Foreign Language Motivation: A Case of IUS Students

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Abstract

Motivation plays important role in success in any line of work, consequently in language learning as well. Motivation in language learning is closely related to the achievement of the students, because success in second language learning is not achievable without motivation. In order to determine motivation of the students in SLA researchers have developed different ways in order to determine the level of motivation among different types of students. This research paper aims to determine the components of motivation in learning English language among IUS students. The second aim of this research is to identify the components of learner preferences for specific classroom practices and activities among IUS students. The third aim of this research is to identify relationships between the components of motivation and preferred classroom learning activities among IUS students .In this particular research, researchers used qualitative methodology to obtain the results for this study. Smidth's questionnaire was adopted and administered to 33 IUS students. The research findings indicated that extrinsic motivation (M = 34.15), was the highest motivational factor for the students. Expectation as a motivational factor (M = 26.4), was at the second place for the students. Motivational strenght with the M = 13.00 followed as the next motivational factor. Intrisic motivation (M = 12.97), stereotypical attitudes toward Americans & British (M = 12.15),

personal psychological needs (M = 9.06) with their means as shown in the brackets were the least influential factors in students motivation.

Keywords: motivation, second language acquisition, preferences, learning,

1. Introduction

Motivation is defined as the feelings of the learner toward the target language, its culture, and the individual pragmatic reasons for learning a foreign language (Horwitz, 1990).

According to Keller "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will except in this report" (1983:389). The need for this kind of research emerged out of the curiosity of the researchers to investigate and evaluate motivation in foreign language learning at International University of Sarajevo, to meet student's needs and interests in foreign language learning. Since the task of foreign language learning is inherently difficult it would be of a great satisfaction if we, researchers, uncover problems and difficulties that many foreign language learners face on their path in foreign language learning, reveal the problems, and offer solutions that would help students overcome the obstacles that hinder language learning. Motivation draws a lot of attention among researchers since it plays a decisive role in language learning.

1.1 Integrative and Instrumental Motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation encompasses learning the language with the intention of participating in the culture of its people as the above definitions of motivation point out. Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to "an openness to identify at least in part with another language community "Gardner and Masgoret, (2003, p.126)

Learners with an instrumental motivation want to learn a language because they have different reasons, such as getting a higher salary or acceptance into college. Gardner and Lambert (1992) considered

instrumental motivation to get social and economic reward through L2 l earning. In addition, instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

Motivation is an important factor in L2 learning and many researchers are of the opinion that both types of motivation are important to fulfill the purpose of learning. Therefore, it is necessary to understand both types of motivation. Brown (2000) in his work argues that for learning target language learners prefer the combination of both types of motivation. Ellis (1997) argues the main objective to learn foreign language is to fulfill the desire to mix up with the people and culture of the target language.

1.2 Intrinsic and Extrinsic Motivation

Extrinsic motivation is the motivation when we do something because we expect some external reword, while intrinsic motivation is the motivation that comes from within an act we perform.

Woolfolk (1998) defines intrinsic motivation as, "Motivation that stems from factors such as interest or curiosity "(p.374). According to Santrock (2004) "Extrinsic motivation involves doing something to obtain something else (a means to an end)" (P.418) Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation.

The types of motivation vary from context to context as explained by Ellis (1997). In this research we considered Bosnian context with students coming from different countries, would be more effective. Therefore, the purpose of this study is to investigate the type of motivation that is more popular among IUS students in learning English as a second Language. Furthermore, the study with possibly provide a sufficient insight in understanding the students' priorities and will discuss some innovations and improvements regarding ELT and L2 learning.

2. Literature Review

The study of motivation has been a prominent area for research in psychology and education for many years (Dörnyei, 2001a). This interest may be related to a widespread perception of classroom teachers who tend to regard student motivation as the most important factor in educational success in general (Dörnyei, 2001b).

