**5. Motivation and its Role in Learning**

 Chomsky considered linguistic as a branch of human psychology with much to contribute to a “ Theory of acquisition of knowledge that gives due place to intrinsic mental activity”( Chomsky,1998). Psychology is an important aspect to take account in language acquisition. Language learners are affected by different variables in language study. These psychological variables can have a positive or negative influence on the foreign language learners. These variables are: motivation, aptitude, attitude, anxiety and intelligence. Motivation which is our subject matter, has closer relationship with other variables; without such motivation, we will certainly fail to make the necessary effort in acquiring a language. If motivation is so important, therefore, it makes sense to try and to develop our understanding of it. Are all students motivated in the same way? What are there different sources of motivation? What is the teacher’s role in student’s motivation? How can motivation be sustained? These are the questions that are going to be clarified in what follows.

**5.1 Defining Motivation**

 The word is derived from Latin term “Motivus” ( “ a moving cause”) , which suggests the activating properties of the processes involved in psychological motivation.

 To motivate is “ to make somebody want to do something, especially something that involves hard work and effort.”( Oxford Dictionnary,2001)

 Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation is considered as the most important factor in success or failure at language learning. A well-motivated student badly taught will probably do better than a poorly-motivated student well taught. Motivation is one of the tw key learner characteristics that determine the rate and the success of foreign language(L2) learning( the other being APTITUDE); motivation provides the primary impetus to embark upon learning, and the later, the driving force to sustain the long and often tedious learning process.

**5.2 Approaches to L2 Motivation**

**5.2.1 The Social Psychological Approach**

 The systematic study of L2 motivation goes back to the late 1950s when two social psychologists in Canada, Robert Gardner and Wallace Lambert, launched a series of studies examining how language learners’ attitudes towards the L2 speaking community affected the desire to learn the L2. Gardner and Lambert followed a social psychological approach, that’s to say, they focussed on the influences of the social context and the relational patterns between the language communities, as measured by means of the individual’s social attitudes.

 The original hypothesis that “students’ attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language”(Gardner et.al,1985:6) was highly supported in investigations carried out by Gardner and his Canadian associates, and by other researchers in different parts of the world. The researches were based on a social psychological approach because L2 learning is not a socially neutral field, thus L2 motivation is not directly comparable to that of the mastery of other subject matters. Knowing an L2 also involves the development of some sort of ‘L2 identity’ which means a socio cultural angle.

 Current educational psychology always focuses on environmental and cognitive factors when investigating learning motivation. But L2 motivation also contains a featured social dimension. The significance of this dimension is explained by the fact that most nations in the world are multicultural and the majority of people in the world speak at least one second language.

 According to Gardner (1985), motivation subsumes three components: motivational intensity, the desire to learn the language, and attitudes toward learning the language. In his view, motivation refers to a kind of central mental ‘engine’ or ‘energy centre’ that subsumes effort, want/will and task-enjoyment (affect). This motivation engine can be switched by a number of motivational stimuli, such as desire to communicate with members of the L2 community, the prospects of a good job that requires L2 proficiency, or at school for a particular test or an involving instructional task. Gardner sees these ‘triggers’ as motivational antecedents rather than motivation itself. Gardner’s theory of motivation consists of a dichotomy of integrative motivation and instrumental motivation.

* **Instrumental motivation:** refers to the functional reasons for learning a language as the means of attaining certain instrumental goals e.g getting a job, reading technical materials, passing examinations. Instrumental motivation is related to the pragmatic gains of L2 proficiency.
* **Integrative motivation**: associated with a positive disposition toward the L2 group and the desire to interact with, and even become similar to valued members of that community. Graham (cited in Brown,1987:1702) makes a more advanced division of integrative orientation. The division was made according to the intensity of identifying with the target language community:
* **Integrative orientation:** the desire on the part of a language learner to learn the second language in order to communicate with, or find out about, members of the second language culture, which does not necessarily imply direct contact with the second language group.
* **Assimilative orientation:** the drive to become an indistinguishable member of a speech community, usually requiring prolonged contact with the second language culture.

