How Do Foreign Language Teachers Motivate Students in Language Learning?

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Abstract
Motivation is one of the keys to success in the language learning process. It is a crucial factor for students in learning a foreign language, and the teachers' ways to motivate students are also essential. This study aims to investigate language teachers' ways in motivating students in learning foreign languages. The participants in this study are eight foreign language teachers including English, Arabic, and French teachers. Data were collected through open-ended questionnaires with the teachers. The results of this study showed that most of the foreign language teachers motivated the students in learning a foreign language by sentences (verbal) and this method encouraged students' instrumental motivation. Next, referring to the time of motivation, four teachers motivated the students at the beginning of each learning process, meanwhile three teachers gave motivations at the beginning and at the end of each learning process. Finally, referring to the types of motivation, only two teachers (i.e. French teachers) could identify motivation types of learners, which are in the form of internal, external, intrinsic, and extrinsic motivation. Meanwhile, other teachers (i.e. English and Arabic teachers), did not mention specifically the names of the motivation types that they knew. To conclude, most of the teachers of this study did not motivate their students maximally in the classrooms. Consequently, this study offers some methods to motivate

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learners in learning foreign languages, those are the Verbal Method (VM1) and the Visual Method (VM2), and they are further discussed in the paper.

Keywords: Teachers' methods, motivate, motivation, foreign language learners.

1.   INTRODUCTION

Learning a foreign language requires persistence, interest, and motivation from students because to master a foreign language is not easy if learned in the classroom only. The process of learning a foreign language in the classroom is influenced significantly by many factors, such as classroom management, learning facilities, students' interest in learning, students' motivation, teachers, and many others. Accordingly, students who are highly motivated in learning a foreign language will get positive learning outcomes. By having motivations, students are encouraged to learn, exercise, and use a foreign language. It means that students will be enthusiastic about learning a foreign language and play a significant role in improving their learning (Othman & Shuqair, 2013). Therefore, motivation becomes an important key or aspect to success in the learning process (Dörnyei, 2009; Mahadi & Jafari, 2012; Mustafa et al., 2015; Williams & Williams, 2011).

Student's motivation is not stable because of some factors such as family problems, classmates, personal problems, laziness, and teachers (Alizadeh, 2016; Matsumoto & Obana, 2001; Nicholson, 2013). Hence, maintaining and encouraging student learning motivation in the classroom is the solution. It can be done by urging a potential source motivation either from the inside or from the outside of the classroom. Moreover, many studies have oriented towards student motivation (Brumen, 2011; Öztürk, 2014; Santosa, 2017; Ying et al., 2013), and about the effects of motivation in learning (Mahadi & Jafari, 2012). However, only a few focusing their studies on language teachers' methods in giving motivation.

Therefore, the researchers of this paper are interested in researching how teachers motivate their students in language learning. Language teachers should not only be aware of their important role as motivators but also need to decide the method used to motivate their students in learning a foreign language. The methods refer to motivation types because they determine the materials used in the classroom (Alizadeh, 2016; Dörnyei, 2008; Nicholson, 2013; Öztürk, 2014; Zubairi & Sarudin, 2009). So, teachers apply a suitable way or method to enhance the students' motivation of learning foreign languages to achieve the goals of foreign language learning (Alizadeh, 2016; Outhaichute & Raksasataya, 2013). It means that language teachers can help their students in making connections about what they learn at school and their lives (Albrecht & Karabenick, 2018).

Mahadi and Jafari (2012) stated that language teachers and lecturers should be aware of motivation, its high importance, and its types so that they can identify and recognize the forms or types of motivation that are related to the teaching process. Afterwards, they can have practical, useful, and effective classroom language in addition to a positive outcome in their learning process (Ulfa & Bania, 2019; Usman et al., 2016). It is in line with Guerrero (2015) who said that motivation is commonly

used by language teachers and learners but many are not aware of which theories are related to language learning and their teaching implications.

Furthermore, studies related to motivation in learning a foreign language have been conducted either by experts, lecturers, language department students, and others. Macintyre and Blackie (2012) conducted a research related to motivation in learning French where they examined the relative ability of variables from three motivational frameworks (Action Control Theory, Pintrich's expectancy-value model, and Gardner's Socio-educational model) to predict four non-linguistic outcomes of language learning (perceived communication competence, language anxiety, willingness to communicate, and the intention to continue language study). The result showed that hesitation plays a significant role in predicting perceived communication competence, language anxiety, and willingness to communicate. The intention to continue French was best predicted by positive attitudes.