Regarding the literature on L2 motivation there are two main divisions. The first one is composed out of research based on Gardner's socio-educational model in which the role of integrative motivation—comprised of integrative Ness, attitudes toward the learning situation, and motivation—was to a great extent elaborated as a prerequisite of L2 attainment. The other stream is more interested in the implementation of a new proponed aims in L2 motivation (Crookes & Schmidt, 1991). Crooks and Schmidt (1991) proposed several alternative models with an attempt to gain a more in-depth understanding of L2 learning motivation within mainstream education. The first branch in this kind of research investigates causal relationships among possible individual-difference variables with various L2 achievement measures. However, the second stream attempts to identify possible variables that could influence learners' motivations within the immediate L2 learning context. In this paper, researchers will review some of the most influential literature in L2 motivation.

Engin (2009) argued that instrumental motivation is based on a pragmatic approach whereas integrative motivation depends on personal willingness and desire to achieve certain goal in a life. Motivation plays a crucial role in willingness of students to obtain knowledge and capabilities to use L2 for variety of purposes.

Moiinvaziri M. (2009) argued that English language learners were motivated instrumentally as well as interactively. This claim conflicted with the researchers who claimed that only instrumental motivation is important in SLA. He concluded that in English Language learning both instrumental & integrative motivation are important.

Al – Hazemi H. (2000) argued that desire to learn English language should arise from within the learner. The ideal situation would be that learners have very high desire to learn foreign language. According to him, the strong desire for L2 learning contributes a lot to high degree of competence and success in language learning.

Dornyei (1994) stated that the nature of social and pragmatic dimensions of target language depends on who, what and where i.e who learns the language, what language and where.

Oller et. al. (1977) argued that motivation in L2 acquisition is very important. In their research they concluded that Chinese learner were integrality motivated while learning English while Mexican American were instrumentally motivation. According to their research, instrumental motivation is the best predictor of language proficiency in SLA. They also draw attention to the obvious difference between second language and foreign language contexts as well.

In the two subsequent studies of Japanese learners of EFL, the relationship between attitudes and attained proficiency in English was much weaker than with the ESL learners and was also less easily explained by existing theories. The weaker relationship, of course, was in accord with our hypothesis that the relationship ought to be somewhat weaker in a foreign language setting (p. 174).

3. Anxiety and Motivation

When we talk about anxiety, we usually relate it to the trait with variation in the experience of the unpleasant emotional state associated with subjective feelings of tension, apprehension, and worry as well as activation or arousal of the autonomic nervous system.

According to MacIntyre (1999) foreign language anxiety as "worry and negative emotional reaction aroused when learning or using a second language" (p.27).

It is well known fact that learning a foreign language is a stressful activity for many learners (Hewitt & Stefenson, 2011). Therefore, many researchers have examined the role of anxiety in language learning since early 1970s (e.g., Phillips, 1992; Gardner, 2005). Their research has shown that there is a negative relationship between FL anxiety and the level of achievement.

The application of the structural equation modeling showed that both anxiety and motivation significantly predict the English achievement of the language learners within an Iranian context.

3.1 Stereotypical Attitudes toward Americans and British

There are many different opportunities in today's world for travel and interaction with different people in the world. This is because of the technological advances and globalization. There are many researchers coming from different ethnic backgrounds and interacting with different people around themselves. When this happens, and when a person communicates with a person from different culture, they tend to see in that person a representative of the country or the community. This is called prejudice and is an unfair negative attitude toward a social group or a member of that group (Davidio and Geatner: 101). According to Stangor (2001) prejudice is a negative attitude toward members of a group.

Gardner (2002) argues that learners' attitudes toward foreign language speaker groups influence their motivation and proficiency. (p. 64). Furthermore, according to the acculturation model for second language acquisition by Schumann (1978), attitude is an important social factor which facilitates learning in a second language learning context where learners and native speakers have positive attitudes toward each other.

This type of attitude merely focuses on the native speaker group, which makes Gardner's typology restricted to second language contexts where learners and native speakers frequently encounter in formal and informal contexts. However, in foreign language contexts learners have fewer opportunities to interact with the members of the foreign language community.

Dörnyei (1990) also underlines the limited scope of attitudes toward the native speaker community to explain learner behaviors in a foreign language setting when the target language is an international language.

