Motivational development in learning foreign languages

Hiroko ARAO

Abstract

Motivation is one of the central determinants of foreign language learning achievement. The purpose of this paper is to help foster further understanding of motivation in foreign language learning. In particular, several affective factors which are components of foreign language motivation will be described. These affective factors are categorized into three types: sources of motivation, attitudes in learning and experiences of feeling. All of these factors are mutually influential and function cyclically. When these factors circulate smoothly, motivation is well developed. Based on the cycle, foreign language teachers can gain a better understanding of how they can increase students' motivation in order to achieve more effective teaching.

1. L2 motivation

1. 1 Definition of L2 motivation

Motivation is a determinant in the effectiveness of second / foreign language   L2   learning. What L2 motivation is and its effects on L2 learning are intriguing to many researchers, but not many clear definitions are given. Chambers   1999   stated the difficulty of defining 'motivation' as an SLA researcher.

I wrote 'MOTIVATION' in the center. I then set to work in classical 'brainstorming' style. My spidergram quickly expanded beyond the bounds of the A3 sheet. I added a second and a third sheet. It was not long before the floor of my study was covered in sheets of paper. I had learned that there was very much more to motivation than I had thought. I had learned that the establishing and articulating of a concise, clear, and accurate definition of motivation was more of a challenge than I had expected.   p.13 .

In this paper, Gardner's definition will be adopted because of the appropriateness and the discursive implication of it. Gardner   1985   defines motivation for learning L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"   p.10 . To summarize the definition, it has three components in it: 1   effort made for achieving a goal,   2   a desire to learn the language, and   3   satisfaction with the task of learning the language. One thing to be careful about in his view is that motivation is not the

Doctoral Student, Graduate School of International Development, Nagoya University

same as motivational orientation which will be discussed later in 1.3. No matter how a learner is oriented in L2 learning, a learner without strength reflected in the amount of desire and effort in L2 learning cannot be regarded as a motivated learner. This is important since many researchers have focused on the discussion of motivational orientation, but confused it with motivation.

1.2 Characteristics of L2 motivation

The first characteristic of L2 motivation is that it is not instinct as general motivation is; it is acquired. In psychology, the early motivational study of the nineteenth century regarded human behaviors as something motivated by instincts. William James, 1980; Freud, 1964 . L2 motivation sprouts and develops as a result of certain stimulation in the world. As a person grows, s/he encounters a variety of opportunities to develop motivation for L 2 learning. It can be developed from external stimulation; it can be internally inspired or fostered by internal interests. It is possible that L2 motivation never sprouts or develops in an individual. As for L1 learning, motivation for L1 learning is inevitable because it is perfectly natural for children to get motivated to acquire their parents' language and communicate in it. Not like L1, L2 is probably optional in an individual's life. In this sense, an L2 teacher cannot expect that all of the students come to the classroom with some L2 motivation from the beginning.

Second, L2 motivation has a dynamic nature. Motivation is believed to be a cause of success in L2 learning; successful learning may cause high motivation. L2 motivation is constantly susceptible to a variety of factors. L2 motivation is facilitated or weakened in the process of L2 learning. In addition, motivational orientation, the reason why one learns L2 is changeable through the individual's L2 learning history. It is never a stable feature. For example, some people start learning English just because of the necessity of passing required classes at school, but as time goes by, they possibly find it interesting, not as a school subject, but as something they enjoy thorough the experience of talking with people from other countries in English or listening to English music.

Third, L2 motivation can be both long-term and short-term. As mentioned previously, L2 is not always a necessity for some individuals. In a life, an individual might be motivated highly to learn L2 for a certain period of time or might not have any interest in L2 at all during another period. It is rather difficult for an individual to keep high L2 motivation constantly throughout life. If one has to use L2 for one's living, the motivation would be long-term. This is closely related to what individuals find necessary.

Fourth, it is significant to recognize that L2 motivation differs in level of strength: just having motivation does not guarantee successful L2 learning. Motivation accompanied with strength, energy expended on L2 learning, is the key to successful learning. The concept was expressed in the term "strength of motivation". Ely 1986 claims, "it also seems important to investigate the strength of

that motivation: that is, to distinguish between the goal toward which concerted activity is directed and the effort or persistence demonstrated in the process of striving for the goal." p.28 . Motivational intensity should be assessed by determining the amount of effort a learner expends or would be willing to expend to learn the language. A learner saying, "I am motivated to learn L2" does not imply that s/he is ready to make enough effort in it. Weak L2 motivation often results in no actual behavior for learning L2. For example, the strength might sometimes be intensified as in the following figure.

