

MOTIVATION IN FOREIGN LANGUAGE LEARNING

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Introduction

Lack of motivation to learn a foreign language is a very striking thing in almost all of our schools. If any specialist looks deeply at the process of foreign language, he can easily notice the negligence of this essential element despite the fact it is the key point in language learning. Stemming from this consideration, the researcher has undertaken the task of casting light on this vital and sensitive subject.

In this paper, the researcher will briefly examine a variety of techniques, strategies which teachers can employ in order to motivate their students. As notes that 'the teacher's skills in *motivating* learners should be seen as central to teaching effectiveness' (Dornyei, 2001: 116)

Even though there have been a lot of education-oriented publications providing taxonomies of classroom-specific motives, they fall short of offering an efficient guide to practitioners. Thus, the researcher's main objective is to familiarize teachers and all those concerned with teaching English as a foreign language with a set of strategies (henceforward, "motivational strategies") for motivating foreign language students. It starts with the definition of motivation and describes the different models of motivation and what teachers can do to foster it.

The notion of demotivation which represents the other side of the equation is also discussed. In introducing the notion of demotivation, the researcher mainly draws on Oxford (1998) and Dornyei (2001). Thus, casting the phenomena of demotivation in a meaningful framework. Self-confidence and anxiety are also given due attention since they are inseparably relevant to the issue at question. This paper summarizes the main motivational areas and outlines the strategic arsenal available for language teachers.

The Importance of the Study

Most researchers consider motivation to be one of the main factors that is influential in learning a second or foreign language (Van, 1996, 98); it determines the extent of active, personal involvement in L2 learning. It is conceived to be the desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course. In this respect Corder comments: "If given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data". (Corder 1981:1)

Without motivation even gifted individuals cannot accomplish long-term goals, whichever the curriculum and whoever the teacher. Indeed motivation is one of the key factors that determine the rate and success of foreign language attainment. It provides the main incentive to initiate learning and later the determination to preserve and sustain the long and often the

difficult process. (Oxford & Shearin, 1994) mention distinctions made between positive and negative motivation. Positive motivation is a response which includes enjoyment and optimism about the tasks that you are involved in. Negative motivation involves undertaking tasks for fear that there should be undesirable outcomes, e.g. failing a subject, if tasks are not completed.

Motivation is a vexed concept which is difficult to define and problematic to cope with; therefore, to understand it is of crucial necessity to those concerned with teaching in general and teaching foreign languages in particular. Understanding of motivation can lead to better proposals for solving problems facing students and teachers.

Demotivation represents the other side of the coin; it refers to those environmental stimulus and classroom events that cancel out even strong existing motivation in the students. To shed light on this aspect of the subject is also important on the ground that teachers can realize the elements that curb the process of learning a foreign language.

This study is of considerable importance to all those involved in teaching English as a foreign language since it leads them to how to lay the corner stone of success in this field and how to do away with those detrimental forces that curb the learning process.

DEFINITION OF MOTIVATION:

Defining the term motivation is not easy. Even when the research of is primarily directed to the field of foreign language learning, as it will be the case in this paper. There is an entire spectrum of definitions, from the narrow ones to the wide, ones.

The simplest definition of motivation is considered to be that it is a search for something missing, or something needed by a person, i.e. that it is the eagerness to satisfy needs. A similar definition comes from the derivation of the word 'motive' meaning a human emotion or need that makes him takes action. According to Gardner (1985), motivation is concerned with the question, "Why does an organism behave as it does? He defines motivation to learn a L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985:10) This definition includes (i) effort expended to achieve a goal; (ii) a desire to learn the language; and (iii) satisfaction with the task of learning the language

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989). It is important because it determines the extent of the learner's active involvement and attitude toward learning. (Ngeow, Karen Yeok-Hwa, 1998) Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Another way of defining motivation is to see it in terms of being intrinsic or extrinsic. Deci defines intrinsic motivation as the learners' willingness "to engage in the activities for their own sake". This kind of motivation will bring about "internally rewarding consequences, namely feelings of competence and self

determination". Extrinsic motivation, on the other hand, refers to behaviors encouraged by external factors such as rewards, praises and encouragement. (Deci, 1975, 23)

LITERATURE REVIEW : MODELS OF MOTIVATION

In this literature review, Prominent models of well-known researchers are explained and discussed; namely, Gardener 'model (1959, 1972) (Dornyei's model 1990) Oxford' Model (1996) (1994) Deci & Ryan' Model (1985) and finally Crookes & Schmidt' Model (1991).

