

## CHAPTER TWO

### REVIEW OF LITERATURE

This chapter is divided into 6 sections: (1) Attitudes and Second Language Learning (2) Dörnyei's Motivational Model, (3) Contextual Factors in Second Language Learning, (4) Second Language Learning in the Classroom, (5) Related Research

#### 2.1 ATTITUDES AND SECOND LANGAUGE LEARNING

Lalonde and Gardner (as cited in Spolsky, 2000, p. 156) stated that attitudes, motivation, and second language learning were related and there are three composite measures which are motivation, integrativeness, and attitudes towards the learning situation. The first is **motivation**, defined as “the individual drive to learn the second language...a combination of effort, desire, and affective reaction” (Lalonde & Gardner, 1984) towards learning the second language. The second measure is **integrativeness**, referred to as a positive orientation towards second language speakers and other groups. The third is **attitudes towards the learning language**, which include the learner's evaluation of the course and teacher. These three composites can be used as “good predictors of proficiency measure” (Spolsky, 2000, p. 157). Also, Gardner's study clearly showed that attitude had an effect on second language learning indirectly rather than directly. However, favourable attitudes towards the speakers of the second language, the culture, and the country lead to integrativeness. Meanwhile, favorable attitudes towards a school, a language course, and the teacher, result in positive motivation.

##### 2.1.1 Definitions of Motivation in Second Language Learning

Motivation is one of the influential factors for second language learning, which significantly affects the learners' desire to participate in and achieve a goal or a level of proficiency. According to Ames and Ames, in *Research in motivation in education*, motivation refers to the stimulus to create and sustain intentions and goal-seeking behaviours. Crookes and Schimdt, in *Motivation: Reopening in the research agenda*, pointed out that motivation is a learner' orientation regarding the goal of second language learning. According to Gardner (as

cited in Walqui 2000), learners' goals of learning language can be varied from totally integrative; the desire to assimilate with and to be member of the second language-speaking community, to primarily instrumental; the desire oriented towards particular goals such as academic or career achievement.

Gardner and Lambert's study (as cited in Spolsky, 2000, p. 149) defined motivation as "the combination of effort plus desire to achieve the goal of learning plus favourable attitudes towards learning the language."

### **2.1.2 Motivational Orientations in Second Language Learning**

Gardner and Lambert (as cited in Song, 2002, p. 78), in the study of the relation between attitude/motivation and the achievement of a second language learner, identified motivational orientations in second language as integrative and instrumental orientations.

**Integrative orientation** refers to the desire to learn the second language in order to have contact, communicate, or assimilate with members of the community where the language is spoken. Also, Stephen D. Krashen (1988, p. 26), in *Second language acquisition and second language learning*, defined "Integrative orientation" as the desire to assimilate with people of the community speaking the second language. It encourages the learner to interact with the second language speakers for assimilation and is also predicated on the learner's proficiency.

**Instrumental orientation** refers to the desire to learn the second language in order to achieve some practical goals such as job opportunity, job advancement, course credit, career success, or better pay. According to Krashen (1988, p. 28), in *Second language acquisition and second language learning*, "Instrumental Orientation" defined as the desire to achieve language proficiency for useful or practical reasons, probably relate to the learner's proficiency as well. It encourages learners to interact with second language speakers in order to achieve certain goals.

## **2.2 DÖRNYEI'S MOTIVATIONAL MODEL**

Dörnyei (as cited in Liuolienė & Metiūnienė, 2006, p. 95) developed another framework of motivation following Crookes's and Schmidt's (Dörnyei, 2001). The model is specifically concerned with motivation in the language classroom which

is categorized into three different levels of factors: the language level, the learner level, and the learning situation level. The first level is the language level, which includes both integrative and instrumental orientations, emphasizing reactions and attitudes towards the target language. The second level is the learner level. This level emphasizes the reaction to the language and the learning situation of each individual. The third level of Dörnyei's model is the learning situation level, which is specific to motivational factors associated with the teacher, the course, and the group of language learners which each individual interacts with. Dörnyei (as cited in Root, 1999, p. 5) specified that each of these different levels seems to have an effect which is independent of the others. He states that "...each of the three levels of motivation exerts their influence independently of the others and has enough power to nullify the effects of the motives associated with the other two levels."

### **2.2.1 The Language Level**

The language level is the most general level of motivation focusing on "orientations and motives related to various aspects of the second language" (Dörnyei, 2001). At this level, "the focus is on the language, and the knowledge, expectations and goals of the learner which relate to specific language and language" (Root, 1999, p. 17). Dörnyei (as cited in Liuolienė & Metiūnienė, 2006, p. 96) identified motivation at this level based on Gardner's concept of motivational orientations which are integrative and instrumental orientations. Also, according to Liuolienė and Metiūnienė, in *Second language learning motivation*, orientations and motives at the language level determine the language learned and the most basic aims of learning.

### **2.2.2 The Learner Level**

Motivation at this level concerns "the influence of individual traits of language learners" (Liuolienė & Metiūnienė, 2006, p. 96). This level is more specific and the focus is on the learner. Dörnyei (as cited in Root, 1999, p. 19) categorized two main motivational processes at this level as need for achievement and self-confidence. Also, Liuolienė and Metiūnienė (2006, p. 96), in *Second language learning motivation*, stated that motivation at the learner level involves internal, affective characteristics related to the learner's expectation, and is influenced by the learner's need for achievement and self-confidence.

