A Study of Foreign Language Learning Motivation

——with application in classroom setting

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SYNOPOSIS

Throughout the whole language teaching in China, the study of learning motivation, especially the study of foreign language learning motivation, has long been neglected. It has been realized that motivation is one of the most significant factors which result in successful learning. Although there have been discussions on this issue in the field of second language acquisition (SLA) in recent years, the theories of motivation in this field can not be used without adaptation in foreign language learning context in China. The objective of the thesis is, therefore, to put forward a model and some strategies for language teachers to motivate Chinese learners in classroom setting.

The thesis is composed of four chapters. Chapter 1 reviews the motivation study in the field of second language acquisition. Gardner's socio-psychological model is the focus of interest. In Gardner's model, there are three important facets: the integrative motivation hypothesis, the Attitude/Motivation Test Battery, and the socio-educational model. Elaborations and evaluations are made on each facet. Other models of motivation study in SLA, such as Speech Accommodation Theory, Acculturation Model and Monitor Model, are also mentioned.

Chapter 2 is a review of the motivation study in the field of psychology. Four approaches, each with one or two representative theories, are presented, namely the reinforcement theory in behavioral approach, the self-actualization theory in humanistic approach, the attribution theory in cognitive approach, and the self-efficacy theory and goal theory in social learning approach. Characteristics of each approach are explored and evaluations are made.

Chapter 3 proposes a modified model of motivation study in the form of a chart. Important factors or components in the chart are grouped into two categories, personal and environmental, to be elaborated and discussed in classroom setting. Strategies are proposed as well when analyzing these factors for language teachers.

In Chapter 4 a questionnaire is proposed for language teachers to discover, highlight, utilize and maximize the motivations of a FL learner.

The thesis is pedagogically oriented as the present writer recognizes the urgent need for language teachers to motivate their learners in classroom teaching. It is hoped that the proposed model can serve as a guide for practitioners to motivate Chinese learners.

Key words: motivation, educational psychology, components of motivation, personal factors, environmental factors, strategies, questionnaire.

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INTRODUCTION

Motivation is not currently a subject of extensive investigation in applied linguistics, despite the interest that many teachers have in it. Although there is intermittent discussion of socio-psychological explanations of second-language (SL) learning in major journals (Soh,1987; Au,1988; Dornyei,1988), the discussion of motivation in such texts is curiously isolated from broader theoretical concerns. In second-language acquisition (SLA) theory, motivation is typically grouped as miscellaneous "affective" factors that may play a role in acquisition. Current SL discussion on this topic lacks validity in that it is not well grounded in the real SL classroom, nor is it well connected to other related educational research. As a result of this, the present writer intends to propose a practical model for studying foreign language learning motivation in classroom setting. The model is based on the theoretical approach of educational psychology. It is hoped that the model can serve as a guide for practitioners to motivate Chinese learners.

A Survey of Related Theories

Motivation study in second language acquisition

All approaches to describing the role of motivation in language learning have shared, in varying degrees, two limiting features. First, the major approaches have been socio-psychological. Motivation has been consistently linked with attitudes toward the community of speakers of the target language, with an interest in interacting with such speakers, and with some degree of self-identification with the target language community. The most influential work in the field has been that of Gardner and Lambert and their associates in Canada, beginning in 1950s and continuing to the present. (Gardner&Lambert,1959,1972;Lambert,1967; Gardner,1968,1980,1983,1985,1988,1991,1996; Gardner,Clement,Smythe,&Smythe,1979;Gardner&MacIntyre,1991,1993;Gardner&Tremblay ,1994) Other models of the relationship between motivation and SL learning, all of which have been heavily influenced by the work of Gardner and Lambert and which maintain the socio-psychological perspective, include those of Schumann (1978,1986), Giles and his associates (Giles&Byrne,1982; Beebe&Giles,1984; Beebe,1988), and Krashen (1985).