 However, there is no clear cut separation between these orientations. Gardner and Lambert developed their original integrative motivation construct from Mowrer’s (1956) theory of successful first language acquisition. Mowrer believed that the process of child language is successful when it is attributable to his/her quest for identity, first amongst family members and later with members of his/her speech community. That’s why, at the beginning of their research in Canada and the USA, Gardner and Lambert claimed that integrative-motivated learners are successful because they are active learners compared to instrumentally-motivated ones. However, not all empirical evidence supports the superiority of the integrative motivation. For example, in their 1970 motivation research in the multi-ethnic Philippines where English, although hardly ever used as a home language, has become the major language of instruction and is the most prestigious language of all, Gardner and Lambert found that students who learn English with an instrumental motivation are clearly more successful in developing proficiency in this language than those who learn the language with an integrative motivation. Lukmani (cited in Young, 1994) demonstrated that among Marathi-speaking Indian students learning English in India, those with instrumental motivation scored higher in tests of English proficiency. It has been demonstrated that English, mainly in Third World Countries where it has become an international language, can be acquired very successfully for instrumental reasons.

Au (1988) reviewed twenty-seven different studies of the integrative-instrumental construct and concluded that the instruments used to measure motivation were suspect. Since the dichotomy is based on cultural beliefs and attitudes towards the foreign language, it is difficult to attribute foreign language success to either integrative or instrumental causes. Oller and Au summarised their empirical studies on the relationship between integrative motivation and language proficiency, finding four different results: positive, nil, negative and interpretable/ambiguous(Au,1988). Oller et al., (1977) concludes that such results show the relationships among attitudinal and motivational variables and learning achievements are an ‘unstable non-linear function that varies greatly across individual, contexts, and learning task.’ Gardner(1985:76) himself acknowledged these unstable relationships because ‘…not everyone who values another community positively will necessarily want to learn their language.’ The disparity between these studies on motivational orientation can be attributed to two sources:

* The ambiguity of definitions and concepts such as integrative and instrumental orientations in some of the studies.
* The influence of the language environment on the individual orientations.

Because of these conflicting results, Gardner made a distinction between orientation and motivation. Gardner redefines motivation as a combination of ‘effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language’(Gardner 1985:10).Here motivation in learning the language includes four components: a goal orientation of learning a language; a desire for learning- whatever the reason; effort and persistence in learning the language; and positive attitudes towards learning it. With regard to orientations, Gardner and McIntyre (1991) refer to the reasons for learning a second language. They assert:

 It has been shown repeatedly that it is not so much the orientation that promotes the student’s achievement but rather the motivation. If an integrative or instrumental orientation is not linked with heightened motivation to learn the second language, it is difficult to see how either could promote proficiency (cited in Young, 1994:37)

Gardner and Lambert who focussed on the superiority of integrative motivation in learning a foreign language, amended their original hypothesis and indicate that even instrumental motivation is effective in SL or FL learning in some contexts.

 Gardner’s (1985) introduced the following terminology in terms of motivation models:

* Orientation: the needs and goals to learn a foreign language, including integrative and instrumental orientations.
* Attitudes: referring to attitudes towards learning which, in the context of foreign language learning, includes attitudes to foreign languages in general, to the speakers of the target language, to learning language, to the language teacher, and to the language course.
* Motivation: the efforts made to achieve the goals including motivation intensity and desire to learn.

**5.2.2 New Approaches in L2 Motivation**

 Gardner looked at L2 motivation from a social perspective, considering it as a function of intergroup relations and a powerful factor to enhance or hinder Intercultural Communication. A further problem with instrumental/integrative dichotomy is that it is not directly applicable to foreign language learning, ‘which involves learning the target language in institutional academic settings without regularly interacting with the target language community’ (Dornyei,1990:46). In the 1990s, arguing that the old characterisation of motivation in terms of social psychology is too static, some researchers (Crookes and Schmidt, 1991) have tried to extend the Gardner’s constructs by adding new components adopted from other disciplines, general psychology, industrial psychology, educational psychology and cognitive psychology. As Dornyei (1994 :273) states, ‘while acknowledging unanimously the fundamental importance of the Gardner’s social psychological mode, researchers were also calling for a more pragmatic, education-centred approach to motivation research, which would be consistent with the perceptions of practising teachers and which would also be in line with the current results of mainstream educational psychological research’.

