

吉備国際大学研究紀要
(人文・社会科学系)
第25号, 11-17, 2015

外国語学習における動機づけ —外国語学習意欲を高めるストラテジー—

金沢 真弓

Motivation in the Second Language Learning —Motivational Strategies in the Classroom—

Mayumi KANAZAWA

Abstract

Motivation is the most important factor in second language acquisition. It is also one of the greatest challenges instructors face. The most difficult part of motivating students is trying to understand what motivates specific individuals who seem uninterested in learning. Even if the students are provided a great learning environment with the latest language learning equipment, attractive curriculum and the prominent faculty, it would all be useless without the students' positive attitude towards language learning. What can teachers do to motivate them to work? Some language learners are motivated extrinsically, others are motivated intrinsically. It is important that teachers have to experiment and try various approaches. Teachers should also consider developing autonomous language learning behavior. The purpose of this paper is to provide instructors with a general understanding of student motivation from a psychological perspective and suggest some strategies to help motivate students in the classroom.

Key words : Second Language Learning, motivation, learning strategy

キーワード : 第二言語習得、動機、学習方略

Introduction

Motivation is one of the essential factors in the field of

second language acquisition. Gardner defined motivation in his social-psychological model as “the combination of effort plus desire to achieve the goal of learning language plus

favorable attitude toward learning the language.” It seems that motivation is some kind of internal drive that encourages somebody to pursue a certain thing. If there is something we wish to achieve and if the goal is sufficiently attractive, we will be strongly motivated to reach the goal. There are also various external influences, such as teachers, learning environment, examinations and so on. In terms of motivation in Second Language Acquisition, I would like to see what factors are most effective at increasing the motivation of our learners.

What is motivation?

Motivation is complex. The term ‘motivation’ is a broad concept that cannot easily be defined. Gardner and Lambert (1972) suggested that language learning motivation can be divided into two types. They are integrative motivation and instrumental motivation. Integrative motivation is defined as the desire to integrate successfully into the target language community. Instrumental motivation is defined as the desire to learn language for a specific purpose, such as employment or examinations. Deci and Ryan (1985) classified motivation into intrinsic and extrinsic motivation. Intrinsic motivation is motivation from within the student (Lumsden, 1994). An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. According to Deci and Ryan, intrinsic motivation is founded upon innate needs for competence and self-determination. They hypothesize that when people are free to choose to do an activity, they will try interesting and challengeable things. By striving to meet the challenges, they develop a sense of competence in their abilities. Vallerand and his colleagues (Vallerand, 1997; Vallerand, Blais, Briere & Pelletier, 1989; Vallerand et al., 1992, 1993) proposed a three-part taxonomy of intrinsic motivation. The first part is

intrinsic motivation-knowledge, which is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. The second part is intrinsic motivation-accomplishment, which refers to the sensations related to attempting to master a task or achieve a goal. The third part is intrinsic motivation-stimulation, which relates to motivation based simply on the sensations stimulated by performing the task, such as appreciation or fun and excitement.

Extrinsic motivation is motivation for specific reasons. An extrinsically motivated student studies in order to receive some reward, grades and praise, sometimes to avoid a punishment. In the field of education, three levels of extrinsic motivation have been distinguished (Vallerand, 1997; Vallerand et al., 1989, 1992, 1993). From the lowest to highest level of self-determination, these are: (1) External regulation, (2) Introjected regulation, (3) Identified regulation. External regulation is defined as those activities that are determined by sources external to the person, such as tangible benefits or costs. Introjected regulation is more internalized into the self-concept. Some students do activities due to some type of pressure. Identified regulation is the most self-determined form of extrinsic motivation. At this level, individuals invest energy in an activity because they have chosen to do so. Students carry out the activity because of its importance for achieving a valued goal. Dornyei (1994a) proposed a three-level categorization. They are language level, learner level and situational level.

Interest and goal-setting

Most learners are eager to learn because human beings are naturally curious. Interest is a powerful factor in facilitating a learner’s motivation. Investigations focusing on individual interest have shown that children, as well adults, who are interested in particular activities or topics pay closer attention,

persist for longer period of time, learn more and enjoy their involvement to a greater degree than individuals without such interest (e.g., Ainley, 1994m 1998, Prenzel, 1988; Renninger, 1987, 1990, 1998; Schiefele, 1991, 1996).

