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Motivation in Second Language  
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## Abstract

As Zoltán Dörnyei (2003) argues, motivation is one of the most researched areas within the field of second language learning. Despite this, the results obtained in L2 motivation research are far from being a unique consistent answer (Dörnyei, 2003, p. 1). Robert Gardner and Tremblay (1994, as cited in Dörnyei, 2001b, p. 43) refer to the L2 motivation research shift of the recent years as a motivational renaissance. This is because the L2 motivation literature reached an important turning point during the 1990s, where a vast variety of motivational models, theories and approaches flourished within the field (Dörnyei, 2001b, p. 43). In this essay, we go through some of the most important theories and models of motivation in psychology and SLA such as *Attribution theory*, *Self-determination theory* or *Self-worth theory* in psychology and Robert Gardner's model and Zoltán Dörnyei's L2 motivation theory in SLA. Several tools that attempted to measure motivation were put forward in the L2 field, and, probably the most relevant one is Robert Gardner's Attitude Motivation Test Battery, a questionnaire that includes motivational orientation, effort and attitudes questions (Ellis, 2015, p. 47). In this paper we get to know what are the most relevant questionnaires in the L2 motivation scope that try to measure this individual factor and what are their characteristics. Motivation theories will have no effect if the knowledge is not put into practice. Scheidecker and Freeman (1999, p. 116, as cited in Dörnyei, 2001a) concluded that motivation is the most challenging concept that teachers are faced with. Taking into consideration the importance of implementing motivation strategies in the classroom setting, Zoltán Dörnyei proposes a framework of 35 motivational techniques divided into four major dimensions (Dörnyei, 2005, p. 111 as cited in Fernández Orío, 2013, p. 35; Dörnyei, 2001, as cited in Fernández Orío, p. 37). In the final chapter of this paper,

we summarise in brief these four dimension and we mention the most relevant techniques of these dimension for teachers to put them into practice.

## 1. Introduction

Motivation is one of the most influential individual factors in the acquisition of a second language (Dörnyei, 2003, p. 1). Of course, motivation does not only affect second language acquisition but many aspects of our daily lives and their success is closely related to our degree of motivation and attitude (Dörnyei, 2003, p. 1). In this paper I go through some of the most relevant literature written in the field of L2 motivation. The essay starts by giving some background information on individual factors in SLA, followed by a longer chapter that examines the term ‘motivation’ and its theories in the psychology and L2 motivation fields. The two chapters that follow explain how a variable such as motivation is measured in L2 studies and how L2 students can be motivated using effective motivational techniques.

Zoltán Dörnyei (2003, p. 1), who is one of the most important researchers in the field of L2 motivation, affirms that motivation is one of the most investigated areas in SLA studies. Many books and hundreds of research papers have been written in the topic and the literary corpus of L2 motivation has been in continuous growth for four decades now. It may be surprising, however, how irregular, inconsistent and, perhaps, contradicting the knowledge on the L2 motivation field is (Dörnyei, 2003, p. 1). Zoltán Dörnyei (2003, pp. 1-2) believes that this irregularity in the L2 motivation research has its bases on two main factors:

1. There are many motivation theories, some of them in the field of psychology and others in the field of SLA, however, what all of them have in common is that they seek to understand why people think and behave in certain manners.

Therefore, Dörnyei believes that it is very difficult, if possible, to provide a theory that encompasses such a broad area of human behaviour.

2. Motivation is a “multifaced construct”, which means that the concept of motivation does not stand in its own but it is many times connected to other external factors. This idea is closely related to the fact that humans are social beings and their actions are influenced by physical and psychological factors which will subsequently affect their behaviour, cognition, and achievements.

## **2. Research questions**

For all what has been explained in the former section, this research paper seeks to answer three main questions: (a) What is motivation and what are the most relevant motivational theories; (b) How is motivation measured?; and finally and most importantly, (c) What are the main motivational techniques that teachers can use to motivate L2 students?

This essay combines two major areas: the theoretical part, mostly covered in the first half of the project, and the practical part covered in the second half of the paper (i.e., chapter seven).

### **3. Methodology**

In order to gather all the information needed to answer the three questions, I have used the source "Google Scholar". Since the amount of bibliography that can be found in that source is huge, I had to narrow the search so I could find publications that are directly related to my research questions. Therefore, I have used combination of words and key terms similar to the following ones: "L2 motivation", "motivation in SLA", "Zoltán Dörnyei" or "Dörnyei motivation".

The sources of this research are primarily online books or articles, but we also did use a couple of printed books taken from the CRAI. I would like to take advantage and mention that many parts of this research paper are based on the works of Zoltán Dörnyei, who is without any doubt one of the most important scholars in L2 motivation and one of the pioneer writers in the field during the last decades.

## **4. Theoretical background**

### **4.1. Individual factors in SLA**

#### **4.1.1. How is SLA influenced by individual factors?**

Second language acquisition is influenced mainly by two factors: learner characteristics and learner conditions. As for the learner characteristics, these refer to innate skills that second language learners have within them (Lightbown & Spada, 2006). Factors such as personality, learning style, aptitude, age or motivation fall under this category (Ellis, n.d). Whereas learner conditions refer to the physical conditions in which second language learners acquire a language—whether they are able to produce output, how many and what type of input are the learners receiving?, are they acquiring the language in informal settings or formal settings such as classrooms?, etc. (Lightbown & Spada, 2006)

##### **4.1.1.1. Learner characteristics**

As Lightbown and Spada (1999, p. 49) affirm, it is commonly believed there are certain characteristics that lead learners to successful language learning such as motivation, personality, learning style or aptitude. As mentioned in the book *Understanding Second Language Acquisition* (Ellis, n.d, Aspects of SLA influenced by individual learner factors section, para. 1-2), even though there is a consensus that these characteristics affect the learning process of a L2 learner, there are two possibilities regarding which element of SLA is affected by these factors. One possibility is that difference in age, motivation, personality or aptitude shape the *route* that L2 learners follow in the learning process. The other possibility is that these characteristics affect exclusively the *rate* and *success* of SLA. This first possibility appears to be more controversial than the

second one. Most language learners and teachers have experienced that learners vary regarding the rate at which they learn and the level of competence that they attain. However, claiming that individual characteristics affect the *route*, that means the order in which the knowledge is obtained, is not that easy to prove and is far more controversial as we pointed out earlier. Furthermore, the effect of those individual characteristics on the *route* of SLA has not been investigated to a great extent. What scholars have been concerned with is how these characteristics affect the levels obtained by L2 learners as well as the learners' responses to the action of learning a second language.

#### **4.1.1.2. Research on learners' characteristics**

We previously mentioned that measuring individual characteristics of language learners is a complex task. In this section, I would like to talk about how research on this field is held. Lightbown and Spada (2003, pp. 51-52) provide a very good explanation on this topic: When a group of researchers is interested in finding the relation between certain personal factors such as motivation or anxiety, they select a group of learners and they give them a questionnaire to fill out. This questionnaire will determine the degree of motivation (or other individual characteristic) of the learner. The following step is to measure the language proficiency of the learner through a language proficiency test. Afterwards, both tests are punctuated and reviewed. The researcher tries to find the correlation between both variables (i.e., language proficiency and degree of motivation) by using a statistical technique called correlation. The objective of this technique is to determine whether students with high scores in the motivation questionnaire would also score high grades in the language test. If the results of the previous procedure suggest that the two variables are related, the researchers will try to find the nature of such

relationship. It should be noted that, after affirming the existence of a correlation, researchers need to figure out what type of correlation they are dealing with. Correlation can be either positive or negative which means that one may find a correlation suggesting that students with high degrees of motivation do achieve higher scores in language proficiency (positive correlation) or the opposite: students with low scores in the motivation test do actually score higher grades in the language proficiency test.

