Where Motivation and Learning Meet:

Bringing Key Concepts, Research Insights, and Effective Practices Together into the Language Classroom

- **Diego Ortega-Auquilla**
- **Sandy T. Soto**
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Coordinators

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Acknowledgments

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Verónica Marisol Ruiz Peñafiel is a ninth semester English student at Universidad Nacional de Educación. She has always had an interest in learning English, and an inclination for the research field. She has attended three conferences about education. Furthermore, she has participated as a teacher in the ACCESS program and with teenagers in a high school. She also taught two consecutive semesters to students at the UNAE Language Centre. Additionally, she has written five Integrative Knowledge Projects. She considers that all these experiences helped her academic and personal development. Her research interests are related to teaching English as a foreign language, motivation in ELT, and pedagogical models.

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Preface

"My English students are not motivated enough" is a widespread comment from English teachers worldwide, especially in higher-level education. I have even said that myself on many occasions. This concern has guided researchers, teachers, and specialists linked to English language teaching to research motivation in our field. The study of language learning motivation has a well-known history. As we can see in this work, it goes from Gardner in the early '60s to Dörnyei, Murray, and Gao in the mid-2000.

This book takes readers from the theoretical stands on motivation in English language teaching (ELT) with a reflective approach to the practical issues that will help teachers to promote motivation in the English language classroom. Conceptions, views, and implications on motivation from 14 collaborators are presented from a theoretical review, research results, and analytical takes on concepts like attitude, demotivation, and other key factors influencing the ELT field.

The variety and experiences of the writers of this book will give you several perspectives on how motivation is conceived and applied in the ELT classroom from the teacher's and the student's points of view. Seven professors, one computer science specialist, two students and four university graduates from different institutions of higher education of Ecuador actively participated in writing this piece of remarkable work. This book will guide all English language practitioners who would like to know more about the power of motivation and how they could promote it; and for students who want to be engaged in their English learning process.

I do believe that the theoretical discussions carried out in this book present thorough revisions of pertinent resources from the ELT field. The key terms are introduced to clarify the path to understanding motivation. The analysis of the different factors that motivate or demotivate language learners is up to date. The first three chapters are devoted to approaching the theoretical foundation of motivation. The reader will find a fascinating dynamic between teachers and students reflecting and collaborating to bring this book to light.

Although motivation is tackled throughout the chapters, there are some other concepts, such as self-esteem, attitude, and self-reflection, within the language learners that are highlighted in every chapter. Also, those concepts linked to motivation

are integrated with the English teaching method to demonstrate a natural path to enhancing motivation in the ELT classroom. It is important to say that most of the information here has been analyzed in the light of the educational university levels, which has a crucial relevance in the Ecuadorian context.

In different chapters, there are meaningful insights into effective teaching approaches, methods, strategies, and techniques to promote motivation in the EFL university classroom. I firmly believe that all of them will have significant impact on English teaching and learning in these post-pandemic times. The highlighted meaningful, effective practices will help to create motivation for successful language learning, which is of high importance among language teachers these days.

This book is unique because it begins with its reviews on motivation within the Ecuadorian English teaching-learning context. It seeks to acknowledge a recent remarkable growth of interest in motivation in the Ecuadorian English language teaching field. This interest is primarily shaped by local educational and pedagogical success rather than by the purely understanding of a motivational theory. It brings together writers' perspectives on motivation who are both practitioners and researchers. Finally, this work will determine that contextually grounded and locally produced insights, questions, and understandings about motivation can have a broader global meaning, and it can mirror the experiences and concerns of ELT practitioners around the world.

By Mahly Jahzeel Martínez Jiménez, Ph.D.

Introduction

Motivation ignites learners' willingness to improve their abilities in areas of their interest, as it originates from a person's desires, needs, and inner drives. Therefore, it is a pivotal determinant when engaging in any learning process. Within the context of second or foreign language learning, fostering and maintaining motivation by means of internal or external factors will inspire learners to set in motion to accomplish their language learning goals.

At the classroom level, foreign language practitioners need to be aware of what factors are essential to promote student motivation towards effective language learning. In addition, it is imperative for practitioners or instructors to make informed decisions based on key theoretical factors and study results related to motivation in English language acquisition. In doing so, English language learners will be more likely to engage in meaningful learning experiences, which will help them to use the target language for different purposes, both in the classroom and more importantly in the world beyond the school's walls.

It is imperative to point out that this book has a threefold purpose, as it will be seen in the below descriptions of the five chapters. First and foremost, a review of the relevant literature on motivation in the field of education and, particularly, in foreign language learning is provided. Secondly, key study results of the project, entitled *Factors that motivate English learning of university students in Ecuador: Researching the perspectives of different educational stakeholders,* are disseminated, in conjunction with its adopted paradigm and research methodology. Thirdly, helpful techniques and strategies are put forward for an effective teaching of the English language, where motivation is the primary crosscutting point.

Chapter I lays the groundwork and key issues related to motivation. It defines what motivation means, as well as the key elements that have an impact on it, such as: the teacher, the teaching methods, the content, the learning environment, and the student himself. It also delves deeper into the sources of internal and external motivation and the benefits that each of them has on learning. This chapter also presents the characteristics that a learning environment must have to be motivating and exposes the importance of creating this type of environment for students.

Although the general concept of motivation works in a very similar way at different levels of education, there are certain particular aspects that need to be taken into account when teaching at higher levels (university students) due to the specific needs and goals present at this level; hence this chapter concludes by examining those aspects that are specifically relevant to motivation at this level of education.

Chapter II brings forward the different factors that are the base for motivation including cognitive elements associated with attention that predict university students' academic performance. The chapter also analyzes learners' attitudes towards a language and anything related to it that may have an impact on their motivation to learn that language. In this sense, based on previous studies, the information discussed in this chapter sheds light on how the learning of English as a foreign language in university students was influenced by the attitudes of the learners in foreign contexts such as Indonesia, Turkey, and China. Motivation is also addressed in depth as the central topic of the chapter. In this regard, the different types of motivation including intrinsic, extrinsic, social and transcendent motivation are explained, as well as the cognitive characteristics that underlie the relationship between brain's executive functions and motivation. The chapter closes with literature related to motivation in language learning and teaching, student motivation, and the significant role that motivation plays in foreign language learning in college.

