Exploring the Development of Second Language Motivation

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Abstract. The development of L2 motivation research has a relatively long history, which has been an important topic in the Second Language Acquisition filed. Although plenty of studies have introduced the concept of L2 motivation, most of them are focused on one or two L2 motivation models and fail to give an overview of the development of L2 motivation. This paper reviews the influential and classic L2 motivation theories based on Dörnyei's four phases of L2 motivation development including the social-psychological period, the cognitive-situated period, the process-oriented period, and the socio-dynamic period. Major findings revealed that: 1) L2 motivation research is initiated by Gardner and Lambert and has been developed; 2) mainstream psychology often has a huge impact on the L2 motivational theory; 3) Dörnyei's process-oriented model and the exploration of DMCs still lack empirical verifications. This paper contributes to inspiring subsequent researchers to fill the gaps in current research.

Keywords: L2 motivation · Social-psychological Period · Cognitive-situated Model · Process-oriented Approach · Socio-dynamic Period Introduction

1 Introduction

Since the first influential theory within the field of L2 motivation research which is the social-psychological model was proposed by Gardner, the development of L2 motivation has been booming [1]. According to Dörnyei, the historical development of L2 motivation can be divided into four phases to make the review clearer and more concise: the social psychological period (from 1959 to 1990), the cognitive-situated period (during the 1990s), the process-oriented period (mid-1990s–2005) and the socio-dynamic period (2005–) [2].

2 Literature Review

2.1 Social-Psychological Period: From 1959 to 1990

Gardner's Definition
It is acknowledged that the first research framework for Second Language Motivation originated in Canada proposed by psychologist Robert Gardner and his colleague
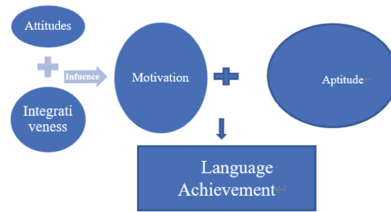
Fig. 1. Gardner's (1985) integrative model. (Photo credit: Original)

Wallace Lambert [3]. From the social psychological perspective, Gardner and Lambert claimed that the acquisition of a foreign language is influenced by a variety of social reasons like attitudes towards the target language and enculturation and thus motivation for learning the target language plays the most important role in promoting or impeding the intercultural connection [3]. To a large extent, Gardner tends to link successful language learning with learners' positive attitudes toward the target language community [1]. He then defined the L2 motivation as the extent to which the language learners aim to learn a language out of a desire to do so, as well as the satisfaction gained from doing so [1]. Three crucial components of L2 motivation can be concluded from Gardner's definition: desire, attitudes, and effort.

Consequently, those three components manage to assess L2 motivation in the social psychological model and were used in AMTB (Aptitude/Motivation Test Battery) developed by Gardner and Smythe [4]. As a well-known motivation questionnaire, it contains over 130 items and 11 subtests. Besides the elements of Gardner's theory of L2 motivation (motivation, integrativeness, and attitudes towards the learning situation), elements such as L2 language anxiety, instrumental orientation, and parental encouragement are also included. Significantly, despite the comprehensiveness of AMTB, Gardner emphasized that AMTB should develop to be appropriate for the specific context and there is definitely not just one AMTB [1, 2].

Integrative Motivation and Instrumental Motivation
To begin with, according to Dörnyei, simply thinking that Gardner's motivation theory is the sum of integrative motivation and instrumental motivation is a major misrepresentation [2]. However, this paper puts these two terms together in order to simplify the process of explanation.

Motivation within the integrative model refers to a sincere personal interest in both the people and represented culture of the target language group [5]. According to Gardner, there are four major variables in the model that are language aptitude, motivation, integrativeness, and attitudes towards the learning situation [6]. Integrativeness and attitudes together influence the motivation of the learner, which in turn, together with aptitude, determines the final outcome of language learning. In order to clearly indicate the elements in the model and their relationships, a diagram will be shown in Fig. 1.