Second, despite the traditional tripartite distinction between cognition, motivation and affect, all of these lines of SL research have tended to group affect, especially attitudes, and motivation together. As Ellis (1985) has observed, there has been no general agreement on definitions of motivation and attitudes. Consequently, the term motivation has been used as a general cover term – a dustbin – to include a number of possibly distinct concepts, each of which may have different origins and different effects and require different classroom treatment.

The original impetus in SL motivation research came from social psychology. This is understandable since learning the language of another community simply cannot be separated from the learner's social dispositions towards the speech community in question. The starting

point in Gardner's theory is, therefore, that "students" attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language. This means that, unlike several other school subjects, a foreign language is not a socially neutral field.

Gardner (1985:10) defines SL motivation as "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". More specifically, motivation is conceptualized to include three components, motivational intensity, desire to learn the language, and attitude towards the act of learning the language. Thus, according to Gardner's theory, "motivation" refers to a kind of central mental "engine" or "energy-center" that subsumes effort, want/will, and task-enjoyment. Gardner argues that these three components belong together because the truly motivated individual displays all three; as he contends, "my feeling is that such a mixture is necessary to adequately capture what is meant by motivation" (Gardner, 1995:100), and "it is the total configuration that will eventuate in second language achievement" (Gardner 1985: 169).

Motivation study in the field of psychology

Motivation theories in psychology have been derived from various sources. Some theories were developed through work with animals in laboratories. Others were based on research with humans in situations that used games or puzzles. Some theories grew out of the work done in clinical or industrial psychology.

Earlier psychological discussion of motivation centered on the concept of instinct, and subsequent development of the topic during most of the first half of this century concentrated particularly on organic survival-oriented needs, or "drives". A less physiological treatment of the topic appeared early in social psychology, following the work of Lewin (1951), but motivation was slower than were other areas of psychology to recover from the influence of behaviorism. In recent decades, there has been a reformulation of approaches to motivation following particularly the work of Atkinson (1964), McClelland (1965), and Weiner (1972).

According to Woolfolk (1993), motivation is usually defined as an internal state that arouses, directs and maintains behavior. Psychologists studying motivation have focused on three basic questions. First, what is it that originally causes a person to initiate some action? Second, what causes a person to move toward a particular goal? And third, what causes a person to persist in attempts to reach that goal? Some psychologists have explained motivation in terms of personal traits or individual characteristics. Certain people, so the theory goes, have a strong need to achieve, a fear of tests, or an enduring interest in art, so they behave accordingly. They work hard to achieve, avoid tests, or spend hours in art galleries. Other psychologists see motivation more as a state, a temporary situation. If, for example, you are reading a paragraph because you have a test tomorrow, you are motivated by the situation. The motivation we experience at any time usually is a combination of trait and state.

Some explanations of motivation rely on personal factors such as needs, interest, curiosity, and enjoyment. Other explanations point to external, environmental factors – rewards, social pressure, punishment, and so on. Motivation that stems from factors such as interest or curiosity is called intrinsic motivation. When we are intrinsically motivated, we do not need incentives or punishments to make us work, because the activity itself is rewarding. We enjoy the task or the sense of accomplishment that it brings. In contrast, when we do something in order to earn a reward, to avoid punishment, to please the teacher, or for some

other reason that has very little to do with the task itself, we experience extrinsic motivation. We are not really interested in the activity for its own sake; we care only about what it will gain for us.

Defining motivation in the framework of educational psychology

Although "motivation" is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept. All teachers and most learners will have a working conception of motivation. Motivation is the thing that explains why one person does better at a task than another even though both appear to have equal ability. Motivation is the thing that leads to one person working long and hard at a task while another stops at the first excuse. Motivation is the thing that enables one learner to work with the minimum of direction and guidance from the teacher, while another learner has to be constantly monitored and directed.

According to educational psychology. Motivation is an internal state that activates and gives direction to people's thoughts, feelings, and actions. We sometimes make incorrect assumptions about the motivation of others. The most salient characteristics of motivation are persistence and focused behavior. Motivated people engage in goal-directed behavior and persist until they have achieved the goal. As a personality trait, motivation represents a relatively stable predisposition to engage in focused and persistent behavior. Different people exhibit different levels of motivation regardless of the task they are pursuing.