 So, the new studies of motivation focus more on the classroom settings. In an overview of the ‘new wave’ of motivation research, Dornyei (1998) reviewed over eighty relevant L2 studies from the 1990s. In these studies, two general tendencies are clearly observable:

1. By paying more attention to motivational processes underlying instructed language learning (rather than L2 acquisition in natural contexts), researchers tried to make motivation more relevant for classroom application.
2. There was a general endeavour to develop extended motivational paradigms by complementing the social psychological approach with a number of cognitive concepts.

 Crookes and Schmidt (1991) are the first researchers who extended Gardner research on motivation. They used Keller’s A.R.C.S model of motivation (ARCS model is John Keller’s model for motivational design. ARCS stands for attention, relevance, confidence and satisfaction. They are the four major categories of motivational strategies) to list the four determinants of motivation. First is interest, described as ‘positive response to stimuli on the basis of existing cognitive structures such that learner’s curiosity is aroused and sustained’. The second, relevance, a prerequisite for sustained motivation, requires the perception of the learners that their personal needs are satisfied by the learning situation. The third determinant is expectancy, which, ‘draws upon research based on the concepts of locus of control, expectation for success, and attributions concerning success or failure’. The last determinant is reward or punishment, or outcome which are referred to as extrinsic incentives to learning.

 Even Gardner and Tremblay (1995) introduced integrated important cognitive concepts such as goal salience, valence (i.e., incentive value) and self-efficacy as mediating variables between language attitudes and motivational behaviour.

 The two most elaborate frameworks of L2 motivation have been presented by Dornyei (1994) and William and Burden (1997) and are presented in figure 1 and 2. Both contain a list of motivational components, categorising them in broad clusters, without, however, defining directional relationships between them.

Table 1: Dornyei's (1994) framework of L2 motivation

|  |  |
| --- | --- |
| **LANGUAGE LEVEL**  | **Integrative motivational subsystem** **Instrumental motivational subsystem**  |
| LEARNER LEVEL  | Need for achievement Self-confidence • Language use anxiety • Perceived L2 competence • Causal attributions • Self-efficacy  |
| LEARNING SITUATION LEVEL  |  |
| *Course-specific**Motivational Components* | Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)  |
| *Teacher-Specific**Motivational Components* | Affiliation motive Authority type Direct socialisation of motivation • Modelling • Task presentation • Feedback  |
| *Group-Specific**Motivational Components* | Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure  |

Table 2: Williams and Burden's (1997) framework of L2 motivation

|  |  |
| --- | --- |
| **INTERNAL FACTORS** **Intrinsic interest of activity** **•** Arousal of curiosity • Optimal degree of challenge Perceived value of activity • Personal relevance • Anticipated value of outcomes • 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 judgements 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  | **EXTERNAL FACTORS** 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 • Wider family networks **•** The local education system • Conflicting interests • Cultural norms • Societal expectations and attitudes |

 Another important construct of motivation that deserves special attention is the theory of intrinsic and extrinsic motivation. The dichotomy was introduced by Deci and Ryan (1985). Edward Deci (1975:23) defined intrinsic motivation, ‘Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an intrinsic reward…Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.’

 Extrinsic motivation is encouragement from an outside force; behaviour is performed based on the expectance of an outside reward. Extrinsic motivation in the classroom is when the learner gets a reward. According to M.Ryan and E.Deci (2008), cognitive evaluation theory is not a theory of rewards but rather of how factors affecting perceived autonomy and perceived competence influence intrinsic motivation. Rewards for desirable academic performance or effort at the classroom level, generally include:

• Praise ( and other verbal reinforcement) for correct responses during class discussions, improved test scores.