Chapter III highlights key information concerning the development of a research project on student motivation in English learning within Ecuadorian higher education. In this sense, a brief account is first given pertaining to planning and conducting a small-scale survey study focused on the aforementioned topic at three universities only. The account provides critical details related to the small survey study, as it laid the foundation for a large-scale inter-university research project directed by mixed methods. The large-scale research project was conducted in over 20 Ecuadorian universities, and it aimed at determining the main factors that motivated undergraduate students to learn English while they pursue their studies. Secondly, the project further explored the quantitative results through a qualitative phase, consisting of focus group discussions (FGDs) and individual in-depth interviews. Both qualitative and quantitative data collection methods helped to gain an in-depth and comprehensive understanding of the essential factors that affect English students' motivation at the university level. The research-based findings

could be helpful for different stakeholders to make effective, informed decisions that boost student motivation toward successful English learning at institutions of higher Education in Ecuador and beyond.

Chapter IV provides key information about innovative EFL learning and teaching approaches. The first part of the chapter puts forward some innovations in education and in the field of teaching foreign languages. Its second section outlines the postmethod as an important innovative pedagogy in the last few decades. Moreover, suggested macro and micro strategies are highlighted towards the end of the chapter. Consequently, foreign language instructors can be equipped with the necessary tools to design and deliver effective language instruction under the teaching principles of practicality, particularity, and possibility. This sought to help promote classroom instruction where innovation and motivation are at the center.

Finally, considering that foreign language teachers ought to create conditions to motivate learners to learn the target language, chapter V proposes a set of twenty one techniques and strategies that may be useful to foster effective language learning among English students inside and outside the classroom. The group of techniques and strategies suggested in this chapter have, in some cases, been examined in research studies while others have been selected considering the results obtained through their constant use in foreign language classes. More importantly, this chapter contains a methodological guide with the procedures on how to implement many different helpful didactic strategies and techniques to better promote student motivation towards English language learning.

Chapter II

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Attitude and motivation in language learning and teaching

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Introduction

This chapter studies the impact of motivation in English language learners at the University level, the fact that it is a concept that has been recognized as a highly relevant learning asset in education, and convergence of other elements that influence students' motivation. The concourse of emotions and their connection with curricular content, classroom environment, learners' interests, and teachers' methodology and their influence on students' willingness to learn are a crucial part of the analysis that will lead to the understanding that motivation is not an isolated element. As a starting point in this chapter, it was considered necessary to conceptualize and describe language attitudes to support the subsequent discussion about the influence of different external and internal elements on students' attitudes towards English usage not only in the classroom but also in their daily life when using the English language is a need. These internal and external elements have a significant role in student motivation as they can contribute to the different environments students are involved in, resulting in a communicative value influencing the continuous Learning process (Purba, 2018). The resulting value which this chapter covers, is also one of the factors that is accentuated in the growth mindset, which is another aspect of great importance in students' motivation and allow students to set goals by enhancing the intrinsic value of motivation (Bai & Wang, 2020; Yeager et al., 2016).

Another point of interest that was also noted in the chapter was the cognitive functions related to motivation, as motivation incentives the cognitive control in adults and university students (Ferdinand & Czernochowski, 2018). Based on the concept of motivation presented in chapter one, it can be inferred that its benefits are countless in education. Motivated students may increase the probabilities of improvement in their tasks (Nemeth, 1998; Tohidi, 2011). The synchronicity between motivation and the English learning environment in a university setting can lead students to fully complete specific objectives and to encourage their initiative and persistence while doing learning activities.

Language attitudes

On the one hand, language refers to a universal means of communication. It is used daily, in a wide range of situations, to communicate with others through social interactions. Language is also used to express and share feelings, ideas, and thoughts (Schoel et al., 2013). Language acquisition has an impact on cognitive development as it facilitates ideas, thought formation, and the interpretation of new information influenced by our previous experiences.

On the other hand, attitude is defined as "the way a person reacts to his surroundings" (Vishal, 2014, p.2). In other words, attitudes refer to interactions a person has with the different elements of the environment that cause a determined response. These responses are called reactions which are the result of evaluation processes related to specific objects of thought. These objects of thought can be tangible and abstract (Albarracin & Shavitt, 2018; Bohner & Dickel, 2011). Examples of objects of thought can range from appreciating a particular piece of art (e.g., a sculpture or painting) to more complex issues or topics such as fear, morals, ethics, and other abstract thoughts.

Based on the previous definitions, It can be said that language attitudes are the "evaluative reactions to language" (Dragojevic et al., 2020, p.4). The way language is evaluated relates to the different contexts and surroundings that people in general, and English language learners mainly, interact. Interactions and their determined

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reactions are shaped by the language choice and are also directly connected to the rules of language usage, which concludes on the fair usage of the language in the different contexts a learner gets involved in (Bou, 2016). Language attitude studies rely on analyzing the social interpretation learners give to the language and the people who use it. These studies have foundations in psychology and date over a century ago (Dragojevic et al., 2020).

These attitudes have an essential role in a student's learning process. As proposed by Zulfikar et al. (2019), a learner's attitude towards language affects his language learning performance. Students' lack of motivation for English language learning might involve a negative attitude towards the target language. According to Chew (2013), these attitudes can be fragmented into three essential dimensions. The first is the affective dimension which refers to feelings towards the object of thought. The second is the behavioral dimension, which shapes how attitudes influence our behavior; and finally, the third is the cognitive dimension, which refers to the specific knowledge about the object.

In the cognitive dimension, processes are influenced by social and individual relations. Each of these relations has its specific context, styles, linguistic varieties, expressions, and forms that lead to established assumptions about the characteristics of the individuals or the group, and these assumptions are called stereotypes. These stereotypes differentiate one group from another, giving them a specific function in their evaluations.

The affective dimension is the next critical component in language attitudes; it determines the attitude, excluding the cognitive component (Hamilton & Mackie, 1993). The clearest example of this is the different accents which, depending on individual understandings and context, could be perceived as pleasant or disgusting. The last dimension is behavior, which shapes how we act according to the complexity of their domains. The context and stereotypes influence the speaker's behavior in a determined situation. In other words, the speaker will identify and then adapt language according to the situation and beliefs. Although the speaker can use the same informal language while buying flowers or during a job interview, it could be more helpful to use formal language in the interview as it may be an expected behavior the person wants to adopt aimed to fulfill the purpose to get the job.

