Principales teorías motivacionales en la clase de inglés como lengua extranjera

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Resumen
En las últimas décadas, el interés por la motivación en el aprendizaje de lenguas extranjeras ha aumentado y varias teorías que explican el complejo fenómeno de la motivación en el aula de lengua extranjera han aparecido. Estas teorías comparten la misma idea: la motivación es uno de los indicadores más fiables de éxito en el aprendizaje de lenguas extranjeras. El estudio de la motivación ha pasado por diferentes etapas y, en este artículo, las explicaremos. El objetivo de este artículo es explicar las principales teorías motivacionales en el campo del inglés como lengua extranjera.
Palabras clave: motivación, motivación en la clase de inglés como lengua extranjera, aula de lengua extranjera, teorías motivacionales, Teoría Socio-Psicológica, Teoría de la Autodeterminación, Modelo de Proceso.

Title: Main motivational theories in the English as a foreign language classroom.
Abstract
In the last decades, L2 scholars and practitioners have shown an increasing interest in motivational issues; and subsequently, a number of theories have emerged trying to explain the complex phenomenon of motivation in the foreign language classroom. These theories share a common idea: motivation is one of the most reliable predictors of students' success in FL learning. Motivation has gone through different phases and we will analyse the literature provided on them by different authors. The aim of this paper will be to give an account for the main motivational theories in the field of English as a foreign language.
Keywords: motivation, motivation in the EFL classroom, foreign language classroom, motivational theories, Social-Psychological Theory, Self-Determination Theory, Process Model.

MOTIVATION IN LANGUAGE LEARNING

Motivation has been recognised as a key factor in successful L2 learning. In the field of foreign language learning, several definitions of motivation are provided. In Gardner's (1985, cited in Anjomshoa & Sadighi, 2015: 126) words, motivation is considered "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language". Besides, Ryan and Deci (2000) defined motivation in terms of the determination to act towards an end.

PHASES OF MOTIVATION

Over the years, motivation has been a major research topic and it has evolved through different phases involving more and more language learning. In order to present such stages, Ushioda & Dörnyei (2012) distinguish three significant periods that we have summarised in the following chart:

Table 1. *Motivation phases*

PERIOD	DATE	MAIN EXPONENT	DESCRIPTION
Socio-psychological	1959-1990	Gardner and Lambert	Social-Psychological Theory
Cognitive-situated	1990s	Deci and Ryan	Self-Determination Theory
Process-oriented	2000s	Dörnyei	Motivational Change

Gardner and Lambert's Theories

Referring to Gardner and Lambert's social-psychological perspective in 1959 onwards, these two researchers investigated language learning and motivation in Canada and theorised about motivation as the main cause of variability in SLA, independently of other factors like ability or aptitude. According to these scholars, motivation to learn was provided by attitudes towards the L2 community and the goals pursued through the process. These two kinds of motivational orientations were classified as integrative and instrumental motivation, respectively, and they are considered not mutually exclusive. As a matter of fact, Anjomshoa & Sadighi (2015) assert that they can occur simultaneously, i.e., students can be either integratively or instrumentally motivated, or they can benefit from both orientations.

Therefore, in accordance with this, motivation and aptitude would be two different variables affecting FLL, being motivation even more decisive than aptitude. To explain this idea, we refer to Gardner and Lambert's (1972, cited in Ushioda & Dörnyei, 2012) work which emphasised the issue that, although language aptitude was a substantial predictor of language learning achievement, motivational factors could override the aptitude effect. Added to this, in several empirical studies, Gardner (Gardner, 1985 and 2003) confirms the independence of motivation and aptitude as variables influencing L2 achievement. Hence, these findings would explain that motivation can make up for deficiencies in learners' aptitude.

Cognitive Theories: self-determination theory

At the beginning of the 1990s, an alternative perspective emerged which complemented the existing findings by Gardner and Lambert. This new stage was characterised by a significant shift towards a cognitive-situated period of L2 research (Ushioda & Dörnyei, 2012). Cognitive theories were specifically focused on a more situated study of motivation, and in particular on classroom settings; and for this reason, such theories propose that the environment and self-perception are the agents that influence human behaviour. Thus, in contrast to behaviourist theories in which behaviour is controlled by external stimulus, cognitive theories are more internal; i.e., individuals make decisions on their own to achieve their goals.

