

THE PSYCHOLOGY OF THE LANGUAGE LEARNERS: CONCEPTIONS AND CONSTRUCTS OF THE SELF (SELF-MOTIVATION)

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Abstract

The attempt to reveal the nature and role of foreign language learners' psychology in learning is not new; however, the extent to which these psychological factors affect foreign language proficiency levels is yet to be unveiled. To understand the relationship between these factors and the achieved level, it is important to examine it from all facets. One of the most significant research scopes is L2 motivation and its influence on the achieved proficiency level in the target language. Understanding these psychological factors can play a crucial role in developing an effective language teaching method that focuses on improving the process of learning a foreign language per se. In its first part, this article aims to analyse different theories in L2 motivation that affect language learning. Its second part gives an overview of the most important teaching methods developed to facilitate the language learning process. In addition, this article discusses the research that has been done on the different teaching methods and their effect on learners' motivation.

Keywords: *motivation, target language, second language acquisition, language learning, psychological factors*

INTRODUCTION

In the era of globalisation we live in, the need for a particular language to be used as a global tool of communication with people from different backgrounds has become crucial. Several factors account for the dominance of the English language over other languages, such as Spanish and French. It is best explained by Alphonse de Candolle “a language can become dominant only if two conditions are satisfied: (1) it contains enough Germanic and Latin words and forms to be understood by those who know a Germanic or a Latin language; (2) it is spoken by a large majority of civilised (sic) people... English is the only language that satisfies both conditions. The future supremacy of the Anglo-American language is evident: it will be imposed by the growth of populations in both hemispheres.” (1983a, pp. 341-352). This dominance of English has resulted in huge interest in studying it as a second language and a rapid increase in English language learners. Therefore, it is very important to understand the psychology of these learners in order to devise an effective teaching method, materials, and programmes that suit them. This article will outline the development of the main theories that explore students’ psychology toward learning a second language. It also sheds light on the three main methods of teaching a foreign language: structural, functional, and communicative methods.

THEORIES OF SECOND LANGUAGE ACQUISITION FROM A PSYCHOLOGICAL PERSPECTIVE

Many studies have been conducted to investigate the process of learning a foreign language and the different factors involved in this process. Dörnyei describes the massive amount of research and study conducted in this field: “The field is indeed characterised by a variety of theoretical approaches and research traditions” (2003, p. 2). This paper offers an overview of the main seven theories that attempt to unveil the role of motivation in second language learning and explain the individual differences between L2 learners regarding their achievement in learning that language. The article discusses these theories in its first section. In its second section, it presents the main language teaching methods which were developed in correspond to the development of the theoretical research of SLA (Second Language Acquisition). It also offers a discussion regarding the research conducted on second language teaching methods and their effect on learners’ motivation.

L2 Motivation from a Psychological Perspective

This section offers a brief overview of seven main theoretical theories in L2 motivation and its relationship to the proficiency level, namely: Self-Determination Theory, Need for Achievement Theory, Expectancy-value Theory, Attribution Theory, Self-worth Theory, Value Theory and Goal Theories.

Before going into more detail, motivation as a term is too wide and multi-layered to be defined merely by a couple of theoretical and empirical studies. The role of motivation in learning a foreign language is yet to be fully unveiled within the education domain. As Gardner stated, "Motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition" (2006, p 242).

Deci and Ryan's Self-Determination Theory (SDT)

In this theory, Deci and Ryan (2000) posited that all human beings possess an innate, natural appetitive motivation toward competence (a psychological need for competence). According to this theory, needs and motives are very alike as they both represent effectively based motivational dispositions that motivate students and direct them toward valence possibilities. Therefore, Deci and Ryan state that the need for competence is one of the most significant factors in learning a target language. It motivates L2 learners through their process of learning a foreign language.

McClelland's Need for Achievement Theory

Need for achievement or achievement motivation. According to McClelland's theory (1992), people's behaviour is directed towards competition with a standard of excellence. L2 learners with this type of motivation are eager to succeed in learning their target language, and it is evidenced by the amount of effort made by these students and the persistence they show in the face of difficulties. Therefore, the need for achievement motivation is regarded as a central student's motivation in the process of learning a foreign language. As a result, he explains in his theory that students with a higher level of need for achievement perform better in learning a target language than those with a moderate or low need for achievement. This is because the need for achievement motivation consists of the following:

- 1- The desire to succeed: It is associated with a positive impact.
- 2- Fear of failure: It is associated with a negative impact.