Spada and Lightbown (2003) mention that this experiment seems easy when explained. However, this type of research is never free from some problems and difficulties. One difficulty that researchers face in this type of investigation is dealing with abstract elements such as motivation, aptitude, or anxiety, which, unlike age, cannot directly be measured. Another problem that researchers face in this type of research is that variables such as motivation, intelligence or extroversion may influence one another; this means that they are not independent. We should not forget that terms such as motivation, anxiety or extroversion are mere labels that scholars use to refer to certain behaviours that, at certain points, may confuse the researcher what is actually what. Finally, the most dangerous error in such studies is to determine that one variable is the cause of another and not the other way around. When two things occur together or increase and decrease similarly, it does not necessarily suggest that one thing has caused the other. It might be the case that variable *a* influences variable *b* or it could be that variable *b* influences variable *a* and it could be also that both variables are affected by something else. Taking the context of motivation as an example, can we affirm that learners become successful language learners as a result of their high motivation? Or is motivation something that comes after a learner achieves success? Can we say that both success and motivation are the result of the influence of other variables such as aptitude

for the learning of a language? These are questions that researchers face when assessing these abstract variables and the problems mentioned before are some of the obstacles that researchers face when dealing with such learners' characteristics.

## **4.2. Motivation: definition and theories**

In this section I introduce and explain some key issues related to the definition of the motivation concept. I also mention some of the most important theories related to this topic.

### **4.2.1. What is motivation?**

The word motivation comes from the Latin word *movere* which means 'to move' (Dörnyei & Ushioda, 2013, p.3). As Dörnyei (2008, pp. 1-2) mentions, it is an abstract term that is used to explain certain behaviours: why people behave in certain manners. It is, at the same time, a broad concept that encompasses multiple meanings. Then, why do we use the term 'motivation' if its meaning is too vague? Zoltán Dörnyei states that it is a convenient way of referring to things that are complex. The term 'motivation' highlights one of the basic aspects of the human mind: the 'conative' functions. These functions refer to what a person wants or desires. Dörnyei and Ushioda (2013, p. 4) claim that what most researchers agree on is that motivation is concerned with the "*magnitude and direction of human behaviour*". In other words, motivation is related to the *choice* of certain actions; the *persistence* with them; and the *effort* expended on them. Thus, these three concepts are key ones to understand motivation: choice, persistence and effort. We can even put it in an easier way and say that: motivation is responsible for *why* you decide to do something, *how long* you are willing to maintain it, and *how hard* you are going to pursue it.

Other definitions of the word ‘motivation’ can be found in glossaries and encyclopaedias such as the *Longman Dictionary of Applied Linguistics* or the *Encyclopedic Dictionary of Applied Linguistics* (Fernández Orío, 2013, p. 13). The first dictionary mentioned defines motivation as follows:

in general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner’s attitudes, desires, and willingness to expend effort in order to learn the second language. Orientations include an integrative orientation, characterized by a willingness to be like valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job or passing an examination. The construct of integrative motivation (most prominently associated with R. C. Gardner) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language [...] Motivation is generally considered to be one of the primary causes of success and failure in second language learning. (Richards & Schmidt, 2010, p. 378)

The *Encyclopedic Dictionary of Applied Linguistics* opts for a more concise definition:

Motivation is usually defined as a psychological trait which leads people to achieve some goal. In language learning, that goal may be mastery of the language or achievement of some lesser aim. In language research, attempts have been made to explain:

what people who are motivated do to achieve their goals;

\*how they view the task;

\*how they are distinguished from people not so motivated;

what external agencies like a teacher, course materials, instructional organization can do to promote motivation;

whether motivation can be analysed into different kinds.” (Johnson & Johnson, 1999, p. 231)

#### **4.2.2. Motivation in Psychology**

Several cognitive motivation theories appeared during the mid 20th century as a result of the cognitive revolution that psychology research experienced (Dörnyei, 2003, p. 7). L2 motivation researchers started to use these theories and approaches that were put forward in order to boost the L2 motivation research (Dörnyei, 2003, p. 7).

##### **4.2.2.1. Self-Determination Theory**

This theory was proposed by Deci and Ryan (1985, 2002 as cited in Dörnyei, 2003) and has been one of the most important motivation theories in the psychology field during the last decade (Dörnyei, 2003). One of the best-known distinctions within motivational theories is the distinction between *intrinsic* and *extrinsic* motivation (Dörnyei & Ushioda, 2021, Self-Determination section, para. 1). According to these authors, *intrinsic* motivation is related to the behaviour performed for the own sake of a certain action in order to gain pleasure or satisfaction (Dörnyei & Ushioda, 2021, Self-Determination Theory section, para. 1). *Extrinsic* motivation, however, deals with the

behaviour performed in order to receive a reward or avoid a punishment and a good example is taking a course in order to get a job (Dörnyei & Ushioda, 2021, Self-Determination Theory section, para. 1).

*Intrinsic* motivation has been often conceived as a unidimensional concept (Dörnyei, 1998, p. 121). However, Vallerand et al. (1997, as cited in Dörnyei, 1998, p. 121) have argued that there are three subtypes that fall under this category: intrinsic motivation (a) *to learn* (doing an activity to gain certain pleasure and satisfaction after learning something new); (b) *towards achievement* (the engagement in an activity in order to satisfy oneself as a result of surpassing oneself); and (c) *to experience stimulation* (doing an activity for the mere reason of experiencing pleasant sensations).

*Extrinsic* motivation has been believed to have a bad effect on *intrinsic* motivation (Dörnyei & Ushioda, 2021, Self-Determination Theory section, para. 2). In fact, several studies have found that students tend to lose the *intrinsic* motivation that they have towards a particular task if they carry it for the mere sake of getting a reward or avoid a punishment (Dörnyei & Ushioda, 2021, Self-Determination Theory section, para. 2). Nevertheless, these researchers also state that the negative effect of the *extrinsic* type of motivation upon the *intrinsic* one is not a consensus issue (Dörnyei & Ushioda, 2021, Self-Determination Theory section, para. 2). Recent research on this topic has shown that if extrinsic rewards are *internalised* and *self-determined* can actually be combined with intrinsic motivation (Dörnyei, 1998, p. 121). The *self-determination* theory was presented by Deci and Ryan (1985, as cited in Dörnyei, 1998) as a response to the intrinsic/extrinsic conflict (Dörnyei, 1998, p. 121). According to this theory, extrinsic forms of motivation represent different degrees of external control: *External regulation*, *introjected regulation*, *identified regulation* and *integrated regulation*. Dörnyei and

Ushioda (2021, Four types of extrinsic motivation section, para. 1-4) define these four types of extrinsic motivation as:

1. External regulation refers to the least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teacher praise or parental confrontation).

2. Introjected regulation involves externally imposed rules that the student accepts as norms to be followed in order not to feel guilty (e.g. rules against playing truant).

3. Identified regulation occurs when the person engages in an activity because he or she highly values and identifies with the behaviour, and sees its usefulness (e.g. learning a language which is necessary to pursue one's hobbies or interests).