•Symbolic rewards-, such as, gold stars, having one’s picture on a bulletin board…

• Tangible rewards – such as toys, books….

• Activity rewards- such as free time, being leader of an activity, trip….

Cameron and Pierce clarified the fact that rewards can produce positive or negative effects on intrinsic motivation.

• Rewards can be used to maintain or enhance students’ intrinsic interest.

• Verbal praise increases the value of an activity.

• Tangible rewards (contingent) on level of performance maintain students’ motivation.

• The ways the rewards are administered may have a positive or negative effect on intrinsic motivation.

 Researchers who focussed on the effects of rewards had great difficulty to distinguish between types of reward structures. Task-non contingent rewards (which are given whether or not one does what is requested), versus task-contingent rewards (which are given only if one successfully carries out the requested activity) have different effects on intrinsic motivation. A study conducted by Deci (1972) found that task-contingent rewards undermined intrinsic motivation, but task-non contingent rewards did not.

 It is also very important to distinguish the intrinsic-extrinsic construct from Gardner’s integrative-instrumental motivation. Many instances of intrinsic motivation can be integrative, some are not. For example, one could for highly developed intrinsic purposes, wish to learn a foreign language in order to succeeded in an academic program. So, one could develop a positive affect toward the speakers of a second language for extrinsic reasons: parental reinforcement, teacher’s encouragement, etc. The intrinsic-extrinsic dichotomy is applicable to foreign language classrooms around the world.

 Intrinsic-extrinsic factors can be easily identified; whereas instrumental and integrative ones are not; mainly that there can be significant individual variation in motivation. An extreme case is that of Louis Wolfson (1970).

 Wolfson was a schizophrenic who hated and feared his mother. In particular he hated her voice and, hence, his mother's native language, which was his own native language, American English. To escape this pain, he learned other languages, primarily Hebrew, German, Russian, and French (the language in which he wrote his story).

 He experiences an eating/speaking duality and transposes it into propositions, or rather, into two sorts of language: his mother tongue (English), which is essentially alimentary and excremental, and foreign languages, which are essentially expressive and which he strives to acquire. In order to hinder the progress of his study of foreign languages, his mother threatens him in two equivalent ways: either she waves before him tempting but indigestible foods packaged in cans, or else she jumps out at him suddenly and abruptly speaks English to him before he has time to plug his ears.

 He fends off this double threat with a set of ever more perfected procedures. He eats like a glutton, stuffs himself with food, and stomps on the cans, all the while repeating several foreign words. At a deeper level, he establishes a resonance between the alimentary and expressive series, and a conversion from one to the other, by translating English words into foreign words according to their phonetic elements (consonants being the most important). For example, tree is converted by use of the R that appears in the French vocable (*arbre*).

 What is exemplified in this description is certainly an unusual instance of motivation to learn other languages (Lakshmanan and Larry Selinker, 1994).

 **5.3 Motivation Strategies**

 A feature shared in most foreign language classrooms where the language in question is a required school subject, is the problem of lack of motivation. The following behaviours described by Chambers (1993:13) are familiar to many foreign language teachers, ‘poor concentration; lack of belief in own capabilities; no effort made to learn; what’s the use? Syndrome; negative or nil response to praise; lethargy; lack of cooperation; disruptive; distracted; distracts other pupils; produces little or no homework; fails to bring materials to lessons; claims to have lost materials.

 One of the reasons for students’ low motivation in English learning is that it is a compulsory school subject. Despite the importance of English in the business world, it has little to do with daily life of our students. In Britain, as chambers (1994) points out, one of the causes of lack of motivation is that ‘some pupils find difficulty in seeing the point in learning other languages, when everyone seems to manage with English’(p.14).The fact that speakers of other languages will be strongly motivated to learn English is not true.