Figure 1. Mind-set in intensifying motivation

wish

" I wish I could use English"

want

" I want to use English"
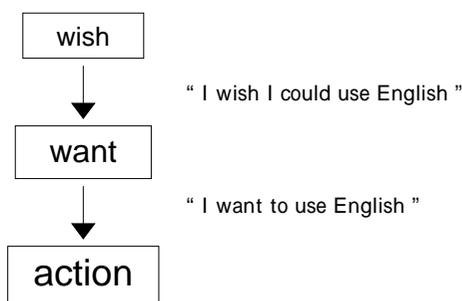
action

Some learners might remain in the first step, just 'wishing', and some learners might reach the second step, showing 'willingness', and some learners might be driven to take some actions, in other words, to make an effort to fulfill the 'wishing' and 'willingness'. Therefore, motivation should be discussed with regard to the level of the strength.

The strength can also be influenced by various factors closely related to L2 motivation. In the latter part of this paper, how a learner intensifies L2 motivation by the influence of various factors will be discussed and shown clearly by a diagram of motivational constructs.

Finally, the invisibility of L2 motivation should be kept in mind. L2 motivation can be inferred from L2 learners' attitudes in formal classroom learning settings or their improvement in L2, but it is not possible to understand the exact level of L2 motivation by observation only. Even though a learner studies the L2 very hard, it is not always proof of her /his strong motivation. In SLA second language acquisition , researchers generally use questionnaires to measure L2 learners' motivation. The measurements of L2 motivation have been created and modified by many researchers according to L2 learning contexts. The details will be shown later in this paper. Measurement is a helpful tool to understand L2 motivation of learners and observation of learners' attitudes in classroom is a necessity. After all, no one single way is sufficient to grasp what is going on in a learner's mind. Discovering L2 motivation is difficult because it is invisible. Learners themselves are often not sure exactly how much motivation they hold at the time since, as was mentioned, L2 motivation is dynamic.

1.3 Study of motivation in L2 learning

The past decades have seen a considerable amount of research that examines the nature and function of motivation in L2. They are varied in both approach and theoretical basis.

The original research in this area was initiated and inspired by Robert Gardner and Wallace Lambert 1959 . They set up motivation research in a social psychological framework. They divided motivation into two orientations: integrative and instrumental. The former indicates a desire to learn the language in order to be related to and become part of the target language society, and the latter is connected with practical reasons for learning a foreign language, such as a promotion in a job, getting good grades at school, or getting a good job. In their study of Canadian learners of French, their results suggested that integratively oriented learners achieved higher success than instrumentally oriented one. Later, many studies produced contrary examples Lukmani, 1972; Kachru, 1992; Oller, Baca & Vigil, 1977 . Also, Gardner and Lambert 1972 themselves came up with results opposite those of their early study. In their Philippine study, the Filipino students who were motivated to learn English instrumentally and supported strongly by their parents were more successful in improving English fluency. From this finding, Gardner and Lambert concluded that "when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more so than the integrative" p.130 . Responding to these studies, the rigid framework was softened Gardner & MacIntyre, 1993a . They stated, "The important point is that motivation itself is dynamic. The old characterization of motivation in terms of integrative vs. instrumental orientation is too static and restricted" p.4 . There is not just one type of motivation that is linked with success in L2 learning. Gardner 1985 pursued a socio-physiological approach with his colleagues and developed a socio-educational model in which the role of motivation and the social dimension are emphasized as central components in L2 learning. In the process of development of the model, Gardner included language anxiety as an affective individual variable Gardner & MacIntyre, 1993a .

Gardner's approach has been very dominant, so for the last twenty years, L2 learning motivation has focused on integrative and instrumental motivation. Recently, several researchers have moved toward extending L2 motivational theory. Crookes and Schmidt 1991 pointed out that research in L2 learning has been restricted by a narrow perspective on motivation.

One of the researchers who claimed to extend the L2 motivational theory and beautifully summarized previous discussion was Dörnyei 1994 . While acknowledging the fundamental importance of Gardner's socio-psychological approach, he insisted on a more pragmatic, education-centered approach. The social dimension of L2 motivation was still addressed, but further components were referred to as well. This allows for the incorporation of concepts such as self-determination, proximal goal-setting, attribution theory, learned helplessness, self-efficacy theory and need for

achievement. Also a three-level picture of L2 motivation is built up: language level, learner level and learning situation level. Furthermore, the learning situation is divided into three components, namely course-specific, teacher-specific and group specific. He recommended thirty practical ways to increase L2 motivation based on his three-level model. Although many researchers have made individual suggestions for particular classrooms, such a comprehensive list of methods for increasing L2 has rarely been presented.