4. Integrated regulation is the most developmentally advanced form of extrinsic motivation, involving choiceful behaviour that is fully assimilated with the individual's other values, needs and identity (e.g. Learning English because proficiency in it is part of an educated cosmopolitan culture one has adopted).

Therefore, according to the *self-determination* theory, the extrinsic type of motivation is no longer perceived as an enemy of the intrinsic type of motivation (Deci, Vallerand, Pelletier & Ryan, 1991, as cited in Dörnyei, 1998, p. 121).

#### **4.2.2.2. Expectancy-value theories**

*Expectancy-value* motivational theories have dominated the motivational psychology field in the last four decades (Dörnyei, 1998, p. 119). According to *expectancy-value* motivational theories, motivation to carry on a certain action is the result of two major

factors: (a) first, the *expectancy of success* that an individual may have before doing a task; and (b) second, the *value* that this individual gives to the success achieved by carrying on this task (Dörnyei, 1998, p. 119). Therefore, the greater the expectancies of an individual are to be successful and the greater importance the individual gives to the success, the higher the degree of motivation (Dörnyei, 1998, p. 119). Conversely, the degree of positive motivation may be low if one of these two factors is missing (i.e., if the learner is convinced or has bad expectations about being successful and if the actual success does not entail valued results to the learner (Dörnyei, 1998, p. 119). Motivational theories that follow this framework promote that human beings have an innate condition of curiosity which leads them to an innate capacity of learning (Dörnyei, 1998, p. 119). Hence, *expectancy-value* theories are not concerned with *what* exactly motivates a learner but, instead, they focus on *what* shapes the learner's motivation (Dörnyei, 1998, p. 119).

#### **4.2.2.3. Attribution Theory**

*Attribution Theory* was based on Bernard Weiner's work and it became very popular on motivational studies during the 1980s (Dörnyei & Ushioda, 2021). The key concept of this theory is that attributions that learners build of their past success or failure will have an impact on their future achievements (Dörnyei & Ushioda, 2013, p. 15). Thus, the quality of their future actions will depend on the ability they have to unlock the reasons that made them being successful or not (Dörnyei & Ushioda, 2021).

#### **4.2.2.4. Self-Worth Theory**

Covington (1992, as cited in Dörnyei & Ushioda, 2021) was the first researcher who proposed the *Self-Worth* theory. Covington believes that people try to maintain a

psychological sense of value and worth, especially in competitive environments such as classrooms settings or in social contexts where the fear of failure and negative feedback are seen as potential threats (Dörnyei & Ushioda, 2013; Dörnyei & Ushioda, 2021). Thus, the theory supports that this human need to preserve the *self-worth* will result in motivational beliefs (Dörnyei & Ushioda, 2013).

### **4.3. Motivation in the second language acquisition field**

We previously looked at some of the most influential theories and research put forward in the psychological field. In this chapter we may see some of the research conducted in the field of second language learning motivation. Many papers have been published during the 1990s and it has been during this decade that the field of second language motivation has progressed the most (Dörnyei, 1998, p. 121). We can distinguish between two types of studies during the 90s: (a) those studies which try to expand the scope of motivational theories and models with the hope of improving the understating of the effects of motivation in the learning process and (b) those studies which do not focus specifically on motivation but rather do follow a descriptive research method, in the sense that they examine motivational patterns in learners of a particular socio-cultural or classroom environment (Dörnyei, 1998, p. 122).

#### **4.3.1. The social psychological approach of Robert Gardner**

Learning a second language and the learner's attitudes towards the target community go hand-in hand (Dörnyei, 1998, p. 122). This explains why the drive for research in the L2 motivation field originally came from social psychology (Dörnyei, 1998, p. 122). A pillar in Gardner's theory is that students' attitudes towards the target speaker community have an impact, which can be good or bad, with the outcome success of the

learning process (Dörnyei, 1998, p. 122). This characteristic is not applicable into other school subjects and the learning of a second language is a unique area in this regard (Dörnyei, 1998, p. 122). Williams (1994, p.77, as cited in Dörnyei, 1998, p. 122) says:

There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. [...] The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner.

According to Gardner (1985, pag.10, as cited in Dörnyei, 1998, p. 122) L2 motivation is “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. This definition entails three key concepts that are clue to understand Gardner’s theory: *desire to learn the target language*, *the intensity of motivation*, and *the attitudes towards the learning process of the language* (Dörnyei, 1998, p. 122). Hence, Gardner’s theory argues that motivation is a sort of mental skill or power that involves effort, willingness and task-enjoyment (Dörnyei, 1998, p. 122). Having said that, Gardner explains that true motivated students have with them these three characteristics and in order to understand what motivation means we need to bear these three factors in mind (Dörnyei, 1998, p. 122).

This motivation ‘power’ conformed by effort, willingness and task-enjoyment can be turned on by some motivational stimuli as for example taking an exam (Dörnyei, 1998, p. 122). However, the stimulus that switches on this ‘power’ is rather not important in

Gardner's theory as long as the motivation is achieved (Gardner, 1985, as cited in Dörnyei, 1998, p. 122-123). There is a wide-spread misconception in the academic world about Gardner's theory which suggests that Gardner's motivational theory is no more than a distinction between integrative and instrumental motivation (Dörnyei, 1998, p. 123). It seems that this is completely wrong, and the author of the theory himself has been fighting against this misinterpretation (Dörnyei, 1998, p. 123). Gardner's motivational model does not concern any type of differentiation between integrative and instrumental motivation, however, it is true that his theory on *orientations* does have this dichotomy (Dörnyei, 1998, p. 123). Gardner's theory has specially contributed in three main areas: (a) the *integrative motive*; (b) the *socio-educational model*; and (c) the *Attitude/Motivation Test Battery* (Dörnyei, 1998, p. 123).

The integrative motive proposed by Gardner suggested that Canadian students (we should bear in mind that Gardner conducted his research in Canada) were more motivated due to a need of being part of a speech community (Gardner, 1959, as cited in Fernández Orío, 2013, p. 14). That would explain why this theory receives this name (i.e., integrative) (Gardner, 1959, as cited in Fernández Orío, 2013, p. 14). The integrative motivation theory of Gardner includes three main areas: first, integrativeness; second, attitudes towards the learning situation; and third, motivation (Masgoret & Gardner, 2003, as cited in Fernández Orío, 2013, p. 14). Masgoret and Gardner (2003, as cited in Fernández Orío, 2013, p. 14) hold the view that an integratively motivated learner is one who, not only is keen to be part of the other speech community, but at the same time shows good attitudes towards the learning situation. Hence, this previous mention covered two of the three dimensions that Garden's theory includes: attitudes towards the learning situation and the 'openness to

identity' with a certain speech community (Masgoret & Gardner 2003, as cited in Fernández Orío, 2013, p. 14). The third element of the integrative motive theory that remains is motivation which is connected to 'goal-directed behaviour'. (Masgoret & Gardner, 2003, as cited in Fernández Orío, 2013, p. 14) According to Masgoret and Gardner (2003, as cited in Fernández Orío, 2013, p. 14), effort, persistence, attentiveness, enjoyment, setting of goals or aspiration are common characteristics of motivated learners.