 Teachers on their part should follow strategies that help them to impact motivation in their classrooms. Researchers found empirical evidence for several meaningful links between the relationship between students’ intrinsic/extrinsic motivation to learn the foreign language and their language teachers’ communicative style, the most important being a democratic (autonomy-supporting) teaching style fosters intrinsic motivation.

 There are a variety of specific actions that teachers can take to increase motivation on classroom tasks. In general, these fall into the two categories: intrinsic motivation and extrinsic motivation.

Table 3: Impacting Motivation in Classroom

|  |  |
| --- | --- |
| **Intrinsic** | **Extrinsic** |
| * Explain or show why learning a particular content or skill is important
* Create and/or maintain curiosity
* Provide a variety of activities and sensory stimulations
* Provide games and simulations
* Set goals for learning
* Relate learning to student needs
* Help student develop plan of action
 | * Provide clear expectations
* Give corrective feedback
* Provide valuable rewards
* Make rewards available
 |

 As seen in the table above, researchers consider strategies for impacting intrinsic motivation more important; mainly there are many problems with extrinsic motivation.

 a. Problems With Extrinsic Motivation

• Extrinsic rewards do not produce permanent changes

• Extrinsic rewards reduce intrinsic interest

• Extrinsic rewards can be controlling

 **b. Specific Classroom Management Methods**

* Fostering Student Autonomy

 • provide choices

 • minimize pressure

 • allow alternative solutions

* Understanding The Children

 • encourage originality

 • promote success

 • be aware of their interests

* Engaging Curriculum

 • make lessons stimulating

 • create meaningful lessons

 • focus on learning

* Creating Community

 • develop rules together

* allow rituals and celebrations
* use positive feedback

**c. Factors That Encourage Intrinsic Motivation**

 **•** Control orientation of the teacher

 • Teachers' understanding of their students

 • Intrinsically motivating curriculum

 • Creating a community

**5.4 EFL Teaching Materials and Motivation**

The use of appealing materials may enhance the learner motivation. The learner is generally attracted by a coursebook that contains something that he wants to learn. English should come over as a means of conveying messages of consequence and relevance and as a means through which one’s experience is enriched and widened. Thus, textbooks should be designed on the basis of a whole-person approach to learning; an approach that derived from the humanistic movement in education. It is concerned with bringing into play all aspects of the learner’s personality, and not just the cognitive or intellectual side. The emphasis should be placed on the learner’s expression of his feelings. According to Stevick(1980) EFL materials should provide occasions for students to interact with one another. Realism is also another criteria for textbooks that may enhance someone to learn English either as a second or a foreign language.

**5.5 Case Studies in Different Countries**

 ‘Just my whole body feels like I want to throw up or something, if I don’t like something…I can’t do it at all….I feel like sick, and I feel so sick…My body feels completely wrong’ That’s what Marcel, a fifth grade student said when he described how he felt when he was not able to do an assignment. So, understanding students helps to find techniques that sustain motivation in the learning classroom.

 **5.5.1 Case Study In Malaysia**

**Title of the Paper:** Sustaining an interest in learning English and increasing the motivation to learn English: An enrichment program.(Supyan Hussin, Nooreiny Maarof, and J. V. D'Cruz ) Universiti Kebangsaan Malaysia (Malaysia)

 The paper was originally presented at The Millennium MICELT 2000, 3rd Malaysia International Conference for English Language Teaching, 15-17 May 2000, Melaka, organized by University Putra Malaysia.

 A persistent problem faced by many English teachers, is the attempt to sustain interest in continuing to learn English and to use the English language once the examinations are over. Teachers have to create a balance between preparing students for the standardized examinations and for life-long language skills. One solution suggested by teachers of English in Malaysia is to develop a continuous program which includes an integrated in-class and out-of class language activities that help nurture student language skills. The program requires the retraining of in-service teachers. They are provided with a framework within which they can apply new techniques in language teaching. The presenters will conduct a retraining of 77 teachers in Pahang. Feedback received from the training group supports the use of enrichment programs, which can make use of on-going activities within the school English curriculum. When asked about the teaching methods they used in teaching English, most of teachers were adopting for approaches which focus on forms and accuracy of the students’ output or performance. Despite exposure to training in the communicative approach, many teachers still avoid practicing the approach because the communicative component i-e oral communication makes up only ten percent of the exam score on the English test in Malaysian schools. Thus, students become good test-takers, and yet are unable to speak. Besides English is taught in an environment (rural) where the its input is limited. So teachers had to find creative ways to teach the language and increase the students’ motivation.