Motivation is also defined as a specific state or temporary condition that depends on a particular situation. People may be highly motivated to act in one situation yet completely unmotivated in another. In a word, motivation does not work the same way for everybody.

About the present research

Motivation has been a much neglected subject in educational psychology, partly because educational psychology has tended either to play down or to ignore motivation. One generation after another of school teachers and administrators have been produced without having had clear theory of motivation. They may entertain theories of motivation based on folklore, or they may bypass the subject altogether. However, the absence of possession of a theory of motivation crucially affects both the selection of content to be taught and the methods used to teach it.

Teachers and administrators who have no clear-cut theory of learning and its motivation may possess a variety of beliefs about how learning is initiated and how it proceeds. So teachers quite often adhere to fragments of two or more theories of motivation that may be, and often are, contradictory. If teachers lack a solid grounding in contemporary motivation theory, or in adequate theories of learning that include motivation theories, they have little choice but to engage in trial-and-error experimentation with all the devices they can think of to catch and hold the interest of learners.

The present research is conducted, therefore, to make up for the deficiency in the study of language learning motivation in educational psychology. The research is restricted, however, to foreign language learning situation in classroom settings.

Foreign language learning vs. second language learning

The distinction between FLL and SLL setting is significant. In the field of language learning, a FL is defined as one that is learned in a place where that language is not typically used as the medium of ordinary communication, like English in China. FL learners are barraged by their own native language and have to go out of their way to find stimulation and input in the teaching language (TL). These learners typically receive input in the new language only in the classroom and by rather artificial means. In contrast, SL is used as the main vehicle of everyday communication for most people, like French in Canada. The learner of the SL is surrounded by stimulation, both visual and auditory, in the TL and thus has many motivational and instructional advantages. Much of the research on language learning motivation has taken place in Canada, in settings where people are learning the TL as a SL.

Gardner and his associates originally formulated their theory on the basis of surveys conducted primarily among English-speaking Canadians learning French, the second official language of the country. This environment is an example of what can generally be termed a SLA context, where the TL is mastered either through direct exposure to it or through formal instruction accompanied by frequent interaction with the TL community in the host environment or in a multicultural setting. It should be noted that "SLA context" refer to a range of learning environments that can be further classified according to the number of languages spoken in the area, the learner's ethnolinguistic vitality, the cultural and social circumstances, as well as the intergroup relations found in the particular context. The Canadian environment, for example, displays certain diversity in this respect.

Although SLA contexts are varied, they are clearly distinct from another type of language learning milieu, generally termed a foreign language learning (FLL) context, which involves a community in which one or two languages are taught in school for several years as an academic subject and many learners develop proficiency in them.

According to Gardner (1985:2), North Americans often view this as the "European model". A common feature of such situations is that learners often have not had sufficient experience of the TL community to have attitudes for or against it. Oxford (1994) points out that this is particularly true of learning an international language, in which the aim of learning is not so much to get into contact with others who have also learned it as a FL. English, in particular, has become the major "official" language of many professions and most academic fields, as well the main means of communication in international tourism. These considerations suggest that in FLL situations, especially with an international TL such as English, affective predispositions toward the TL community are unlikely to explain a great proportion of the variance in language attainment.

An analysis of classroom setting

For Chinese learners, classroom is a major setting for learning. There are two distinguished characteristics in the classroom setting which may affect the learning directly: the evaluative climate and the goal structure.

In the classroom, learners' efforts and products are constantly evaluated. Doyle (1983) suggests that learners look upon most classroom work as "an exchange of performance for grades". Grading here refers to more than marks on a report card. Learners must take tests, answer questions in class, and complete assignments. On all these tasks they are evaluated all the time, either formally with a grade or informally as the teacher forms impressions. The greater the emphasis on competitive evaluation and grading, the more learners will focus on performance goals rather than mastery goals and the more they will be ego-involved as opposed to task-involved.