### 2.2.3 The Learning Situation Level

This level of the model is the most specific and the setting where the language learning happens, including the teacher, the textbooks and teaching materials, and other factors. According to Liuolienė and Metiūnienė, in *Second language learning motivation*, in a language classroom, the learners' attitudes towards the learning situation include their attitudes towards variables such as the teacher, textbook and teaching materials, learning activities that they experience in the classroom, and so on. Also, Root (1999, p. 23), in *Motivation and learning strategies*, pointed out that there are three areas of the learning situation level in Dörnyei's model: **Course-specific Motivational Components** include factors related to the course such as the syllabus, teaching materials, and teaching methods. **Teacher-specific Motivational Components** include factors related to the teacher such as characteristics and teaching style. **Group-specific Motivational Components** refers to the social affects on motivation from the collective group the learner belongs to.

## 2.3 CONTEXTUAL FACTORS IN SECOND LANGUAGE LEARNING

Aída Walqui, in *Contextual factors in second language acquisition*, defined the contextual factors in learning a second language as individual, social, and societal. These contextual factors affecting students' learning can be categorized according to the perspective of the language, the learner, and the learning process as follows:

### 2.3.1 Language Attitudes

At the learner level, the peer group, the school, the neighborhood, and society at large, language attitudes tremendously affect the second language learning process both positively and negatively.

### 2.3.2 Peer Groups

Walqui (2000) in *Contextual factors in second language acquisition* stated that teenagers are likely to be influenced by their peers. In addition, peer pressure often undermines the goals set by parents and teachers in second language learning.

### 2.3.3 Home Support

“Home support” is very influential for achieving the goals of second language learning. Walqui (2000) also pointed out that parents should value both the

native and second language, communicate with children in the language which is most comfortable, support them, and show an interest in their learning progress.

## **2.4 SECOND LANGUAGE LEARNING IN THE CLASSROOM**

According to Lightbown and Spada in *How languages are learned*, second language learning in the classroom can be categorized as (1) Traditional instruction environment and (2) Communicative instruction environment.

**2.4.1 Traditional instruction environment** is the second language learning setting where the language is taught to a group of students. Instead of placing the emphasis on information transmitted by the language, the style of instruction focuses on the language itself. The teacher expects students to learn the vocabulary and grammatical rules of the second language. Meanwhile, the students' goal is to pass an examination rather than to use the language in communication.

**2.4.2 Communicative instruction environment** is the second language learning setting where the style of instruction emphasizes communication, conversation, and language use. The focus is on using the language rather than talking about it. In the communicative instruction setting, students' learning achievements are measured by their ability to 'get things done' in the second language instead of grammatical accuracy.

## **2.5 RELATED RESEARCH**

In a study that investigated the students' preference for activities in a second language classroom, in 1985, Alcorso and Kalantzis (as cited in Nunan, 1988, p. 130) had investigated the perceptions of students, who enrolled in the Australian Migrant English Program (AMEP), in order to reveal their preference for in-class activities. The findings revealed that most of the students valued grammar exercises, and structured class discussion and conversation as the most useful in-class activities. However, a minority of them perceived that the most useful parts of the lesson were listening activities by using cassettes; reading books and newspapers; dramas, role-play, songs and language games; and using audio-visual aids, television and video respectively.

Eltis and Low (as cited in Nunan, 1988, p. 130) conducted a study to explore preferences for teaching activities of the teachers who worked with the Australian Migrant English Program (AMEP). The survey revealed that pair-work and group-work, language games, role play, reading articles, and close exercises were rated as the most useful parts of a lesson respectively.

The different sets of activities were enquired about and the sample groups in these two studies were not directly associated, and their perceptions of useful parts of the lesson were different. The findings revealed that the teachers valued class participation and communicative teaching, while the students rated more highly traditional forms of activity with more structured participation and conversations. Games, dramas, and musical activities were low-rated by the students, while the teachers valued these activities highly.

These studies apparently revealed the mismatch between teacher and student opinions on teaching and learning activities in a second language classroom. However, the researchers enquired about different sets of activities in the surveys. Besides, the teachers and the students in these two studies were not directly associated. Therefore, their perceptions of in-class activities were likely to be different.

Nunan (1988) conducted a study of two groups of teachers and students in which all of them were questioned about the same set of activities. – conversation practice, in-class explanation, vocabulary development, language games, using visual aids, pronunciation practice, using audio cassettes, error correction, student error discovery, and pair-work. The ratings obtained from both groups of the participants were compared.

The findings from the study were different from the above ones. Both the teachers and the students perceived in-class activities in the same way. All of them showed a rather high degree of preference for conversation practice, in-class explanation, and vocabulary development. However, the students wanted more pronunciation practice than the teachers. They also wanted less time playing language games, using visual aids, and listening to audio cassettes. Meanwhile, the students wanted the teachers to correct their errors instead of discovering them on their own. The teachers, in contrast, wanted the students to discover their errors by

themselves. In addition, the students did not share the teachers' enthusiasm for pair-work.

In 1998, Sung and Padilla examined students' motivation in the learning of Asian languages which were Japanese, Chinese, and Korean in elementary and secondary schools. The study focused on motivational orientations in second language learning and parental attitudes and influence. The study also covered motivations based on ethnic-related factors, school-related factors, and personal interests-related factors.

They found that an ethnical language spoken by parents, and perceptions of the language class, teachers, and peer groups were significantly more important among younger learners compared to the older ones. Also, younger students scored higher on parental influence than did secondary school students, in spite of the finding that parents of all students in the study reported positive attitudes towards their children's language learning.