Oxford and Shearin 1994 also questioned the validity of the traditional framework of integrative and instrumental orientation for the reason that it might not cover all possible kinds of motivation for L2 learning. In one of their studies, high school students learning Japanese were asked to write an essay about their motivation for learning Japanese. More than two thirds of the answers did not clearly fit integrative or instrumental orientations. They pointed out that the old framework needed to be broadened to allow for complicated changes over time in a student's reasons for learning a language. To enlarge the old concept of L2 learning motivation, they explored several additional relevant theories. They mainly discussed need theories, job satisfaction, need-achievement, fear of failure and fear of success, instrumentality theories, equity theories and reinforcement theories. They also integrated these theories with social cognition concepts and further investigated the cognitive development theories of Piaget 1979 and Vygotsky 1978 as sources to explain L2 learning motivation. The presentation of these new concepts in L2 motivation marked the start of an expanded model of L2 motivation.

The current movement toward the expansion of the L2 motivational concept has never discarded the traditional L2 motivational theory initiated by Lambert and Gardner 1959 and developed by Gardner and his colleagues 1979; 1985; 1993a , but rather retained its importance and added some more theories to it for a wider range of discussion based on various learning contexts. More psychological views are adopted into the model, which takes a synthetic approach and has implications for researchers and classroom teachers. It is important to recognize that there is no single motivational theory suited to an understanding of all the factors involved in L2 learning motivation.

1.4 Measurements of L2 motivation

Gardner and Lambert pioneered the development of a series of attitude and motivation measurement tests, the Attitude and Motivation Test Battery AMTB . The original study from which the AMTB was eventually derived was carried out in Montreal with English speaking high school students who were learning French Gardner & Lambert, 1959 . After a series of research studies by Gardner and Lambert from the late 1950s to the early 1970s, the AMTB was revised and widely used. Study was conducted on its validity Gardner & MacIntyre, 1993b as an instrument to find out a learner's motivation in second language learning and attitudes toward the target culture.

Gardner and Tremblay 1995 mentioned that AMTB refers to a collection of variables, and the items are developed to be appropriate to the context in which the study is being conducted. "People are encouraged not to simply take a set of items and administer them unthinkingly in any context" p.525 . The AMTB has stimulated a large number of empirical studies. Many researchers have employed the items of AMTB or used their designed questionnaires to discover the types of motivation based on the dichotomy of integrative or instrumental motivation, and used direct or indirect questionnaires to research about learners' attitudes. Cook 1978 suggested the use of semantic differential ratings and social distance judgments of various ethnic groups. Spolsky 1969 suggested the use of the applicability of different traits to oneself, one's own community, and the second language community to measure how much individuals identify with a particular community. Lambert and his colleagues 1960 argued that matched procedures are available to study the role of attitudes in second language learning.

The measurements are based on social psychology which stresses the importance of L2 learners' identities, attitudes toward society and people of L2 language. As L2 motivational study expanded its approach, researchers created their own measurements. Ely 1986 claimed the importance of investigating the strength of motivation, which is not simply the motivational orientation and developed a measurement for strength of motivation. Then Komiya and Tabuse 1992 used the measurement to examine the strength of motivation of American university students who were enrolled in a series of Japanese language courses for beginners. Many other researchers have investigated other relational factors surrounding and influencing motivation and at the same time inquired how much the subjects are motivated simply and directly.

1.5 L2 motivation in this study

As discussed previously in this paper, L2 motivational study has been expanding its theories and at the same time giving L2 researchers more space to be explored. Most of the new theories apply psychological literature and they offer a wide range of insights into L2 learning research. In this study, we take an eclectic approach to the definition of L2 motivation, although the 'instinct theory' in the general definition of motivation is eliminated. As subordinate components that are related to L2 motivation, some affective factors might be considered "instinct", but not L2 motivation itself. We especially pay attention to the current approach of L2 motivational study, especially focusing on cognitive aspects influencing the level of L2 motivation. For pedagogical purposes, motivation is taken as an important factor for positive results in L2 learning. We are interested in knowing how L2 motivation develops and what factors facilitate and inhibit the development of L2 motivation by keeping in mind all the features previously mentioned.

