The role of teachers' motivational strategies in enhancing learners' motivation in second language learning: A literature review

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Abstract: *Drawing from various theoretical frameworks of motivation, this article research synthesizes existing literature to examine how teachers influence learners' motivational states and explores the role of teacher-specific motivational components in enhancing learners' motivation in second language acquisition. The findings highlight the pivotal role of teachers in creating a conducive learning environment, setting up appropriate challenges, and providing constructive feedback.*

Keywords: *Motivational strategy, motivation, second language, learning.*

1. Introduction

Learning second languages has recently become crucial for any citizen in the circumstances of globalization. Motivation is one of the decisive factors in the achievement of second language learning, which has been acknowledged by many researchers (Nayan et al., 2014; Dörnyei & Ushioda, 2012; Brewer & Burgess, 2005; Cook, 2000). According to Gardner (1985) and Williams & Burden (1997), motivation is a "complex" and "multifaceted construct". Therefore, it is not surprising that various basic frameworks of motivation have been established from the past to the present and future. This article aims to synthesize and critically discuss the theoretical perspectives of motivation developed by various researchers to examine the effect of "teacher-specific motivational components" on generating and strengthening learners' motivation in the context of a second language classroom.

2. Findings and discussion

2.1. Motivation in second language learning contexts

According to Dörnyei and Ushioda (2011), the development of motivation has passed through four distinct stages, namely, the socio-psychological period (from 1959 to 1990), the cognitive-situated period (during the 1990s), the process-oriented period (in the early of 2000s), and the socio-dynamic period (the current trend). During its historical evolution, many researchers have established various frameworks of it. One of the most noticeable frameworks in the socio-psychological period

called "social-education model" was put forward by Gardner & Lambert (1972). Specifically, Gardner and his colleague Lambert grouped motivation (or orientation) into two distinctive categories: integrative and instrumental motivation. While the former one referred to motivation as learners' personal interest in a specific community viewed by the other group of people, the latter focused on the practical benefits and advantages of learning another language besides native language. In other words, the first type of motivation is connected to the attitudes of language learners towards the second language and second language community and their desire to produce second language and to become a part of the second language community, whereas the latter type was related to the useful values of the second language. Afterward, Gardner (2001) revisited and developed his social- education model. The 2010a model further discussed the role of two variables - aptitude and motivation in second language learning. In this model, "integrativeness" and "attitudes toward the Learning Situation" were the two major constituents of integrative motivation, which achieve the success of second language acquisition.

However, Gardner's model was criticized by other researchers. Oller (1981) and Au (1988) claimed that the social-education model consisted of inconsistencies relating to the effects of attitudes/ motivation on second language acquisition. The interaction with the second language community and the learners' attitudes towards second language were only one variable of motivation. There were

other variables that could have an influence on this terminology. Therefore, D**örnyei** (1994) expanded the socio-educational model of Gardner by proposing the "second language motivational construct" in which there was a classification of different concepts into the three-level taxonomy of motivation. The first level - language level mentioned the relating features of the second language (culture, society, and the potential usefulness of proficiency) and accommodated Gardner's theory by re-claiming the integrative and instrumental motivation. The second one - learner level sketched the learner's personality traits and the cognitive process consisting of two motivational areas: the demand for success and self-confidence. The third one - learning situation level was associated with intrinsic and extrinsic motivations and three areas of motivation including (a) teacher-related motivational components (teachers' characteristics, teaching style, teachers' feedback, and interaction between teachers and learners), (b) course-related motivational factors (curriculum, teaching materials, teaching techniques, and learning activities), and (c) group-related motivational one (the dynamics of learning group). This framework is considered as one of the important contributions to the cognitive-situated period. Besides D**örnyei's** (1994) second language motivational model, there was "the self-determination theory" constructed by Ryan & Deci (1985, 2000) and revisited by Noel et al. (2001). In the self-determination theory, the researchers identified two different types of motivation, which were intrinsic and extrinsic motivation drawn from the distinctive motives (or reasons) for doing some specific actions. Intrinsic motivation meant performing certain actions to attain personal objectives, whereas extrinsic ones connected to the advantages of doing those actions. To expand Ryan and Deci's theory, Vallerand et al. (1989) grouped intrinsic motivation into three kinds: knowledge, accomplishment, and stimulation. By contrast, based on the internalization process, extrinsic motivation was separated into three levels to an increasing degree, namely, external regulation (the force of the living environment or society), introjected regulation (the believed cause mainly for completing a specific task), and identified regulation (the strong wish for accomplishing a task) (Deci et al., 1991; Noel et al., 2001, 2003). Moreover, Ryan & Deci (2000) and Noel et al. (2001) advanced the formula of the self-determination theory by adding

amotivation and forming a continuum of increasing self-determination. Amotivation was neither intrinsic nor extrinsic motivation. It appears when learners learn second language without any objectives.