Atkinson and Raynor's Expectancy-Value Theory

According to the principles of Atkinson and Raynor's theory (1992), students' choice, persistence, and performance in learning a target language can be accounted for by their own beliefs about their abilities to do well on tasks and the extent to which they value these tasks. The core concept of this theory is that language learners' motivation to perform various tasks is the product of two key factors: the extent to which they expect to succeed in learning the target language and the value the individuals attach to success in learning that language. Therefore, students with a higher level of motivation are more likely to achieve their goal of learning a second language.

Bernard Weiner's Attribution Theory

In this theory, Bernard Weiner (1985) states that individuals' past experiences of success and failure characterise their motivational disposition towards a given task. Subjective reasons to which individuals attribute performance on a task affect their level of motivation to perform the same or similar task. For example, if a learner ascribes their past failure in learning a second language to low ability on their part, the probability for them to try again learning the same language is very low. In contrast, if that student concludes that the problem of not succeeding in a specific task lies in either unsuitable strategies they followed or insufficient effort they made to perform well, they are more likely to stay motivated and re-try performing the same task. Therefore, the core concept of this theory lies in linking students' past experiences of failure or success with their future achievement efforts by applying causal attributions as a mediation link.

Covington and Roberts' Self-Worth Theory

According to the principles of this theory, students' highest priority is their need for self-acceptance. In their theory, Covington and Roberts (1994) state that the dynamics of second language learning achievement largely reflect students' attempts to protect and aggrandise their self-perceptions of their ability to succeed. In addition, this theory points out that the need to learn a foreign language creates several different patterns of motivational beliefs and behaviours within the learning context. For instance, in the case of successfully learning a target language, learners may hide the exact time they spent or the effort they exerted to master the task of learning that language to show others the high capability they possess.

Eccles and Wigfield's Value Theory

The value theory aims to measure and define the value component rather than the expectancy component in an attempt to understand students' performance in the given task of learning a foreign language. Eccles and Wigfield (2000) categorised their theory into four components, namely:

- 1- Attainment Value
- 2- Intrinsic Value
- 3- Extrinsic Value
- 4- Cost Value

Attainment Value

According to Eccles and Wigfield, attainment value is defined as the importance of doing well in learning a target language with regard to the students' own basic personal needs and values.

Intrinsic Value

On the other hand, intrinsic value refers to the level of enjoyment or pleasure associated with learning a foreign language successfully or the personal interest students have in learning that language per se.

Extrinsic Value

Unlike intrinsic value, extrinsic value is associated with the perceived usefulness of performing a task in achieving future goals. The target task of learning a foreign language may have a positive value to the students because it facilitates significant personal future goals or plans. For example, students may take English classes in order to obtain an English language degree which facilitates a future plan, such as receiving a higher salary or meeting the job requirements.

Cost Value

The fourth component of Eccles and Wigfield's model is the cost value. This value is constituted of the negative costs of performing a task. This includes different factors, such as expended time and the effort exerted in task completion, and other emotional costs, such as anxiety and fear of failure. The interplay of these four components of this model results in the overall achievement value of the target task. The cost value is assumed to determine the level of strength of the learner's behaviour.

Locke and Kristof's Goal-Setting Theory (1996)

According to this theory, a student decides to learn a specific language purposely. Therefore, goals must be defined unambiguously before starting the process of learning that language. According to this theory, individuals' goals may differ in two particularly significant areas:

- 1- The extent to which these goals are specific.
- 2- The extent to which they are difficult (challenging).

THE DEVELOPMENT OF SECOND LANGUAGE TEACHING METHODS AND TECHNIQUES

The development of teaching methods has undergone different phases during the last decades. For example, in the era of Globalisation, having an international language such as English as a communication tool between people has become a necessity. English has become the lingua franca in order to facilitate communication among non-native speakers of other languages from all over the world. Crystal describes the status of English as an international language of communication "English (...) has come to be spoken worldwide by a large and

ever-increasing number of people. It has official status in over 60 countries (...) English is also the language of international air traffic control, and the chief language of world publishing, science, technology, conferencing, and computer storage” (2012, p 121). Therefore, it received a great deal of attention from scholars, teachers, and linguists in order to employ the most appropriate teaching method. There has been an enormous amount of empirical and theoretical research conducted in regard to the application and use of pedagogical methods applied in teaching English as a foreign language. This article discusses the three main methods of teaching a foreign language: structural, functional, and communicative methods.