In particular, in foreign language learning context as in Japan, people's motivation toward learning

English is likely to be recognized by L2 researchers as something uncontrollable in a way. Some Japanese happen to be motivated English learners, but some never are even if most of them go through at least six years of English education. English teachers in Japan should not regard motivational level as the problem of an individual but should pay attention to the factors that influence motivation in order to improve the motivation of learners and teach effectively.

2. Development of L2 motivation in foreign language learning.

It is important for the teacher-researcher to understand what causes learners' motivation to develop. Vollmeyer and Rheinberg 1997 suggested that people whose initial motivation is favorable have better modes of learning activities and a more favorable motivational state, and as a result, perform better. Favorable initial motivation is ideal, because it sets a learner's attitude toward learning in a positive way. From the teaching-side, hopefully, unfavorable initial motivation can be changed to favorable motivation. It is a challenge for teachers to have learners motivated in learning. We will study possible factors influencing the development of motivation focusing on the ones over which foreign language teachers have control.

2.1 Sources of motivation

2.1.1 Security

The sense of security is a feeling that people are accepted by important others: teachers, parents, peers, etc and feel secure and free from anxiety about their self-concept. For small children, acceptance by their parents is most important in growing-up. In foreign language learning, acceptance in the class is a key factor for learners to feel secure enough to concentrate on their learning and not feel afraid of making mistakes or appearing unsophisticated in a new language. The sense of security makes learners know that they are not alone in struggling with a new language and that they can get support and assistance from others anytime they want. It will lead to high motivation, so teachers, peers and the classroom atmosphere are key factors for learners to have this sense.

The importance of acceptance by teachers in a classroom is discussed by some researchers in the field of motivation. Hayamizu 1995 claimed that acceptance of learners by teachers can lead learners to have internal motivation.

Classroom environment is very influential for learners' motivation. Security is indispensable for learners to get ready for learning. In a foreign language classroom, learners, especially beginners, constantly have to make mistakes and experience incapability in the use of a new language. These experiences are perfectly natural in learning a foreign language and learners need to prepare themselves for the difficulty. Secure feelings gained from the classroom atmosphere help learners accept these experiences as something natural and nothing threatening to their self-concept. All

learners respect each other as developing learners and are generous with regard to each other's mistakes.

Security in classroom is deeply related to foreign language classroom anxiety. The anxious feelings of an individual in a classroom are often attributed to the atmosphere of the whole class. Tomlinson 1981 stressed how knowledge of the group is as important as knowledge of individuals. It is very important to pay attention to group culture and group structure. Teachers should be aware of these as they watch individual states of affect.

If learners feel secure in their foreign language class, they relax in the class and enjoy learning there. Motivation is related to the attitude and the feelings toward a class. An enjoyable and supportive atmosphere motivates learners to learn in a foreign language class. On the other hand, anxiety makes learners feel nervous and inhibits learners from learning smoothly. Even motivated learners are defeated by the feeling of anxiety and in the end, lose their motivation.

The sense of security is actually influential with regard to two other sources of motivation: self-efficacy and self-determination. It is human nature to develop a positive self-concept by the sense of being accepted by important others and the sense of being an important individual oneself. Therefore, it is important for teachers to be sensitive to class atmosphere and detect learners' anxiety.

2.1.2 Self-determination: goal-setting

Self-determination is the consciousness of doing something because of one's own resolve. If foreign language learners decide to learn a foreign language by themselves and are determined to acquire it, they will feel "This is what I chose and decided to do." Self-determination is often discussed in regard to its relevance to the topic of intrinsic motivation and extrinsic motivation. Intrinsic motivation generally refers to motivation to engage in an activity for the reason that activity is enjoyable and satisfying to do. It is considered to be an innate need for self-determination Deci & Ryan, 1985 . External motivation, on the other hand, refers to actions carried out to achieve some external and instrumental goal.

Though intrinsic motivation is surely a powerful influence on firm self-determination, it does not mean that external motivation implies a lack of self-determination. There is a type of external motivation which is of a self-determined form. In the concept of Vallerand 1997 , it is called identified regulation: one invests energy in an activity because one has chosen to do so for personally relevant reasons. In foreign language learning, some people who believe in the importance of language proficiency will be firmly determined to acquire the language and endure the difficulty that accompanies learning.

