

The Review of Foreign Language Learning Motivation

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Abstract. This review aims to discuss some research about different kinds of learning motivations in foreign language learning. By reviewing some of the passages about foreign language learning motivations before, it could be easy to find out that motivation is one of the most principal factors in foreign language learning which may make a great difference in the learning strategies and achievements. so that this review makes a discussion about the way different kinds of foreign language learners are affected by different kinds of learning motivations and what is the most common motivations in different kinds of learners. At the same time, there are a lot of passages that show that there is a relationship between motivation and the demotivation which should not be ignored. So, this review also organized some previous passages and made some discussion on the four different kinds of factors that could demotivate people in their foreign language learners.

Keywords: motivation, intrinsic, extrinsic, demotivation.

1. Introduction

In the learning of any subjects, the motivation plays an important role that could not be ignored. This is more than obvious in the foreign language learnings. This makes it more than important for people to figure out what is foreign language motivation and how foreign language motivation works. According to the Oxford English Dictionary, the motivation is the reason one has for acting or behaving in a particular way. The definition is easy to understand but the motivation is not such simple but more complicated that needs more discussions.

As people all know, those motivations are always classified into two kinds.

- Intrinsic motivation (AKA internal motivation): The motivations that comes from one's intrinsic tendencies.
- Extrinsic motivation (AKA external motivation): The motivations that comes from one's extrinsic tendencies.

Both intrinsic motivations and extrinsic motivations are a kind of motivation. As the definition of motivation people know, both of them are helpful in foreign language learning. There is also one word on the opposite side.

- Demotivation: people have a reason not to do something.

This review aims to discuss some research of how these motivations and other related factors working on foreign language learning before.

2. Foreign Language Learning Motivations

2.1. Intrinsic Motivation

According to Oxford and Shearin, the intrinsic motivation could affect how foreign language learners choose their learning strategies, and that makes it a factor to be reckoned with all the achievements of any foreign language learners [1]. Learning strategies are the well-designed ways to thoughts and behaviors which could be helpful for learners to learn new knowledges [2].

There is a recent research from Iran which aimed to make a discussion on the factors that affect the motivations of Iranian English learner [3]. This research is based on an extremely typical example of foreign language learning. That is why this review thinks that the conclusion of this research could be used on all the studies toward the motivation of foreign language study.

According to the research of Nevisi et al., the motivation of Iranian English learner could come from either intrinsic or extrinsic factors [3]. Although, both intrinsic and extrinsic motivations might encourage and direct the Iranian English learner, something like their enjoyment comes from learning knowledges and challenge are considered as the intrinsic motivations which drives advanced Iranian learners to learn English and it's usually harder to find on the other Iranian English learners [3].

As the review shows, the research of Nevisi et al. shows that the intrinsic motivations are the things what make advanced learner different with other learners [3]. The recognized intrinsic motivation of foreign language learning is their enjoyment comes from learning knowledges and challenge which is considered as the reasons why they would like to pursue higher achievement in their foreign language learning.

2.2. Extrinsic Motivation

However, the research of Iranian also shows that lots of beginners and intermediate English learners declared that the extrinsic motivations encourage them to learn English better. So people can see that most of novice and intermediate English learner is driving by extrinsic motivations [3]. Also, for the different kinds of English learners, they could have different extrinsic motivations.

The novice English learners in Iran are always driving by employment and communication requirement and the intermediate English learners in Iran are always driving by something like the desire of getting a successful achievement when the requirements of employment opportunities or the more effective way to interact with native speakers could also means a lot to them [3]. The extrinsic motivations of advanced English learners in Iran are always considered to be related with academic purposes or migration, but it should be reminded that they could also be driving by employment requirements [3].

Furthermore, a research from Wang et al. shows that there is not much difference in the influence of which students with different language proficiency are motivated by extrinsic factors [4]. That is why people could always find a lot of extrinsic motivations of different English learners in common [4]. They also mentioned that there are more differences in intrinsic motivations than the extrinsic motivations between the advanced learners and the others [4].

Still, it could make so many differences by the different way and degree of the different kinds of motivations. The beginners are more likely to be influenced by the extrinsic motivations while advanced level students are more likely to be motivated by the intrinsic motivations [4].

As what this review mentioned before, the English learner in Iran could be a typical example for all the foreign language learners. So that is why their conclusion could be use on all the study of foreign language learning. As so this review could find out that the different foreign language learners could be driving by the different kinds of extrinsic motivations, like employment, higher education, money, traveling, successful life, or just the interacting requirement [3].