Gardner & Lambert (1959, 1972), (Gardener, 1985): Socio-Educational Model

Gardener is a pioneering researcher in second language acquisition who focuses on motivation. He defines motivation by specifying four aspects of motivation: a goal, effort to reach the goal, a desire to attain the goal and positive attitude toward the goal (Gardener, 1985). After conducting a study that lasted more than ten years, Gardner & Lambert concluded that the learner's attitude toward the target language and the culture of the target-language-speaking community play a crucial role in language learning motivation. They introduced the notions of instrumental and integrative motivation. Instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as school/university requirement, employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community (Gardner & Lambert 1972).

Gardner (1985) describes core second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). According to Gardner, a highly motivated individual will enjoy learning the language, want to learn the language and strive to learn the language. An integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language (Gardner, 1985.)

The Gardnerian theory of second language motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985.) Gardener's socio-educational model of motivation focuses on integrative motive. Although motivation is a central concept of the model, there are also some factors which affect this such as integrativeness and attitudes. These are other factors that influence individual differences, and are seen as complex variables.

Gardener received criticism for focusing so much on integrative motives. Researchers challenged the social psychological approach claiming that it does not include the cognitive aspects of learning motivation (Oxford & Shearin, 1994; Dornyei, 1994), it is not practical and does not benefit L2 learning since it is too broad to help L2 educators generate practical guidelines (Dornyei, 1990)

Dörnyei ' Model (1994)

Dörnyei is also concerned with expanding the model of motivation .He postulated a motivational construct consisting of an Instrumental Motivational Subsystem ,Integrative Motivational Subsystem, Need for Achievement and Attribution about past failures.Instrumental motivation might be more important than integrative motivation for foreign language learners.He deals with motivation specifically in a foreign language setting .He stated that the exact nature of the social and pragmatic aspects of second language learning motivation is always dependent on who learns what language and where (Dörnyei,1994,275).Contrary to Gardner' focus on itegrativeness ,Dörnyei (1994) asserted that instrumental motivation in foreign language setting would have a greater influence on language learner .

He created a taxonomy of motivation which is comprised of three levels:the Language Level,the Learner's Level, and the Learning Situation Level.The Language level is the most general level which focuses on "orientations and motives related to various aspects of the foreign language ". The motives and orientations at this level determine the language studied and the most basic learning goals :integrative motivational subsystem and instrumental motivational subsystem The Learner's level involves the influence of individual traits of language learners. Motivation is influenced at the Learner Level by the learner's need for achievement and self-confidence (anxiety, perceived L2 competence, attributions, self-efficacy.The Learner Level is concerned with internal, affective characteristics of the learner related to expectancy.Motivation at the Learning Situation Level is influenced by a number of intrinsic and extrinsic motives that are course specific interest, relevance, expectancy, satisfaction,teacher specific (affiliative motive --please teacher, authority type --controlling vs. autonomy supporting, modeling, task presentation, feedback and group specific (goal-orientedness, reward system, group cohesiveness, classroom goal structure -- cooperative, competitive, individualistic.

Dörnyei specified that these different levels work independently .He stated that "each of these levels of motivation exerts their influence independently of others and have enough power to nullify the affects of the motives associated with the other two levels (Dörnyei ,1996,78)

Dörnyei (1998b) suggests seven main motivational dimensions:

1- .the affective/integrative dimension:

a-integrative motives:

b-affective motives:

c-language attitudes:

d-intrinsic motives/attitudes towards L2

e-learning/enjoyment/interest:

2- .the instrumental/pragmatic dimension;

3- .the macro-context-related dimension (multi-cultural/ intergroup / ethno linguistic relations:

4- the self-concept-related dimension (generalized/ trait-like personality factors: (a-self-concept: b-confidence/self-efficacy: c-anxiety/inhibitions) : d-success/failure-related (attributional) factor: e-expectancy: f-need for achievement;

5 -the goal-related dimension;

6- the educational context-related dimension (learning/ classroom/ school environment;

7- the significant others-related dimension (parents, family, friends).

Oxford' Model (1996) (1994)

Oxford also called for further expansion of models. He states: "for the sake of students worldwide ,we cannot afford to restrict ourselves to a small set of motivational variables ,specially when we know from research in other fields that motivation is an extraordinarily complex, multifaceted and important construct."