Therefore, when self-determination is discussed in the process of motivational development, the category, internal or external motivation, is not very important. In school settings, foreign language

learners are required to take a foreign language course as a 'must'. It means that learners of this kind do not have any choice at the beginning whether they learn the foreign language or not; however, self-determination exists not only at the level of choice of learning, but also at the level of accomplishment. Some people find importance in something externally given and feel excited by the challenge. Others want to see the value and meaning in any kind of learning and to do their best in any learning. For these people, even though learning a foreign language is not originally their choice, but an externally given requirement, they have a sense of self-determination in accomplishing the learning and conquering the foreign language. They push with a strong will "Once I start it, I will not give up, because I have decided to do this completely." This sense pushes learners to be determined and persistent even when facing difficulty in learning.

The effect of self-determination is more powerful if a learner sets a specific goal in learning by her/himself. A vague goal such as "I will master the foreign language" is not very effective. The clearer the goal is, the more learners feel motivated with a strong determination. In this way, a foreign language teacher should allow the learners to decide their way of learning and set the goal to attain by themselves. During the course of learning, goal-setting should be done periodically to remind learners of how much they have improved so far and their resolve to learn.

Therefore, self-determination in learning is also one of the important sources of motivation for learners who choose to learn and learners who are required to learn. It depends on how they accept the learning.

2.1.3 Self-efficacy

Self-efficacy is the sense that people feel that they have an effect on the process in order to have certain outcome. Dörney（1994）defined "self-efficacy" as an individual's judgment of one's ability to perform a specific action. In Schunk's（1984）definition, "self-efficacy" for learning is student belief about their capabilities to apply effectively the knowledge and skills they already possess and thereby learn new cognitive skills. Self-efficacy is concerned with judgments about how well one can organize and execute courses of action required to deal with prospective situations containing many ambiguous, unpredictable, and often stressful elements.（Bandura & Dale, 1981）. The perception of self-efficacy can influence people's choice of activities, how much effort they will make, and how long they will be persistent in the face of difficulties（Bandura, 1977; Brown & Inouye 1978; Schunk, 1983）.

In foreign language learning, the process requires learners to make much effort and have patience for acquisition. If learners believe that their effort can lead to a better outcome of learning, in the end they will surely achieve their goals in learning. They should believe in their efficacy concerning foreign language learning: it is the way of thinking, "If I try hard, I will be able to use the foreign language for sure." It is significant to have a sense of self-efficacy to get motivated to learn a foreign

language. It is one of the sources of motivation in learning. Without the sense of self-efficacy, learners will not have a strong desire to learn and will not make any effort. Any motivation will not develop for learners without self-efficacy.

Bandura 1986 suggests that some people possess superior skills and have strong incentives to do well, but they could perform deficiently if they do not have strong self-efficacy: "The problematic self-efficacy often serves as a major obstacle to performance." p.433 . Applying this idea to foreign language learning, even though learners hold enough potential ability to master the language, if they do not have self-efficacy in learning, they possibly waste most of their potential. Learners with high self-efficacy will expend as much effort as they can with a strong belief "I can do this if I try hard". This is the source of motivation.

2.2 Attitudes in learning

2.2.1 Curiosity

Curiosity promotes learners being interested in things related to learning and collecting any kind of information concerning what they are learning. Foreign language learning is not a matter of language alone since language is used by the native people and influenced by culture. When learners start learning the foreign language, they are likely to focus on the language itself; however, as learning goes on, they feel more motivated to learn the language, and they have curiosity such as "I want to know more about the language, the native country, culture and people." This curiosity increases motivation and facilitates further learning.

Curiosity also drives learners to find an effective way to learn. Learners are curious to know how other successful learners study or what kind of strategies they use. They also try to look for their favorite way of learning to make learning smooth and comfortable. Curiosity is the basis for motivating learners' motivation in what they are doing,

2.2.2 Mastery

The desire for mastery leads to actions that people by themselves take to try to accomplish things persistently without giving up until they achieve mastery. If learners are highly motivated to learn the foreign language and strive for their goals, any kind of difficulty inevitable in learning will not dampen their persistence. On the other hand, if learners are not motivated to learn the language at all and are in the foreign language class reluctantly, even a small difficulty will hinder learners from learning and lead to a giving-up attitude on the part of learners. Ames and Archer 1988 used the term "mastery" to describe the performance when learners compare their performance based on a clear standard and goals. On the other hand, the term "relative performance" is used by them to describe learners' performance compared with that of other learners. According to them, having a

goal of mastery can lead learners to develop new skills, evaluate learning processes and believe that accomplishing the goal is up to their effort: they like the foreign language class more and believe that effort and success go together. As a result, mastery is linked with high motivation.