1- Structural Methods

a- Grammar-Translation Method

The grammar-translation method (GTM) is one of the oldest and most traditional methods of teaching foreign languages. It was derived from the traditional method used for teaching dead languages, such as Latin and ancient Greek. It dominated second language teaching from the 18th to 19th centuries, and it is still in use in a few regions around the world, especially in Asia. In grammar-translation classes, teachers aim to develop students’ reading and writing skills (receptive skills) by translating every single word, phrase, sentence, and grammatical rule into the student’s native language. Students then will apply these grammatical rules by translating the target language word-for-word to their native language. That is, this method mainly focuses on teaching vocabulary and grammar through memorising words and grammar rules and their application to sentence structures and the use of lexis with no space for spontaneous creative output or actual use of productive skills.

b- The Audio-Lingual Method (ALM)

The audio-lingual method is considered to be one of the most popular methods of teaching a foreign language and is mainly adopted by behaviourists. They redesigned its courses and techniques by adding insights from the Behaviourism approach. This teaching method is very popular and used in many classrooms in different regions worldwide. Similar to the grammar-translation method, this method is centred around structural linguistics in teaching a foreign language, mainly focusing on grammar and contrastive analysis. It was devised in the United States during World War II to serve military purposes. The fundamental purpose of this programme was to develop an effective and quick method for learning a foreign language. This method was directed toward teaching army officers to conduct conversations fluently in a variety of languages during the war. The outcome of this programme was a great success with its small class sizes and highly motivated soldiers to learn foreign languages to help their countries win the war.

In this method, foreign language learners are taught in the same natural sequence of acquiring their first languages:

- 1- Listening- students are asked to familiarise themselves with the target language by listening to recorded or live dialogues in that language.
- 2- Speaking- imitating the sounds they hear.
- 3- Reading- practice reading drills in the target language. Reading is introduced systematically. This stage starts with reading what was learned orally whilst paying particular attention to sound-symbol correspondence.
- 4- Writing - the final step in learning a target language is introducing writing drills. "Writing was seen as a supportive exercise to oral learning in the early stages." Angela Carrasquillo (1994, p 7).

This sequence of learning a language is adopted by the audio-lingual method. The adoption of this sequence is based on the assumption that this is the same order in which the L1 is acquired. In other words, "practice makes perfect" is the implication of this theory. Therefore, it presumes that learners acquire languages by imitating the sounds they hear, and when they are reinforced, learning occurs. According to this theory, learning a second language is a habit-formation process. Therefore, students' mistakes during the learning process must be corrected by the teacher promptly. This is to avoid forming any bad grammatical or pronunciation habits that will be hard to re-correct later. (Littlewood, 2006).

2- Functional Methods

a- *Situational Language Teaching (Oral Approach)*

Situational Language Teaching (SLT) is the most important and famous functional method of teaching a foreign language. It was devised and developed by British applied linguists, such as Daniel Jones and Harold Palmer, between the 1930s and the 1960s. The approach emerged as an attempt to develop a more specific and scientifically founded method to teach foreign languages than was evidenced in other teaching methods, such as the direct method. What distinguished the situational language teaching approach was that methods designed under this approach would have theoretical principles to select content, grade the difficulty of exercises and present the designed materials. This content organisation proposed by SLT aimed to provide a clear sequence of learning events. It influenced the style of language teaching in many regions till the 1980s. In addition, many language courses and textbooks were composed following the principles of this approach. According to this approach, teaching a foreign language should be based on the structural view of the target language. Structures, speech, and a focus on a core set of basic words that frequently occur in written texts are considered the basis of teaching a language. Drawing from the above, this method focuses on the presentation of structures in situations students might find themselves in.