3.2 Personal psychological needs

The most prominent model of personal psychological need is proposed by Maslow in his Hierarchy of needs. Maslow wanted to understand what motivates people to be successful. He proposed that people are equipped with a set of motivation system unrelated to rewards or unconscious desires. People's personal psychological needs will be met if they live in the environment that suits their personality, and when they engage in a proper behavior in relation to other people.

Decy and Rayan (2002) argue that people's satisfaction of their needs for autonomy depends on their experience in their social and cultural environment. For example, when their bosses and teachers and parents

listen to their opinions and are supportive of their choices. Research also shows that people's needs for autonomy and competence are better satisfied when they are engaged in behaviors that are intrinsically motivated.

3.3 Instructional design

We should consider motivation as ''neglected heart of instructional design'' (Keller, 1983). It is believed that motivational factors are the triggers in the process of learning. They reflect students' needs, interests and expectations.

Schimdt, Boraie and Kassabgy (1996) defined instructional design in terms of motivation, such as: Balanced approach, The Silent Learner, Individualistic and cooperative learning situations, Challange and curioisty, Feedback and Direct Method.

3.4 The silent learner

The silent learner is related to the silent way of learning. The process of learning considers a student who is meant to be as silent as possible in the classroom. In another words, ''decisions covering the mode and pace and style of exposition are principally determined by the teacher as expositor; the student is the listener" (Bruner, 1966, p.83). Although s/he is encouraged to reach the appropriate production, s/he is only a passive listener. Those students do not seem to grasp the spirit of learning. The individual's personal commitment to the process of language acquisition is limited. In another words, this approach to the language learning is anti-communicative. It must be clarified that the issue is not working individually versus cooperative language learning but remaining silent in the class.

3.5 Cooperative Language Teaching

In the project of the EU reform of general education European countries, in the profile of the reformed schools teaching methods aimed at children is definitely taken into the consideration. Motivating activities, dramatic teaching and feedback, providing opportunities for naturalistic SLA, helping students to develop successful learning and achieve more in skills can have very important role in teaching. There are varied activities which provide motivation in class and help students to enhance more knowledge. Dramatic teaching is also very important for to enhance both the

relationship between teachers and students; and relationship between the students themselves. At the same time, dramatic teaching can help students to create interest, clarify information, assist in organizing thoughts, promote understanding and relieve boredom while students are working on their assignments. Pedagogical value of different activities may also help in teaching. All theoretical discussions about the impact of different kinds of motivation on students in the learning process could be reduced to two aspects: approach in which the teacher is in the center, and approach of active learning where the focus is on students.

It is a general instructional approach. It requires the maximum cooperativeness among all parties within the classroom. R. Schmidt (1996, p.18) underlined the important link between CLT and motivation, as well as student's achievement. It has been known as good for promoting achievement. Olsen and Kagan (1992) defined cooperative learning such as:

''Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others'' (p.8).

Ema Ushioda (2008) stated that incorporative classroom activities where learners work together in pairs or small groups to achieve common goals can help to foster cognitive and motivational interdependence among learners and a sense of shared responsibilities'' (p. 28). Here, it is easy to notice that Cooperative language teaching tends to involve and motive learners in the classroom process. Participants in the process are into sustaining the motivation during the whole process.

3.6 Balanced approach

A point no educational psychologist would dispute is that students learn more when information is presented in a variety of modes than when only a single mode is used. The point is supported by research study carried out several decades ago, which concluded that students retain 10 % of what they read, 26 % of what they hear, 30 % of what they see, 50 % of what they see and hear, 70 % of what they say, and 90 % of what they say as they do something (Stice, 1987). What must be done to achieve effective foreign language learning is to balance instructional methods, somehow structuring the class so that all learning styles are simultaneously or at least sequentially accommodated (Oxford 1990).