The third area developed by Gardner (1959, as cited in Fernández Orío, 2013, p. 14) is the socio-educational model. This motivational model tries to investigate the relationship between individual differences in L2 learners and their linguistic outcomes (Gardner 1959, as cited in Fernández Orío, 2013, p. 14). Robert Gardner (2010, as cited in Fernández Orío, 2013, p. 15) says regarding his motivational model:

The socio-educational model of second language acquisition was developed after years of research in an attempt to provide a fundamental basis for understanding the role played by different classes of variables [...] it is intended to provide a platform where the role of these variables can be understood in the context of the learning of a second language in a classroom context.

The variable that concerns us in this essay is motivation (Fernández Orío, 2013, p. 15). Gardner (2010, as cited in Fernández Orío, 2013, p. 15) describes the motivation variable as "a multifaceted construct that has behavioural, cognitive and affective components". Furthermore, he suggests that motivated learners put a great deal of effort on reaching their goals plus the enjoyment they receive by carrying anything that may help reach their goals.

We talked at the beginning of this essay about how difficult is to measure abstract elements such as motivation or anxiety. In order to measure motivation, Robert Gardner proposed the Attitude/Motivation Test Battery, simply referred as AMTB (Fernández Orío, 2013, p. 15). In fact, he used it to measure the six variables of his socio-educational model mentioned before (Fernández Orío, 2013, p. 15). At the beginning of this chapter we saw the three concepts that Gardner's definition of L2 motivation entailed: the desire to learn the language, the intensity of motivation and the attitudes towards the learning process (Fernández Orío, 2013). These three items are what the AMTB actually measures (Gardner, 2010, as cited in Fernández Orío, 2013, p. 15). In this chapter we shall not speak about the Attitude/Motivation Test Battery in detail, rather, we will comment on it on the chapter "How is motivation in L2 learners measured?" (Fernández Orío, 2013, p. 15).

#### **4.3.2. Richard Clément's linguistic self-confidence theory**

Another important L2 motivation theory within the socio-psychological approach is that of Richard Clément (Fernández Orío, 2013, p. 16). Although we cannot find an expectancy-value model in L2 motivation theories, it is true that some of the components pertaining to this model have been brought into the L2 motivation field (Dörnyei, 1998, p. 123).

Zoltan Dörnyei (Dörnyei, 1998, p. 123) defines self-confidence as "the belief that a person has the ability to produce results, accomplish goals or perform tasks competently". Furthermore, Noels et al. (Noels et al.1996, p. 248, as cited in Dörnyei, 1998, p. 123) define the expression Linguistic self-confidence as "self-perceptions of communicative competence and concomitant low levels of anxiety in using the second

language''. This expression (i.e., linguistic self-confidence) was firstly introduced to refer to an external factor which boosted one's motivation in multi-ethnic societies (Dörnyei, 1998, p. 123). This factor was believed to affect the learner's motivation in the sense that the learner is keen to learn and use the language of the other speaking communities that surround him (Dörnyei, 1998, p. 123). Hence, Clément and his colleagues suggested that, in settings where two or more speaking communities coexist, the contact and relation between them will definitely be a motivational factor (Dörnyei, 1998, p. 123). Put it in a much more simplified manner, if the L2 learner is confident while being in contact with other speaking communities, consequently, he will be motivated and will make an effort to communicate with them (Dörnyei, 1998, p. 123). Zoltán Dörnyei (2005, p. 74, as cited in Fernández Orío, 2013, p. 17) argues that this theory is also applicable in foreign language learning settings where, even though the learner may not be in contact with other speaking communities, they can receive input of the target culture from the media.

#### **4.3.3. Zoltán Dörnyei's L2 Motivational Self System**

As a result of previous thinkings and theories on motivation in the fields of psychology and L2 learning, Zoltán Dörnyei elaborated a new theory on motivation which he called "L2 Motivational Self System" (Dörnyei & Ushioda, 2009, p. 9). Talking about his theory, Dörnyei (Dörnyei & Ushioda, 2009, p. 9) mentions that this L2 motivation model is primarily based upon to theoretical developments that took place in the areas of motivation in the psychology field and motivation in second language acquisition. Regarding motivation in second language learning, Dörnyei (Dörnyei & Ushioda, 2009, p. 9) argues that motivational research during the last decades has been hugely influenced by the concept of *integrative motivation*, firstly proposed by Gardner and

Lambert (1959, as cited in Dörnyei & Ushioda, 2009, p. 9-10) but, especially during the last two decades, researchers started to question the concept of *integrativeness* because it did not match with other cognitive motivational theories that had been emerging recently in the field of psychology (e.g., self-determination theory). As far as the second area that contributed to the development of Dörnyei's model, he mentions that the scientific advance that took place in psychology regarding research on the self had a great impact of Dörnyei's L2 theory (Dörnyei & Ushioda, 2009, p. 10).

The L2 Motivational Self System upholds that L2 motivation is boosted by the 'future versions' of the L2 students' selves rather than their identification with the target speaking community (as proposed in Gardner's socio-educational model) (Ellis, 2015, p. 53). What is meant by 'future selves' is that, as pointed out by the Dörnyei, learners tend to imagine themselves in the future—what they may become in the future—and these 'future selves' are based on imagination and experience with the target speaking community (Ellis, 2015, p. 53). Dörnyei's model also mentions that the learning conditions and atmosphere can arise motivation (Ellis, 2015, p. 53).

Dörnyei's (Ellis, 2015, p. 53-54) motivational model has three components:

1. *Ideal L2 Self*. If the person a learner would like to become in the future speaks a second language, the 'ideal L2 self' is an important component that raises motivation (Dörnyei, 2009, p. 29, as cited in Ellis, 2015, p. 53). Integrativeness and instrumentality are both incorporated in this component.
2. *Ought-to Self*. This component is related to the learners' beliefs concerning the attributes and skills that they should have in order to be successful in their lives. In this component, only instrumentality is incorporated.

3. *L2 Learning Experience*. This component refers to the elements directly related to the learning environment that arise students' motivation such as the syllabus, the learner group, the teacher's way of teaching, etc.

## 5. How is motivation measured in L2 learners?

We previously talked about how research is conducted in order to study individual learner characteristics such as motivation. That was an introductory part in which we roughly spoke about this methodology of research. In this chapter we shall see in detail how research is done in L2 motivation and how is motivation measured.

As Fernández Orío (2013, p. 31) mentions, the use of questionnaires is the most common method employed to measure L2 motivation. In this chapter we shall comment on three of the most important questionnaires put forward in the field of L2 motivation: Robert Gardner's (1958) Attitude Motivation Test Battery (AMTB), the Motivation Orientation of Language Teaching (MOLT) proposed by Guillauteaux and Dörnyei (2008), and the Language Learning Orientations Scale by Noels et al. (2003) (Fernández Orío, 2013, p. 31).

The first questionnaire is that of Robert Gardner. It is called Attitude Motivation Test Battery, also referred to as AMTB, and was proposed by Robert Gardner and Lambert (1972) in order to analyse the variables of the socio-educational model proposed by Gardner himself (Gardner, 2010, p. 107, as cited in Fernández Orío, 2013, p. 31). Zoltán Dörnyei (2005, p. 70, as cited in Fernández Orío, 2013, p. 31) defines the AMTB as: "a multicomponential motivation questionnaire made up of over 130 items [...]. It operationalizes all the main constituents of Gardner's theory of the integrative motive".