(Oxford,1996: 1).Therefore it is necessary to explore the nature of the foreign language setting in language instruction ,how that affects motivation in learners and to include the possibility of a wide range of motivational factors which the language experience .Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

A-attitudes (i.e., sentiments toward the learning community and the target language);

B-beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)

C-goals (perceived clarity and relevance of learning goals as reasons for learning)

D-involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)

E-environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)

F- personal attributes (i.e., aptitude, age, sex, and previous language learning experience) (Oxford and Shearin 1994).

Deci & Ryan' Model (1985)

Deci & Ryan (1985): Self-Determination (autonomy) Theory: it is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding. Intrinsic motivation: the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards. Extrinsic motivation: the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an

end. Extrinsic or Intrinsic Motivation, depending on whether the stimulus for the behavior originated outside or inside the individual.

Crookes & Schmidt' Model (1991)

Crookes & Schmidt (1991) identify four areas of second language motivation: the micro level; the classroom level; the syllabus level, and a level involving factors from outside the classroom. The micro level involves the cognitive processing of the foreign language input. At the micro level learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the foreign language and long term factors. They also suggest that motivation to learn a language has both internal and external features: Internal attitudinal factors which includes: Interest in the foreign language (based on attitudes experience, background and knowledge), Relevance (perception that personal needs such as achievement, affiliation, power are being met by learning the foreign language (Crookes & Schmidt, 1991).

In the light of the already presented motivational models, it is obvious that motivation is conceived differently by different theorists and that it has the most powerful influence on how and what to teach. What matters for foreign language teachers is how to utilize the different motivational factors to enhance and foster the process of learning a foreign language by setting various teaching strategies that could be employed to access optimum learning.

Demotivation vs motivation

It is beyond dispute that there are motivational influences that exert a detrimental effect on student motivation. The foreign language domain is most often characterized by learning failure which is directly related to demotivation. Among others, Dornyei (2001, 1998b), Oxford (1998), Chambers (1993), and have investigated demotivation in relation to language learning.

According to Dornyei, a 'demotivated' learner is someone who was once motivated but has lost interest for some reasons. In the same respect, one can speak of 'demotives', which are the negative counterparts of 'motives'. While a motive can be said to increase an action tendency, a demotive decreases it. (Dornyei 2001: 142) In light of Dornyei's considerations, 'demotivation' is related to 'specific forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action' (ibid: 143). He identifies the following demotivating factors:

1. The teacher (personality, commitment, competence, teaching method);
2. Inadequate school facilities (group is too big or not the right level, frequent change of teachers);
3. Reduced self-confidence (experience of failure or lack of success);
4. Negative attitude towards the L2;

5. Compulsory nature of L2 study;
6. Interference of another foreign language being studied;
7. Negative attitude towards L2 community;
8. Attitudes of group members;
9. Coursebook (Dornyei, 1998)

Dornyei also pays attention to teacher's expectations of students' achievement increasing demotivation (or decreasing motivation). Research has shown that teacher expectations affect the students' rate of progress, functioning as a self-fulfilling prophecy, with students living up or "down" to their teachers' expectations. These expectations trigger off various events and teacher behaviours which, in turn, influence student performance. On a positive note, these influences are likely to affect the students' self-concept, level of aspiration, achievement strivings, classroom conduct and interaction with the teacher (Dornyei, 2001: 176).

Brophy lists eight concrete ways by which negative aspiration, classroom conduct and expectations can influence students' self-efficacy:

1. Giving up easily on low-expectation students
2. Criticizing them more often for failure
3. Praising them less often for success
4. Praising them inappropriately
5. Neglecting to give them any feedback
6. Seating them in the back of the room
7. Paying less attention to them or interacting with them less frequently
8. Expressing less warmth towards them or less interest in them as individuals. (Brophy, 1985: 180)

In her study, Rebecca Oxford elicited the following points as the main demotivational factors that detriment and curb the process of learning :

1. The teacher's personal relationship with the students, including hypercriticism, belligerence, a lack of caring, and favouritism
2. The teacher's attitude towards the course or the material, including lack of enthusiasm, sloppy management and close-mindedness
3. Style conflicts between teachers and students, including multiple style conflicts, conflicts about the amount of structure or detail, and conflicts about the degree of closure or 'seriousness' of the class
4. The nature of the classroom activities, including overload, repetitiveness, and irrelevance. (Oxford, 1998)

