RESEARCH BACKGROUND OF MOTIVATION IN LANGUAGE LEARNING AND TEACHING

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The exploration of motivation in the context of second language acquisition has been ongoing for several years. Dornyei (1990) identifies it as a significant research area following the comprehensive summary provided by Gardner and Lambert (1972) of over a decade's worth of research. Their theory, according to Dornyei, has sparked a vast amount of research, being the most extensive investigation into the influence of attitudes and motivation on second language learning. Their studies primarily focused on English-speaking learners of French in North America. Findings from these studies indicate that learners who possess a stronger integrative orientation are more likely to attain higher proficiency levels. Skehan Afr Educ (1989: 53) emphasizes that this is a particularly critical source of motivation, as it is deeply connected to the learner's personality.

Gardner and Lambert suggest that instrumental motivation is less effective because it is not deeply rooted in the learner's personality. The findings from Gardner and Lambert's research align with those of Brustal in many ways. Both studies acknowledge a positive correlation between measured learning outcomes and attitudes towards both the target group and the language (Stem, 1983: 285). Dornyei (1990) introduces a motivational framework for foreign language learning that includes both an instrumental motivation subsystem and an integrative motivation subsystem, described as a "multifaceted cluster with four dimensions, including a need for achievement and attributions related to past failures." However, Crookes and Schmidt (1991) note that this model requires testing in various contexts to establish its general applicability. Motivation may originate from multiple sources, one of which could be the learning activity itself (The Intrinsic

Hypothesis). In these scenarios, the drive for motivation comes from the inherent enjoyment of learning, as classroom or learning environments may in themselves be engaging. Alternatively, motivation could be influenced by the success that learners obtain (Resultative Hypothesis).

Skehan (1989) explains that the notion of success is somewhat complex, as it may arise from a variety of factors. A possible factor could be learner attributes such as language aptitude, while another could be improved teaching, resulting in better achievement for all students. Brown (1987) lists several instructional, individual, and socio-cultural factors that can either boost or hinder motivation. Among learner-related aspects are intelligence, aptitude, learning strategies, interference, and self-evaluation.

In his book, "From needs to wants: motivation and the language learner," Porter-Ladousse (1982) discusses the limitations of some existing theories regarding motivation in foreign language acquisition. He asserts that motivation serves not only to initiate actions but also to sustain them. He further investigates methods to enhance learner motivation. Crookes and Schmidt (1991) and March and Archer (1987) highlight various behavioral dimensions associated with motivation.

1. Direction involves focusing on one particular task while disregarding others, or engaging in certain activities rather than others; for instance, studying a specific subject.

2. Persistence refers to maintaining focus and effort on a single task over a prolonged period.

3. Continuing motivation signifies the ability to resume an interrupted activity voluntarily, without external compulsion.

4. Active level is largely synonymous with the effort or intensity applied in the task.

Keller (1983), as cited in Crookes and Schmidt (1991:482), identifies four key factors influencing motivation:

1. Interest arises from stimuli linked to existing cognitive frameworks, which stimulate and maintain the learner's curiosity.

2. Relevance is essential for lasting motivation, necessitating that the learner recognizes the fulfillment of significant personal needs through the learning environment. According to Crookes and Schmidt, "relevance" stems from the inherent needs of individuals to learn.

3. Outcomes involve the consequences of actions, either as rewards or punishments.

4. Expectancy is based on research regarding expectations of success and the attributions made concerning successes or failures.

Ellis (1985: 119) expresses skepticism about Keller's assertions, stating that "it remains unclear whether motivation leads to successful learning or if successful learners enhance their motivation." Brustal (1975) addresses this matter, noting that throughout primary and secondary education, attitudes toward learning French are closely linked to success in the language. Positive early learning experiences foster not only later success but also more favorable attitudes.

McCleland et al. (1953: in Skehan, 1989: 50) argue that varying levels of achievement motivation arise from prior learning experiences. According to McCleland, "Achievers" are individuals who, based on their past learning experiences, view new learning contexts and challenges as beyond their current skills but achievable with effort.

Nuttin (1980) as referenced in Porter-Ladousse (1982: 32, 33) contends that motivation influences both the choice and understanding of specific goals. Here, motivation is conceptualized not as a static concept as suggested by extrinsic or incentive motivation theories, but rather as an ongoing process that is continually adjusted (Porter-Ladousse, 1982: 32). According to Porter-Ladousse, what differentiates it from intrinsic motivation theory is its ability to illuminate how broad needs are focused into meaningful desires through behavior (Ibid: 33). Essentially, it serves as the missing link between needs and desires, indicating that motivation is key in transforming needs into wants. Considering the importance of social interaction needs on human motivation highlighted by Nuttin (1980), any discussion of motivation will incorporate insights from sociology as well as psychology. TEXT:

According to Stern (1983: 387), establishing correlations between language learning and fundamental personality variables has proven to be more challenging than identifying relationships with variables that are more directly associated with language and the learning experience itself. He also highlights factors such as educational background, prior language learning experience, as well as components of aptitude assessments and learning styles.

The psychological perspective on motivation has been a central topic in psychology for the past two decades. In fact, it can be confidently stated that motivation is now one of the key elements of contemporary theories related to learning, personality, and social behavior. However, there is a significant barrier to this impressive advancement; the predominant motivational principle employed by many psychologists is rooted in an outdated framework proposed by Cannon (1934) with his classical ideas regarding localized theories of hunger and thirst. While Cannon's theories were relevant in his time, the new evidence regarding the physiological underpinnings of motivation requires us to reject older conceptual models and adopt newer theories, not only in the exploration of motivation itself but also in applying motivational concepts to other psychological areas. This call for a revised theory of motivation has previously been advocated by Lashley (1938) and Morgan (1943). Nevertheless, the argument is more compelling than ever today as a significant amount of recent evidence is beginning to align with the overarching theoretical model these researchers proposed. Both Lashley and Morgan noted that the localized factors suggested by Cannon are not essential for the activation of motivated behavior. Instead, they presented a broader perspective indicating that a variety of sensory, chemical, and neural factors interact in a complex physiological system that governs motivation. The essence of their theory, most recently articulated by Morgan, describes a central motive state developed in the organism through the cumulative effects of sensory, humoral, and neural influences. It is presumed that the extent of motivated behavior is influenced by the intensity of this central motive state. Abraham (1908-1970) formulated a significant yet controversial hierarchy of needs necessary for fulfilling human potential.

These needs range from basic physiological requirements like hunger, thirst, sex, and comfort, to higher needs such as safety, love, and esteem, ultimately reaching the pinnacle of self-actualization.

Carl (1902-1987) linked much of psychopathology to the discord between individuals' intrinsic understanding of what they need to progress toward self-actualization and societal expectations, which may conflict with personal needs. The majority of psychological motivation theories, both historical and modern, are grounded—at least to some extent—in the concept of hedonism. This concept can be briefly defined as the notion that individuals tend to pursue pleasure and steer clear of pain. Hedonism presupposes a certain level of conscious behavior on the part of individuals, whereby they make deliberate choices or decisions regarding their future actions.

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