Each one of these dimensions plays an essential role in students' attitude towards language and each one gives some characteristics to language attitude. Although these attitudes are the most common and identifiable among speakers, what Garvin and Mathiot (1968) formulated about Positive Attitudes characteristics are language loyalty, language pride, and awareness of the norms. These characteristics are not purely positive, and they have their counterparts that are Negative Attitudes towards language: language disloyalty, language lack of pride, and unawareness of the norms. Both sets of attitudes, positive and negative, are influenced by the reactions speakers may have.

Language loyalty refers to the attitude that encourages speakers to use a specific language among others in their daily life. Besides the influences they may have to use another language, the speaker chooses to use the second language. On the other hand, Language disloyalty advocates for the disinterest of other languages (Garvin & Mathiot, 1968). Language pride is the speaker's satisfaction while using the language, making a symbol of their identity, and encouraging others to use it. The negative part of this characteristic is the Language's lack of pride, which, as the name suggests, is the discomfort while using the language (Garvin & Mathiot, 1968). Finally, the last characteristic is Norm Awareness, which refers to the careful use of the language norms, spelling, and expressions according to the context the language is being used. Students recognize and use the forms and functions of the language in an appropriate way (Garvin & Mathiot, 1968).

Another essential aspect to take care of in language attitudes is an attitude change, which refers to the "retrieval of stored evaluations and the consideration of new evaluative information to a varying extent" (Bohner & Dickel, 2011, p. 397). New experiences and interactions provide information that can replace and modify previous evaluative beliefs to expand their attitudes. Baker (1992) proposed that attitude change occurs only when they interact with personal and significant experiences that give the speaker a new meaning modifying their attitudes.

All these aspects are the essential components of language attitudes, and each one of them plays an important role in the way the speakers think, perceive, evaluate, and react to the language in the social interactions and communicative encounters they may experience in everyday life.

University students' attitudes toward foreign language learning

As was stated before, language attitudes have been objects of interest for many researchers throughout time which may vary according to each setting. Baker (1992) suggested that these attitudes cannot be directly noticeable, but they can manifest in actions that can be measured. In this section, three relevant articles related to the language attitudes of university students will be analyzed.

This first article, authored by Hidayani (2019) and conducted on Indonesian University students, found that positive language attitudes were predominant over negative attitudes. The mentioned study it is related to aspects such as language loyalty, norm awareness, and language pride which were explained in the previous section. Aside from this, other aspects, as part of the Indonesian context of the students, were considered. Hidayani also highlighted the importance of receiving and responding. Hidayani (2019) stated these two elements as the ability to pay attention and the interest in learning a language. These abilities are related to language attitudes as factors of learning; if students interact with a low-quality input, their attitudes tend to be negative which is not the case for Indonesian students. Hidayani stated that most of them understand the importance of learning English as a source of getting more opportunities in their life. Opportunities such as getting a job they are satisfied with, or gaining a better social position, were some of the reasons students felt eager to adopt positive language attitudes. Although many of the students had positive attitudes toward English in the level of language pride and awareness of the norms (68%), the other part of students had negative attitudes and experienced them at the level of perceiving and internalizing the value of learning English, making them not able to perceive the importance of learning English. Although it is not mentioned explicitly, the study stands out the aspects that can be improved to increase this rate of positive attitudes towards the language, which can be developed with the help of the teacher in the class, reminding the importance of learning English with the use of meaningful activities could help students to acquire new experiences and interactions that could help them improve these attitudes. In that way, students can internalize the benefits of learning English and its use in their immediate future.

Students, as they grow, face many challenges in their lives, and learning is no exception every day it passes by. Students acquire new knowledge that can be helpful for their future and can modify and influence their perceptions towards experiences, stimulus, and learning. Goktepe (2014) analyzed the language attitudes of Turkish university students towards English. According to the study, students' attitudes towards English were more polarized but positive. Although their language awareness is high, students also point out that some were learning due to obligations. Other aspects analyzed were related to the students' intended efforts for learning English. These aspects involved language loyalty and cultural interest. Some of the students expressed their interest in visiting other English-speaking countries as their reasons to learn the language, while most of the students expressed their interest in learning English as their tool of development which is called "instrumental promotion" (Goktepe, 2014).

Instrumental promotion refers to the opportunities of learning a language. Turkish students consider that learning English could give an essential improvement in life opportunities as they think that English language could help them get a better job, make more money, and increase their social status. In this context, community and family are essential to students' attitudes as expressed by the students; 60% of them feel comfortable with the general environment of the English classes, while the 30% have a moderate feeling towards it, and finally the remaining 10% did not like it (Goktepe, 2014). One of the most critical aspects of this study is the reliance on language loyalty and cultural interest. Also, the environment played a significant role in defining these attitudes. Goktepe (2014) also stood out for the role of the teacher in improving community integration as an important aspect of language attitudes.

Finally, in research conducted by Liu and Zhao (2011) about the Language Attitudes of Chinese university students, it was demonstrated that they had positive attitudes toward English. In this study, students valued their attitudes toward the association between English-speaking culture and people. Students also moderately thought that it is a good thing that English has a high status in China, and they also considered learning English was nice. They also expressed that they enjoy learning English even if it is not required for them, reading magazines, watching films, and talking with English-speaking students. They also showed interest in improving their learning (Liu & Zhao, 2011). Although students perceived English as a meaningful Language, students valued their mother tongue over English. 70% of them believed

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that Chinese was much more important than English. That study also mentioned the influence the environment has on what students think about English. They did not perceive English as a sign of education, or a mark that established someone was different if they were raised learning English (Liu & Zhao, 2011). In this specific context, culture and community support English, and this context influences how students perceive English. Students have positive thoughts about it, and the interaction with the different elements of the Language makes them more interested in it, especially with the elements that let them experience their culture.

