

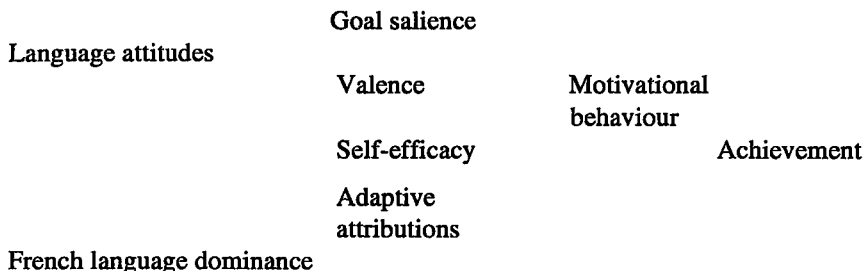
## **Learner Motivation as a Source of Variance in Attitudes, Effort and Achievement**

*Jelena Mihaljević Djigunović*  
*Faculty of Philosophy, Zagreb*

The paper discusses differences in attitudes towards the English teacher and the course, towards the process of learning English as a foreign language (EFL) as well as differences in effort and achievement by Croatian learners of EFL. The findings of analyses of variance performed on the results of a comprehensive study are commented on and implications for teaching EFL are drawn.

After several decades of studying affective factors in language learning, particularly of attitudes and motivation, it seems that today we have at our disposal a number of interesting models of motivation that define the concept in different ways making room also for varying approaches to motivational investigations. Still, one is tempted to agree with Landy & Becker (1987), who claim that there is as yet no single motivational theory encompassing all the variables involved in motivational behaviour.

Gardner's definition of motivation for learning a second language 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" (1985:10) opens up a broad basis for capturing the essential components of motivation: effort (motivational intensity), desire to learn the language and positive attitudes towards learning the language (satisfaction). It is important to note Gardner's insistence on the fact that all the three components are necessary to explain properly motivation in language learning. In an attempt to expand the model of motivation, Tremblay & Gardner (1995) make a distinction between motivational behaviour, referring to the observable characteristics of the learner, and motivational antecedents, referring to variables that are difficult to be observed from the outside but are self-reportable. The expanded model (see Figure 1), based on empirical research, makes an important contribution to a better understanding of motivation in second language learning.



**MOTIVATION**

Figure 1: The expanded model of motivation (Tremblay & Gardner, 1995:510)

Some of the components in this model are supported by the definition of motivation in second language learning advanced by Crookes & Schmidt (1989). Dörnyei's (1994) expanded model (see Figure 2) includes components of motivation that operate on three levels: the language level, the learner level and the learning situation level.

<b>LANGUAGE LEVEL</b>	Integrative Motivational Subsystem Instrumental Motivational Subsystem
<b>LEARNER LEVEL</b>	Need for Achievement Self-confidence *Language Use Anxiety *Perceived L2 Competence *Causal Attributions *Self-efficacy
<b>LEARNING SITUATION LEVEL</b>	
Course-Specific Motivational Components	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive Authority Type Direct Socialization of Motivation *Modelling *Task Presentation *Feedback
Group-Specific Motivational Component	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Figure 2: Dörnyei's extended model of foreign language learning motivation components (Dörnyei 1994:280)

The structure of Dörnyei's model reflects well the impact of motivation in an authentic second language classroom context.

Several other authors have attempted to expand the existing models of second language learning motivation (Julkunen 1993; Schmidt et al. 1996; Oxford & Shearin 1996).

In contemporary literature on motivation in second language learning it is possible to discern a tendency towards looking for alternative theories that would more directly capture this phenomenon within the authentic second language classroom context.

Taking into account the complexity of the motivational concept as it is viewed today, we will attempt in this paper to investigate the relationships between the different orientations learners might have in learning EFL in Croatia and several variables that have been shown to be either part of or closely connected with motivation as it is presented in the existing models.

## **Aim**

The aim of the study was to find out whether EFL learners with different types and levels of intensity of motivation for learning differ in the attitudes they have towards their EFL teacher and course, in the desire to learn, in the effort they expend in learning and in achievement.