 Teachers who conducted the research believed that any teacher of English should have a knowledge of the existing language teaching methodologies, but it’s more important to know what the most appropriate approach to teaching the language in a particular environment is.

 The research conducted in Malaysia (in the Maran District) was based on theories of motivation that were introduced by Gardner and Lambert. The presenters also focused on the fact that motivation is not a single entity, but as a multi-factorial one. The research was based on the six factors that impact motivation. They were introduced by Oxford and Shearin (1994).

 • 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).

 Teachers also insisted on the fact that the language enrichment program they were going to elaborate should not be seen as separate from the school curriculum. Instead it needs to complement and strengthen the development of language proficiency of students in schools. Therefore, what happens in the language classrooms must be extended beyond the walls so that a link is created between what is learned in the classrooms with what occurs outside the classrooms. The aim of the teachers is to create a balance between the immediate needs of examinations and the long-term needs of communicative competence.

 Tasks and activities that require active participation of the learners were prepared. Some examples of such activities:

 • a reading program with such tasks as writing a synopsis, journal, and compiling

 vocabulary lists

 • language immersion projects such as language camps and visits

 • a specific day or week or month or time and space devoted to the use of the language

 such as story-telling corner, poetry reading at the general assembly, etc.

 • a network of people who could provide the constant input of the language such as pen

 pals, teacher mentors, conversation partners and so forth.

 These activities are supported by classroom or school environments that provide simple strategies to encourage the use of the language such as murals, labels in and around the school, consistent exposure to language competitions (choral speaking, scrabble, etc.) and English notice board (interactive in that learners can pose questions or reply to questions). All these need to be given acknowledgment and recognition in the form of rewards and encouragement (e.g. prizes, public mention, etc.) to motivate and sustain interest in the use of the language.

 Teachers also focused more on the process of learning rather than the performance of learning.

The teachers were divided into three workshops (primary, lower, and secondary). The contents of the workshops were as follow:

-**Part One:** The first part consisted of an introductory session in which a number of ice-breaking activities were provided to make the participants feel into ease.

**-Part Two**: In the second part of the workshops, teachers were asked to answer a written survey on common terminology and concepts related to ESL teaching and learning; such as ESP, ESL, Audio-lingual Method and so forth. A facilitator presented information about language learning and teaching. Teachers devoted some time to reflect about their roles and their professional development.

-**Part Three**: The third part of the workshop involved a series of presentations by the facilitators on guidelines and tips on how to assist students in preparation for the examinations. The session was requested by the organizers for they wanted the teachers to be further exposed to various test-taking strategies and techniques which would help the teachers manage the preparation of students for the standardized examinations.

It was a revealing discovery for many teachers, for a majority had shifted their view on the roles of teachers and students from being teacher-centered to one which is more student-centered and humanistic. At the end of the workshops, the teachers seemed convinced to a certain extent that simple and short activities, both in-class and out-of class, are worth attempting even within a serious exam-oriented syllabus.

**5.5.2 Case Study in South Korea**

**Title of the Paper:** Motivating Learners at South Korean Universities by (Janet S.Niederhauser, 1997)

 Janet S. Niederhauser is an Assistant Professor of English at Honan University in Kwangju, South Korea. She has previously taught German at Northwestern and Ohio State Universities in the United States, and both English and German at Yonsei University in Seoul, South Korea.