A number of studies have adapted Gardner's model to investigate how important is the integrative motivation for learning a foreign language and researchers gradually concentrate on the influence of multimedia on learners' integrative motivation with the development of technology. One of the latest studies is conducted by Khorsheed who

adapts and modifies the AMTB of Gardner and Bakers' Language Attitude Model to investigate the L2 motivation of 88 Arabic university students aged 18 to 21 [1, 7]. The result shows that students who have a strong inclination to learn English tend to be accompanied by a high level of integrativeness which is tightly linked with the youth culture. In addition, multimedia such as English TV programs and movies provide more opportunities for EFL learners to contact western societies and help to build a strong attraction towards contemporary youth culture groups which mainly adapts English. Consequently, their motivation to learn English has improved.

Instrumental motivation represents the practical value and benefits of learning a foreign language such as economic advantages or social recognition [3].

An interesting finding is that learners with integrative motivation tend to achieve higher target language proficiency than learners who are motivated instrumentally for the reason that integrative motivation is likely to last longer [8]. Empirical research suggests that the degree of instrumental motivation differs between Western and Eastern culture groups [9, 10]. A previous study by Svanes has argued that American and European students are more likely to be integratively motivated while learners of Asia, Africa and the Middle East are more instrumentally motivated during the process of Norwegian acquisition [11]. A more recent study by Liu, Hau and Zeng focuses on the Confucian community and indicates that Confucian students more easily to be benefitted from instrumental motivation when they are with low intrinsic motivation compared with Western low intrinsic motivation learners [10]. Those findings suggest that a general conclusion such as "The integrative motivation can better motivate language learners than instrument motivation" without taking into account the specific socio-cultural context is not meaningful enough.

Critical Appraisal

The pioneering role of Gardner's social-psychological model is that it has put the L2 motivation research into the social context for the first time while contemporary motivation research still completely focused on the individual [2]. Additionally, it provides a practical and scientific model to assess and explore learners' L2 motivation which has been used for decades. Being tested successfully in various countries and areas is also an advantage of the model.

However, Gardner's model has been argued as over-emphasis on integrativenss and neglects the fact that social and political forces can have a huge impact on language use and learning [12]. In addition, Hsu argues that there is a need for Gardner's model to emphasize more Foreign Language Anxiety as it has a bigger influence on language achievement than attitudes toward the language situation [13]. While plenty of studies confirm that FLA can affect language achievement, Hus fails to give empirical evidence to prove its stronger effect compared with attitudes.

2.2 Cognitive-Situated Period

Development of Cognitive-Situated Model

Gardner's social-psychology model has dominated the field of L2 motivation research for several decades [2]. However, it fails to adapt to the mainstream motivation research

of the1980s which follows the trend of cognitive revolution in psychology [2]. Moving to 1990s, the research for L2 motivation has become more education-friendly.

According to Dörnyei and Ushioda, this period is firstly characterized by the trend of the cognitive concepts and theories in education psychology [14]. In addition, it has also been characterized by the focus which has changed from the macro ethnolinguistic background of language learners to a more situated analysis of L2 motivation in particular learning contexts such as classrooms.

Self-determination Theory and Attribution Theory

With the development of cognitive concepts in motivational theory, there are two key theories during this period: Self-Determination Theory and Attribution Theory.

According to Anderman, Self-determination theory is considered the most comprehensive theoretical framework for L2 motivation research compared with other theories [15]. One of the oldest theories comes from Williams and Burden whose framework of L2 motivation is divided into internal factors including the cognitive, affective, and attitudinal components of language learners (e.g., anxiety and enjoyment) and external factors including social, contextual, and cultural elements (e.g., learning environments, interactions with teachers, parents, and peers) [16]. Noels presents that the motivational orientation consists of intrinsic orientation and extrinsic orientation. Intrinsic reasons are to be inherent in language learning whereas extrinsic reasons come from the external environment such as pressure [17].

Recent research on Self-determination theory often emphasizes how to promote intrinsic motivation and what can be extrinsic motivation. Ryan and Deci claim that high achievement occurs with intrinsic and extrinsic motivation when the needs for autonomy, relatedness and competence of individuals are satisfied [18]. As it has been argued that the motivation is more intrinsic, the more motivated language learners are, they are more likely to achieve a high L2 proficiency, recent meta-analytic research tends to confirm the positive correlation between intrinsic motivation and learning achievement which was debated before [19]. However, the positive relationship between intrinsic motivation and learning achievement does not mean that it exits a necessary causality.