## **Method**

### *Sample*

A total of 340 subjects belonged to three age groups (primary school, secondary school and adults) and were at correspondingly increasing proficiency levels. They all had EFL as a compulsory school subject or university course. The number of male and female learners was approximately the same.

### *Instruments*

The types and intensity of motivation for learning EFL were measured by the Likert-type scales of agreement developed by Mihaljević (1991). The scales measure three types of motivation and two demotivators. The types of motivation tapped were affective, integrative and pragmatic-communicative. The two demotivators were: teaching setting and learning difficulties.

Affectively motivated learners learn English because they like the language and enjoy using it. Both aesthetic and emotional overtones are implied in the affectiveness. Integrative motivation refers to a wish to integrate into one of the socio-cultural groups

that use English as a native language. Pragmatic-communicative motivation reflects an instrumental orientation combined with a wish to be able to communicate with other speakers of English (not necessarily native speakers of English). The teaching setting demotivator is the result of the learner's negative evaluation of such elements of the teaching context as the teacher, teaching materials and teaching methodology. The learning difficulties demotivator implies that learners can be demotivated for learning because they perceive the English language to be too complex to master or because they lack basic pre-knowledge.

The attitudes towards English classes and towards English teacher were measured by 7-point semantic differential scales developed by Gardner, Smythe & Smythe (1974) and Gardner, Smythe and Brunet (1977) respectively.

The desire to learn English and the effort invested into learning were measured by the questionnaires consisting of multiple choice items used in Gardner and Lambert's studies (Gardner 1985).

The subjects' grades in English were taken as a measure of EFL achievement.

### *Procedure*

The subjects were instructed on how to fill in the different sections of the battery of scales and questionnaires. These had been translated into Croatian, the subjects' mother tongue.

The obtained data were statistically analyzed by means of one-factor analysis of variance (ANOVA).

### **Results**

Several sets of one-factor analyses of variance were performed. The three types of motivation and the two demotivators served as independent variables, with effort, desire to learn, learner achievement, attitudes towards the course and attitudes towards the teacher as dependent variables.

The results will be presented in tables. The abbreviations Gr. 1 and Gr. 2 will denote the groups of learners with low and high scores on the independent variables respectively.

*Analyses with the affective motivation as independent variable*

**Table 1: Analyses of variance in effort, desire, achievement, attitude towards the course and teacher (independent variable: affective motivation)**

Affective Motivation				
Dependent variable	Gr. 1	Gr. 2	F	P
Effort	20.66	23.39	61.9236	0.0000**
Desire	22.75	25.65	60.2810	0.0000**
Achievement	3.72	4.04	7.3408	0.0071**
Course:				
Evaluation	38.83	42.76	14.5142	0.0002**
Difficulty	23.67	24.89	3.1333	0.0777
Usefulness	16.20	17.74	12.1327	0.0006**
Interest	21.61	23.76	9.2440	0.0026**
Teacher:				
Evaluation	46.96	47.51	0.4946	0.4824
Rapport	22.58	22.78	0.1534	0.6956
Competence	29.34	30.97	10.2110	0.0015**
Inspiration	19.99	21.01	3.2269	0.0734

\*\*p<0.01

From the results presented in Table 1 we can see that most of the included variables show significant differences in results between learners with the high level and the low level of affective motivation.

Thus, those learners that scored high on the affective motivation for learning EFL, compared with those that scored low on it, were found to put in significantly more effort in learning, had more positive attitudes towards learning English (i.e. their desire to learn was higher) and obtained higher grades in English (i.e. had higher achievement). As far as attitudes towards the English course are concerned, learners with high scores on affective motivation evaluated their course more highly, found it more useful as well as more interesting than those with lower scores in this type of motivation. The only aspect of the course where the two groups did not differ significantly was the difficulty of the course. In terms of attitudes towards the English teacher, the group with higher scores on affective motivation differed significantly only in the perception of teacher competence: they considered their English teacher significantly more competent than learners with low affective motivation. No significant differences were found for evaluation of the teacher or the perception of her inspiration or rapport.