3- Interactive Methods

a- *Direct Method*

In this method of teaching a foreign language, students are refrained from using their mother tongue and are allowed to use the target language only in classrooms. This method postulates that imitation is the most effective way of learning any language, and refraining students from using their mother tongue follows the natural way humans acquire their first languages. People do not rely on another language to learn their first language. Therefore, the use of the mother tongue is not allowed in the direct method. As imitation is the core principle of this method, the correct pronunciation is given the main focus, with less attention to grammar rules. Unlike the traditional teaching methods that focus on improving writing and reading skills, the direct method aims to help students acquire a linguistic construct. It rejects the traditional methods of teaching foreign languages, which depend more on translation between the mother tongue and the target language. However, students' vocabulary is built through speaking activities rather than reading and writing activities. This is due to the fact that introducing written texts is delayed until students have a good grasp of speech. Grammar rules are picked up inductively through listening and speaking activities using the target language.

b- *Communicative Language Teaching (CLT)*

The CLT approach is one of the main interactive methods widely used around the world to teach foreign languages. Communicative language teaching grew out of dissatisfaction with the prevalent audio-lingual method and its views. In the 1960s, Chomsky put forward the idea of 'competence' and 'performance' in language learning. His idea emerged as a part of his critique of the structural theories to teach languages and partly as a response to the theories of British functional linguists, such as Firth and Halliday. These concepts were developed later on by Hymes into the idea of 'communicative competence', which attempted to define what learners need to know when learning a language. This idea was developed in order to put learners' knowledge to communication use. Additionally, to develop learners' psychological, cultural, and social rules which discipline the use of speech, "knowing when and how to say what to whom" (Larsen-Freeman, 2000, p 65).

The communicative competence concept in the literature includes linguistic, grammatical, sociolinguistic, pragmatic, and strategic competence (Richards & Rogers, 2001). This method is defined as the use of language in a specific context. Therefore, its goal is to improve students' language fluency in speaking and listening, as well as their communicative competence and output. The method was developed to help students use the language correctly in real situations. Consequently, colloquial and spoken language rather than formal speech would be suitable in CLT classrooms. The role of teachers, according to the CLT method, is to facilitate communication between students in the classroom, provide opportunities for students to use and practice language, create a climate conducive to language learning, and reflect on language use and learning.

c- *Suggestopedia Method*

Suggestopedia is a foreign language teaching method developed by the Bulgarian psychotherapist Georgi Lozanov in the 1970s. The name of the method consists of two terms, “suggestions” and “pedagogy”, which were combined together to form the name of this method. The main aim of this method was to apply a positive suggestion to teaching foreign languages. It suggests that the process of learning a foreign language can be accelerated once accompanied by a positive atmosphere created by teachers. This helps in providing students with happiness and relaxation throughout their process of learning a target language. In addition, the positive atmosphere neutralises the psychological barriers which might hinder students from smoothly learning the target language. According to this method, language teaching lessons should be given with a piece of relaxing music played in the background to create a comforting environment that facilitates the teacher’s role in passing knowledge and planning learning activities.

d- *Natural Approach*

The natural approach is a language teaching method developed by Tracy Terrell and Stephen Krashen in the late 1970s. It aimed to apply the natural way humans acquire their native languages in a classroom setting. Therefore, this approach adopted communication as the core of language teaching and paid less attention to the explicit correction of students’ errors and conscious grammar study. In this method, language output is delayed until students are exposed to enough amount of comprehensible language input. Krashen’s natural approach theory is based on five main hypotheses:

The Acquisition-Learning Hypothesis

According to Krashen, there is a distinction between acquisition and learning. The acquisition is viewed as a natural and unconscious development of language proficiency for real and meaningful communication. On the other hand, learning involves the development of rules, forms of language, production of the acquired knowledge and correction of errors.

The Monitor Hypothesis

The Monitor Hypothesis states that acquired knowledge may be used for correction during communication and the learning system takes on the role of ‘The Monitor’. ‘The Monitor’ is successful in its role when three conditions are met:

- a. Time: When the L2 learner has sufficient time to choose and apply a learned rule.
- b. Focus on form: When the L2 learner focuses on the form or the correctness of the output.
- c. Knowledge of rules: When the L2 learner knows the rules.

The Natural Order Hypothesis

This hypothesis suggests that the acquisition of grammatical structures in any language follows 'a natural' and predicted order, and errors are a typical sign of L2 development.

The Input Hypothesis

According to the input hypothesis, learners progress best when receiving L2 input one step beyond their current level of linguistic competence - 'i+1', where 'i+1' is the stage following 'i' in the natural order. This hypothesis states that comprehension should precede speaking as sufficient input needs to be provided first before learners can produce L2 fluently.