Moreover, Lai (2013) investigated Taiwanese university students' English learning orientation from the perspective of various important L2 motivation concepts and the notion of English as an international language. This survey study showed that the majority of the participants studied English for travel, instrumental and integrative orientations, as well as intrinsic motivation and the ideal L2 self, but not for external pressure and the ought-to L2 self. Sung (2013) tested the L2 Motivation Self-System by Dörnyei (Dörnyei, 2005; Dörnyei et al., 2006) and the seven motivational constructs identified and investigated whether the constructs found in this study differ based on differences of gender, grade level, and starting age of learning a foreign language. It involved 130 US fourth to ninth-graders enrolled in Chinese classrooms. This study found four motivational constructs (instrumentality-dominant, attitudes toward the L2 speaker/community-dominant, learners' perception of their parents' proficiency in Chinese, and milieu) and also found a significant interactive effect between grade level and starting age of learning a foreign language.

Meanwhile, Ying et al. (2013) explored students' main motivation in learning Mandarin and also explored the motivational differences between Chinese-descending and non-Chinese students. This study employed descriptive analysis to explore students' main motivation and to know different motivations which indicated that there is no significant difference between integrative and instrumental motivation. Also, there was no significant different motivation between Chinese descending and non-Chinese students in learning Mandarin.

Based on several previous studies, none of them has examined foreign language teachers' ways or methods in encouraging students' learning motivation. In this study, the authors are interested in investigating English, Arabic, and French teachers in Indonesia in motivating students to learn a foreign language because FL (foreign language) teachers should develop their method to motivate students in learning a foreign language (Ying et al., 2013) when motivation still becomes problems for students. Henceforth, the research questions proposed in this study are:

1. How do foreign language teachers motivate their students in learning a foreign language?
2. When do foreign language teachers motivate their students in learning a foreign language?
3. What are the motivation types in learning foreign language known by foreign language teachers?

The results of this study are expected to contribute to foreign language learning, specifically for teachers' method or way to motivate students in the foreign language class. The use of various methods or ways that match motivation types is very important to maintain students' motivation in the learning process. This study also aimed to investigate the foreign language teachers' ways or methods to motivate their students in the classroom, whether it matches motivation sources or motivation types in learning a foreign language.

2.   LITERATURE REVIEW

2.1   Motivation Types

Harmer (2011) stated that motivation is key to success. It is an internal drive that pushes a person to do things or to get something. Without motivation, someone will most certainly fail to make the necessary effort. Then, he divided motivation which comes from 'outside' and 'inside'. Those are extrinsic and intrinsic motivation (Harmer, 2011). Extrinsic motivation is a result of many outside factors, for example: need to pass the examination, financial reward or the possibility of future travel. Meanwhile, intrinsic motivation comes from the individual himself, such as the enjoyment of the learning process or a desire to make them feel better.

On the other hand, Gardner (1985) classified motivation into two categories. They are integrative and instrumental orientations. Integrative orientation emphasizes on the interaction with the member community and stresses the values of learning, for example, interested in culture. So, learners are classified as an integrative orientation which they interest in culture, iconic, and others. Besides that, learners are classified as an instrumental orientation if they emphasized that foreign language learning will be useful in obtaining a job, passing to an exam, and better education. Therefore, Gardner (1985) argued that motivation involves four aspects including goal, effortful behaviour, desire to attain the goal, and attitude in achieving the goal.

Another expert, Ellis (1997), divided motivation into four types. Two types are similar to the motivation types by Gardner (1985). Those are instrumental and integrative motivation. Next, resultative motivation is a kind motivation that comes from the result of learning either from inside or outside as the cause of learning. Then, intrinsic motivation is similar to the motivation type by Harmer (2011). It is from the individual himself, such as the enjoyment of the learning process or desire to feel better

In conclusion, there are five motivation types according to Harmer (2011), Gardner (1985), and Ellis (1997). Those are intrinsic, integrative, resultative, external, and instrumental motivation. These motivation types may come from inside, outside or both from the individuals (learners). Therefore, motivation types in this study are divided into two source motivation including the inside source (integrative, intrinsic, and resultative) and outside source (instrumental, external, and resultative). Each source or type is affected by many factors in students' environment including the learning process (Harmer, 2011).