*Analyses with integrative motivation as the independent variable*

The next set of analyses of variance were performed with the integrative type of motivation as the independent variable. The results are presented in Table 2.

**Table 2: Analyses of variance in effort, desire, achievement, attitude towards the course and teacher (independent variable: integrative motivation)**

Integrative Motivation				
Dependent variable	Gr. 1	Gr. 2	F	P
Effort	21.20	23.13	26.1132	0.0000**
Desire	23.38	25.16	18.9021	0.0000**
Achievement	3.79	3.92	1.0247	0.3123
Course:				
Evaluation	39.77	42.48	6.4963	0.0113**
Difficulty	24.26	24.40	0.0417	0.8382
Usefulness	16.45	17.74	8.2669	0.0043**
Interest	22.01	24.07	8.0761	0.0048**
Teacher:				
Evaluation	46.81	47.72	1.2603	0.2625
Rapport	22.15	23.15	3.7241	0.0546**
Competence	29.21	31.55	21.5275	0.0000**
Inspiration	19.82	21.37	7.0089	0.0086**

\*\*p<0.01

\*p<0.05

As can be seen from Table 2, statistically significant differences were found for effort, desire, course evaluation, usefulness and interest, and teacher rapport, competence and inspiration. There were no significant differences between learners with high integrative motivation and those with low integrative motivation in achievement, the perception of course difficulty and teacher evaluation.

Integratively motivated learners expanded more effort in learning English, had more positive attitudes towards learning this language, found their classes better, more useful and more interesting, thought their teacher was more competent and found her to have more inspiration and better rapport than learners who scored low on integrative motivation. At the same time, integratively motivated learners, compared to those whose integrative motivation was low, did not obtain higher grades in English, did not find their English classes less difficult and did not find their teacher significantly better.

*Analyses with pragmatic-communicative motivation as the independent variable*

One-factor analyses of variance were carried out on the same dependent variables with the pragmatic-communicative type of motivation as the independent variable. The results can be seen in Table 3.

**Table 3: Analyses of variance in effort, desire, achievement, attitude towards the course and teacher (independent variable: pragmatic-communicative motivation)**

Pragmatic-communicative motivation				
Dependent variable	Gr. 1	Gr. 2	F	P
Effort	20.77	23.53	63.8758	0.0000**
Desire	22.44	26.19	121.7744	0.0000**
Achievement	3.56	4.24	36.3443	0.0000**
Course:				
Evaluation	38.21	43.96	33.2606	0.0000**
Difficulty	22.96	25.72	17.6416	0.0000**
Usefulness	16.09	18.18	24.9326	0.0000**
Interest	21.11	24.73	29.1969	0.0000**
Teacher:				
Evaluation	46.44	48.48	7.4063	0.0069**
Rapport	23.06	23.31	6.6281	0.0105*
Competence	29.63	31.16	9.9685	0.0017**
Inspiration	19.65	21.57	13.1359	0.0003**

\*\*p<0.01

\*p<0.05

The results presented in Table 3 show that learners with high pragmatic-communicative motivation had significantly higher scores on all the dependent variables investigated.

Compared to learners with low scores on the pragmatic-communicative type of motivation, learners with a high level of this type of motivation invested significantly more effort into learning English as a foreign language, had a stronger desire to learn English, achieved higher grades, found their EFL course better, less difficult, more useful and interesting, and perceived their teacher as better, more competent and inspiring, and as having a better rapport with learners.

*Analyses with the teaching setting demotivator as the independent variable*

Analyses of variance were carried out with teaching setting as the independent variable. The results with this demotivator are presented in Table 4.