Affective Filter Hypothesis

According to Krashen, several emotional variables can affect L2 acquisition. They include motivation, self-confidence, anxiety, and personality traits. For learners to acquire an L2, they should not have low motivation and self-confidence, anxiety, and introversion since a combination of these variables obstructs the L2 learning process.

e- Teaching Proficiency through Reading and Storytelling

TPRS, or Teaching Proficiency through Reading and Storytelling, is a foreign language teaching method developed in the 1990s in the United States of America by Blaine Ray, a language teacher. Lessons in this method are delivered using a mixture of storytelling and reading activities. According to this method, these types of activities are assumed to facilitate and speed up the process of learning a foreign language. Lessons are structured to maximise learning opportunities and are consisted of three phases:

- 1- In the first phase, teachers use personalised questions, translation, and gestures to teach students new words and grammatical rules.
- 2- Words and grammatical rules, which were taught in phase one, will be used in phase two in speaking lessons.
- 3- The third phase is the final phase. The purpose of this phase is to check students' progression in learning the target language. Teachers run this check by applying several different techniques, including comprehension questions and grammatical and reading activities.

The Role of Teachers in Foreign Language Learning

Teachers play a very significant role in facilitating the process of learning a foreign language. Language teachers can develop their teaching method by bringing together the best of each method. Teachers need to create an effective method that can meet the aims of the course they teach. It is one of the teacher's greatest responsibilities to develop a suitable method and

relevant classroom activities. In addition, it is important for teachers to create a positive classroom atmosphere through which they can motivate students to learn the target language. They should apply different teaching strategies to keep their students motivated and facilitate the learning process.

DISCUSSION

1- Structural Methods

Grammar Translation Method- GTM

Originally developed to improve reading and writing proficiency in classical Latin and Greek, the grammar-translation method is considered a teacher-centred method. It provides learners with less opportunity to interact verbally and produce speech. Learners are taught through a translation of reading texts, memorising vocabulary, studying dictionaries, and understanding grammar structures. A recent study has found that these teaching techniques negatively affect learners' motivation. The study involved teachers in secondary schools stating that learners tended to perceive themselves as passive with no focus on developing speaking and listening skills. Teachers claimed this led to a loss of interest and decreased motivation (Eisa, 2020, p. 39). However, a different study that compared the grammar-translation method with the communicative approach at the university level showed that the former method motivated learners to improve their reading skills (Chang, 2011).

Audio-Lingual Method

Another teacher-dominated method, the audio-lingual method, is used to acquire communicative competence through listening and producing dialogues with various useful vocabulary and commonly used structures. Previous studies have found that imitation of a natural course of learning was helpful to learners due to exposure to native phonetics, correct pronunciation, and learner participation (Mart, 2013, p. 64). The audio-lingual method can generally stimulate and motivate learners at lower levels due to its focus on repetition and drilling. There is also a lack of syntactic explanation of grammar, which many learners find discouraging and confusing, especially if it is introduced at a lower level (Mart, 2013, p. 64).

Based on behaviourist theory, this method has many similarities to the grammar-translation method. Due to much memorisation and repetition, this method does not develop all skills equally. It was criticised by Noam Chomsky, who questioned its basis on external conditioning or drilling (Chomsky, 1959). A previous study with fourth-grade learners found that the audio-lingual method caused learners to become disinterested in their L2 lesson, and the teacher had to apply additional methods to motivate them (Ninik, 2012, p. 11).

2- Functional Methods

Situational Language Teaching

Recent studies involving the SLT – Oral Approach in primary schools were based on learners' interest, experience, and level of awareness, encouraging learners' participation and cooperation (Li, 2020). Generally, teachers using this method focus on presenting structures in real-life situations. The emphasis is also on common vocabulary and reading skills incorporating formulation of frequent grammatical structures into sentence patterns. The study results showed that SLTs formed a positive attitude, active thinking, and participation in the classroom. The use of this method stimulated learners' creativity, interest, and motivation (Li, 2020, pp. 101). Nevertheless, this method was criticised by Noam Chomsky (1959) due to its behaviouristic background. According to him, language learning involves a process such as a habit formation, focus on oral presentation over written, and comparison of language structures rather than analysis; therefore, the word meanings are conveyed only in a linguistic and cultural context.