Table 1 shows the motivation types of foreign language learning according to Gardner (1985), Ellis (1997) and Harmer (2011) which are divided into some types.

Table 1. Motivation types.

Experts	Motivation Types in Foreign Language Learning
Gardner (1985)	Integrative and instrumental motivation
Ellis (1997)	Instrumental, integrative, resultative, intrinsic motivation
Harmer (2011)	Extrinsic and intrinsic motivation

The motivation types presented in the Table 1 are the motivation types analysed in this study. The author categorizes them into two classifications based on the source. They are the inside source and outside source as presented in Figure 1.
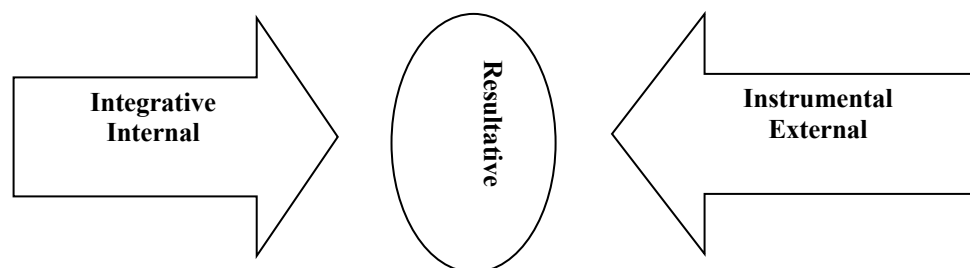
Figure 1. The source of motivations.

Based on Figure 1, it seems that the integrative motivation (Ellis, 1997; Gardner, 1985) and the intrinsic motivation are the same essences of motivation types because they are oriented on the person's interest. According to Jakobovits (1970), as cited in Gardner (1985), the motivation equates an integrative orientation with an intrinsic interest in the language. The characteristic of this motivation is that the person enjoys the learning process (Harmer, 2011), is interested in people and culture of the target language (Ellis, 1997), and possess a desire to get better (Harmer, 2011).

Second, instrumental motivation is very close to external motivation, so the author put them into one category. Both are influenced by external factors, such as to pass an exam (Harmer, 2011), obtain a job or a better education (Gardner, 1985), offer the possibility of a better future (Harmer, 2011) such as to get a better job, to get accepted at a university (Ellis, 1997), and to win on a scholarship.

The last one is resultative motivation. It is a learning-result oriented motivation (Ellis, 1997) and can be categorized as a result of learning either internal or external factors. Therefore, it is included in the first and second classifications because they can influence these motivation types. In short, based on the explanation above, all of the motivation types are classified into three categories and they have different characters or factors. Those are very important to foreign language teachers because they can apply them in the learning process as it can affect the atmosphere of learning and learners' feeling.

2.2 Foreign Language Learning

There are three substantively and strategically different conceptions of knowledge associated with the teachers' learning process. First, the knowledge for practice, the formal knowledge, and theories generated by researchers and university-based scholars. It involves new theories of learning or instruction and includes assessments, strategies for research and evaluation, or tools such as the learning process. Next, knowledge of practice that comprises neither formal nor practical

knowledge. It generates when teachers treat their classrooms and schools as sites of inquiry and examine them in terms of such broader social and political issues like equity, supporting the students' achievement and future. This form may be produced or created by the teachers themselves. Then, knowledge in practice is what teachers understand as reflected through their practice, and is situated in their classroom. According to Cochran-Smith and Lytle (1999), as cited in Sugrue and Day (2004), it may be called practical knowledge. It means that knowledge is truly essential in the maximum practice of learning process. The absence of teachers' knowledge in practice will affect the classroom, where students may or may not be interested in how the classroom is run. Knowledge in practice is essential for teachers to possess for the foreign language teaching because it is supported by strategies to motivate the learners' interest that come from their knowledge (Sercu, 2005; Sugrue & Day, 2004).

Therefore, teachers must have insight into the theories overall, particularly in foreign language learning. Because the key to language learning is motivation. The teachers' knowledge about it can strongly help the teachers to create the strategies to motivate the learners consistently and variously. There is a strong relationship between theories and practice, specifically, teachers' insight and its application in the classroom or learning process. Most strategies concerned with enhancing teachers' knowledge and learning are single-focus (Sugrue & Day, 2004).