The approach recommended in this paper is designed to meet this goal. The prospect of tailoring language instruction to somehow accommodate many different learning styles might seem forbidding to instructors. This reaction is understandable. Teaching styles are made up of the methods and approaches with which instructors feel most comfortable; if they tried to change to completely different approaches, they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods, probably with disastrous results from the students' point of view. Fortunately, instructors who wish to address a wide variety of learning styles need not make drastic changes in their instructional approach. We should always have on mind that ''the instruction between one's approach and classroom practice is the key to dynamic teaching'' (J. K. Richards and W. A.

Balanced method is observed as a learner-centered approach rather than teacher fronted classroom method. The traditional method focuses on the idea of frontal teaching. Teaching program was aimed to transfer information from teacher to students. Exchanging information between teachers and students has consisted of short questions and answers. Motivation in this form of teaching seems to be unnecessary. Classes which inspire students, make them feel curious, creative, and encouraged to think individually, trained for emotional intelligence and social skills (communication, self-control, self-evaluation, etc.), may at the same time provide encouragement and atmosphere for demonstration of student's personality, have an opportunity to change educational way and prepare students for life. Instructors should ''involve learners throughout the entire instructional process. Involving the students in deciding on the class direction is likely to create the kind of classroom atmosphere that promote optimal learning'' (J. K. Richards and W. A. Renanadya, 2002, p. 362).

3.7 Challange and curioisty

While learning a second language, the challenge seems to be the primary determinants of motivation. The challenge and stimuli can trigger an individual and make the process of learning more productive. Many experts agreed that challenge is considered as a form of intrinsic motivation.

3.8 Feedback

Feedback is an important positive or negative factor. Feedback with error corrections specify errors and mistakes students make. In order not to discourage students, teachers tend not to correct their students. It is observed that feedback needs to be provided only if it will be beneficial for students. In another words, if feedback can signal improvement, then it is motivating.

3.9 Direct method

Direct method included learning new vocabulary by providing explanation and meaning in the target language and never in the L2 language. The grammar was not in the focus, it was taught inductively. It was the reason students started participating and interacting more in the classroom. Now, speaking was in the focus, and reading exercises were used for the purpose of finding out the meaning of new words. Direct method was widespread and common in the classroom for a long period of time. ''Based on work of Montaigne in the 16th century, languages were taught following a situational approach that emphasized politeness behavior at home and at work and eschewed formal grammar teaching entirely'' (S. Fotos, 2005, p.661). Based on child language learning, as we mentioned above, Gouin was one of the first who contributed with his attempts and reforms in the field of methodology in the nineteenth century. The nineteenth century stood for naturalistic principles of language learning. Intensive oral interaction within a L2 learning process became one of the main streams of the 19th century as well. L. Sauveur (1826-1907) introduced a new method in the late 1860s called as the Natural Method. His theory was based on teaching without doing translation and using L1. He claimed that demonstration and various activities need to convey the meaning. Besides grammar rules which are necessary for certain, instructors need to use an active everyday L2 language. After acquiring some vocabulary necessary for basic communication, instructors may introduce grammar rules. The teachers were advised not to use the textbooks in the early beginnings of the course. The speaking activities need to be used with a special attention to the pronunciation. Previously acquired words were used to explain the meaning of new vocabulary, with the help of mime, flashcards and demonstration. Natural learning process led to a new theory referring to the natural methods. It was called the Direct Method. The use of method was spread in two European countries:

Germany and France, and later in the USA. The direct method included the following principles: classroom instructions could only be conducted in L2 language with less or none native language usage; sentences and vocabulary used in a daily situation can contribute to the process of acquisition, work in a more interactive intensive groups, teaching grammar was inductively, there was none written new teaching points but orally explained, concrete words were introduced by the use of the flashcards, various pictures, demonstration and abstract words were associated with the ideas, there was a focus on listening and speaking skills with emphasize on pronunciation and grammar.

4. Research Objectives

This study must follow objectives:
- To identify the components of foreign language learning motivation for a population of IUS students.
- To identify the components of learner preferences for specific classroom practices and activities for IUS students.
- To identify relationships between the components of motivation and preferred classroom learning activities.