Robert Gardner (2010, p. 108, as cited in Fernández Orío, 2013, p. 31) defines his questionnaire as "a test that would measure the major affective individual difference variables identified by the socio-educational model of second language acquisition". Hence, in accordance with Gardner's words, this questionnaire does not only measure

motivation but, at the same time, it measures other individual factors (Fernández Orío, 2013, p. 31). According to Gardner (2010, as cited in Fernández Orío, 2013, p. 31), motivational features were analysed by items that showed three important variables of motivation: intensity, desire and affect. In Gardner's study intensity is the effort put forward by a student in learning a language and the variable of desire refers to "how much personal investment in succeeding in the language people claim for themselves" (Ortega, 2013, p. 169-170). Finally, the affect refers to the enjoyment that the learner experiences when learning the L2 (Ortega, 2013, p. 169-170). As explained by Fernández Orío (Gardner, 2010, p. 121-122, as cited in Fernández Orío, 2013, p. 31), these three aspects are measured using positive and negative items. For instance, in motivational intensity, some positive items would be: "I keep up to date with English by working on it almost every day", "I make a point of trying to understand all the English I see and hear", or "I really work hard to learn English". Moreover some examples of negative items would be: "I don't pay much attention to the feedback I receive in my English class", "I don't bother checking my assignments when I get them back from my English teacher", or "I put off my English homework as much as possible". Fernández Orío (2013, p. 31) mentions that other similar examples would apply in the case of the desire variable and the affect variable. All these positive and negatives items which are gathered in a test battery and are answered by the students should show the researchers how much motivated they are. These statements or items are graded by the students through what is known as a Likert Scale (Likert, 1932, as cited in Ortega, 2013) within a range of seven different options: going from 'strongly agree' to 'strongly disagree' (Ortega, 2013, p. 170). The option 'strongly agree' is equivalent to seven points whereas the point 'strongly disagree' is equivalent to only

one point (Ortega, 2013, p. 170). Each of the three motivational variables being analysed has ten items and motivated students are expected to score high points; that means that the higher the points a student gets the more motivated is supposed to be (Ortega, 2013, p. 170).

It is true that the AMTB is the most famous motivation test battery and perhaps the most efficient but as many other tests it has its advantages and disadvantages (Fernández Orío, 2013, p.32). One of these advantages is that researchers may change the items that appear in the questionnaire for what they consider to be more appropriate for their social context (Fernández Orío, 2013, p.32). In fact, these items can be modified depending on the purpose of the research as these items are not fixed ones (Fernández Orío, 2013, p.32). Robert Gardner (2010, p. 108, as cited in Fernández Orío, 2013, p. 32) gives an example of the adaptability of his questionnaire with a recent version of the Attitude Motivation Test Battery called: “The International AMTB for English as a foreign language”.

Fernández Orío (2013, p. 32) argues that the AMTB is not the only tool for measuring motivation but there are others such as ‘the Motivation Orientation of Language Teaching (MOLT) used by Guillauteaux and Dörnyei (2008, as cited in Fernández Orío, p. 32). The MOLT consists of a self-report questionnaire which is completed by the students and a classroom observation instrument which is completed by an observer. (Guilloteaux & Dörnyei, 2008) This measuring tool is similar to the ATMB in the sense that both are adaptable to different situations but are different in the fact that the MOLT, apart from assessing students’ motivation, it also looks at teachers’ motivational strategies (Fernández Orío, 2013, p. 32; Guilloteaux & Dörnyei, 2008).

Guilloteaux and Dörnyei (Guilloteaux & Dörnyei, 2008, p. 62) provide an example where the MOLT has been put into practice. They mentioned a research carried on in South Korea where 40 ESOL classrooms, which involved 27 teachers and more than 1,300 students were studied. The study tried to prove the link between the students' motivation in their learning process and the teachers' motivational strategies used. The categories that were included in this MOLT sample are related to the students' motivated behaviour and the instructor's motivational teaching strategies. The students' motivated behaviour was assessed in terms of their attention and actively participation and their willingness (i.e., students who volunteer in teacher-fronted oral activities) by an observer. The three motivational variables were scored in three levels: *very low*, meaning a few students; *low*, meaning from one third up to two thirds of the students; and *high*, meaning more than two thirds. Figure 1 (Guilloteaux & Dörnyei, 2008, p. 62) presents a description of the three motivational variables presented earlier.

**TABLE 1**  
**Observational Variables Measuring Learners' Motivated Behavior**

Variables	Description
<i>Attention</i>	Students appear to be paying attention: They are not displaying any inattentive or disruptive behavior; they are looking at the teacher and following his or her movements, looking at visual stimuli, turning to watch another student who is contributing to the task, following the text being read, or making appropriate nonverbal responses.
<i>Participation</i>	Students are actively taking part in classroom interaction or working on assigned activity.
<i>Volunteering for teacher-fronted activity</i>	At least one third of the students are volunteering without the teacher having to coax them in any way.

(Figure 1, Guilloteaux & Dörnyei, 2008, p. 62)

A third tool used to measure motivation is the Language Learning Orientations Scale by Noels et al. (2003, as cited in Fernández Orío, 2013, p. 32). The elements that are

analysed with this method are those of the Self-Determination theory proposed by Deci and Ryan (1985, as cited in Fernández Orío, 2013): amotivation, intrinsic motivation (stimulation, knowledge and accomplishment) and extrinsic motivation (identified regulation, introjected regulation and external regulation) (Dörnyei, 2005, p. 78-79 as cited in Fernández Orío, p. 33). Here we present a table (figure 2) where Noels' et al. method is described (Dörnyei, 2005, p. 78 as cited in Fernández Orío, 2013, p. 33):

Table 4.2. Description of Noels, Pelletier, Clément and Vallerand's (2000) Language Learning Orientations Scale: Intrinsic Motivation, Extrinsic Motivation, and Amotivation	
Subscale	DESCRIPTION AND EXAMPLE
<i>Amotivation</i>	A lack of motivation caused by the realization that 'there is no point...' or 'it's beyond me...' E.g., [Why are you learning the L2?] <i>Honestly, I don't know. I truly have the impression of wasting my time in studying a second language.</i>
<i>External Regulation</i>	The least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g., teacher's praise or parental confrontation). E.g., <i>Because I have the impression that it is expected of me.</i>
<i>Introjected Regulation</i>	Externally imposed rules that the student accepts as norms he/she should follow so as not to feel guilty (e.g., rules against playing truant). E.g., <i>Because I would feel guilty if I didn't know a second language.</i>
<i>Identified Regulation</i>	The person engages in an activity because he/she highly values and identifies with the behavior, and sees its usefulness (e.g., learning a language which is necessary to pursue one's hobbies or interests). E.g., <i>Because I think it is good for my personal development.</i>
<i>Intrinsic Motivation: Knowledge</i>	Doing the activity for the feelings associated with exploring new ideas and acquiring knowledge. E.g., <i>For the satisfied feeling I get in finding out new things.</i>
<i>Intrinsic Motivation: Accomplishment</i>	Sensations related to attempting to master a task or achieve a goal. E.g., <i>For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the second language.</i>
<i>Intrinsic Motivation: Stimulation</i>	Sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. E.g., <i>For the 'high' feeling that I experience while speaking in the second language.</i>

(Figure 2, Dörnyei, 2005, p. 78, as cited in Fernández Orío, p. 33)

We have mentioned only three tools that attempt to measure motivation, but the reality is that there are more to be spoken about (Fernández Orío, 2013, p. 34). The three

methods discussed earlier are similar in some ways but different in others (Fernández Orío, 2013, p. 34). A characteristic that all of them share is that they are questionnaires. (Fernández Orío, 2013, p. 34) As we mentioned earlier, the researcher may shape a questionnaire depending on the purpose of such research, that means that the questionnaire is flexible, as we saw before with the AMTB (Fernández Orío, 2013, p. 34). To conclude, a researcher trying to study L2 motivation needs to bear three things in mind: the participants, the purpose of the research and other variables that need to be taken into account (Fernández Orío, 2013, p. 34).