Learners in the classroom function as part of a large group. Each goal structure is associated with a different relationship between the individual and the group. This relationship influences motivation to reach the goal. There are three such structures: cooperative, competitive, and individualistic. With cooperative learning, learners believe their goal is attainable if and only if other learners will also reach the goal; with competitive learning, learners believe they will reach their goal if and only if other learners *do not* reach the goal; and with individualistic leaning, learners believe their own attempt to reach a goal is not related to other learners' attempts to reach goal. These three goal structures in the classroom can influence learners' motivation greatly.

Methodology adopted in this research

The present research is conducted by following, in general, the qualitative method. In the thesis, the model of motivation is proposed without the test stage. A typical analytic approach is used in Chapter 3, in analyzing the related factors to motivation, with an attention to "focus on the role of the constituent parts that make up the total phenomenon."(Seliger,1989)

The popular method of using questionnaire is not adopted here. As Seliger (1989:172) pointed out, there are both advantages and disadvantages for using questionnaire. The disadvantages include, among others: (1) Low response rate which poses questions about the reasons why certain subjects respond and others do not. (2) As with observations and interviews, questionnaires can also vary in their degree of explicitness. (3) The type of data obtained from questionnaires will vary according to the degree of structure of the procedures used.

However, a simple questionnaire for pedagogical use, not for formal research, is offered at the end of the thesis. This questionnaire is provided with an intention to help language teachers to analyze the motivation of their student in practical teaching situations, so as to optimize teaching effect.

Brief summary of contents

This thesis is composed of the introduction, the following 4 chapters and the conclusion. Introduction first gives a brief survey of the related motivation theories, and then defines motivation in the framework of educational psychology. The differences between FLL and SLL, the analysis of classroom setting, and the methodology used in the research are also explained.

Chapter 1 is a review of motivation study in the field of SLA. Gardner's socio-psychological model remains the major focus. Elaborations are made on the well-known instrumental/integrative distinction. The chapter also introduces the subsequent development of the model and other motivation studies in SLA context. Chapter 2 reviews four major approaches to motivation study in the field of psychology, namely the reinforcement theory in behavioral approach, the self-actualization theory in humanistic approach, the attribution theory in cognitive approach, and the self-efficacy theory and the goal theory in social learning approach. Characteristics of each approach are explored and evaluation made. Chapter 3 consists of two parts. First, a proposed model is presented in the form of a chart is presented; Second, a package of practical strategies are introduced for

teachers to analyze factors related to motivation. Chapter 4 is a proposed questionnaire for pedagogical use. A brief summary is provided in the conclusion.

Chapter 1:   MOTIVATION STUDY IN THE FIELD OF SLA

1.1   Gardner's socio-psychological model

Gardner's model has dominated the study of language learning motivation for about four decades. A desire for learning language for the purpose of cultural/linguistic integration is found on all levels within this social psychological construct of language learning motivation. At the most specific or first level is found integrative orientation, which deals with the individual's desire for cultural or linguistic integration. Presumably other orientations are also possible here, though the integrative orientation is highlighted.

At the second, broader level are (1) integrativeness and (2) attitudes toward the SL learning situation. These are considered precursors to motivation (Gardner and Tremblay, 1994a). Integrativeness refers to the integrative orientation mentioned above, plus two attitudinal factors: general foreign language interest and attitudes toward the target community. Attitudes toward the SL learning situation are composed of evaluation of the teacher and evaluation of the course (Gardner and MacIntyre, 1993b).

At the third level is the tripartite group consisting of: (1) effort, (2) desire to learn the language and (3) attitudes toward learning the language. These, taken together, are viewed as motivation.

Collapsing and somewhat simplifying these levels, Gardner (1985) asserts that motivation is composed of four elements: a *goal* (orientation, found in the first and second levels), a *desire* to attain the goal (the third level), positive *attitudes* toward leaning the language (the third level), and effortful *behavior* to that effect (the third level). This simplification leaves out some aspects of the second level: general foreign language interest, attitudes toward the target community, evaluation of the teacher, and evaluation of the course. Nevertheless, the simplification is a useful heuristic.