Alexander (1984), as cited in Kumaravadevelu (2013), stated that a teacher's theory of practice should be based on different types of knowledge such as speculative theory, the findings of empirical research, and the experiential knowledge of practising teachers. He also gives advice to teachers in approaching their own practice with 'principles drawn from the consideration of these different types of knowledge'. This statement shows that a language teacher should know, more on how might think, and should be the depth of critical thinking. According to Cochran-Smith and Lytle (1999), as cited in McLaughlin (2002), teachers need knowledge for practice, knowledge of practice, and knowledge in practice for the teaching-learning process. Like in the language learning process, language teachers should know all the theories that they need, including motivational theories and their strategies. Those factors are important for they affect the students in learning.

3. METHODS

This study employed a qualitative method because it applied a natural setting, the researchers themselves are the key instrument, the multiple sources of data and the use of inductive and deductive data analysis, for instance, categorization, the holistic account, and the identification of factors related to the situation.

The participants in this study were eight foreign language teachers comprising of three English teachers, three Arabic teachers, and two French teachers. The reason to choose them was that they had the same qualification which was an undergraduate level. Three English teachers taught in the junior high school level, three Arabic teachers taught in the junior high school level and the senior high school level, and two French teachers taught in the senior high school level.

This study used open-ended questionnaires to collect data; a list of questions was given online through Google form and the participants were to type in their answers. This was conducted to gain information about foreign language teachers' ways to

motivate the students, time to motivate, and knowledge of motivation types. The data were then analysed qualitatively by using the data analysis of Miles et al. (2014). First, data were collected. After that, it was condensed and classified. Lastly, data was verified based on the research questions.

4. RESULTS

4.1 Results and Discussion

In this study, the results of analysis were divided into three parts. The first part was the result of how foreign language teachers motivated their students in the classroom and what it refers to motivation types. The second part was to the result of when foreign language teachers motivate their students. The last one was about what motivation types were known by the foreign language teachers as participants of this study.

4.1.1 The ways foreign language teachers motivate learners

Table 2. The ways foreign language teachers motivate learners in the classroom.

The ways foreign language teachers motivate learners	Motivation types	Types	Foreign language teachers
English is the international language and it is one of the subjects of national examination.	Instrumental	Verbally	English Teachers
Studying a foreign language is very important for us and it can expand our language to communicate with others.	instrumental		
We must study in order to fill/answer the exam questions.	Instrumental		
Motivate to pass the national exam.	Instrumental		
Motivate them by playing but using the language.	Integrative	Non-Verbal	
If we can speak Arabic, we can go to abroad.	Instrumental	Verbally	Arabic Teachers
The purpose of learning the Arabic language.	Instrumental		
The necessity to mastery foreign language to access expansion and the wider global relation.	Instrumental	Verbally	French Teachers
The French language is one of the foreign languages that has not been very popular, so the mastery of this language is a prestige.	Instrumental		

Table 2 shows that most of the ways used by the participants to motivate the students were conveyed verbally or by sentences. Examples provided by the participants are such as saying, "English learning is one of the subjects in the National Exam", which meant the learners should learn English to pass the National Exam. Then there is, "by learning English, Arabic or Francis, learners can communicate with others". These verbal encouragements encouraged students' instrumental motivation because communicating with others, passing the national exam and access expansion were all of the external source.

Hence, most of the foreign language teachers did not use motivation types as a base to develop the students' motivation to maximally learn the foreign languages.

Given they did so, the motivation types could have helped teachers in creating ways or methods to encourage students' motivation in the classroom. However, ways or methods used without basing them intentionally on any motivation types, although minimally, had also influenced the students' motivation. Nevertheless, teachers' insight about motivation types is influential for teaching the foreign language, for motivating the learners, for choosing a way or method of teaching, and for applying new or creative ways in the foreign language classroom so the class can be more interesting, enjoyable and effective.

4.1.2 The time foreign language teachers motivate learners

Table 3. Time of motivation given in the classroom.

Time to motive learners	Foreign language teachers
At the beginning of the learning process	Four foreign language teachers (three English teachers and two Arabic teachers)
At the beginning and the last of the learning process	Three foreign language teachers (one Arabic teacher and two French teachers)

Table 3 shows that the foreign language teachers motivated the students in learning the foreign language at the beginning of the learning process. This was done by four foreign language teachers. Whilst, three foreign language teachers motivated their students both at the beginning and the last of the learning process.

