for achievement;
5. the goal-related dimension;
6. the educational context-related dimension (learning/ classroom/ school environment);
7. the significant others-related dimension (parents, family, friends).

Dornyei showed that instrumental motives significantly contribute to motivation in EFL contexts, and can involve a number of extrinsic motives, resulting in a fairly homogeneous subsystem. Instrumental motives

most efficiently promote learning up to the intermediate level, but to go beyond this level, the learner must be integratively motivated.

H- Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- **attitudes** (i.e., sentiments toward the learning community and the target language)
- **beliefs** about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- **goals** (perceived clarity and relevance of learning goals as reasons for learning)
- **involvement** (i.e., extent to which the learner actively and consciously participates in the language learning process)
- **environmental support** (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- **personal attributes** (i.e., aptitude, age, sex, and previous language learning experience)

Ur (1996), who is concerned with English Language teaching, also sees motivation as a very important phenomenon. As she considers motivation difficult to give a definition, she prefers to think about motivation in terms of "motivated" learners, that is, learners who are willing to involve themselves in learning activities to progress. Ur (1996) states that, teaching and learning can become much easier and more pleasant, when there's learner's motivation. But what are some of the characteristics of motivated learners? Ur (1996), points out the following characteristics:

- **Positive task orientation.** The learner is willing to tackle tasks and challenges and has confidence in his or her success.
- **Ego-involvement.** The learner finds it important to succeed in learning, in order to maintain and promote his or her (positive) self-image.
- **Need for achievement.** The learner has a need to achieve: to overcome difficulties and succeed in what he or she sets out to do.
- **High aspiration.** The learner is very aware of the goals of learning, or a specific learning activities and directs his or her efforts towards achievement them.
- **Perseverance.** The learner consistently invests a high level of effort in learning, and isn't discouraged by setbacks or apparent lack of progress.
- **Tolerance and ambiguity.** The learner isn't disturbed or frustrated by the situations involving a temporary lack of understanding or confusion: he or she can live with this patiently, in the confidence that understanding will come later (p.275).

A very outstanding characteristic among the ones quoted above is the need for achievement, in which learners are motivated to reach a goal that they have set, being willing to overcome difficulties in order to achieve their goal.

Thus, keeping in mind some of the characteristics of motivated learners, foreign language teachers should be conscious of the fact that learners bring to the classroom not only their intelligence and aptitude, but also a lot of attitudes and interests, which are consequence of a variety of psychological and sociological factors. Foreign language teachers should also be aware that it is part of their responsibility to channel these affective elements.

Models of Motivation Summary

Theorist/Year	Model Name	Components
A- Gardner/Lambert (1959/1972)	Socio-Educational Model	Instrumental and Integrative motivation + Assimilative & Affiliative
D- Gardner (1985)	Four other motivational orientations	Reason for learning Desire to attain the learning goal, Positive attitude toward the learning situation Effortful behavior
E- Deci & Ryan (1985)	Self-Determination (autonomy) Theory	Intrinsic & Extrinsic motivation

F- Dornyei (1990)	Motivational construct	Instrumental Motivational Integrative Motivational Need for Achievement Attribution about past failures.
H- Oxford & Shearin (1994)	Six factors that impact motivation in language learning	Attitudes Beliefs about self Goals Involvement Environmental support Personal attributes
P- Ur (1996)	Characteristics of motivated learner	Positive task orientation Ego-involvement Need for achievement High aspirations Perseverance Tolerance and ambiguity
K- Dornyei (1998)	Seven main motivational dimensions	1 affective/integrative 2 instrumental/pragmatic 3. macro-context-related 4 self-concept-related 5 goal-related 6 educational context-related 7 significant others-related

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

- motivation in this sense has great inertia
- short-term motivation towards the day-to-day activities in the classroom and general motivations for classroom learning are also important

What is Motivation in Foreign Language Acquisition?

Motivation may be defined as “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and gives rise to a period of sustained intellectual or physical effort in order to attain a previously set of goals“ (Williams & Burden, 1997 p.120). In other words a person gets interested in some way and this interest may be started by different causes, maybe internal ones, coming from inside the learner such as an interest in the activity or a wish to be successful. Other causes may be external, for example the influence of another person or even an event. However, whatever the cause, the person’s interest is activated, leading this person to make a conscious decision to act in certain ways in order to achieve a goal or goals related to the activity undertaken.. Once the activity has started the person has to persist in achieving the goals and all this is influenced by the context and situation and will be personal to the individual.

Particularly, in foreign language acquisition, motivation is “a complex phenomenon which can be defined in terms of two factors; learners’ communicative needs and their attitudes towards the second/foreign language community.” (Lightbown & Spada, 1993 p.40). It means that if students need to speak the foreign language in a variety of social situations or maybe to find a better job, they will notice the importance of the foreign language and consequently will be motivated to learn it. Likewise, if students have positive attitudes towards the speakers of the language, they will probably want to have more contact with them.