Foreign language ability is never acquired overnight and the mastery costs learners much time and effort. Motivation is surely an essential factor for learners to endure this hardship.

2.2.3 Challenge

Challenge means that people try something which is one step above the current level. Foreign language learning requires learners to follow one-by-one steps of learning. For improvement, learners need to keep attempting a higher level. Motivated learners like to attempt even a difficult thing which may possibly end in failure. On the other hand, if learners are not motivated at all, they will be satisfied with the minimum work and the status quo: no improvement can be expected in this case. In input hypothesis by Krashen 1985 , foreign language learners can learn only from comprehensible input which is one step above the current learners' level: i + 1. If this is so, learners necessarily try the next step for advancement. In other words, motivated learners unconsciously know what they need to do for the improvement of their foreign language: accept the challenge. Unmotivated learners do not even think of ways of improving. The difference in attitude well reflects learners' motivation; those who accept the challenge have better motivation.

2.3 Experience of feelings
2.3.1 Enjoyment

As was mentioned, motivated learners take some positive actions in learning and they have positive experiences in learning. Enjoyment is one of these positive experiences. Challenging difficult things is hard for anyone but, in the end, learners experience the feeling "I finally understand this" or "I have finally mastered a difficult skill". The experience lets learners know the enjoyment of learning. Some people emphasize the difficulty when they talk about their learning process, but most of the time, they enjoy it, including the difficulty.

In addition to the individual challenge, what happens in the classroom is a key to making learners' learning experiences positive or negative. The tasks involved in learning should be enjoyable. The enjoyment is, of course, an intellectually oriented one, that of interest. Interest is indispensable for learners to continue learning persistently. People enjoy some activities for their own sake; however most of these activities are not always regarded as interesting by them from the very beginning Bandura & Shunck, 1981 . Therefore, the development of interest is necessary. Schiefele 1991 proposed that a learner's interest depends on the task involved in learning. Some people are interested in the language itself: linguists, linguistic major students and literature-loving people. The

more they know, the more they find it interesting. Some people are interested in effective communication in the foreign language: in this case, they will favor a communicative approach. In this sense, teachers should pay attention to learners' expectations for class and achieve a balance between their expectations and the actual appropriate level. This is of course based on the proficiency of learners and also learners' age. Adult learners need more meaningful and practical sentences to practice. Rivers 1964 pointed out that in Britain, adolescent language learners who had just started foreign language learning were required to practice strange sounds, strange words and modes of expression, to do exactly what the teachers asked and to lay aside any independent thinking. Powell's remark 1986 also reflects this view.

> There is still some way to go, however, before the mismatch between pupil's level of sophistication in the modern world and the childishness of some of the topics and activities presented is overcome completely. p.65

It is almost impossible for all learners in a classroom to become interested in what they do in a class; however, the mismatch of learners' expectations and level of task will surely lead to the experience of bored feelings. Meeting learners' expectations and necessities can lead to a positive experience in learning.

2.3.2 Satisfaction

According to Gardner 1985 , as mentioned earlier, satisfaction experienced in learning is one of the key factors to make learners keep going. Usually, when learners just start learning a foreign language, they are excited by the new experience and are motivated to pursue it for a while; however, the initial motivation is likely to dwindle down until they give up. Before this happens, learners need feelings of satisfaction in their learning. When people aim for, and master, desired levels of performance, they experience a sense of satisfaction Locke, Cartledge & Knerr, 1970 . For this to happen, awareness of improvement is essential for learners.

Through the actual experience of putting what they learn into practice, learners can get the satisfaction of knowing they are capable in their learning language; in other words, the effort and work in learning is bearing fruit. For example, when an English learner happens to meet a person from another country on the street and helps the person by giving directions in English successfully and is appreciated by that person, the learner's satisfaction level will surely go up. In another example, some learners like to listen to music in a foreign language and notice that they are catching the words and understanding the meanings of the song; their satisfaction level will surely rise.

High academic performance is also related to satisfaction, and thus increases motivation. Unlike

actual experience of using the language, the satisfaction is acquired through test results or grades for the course. Performance is shown to learners by the points; therefore it is one of the fastest and clearest ways to know the outcome of their learning. This type of satisfaction is especially effective for learners who are instrumentally motivated and pursue high academic performance as their learning goal. Harter and Connel 1984 insisted that increased intrinsic motivation is related with high academic performance.