In Gardner's motivation theory, there are three particularly well developed areas: (1) the construct of the integrative motive; (2) the Attitude/Motivation Test Battery (AMTB) (Gardner, Clement, Smythe, &Smythe, 1979) and (3)the socio-educational model.

1.1.1   The integrative motive hypothesis

An integrative motive is one of the five propositions put forward by Gardner in 1983. The studies are divided into two sections. Section 1 contains studies that were conducted by Gardner and his colleagues. Section 2 contains studies that were conducted by other researchers. The rationale for such a division is that the operational measures employed by Gardner and his associates are different from those employed by other researchers. Gardner and his associates have tended to employ scales from AMTB while other researchers have used a variety of techniques such as scales adapted from the AMTB, the matched-guise technique, and the Spolsky type identity scales to elicit integrative motive or component of integrative motive.

Gardner and Tremblay (1994a) state that motivation is the central concept and that integrative motivation is not paramount in the socio-educational model. Elsewhere Gardner states: " The source of the motivating impetus is relatively unimportant,

provided that motivation is aroused" (1985:169). However, the socio-educational model is imbued from top to bottom with integration in one form or another. Integration energizes the first three levels in his theoretical basis. Hence, it is understandable that discussions of this model use "the integrative motive" and "motivation" virtually interchangeably. Gardner and his associates have been questioned about their focus on integrative motivation as the primary or most important type of language learning motivation.

However, integrative motivation at various levels is the central theme of Gardner and his associates' work, and time and time again it has proven its importance in relation to language achievement, though within the particular social psychological research framework. According to much of the research, integratively motivated learners capitalize on all practice opportunities, volunteer more answers in the classroom, are more precise in responses, and are more satisfied and rewarded for participation (Gardner, 1985).

Gardner and his group were criticized, perhaps a bit unfairly, for creating a somewhat false split between integrative and instrumental motivation, referring to motivation to learn the language for an instrumental purpose, such as getting a better job, earning more money, entering a better college or graduate school, and so on. Gardner and Tremblay (1994b) point out that only one study by the Gardner group in the late 34 years has considered instrumental motivation. Again, here is a distinction between the reasons (orientation) for learning a language versus the broader and more important motivation, of which the reasons are only a part.

However, instrumental motivation or orientation should have a greater prominence in theory and research, at least in certain settings, most notably in FL environments. The question of whether motivations differ between learners of SL and FL is very important and has been repeatedly raised in recent years. For instance, Ely's (1986a, 1986b) empirical research findings within the US show three motivational clusters, the first two corresponding to integrative and instrumental and the third clearly centering on the need to fulfill FL requirements, which might in fact also be considered as an instrumental reason to learn the language.

Dornyei (1990a, 1990b) suggests that instrumental motivation might be more important than integrative motivation for FL learners. According to Dornyei, FL learners rarely have sufficient experience with the TL community to have clearly articulated attitudes toward that community, and they are therefore uncommitted to integrating with that group.

Other researchers in this aspect include Au (1988), Crookes and Schmidt (1991), and Dornyei (1990). Au asserts that instrumental goals contribute significantly to motivation for FL learners. He also states that integrative reasons are, for FL learners, less specific to a particular TL culture and are determined more by attitudes and beliefs about FL and cultures in general. This means that an inexperienced learner of English in China might have a generalized interest in getting to know foreigners, but might not have a powerful urge to merge with the western world itself with which he or she has so far had no contact.

Dornyei also states that instrumental motivation and need for achievement (which will be discussed later) are associated with each other, and that these two factors affect FL learners at an intermediate proficiency level and below. He suggests that integrative motivation might be necessary to go beyond the intermediate level in FLL.

In my opinion, the motivation in FL context or in SL context is obviously varied. As

to which type of motivation is more important, there is no absolute rule. In this light, educational psychology seems able to offer a more rational theoretical basis for the study of motivation.