Some students seem naturally enthusiastic about learning, but many need- or expect- their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn (Bligh,

1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of our students will be motivated by the approval of others, some by overcoming challenges. To encourage students, Ericksen states that in order to get self-motivated independent learners, "instructors can do the following:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community

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Self-Confidence and Anxiety

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values, which are appropriate to the situation and the field of study. Affective learning includes the manner in which we deal with things emotionally, such as feelings the level of anxiety, values, appreciation, enthusiasms, motivations, and attitudes. Stern's claim that "the affective component contributes at least as much and often more to language learning than the cognitive skills" (Stern 1983:386).emotions are a part of reason on the neurobiological level, and sees emotion and cognition as partners: "minds without emotions are not really minds at all" (LeDoux 1996:25)

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Language anxiety has been said by many researchers to influence language learning. Whereas facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991). Anxiety 'ranks high among factors influencing language learning, regardless of whether the setting is informal or formal' (Oxford, 1999: 59) Findings from studies indicate that language anxiety is negatively related to achievement in the L2 and is associated with 'deficits in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in language courses or a combination of these factors' (Gardner, Tremblay & Masgoret, 1997: 345)

Learner's motivation can vary tremendously according to their level of confidence and anxiety they have toward the language they are learning and the environment they are in. Not only is anxiety related to motivation, but it is also related to proficiency and more so to communication proficiency(Clement, Dornyei, and Noels 1994).

Dornyei claims that linguistic self-confidence, including language anxiety, is a central component in the personal dimension of motivation. Learner who are less anxious have better previous experiences with using the second language, who evaluate their own proficiency more highly, and who consider the learning tasks less difficult, in short, who are more motivated to learn the second language than those whose motivation is hindered by a lack of self-confidence. She also says that it should be noted that the emergence of self-confidence as a distinct factor was not unexpected. Clement and his colleagues have produced sufficient evidence that self-confidence is a powerful motivational process in multiethnic, multilingual settings, and their study showed that self-confidence is also a major motivational subsystem in foreign language learning situations (Clement, Dornyei, and Noels (1994). In addition, Clement argued that attitudinal factors were an important motivational basis for L2 acquisition and behavior. Upon noting the results obtained with groups of students who were in more direct contact with the L2 group, however, he suggested that in such contexts a self-confidence process becomes the most important. Determinant of attitude and effort expanded toward L2 learning (Ibid).

It is very true that if one is confident enough to speak up and have no hesitation to ask a question in class, one will get a lot of chances to use one's language skill, and that leads to more improvement. If one is too anxious to speak up in class, one can't have any opportunities to practice and improve one's oral skills. It may also be true that even if one is anxious of a second language, one can improve reading or writing skill, but listening skill and speaking skill cannot be improved unless used through interaction. Good classroom atmosphere promotes students involvement and activity while simultaneously moderating anxiety and promoting self-confidence. Accordingly, being active in class means believing that one is able to use English outside the classroom (Ibid).

In brief ,the two of the key factors which relate to success in language learning are:

- a. Self-confidence and a good self-image (i.e. belief in our own capability).
- b. Low anxiety.

It is important, therefore, to understand how anxiety and low self-image interact to negatively affect progress in learning a foreign language, how certain personality traits increase anxiety, and how anxiety hinders recall. As regards the language learner's self-image, anxiety can affect us both internally and

externally. Internally - regarding feelings about myself .Externally - regarding my feelings about interacting with other people .

Those with higher self-esteem are more able to withstand threats to their existence and thus their defenses are lower. Those with weaker self-esteem maintain walls of inhibition to protect their fragile ego or lack of self-confidence. However, these walls or defenses hinder language learning, and their removal involves self-exposure to a degree required in few other tasks. This can make certain language learners very anxious.

Oxford & Shearin state that even the best learners have experienced failures in communication. Teachers need to make learners feel comfortable even when communication is not perfect. What they said is very important, Students are afraid of making mistakes in class and even in writing test, so they tend to speak less or write less. This overall tendency may lead to worse situation. It is a teacher's job to emphasize that everyone makes mistakes including the teacher himself/herself and it is no problem to make mistakes. Crucial thing is to teach them to learn from their mistakes. The promotion of a low-stress language learning environment must be an important priority for the teacher.. Oxford & Shearin (1996)

Motivational Strategies

Motivational strategies cannot work in a vacuum, nor are they ingrained in stone. There are certain preconditions to be met before any attempts to generate motivation. Some of these conditions are the following:

- 1-appropriate teacher behaviour and good teacher-student rapport;
- 2-a pleasant and supportive classroom atmosphere;
- 3-a cohesive learner group characterized by appropriate group norms

Whatever is done by a teacher has a motivational, formative, influence on students. In other words, teacher behaviour is a powerful "motivational tool" (Dornyei, 2001: 120). Teacher influences are manifold, ranging from the rapport with the students to teacher behaviours which "prevail upon" and/or "attract" students to engage in tasks. Enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally - cues that students take from them about how to behave.