Attribution theory is a special theory as it focuses on the attributional process that ensues after the event has transpired [20]. It aims to consider the motivational elements that follow an event that has already occurred such as the research of the motivation after failing the exam.

Attribution research manages to show learners' future behavior can be predicted by some specific types of attributions [21]. For example, students are likely to be motivated to put in the same effort once they have achieved successful results [15]. According to Anderman, recent research about Attribution theory has broadened in scope over the last twenty years including the attribution research in bully and victimization situations [15].

2.3 The Process-Oriented Period

Temporal Dimension of Motivation

By the 1990s, a new trend of motivational research emerged: the temporal dimension of motivation. During this period, motivation was described as a "dynamically changing cumulative arousal" within an individual which controls the cognitive and motor process to satisfy the initial desires both successfully and unsuccessfully according to Dörnyei and Ottó [22]. In Dörnyei's words, it is a "particularly important" perspective for motivation investigation as learners' learning motivation is not unceasing or unchanging [23]. The temporal dimension refers to how the motivational processes take place within an indefinite time [23]. The temporal dimension can happen at the micro level such as during an English class or during the engagement in a language activity and at the broader level such as through the whole process of learning a new language or during a semester.

The Process-Oriented Approach

The process-oriented approach is considered to be important for understanding language learners' motivation because the acquisition of a second language is always a long and sustained process. One of the pioneering researchers for motivational change in SLA is Ushioda who firstly indicated that students' enthusiasm or commitment fluctuates during a single second language lesson [24]. In the same period, Heckhausen and Kuhl propose two concepts: the pre-decisional phase and the post-decisional phase [25]. The prior stage involves the planning and goal-setting process whereas the latter stage contains the volitional, maintenance and control process. In a recent review study, Dörnyei also suggests motivational change, evolution, and fluctuation [26].

Based on a number of practical implications, Dörnyei has concluded two main research topics of the 1990s: motivational maintenance and volition, and motivational evolution and fluctuation [23]. Two important characteristics of L2 motivation are summarized by Dörnyei [23]. Firstly, in general, the motive to learn evolves gradually. The motivation process involves "initial planning and goal setting, intention formation and task generation, and finally action implementation and control" [23]. Secondly, in ongoing and long-term activities such as second language acquisition, motivation will not remain constant. Instead, it will fluctuate with external and internal influences and finally, lead to the fluctuation of students' effort and commitment.

Process Model of Motivation

One useful but also a complex process-oriented model in SLA was put forward by Dörnyei and Ottó based on the 'Rubicon Model' of Heckhausen and 'Mindset Theory of Action Phases' by Gollwitzer [22, 27, 28].

Along with the action sequence, this model presents the motivational influences (i.e., energy sources and motivational forces). In addition, it consists of three temporal phases in the motivational model which are pre-actional phase, actional phase and post-actional phase. There are three components of the pre-actional stage: 1) set of the goal; 2) the information that shows intention; 3) initiating the enactment. It is also referred to "choice motivation" [26]. Actional stage has been described as executive motivation and is argued to be highly relevant to classroom learning. Post-actional phase concerns how

students evaluate their past motivational process and determine their future motivational activities in this retrospection phase.

This model details how the desires, wishes and hopes of learners are used to set a goal which then is changed to intention enactment. Then the model shows how the intention enactment is transformed into action. After the initiation of action, the appraisal and action control may lead to an achieved outcome, and end up with a final evaluation of the whole process.

Criticisms of the Process-Situated Model

Despite the usefulness and significance of process-situated model, there are still some criticisms. The process-oriented model has never been tested through empirical research [26]. In other words, it lacks of empirical verification. Another main weakness is caused by the idealization of actional process. Actional process implied by the approach happens in relative isolation and there are no interferences from other sustainable activities that learners participate in [23]. However, students always engage in various activities at the same time in the real situation. In another paper, Dörnyei and Ushioda claimed another criticism for process model that assumes the start and the end of a learning process can be indicated clearly [14].

2.4 The Socio-dynamic Period (2005–)

In 2005, Dörnyei has proposed a new perspective for understanding L2 motivation by integrating various influential SLA theories and the self-research findings in the psychology field. The emergence of socio-dynamic stage might relate to the globalized digital world according to Dörnyei and Ushioda, and to the globalization of English use [2, 23]. Today, it has become the most popular model for recent L2 motivation research.