Thus, keeping in mind some of the characteristics of motivated learners, foreign language teachers should be conscious of the fact that learners bring to the classroom not only their intelligence and aptitude, but also a lot of attitudes and interests, which are consequence of a variety of psychological and sociological factors. Foreign language teachers should also be aware that it is part of their responsibility to channel these affective elements.

Who and What Motivates Foreign Language Students?

It's important to say that students' motivation in foreign language learning is the result not only of their internal involvement, but also of many other important factors involved in external milieu, in which they are studying that language, and the teacher is one of highly important of such factors. The qualities, foreign language teachers should possess can be summed up as follows: they should be competent, tactful, creative, observant and communicative; besides, they should stimulate interest, have a capacity for self-evaluation and be willing to develop their skills. Moreover, "they must feel a genuine interest for their students in order to motivate them" (Calvin, 1991).

As far as, the second part of my question is concerned (What Motivates Foreign Language Students?) I strongly believe that the content, a teacher presents must be dynamic and interesting so that to get the students involved in the activity and get their attention. In addition, foreign language teachers have to look for proper activities which will promote interaction among students in the classroom and activities that provide significant dialogue in the target language.

Concluding the questions asked above I would point out, that motivation can be seen as both – a cause and an effect of successful learning. Thus, it's extremely important that teachers keep in mind that they are dealing with self-perpetuating, or self-destroying phenomenon. In the same way as motivation breeds motivation, a de-motivation can destroy the foundations of all motivation. We are responsible for a chain reaction, in which the human factor, is highly valued, which is, the teacher-student relationship.

Structure of Motivation

<u>Internal / Attitudinal factors</u>	<u>External / Behavioral factors</u>
1. <u>Interest</u> in L2 (based on attitudes, experience, background knowledge)	1. <u>Decision</u> to choose, pay attention to, and engage in L2 learning.
2. <u>Relevance</u> (perception that personal needs – achievement, affiliation, power – are being met by learning the L2.	2. <u>Persistence</u>
3. <u>Expectancy of success or failure.</u>	3. <u>High activity level</u>
4. <u>Outcomes</u> (extrinsic or intrinsic rewards felt by the learner.)	

Research studies have shown that language acquisition is the result of interplay between cognitive mechanism and environmental conditions (Spolsky, 1985; Sivert & Egbert, 1995). Understanding and creating optimal language learning environments thus becomes a primary concern of the language teacher. Teachers can observe circumstances under which learners acquire language and can make adjustments toward creating optimal learning conditions. In designing learning activities, the language teacher should remember that because language learning focuses on both the accuracy and appropriateness of application in various contexts of use, learners must be given opportunities to participate as language users in multiple contexts. These opportunities will result in learners' heightened motivation and awareness of the intricacies of language use.

Some teaching strategies that can be used to foster motivation and provide better opportunities of language skills include the following:

* Encourage learners to take ownership in learning.

Have learners take ownership of the learning assignment by letting them identify and decide for themselves relevant learning goals. This will motivate them to apply what they have learned to attain these learning goals.

* Send them positive messages about language learning.

Teachers should introduce all new activities carefully and explain how they can help students improve their English skills. Motivation levels drop and anxiety levels go up when students are unsure about how and why they should perform certain language tasks. Making positive statements about upcoming activities, moreover, is an excellent way to increase motivation. By saying, "I think you're really going to enjoy our next activity", and meaning it, teachers convey an enthusiasm that is contagious

* Increase authenticity of learning tasks and goals.

Learners should recognize a real need to accomplish learning goals that are relevant and holistic (rather than task-specific). This prepares them for the complexities of real-world tasks that require them to use language skills and knowledge that have to be continually transferred.

* Create activities that foster real communication.

Teachers of college level writing classes, for instance, can help their students write articles for the wall newspaper or even correspond with students in other countries. Students in one of my classes put together a collection of short articles they wrote about themselves and their country for students of their twin school in Canada, Montreal. They were proud of their role as co-teachers and worked on the project with great enthusiasm.

Thus, providing our learners with the motivation to learn is one of the best steps we can take to facilitate learning success. This is best conveyed by Bruner (1960, p.31): "The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occurred."

Oxford & Shearin (1996) offer Practical Suggestions for Teachers:

1. Teachers can identify why students are studying the new language.
 - Teachers can find out actual motivations (motivation survey).
 - Information on motivation can be passed on to the next class in a portfolio.
 - Teachers can determine which parts of L2 learning are especially valuable for the students.
2. Teachers can help shape students' beliefs about success and failure in L2 learning.
 - Students can learn to have realistic but challenging goals.
 - Teachers can learn to accept diversity in the way students establish and meet their goals, based on differences in learning styles.
3. Teachers can help students improve motivation by showing that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship and a key to world peace.
4. Teachers can make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum.
5. Teachers can urge students to develop their own intrinsic rewards through positive self-talk, guided self-evaluation, and mastery of specific goals, rather than comparison with other students. Teachers can thus promote a sense of greater self-efficacy, increasing motivation to continue learning the L2

6. Dornyei (1998) suggests

"Ten Commandments for Motivating Language Learners"

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the task properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

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