Within these cognitive theories, we can highlight the self-determination theory (SDT), which was developed by Ryan and Deci. According to this theory, there are two types of motivation: intrinsic, based on interest in the activity itself; and extrinsic, based on interest independent to the activity itself. However, this extrinsic/intrinsic dichotomy was revised and refined to the extent that these two types of motivation came no longer to be considered a dichotomy itself. Put it differently, some studies arose to demonstrate that extrinsic motivation can vary in the degree to which it is autonomous, and different subtypes are placed along a continuum from a controlled (extrinsic) to a self-determined (intrinsic) extreme.
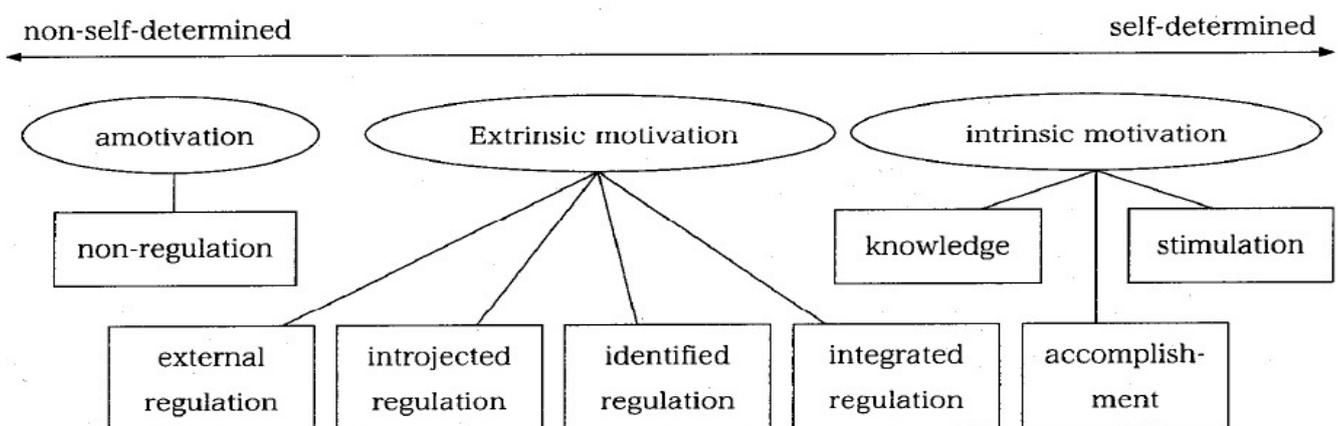

Figure 1. *Orientation subtypes along the self-determination continuum* (Honda & Sakyu, 2006: 37).

As the figure above shows, a three-part taxonomy of intrinsic motivation (IM) has been proposed: *IM-Knowledge, IM-Accomplishment and IM-Stimulation.* The first type consists of participating in an activity in order to explore new ideas and develop knowledge; the second one is the attempt to master a classroom task or achieve a learning goal; and the last one relates to fun or excitement caused by the performance of a task (Noels et al, 2000).

Regarding extrinsic motivation, also different types can be distinguished which go along a continuum from less autonomous to more internalised: (i) *external regulation,* (ii) *introjected regulation,* (iii) *identified regulation* and (iv) *integrated regulation* (Dörnyei, 1994; Noels et al, 2000; Ryan & Deci, 2000; Guilloteaux, 2007). When an individual's behaviour is under someone else's control, there is no autonomy, and it is what self-determination theory calls external regulation. However, when there is a feeling of internal pressure to avoid shame or guilt or to gain approval, the term is introjected regulation. The next step, identified regulation, is represented by individuals who see some usefulness or instrumentality in an activity, and thus, there exists internalisation. Finally, integrated regulation is the most autonomous and internalised form of extrinsic motivation and it can be similar to intrinsic motivation.

In the field of language instruction, the self-determination theory focuses on students' development of interest, self-confidence or autonomy, among others. Some scholars (Noels et al, 2000; Tsao, 2012; Ushioda and Dörnyei, 2012; Mozgalina, 2015) state that instruction is frequently regarded as an extrinsic process, but teachers should adopt autonomy-supportive methods in which students are given more opportunities for practising problem-solving and decision-making skills. Pedagogically speaking, teachers should develop autonomy in students through a scaffolding process and, in this way, students' intrinsic motivation could undoubtedly be fostered.