After analyzing these three studies, it can be concluded that among other elements that are part of language attitudes, environment, and interaction can influence what students think about English. It can also shape students' own perceptions of the value of their mother tongue. Since most of these processes cannot be directly analyzed and evaluated, students were evaluated on their perceptions about the language. The most recognizable aspects of these studies were how they use the language and what the students considered learning English could be helpful in. While some of the students that were part of the mentioned research agree that learning English is a sign of high status, most of them expressed that the reasons for learning English were the increase of opportunities in their immediate work-life, which can result in better job positions. Those reasons are part of students' beliefs which are sometimes transformed into stereotypes that are accepted by students who are interacting with the language for the first time.

To sum up, the environment and the context where students learn shape and define the image learners have of a particular language. The interaction students experience also directs their general desire to learn a language. This desire affects the objectives for learning English, the use learners might give it for their future, and their willingness to learn each class. All these aspects combined affect the level of motivation students demonstrate in classes to achieve language acquisition. The level of motivation entails the desire of students to learn something. All of these aspects can be considered external factors that influence the motivation to learn, while the internal attitudes refer to the intrinsic factors students experience and express as their motivations to learn English. This motivation could influence how the learning experiences are perceived as successful by the learner and consequently on effective language acquisition.

Part of motivation are the different reasons or causes that influence people to act in a determined way. In the next section, motivation and its types will be defined along with its meaning in education.

Factors associated with motivation

Many people can do a series of activities that they have learned during life. For example, a person can cook, play a musical instrument, clean the house, hang out with friends, write a work report, and drive a car. There are many things that people can learn how to do, however people are interested in some activities more than in others. For example, someone might find it more enjoyable to hang out with friends rather than to play an instrument, while someone else might prefer to play a musical instrument rather than to write a work report. Different kinds of actions awaken an internal state that arouses action, moves the individual in certain directions, and engages people in specific activities (Ormrod, 2018). Motivation prompts an emotional arousal that also encourages the person on what to learn and to what extent, especially if learning is voluntary and under one's control, in such case it influences not just on a decision to learn but also on continuing learning or improving something one already knows (Lang et al., 1998; Ormord, 2018).

It is crucial to consider that motivation does not always trigger a behavior. Motivation is generally linked to other elements from the environment such as the culture (e.g., values and religion), the situation (e.g., familiarity with the content and teaching styles), or the biological condition of the person (e.g., age and health) (Maslow, 2017). Additionally, behavior is not triggered by only one single motive or stimulus. Behavior should be understood as a response to multiple determinants; in other words, human behavior is multi-motivated (Maslow, 2017). For example, a person might start a relationship for several reasons: for love, to convince one's self to have a nice physical appearance, to feel protected, to go by the social pressure, or because a person is attracted by other's intelligence. Through this example, it can be analyzed how different kinds of motivation arouses certain conduct that, in each case, would satisfy different needs: physiological, love, esteem, safety, and self-actualization (Maslow, 2017).

Of course, motivation is not just related to people's relationships; there is also a similar situation in other contexts like education where motivation has a pivotal role. In a similar way to people's relationships, a student's behavior is also a response influenced by multiple stimuli. In the classroom, it is not enough if a student is motivated or with a predisposition to learn because it is necessary the joint of other individual elements like one's strategies to learn and also the confidence to learn (Hattie, 2012). An example of this is when a learner feels a strong epistemic curiosity towards the English language but does not know how to learn it and, therefore, the student might feel is not capable of doing it. Additional to these individual elements, motivation is only a part of external factors of the learning environment such as materials, activities, level of competition or cooperation between students, and how achievement and learning are assessed (Ormord, 2018).

Types of motivation

Learning is different for each person as it depends on different factors such as prior knowledge, cultural background, and interest. All of that helps us to make sense of what we study. These differences are manifested in the reasons why a person learns. These could be external like getting a high score, earning money, or receiving recognition, and also other internal catalyzers like the satisfaction after learning or a seek of self-improvement.

There is a classic categorization of motivation, namely intrinsic and extrinsic. In regards to this common distinction, Reiss (2012) argued that motives cannot be divided into just two categories. For example, Reiss and Havercamp (1998) evidenced that human needs' satisfaction involves a multifaceted solution. On this basis, it is necessary to include social motivation, transcendent motivation, and their relation to education.

Intrinsic motivation

It is present when a person does something because one feels the necessity to do it. In other words, the drive to take action comes from inside the person and not from external circumstances. Examples of this type of motivation can be found in a child's playing a favorite sport or game just because he feels it is fun or challenging (Ryan & Deci, 2000) without expecting a (external) reward (Reiss, 2012).

Intrinsic motivation involves some activities which did not include an external reinforcement or reward but are carried out "for the positive experiences associated with exercising and extending one's capacities" (Ryan & Deci, 2000, p. 56). In humans, this type of motivation is of great significance as from the time infants are born, they enroll in many activities, games, and trial-and-error exercises. Due to this innate characteristic, people are able to learn and develop as functional members of society (Ryan & Deci, 2000).

In education, students' motivation is as important as the strategies used for teaching and learning (Moll-Khosrawi et al., 2021). In the education setting, the brain evaluates the stimulus, for example, the difficulty of the task, fear of failure, or avoidance of appearing incompetent in front of peers and teachers, and then it processes information associated with novel stimuli, which stimulate the novelty regions, the reward-processing and memory-encoding areas in the brain (Bunzeck et al., 2012). These areas are heavily populated by neurons that produce dopamine, a neurotransmitter that triggers people's action when a reward is expected. Knutson et al. (2001) scanned the brain's activity of several human participants who were told they were going to earn money if they could identify a specific symbol. When participants saw the symbol, the brain areas related to dopamine production were activated. Dopamine was not produced when participants received the money which led to the conclusion that its release is related to the event itself rather than the result of that event (reward). For instance, dopamine is related to curiosity and it is released when people face experiences that are perceived as "better than usual" (Bunzeck et al., 2012).