5. METHODOLOGY

5.1 Subjects
The study was carried out at International University of Sarajevo, in Bosnia and Herzegovina. IUS is a multiethnic and multicultural institution of higher learning, which was established in 2008 in Sarajevo, the capital of Bosnia and Herzegovina, with the goal of presenting a unique opportunity to rethink the very idea of a modern university and formulate a blueprint for the future. The focus group was comprised by of 33 students (N=33) attending Freshman courses during spring semester, 2014/2015.

5.2 Instrument
The instrument used in this study was adapted from R. Schmidt, D. Boraie and Omneya Kassabgy who designed it to meet the requirements of the research questions and hypothesis stated in their research. The questionnaire was composed of 50 items which implied motivation of students, and 22 items for the preferences for instructional activities with a

rating scale from one to five for each one of them. The questionnaire consisted of background information questions and 72 questions to probe into students' attitudes. A pilot survey was conducted on students.

5.3 Data analysis

Before collecting the data, students were asked permission to participate in this research and they agreed to do it. The procedures for the distribution of the questionnaire took place during the usual classes and were completed by all the students attending the Freshman courses. With the instrument, students at IUS identified preferences towards the motivational components such as: intrinsic goal orientation toward English, extrinsic goal orientation toward English, personal psychological goals of achievement and affiliation, expectation of success, attitudes toward Americans and British speakers/culture of English, anxiety, and motivational strengths. Besides, the instrument also identified the components of learner preferences for specific classroom practices and activities: the silent learner, direct method, feedback, challenge and curiosity, individualistic and cooperative learning situations. The questionnaire was composed of 72 statements, with a rating scale from one to five for each one of them. Students answered them as they applied to their study of English on a 5-point scale, Likert scale. SPSS was used to perform the analysis. A Pearson correlation matrix and the descriptive characteristics of the sample group on students were used.

5.4 Findings and Discussion

There are three questions that the researchers aimed to answer, to investigate the components of foreign language learning motivation for a population of IUS students, the components of learner preferences for specific classroom practices and activities for IUS students, and to identify relationships between the components of motivation and preferred classroom learning activities.

The ***Research Question 1*** was to define the components of foreign language learning motivation for a population of IUS students.

To define the components, we applied the descriptive characteristics of the sample group on students. We found out that the most preferred motivational factors for IUS students is Extrinsic motivation (M=34.15) and the least is personal psychological needs (M = 9.06). Below is the list of the preferred components:

1. extrinsic motivation (M = 34.15),
2. expectations (M = 26.4),
3. anxiety (M = 18.76),
4. motivational strength (M = 13.00),
5. intrinsic motivation (M = 12.97),
6. stereotypical attitudes toward Americans & British (M = 12.15),
7. personal psychological needs (M = 9.06).

The students at IUS stated that extrinsic motivation is essential for their second language learning. It is since English broad their view, their parents want them to succeed, they want to show off, English will add to social status, s/he wants to complete studies in English-speaking country, travel abroad, meet new foreign friends, become more educated, reed books in English, pass examinations, get better job, have a marvelous life. This implies that the students at IUS are motivated by external factors, factors around them, from the close environment.

It is also significant data that the IUS students showed least preference towards personal and psychological needs while learning L2. Personal and psychological needs include learning English to learn it more than s/he did it in the past, be better than his/her classmates, have good relationship with a teacher, get well on with classmates.

The ***Research Question 2*** was to identify the components of learner preferences for specific classroom practices and activities for IUS students. We found out the most preferred classroom practices and activities for IUS students are Balanced approach (M=13.15), and the least preferred is Direct Method (M=4.48). Below is the list of the preferred components of IUS learner preferences for specific classroom practices and activities:

1. Balanced approach (M = 13.15),
2. The Silent Learner (M= 11.79),
3. Individualistic and cooperative learning situations (M = 8.52),
4. Challange and curioisty (M=7.36),
5. Feedback (4.58),
6. Direct Method (4.48).

The data pointed out that the students prefer Balanced approach in the L2 classrooms. Balanced approach stands for the teacher who maintains discipline during the class, students telling their teachers the reasons for why they are studying English to be more relevant to their studies, students asking questions when there are not able to cope with the lectures, improving language competences and skills. The least preferred is Direct

method is related to the teacher-centered approach. It is also well-known that this method is being replaced by student-centered approach.