4.1.3 Motivation types known by the foreign language teachers

Table 4. Motivation types known by the foreign language teachers.

Motivation types known by foreign language teachers		
English teachers	**Arabic teachers**	**French teachers**
Yes	Yes, because motivation will improve the learners' interest.	Two types: internal and external
Yes	Yes	Two motivation: intrinsic and
Yes	Yes	extrinsic

Table 4 shows that six foreign language teachers only answered "yes" when asked if they knew any motivation types. Yet, the participants did not mention specifically the names of the motivation types that they knew. Besides, there were only two foreign language teachers that mentioned explicitly the names of the motivation types: internal, external, intrinsic, and extrinsic motivation.

The result above showed that knowing the motivation types is not enough. Foreign language teachers should also have insights into them so they can look for ways or methods to motivate the students in the foreign language classroom.

4.2   Suggestions

Based on the results above, the author offers some methods to develop students' learning motivation which refers to motivation types in this study. Those are Verbal Method (VM1) and Visual Method (VM2).

4.2.1 Verbal method (VM1)

Based on the types of motivation given by the experts. The researchers divide methods to motivate into two types. They are Verbal method (VM1) and Visual method (VM2). VM1 is a traditional way done by most teachers, but this study suggests different content or material suit foreign language teaching. VM1 includes two major items: Expressing/telling, and Necessity (see Figure 2). Telling the real-life can motivate the learners, for instance, about abroad, the seasons in the target country, the culture and all of the icons of the country. All jobs can be delivered by the teacher by describing to them about those things. The second item is a necessity. The teachers can use three topics such as technology, education, and demand. Technology has a significant impact on our lives and to live with the latest technology requires knowledge of a foreign language, usually those used by the developed countries. The same applies to education. Almost every element in education uses foreign language either in the facility, the lectures, the learning process or even the source of learning and the demands coming from all fields such as interaction, requirement, etc.
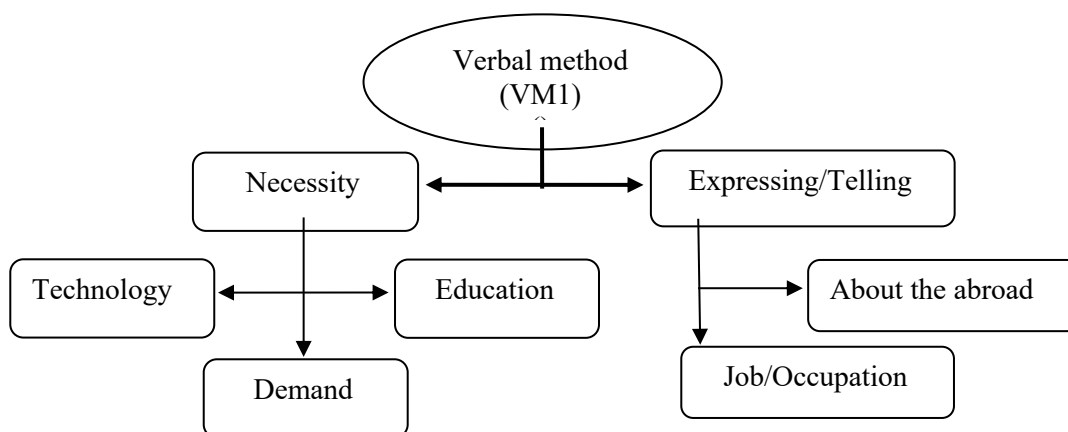

Figure 2. Verbal method (VM1) to motivate learners in learning a foreign language.

4.2.2   Visual method (VM2)

VM2 is the modern way to motivate learners in foreign language learning through technology. Foreign language teachers can use media, such as video as an instruction medium to show content that enhances learners' motivation, for instance, using YouTube channel. In language education, YouTube is one of the remarkable tools used in the learning process. It was the most used website ever since the internet was developed in the 1990s (Balbay & Kilis, 2017). For motivational purposes, teachers can use YouTube to show about the prospective jobs from and facts about mastering a foreign language. Students thus can imagine the benefits and as a result, will thrive to learn a foreign language to achieve those benefits. This content is related to instrumental motivation as motivation types that come from external sources.