On the other hand, if learners cannot find any improvement in their foreign language learning, they will not feel any satisfaction and the initial excitement in learning a foreign language will decline. This is related with the motivational concept, amotivation, proposed by Deci and Ryan 1985 . A person is considered amotivated when she or he does not see consequences, but rather sees the consequences arising from factors beyond her or his control. In this case, learners cannot find any connection between their learning and the outcome: in the end they just feel helpless.

Positive feedback is also helpful to give learners a feeling of satisfaction. Academic performance shown by test results and grades is one form of effective feedback as previously mentioned. More effective feedback is that from teachers. This is actually similar to the sense of acceptance by teachers previously discussed as one of the sources of motivation.

Just giving test results and grades is less influential than the case when they are accompanied by teacher's comments such as praising, encouraging, or giving appropriate advice for future learning. Foreign language teachers need to think of appropriate ways of giving feedback.

The feedback should include the appropriate expectations from teachers. In Lewin's field theory 1952 , the perceived likelihood of success of a given behavior and its importance can be influenced by the expectations of teachers, parents, peers and the social milieu. Inappropriate low expectations could weaken the effect on performance. Expectations set inappropriately may lead to a learner's abandoning the learning.

For this reason, satisfaction also gives positive feedback to the sources of motivation: self-efficacy, self-determination and acceptance. It works as one of motivational factors.

3. Motivational patterns:

We have discussed how the motivational factors function and influence each other. Dweck 1986 described adaptive and maladaptive motivational patterns. In his framework, adaptive motivational patterns are those that follow the motivational process in a positive way: those who hold the sense of self-efficacy, self-determination, and acceptance, then take actions, such as having curiosity, seeking mastery and having an attitude of meeting a challenge, and as a result, experience enjoyment and satisfaction which give positive feedback to motivation.

Maladaptive patterns work exactly opposite to adaptive patterns. All negative factors work

together and give a negative sense in learning: learners who fail often follow this pattern. Learners of the maladaptive pattern tend to evidence negative affect such as anxiety and negative self-cognition when they confront obstacles Ames, 1984 .

4. Motivational construct

As has been discussed, the affective aspects of learning and the actions based on them support the process of motivational development. Many researchers suggest the importance of affective variables in learning foreign language.
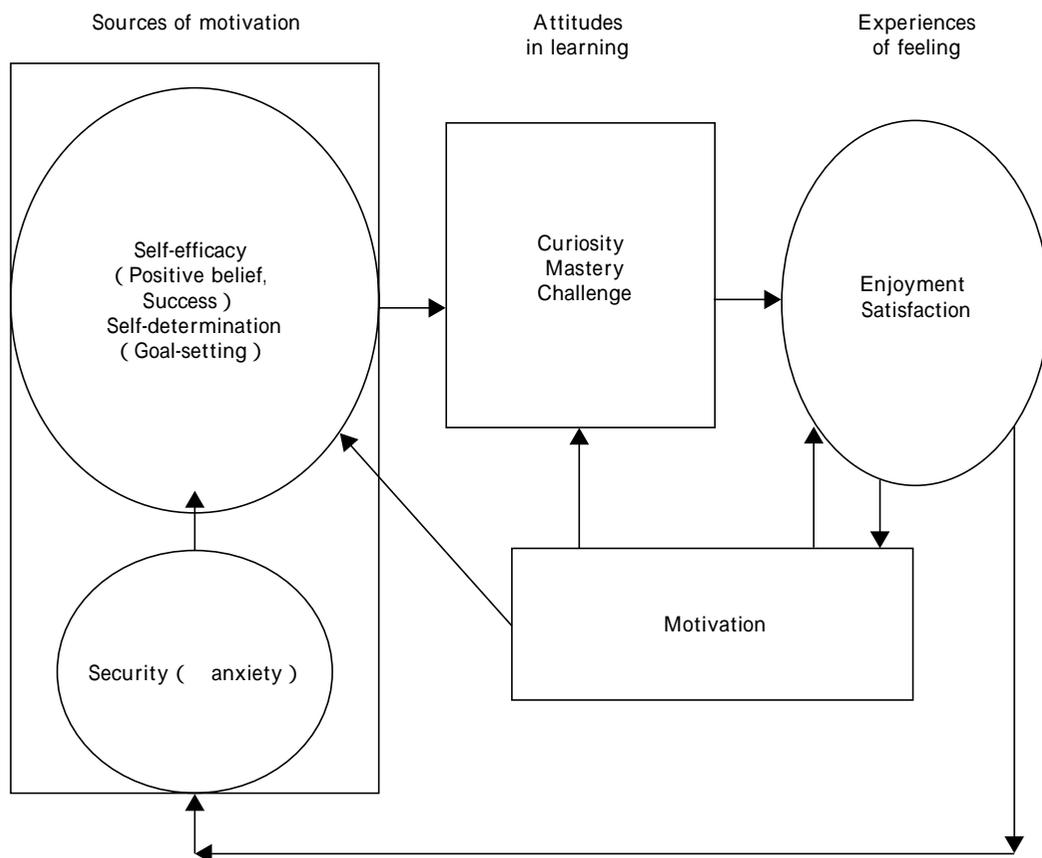
Depending on the researchers, the ways of categorizing these variables are different. For example, in Krashen's view, affective variables, such as self-esteem, motivation, and anxiety work as an affective filter that prevents comprehensible input from reaching the Language Acquisition Device. Lowering anxiety and increasing motivation and self-esteem promote the acquisition of foreign language. Some researchers have integrated affective and social variables in their SLA models such as Schumann's 1978 Acculturation Model and Giles and Byrnres's 1982 Intergroup Model. These models are varied in how much emphasis is placed on each affective variable; however, they all express the important role of affective variables in foreign language learning.