Dopamine release increases attention which in turn increases the chances to memorize and learn. Based on what was mentioned, teaching should include novelty and a creative variety of problem-solving activities to foster students' English

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learning. Moreover, teaching should connect students' interests and background and represent a challenge for them without causing frustration. A learning activity should be balanced. If it is too easy, the memory will identify it as already accomplished and will not be perceived as a novel experience; but if it is too hard, the risk of frustration by failing increases, and with it, the possible association with a negative feeling which might lead to avoidance and reluctance (Friedman et al., 2009). Finding balanced teaching activities that cause a desire to learn is possible when applying to the Zone of Proximal Development. As Hattie (2012) stated, as students are not constantly motivated, the key is to provide instruction sufficiently above the current student's level and aim to move the student '+1' in their learning progression. Consequently, the brain might turn its attention to learning if the chosen activity evokes feelings pleasant enough to promote dopamine production and thus the desire to learn. The pleasant sensation when learning under these conditions increases the probability that students feel motivated toward language acquisition.

> **Growth mindset.** Carol Dweck proposed a prevalent theory about mindsets. Dweck (2015) found that learners' mindsets—how they perceive their own abilities— have a pivotal role in their motivation and achievement. Moreover, if these mindsets changed (by the teacher's influence, for example), students could improve their achievement. Two relevant mindsets are the fixed mindset and the growth mindset. The fixed mindset involves students believing they cannot improve their abilities or intelligence. In the fixed mindset there is an absence of desire to learn because one's abilities are extremely sub-estimated. On the other hand, a growth mindset represents a high self-perception toward one's learning abilities. Students with a growth mindset have high expectations about themselves and a strong willingness to learn. Similarly to Bandura's reciprocal determinism theory, external factors could have an impact on students' change from a fixed mindset to a growth mindset and desire to learn. Willingness to learn is fostered when teachers, first of all, believe their students can learn and have high expectations towards their performance and provide challenging (no frustrating) activities. It is crucial to consider that a student's desire to learn is one of the elements that highly influence academic achievement according to Hattie's (2012) meta-analysis. Desire to learn has also an effect on avoiding feelings like fear, anger and depression during learning and increases the amount of language used in the classroom.

Extrinsic motivation

As can be seen, intrinsic motivation is a vital component of human behavior and development. However, most activities that people do have a motive outside the person. Most people do almost everything because of external motivations, especially at the beginning of school years.

Ryan and Deci (2020) defined extrinsic motivation as the behaviors done for other reasons besides immanent satisfaction. It mainly refers to the external factors that influence the way people act in a specific way. Most of the time, these actions are done in expectation of an extrinsic reward (Dörnyei, 1994). A clear example is obtaining good grades or avoiding failing a course.

Extrinsic motivation has a considerable influence on intrinsic motivation as a factor that increases or decreases the desire to do something (Dörnyei, 1994). This level of influence is related to the stage of subtype of extrinsic motivation the learner is. In the work of the self-determinist theory, Deci and Ryan (1985) divided extrinsic motivation into four main types or stages with specific characteristics that influence students, from extrinsic motivation to intrinsic motivation:

> **External regulation.** This subtype is considered the simplest form of extrinsic motivation; in this, the student behaves in a certain way to obtain or avoid immediate consequences. For example, a student will complete a task successfully to get a good grade. This regulation is developed during the first years of children, helping them to anticipate the consequences of actions; these consequences are established by an external agent, which in this case are teachers.

> **Introjection.** This is the process of incorporating a previous regulation; in this, students regulate themselves by establishing an internal representation of the external consequences of a previous regulation. After that, learners autoregulate their actions. This autoregulation influences the management of impulses and needs of cognitive-affective support. This means that although external consequences are not entirely required in the introjection process, it can happen at an emotional level; this is called ego-involvement, where students modify their performance, anticipating praise about their abilities.

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Identification. In this process, the student accepts the regulation as part of themselves; for example, a student does well on a test not because good students should get good grades or their parents praise them, but a student does well on a test because he likes to learn. In this stage praise or other types of cognitive-affective support are less required, as the student experiences more flexibility and less pressure doing activities.

Integration. This is the last stage of extrinsic motivation and refers to the process of establishing a hierarchy model between regulations, coherently integrating them. This is the most autonomous form of extrinsic motivation, and this self-regulation is self-determined; there is no need to consider external consequences.

Each one of these subtypes are an important component of the extrinsic motivation, although this applies to the internalization process. Besides this component which is student-related, there are also components related to teachers, a vital agent of extrinsic motivation (Dörnyei, 1994).

One of the extrinsic aspects related to the teacher is the teacher affiliate drive. Ausubel (1968) defined it as the need to praise or please teachers or other figures such as parents, this component is identifiable as an extrinsic motive in the external regulation and introjection categories, being the praise (or punishment) the consequence set by an external agent. Another teacher-related motivational aspect is the teacher's authority which can be considered as the ability to control and support autonomously, meaning that although the teacher guides and controls learning, students are more independent in determining how and why they behave in a certain way.

Finally, another essential aspect of extrinsic motivation regarding teachers is the socialization of student motivation, which refers to teacher stimuli of motivation in students; this can improve on introjection and identification stage, helping students to assimilate incorporation and identification of external regulations.

Social Motivation

Since being born, humans have always wanted to make connections with other peers. Socializing and sharing thoughts with others have been an inherent aspect of human behavior, and this could be easily observed in young learners. Billig et al. (1991) defined social motivations as the behaviors students have based on a social influence. This social influence has its roots in the social learning theory. According to Bandura, some of the elements of the self-efficacy theory rely on learning through others' experience and social persuasion. To achieve this, students usually acquire knowledge or behavioral traits by learning through direct experiences observing others. This observation process has an informative function where the students analyze the different consequences of their actions. As mentioned by Bandura (1971), this modelling process have some critical components related to it:

Attentional processes. This component refers to the analysis of the essential features of a model's behavior. In this component, associational experiences are highlighted as the main factor in the attentional process. The groups with which students associate the most will be the most observed and repeated.

Retention processes. This component refers to the long-term retention of behaviors that have been modeled. The first aspect in the retention process is the sensory input. In this dimension students observe and create a retrievable set of sequences of behavior. After the observation of a model and the identification of essential characteristics, the student will create a sequence of behavior that sets of the model, helping students to reproduce that particular behavior.

Motoric reproduction processes. The third component of modelling refers to the integration of skills and processes, resulting in an exhibition of the acquired component skills through previously modeled patterns. If these components are successfully integrated, the student will produce or re-produce new patterns of behavior more efficiently.

Reinforcement processes. This last component refers to the different incentives given in class to increase action. Learning cannot be converted into performance if it is negatively endorsed. These reinforcement processes are the last step in modeling and these influence motivation.