Despite the similar content to VM1, with technology aids, probably VM2 is doing more in motivating students. To illustrate, according to Cakrawati (2017) and Heift and Vyatkina (2017), online learning platforms can help learners in practising language skills, and technology can facilitate foreign language learning more effectively and efficiently. VM2 includes video, job, and fact. Those are related to one

another in a way that a video can provide information about prospective careers or some facts. Job is the concrete social phenomena in our environment. Then, the fact may contain a job from a great person as an example for students. So, their relationship is described by Figure 3.
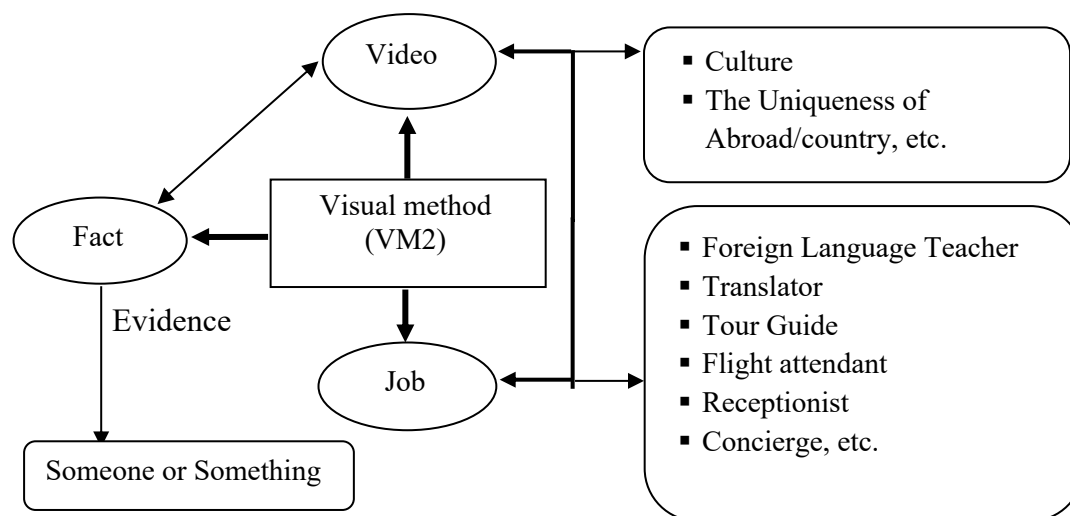

Figure 3. Visual method (VM2) to motivate learners in learning the foreign language.

Thus, foreign language teachers can adopt or apply the VM1 and VM2 in their classroom. These strategies will be used to improve the students' motivation to learn a foreign language because the material in the video includes an intrinsic and extrinsic source. That will impede the students' integrative and instrumental motivation. As a result, the learners will not be bored in following instructions and enjoy the learning.

5. CONCLUSION

The result of this study showed that: first, most foreign language teachers motivated their students in learning a foreign language through verbal messages which could encourage students' instrumental motivation. On the other hand, the non-verbal one supports students' integrative motivation. Second, there were four foreign language teachers that motivated their students at the beginning of the learning process, and three foreign language teachers that motivated at both the beginning and at the end of learning processes. Last, only two foreign language teachers answered the motivation types they employed in their teaching as internal, external, intrinsic, and extrinsic motivation. Meanwhile, six foreign language teachers only answered 'yes' but they did not mention motivation types specifically.

Thus, these foreign language teachers did not motivate their students maximally in the classroom because not all foreign language teachers know about types of motivation. Nevertheless, there are some weaknesses in this study. First, the subjects were only eight foreign language teachers so the finding may not represent foreign language learning in general. However, the result of this study can be considered by other foreign language teachers to motivate students, and lectures teaching to-be teachers to give motivation theories deeply in the learning process. Other researchers

who would like to conduct similar research, they can focus on why foreign language teachers do not employ different ways of motivating students, the factors that affect foreign language teachers in applying motivation types to motivate students, and others.

Then, this study offers combined methods to help teachers giving motivation in the classroom. Those are Verbal Method (VM1) and Visual Method (VM2). VM1 is the traditional way which includes (1) expressing/telling topics about living abroad, the seasons in the target country, the culture and all of the icons in the country, and (2) necessity of the future, technology, education, and demand. All of the contents or materials suggested in this study suit the motivation type. On the other hand, VM2 is the modern way because it employs technology, specifically videos. Foreign language teachers can use videos as a medium of instruction to enhance learners' motivation. This method is related to instrumental motivation as topics like jobs and facts about the target language are coming from the external source. Nevertheless, these methods should be further investigated by other researchers.

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