**Table 4: Analyses of variance in effort, desire, achievement, attitude towards the course and teacher (independent variable: teaching setting demotivator)**

Dependent variable	Teaching setting			
	Gr. 1	Gr. 2	F	P
Effort	22.18	22.17	0.0023	0.9617
Desire	24.68	23.62	6.2172	0.0132**
Achievement	4.07	3.60	14.3707	0.0002**
Course:				
Evaluation	42.95	38.99	14.3286	0.0002**
Difficulty	25.63	22.49	20.3330	0.0000**
Usefulness	17.37	16.89	1.1221	0.2904
Interest	23.42	22.41	1.8956	0.1696
Teacher:				
Evaluation	48.79	45.57	16.2394	0.0001**
Rapport	23.39	21.83	9.7164	0.0020**
Competence	50.97	29.99	3.5374	0.0610
Inspiration	21.32	20.10	4.7180	0.0307*

\*\* $p < 0.01$

\* $p < 0.05$

As the results presented in Table 4 show, a comparison between learners that were not demotivated by the teaching setting and learners with a high score on this demotivator shows statistically significant differences in desire to learn, achievement, course evaluation and difficulty, teacher evaluation, the perception of teacher's rapport with learners and of her inspiration. No significant differences were found between the two groups in effort, perception of course usefulness and interest or of teacher competence.

Learners who showed a high level of demotivation by the teaching setting had significantly less positive attitudes towards learning English (desire) and achieved lower grades. Learners with lower scores on this demotivator found their course better and easier. As far as their perception of the teacher is concerned, the less demotivated learners thought more highly of their teacher and found her more inspirational, and thought the teacher had better rapport with learners.

*Analyses with the learning difficulties demotivator as the independent variable*

The last set of one-factor analyses of variance was performed on the same dependent variables with the learning difficulties demotivator as the independent variable. These results are presented in Table 5.



**Table 5: Analyses of variance in effort, desire, achievement, attitude towards the course and teacher (independent variable: learning difficulties demotivator)**

Learning difficulties				
Dependent variable	Gr. 1	Gr. 2	F	P
Effort	23.20	21.19	30.7127	0.0000**
Desire	26.01	22.37	105.2316	0.0000**
Achievement	4.34	3.33	88.4897	0.0000**
Course:				
Evaluation	43.56	38.20	27.9743	0.0000**
Difficulty	26.22	22.06	41.9087	0.0000**
Usefulness	17.66	16.51	6.9094	0.0090**
Interest	24.24	21.47	15.8971	0.0001**
Teacher:				
Evaluation	48.49	46.01	10.6461	0.0012**
Rapport	23.38	21.95	8.9579	0.0030**
Competence	30.80	29.91	3.1595	0.0765
Inspiration	21.18	19.88	5.5740	0.0188*

\*\*p<0.01

\*p<0.05

As can be seen from the results in Table 5, significant differences between the group of learners with high scores on the learning difficulties demotivator and those with low scores on this demotivator were found in all the investigated dependent variables except the perception of teacher competence.

Learners with high demotivation by the teaching setting were found to invest less effort in learning English, had less positive attitudes towards learning and achieved lower results. These learners also thought less highly of their course and found it significantly more difficult, less useful and less interesting. Their perceptions of the teacher are also significantly less favourable: they view the teacher as less good and inspirational and see her as not having a good rapport with learners. It is interesting to note that such an unfavourable perception does not apply to teacher competence.

An overview of the significant variances discussed is presented in Table 6.

**Table 6: Overview of the connections between motivation and the dependent variables (+ = significant differences; / = no significant differences were found)**

	Pragmatic ommunic. motivation	Affective motivation	Integrative motivation	Teaching setting demotivator	Learning difficulties demotivator
Effort	+	+	+	/	+
Desire	+	+	+	+	+
Achievement	+	+	/	+	+
Course:					
Evaluation	+	+	+	+	+
Difficulty	+	+	/	+	+
Usefulness	+	+	+	/	+
Interest	+	+	+	/	+
Teacher:					
Evaluation	+	/	/	+	+
Rapport	+	/	+	+	+
Competence	+	+	+	/	/
Inspiration	+	/	+	+	+

## Discussion

Since previous analyses (Mihaljević 1991) point to correlations between attitudes towards the teacher and the course, desire and effort and achievement, we may conclude that pragmatic-communicative motivation is the most desirable type of motivation: in the present study pragmatic-communicative motivation showed statistically significant differences between learners with high and those with low scores in all the included dependent variables.