At the beginning of the process-oriented period, there was a profound change in the tendency of researching motivation in second language acquisition. Instead of regarding motivation as an unchanging state, researchers tended to view it as a temporal and dynamic process. "The Process Model of second language Motivation" designed by D**örnyei** & Otto (1998) and revisited by D**örnyei** & Ushioda (2011) was one of the most popular frameworks mentioned in this period. The process highlights three chronological phases. The first phase of this process, the pre-actional phase (as choice motivation), involved the fact that motivation needed to be generated firstly and mentioned the initial selection for learning which second language and setting goals to learn that second language. The influential variables of this phase were the attitudes towards second language, self-efficacy, learners' expectation, and environment assistances or obstacles. During the next phase, the actional phase (as executive motivation), motivation in second language learning was retained while the task was occurring. This phase entails performing different subtasks, praising learners' success and self-regulation. The primary motivational influences were the quality of the study, sense of autonomy of learners, teachers and parents' support, and self-regulatory rules. The final phase, the post-actional stage (as evaluation), mentioned assessment and reflection of the learning procedure and outcomes. The main motivational influences were learners' attributional traits, self-efficacy and given feedback or rewards by teachers.

Although The Process Model was the most completed construct of second language motivation in the process-oriented period, it still presented some limitations which were criticized by other researchers. Specifically, this model claimed that people could clearly identify the beginning and the end of a learning process. Moreover, it proposed that the actional stage occurred separately without interacting with other actional processes that learners were encountering. (D**örnyei** & Ushioda, 2012). Therefore, The Process Model seemed not to be the perfect construct of motivation. Recently, Dörnyei & Ushioda (2005, 2009, 2011) proposed a new framework of motivation in second language

acquisition named "second language motivational self-system". In their contribution, they reviewed the psychological theories of the self and after that made a connection between second language learning process and the language students' personal characteristic and identity. Additionally, they supposed that the latest theory of motivation would have incalculable values to second language learning and create a new effective method to generating learners' motivation in that the students could self-motivate and study a second language by themselves.

2.3. Age-related differences motivation and the motivational strategies in second language learning contexts

It is noticeable that second language motivation and the influence of teacher-related factor have been widely discussed in various diagrams and in different language learning contexts from the past to the present. However, the age-related motivational variation has been investigated in a modest quantity. Kormos & Csizér (2008) conducted empirical research on the age-related differences motivation among three distinctive groups of learners: secondary school pupils, university students, and adult learners. In their research, they firstly assessed the validity of Dörnyei's (2005) Motivational Self-System to explore the relation between "traditional motivational and attitudinal dimensions" (such as integrative and instrumental motivations), secondly analyzed the way the dimensions affect students learning behavior in the distinctive age groups, and finally discussed the pedagogical practice for teaching each type of learners. After doing the research, they concluded that learners' eagerness to learn a second language was strongly affected by two determinants: Ideal second language itself and language learning attitudes (in which teachers perform one of the important roles in forming attitudes towards learning). They also recommended the second language educators to apply various teaching techniques to increase learners' motivation such as asking them about their purpose of learning and letting them discuss the importance of English.

Similarly, Knowles et al. (2011) put forward a theory that young learners and adults learned a certain language in different ways. They proposed "andragogical approach", which related to independent learning and self-direction would be suitable for teaching adults to develop their language skills. In other words, this approach concerned with these elements: (1) adult learners want to know why they should study something before they engage in this lesson; (2) they can self-recognize that they are responsible for their decisions; (3) their knowledge and experiences from the past may supply valuable sources to facilitate their study or badly affect their learning; (4) if they are aware of the importance of learning something, their willingness to study that thing will be greater than children's; (5) adult learners prefer to learn something nearly similar to their social life; (6) they are more intrinsically motivated than extrinsically motivated. Based on the characteristics of adult learners developed by Knowles et al. (2011), Scruton & Wallace (2014) propose the pedagogical techniques for teaching second language, which are: preparing the lesson plan carefully, organizing critical thinking activities that are suitable for learners, creating a positive and comfortable learning atmosphere, raising learners' confidence, and giving fair assessment and constructive feedbacks.

3. Conslusion

To sum up, second language motivation has been investigated and developed by many researchers from the past to the present. As can be seen from various theoretical perspectives, motivation is an indispensable part of the process of learning second and foreign languages. Also, the fact that teachers perform a dominant role in strengthening and maintaining learners' motivation is undeniable. It will become a foundation for further studies and research related to the stated topic.

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