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The modeling process is essential in social motivation, nevertheless group interaction has also a significant role in social motivation. Dörnyei (1994) stood out several aspects related to group interaction that can influence social motivation. These aspects are:

» **Goal-Orientedness.** This group aspect of social motivation refers to the extent of the desire to complete the group's goal. For example, although the goal of the class is to learn a specific grammar structure topic, the class would not have that goal as their priority, but instead, their main goal is to have fun.

» **Group Cohesion.** This aspect of group interaction is defined as the firmness of the relationship between the members of the class. How unified the class is can influence on students' performance during learning activities.

» **Classroom goal structures.** This last aspect of group interaction that influences social motivation refers to the structure the class will follow to achieve a specific goal. This structure can be divided into three main models: the first one is competitive, in which students compete with each other, and the best are rewarded. The second type is cooperative, and, in this structure, students work in groups and divide the responsibility. Finally, the individualistic structure refers to solo work.

As can be seen, interaction is a crucial component of social motivation being modeling and class group the main components of it. Through these components, students identify, retain, and reproduce aspects of behaviors that finally are included in their motives to act in a certain way.

Transcendent motivation

Intrinsic and extrinsic motivation is about the external or internal influences learners receive that drive their behavior. In both cases, motivation is centered on the learner. Whether it is internal or external, is commonly self-centered. Nevertheless, it cannot be assumed that all human motivations are always self-centered and, based on that, transcendent motivation proposes a different understanding of motivation. From

the transcendent perspective, people do not just receive external or internal drivers of behaviors. The person also pursues to give, which is a part of our humanity, and consequently a universal driver that lets people be aware of the impact of their actions on others and not just on themselves (Guillén, 2020). An example of transcendent motivation is the teachers' expectations of student's performance which, in turn, has a high impact on students' academic achievement (Hattie, 2012). For educators, it is a part of daily life to think about how they can improve their students' psychosocial and cognitive growth. Teachers are conscious of the impact of their actions on students' reality and society development, and in turn, students prefer teachers and lessons that care about them. These thoughts go beyond the extrinsic motivation a teacher could receive, such as the salary, or the intrinsic motivation, like the desire for professional development (Guillén, 2020).

Motivation in language learning and teaching

Human beings are different from other species in the ability to acquire a vast amount of knowledge and modify our behavior accordingly. This learning process involves time, goal-directed behavior, feedback, practice, and reinforcement through which people change their mental conceptions as a result of the experience (Hattie & Yates, 2013; Ormrod, 2018). Even when humans have instinctive patterns of behavior, experiencing helps in the learning process, giving the people the capacity to adapt to an ever-evolving environment (Ormrod, 2018). That constitutes a process that lets humans acquire or modify knowledge, skills, values, attitudes, and emotional reactions (Ormrod, 2018).

Nevertheless, in the educational context, given the importance paid to the practice of consolidating knowledge, especially in second language teaching, Yule (2020) established a differentiation between learning and acquisition. This author gives the first concept, learning, the characteristic of being a conscious process of knowledge accumulation (e.g. grammar and vocabulary). On the other hand, he gives the second concept, acquisition, the characteristic of being a progressive development over time of the ability to master a language "by using it naturally in communicative situations" (Yule, 2020, p. 220).

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Regarding a second language, the connectedness of the academic setting to the given concept of learning is evident, based on the fact that it is at the school where standard grammar is studied. Also, there is a connection between acquisition and school because it is where, in many cases, the use of a second language occurs and generally consists of a guided practice that includes feedback from teachers or peers.

Based on Yule's conceptualization, it can be understood that inside the classroom, both learning and acquisition involve a collaborative process. The teacher has crucial importance in the creation of the classroom environment, which in turn has an impact on learning and acquisition. For example, literature about classroom management suggests that teacher-student relationships that operate based on the principles of closeness, warmth, and absence of conflict increase learners' performance in the classroom (Hattie & Yates, 2013). There is a mutual benefit regarding effective instruction and academic performance when teachers attempt to see learning through the learners' eyes (Hattie, 2012). Nevertheless, what does it imply to "see through the learner's eyes"? Scrivener (2011) pointed out that the way students feel while receiving a class or while being in front of their teacher may create a particular environment where the lesson is memorable and enjoyable instead of having an atmosphere where people are defensive and anxious. Consequently, the importance of the learners' goals, interests, and expectations influences how students feel. Another essential factor is the way these interests are included in the lesson as assets to increase students' desire to learn (Reeve & Shin, 2020). In this collaborative process of learning and acquisition, the teacher-student relationship that is based on students' interests fosters the creation of opportunities where the student can practice the second language through topics that call their interest and, in this way, enhance the association between the content and the previous knowledge mediated by the emotions that learner-centered topics may create (e.g. Students working in groups about a hip-hop artist biography).

Rapport is another of the elements of classroom management that nurture the collaborative learning and acquisition process to enhance students' disposition to learn. The term rapport describes a friendly relationship a teacher creates with students (Scrivener, 2011). However, even when this rapport may be challenging to measure because of the individual differences among students, the American psychologist Carl Rogers (as cited in Scrivener, 2011) mentions three elements

as the catalyzers of an effective learning environment. One of them is related to the inclusion of students' interests, opinions, and emotions allowing teachers to understand the learning and acquisition process (going back to Yule's differentiation) from the learner's perspective.

Another vital element is to avoid prejudice, and label no one in the classroom, including the teacher, and not judge based on opinions and mistakes as these are natural steps in the learning process. Teachers that avoid adopting a role based on academic titles and positions that impede showing them how they are; promote empathy, respect, and authenticity to create an effective collaborative environment between them and students (Scrivener, 2011).