L2 Motivational Self System

One of the representative motivational approaches during this period is the L2 Motivation Self System. It is designed by Dörnyei based on the socio-psychological model of Gardner, Markus, and Nurius's theory about possible selves and Higgins' self-discrepancy theory [1, 2, 29, 30]. There are three key components of L2 Motivation Self System model: the ideal L2 Self, the Ought-to-Self, and L2 Learning experience.

The ideal self refers to the "self" that learners would like to be and it is a personal aspiration. If the "ideal self" could speak a foreign language, the "actual self" will be motivated to learn the L2 to achieve the transformation. Consequently, the ideal L2 self has an important influence on promoting the L2 motivation as individuals tend to reduce the discrepancy between the "actual selves" and "ideal selves". The Ought-to-L2 self, on the contrary, is the attributes that an individual should or ought to possess in his or her beliefs so as to avoid the potential negative consequences and meet expectations. This "self" does not come from the inside of the learner but often comes from the perspectives of the learner's parents, teachers, friends, and so on. L2 Learning experience refers to the motivation that generates in a person's instant experience of L2 learning process such as learning from a teacher, a textbook, a group task, and a successful learning experience. It is a type of situated motivation [31]. Dörnyei claims that learner may develop an ideal

L2 self or an ought-to-self at the beginning of the L2 learning process. However, the maintenance of the L2 motivation requires the appropriate L2 Learning experience [32].

The correlations between L2 Motivation Self System and language achievement have received a lot of attention from researchers. While a number of empirical studies indicate the positive correlation between language achievement and the ideal L2 self which therefore manages to predict the L2 achievement such as Lake, Liu and Thompson, and Wong [33, 34]. Other researchers such as Moskovsky and Tan argue that the ideal L2 self does not have a role in predicting L2 achievement [35]. Obviously, it still does not have a consistent opinion or result of their relationship.

Directed Motivation Currents

Another influential L2 motivation model is proposed by Muir and his associates [36]. The DMCs is different from the sustainable motivation of "good" students in the qualitative level. On the contrary, it represents a relatively short period. When a learner defines a particularly clear goal, there may be a "highly intense burst of motivated energy" [36]. To some extent, DMCs are the periods of highly intense motivation that allows learners to achieve a great deal, sometimes, even achieve more than the person would have expected at the start.

There is convincing evidence to show that plenty of learners have experienced the Directed Motivation Currents in their consciousness [37]. However, the recent exploration to DMCs is only theoretical and empirical verification is needed in the future.

3   Implication

One important implication of this study is that it has provided some ideas on how to enhance students' L2 motivation in teaching activities. From the social-psychological model, it can be concluded that practitioners are expected to help L2 learners to increase their personal interests in the culture or people of their target language group. In addition, the cognitive-situated theory demonstrates that teachers are supposed to concentrate on their behaviors and try to build a positive relationship with students as they are considered key factors to increase students' intrinsic enjoyment of L2 learning. The Process Model indicates that students' L2 motivation goes through "ebb and flow" rather than constant. As educators, there is a need to focus on the changing process of students' L2 motivation and give appropriate support whenever possible. From the socio-dynamic view, teachers can assign some L2 tasks to learners to help them become motivated to be the "ought-to-self".

4   Conclusion

To be concluded, L2 motivation research is both distinguished and important for the Second Language Acquisition research. Firstly, this review shows Gardner and Lambert are the pioneers of L2 motivation research and have gradually expanded to include more different components such as learning contexts, the temporal dimension and self-identities.

Secondly, it seems that the development of L2 motivation relates to the mainstream psychology which has a huge effect on the L2 motivation theory evolution. For example, the social-psychological phase, the cognitive situated phase, and the socio-dynamic phase have all been influenced by their contemporary mainstream psychology. Finally, despite most motivational theories that have been verified by plenty of empirical studies, this study shows that there are not adequate empirical studies of Dörnyei's process-oriented model and the exploration of DMCs. The lack of empirical verification shows that more empirical research on those topics is expected to be conducted in the future. In addition, along with the development of technology, researchers like Stockwell become interested in how technology influences learners' L2 motivation. The exploration of how and why technology influences students' L2 motivation and their correlations are suggested for future study.

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