A low level of demotivation by the teaching setting is the next motivational state connected with higher scores on most of the dependent variables. In fact, teacher competence was the only variable not connected with the level of this demotivator. This is an interesting finding because it shows that learners who are demotivated by the teaching setting do not attribute their failure to a lack of teacher competence, the only teacher variable whose existence can be objectively assessed.

Our findings also show that motivation is connected with the desire to learn as well as with course evaluation. It is not possible, within the framework of the results of this study, to be certain about the causal aspects of these connections.

Another interesting finding is that learners with high and low scores on the teaching setting demotivator do not show significant differences in the effort they invest into learning. It seems that learners that are demotivated for learning by the teaching setting are aware of the importance of knowing English and learn in spite of the teaching setting.

The finding that integrative motivation was the only type that was not connected with higher achievement contrasts findings elsewhere (Gardner & Lambert 1972). One may ascribe this to the fact that in this study learners were learning English not as a second but as a foreign language and the role of the wish to integrate into an English-speaking socio-cultural group did not have the same motivational force.

Learners with high integrative motivation were also found not to perceive their course easier. If we combine this with the fact that no connection was found between this type of motivation and achievement, we may come to the conclusion that integrative motivation tends to be higher in weaker learners.

It is interesting to note that the level of demotivation by the teaching setting was not connected with any significant differences in the perception of the interest of the course, though significant differences were established in the perception of teacher inspiration. This shows that, perhaps, learners are able to view the teacher independently of the teaching context: they do not let their feelings about the teacher cloud their perception of the whole course. One other explanation of this finding may be that they did not see their course as less interesting because, as the results also show, they did not find it significantly more difficult than learners with low scores on this demotivator.

The finding that learners with high affective and integrative motivations did not differ significantly from those with low levels of these two types of motivation in teacher evaluation is of interest too. It may indicate a low level of identification of the teacher with the language she is teaching and with the native speakers. It is possible that such identifications on the part of learners are vanishing because nowadays the exposure to English and its native speakers is much greater than it used to be.

Only the affective type of motivation was not found to be a source of variance in teacher rapport. This may be due to higher expectations that affectively motivated learners might have: maybe they expect that their liking English as a language should not only be noticed by the teacher but should also be rewarded by a better relationship on the part of the teacher.

The perception of teacher competence was found not to differ significantly in the learners with high and low levels of the teaching setting demotivator. Since this demotivator refers mostly to the teacher as the source of demotivation, and its connection with the perception of teacher inspiration has also been established, we may conclude that our learners are able to make a distinction between the professional and human teacher qualities.

Affectively and integratively motivated learners were found also not to assess their teacher significantly higher than learners that did not have these types of motivation. It is possible that such learners are more demanding on the teacher.

## Conclusion

The study presented in this paper allows some interesting insights into the relationship between motivation and some of the variables considered to be relevant in foreign language learning.

The results show pragmatic-communicative motivation to be the most desirable type of motivation in terms of achievement in learning English.

In general, learners are shown to be very competent and discriminating observers and participants of the learning-teaching process: they are able to, on the one hand, view their teacher independently of the other elements of the teaching setting and distinguish between different teacher characteristics (e.g. professional and human) and, on the other, do not automatically attribute own failure in learning English to a lack of teacher competence.

The finding that integrative motivation tends to be more frequent among less successful learners cannot be easily explained within the present study but merits further investigation.

Insights into the interplay of the variables known to be relevant in the foreign language learning process are invaluable to the practising teacher. They may not only help explain to her the phenomena she encounters in the classroom on a daily basis but may also point to the right directions in solving the many existing problems in foreign language teaching today.

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## MOTIVACIJA KAO IZVOR VARIJABILITETA U STAVOVIMA, TRUDU I USPJEHU U UČENJU

Članak govori o razlikama u stavovima prema nastavniku engleskog kao stranog jezika i nastavi istog, prema procesu učenja engleskog jezika te u učeničkom trudu i uspjehu koji postižu hrvatski učenici engleskoga kao stranog jezika. Komentiraju se nalazi analiza varijanci provedenih na rezultatima provedenog opsežnog istraživanja i ukazuje se na važnost tih nalaza za nastavu.