The **Research Question 3** was to identify relationships between the components of motivation and preferred classroom learning activities.

Significant correlation was observed between Intrinsic motivation and The silent learner; Personal psychological needs, and The silant learner and Balanced method; Motivational strenght, and Balanced approach and Challanges and curiosity; Expectations and Blanced approach; Anxiety and The silent learner; and Anxiety and Individualistic and Cooperative learning situations.

5.5 The silent learner

The students who preferred The silent learner approach are motivated by anxiety, psychological and personal needs and intrinsic triggers.

The silent learner, in our case, prefers a teacher to do most of talking and participating in the class just in case they are called upon. What is more, they think that communication activities are a waste of time in the class, and they need to be exposed to the activities which will directly help them pass the examinations. Those students will sit and listen and mind if they are forced to speak in English.

Worry and negative emotional reaction aroused while learning or using a second language is recognized among students who are triggered by anxiety. Those students do not feel comfortable if they must speak in English, hesitate to volunteer answers in the class, care about teachers' opinion and attitude towards them, and they are afraid of failure at exams. For this reason, they behavior in class make them The Silent learner.

Intrinsically motivated students are usually motivated in activities due to their own sake. Variables which impact a learner's intrinsic motivation are defined as interest, enjoyment, feeling competence, affiliation toward the target language and a learner's wish to learn L2. It has also been defined as motivation form 'within'. Thus, we can say that intrinsically motivated students prefer to be The silent learner.

5.6 Individualistic and cooperative learning situation

The students, who are anxious about learning L2, prefer Individualistic and cooperative learning situation approach. For this type of students, the challenge of a task can be high, whereas in most cases the performance is

low. Therefore, these students prefer to be involved in the class activity individually or in pairs, groups, rather than teacher-centered activities.

5.7 Challenge and curiosity

Creating activities which are challenging for the curious students who prefer activities and materials that really challenge them, so they learn more, activities that allow students participate actively are meant for the students with motivational strength. Those are students, who will enroll an attend the course under any circumstances, study in English for as long as possible, take another English course after completing the current one, work on the strategy to improve his/her English, put best effort into trying to learn English.

5.8 Balanced approach

The students who are motivated by Personal and psychological need, Motivational strength, and Expectations, are more likely to favor the Balanced method. Balanced approach considers a teacher as a model and facilitators in the class, teaching styles and learning styles are met, the aims and the goals of the course are clear and relevant to students' goals, all skills are improved, the course is much tailored rather than curriculum based. We can say that many students prefer balanced method for learning a second language. In another words, the students who real struggle to learn more English than they have done in the past, perform much better than others, have good relationship with a teacher and classmates; the students who enroll an attend the course under any circumstances, study in English for as long as possible, take another English course after completing the current one, work on the strategy to improve his/her English, put best effort into trying to learn English. What is more students that extrinsically motivated in a way they believe that learning L2 will broaden their views, have expectations from the social environment, show off, improve social status, study in an English-speaking country, broaden general knowledge using sources in English?

6. Conclusion

The history of foreign language research on attitude and motivation dates to the 1960s. Great shift in foreign language studies have been brought by many linguists in this field. From this vast research it was

concluded that learners' attitudes towards language learning and their motivation to learn the foreign language influence their success or failure. 33 students from IUS participated in this research. The research findings indicated that extrinsic motivation (M = 34.15), was the highest motivational factor for the students. Expectation as a motivational factor (M = 26.4), was at the second place for the students. Motivational strenght with the M = 13.00 followed as the next motivational factor. Intrisic motivation (M = 12.97), stereotypical attitudes toward Americans & British (M = 12.15), personal psychological needs (M = 9.06) with their means as shown in the brackets were the least influential factors in students motivation. The results indicate that students are greatelly motivated by external factors to learn the langauge. When it comes to learners preferences for specific classroom practices and activities IUS students showed preference for Balanced Approach (M = 13.15), and the least preferred method was Direct Method (M = 4.48).

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