The self-determination theory highlights that people will be more self-determined to perform an action if they have the opportunity to satisfy three basic psychological needs: (i) need for competence, (ii) need for relatedness and (iii) need for autonomy. Honda & Sakyu (2006) and Guilloteaux (2007) explain that the first one concerns the need for opportunities to interact and show one's abilities effectively; the second deals with the need to feel integrated; and the last one refers to the willingness to engage in an activity.

In short, to some authors (Noels et al, 2000; Tsao, 2012; Ushioda & Dörnyei, 2012), the self-determination theory was an attempt to supplement the socio-psychological perspective by Gardner. In this sense, Pigott (2008) and Anjomshoa & Sadighi (2015) remark that this theory is cognitive in nature and it reflects the belief that the way people think about their own abilities, possibilities, potentials, limitations and past performances, in addition to the characteristics of the tasks, are crucial aspects of motivation. Therefore, the assumption that the aptitude factor is crucial for language learning success could completely be rejected. For this reason, less apt students could be successful in language learning if they are motivated, but, without motivation, even outstanding students would be more likely to give up.

Dörnyei's framework

Having considered the cognitive theories, it is also relevant to discuss the last phase, which is the process oriented approach proposed by Dörnyei and Ottó (1998). These authors make a distinction between motivation "to engage in L2 learning (choices, reasons, goals, decisions) and during engagement (how one feels and responds during the process of learning)" (Ushioda & Dörnyei, 2012: 397). Dörnyei and Ottó (1998) created a model of FL learning that could explain students' motivation and which goes from initial desires to the completion of the action and a retrospective evaluation after it.

The Process Model explains how motivation evolves being, therefore, a dynamic process. According to the authors, the model is made up of two parts: Action Sequence and Motivational Influences. The first dimension represents "the behavioural process whereby initial wishes, hopes and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to evaluation" (Dörnyei & Ottó, 1998: 47). At the same time, Action Sequence is comprised of three phases: a pre-actional, actional and post-actional phase. The latter dimension, Motivational Influences, contains the energy sources that drive the behavioural process. The following figure shows an outline of the Process Model:

Table 2: _A process model of learning motivation in the L2 classroom_ (adapted from Dörnyei, 2001: 22).

ACTION SEQUENCE	MOTIVATIONAL INFLUENCES
PRE-ACTIONAL Setting goals Forming intentions Launching action	- Various goal properties - Values + learning process, outcomes and consequences - Attitudes towards the L2 - Expectancy of success - Learners' beliefs - Environmental support
ACTIONAL Generating and carrying out subtasks Ongoing appraisal Action control	- Quality of the learning experience - Sense of autonomy - Teachers' and parents' influence - Classroom reward and structure - Influence of the learner group
POST-ACTIONAL Forming causal attribution Elaborating standards and strategies Dismissing intention and planning	- Attributional factors - Self-concept beliefs - Received feedback, praise and grades

Taking into account the process model of learning showed above, it is important to provide an explanation for the three stages that make up this model. During the pre-actional phase, motivation is generated leading students to choose a goal to follow and start then the action. The actional phase consists of maintaining motivation during the action. And finally, the post-actional phase begins after the action phase is completed. At this stage, the student retrospectively evaluates how the action developed in order to determine the kind of activities the student will be motivated to do next. Nevertheless, this model has also its drawbacks since the learning process is so complex that it cannot be defined clearly when it begins and ends.

CONCLUSION

This paper has attempted to shed light on language learning motivation through reviewing some of the most influential theories in the field. The three main theories that have been reviewed are Gardner and Lambert's Social-Psychological Theory, Deci and Ryan's Self-Determination Theory and Dörnyei's Process Model. In this review, regard has been given to function of the theories and to the findings reached by some of the most influential scholars who implemented them. Following this review, it has been possible to draw attention to the complexity of motivation. First, even though scholars agree on the importance of motivation in foreign language learning, there is little agreement about its definition and components. Motivation can be understood differently by people coming from different contexts. Second, phases in motivation are not independent from each other, but they overlap and develop from the previously established conceptions.

All in all, there is still much research to be done regarding language learning motivation. It is clear that motivation is essential in foreign language learning but little is still known about how it functions and the variables affecting it because of the complexity of this concept. Therefore, there are still many questions researchers will have to answer in the future in order to better understand motivation and achieve successful results in the foreign language classroom.

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