How we can maintain learner's interest in the language learning process? Variety is crucial. A variety of activities helps keep learners' attention and also if these activities are relevant to their own lives, it would be even more effective. Stephen A. Sadow suggests "Concoctions", which is a style of small group and paired activities. Paired and group activities become indispensable tools for teaching students how to use language and how to develop thinking skills. However, it is sometimes difficult for false beginners to do so as their language ability is not good enough to use the language. Teachers should make sure to give them an appropriate activity that they can handle. In addition, giving the learners a chance to choose topics that they are interested in will empower them and help them develop a sense of autonomy. Learners' motivation is increased as they feel that they have control of their learning outcomes.

Setting appropriate goals is another important part of motivating learners. However, the concept of a 'goal' is complex. Cognitive psychologists make a distinction between two types of goal orientation, which are described as performance vs mastery goals (Ames, 1992). People try hard to reach goals if they feel they are attainable. Their choices of goals reflect both their beliefs about their ability and intelligence. Locke and Lathan's (1990) goal-setting theory has been widely used. Pintrich and Schunic (1996) offer four main principles, based on that theory, that can be applied in the classroom setting.

1. Goals should be clear and specific.
2. Goals should be challenging and difficult, but not outside the range of students' capabilities.
3. Both proximal and distal goals should be set.
4. Teachers should provide feedback that increases

students' self-efficacy for obtaining the goal.

Teacher's role

Teachers can effect learning in a range of ways, which including teaching learners how to learn, raising their confidence and a personal interest, motivating, enhancing self-esteem, and organizing an appropriate learning environment. I believe that learners are profoundly influenced by their teachers.

1. Appropriate teacher behavior and a good relationship with the students.

Teacher behavior makes a powerful motivational tool which has been confirmed by Dornyei and Csizer's (1998) study of Hungarian teachers of English. Motivational teacher influences are various. The rapport with the students helps to persuade and/or attract them to engage in on-task behaviors. A key factor is to establish relationships of mutual trust and respect with the learners (Alison, 1993). The first thing teachers should do is learn students' names as fast as possible. Teachers should also try to find opportunities to talk with learners on a personal level and let them know their individual effort is recognized. Another factor is enthusiasm. A teachers' enthusiasm greatly influenced the sense of excitement in a class. If the teacher appears bored and uninterested in the course, the learners will most likely respond to that negative energy and attitude by duplicating it. Being excited about the content and presenting the information and activities in an organized and interesting way will maintain learners' attention. Noels (2001) investigated the relations between perception of teachers' communicative style and students' motivation. The results suggested that the teachers' behavior affects the students' generalized feelings of autonomy and competence. That is, the more the teacher was perceived as controlling, the less the students felt they were learning the language

spontaneously and the lower the students' intrinsic motivation (Noels, 2001). In contrast, the more the teacher was perceived as being actively involved in students' learning by giving informative praise and encouragement, the more the students felt competent in learning the language. (Noels, 2001).

2. A supportive atmosphere in the classroom

Teachers should be aware of the fact that student anxiety is created by a tense classroom atmosphere. Teachers should also promote social exchanges for learning among peers. Class interaction is more lively when the conversation broadens beyond just the teacher and one student in the class. It encourages students to express their ideas and opinions. Teachers should make it explicit that they are interested in the students' success and are available to support them whenever they need.

3. Feedback (= encouragement)

Students want to be recognized for the hard work and effort they have made in their classes. Feedback can be given by means of praise, or by any relevant comment or action. In addition, returning assignments quickly with positive comments will let students acknowledge the teachers' attention for their work and effort. If students don't receive any feedback on their work, it is often difficult for them to know whether or not they are fully meeting the teachers' expectations and learning the material. Furthermore, if the students are not given an explanation as to why something was wrong or not instructed in the right direction by their teachers, students may not make any additional effort to succeed. If feedback provides information to the students to identify which area they can improve, it helps and motivates them to move on to the next development.

4. Teacher as a counselor

The role of the teacher is to facilitate learning. It is often a time consuming task to find ways to motivate students to

achieve their goals. A teacher's role could be defined as counseling. The definition of counselor is; a person whose job is to give advice to people who need it. Counsel is advice to someone which is based on a lot of experience or serious thought. If you counsel someone, you give them advice, especially about a problem, as part of your job. (Collins Cobuild English Language Dictionary)

Ideally, a teacher is able to make time to talk to the learner individually and find out what his/her problem in language learning is, and suggest how to solve or improve it. I would like to suggest that the teachers prepare a kind of 'counseling form' (attached) for each student.

First, teacher lets the learner know his/her weaknesses in language learning.