 Students at many universities often fail to reach their full potential as English language learners due to low motivation. Some of the factors that affect their motivation relate to the country’s education system in general. This case study will draw examples from the South Korean context, it is assumed that the problems described and the solutions proposed can be applied to contexts worldwide.

**a-Sources of low motivation in the Korean context**

1-Low motivation among Korean students is due to the relative lack of difficulty they face in fulfilling their college graduation requirements. Grading is generous and often based on factors unrelated to academic achievement.

2- The inability of students to choose their majors on the basis of personal interest rather than entrance examination scores. Although Korean universities now are talking about giving students greater freedom in choosing their majors, only one institution has adopted the idea thus far.

3-Gender: Large numbers of Korean women traditionally major in foreign languages, but many are not highly motivated due to the scarcity of well-paying career opportunities for female graduates and to parental pressure to marry upon graduation.

4- Prior knowledge of the language: Before university studies, Korean students should have completed six years of English classes, yet most of the are unable to speak or write free mistake sentences.

5-Korean attitudes toward foreign languages: courses that focus on understanding other cultures are relatively missing in the Korean teaching context.

1. **Strategies for Raising Student Motivation**

In spite of the array of factors that tend to reduce language learning motivation, teachers working in Korea can use a number of strategies to increase their students' self-confidence and interest in English.These motivational strategies are recommended by Crystal Kuykendall (1992) and ideas of Janet S.Niederhauser for her EFL classroom

1-Teachers can help students view language learning within the context of their individual goals and help them map out strategies they can use to overcome theirlanguage-learning difficulties. The importance of setting specific goals as opposed to the general goal of "doing one's best" has been stressed by Tremblay and Gardner (1995:515) and other researchers. Oxford, Park-Oh, Ito, and Sumrall (1993: 369), for example, emphasize the importance of selecting classroom activities that "students see as leading toward their personal learning goals." Even female students who do not plan to pursue careers after graduation can develop a greater interest in their studies if they are able to connect foreign language learning to personal goals such as the desire to travel abroad or to read English language publications.

2-Testing different kinds of group activities may help teachers find the right mix for a specific class. For example, teachers can use a pair-monitor technique recommended by Alice Omaggio- Hadley (in Young 1992:165) in order to give Korean students the extra guidance in correct usage they expect. In this technique, a third student is given a card containing the correct forms for a pair conversation based on selected language cues. The third student acts as group monitor and provides feedback to the students working in pairs. As they move from group to group, teachers listening in on the pair conversations can help students overcome their preoccupation with errors in form by rewarding them for good communication as well as correct usage.

3-Teachers also 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 or 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. Teachers also 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 or 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.

4-Many Korean students view writing assignments as translation projects. (Translation Method used in their middle and high school English classes). By encouraging students to begin thinking in English when they write and by explaining why this is useful, teachers will be helping students overcome poor language learning habits. Research has shown that strategy training is most effective when it is made explicit and treated as a regular part of the students' classroom experience (Oxford 1992:19).

5-A positive attitude toward the language may enhance the students’ motivation ‘an openness and positive regard for other groups and for groups that speak the language" (Tremblay and Gardner 1995:506) are powerful influences on language learner motivation.

**5.5.3 Case Study in Taiwan**

**Title of the paper:** Culture studies and motivation in foreign and second language learning in Taiwan. Language Culture and Curriculum**.**

**Author:** Meng-Ching Ho,(1998) University of Durham,UK

 Demotivation or motivation has always been at the centre of concerns in the English classroom in Taiwan’s junior high schools. One of the reasons for students’ low motivation in English learning is that it is a compulsory school subject. English is the only required foreign language (no other foreign languages are available in the curriculum) in both junior and senior high schools, and it is not used in people’s daily life. However, success in mastering the language determines one’s upward mobility and one’s future, in terms of English as a test subject in all kinds of school entrance examinations in Taiwan and as the world language adopted in international business.