1.1.2　The Attitude/Motivation Test Battery (AMTB)

AMTB was developed to measure a number of attributes associated with SL learning. According to Gardner (1993a), they can be grouped into five categories as follows:

A. *Motivation*. Three different measures are needed to assess the various components of motivation. According to Gardner (1985), a motivated individual is one who wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences satisfaction in the activities associated with achieving this goal. Thus, motivation can be defined as three incorporating components, the *desire* to achieve a goal, the *effort* extended in this direction, and *satisfaction* with the task. One would expect that these three attributes would be correlated with one another, but it is possible that they might not be, in some circumstances. Consider, for example, a classroom situation with a stern and severe teacher. It is conceivable that even individuals who are not truly motivated to learn the material may display considerable effort in class. If motivation were defined only in terms of effort, such individuals may be considered to be motivated, even though they do not have any desire to learn, or even find the experience distasteful. Given these considerations, motivation is assessed in AMTB by three measures, (1) desire to learn the language, (2) motivational intensity and (3) attitudes toward learning the language.

B. *Integrativeness*. Indices of integrativeness comprise attributes that reflect a positive outlook toward the other language group or out-groups in general. Since the learning of a SL involves acquiring skills associated with another cultural group, it is proposed that the motivation to learn the language could involve attitudes toward that community or more general attitudes toward other groups. In earlier research (Gardner & Lambert, 1959, 1972), attention was also directed toward a number of measures including ethnocentrism and authoritarianism, but in the AMTB, three measures are used: (1) attitudes toward the TL group; (2) interest in FL, and (3) integrative orientation.

C. *Attitudes toward the learning situation*. This concept refers to affective reaction toward the language-learning situation. As such, it could involve attitudes toward the instructor, the class, the textbooks, the language laboratory, etc. In the AMTB, attention is directed toward only two targets, (1) evaluation of the language teacher, and (2) evaluation of the language course, largely because they are more generalisable across different studies.

D. *Language anxiety*. This refers to learners' anxiety reactions to situations in which they might make use of the TL. Depending on the language-learning context, it could be possible to identify many possible situations. However, in the AMTB, two general measures are used, (1) language class anxiety, and (2) language use anxiety. The former refers to anxiety aroused specifically in the language class, while the latter refers to feelings of anxiety that individuals experience in any context where they are called upon to speak the TL.

E. *Other attributes*. Some often attributes are included in the AMTB that do not fit into any of the above categories. In decreasing order of use, these are (1) instrumental

orientation, (2) parental encouragement, and (3) orientation index.

1.1.3 The socio-educational model

The socio-educational model was first presented by Gardner in 1992, and was revised in the following year. The revised model is presented in the form of a figure in Gardner's (1993a: 8) article. In the figure, the social-cultural milieu is shown as over-riding all aspects of the model. That is, when considering the process of SLA, it is recommended that close attention be directed to the social context in which the learning is taking place. Although Au (1988:85) argues that such a concept "may serve only to render the theory immune to disconfirming evidence, thereby granting infallibility to the theory..", omission of such a concept would make the theory much too simplistic. Rather, what is required is research that delineates the significant features of the social milieu that influences the role of individual differences in language acquisition.

The model posits that there are a number of antecedent factors that must also be considered when attempting to study the role of individual difference variables in the process of learning a SL. These are described simply as biological and experiential in the model, with no exemplars or roles shown.

Six major individual difference variables are shown in that figure: (1) intelligence, (2) language aptitude, (3) language-learning strategies, (4) language attitudes, (5) motivation and (6) language anxiety. When attention is directed to the language acquisition contexts, all of the individual difference variables, with the exception of language attitudes, are shown as having a direct effect on learning in the formal language learning environment. Only motivation is shown to have a direct role in the informal context. Both formal and informal language acquisition contexts are assumed to have direct effects on both linguistic and non-linguistic outcomes.

1.2 Other models of motivation study in SLA context

1.2.1 Speech Accommodation Theory

Speech Accommodation Theory is similar to socio-psychological model in their explanation of the relationship between motivation and SL learning. Giles & Byrne (1982) maintain that motivation, defined primarily in terms of identification with the target language community, is crucial for SL learning. In contrast to Gardner's model, which is intended to account for language learning in a school context, speech accommodation theory is not limited to the educational context, but is restricted to explaining the linguistic behavior of members of subordinate groups.