Second, there should be a discussion to set short-term goals. Third, the learner should make a commitment to what they will do until next session. The teacher should make the learner fill out the prepared form with the goals they set for themselves. I believe that having a discussion with the teacher and the action of writing their own commitments will raise their consciousness of learning language.

How to use the form

1. Set the day and time (about 20-30 minutes)
2. Counselor should prepare the form and fill in the necessary information.
3. At the counseling session, ask the student to check A and B questions.
4. Make sure which the student checked and get detailed information from him/her.
5. Understand the current level and set the short-term goal with the student.
6. Discuss what he/she can actually do. Sometimes the student is not realistic. You should suggest an appropriate strategies.

7. Let the student write C, D and E (their decision). Make sure the student understands what he/she has to do to reach the next goal.

Conclusion

Motivation is a complex area involving many interrelated factors. People's motivation depends on individuals, their interests, goals, and environment. They are all different. Teachers' influence is indispensable in language learning, especially in EFL. "How to motivate the students to learn language?" is a key factor in the teaching process for teachers. Teachers should recognize their students' capabilities in order to set the goals and discuss with them the reasons they are doing activities, and how they can achieve them. Also, developing a good relationship with the students is necessary for the teachers. I suggest that the teachers have counseling time with the students during the term of reaching their goals. Students need to understand their capabilities and need to be encouraged to pursue their

goals.

Here is a list of twelve suggestions by Marion Williams and Bob Burden (1997) for motivating language learners.

1. Recognize the complexity of motivation.
2. Be aware of both initiating and sustaining motivation.
3. Discuss with learners why they are carrying out activities.
4. Involve learners in making decisions related to learning the language.
5. Involve learners in setting language learning goals.
6. Recognize people as individuals.
7. Build up individuals' beliefs in themselves.
8. Develop internal beliefs.
9. Help to move towards a master-oriented style.
10. Enhance intrinsic motivation.
11. Build up a supportive learning environment.
12. Give feedback that is informational.

(Source:Williams and Burden, 1997:141-1)

References

- Benson, P & Voller, P. (1997). *Autonomy and Independence in language learning*. Harlow: Longman.
- Brown, J. D., Robson, G., & Rosenkjar, P. (2001). Personality, motivation, anxiety, strategies, and language proficiency of Japanese students, In Z. Dornyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp.361-398). Honolulu: University of Hawaii.
- Clement, R., Dornyei, Z., & Noels, K.A. (1994). Motivation, Self-Confidence, and Group Cohesion in the Foreign Language Classroom. *Language Learning*, 44(3), 417-448
- Dornyei, Z. (2001). *Teaching and Researching Motivation* (pp.116-140). Harlow, UK: Longman
- Hidi, S., Harackiewicz, J.M. (2000). Motivating the Academically Unmotivated: A Critical Issue for the 21st century. *Review of Educational Research*, 70(2), 151-179.
- Kimura, Y., Nakata, Y., & Okumura, T. (2001). Language learning motivation of EFL learners in Japan – A cross-sectional analysis of various learning milieus. *JALT Journal*, 23 (1), 47-67.
- Marion Williams and Robert I. Burden. (1997). *Psychology for Language Teachers* (pp. 111-142). Cambridge

language Teaching Library: Cambridge University Press.

Noels, K. A., Pelletier, L. G., Clement, R., & Vallerand, R. J. (2000). Why are you learning a second language?:

Motivational orientations and self-determination theory. *Language Learning*, 50 (1), 57-85

Sadow, S. A. (1994). “Concoctions”: Intrinsic motivation, creative thinking, frame theory, and structured interactions in the language class. *Foreign Language Annals*, 27(2), 241-251.

Appendix

Counseling Form

Student's name _____

Date _____

Current material _____

Current level _____

Short-term goal and long term goal

A. Questions for self-study at home : check the if you do.

- Listening to CD
- Watching DVD or TV(English program)
- Listening to the radio (English program)
- Reading materials of an appropriate level
- Using an English-English dictionary
- Making your own glossary of new words (word cards or word list)
- Listening to and repeating the CD
- Doing grammar exercises
- Writing diary or letters, e-mails in English
- Others (_____)

B. What do you want to focus on to skill up?

- | | | | |
|--|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Grammar | <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Fluency |

C. How much time a week can you spend to practice or study English?

- 1-2 hours 3-5 hours 5-8 hours
- Over 9 hours (_____ hours)

D. What do you do? (in detail)

E. How long do you actually do?

_____ Weeks

F. Suggestions by a counselor