According to the research of Nevisi et al., this review could also find out that the extrinsic motivations of novice foreign language learners are always related with something more reality like the basic requirement of communication and employment [3]. As the same time the extrinsic motivations of intermediate foreign language learners are always related with something higher like the desire of getting a successful achievement while they could also be driven by the more opportunities and choices of employment or the more effective interactions with native speakers [3]. The foreign language learners at these two stages are mostly driving by extrinsic motivations [3]. As for advanced learners, although they are mostly driving by the intrinsic motivations, there are also some extrinsic motivations that affect them. The extrinsic motivations like academic purposes or migration which

comes from the high requirements of communication and employment by native speakers are considered to be their reasons to learn foreign languages [3].

However, the research from Wang et al. shows that what makes the greatest differences between different foreign language proficiency levels in foreign language learning is the intrinsic motivations of learners, while the differences come from extrinsic motivations are relatively small [4]. As the examples from Iranians, although there are different English learners who is in the different level, most of them have some extrinsic motivations in common which is always connected with employment and communication requirement [4].

Besides, the review finds another great conclusion from their research. The higher level that foreign language learners get, the larger influence that intrinsic motivations make and the less influence that extrinsic motivation makes as the same time the poorer learners are, the easier they are to be influenced by extrinsic motivations.

3. Demotivation

There is another passage from Gao and Liu mentioned a word called demotivation as the opposite of the motivation [5]. They saw the motivation and the demotivation as some sorts of joint effects of factors interaction [5]. The demotivation is the opposite of all motivations, and it is unlike with the positive or the negative motivation. After all, no matter it is intrinsic or extrinsic, it is a kind of motivation, it gives people reason to do something, nevertheless. But the demotivation, it gives people reason to not do something. This would be a problem for students in their learning. So, if this review is going to discuss the motivation of foreign language learning, it could also be important to discuss the demotivation of them.

As the research shows, the demotivation of foreign language learner is that the motivations of foreign language learners being decreased but not completely disappear [6]. Gao and Liu think that most of the research discussed a lot about the factors that demotivated people but ignored the definition of the demotivation [5]. Dörnyei thinks that demotivation is related with some extrinsic factors that weaken one's motivation of an activity [6]. Demotivated learners lost their learning motivations for extrinsic reasons although they used to have a strong one [6]. On the basic of this, Dörnyei and Ushioda gives us the definition of demotivation: the demotivation is a negative process that one's motivation is decreased [7]. So, it is obviously that the demotivation is a negative to foreign language learning process which could prevent learners from improving themselves. A research from Kikuchi mentioned that the demotivation is a negative process that could decrease learners' motivations, including both intrinsic and extrinsic motivations [8].

About the demotivation of foreign language learners, Gao and Liu classified it into four kinds [4] (see Table 1).

Table 1. The 4 different kind of demotivation factors

Factors	Demotivation	Example
Learner factors	Some negative learning emotions [9].	The confidence and interest of foreign language learning could be reduced which could lead to the negative language attitude and increasing study anxiety [10].
Teacher factors	The flaw of teachers' teaching behaviors and professional qualities [11].	The terrible teaching skills of teachers or the irresponsibility and negative emotions of teachers
Curriculum factors	The boring learning contents, and the countless tests [12].	Learning foreign languages always requires students to remember lots of unfamiliar words, idioms, and grammars which could be a long and boring job and finally judge them with the level of countless examinations.
Environment factors	Learning environments	Poor school facilities will limit the ability of teachers, thereby affecting students' interest in foreign language learning and eventually demotivated them [13].
	social environments	The unsupported of some important people like parents, classmates or friends could be demotivated for students [14].

The research of Nevisi et al. also discussed about the demotivation [3]. It suggests that teachers should be more cautious to choose their teaching method and manner to decrease demotivation [3]. Teachers need to consider contextual factors and the personal experiences of learners to motivate their students.

4. Conclusion

This review discusses the intrinsic and extrinsic motivations in foreign language learning, shows how this motivations works and the different common motivations for different people.

As people could find out in this review, the motivations that driving people to learn foreign language could come from either intrinsic or extrinsic factors. It is undoubtful that the foreign language learner could be driven by both intrinsic and extrinsic motivation. The extrinsic motivations are more common for everyone, but the intrinsic motivation is the key that made advanced learners different with novice and intermediate learners.

Also, the demotivation should also be focused on. People need to be careful to prevent themselves from being demotivated by different factors when they are learning foreign languages.

Besides, there are several limitations of the present study. First of all, this review classified the motivations into intrinsic motivations and extrinsic motivations based on where they come from, but this is not the only classification. For example, it could also be divided into the positive motivations and negative motivations or the integrative motivations and instrumental motivations by different standard. In addition, it is a little bit unilateral to discuss all the motivations by the example of Iranian.

Nevertheless, the paper does a great job as a review of foreign language study motivations. After reading this review, people would know the different motivations that driving them and remember to be careful of demotivation in their learning of foreign languages. As an educator, I expect that teachers

could be more cautious to choose teaching methods and manners to decrease demotivation and increase motivations after they read this review.

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