As outlined by Beebe (1988), speech accommodation theory stresses ethnolinguistic vitality and its relationship to an individual learner's self-concept. The particular contribution of the model has been the delineation of theoretical scenarios for success or failure in SL learning, based on factors related to in-group identification, in-group vitality, and in-group boundaries. The model has not been sufficiently tested to permit evaluation, and there have apparently been no studies dealing with the motivational component of the model, or its effects on acquisition.

1.2.2 Acculturation Model

Schumann's Acculturation Model (Schumann 1975, 1978a, 1986), which is restricted to SL learning in a naturalistic setting, also emphasizes the importance of some level of integrative motivation. It maintains that learners will acquire the SL only to the degree that they acculturate to the SL community. Instrumental/integrative motivation is seen as one of many social and psychological factors contributing to the construct of acculturation in this model. Schumann argued that some learners failed to learn a second language because of psychological and social distance from target language speakers, and that learners with limited functional reasons for language learning (instrumental motivation) are likely to develop the type of pidginized language exhibited by Alberto (a learner observed by Schumann in his research). Other studies undertaken within the context of the acculturation model have failed to provide strong support for the model. Two possible reasons for this have been suggested by Schumann himself (Schumann, 1986). First, it may be impossible to gain consensus on the definitions and relative importance of the numerous variables subsumed under "acculturation" to test the model. Second, the effects of affect may be indirect and variable, and thus difficult to test.

Thus, Schumann appears to have abandoned his earlier claim that acculturation is the major causal variable in SLA, denoting the concept to one that acts only as a remote cause in a chain of factors. In his later view, the importance of acculturation, including the factor of motivation, is that it brings the learner into contact with target language (TL) speakers, and verbal interaction with those speakers results in the negotiation of appropriate input, and the immediate cause of language acquisition.

1.2.3 Monitor Model

As a result of the focus on input, Schumann's acculturation model can be linked to Krashen's well-known Monitor Model in SLA (Krashen 1981, 1982, 1985), and particularly to that part of the model known as the "input hypothesis". Yet Krashen, unlike Schumann, does not see the primary role of motivation in SLA as tied to the provision of comprehensible input. Instead, motivation is seen as a component of the "affective filter"; which is part of the internal processing system that subconsciously screens incoming language based on the learner's motives, need, attitudes, and emotional states" (Dulay, Burt, & Krashen, 1982). Elsewhere, Krashen (1982) has referred to the filter as something that prevents input from reaching "that part of the brain responsible for language acquisition, or the language acquisition device". It should be noted that, motivation is treated as a component of some more encompassing concept, and that once again, is seen as affect.

Chapter 2: MOTIVATION STUDY IN THE FIELD OF PSYCHOLOGY

Four major approaches in psychology have been identified to be related to motvation study. They are: the reinforcement theory in behavioral approach, the self-actualization theory in humanistic approach, the attribution theory in cognitive approaches, and the self-efficacy and goal theory in social learning approach.

2.1 Behavioral approach to motivation

Behaviorism has influenced research in many fields, including language teaching,

learning and motivation study. Concerning the last, the reinforcement theory is the most influential.

2.1.1 Reinforcement Theory

Any models of motivation set forth under the reinforcement theory are likely to play down the concept of motivation and play up the concept of learning. Most reinforcement theorists go so far as to discard the concept of motivation and replace it with the assertion that all behavior that seems motivated is in fact learned. Skinner is the leading figure in promoting this view. Quite unlike the earlier instinct theorists, or drive or drive-incentive theorists like Hull and Spence, he denies the needfulness of postulating any kind of "inner force" in human behavior. Anything that an animal does during its periods of arousal can be explained as reactivation of previously learned habits because of cues or signals in the present situation are themselves learned by being reinforced.

The reinforcement theory makes little or no attempt to explain various phenomena that most motivational theorists have considered highly relevant to an understanding of behavior. There is rather general agreement among non-reinforcement theorists that among animals and humans there is a state properly called the energization of any activity. What makes animals and people want to do anything in the first place? The newly born among most animals and among humans behave as if activity were their preordained state. These animals are born moving in relation to what appear to be girls. This tendency to do something for the first time – prior to any possibility of reinforcement – can only be explained by drive theory or one of the various theories of needs, whether they are physiological or psychological.