Indeed there is much that teachers can do to influence the motivation of our students. Dornyei (2001: 119) believes that 'the spectrum of potentially more effective motivational strategies is so broad that it is hard to imagine that none of them would work'. The following points are general strategies presented in this paper for the improvement of students motivation.

At a minimum a teacher should learn the name of most of students in class." While such interest in students in itself can be motivational, as he reads the material, he should bear in mind how knowledge about his students will play a role helping him to avoid problems, diagnose problems as they happen, and influence his students He should keep in mind that a tense classroom climate can

undermine learning and demotivate learners (MacIntyre, 1999). On the other hand, learner motivation will reach its peak in a safe classroom climate in which students can express their opinions and feel that they do not run the risk of being ridiculed.

To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organizes and manages the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occur within a relaxed and supportive atmosphere (Good and Brophy, 1994: 215).

Fragmented groups, characterized by lack of cooperativeness, can easily become ineffective and harmful to the learning process.. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, intergroup competition common threat, active presence of the leader (Dornyei, 1998: 142).

The teacher should concentrate on students' existing needs. Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. (McMillan and Forsyth, 1991)

He should make students active participants in learning. Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity (Lucas, 1990)

The teacher should ask students to analyze what makes their classes more or less "motivating." Sass (1989) reports eight characteristics as major contributors to student motivation: Instructor's enthusiasm, Relevance of the material ,Organization of the course ,Appropriate difficulty level of the material, Active involvement of students Variety, Rapport between teacher and students and Use of appropriate, concrete, and understandable examples, .

He should help students set achievable goals for themselves. Failure to attain unrealistic goals can disappoint and frustrate students. He should help his students evaluate their progress by encouraging them to critique their own work, analyze their strengths, and work on their weaknesses. (Cashin, 1979; Forsyth and McMillan, 1991)The teacher should tell his students what they need to do to succeed in his course. He should not let students struggle to figure out what is expected of them. He should reassure his students that they can do well in the course, and tell them exactly what they must do to succeed:(Cashin,

1979; Tiberius, 1990) Instructors know that student learning and memory are closely tied to motivation.

Students will learn what they want to learn and will have great difficulty learning material that does not interest .He should be enthusiastic about his subject. An instructor's enthusiasm is a crucial factor in student motivation. If he becomes bored or apathetic, students will be too. Typically, an instructor's enthusiasm comes from confidence, excitement about the content, and genuine pleasure in teaching.. A teacher's enthusiasm and values have much to do with student interest in the subject matter. A teacher should use positive reinforcement rather than negative reinforcement and should provide the students with an opportunity to excel in their studies. If students don't see a feasible way to accomplish and to succeed, they will not be motivated to study. Presenting the students with clear objectives should foster the sense of ``I can do this, if I try'' that students need to be motivated.

He may increase the difficulty of the material as the progresses of the course. Once students feel they can succeed, he can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge. (Cashin, 1979).

He should vary his teaching activities. Variety reawakens students' involvement in the course and their motivation .He should break the routine by incorporating a variety of teaching activities and methods in the course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work. (Forsyth and McMillan, 1991)

He should design tests that encourage the kind of learning he wants students to achieve. Many students will learn whatever is necessary to get the grades they desire. If he bases tests on memorizing details, students will focus on memorizing facts. If his tests stress the synthesis and evaluation of information, students will be motivated to practice those skills when they study. (McKeachie, 1986)

Feedback must be given to students as quickly as possible. Tests and papers must be promptly returned, and success must be rewarded publicly and immediately; students must be given some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors (Cashin, 1979) Frequent tests motivate students because they create the opportunity or necessity to achieve success or avoid failure. In that way, tests provide an incentive to learn. The teacher should be specific when giving negative feedback. Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever he identifies a student's weakness, he should make it clear that his comments relate to a particular task or performance, not to the student as a person.. (Cashin, 1979)

In a self-threatening context, as the language classroom is likely to be, it is important to find out how to maintain and increase the learners' self-confidence. There are five approaches that purport to help to this end (Dornyei, 2001: 130):

Teachers can foster the belief that competence is a changeable aspect of development. Favorable self-conceptions of L2 competence can be promoted by providing regular experiences of success. Everyone is more interested in a task if they feel that they make a contribution. A small personal word of encouragement is sufficient. Teachers can reduce classroom anxiety by making the learning context less stressful.