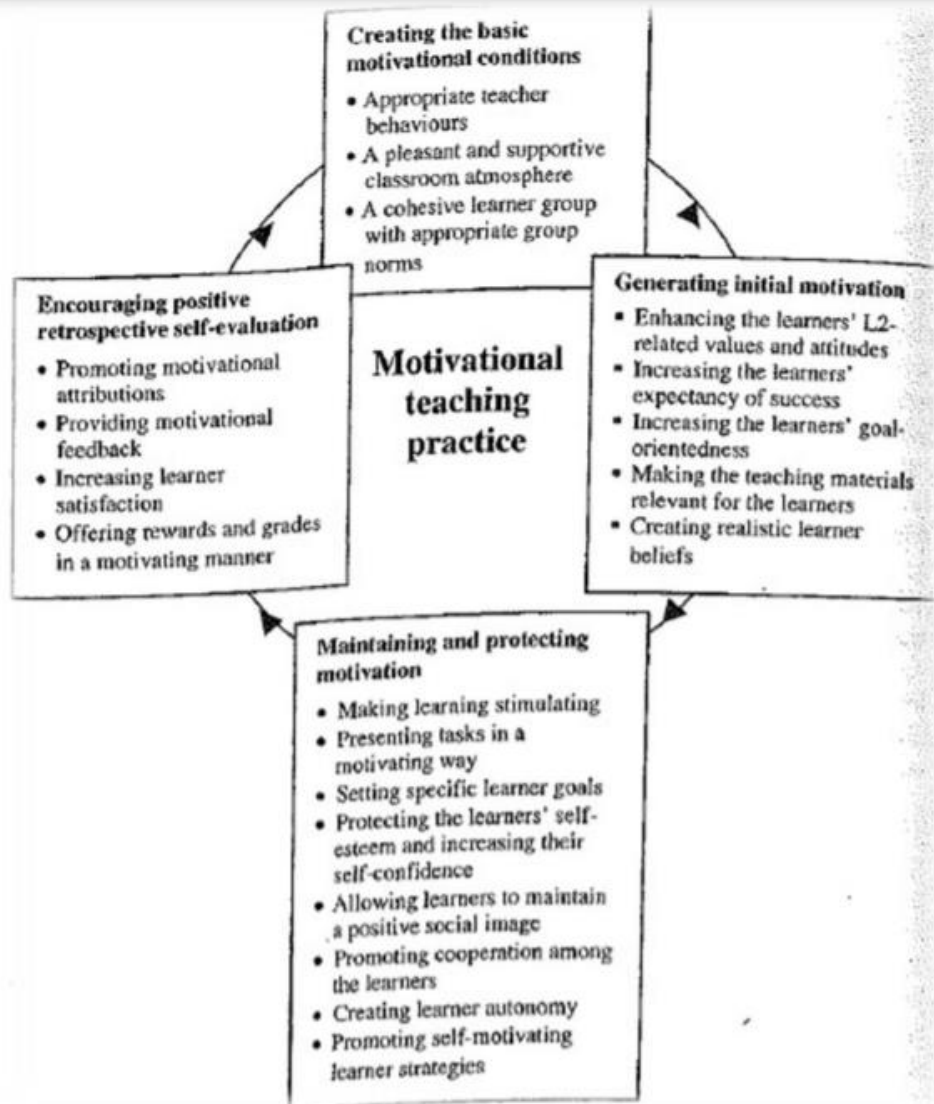
## **6. Motivation in education**

Lightbown and Spada (2003, p. 57) agree that it is commonly accepted amongst teachers that motivated students are often those learners who actively participate, show a high level of interest in the subjects being taught, and make great efforts to achieve success. By making the classrooms settings places where learners can enjoy what they are studying because the content is interesting and where the classroom atmosphere is adequate, supportive and exciting, positive contributions can be made to enhance L2 learners' motivation (Lightbown & Spada, 2003, p. 57).

Dörnyei (2005, p. 110, as cited in Fernández Orío, 2013, p. 35) argues that there are three areas where the research on motivation has been closely related to education which are: motivational strategies, teacher motivation and action control and self-motivating strategies. The difference between self-motivating strategies and motivation strategies is that, as Dörnyei says, motivating strategies are promoted by teachers in order to motivate their students whereas self-motivating strategies are used by students in order to raise their own motivation levels (Dörnyei, 2005, p. 110-111, as cited in Fernández Orío, 2013, p. 35).

Dörnyei (2001, p. 28, as cited in Fernández Orío, 2013, p. 35) defines "motivational strategies" as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect". Zoltan Dörnyei (2005, p. 111 as cited in Fernández Orío, 2013, p. 35) classifies the motivational strategies into four dimensions which are: "creating the basic motivational conditions, generating initial student motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation".

Within these four dimensions, Dörnyei (2001, as cited in Fernández Orío, p. 37) proposes 35 motivational strategies and in addition, he elaborates a schema (Figure 3) where he represents the most important motivational strategies:



(Figure 3: Motivational teaching practice & Dörnyei, 2001, as cited in Fernández Orío, 2013, p. 37)

Generally speaking, these motivational strategies are useful in motivating L2 learners, however, they are not clear-cut rules that must be followed one hundred per cent, because, as Dörnyei (2001, p. 30, as cited in Fernández Orío, 2013, p. 37) pointed out,

teachers need to be conscious that not all learners are equal in terms of social context, language level, cultural background, age, etc. (Fernández Orío, 2013, p. 37). Based on that, Dörnyei (2001, p. 30 as cited in Fernández Orío, 2013, p. 37) affirms that some of these strategies may be useless whereas others may be very helpful.

### **Creating the basic motivational conditions**

Dörnyei (2001a, p. 31) affirms that in order to produce motivation certain conditions need to be met, otherwise this would not be possible, or at least, it would not have a good effect. According to his personal experience, the classroom environment requires three fundamental motivational conditions which are:

- good manners and behaviour of the teacher and good students-teacher relationship;
- a pleasant classroom environment
- a cohesive group of learners that stick to group norms

Dörnyei (2001a, p. 31) recalls an investigation that he did along with Kata Csizér (Dörnyei & Csizér, 1998, as cited in Dörnyei, 2001a, p. 31) where they investigated what motivational strategies were used amongst Hungarian teachers of English. The results of this research suggested that the teacher's behaviour is the most important tool to produce motivation in students. Additionally, the research proved that this motivational tool is one of the least tools used in the learning environment. Dörnyei (2001a, p. 32) points out four areas that need to be enhanced: a) *enthusiasm*; b) *expectations for the students' achievements and commitment to their learning*; c) *relationship with the students and*; d) *relationship with the learner's parents*.