Another study conducted in a middle school applied the SLT in the form of a game (Li, 2017). The study found that using SLT increased learners' interaction inside the classroom. Therefore, it increased their motivation and enthusiasm and improved their classroom rapport and trust in the teacher (Li, 2017, p. 12).

3- Interactive Methods

Direct Method

The direct method was developed as a response to the grammar-translation method. This method focuses on vocabulary and the development of speaking skills through pantomiming, using visual materials and multiple examples of words. A previous study found that the direct teaching method expanded learners' vocabulary and improved their speaking skills. Learners participated more in classroom activities due to enjoyable activities such as games (Pendidikan, 2015). Grammar is taught through oral presentation of appropriate linguistic forms, and learners are encouraged to read and respond verbally and in writing rather than translate texts. Teachers also encourage learners to ask questions and tolerate errors to boost their motivation.

A recent study applied the direct method in a senior high school to examine its influence on learners' motivation toward learning a second language. The students selected in this experimental study were taught a second language using the grammar-translation method. This is because the study was based on the argument that the grammar-translation method was not providing challenging activities that provoke learners to think critically (Togatorop, 2016). Therefore, the experiment presented the direct method for teaching a second language as an alternative where the teacher took on the role of a facilitator and encouraged continuous interaction in the classroom. Providing challenging activities was achieved through questions

and answers activities, self-correction, conversation practice, and map drawing activity. By applying interactive and interesting lessons, learners' motivation increased; therefore, their exam results improved by the end of the study (Togatorop, 2016).

Communicative Language Teaching

The communicative language teaching method (CLT) focuses on developing communicative skills through personalising the target language and adapting to learners' interests. Teachers often use authentic teaching materials to which particular learners can relate. According to previous research, applying the CLT method increased motivation, built confidence, and encouraged learners to participate more in classroom activities; thus, it improved their communicative skills (Toro et al., 2018).

CLT is assumed to increase learners' motivation due to the use of meaningful language to which learners can relate. CLT is learner-centred and focuses on the use of language in real situations and contexts. Teachers facilitate learners' interaction without frequently correcting them. Instead, there is maximum exposure to relevant language, so learners are able to use the target language in any situation (Toro et al., 2018, p. 116).

Despite its advantages, applying this method in all cultural settings may be difficult. Comparative studies found that teachers might need to thoroughly study certain cultures before applying a specific context to language teaching (Ariatna, 2012, p. 10). Otherwise, the context may not be relevant to learners, and they may feel less motivated.

Suggestopedia Method

There is a lack of data to support suggestopedia as a valid teaching method; however, many studies have confirmed that music is effective in reducing stress. Therefore, it can facilitate learning if used, for example, in the background. There are also studies confirming that a learning environment where learners feel comfortable and where they enjoy learning creates a more positive learning experience and motivates learners (Zaid, 2014, p. 114).

Suggestopedia is based on the theory that a relaxed and comfortable teaching environment produces more receptive learners and makes language learning easier and more effective. During the lessons, the teacher reads to learners in the target language using exaggerated voices while learners are seated in comfortable seats listening to classical music in the background. The aim is to allow students to learn new words using a musical context. However, some studies show that certain music, such as classical music, can distract or irritate learners. It can also interfere with memorisation (Bhakti, 2011, p. 5).

Another massive drawback of Suggestopedia is the lack of clear structure and goals required by both teachers and learners to increase or at least retain the learners' motivation level. One of the more recent studies found that while using this method, teachers did not apply scaf-

folding. According to the study, a limited vocabulary – common words and phrases used in the lessons -- did not give learners enough scope to express themselves and use their ideas. Thus, teachers were unable to scaffold their learning process (Colliander and Fejes, 2020).

The Natural Approach

The natural approach focuses on vocabulary expansion and provision of comprehensible input to develop first listening and speaking skills, then reading and writing skills, so it is often considered more effective for beginner learners. A recent comparative study with the audio-lingual method has found that the natural approach motivated learners to communicate more. This was achieved due to low anxiety levels in the classroom and encouragement to use L2 even with a low vocabulary range (Tehrani and Youhanaee, 2013, p. 270). The natural method focuses on listening and speaking skills, meaningful and relatable communication, the use of visual aids and gestures, prompts and elicitation, questions and answers, group activities, and less correction to reduce the stress level in learners.