The reinforcement theory has been under attack particularly since about 1970. Since then three important developments have occurred relating to the issue of active motivation vs. passive reinforcement. (1) The reinforcement theory has come to play a much smaller part than previously in explaining human behavior, particularly learning. The consequences of a subject's responses remain important but not because they strengthen mechanical habits. (2) Reinforcement theorists themselves are become increasingly interested in attributing a direct response-strengthening function to reinforcement. (3) It has been established empirically that a reinforcer that is effective under one set of conditions may not be effective under another set of near-identical conditions. This permits a strong argument to the effect that some other factors are at work in motivation.

2.2 Humanistic approach to motivation

The humanistic view is sometimes referred to as the "third-force" psychology, because it was developed in 1940s as a reaction against the two forces then dominant: behaviorism and Freudian psychoanalysis. Proponents of humanistic psychology such as Abraham Mslow and Carl Rogers felt that neither behavioral nor Freudian psychology adequately explained why people act as they do. Humanistic interpretations of motivation emphasize personal freedom, choice, self-determination, and striving for personal growth. Maslow summarized these as self-actualization. Some later researchers develop need theory on the basis of self-actualization.

2.2.1　Self-actualization theory

To Maslow, everyone is guided by values – learned or otherwise – which emerge from their making free choices in situations where there is a choice among values. Maslow's conception of the nature of human beings breaks sharply from the Darwinian, or biological, conception of human nature. He apparently regarded humans as distinctively different from other members of the animal kingdom. He thought that human beings are born essentially good in that their basic needs – if not frustrated by the environment – are not destructive of the interests of others. According to Maslow, human beings are born essentially active because their needs are genetically decreed and will not be denied, except insofar as environmental barriers make gratification impossible.

It should be noted that Maslow used the term "motive" and "desire" as apparently synonymous with "need". He also used the word "drive" to refer to physiological needs. Needs are "like instincts"; Maslow used the term "instinctoid" to mean such needs.

According to Maslow, needs exist in a hierarchy in the sense that when a category of needs is gratified, persons move to the next higher, but less immediately demanding, category. Psychological growth and psychophysical health require the gratification of needs at each level and the continued movement of the person to gratify needs at the next higher level, until the highest order need – self-actualization – becomes the focus of desire. Unsatisfied "lower" needs tend to dominate the need structure; until satisfied they overrule "higher needs." Maslow's categories of needs follow in a sequence from lower to higher, from most urgent to least urgent, in their demand for gratification. The hierarchy may be illustrated as follows:

A. *Physiological needs*. These needs must be satisfied to some degree for a person to stay healthy.
B. *Safety needs*. When physiological needs are sufficiently gratified, people begin feeling safety needs such as desire for security, stability, protection, structure, order, and law; and freedom from fear, anxiety, and chaos.
C. *Need for belongingness and love*. This need is called by many psychologists the need for affiliation. This category includes a number of needs concerned with relating sympathy with others.
D. *Need for self-esteem.* The esteem needs consist of two subsidiary sets: (1) Need for self-confidence, independence, and freedom in relationship to the environment. The need takes the form of desire for strength, achievement, adequacy, competence, and mastery; (2) Need for being esteemed by other people, as manifested by their recognition, attention, and appreciation of one's importance, status, and prestige.
E. *Need for self-actualization*. This is the "growth need" and is felt by normal humans only after the deficiency needs have been sufficiently gratified for health. Maslow's definition of self-actualization is the full development of one's potentials.

Maslow's concept of instinctoid needs makes his theory of human nature largely a theory of motivation. It is a modern theory of how instinctive habits push a person along, of instincts energizing, guiding, and sustaining behavior. Further, since needs are biologically rooted, presumably all biologically normal human beings have essentially the same basic needs arranged in the same order of urgency. Becoming self-actualizing is a goal of all normal persons, although individual choices of