What is meant by *enthusiasm* is that the teacher should show love and passion for what it is being taught (Dörnyei, 2001a, p. 32). Regarding the other points, they should be clear. Here we try to summarise some practical strategies proposed by Zoltan Dörnyei (2001a, p. 36-40) in his book *Motivational Strategies in the Language Classroom* that cover the areas mentioned before:

- Share your enthusiasm for what you teach to your students
- Take your students' learning seriously
- Build a good and close relationship with the students.
- Be in contact with the students' parents to your ability.

The second condition within the first dimension proposed by Dörnyei is the need to have a pleasant classroom environment (Dörnyei, 2001a).

Dörnyei (2001a, p.40) says that language learning is often the most threatening/scary subject that students have to face, especially those language subjects which require active participation from students. He argues that, since students in this type of classrooms are learning a second language which usually do not master, they are forced to speak with the little language they already have, and as a result, this produces anxiety in L2 learners. Needless to mention, anxiety is one of the personal factors that influence second language acquisition. The solution to this problem is creating a pleasant climate in the classroom settings. In fact, the creation of a good atmosphere in the classroom setting was found to be the second most important motivation strategy in the research that Dörnyei and Kata Csizér conducted with Hungarian teachers. Dörnyei (2001a, p. 42) summarises the most important tools to achieve this objective in the following box (Figure 4, Dörnyei, 2001a, p. 42):

### *Strategy 5*

*Create a pleasant and supportive atmosphere in the classroom.*

More specifically (in addition to suggestions mentioned in other sections of this chapter):

- Establish a norm of tolerance.
- Encourage risk-taking and have mistakes accepted as a natural part of learning.
- Bring in and encourage humour.
- Encourage learners to personalise the classroom environment according to their taste.

(Figure 4: Strategy 5 & Dörnyei, 2001a, p. 42)

And finally, the third condition proposed by Dörnyei (2001a) of this first dimension is the creation of a cohesive and unified learner group. According to the Zoltán Dörnyei (2001a, p. 43) a cohesive and unified group is one in which its members are willing to cooperate with other members, are willing to provide help for other members, and are willing to commit to the group. In addition, the members of a unified group give precedence to group achievements rather than individual goals. In the following points we summarise some of the strategies to be done in this regard proposed by Zoltán Dörnyei (2001a, p. 45-47):

- Create a feeling of cohesiveness in your group of students.
- Establish group norms, try to implement them to your ability, and let the students accept them.

### **Generating initial motivation**

Zoltán Dörnyei (2001a, p. 50-51) says that in psychology it is often argued that children have an innate desire to learn. This is often proved with the fact that children have a natural curiosity to learn the world that surrounds them. Dörnyei continues by saying that teachers and instructors do not necessarily share this view, but instead, many of

them may have a perception of learners which opposes this theory. And the answer to this problem is rather easy, the manner in which the content to be learned is presented to the students does not motivate them. The fact that going to school is ‘compulsory’ in many places and the fact that students are obliged to follow a curriculum which is selected according to what society considers relevant instead of what students would like to learn proves that learners are not too motivated to learn. Dörnyei adds that for most instructors, the way to motivate their students is to make them accept the prescribed activities whether they enjoy them or not. Dörnyei concludes that, if this is the case, motivation will not be present even if the conditions we mentioned in the first dimension are present.

Dörnyei (2001a) provides nine strategies within this second dimension which, due to the nature of this short essay, we will not be able to discuss and present them in detail. However, generally speaking, he focused on the importance of students enjoying the tasks that they are commanded to do (Fernández Orío, 2013). As Fernandez Orío (Fernández Orío, 2013, p. 38) suggests, this can be achieved by teachers knowing a bit of their students’ life. Teachers need not to know everything related to their students’ life but it is important for the instructors to know basic things such as their hobbies, likes and dislikes, and this can be easily surveyed with short questionnaires. Before this strategy, Dörnyei spoke about promoting students’ values by giving them peer role models (Fernández Orío, 2013, p. 38).

Another important motivational strategy that Zoltán Dörnyei (2001a, p. 66-67) mentions is establishing realistic beliefs concerning the learning process of the students. This is very important according to Dörnyei because students usually have strong beliefs about the learning of a language that are, in many cases, incorrect. Dörnyei believes that

incorrect beliefs in L2 students can turn into barriers and obstacles in their learning path. One example he provides is the unrealistic belief about the amount of progress a student is supposed to achieve and the pace of such progress. If this “unrealistic belief” does not take place, and it does not in many cases, it can severely affect the learner’s motivation. As we mentioned before, Dörnyei provides some detailed strategies to generate this initial motivation but because providing them here in their full length would not serve the purpose of this essay I have tried to select some of the most important ones:

- Providing peer role models to the students’ to promote the students’ language values.
- Raising the students’ intrinsic interest about the target L2.
- Promoting “integrative” values (i.e., positive attitudes) to the students towards the L2 and its speaking community.
- Promoting the instrumental values associated to the students’ achievements.
- Increasing the learners’ expectancies of success.
- Making the syllabus of the course relevant and interesting to the students.
- Promoting realistic beliefs about the learning of the L2

### **Protecting and maintaining motivation**

As Dörnyei (2001a, p. 71) argues that setting a pleasant motivational atmosphere and getting the students ready to approach the L2 learning with positive values, high expectancies, clear and enjoyable goals, and realistic beliefs is not sufficient. There is a third ingredient that must be added to the previous steps, and, if it is not added, all the previous steps can rapidly vanish. This third ingredient is the “maintaining and protecting motivation” dimension. This is why Zoltán Dörnyei provides more than ten

motivational strategies to confront some of the obstacles than a L2 may face in his learning path such as eventually getting bored of the tasks, losing the clarity of the student's goals or to become attracted to certain distractions.

As we pointed out earlier, Dörnyei (2001a) provides more than motivational strategies in this third dimension, but, again, we are not able to go through all of them in a detailed manner, hence, the interested reader in this topic may refer to Zoltán Dörnyei's book *Motivational Strategies in the Language Classroom*.

The first motivational strategy Dörnyei (2001a, p. 72-102) proposes in this dimension is turning the learning of the L2 into an enjoyable and pleasant activity. According to Dörnyei, learning does not necessarily have to be boring, as many of the students think, and, if those in charge of the educational system could turn the learning programmes into more enjoyable programmes for the students, this would indeed contribute to the interest of the students towards the leaning of a L2. Dörnyei proposes three ways to apply this first motivational strategy: (a) using different tasks to break the monotony of learning; (b) choosing tasks that are more interesting to the students; (c) increasing the participation of the students. Another motivational strategy that the author mentions is making sure that the students' self-esteem and self-confidence are not badly affected. According to Dörnyei, this motivational strategy is often not payed attention to and, the largest section of Dörnyei's book is dedicated to this strategy. A third strategy proposed by Dörnyei is the promotion of cooperation in the classroom. This can be achieved mainly by the following means: (a) doing tasks where learners are asked to work in small groups to achieve one common goal, (b) the teacher should take into account team outcomes rather than individual achievements in the assessment; (c) The teacher may give the students some tips on how to work in groups more effectively and efficiently.

There are more motivational strategies to be mentioned but I will summarize them in the following list as Dörnyei presented them in his book:

- Offer a more stimulating and enjoyable learning by:
  - Getting rid of the monotony in the classroom settings.
  - Increasing the attractiveness of the activities.
  - Promoting the students' participation.
  
- Managing and presenting the tasks in a motivating manner by:
  - Making clear the utility and purpose of the task.
  - Increasing the learners' appetite about the content.
  