Another study involving tertiary-level engineering learners found that the natural approach method appeared to be effective in a flipped classroom model. Learners were motivated by having opportunities to learn via the Internet, outside the classroom, in a laboratory, and discuss the topics more in-depth (Sam, 2017).

Teaching Proficiency through Reading and Storytelling (TPRS)

TPRS approach is modelled on Krashen's input hypothesis, stating that input needs to be comprehensible. In this approach, a few words from the target language would be chosen, and their meanings would be defined before telling a story utilising those words. While defining the meanings of the new words, teachers may use gestures, and learners would practice pronunciation. Teachers may also use simple questions to check if learners understand the meanings of the words. In the next stage, the teacher tells a story using the new vocabulary, so learners are given an opportunity to hear them used correctly in a comfortable environment. Teachers may also assess learners' progress by asking questions about the story and modify the learners' progress in new vocabulary acquisition accordingly. This allows learners to create and participate in the lesson. After the storytelling, the TPRS involves the reading part. Learners may see how the language functions in written form; for example, the teacher may read the story with the class, where learners may change the plot, or learners may read stories alone in preparation for the next lesson. TPRS does not apply memorisation or drilling. Instead, it relies on a stress-free, safe, and interactive learning environment. There is less focus on grammar and more focus on high-frequency words and phrases.

According to recent studies, TPRS promotes young learners' interest and motivation through storytelling. A study suggested that storytelling has a strong beneficial effect in forming a base for various activities (including visualisations and props), which introduces the L2 vocabulary in a meaningful and familiar context (Ketevan and Eveyik-Aydin, 2019, p. 141).

Another study conducted with a group of secondary school learners reported that a strong bond developed between learners and their teacher due to TPRS was a highly motivating factor. Learners described their teacher as someone who 'kept the ideas going' and maintained interest (Printer, 2021, p. 298).

CONCLUSION

Teaching language methods have undergone massive development in recent years. Many theories and approaches were developed to teach languages, some of which are student-centred and others teacher-centred methods. Previous research indicated that learners formed a more positive attitude towards functional and interactive teaching methods such as SLT, direct method, or the natural approach, and they appeared to be more motivated in L2 learning. According to previous studies, structural methods such as GTM and the audio-lingual method appeared to cause passiveness and repetition in the learning process, which de-motivated some learners. However, further studies claim that the employment of structural methods motivated certain students and that some teaching methods, e.g., SLT, may not increase interest in L2 learning in certain cultures. In conclusion, teachers are responsible for employing a suitable method or combining elements from different methods. Teachers should apply a teaching method that seeks an effective outcome represented in motivated and successful foreign language learners. It is very important to motivate students, as the process of learning a foreign language is a long-term goal. Psychological factors are crucial, and it is very important for teachers to take them into consideration when choosing a teaching method.

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PSIHOLOGIJA UČENIKA KOJI UČE JEZIK: KONCEPCIJE I KONSTRUKCIJE SEBE (SAMOMOTIVACIJA)

Sažetak

Pokušaj otkrivanja prirode i uloge psihologije učenika stranih jezika u učenju nije novost. Međutim, stupanj u kojem ti psihološki čimbenici utječu na razinu znanja stranog jezika tek treba biti otkriven. Da bismo razumjeli vezu između navedenih čimbenika i postignute razine, važno ga je ispitati sa svih aspekata. Jedno od najznačajnijih područja istraživanja je motivacija učenja stranog jezika i njezin utjecaj na postignutu razinu znanja ciljanog jezika. Razumijevanje tih psiholoških čimbenika može imati ključnu ulogu u razvoju učinkovite metode podučavanja jezika koja se usredotočuje na poboljšanje procesa učenja stranog jezika per se. Cilj je prvog dijela rada analizirati različite teorije motivacije učenja stranog jezika koje utječu na učenje jezika. U drugom dijelu rada dan je pregled najvažnijih nastavnih metoda koje olakšavaju proces učenja jezika. Nadalje, u radu se donosi i rasprava o provedenim istraživanjima navedenih nastavnih metoda i njihovom učinku na motivaciju učenika.

Ključne riječi: *motivacija, ciljani jezik, usvajanje drugog jezika, učenje jezika, psihološki čimbenici*