 According to a study conducted by Hsu (1988), students in Taiwan learned English with an instrumental orientation, e.g, learning English in order to be admitted to a good school, to get a good job, or to prepare for studying abroad. Although quite a lot of students hoped that they could understand more about the peoples and customs of English speaking countries. Few of them wanted to become members of a foreign community. High school students good attitudes towards learning English, and there was significant correlation between their attitudes and achievement.

 Another study which was held (1996, from February to May).The research has been held to investigate whether Culture Studies motivate a Taiwanese student to learn English or hinder their learning process. A total of 480 Grade 1 and 2 pupils from the region of Taipei City and Taipei County answered a questionnaire assessing their desire to learn Culture Studies in English. The researchers used Gardner’s questionnaire (1985). They measured :

* pupils’ desire to learn Culture Studies
* pupils’ orientations
* pupils’ attitudes
* pupils’ motivation

 It should be mentioned that all students have the same curriculum, based on Grammar Translation Method.

 The results support the view that Culture Studies may improve the motivation of Taiwanese pupils to learn English. The findings suggest that the students in Taiwan learn English for instrumental reasons, either to get a good job or to travel abroad. When the pupils’ instrumental orientation to learn English is considered, the argument that Culture Studies may be a possible motivator seems less persuasive because it is integrative orientation which correlates more strongly with the pupils’ interests in Culture Studies. Therefore, researchers in Taiwan remain optimistic Culture Studies has the potential to motivate pupils to learn English when the current sociocultural context of Taiwan is considered. Nowadays, Taiwan needs to head towards internationalism in terms of maintaining economic growth and to forge a new culture for state-building.

 Therefore, it would be not totally true to claim that Culture Studies is the panacea for demotivated foreign language students. However, in the context of General Language Education where pupils lack specific purposes to learn the foreign language, Culture Studies is well worth trying.

1. **Quick Test of Motivation**

|  |
| --- |
| 1. Studying English can be important to me because it will allow me to be more at ease with people who speak English |
|       | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 2. Studying English can be important to me only because I’ll need it for my future career. |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 3. Studying English can be important to me because it will allow me to meet and converse with more and varied people |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 4. Studying English can be important to me because it will make me a more knowledgeable person. |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 5. Studying English can be important to me because it will enable me to better understand and appreciate English art and literature. |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 6. Studying English can be important to me because I think it will someday be useful in getting a good job. |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 7. Studying English can be important to me because I will be able to participate more freely in the activities of other cultural groups. |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| 8. Studying English can be important to me because other people will respect me more if I have a knowledge of a foreign language. |
|  | Strongly Disagree | Moderately Disagree  | Slightly Disagree  | Neutral  | Slightly Agree  | Moderately Agree  | Strongly Agree |
|  | 1  | 2  | 3  | 4  | 5  | 6  | 7 |
| ***Source: integrative/instrumental section of test in appendix of Gardner, R. (1985) Social Psychology and Second Language Learning, Arnold, London, adapted for use in UK. Odd-numbered answers are integrative motivation, even-numbered instrumental.*** |

**5.6 CONCLUSION**

In conclusion, it must be emphasized that motivation in a foreign language is a multifaceted rather than a uniform factor, and no available theory has yet managed to represent it in its total complexity. Before the 1990s, studies on motivation were based on a social psychological approach, attitudes towards the target language and towards the speaking group of the language were the most important factors. The 1990s brought along the welcome tendency of incorporating contemporary theoretical concepts from mainstream psychology into established L2- specific frameworks and models were put forward to describe L2 motivation. Sustaining motivation in a foreign language classroom is not an easy task; mainly that performance in exams is considered more important than other purposes. Creative and innovative teaching techniques are very needed. The teacher plays the greatest role in maintaining students motivated. A teacher should be aware, before going into his/her classroom that a positive comment, such as ‘You’ll go far’ or a rewarding look lights up the learner’s brain. A teacher is either a hope giver or a hope taker. is able to determine if his/her pupils walk away from his/her classroom with higher levels of hope and optimism than when they walk in. If a teacher does the same thing today that he/she did yesterday, he/she will end up with the same result tomorrow.