In general, motivation is the 'neglected heart' of our understanding of how to design instruction (Dornyei, 2001: 116). Many teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate them.

Learning a foreign language is different from learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to promote, or even militate against, success. Language is part of one's identity and is used to convey this identity to others. As a result, foreign language learning has a significant impact on the social being of the learner, since it involves the adoption of new social and cultural behaviours and ways of thinking.

Providing the students with models may help increase their intrinsic motivation. The use of models such as videotapes and television can succeed in making the students believe that "if they perform the same sequence of actions" they will be able to perform the task. Modeling can be intrinsically rewarding and attention holding - (Bandura 1986:54). modeling also has the advantage of capturing attention and being intrinsically rewarding to viewers enabling learners to learn without any special incentives. The teacher himself can be a good model for his students if he has a persuasive character ;thus he can motivate them through his suggestive personality.

Conclusion

This article gives a brief overview of student motivation, different definitions of the term. Prominent models of motivational concepts, the idea of demotivation, self-confidence and anxiety in addition to general strategies for the improvement of students' motivation are presented. It draws mainly on the studies of Dornyei (2001) and Oxford (1998). Crookes & Schmidt (1991) Deci & Ryan' Model (1985) (Gardener, 1985) since they provide some useful practical suggestions for motivating a foreign language learner.

Studies in second and foreign language acquisition leave no doubt about the crucial importance of the affective variable in learning, motivation, which is

actually a cluster of factors that "energize behaviour and give it direction"(Hilgard ,Atkinson and Atkinson,1979:281).Chomsky (1988:181)points out the importance of activating learners' motivation : "The truth of the matter is that about 99 percent of the teaching lies in how to make students feel interested in the material ".Motivation involves the learner's reasons for attempting to acquire the foreign(second) language ,but precisely what creates motivation is the crux of the matter .

"Students need to be motivated in order to learn." Teachers must be able to keep students motivated and try to prevent boredom, apathy and drop-out among other things"(Ushioda 1997:1)The important issue is to "harness" whatever motivates the learner and exploit it in the classroom. The engagement of students' intrinsic motivation thus guarantees their subjective involvement in the language learning process (Ushioda 1997:50). Basically, any classroom activity should make the learner "want to learn". Teachers who strive to teach skills and enhance students' beliefs in their capabilities will enhance motivated learning in their classroom.

"Researchers must reconceptualize L2 learning strategies to include the social and affective sides of learning along with the more intellectual sides. The L2 learner is not just a cognitive and metacognitive machine but, rather, a whole person. In strategy training, teachers should help students develop affective strategies, as well as intellectually related strategies." (Oxford, 1994)Without activating the affective aspect of the learners (motivation),it is hard to see how the process of learning a foreign language keeps working .Motivation is the reason that underlie a student's wish to be involved in the learning process .

It goes without saying that motivation is a complex issue which involves so many factors not the least of which is the role of the teacher. Effective teachers are not necessarily those who successfully transfer cognitive information. Rather, the positive impact of "good teachers" consists in their strong commitment towards the subject matter which becomes 'infectious', that is, instills in students a willingness to pursue knowledge and learn how to learn (Csikszentmihalyi, 1997). Only motivated teachers can "produce" motivated students.

self- confidence and less anxiety are psychological factors that are intrinsically linked to motivation. They should be given considerable attention since they contribute to the increase of motivation;While lossing self – confidence and having high level of anxiety on the part of the students can certainly have detrimental effect on their motivation and consequently on the whole learning process.

Motivation in language learning presents a rich field for research, dealing as it does with the very driving forces behind learning . There is much that we have yet to learn about the role of motivational factors in learning ... The processes involved are vastly more complex than this paper has been able to illuminate..To pay attention to this issue is not only important to the foreign

language process but also to the whole educational system. After all, it is futile to teach demotivated students who have no interest in the subjects they are compelled to study ;they must be interested in their task ,self-confident and hopeful to do it as being part of their identity and life.

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