In this paper, motivation is regarded as a central factor and other affective factors are influential in learning success. This is because motivation is the key factor to control human behavior; in foreign language learning, motivation has a direct influence on learners' actions in learning.

The variables pointed out so far are limited to the individual level. Social variables are omitted in this discussion since the focus is on learners' individual affect. Summarizing motivational construct, foreign language learning motivation is considered to have three main sources: self-efficacy, self-determination and security. Based on these factors learners develop certain qualities that signal motivation: they show high curiosity, willingness for mastery and the acceptance of challenge. They come to experience joy in learning and satisfaction. These positive affective experiences will help learners to have further positive attitudes toward learning and be the basis for stronger motivation. The worst pattern is the case in which all these factors are negative and have an increasingly negative influence on learners' motivation in a vicious circle. The following is a diagram of construct of motivational development.

The diagram shows that these factors are mutually influential and functioning in a cycle. When these factors circulate smoothly, motivation is well developed. It is important for teachers to encourage a positive affect in learners and promote their learning in an adaptive motivational pattern discussed in section 3. It is very difficult for teachers to control learners' actions directly, because this would hamper learners' autonomous learning and weaken the effect of self-determination. What teachers can do is to work on the affective side of learning. First of all, teachers should create a

Figure 2. Cycle of motivational development

Sources of motivation   Attitudes in learning   Experiences of feeling

Self-efficacy
Positive belief,
Success
Self-determination
Goal-setting

Curiosity
Mastery
Challenge

Enjoyment
Satisfaction

Security   anxiety

Motivation

comfortable learning environment where learners feel secure and ready to learn. Teachers should always be aware of learner's affect in order to raise their motivation and promote spontaneous action and have them experience positive feelings in learning.

5. Conclusion

This paper has discussed L2 motivational development in the relation to the other variables described in the cycle of motivational development in section 4. The suggested motivational construct should be understood and considered by L2 teachers. Motivation does not exist in learner's mind-set independently as an affective factor. It is always surrounded by other influential elements of learning a foreign language. Therefore, when motivation is studied, it is important to pay attention to various influential factors. Motivation in foreign language learning is acquired, not like the general motivation of human beings. It is changeable and varied in its level of strength. All learners come to a foreign language classroom with different levels of motivation. The initial attitude is surely a key to future

learning, but it is not all determining. Motivation sprouts and grows in the process of learning, and this is what teachers can encourage by taking care of learner affect. Before judging learners by the motivational orientation or the level of motivation at the beginning and foretelling their possible achievement in advance, the ways of raising motivation should be explored by taking other influential elements into consideration. If these various elements stimulate each other effectively, then motivation can increase. By investigating these elements, researchers and teachers can develop ideas on how to motivate foreign language learners successfully.

It is to be hoped that the cycle of motivational construct is worth the consideration in L2 education and contributes to the effective L2 teaching. The results imply that it is always important for L2 teachers to consider sources of motivation of learners and lead them to positive attitudes in learning in order to give them favorable experiences of learning.

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