Student motivation

Gardner (2000) contributed four categories influencing motivation toward learning a second language. These are Integrativeness, Learning Situation, Instrumental orientation, and Classroom Anxiety. Integrativeness is defined as the learners' interest in the community and the learners' attitude toward speakers of the targeted language; in other words, is the willingness to identify themselves with a group. The Learning Situation is related to the learner's attitude toward the language learning context, including the general school environment, materials, the language course, and the language instructor (teacher). Instrumental Orientation involves the practical use of the language to obtain a better-salaried position, have more friends, extend a professional network, understand one's favorite singer, or any other advantage the student could identify. The learning situation is also linked with the idea that learning is indeed part of our well-being as it increases the chances of obtaining a better social condition (Blanden, 2020). The last one, Classroom Anxiety, occurs when learners experience a lack of support or when the worriedness about committing a mistake impedes students' use of the language. Integrativeness, Learning Situation, Instrumental orientation, and Classroom Anxiety impact students' motivation and desire to learn and, consequently, the way students find the act of learning as an enjoyable and rewarding process (Gardner, 2000).

Cognitive functions related to motivation

Before analyzing second language acquisition at the university level, it is necessary to discuss the cognitive functions related to motivation. Even though the general level of intelligence is a good predictor of academic achievement, some researchers argue that there is a separate contribution of other high-level cognitive abilities to the IQ score (Miyake et al., 2000; Pluck et al., 2016). These high-level cognitive functions are called Executive Functions (hereafter EFs), which correlate more with academic achievement than IQ (Pluck et al., 2023). Diamond (2013) proposed three EFs: cognitive flexibility, working memory, and response inhibition. Working memory is a central system of limited capacity that is used to keep and process information that will be needed to perform activities of different complexity (Daneman, 1991). It has an impact on long-term learning. In the English learning process, students use their working memory to keep the information of a paragraph to connect it to the following ones and make sense of a reading piece (Pluck et al., 2023). Working memory is also used when a teacher gives an instruction or any kind of information the student has to keep in mind to complete a classroom activity. For example, the student might listen to the teacher explain grammar and then be asked to write a sentence.

The second executive function we are going to analyze is response inhibition. It is related to the capacity to suppress a dominant response or impulse originated by a stimulus (St Clair-Thompson & Gathercole, 2006). This is a crucial EF because it prevents people from acting irrationally, and it allows them to control their attention, behavior, thoughts, and emotions, and inhibit a robust internal predisposition or external temptation and, instead, do what is more necessary or appropriate (Diamond, 2013). In the educational setting, students use their response inhibition to avoid getting distracted by the noise outside the classroom and instead pay attention to the teacher. Also, it is used when students avoid cheating in a test or decide to spend time studying instead of watching television the whole afternoon. Students need their response inhibition to succeed in their academic activities because it is related

to the discipline, as it was demonstrated in a study carried out with more than 100 students from a state-run school in the Ecuadorian context (Villagomez et al., 2017). The importance of executive functions in analyzing the effect of motivation in English learners at the university level is that response inhibition is more correlated to academic achievement in university students than IQ or working memory (Pluck et al., 2016). This correlation is because academic success depends a lot on students' discipline and responsibility. University professors generally do not complain to parents about students' performance as students are primarily responsible for their performance. Motivation is vital for foreign/second language acquisition at the university level because it impacts response inhibition. Students' motivation could be professional recognition, obtaining a job, getting economic stability, self-recognition, and others. Any type of motivation students may have, influences their decision to go to university every day and complete each assignment by avoiding internal (thoughts) and external distractions, having in mind the goal that motivates them.

As stated before, motivation is related to the desire to learn, and whether students consider going to classes a rewarding process or not (Gardner, 2000). To consciously use response inhibition to avoid distractions and have discipline, students must have a desire to act in that way. This willingness to learn also improves attention and the time students decide to spend on learning activities. Similar to what has been noted about response inhibition, it has a close impact on attention because this involves the ability to voluntarily select a specific stimulus and focus on it while ignoring others (VanPatten & Benati, 2015).

As it was discussed, having the motivation or desire to learn is not a guarantee of learning on its own. Willingness needs a friendly environment and also a good teacher-student relationship. Bandura's (1983) theory of reciprocal determinism stated that three factors influence each other and have an impact on behavior, learning, and development. Those three factors are: personal, environmental, and behavioral. The personal factor includes thoughts, feelings, self-beliefs, cognition (e.g. Executive functions), cultural heritage, curiosity and creativity, goals, aspirations, self-esteem, knowledge, and others. The environmental factors include vicarious experience (modeling), social and verbal persuasions, family and social support and expectations, teacher beliefs, curricular practices and policies, learning environment, assessment, evaluative feedback, classroom structures, grouping practices, school climates, and so

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forth. The third factor, behavioral, are mastery experience (academic achievement and school performance), selection of academic tasks and activities, extracurricular involvement, class participation, homework completion, classroom conduct, effort and engagement, persistence, self-regulatory skills (response inhibition), risk-taking behaviors, selections of courses majors, and careers (Bandura, 1983; Pajares & Usher, 2008).

An example of the interaction of the previous three factors is when a timid student is part of a class where the teacher is not interested in encouraging his class participation and does not make him feel comfortable and safe to take risks. Also, his classmates do not include him in the classwork, either. In this example, the student's shyness is the personal factor, the teacher and classmates' behavior are part of the environmental factor, and the student's decision to keep silent and avoid participation is part of the behavioral factor. It is clear that the environment reinforces the student's behavior, while the student's shyness (personal factor) also influences his avoidance of participating (behavior), and his behavior makes him being excluded from classwork. Now, let's suppose the next school year, this timid student finds a teacher who encourages his participation and creates a friendly environment where he feels he can take risks. Also, the student finds that his teacher's expectations about his performance are high. According to the reciprocal determinism theory, the environment the teacher creates influences the student's self-esteem (personal factor), and consequently, the student would become more active in class participation (behavioral factor).

Based on the same theory, motivation is essential for foreign/second language acquisition at the university level because it could be influenced externally by others' personal factors like teachers' and classmates attitudes, and it could be an intrinsic factor that influences the classroom environment and behavior, like student own personality and desire to learn. This influence is because "human functioning is the product of the dynamic interplay of personal, behavioral, and environmental influences" (Pajares & Usher, 2008, p. 392).

Reflections: Importance of motivation on foreign/second language acquisition at the university level

Early in this chapter, some theories and approaches to motivation have been presented and analyzed. Certainly, there is a relation between concepts that underlie motivation. For example, dopamine release when people are about to have a learning experience perceived better than usual has a strong relationship with Vygotsky's Zone of Proximal Development. In other words, there is an internal stimulus of learning when a situation is challenging. This balanced learning stimulus is in the middle of one that may be perceived as too easy or boring and another that might be too difficult or frustrating, which is, consequently, connected to an i+1 scaffolding.