- Promoting short-term goals and offering continuous feedback to the students.
  
- Using learning contracts to formalise the students' goals and learning outcomes.
  
  
- Providing students' many opportunities for them to succeed by:
  - Setting the difficulty of the tasks accordingly to their level.
  - Focusing on what the students know and can do rather than on what they do not know and they cannot do.

- Constantly encouraging the students.
- Trying to reduce anxiety in students by getting rid or avoiding to the best of the teacher's ability those elements that provoke anxiety.
- Teaching your students how to study and learn (i.e., learning strategies).
- Preserving the social image of your students by avoiding criticism.
- Promoting cooperation between students.
- Promoting student autonomy by:
  - Allowing students to choose some aspects of the learning process.
  - Give the students some "leadership" roles
- Increasing the learners' self-motivating ability by:
  - Letting them know the importance of self-motivation.
  - Sharing strategies that the teacher has found useful at any time of his career.

### **Encouraging positive self-evaluation**

And last but not least, the fourth and last dimension proposed by Zoltán Dörnyei deals with the students' appraisal of their own performances (Dörnyei, 2001a, p. 117).

Dörnyei (2001a, p. 117) mentions that looking back in and analysing the past is a common human being behaviour, thus, teaching students how to look back to the past and extract positive teachings from it is a very important point in L2 motivation. Hence in this chapter, Dörnyei proposes some techniques that teachers can use to make their students look at their personal achievements in a more positive way. In this chapter, Dörnyei (2001a, p.117-134, as cited in Fernández Orío, 2013, p. 42) focuses on four items: (a) “promoting motivational attributions”, (b) “providing motivational feedback”, (c) “increasing learner satisfaction” and (d) “offering rewards and grades in a motivating manner”.

The first item proposed by Dörnyei encourages the students to build motivational attributions. The concept “attribution” is used in psychology to refer to the explanations and understandings that learners’ build after their success or failure (Dörnyei, 2001a, p. 118). It has been proved that these subjective explanations made by students on their past performances have a great impact on their future learning plans; unsurprisingly, a whole motivational theory called “Attribution theory” is based on this concept (Dörnyei, 2001a, p. 118).

The second item Dörnyei (2001a, p. 122) addresses is “providing motivational feedback”. According to him, not only grades have an impact on the students but also the feedback the teacher gives them in the classroom settings and in written form on their assignments (Dörnyei, 2001a, p. 122). However, Dörnyei (2001a, p.122) mentions that teachers need to be careful when giving feedback to their students because, if it is not done in the proper manner, the feedback can result in undesired effects on students. Dörnyei (2001a, p. 123) believes that good motivational feedback has to gather three aspects: (a) a “gratifying function”, which means that the feedback should not forget to

praise the learner; (b) the feedback should promote teacher-student trust and encouragement; and (c) the feedback should invite the student to reflect on areas that need to be improved and how to make the learning process more effective.

The third item Dörnyei (2001a, p. 124) mentions is the increase of the students' satisfaction. The author believes that students tend to pay less attention to success than to failure. He points out that we tend—probably unconsciously—to lessen the amount of gratitude and satisfaction by taking achievements for granted. According to Dörnyei, this phenomenon can cause the bad effect of overemphasizing our failures and forgetting to feel good about our accomplishments. He concludes that celebrations and satisfactory feelings play an important role in learning motivation.

And finally, the fourth ingredient of a positive self-evaluation is “offering rewards and grades in a motivating manner” (Dörnyei, 2001a, p.117-134, as cited in Fernández Orío, 2013, p. 42). Dörnyei (2001a, p. 127) affirms that this motivational technique is probably the most famous but at the same time the most controversial. According to James Raffini (Raffini, 1996, p. 1, as cited in Dörnyei, 2001a, p. 128) rewards and punishments are often the only motivational techniques used by many teachers. He argues that an excessive use of these can damage the students' intrinsic motivation. Dörnyei (2001a, p. 129) mentions three dangers that go hand in hand with rewards: (a) when a teacher gives rewards for tasks that learners were already doing, these rewards can affect badly the students' motivation as pointed earlier with Raffini's view; (b) rewards can make students lose the interest on the task's values; and (c) students will try to gain as much rewards as possible doing the minimum effort. Dörnyei (2001a, p. 130) proposes some tips to overcome these problems and here we will mention some of them:

- Not overusing rewards.
- Offering rewards for difficult and complex activities rather than easy tasks.
- Offering rewards surprisingly rather than making them know that they will be awarded if they achieve certain goals.
- Choosing meaningful rewards to the students. The teacher can achieve this by letting them choose the gifts.

## **7. Discussion & conclusions**

Finally, after writing this essay, I will mention in the following paragraphs the conclusions I have reached (Fernández Orío, 2013, p. 45).

First, motivation is not a concept which scholars agree upon regarding its meaning (Dörnyei, 1998). However, what all theories and approaches of/to motivation seem to agree upon is that these seek to understand why people behave the way they do (Dörnyei, 1998).

Second, there are many theories of motivation, perhaps in the psychology field more than in the L2 motivation academic field, and because of the nature of this essay we have not been able to mention more of them in the section of motivation theories. Nevertheless, as mentioned in the former paragraph, all of these theories have one common goal, which is to understand why humans behave in certain manners (Dörnyei, 1998). The relationship between the psychology field and the SLA field deserves to be mentioned. Since motivation is a psychologic term, the L2 motivation scope goes hand in hand with psychology. In fact, as we mentioned in the section of motivation theories, L2 motivation researchers used in their research psychology theories of motivation that emerged as the result of the cognitive revolution inside this field (Dörnyei, 2003).

Third, we came to know that the most spread methods to measure motivation (as well as other individual factors in SLA) are the questionnaires. The best known measurement tools in the field of L2 motivation are: Robert Gardner's Attitude Motivation Test Battery (AMTB), the Motivation Orientation of Language Teaching (MOLT) put forward by Guillateaux and Dörnyei, and the Language Learning Orientations Scale by Noels et al. (2003), all of which are questionnaires (Fernández Orío, 2013, p. 31).

Fourth, we mentioned in the last chapter of this essay that little research has been done to prove the relationship between motivation and pedagogy, however, the field of educational psychology has been extensively studied (Lightbown & Spada, 2003, p. 57). To address this, Zoltán Dörnyei proposed a framework of 35 motivational strategies divided into four dimensions: “creating the basic motivational conditions, generating initial student motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation” (Dörnyei, 2005, p. 111, as cited in Fernández Orío, 2013, p. 35; Dörnyei, 2011, as cited in Fernández Orío, 2013).

## **8. Future research**

The last academic year I had the opportunity to take the course “L’ anglès com a llengua estrangera”. This course has been very helpful to me as the topic I have been assigned to work on belongs to the field of second language acquisition. Obviously, when a person does not know anything about what he is going to write about will eventually have more difficulties in understanding the topic he is researching. Therefore, since before starting to write this paper I had some background information on motivation and second language acquisition, I think I have been lucky in this regard.

The most difficult part of the project was when I had to go over the relevant literature related to my topic during the first weeks/month. I think that this is the most important and difficult stage in research projects because the researcher can become very frustrated in this stage as time is passing and he sees he is not writing anything. Personally, when I wrote a draft of the structure of my paper and I knew the books/articles I was going to base my paper on and where I could find the information within them, things became easier.

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