Nevertheless, a novel learning situation might be related to peers' or the teacher's level of support. This social motivation also connects with Vygotsky's social constructivism, as knowledge is a construct based on one's prior knowledge and mediated by oral interaction during collaborative learning processes. This social support for learning influences the creation of a growth mindset, a positive expectation of one's learning abilities and potential, which is a pivotal element in students' willingness to learn and their language attitude. Additionally, social motivation influences one of the elements of reciprocal determinism, the environment, which impacts on personality and behavior. Therefore, it is correct to affirm that extrinsic motivation has a considerable influence on intrinsic motivation, and it is a factor that increases or decreases the desire to do something. It is worth considering the connection among all the elements analyzed before to maximize the motivation effect on learning, including response inhibition which is associated with attention and discipline and is a better predictor of academic achievement in university students rather than their general intelligence level (IQ). Regarding university students, there could be different important reasons to motivate them to learn a foreign language. Even though they might vary for each student based on personal factors, for example, those related to Bandura's (1983) reciprocal determinism theory, some reasons could be general for all English language learners at the university level. The first reason to motivate university students to learn English is using the language to satisfy personal needs. Language and, consequently, communication has a pivotal role in the ability to adapt to the environment. This is because through language, people can express

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needs and ideas, and it contributes to satisfying physiological, safety, love, esteem, and self-actualization needs (Maslow, 2017). Indeed, the ability to communicate increases the chances of adaptability and survival as it is a transversal axis to help to satisfy all the basic human needs.

The second reason to motivate university students to learn English is that language is associated with developing cognitive abilities like the brain's executive functions-EFs (Pluck et al., 2023). EFs allow learners to "mentally play with ideas; taking the time to think before acting; meeting novel, unanticipated challenges; resisting temptations; and staying focused" (Diamond, 2013, p. 135). For example, English learners should use their cognitive flexibility to plan and distribute their physical and cognitive effort to complete successfully different activities (homework from several subjects, paying attention to the teacher and taking important notes, reading an article, and using the important ideas to write an essay, creatively thinking "outside the box," seeing anything from different perspectives, and quickly and flexibly adapting to changed circumstance) (Diamond, 2013, p. 135). Repeated practice through the language learning process exercises executive functions and improves cognitive abilities (Diamond, 2013).

The third reason is linked to the improvement of cognitive abilities. The Learning process should help students to identify their learning styles or students' learning preferences. Identifying them is important because, in that way, students could realize and reflect on their own learning; in other words, they will develop their metacognitive skills (Luttrell et al., 2013). Once students identify the learning activities that are more effective for them, they can become independent learners. Teacher guidance is essential even when students have started to improve their metacognitive skills because, sometimes, students get fixed in only one method of learning. For example, they may identify visuals as one of their preferred learning activities and avoid having other kinds of input as it might be considered, a priori, not practical. Teachers should consider the brain's ability to learn to allow students to see that even when identifying a preferred learning input, it is worth trying others. Metacognition can impact learning habits that could be extrapolated to any other learning desires and consequently contributes to students' personal growth. Becoming better and independent learners makes it possible to feel more comfortable in the academic setting, and it has an impact on students' self-perception towards

their learning capacity (adopt a growth mindset) and also on their willingness to learn (Luttrell et al., 2013), which is an essential element of motivation. The last reason is based on the idea that language, and specifically English, lets people exchange ideas and share knowledge. In this way, one can learn about another's culture and share his own.

Conclusions

Language attitudes are conceived as the perceptions of the language. This involves behaviors, valuations, and feelings. In this chapter, language attitudes were analyzed along with the essential components related to it, which are also related to the integrativeness elements of motivation in second language learning stated by Gardner.

Some crucial components of language attitudes were the use of language and the careful use of the norms while using it. It also explained what attitudes university students have. Most of them identified they had positive attitudes toward English as they expressed interest in learning English and understanding the culture attached to the language. In all these cases, context and surroundings played a pivotal role in developing these language attitudes, which can lead to the attitude change in the interaction with meaningful experiences. These experiences can modify how learners act, think, and value a language, concluding with the motivation that students must act or learn in a determined way. Language attitudes and motivation are two critical features in language learning. With attitudes, students have a perception of the language. Positive perceptions toward the English language can lead to the motivation students need to learn the language, making students realize the reasons, objectives, and benefits of learning English. Since most of the time, these types of processes are developed in class, the context in which they are developed plays an essential influence on how these attitudes and motivation direct students in their learning.

Considering that experience is a determinant factor of learning, the influence of the classroom environment was analyzed. Educators have a crucial role in creating an environment that promotes the collaboration required in language learning and

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acquisition. This vital educator's role connects with Bandura's reciprocal determinism theory, which shows the effect of behavioral, personal, and environmental factors on humans' conduct in general and specifically in the educational setting. The effect on the classroom environment also contributes to the understanding of motivation as one critical element in classroom performance when it has a connection with other elements like those mentioned in Bandura's theory.

When studying the effect of motivation on second language acquisition in university students, the difference between working memory and response inhibition was noted. This distinction is relevant because response inhibition is the brain's executive function that correlates more with classroom performance in university students even more than IQ. In turn, response inhibition is a cognitive ability that allows learners to be focused, maintain and improve attention. Another analysis was the components related to students' motivation and the importance these components have in the academic setting. Different types of motivation were detailed in the last section of this chapter, along with the most critical aspects related to them. For example, intrinsic motivation includes the dopamine release in novelty and challenging learning situations related to the Zone of Proximal Development. Another element in intrinsic motivation was the growth mindset, related to how learners perceive their abilities. The extrinsic motivation was mainly analyzed from the self-determinism theory. The social motivation included the theories of modelling and group interaction. The transcendent motivation was analyzed as a need to go beyond self-centered intrinsic and extrinsic motivation elements and include, for example, others' development and well-being, which is a characteristic of transformative educators. To conclude, it can be said that teachers' direct influence on classroom environment, content and methodology will also impact the students' attitudes toward English language, students' desire to learn and motivation (Intrinsic, Extrinsic, Social, Transcendent).

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