Theory of Motivation: Individual motivation and group dynamics

Katsuko Matsubara※

While research on motivation pay much attention to identify the types of motivational components that exist among Second Language (L2) learners, the review of literature indicates that involvement of classroom learning process to understand motivation was hardly focused in the past studies. Only recently, several researchers started to focus on the learner motivation in relation to classroom learning; however, it is still limited to analyze the motivation from broader context and do not provide insight into deeper understanding of human motivation in relation to classroom learning. In this review, the author discusses the past research focusing on integrative and instrumental motivation and its limitation to understand the unstable nature of motivation which may be influenced by people who are involved in the learning process and the learning environment. First, review of the literature is presented in terms of integrative and instrumental motivation dichotomy. Then the suggestion is made by taking group dynamics into account for the further research on motivation from educational perspectives.

Motivation and social milieu

Much of the debate and discussion concerning motivation in the past decade focused on identifying types of motivation and its association with L2 learning. Researchers such as Gardner and Tremblay (1994) and Dörnyei (1994) have argued extensively in order to provide an appropriate theoretical framework for motivation and L2 learning. Dörnyei's framework conceptualized L2 motivation at three levels: the language level, learner level and learning situation level. His framework was derived from an educational perspective, and therefore it is targeted for classroom learning. On the other hand, Gardner and Lambert's (1972) famous argument focusing on integrative and instrumental motivation dichotomy were predominant among researchers before Dörnyei's framework collected attention from motivation studies. Their idea, in which two types of motivational construct account for learners' L2 proficiency, has been generally accepted by educational linguists. In addition, many studies conducted in Japan also followed Gardner's idea of integrative and instrumental motivation (Brown, Robson, & Rosenkjar, 2001; Kimura, Nakata, & Okumura, 2001; Matsubara, 2001; McGuire, 2000).

Before 1990, the research on motivation was conducted mainly by social psychologist.

※Aomori Public College

Gardner (1985) and his associates dominated the motivation research in the field of Second Language Acquisition (SLA). While much of Gardner's research on motivation found significance of integrative and instrumental motivation, it was discovered that there were differences among learners according to diverse situations and social milieu (Dörnyei, 1996; Lukmani, 1972; Oller, Baca, & Vigil, 1977; Schmidt & Watanabe, 2001; Yamamoto, 1993). Since these studies were conducted in many different countries with diverse situations, some indicated that integrative motivation accounted for L2 proficiency, and others found no significance or negative relationship between integrative motivation and L2 proficiency. While it is argued that instrumental motivation seem to account for L2 proficiency in English as a Foreign Language (EFL) situation because of its nature of language learning (Most students in EFL situation do not have immediate contact with English speaking people and culture outside the classroom), some studies indicted that integrative motivation accounts for L2 proficiency in EFL situation (Brown et al., 2001; Kimura et al., 2000; Matsubara, 2001). Since students do not have immediate interaction with target language culture and community outside the classroom, it may be difficult to define what integrative motivation means to those students in EFL situation. What was lacking in the past studies about motivation was to extend the investigation into an education-specific learning situation. Rather than just looking at the motivational components of language learners, the research also needs to focus on the types of milieu where the language learners are involved in.

Integrative and instrumental motivation:
Is it enough to explain the complexity of motivation?

Gardner and Lambert's (1972) theory of motivation focuses on two important motivational constructs; they are integrative and instrumental motivation. Their purpose of study is to discover the relationship between these two motivational constructs and L2 learning success. Learner attitude towards L2 learning was measured and defined as integrative and instrumental motivation, and Gardner and Lambert discussed how they accounted for L2 proficiency. Gardner and Lambert's idea of integrative and instrumental motivation in relation to L2 proficiency has been widely accepted in the field of L2 learning and many studies were conducted in both ESL and EFL learning situation. While the dichotomy of motivational constructs was presented as a simple model with the distinction between two constructs, more recent article by Dörnyei (1994) provides complex model of motivation, which includes other factors such as learner's self-confidence and learning-situation-specific motivation in addition to integrative and instrumental motivation. In Dörnyei's article, he attempts to explore motivation as more complex and situation dependent components.

Dörnyei's (1994) distinction of motivational components is conceptualized in terms of

three levels. They are language level, learner level, and learning situation level. The language level includes various aspects of L2 learning in relation to culture and community as well as other intellectual values and benefit related to L2 learning. In other words, he discusses social and pragmatic dimensions of L2 motivation at this level. Thus, instrumental and integrative motivational subsystem is included in this level. The learner level constructs include self-confidence, language use anxiety, and self-efficacy. The motivation constructs at this level deal with learners' need for achievement and focuses on the individual. Finally, the learning situation level deals with situational differences related to classroom learning. They are divided into course-specific motivational components, teacher-specific motivational components, and group-specific motivational components. Course-specific motivational components are related to classroom materials, syllabus, and the learning tasks. Teacher-specific motivational components are related to the teacher's personality, behavior and beliefs about teaching. Group-specific motivational components are related to the interaction among learner groups.

Table 1: Dörnyei's (1994) framework of motivation

Language Level	Integrative motivational subsystem
	Instrumental motivational subsystem
Learner Level	Need for achievement
	Self-confidence
	*Language use anxiety
	*Perceived L2 competence
	*Causal attributions
	*Self-efficacy
Learning Situation Level	
Course-specific motivational components	Interest in the course
	Relevance of the course to one's needs
	Expectancy of success
	Satisfaction
Teacher-specific motivational components	Affiliative motive
	Authority type
	Direct socialization of motivation
	*Modeling
	*Task presentation
	*Feedback
Group-specific motivational components	Goal-orientedness
	Norm and reward system
	Group cohesiveness
	Classroom goal structure

Since motivation involves social situational factors, human psychology, and many other variables, a description of integrative and instrumental motivation dichotomy is not sufficient to explain such complex influences. Therefore, Dörnyei (1994) tries to conceptualize motivation constructs from individualistic view of self-confidence and classroom oriented view of learning situation. In contrast to Gardner's (1985) theory of motivation, he focuses on the classroom dynamics and influences of a teacher and peers by discussing learning situation extensively. Such aspect of classroom learning influences is important for learner motivation, because motivation is sensitive to the different types of educational milieu where the learners are involved in.

While Dörnyei's (1994) theoretical framework of motivation includes individual and classroom learning views for the better understanding of what constructs learner motivation, bipolar model of integrative and instrumental motivation by Gardner (1985) and his associates has been criticized by many researchers. For example, Dörnyei, Oxford and Shearin (1994) and Crookes and Schmidt (1991) all argue that Gardner's theoretical model is too simplistic, and therefore does not provide sufficient understanding of the concept of motivation. It was sometime later that Gardner and Tremblay (1994) argued that their true intention of theoretical framework of motivation was not to divide motivational constructs into integrative and instrumental dichotomy. Gardner and Tremblay added that their approach is to focus on the attitudes related to the L2 community. Therefore, it was not intended to discuss the duality of integrative and instrumental motivation but to focus on the broader sense of 'integrative motive'. In their framework, they argue that evaluation of the L2 teacher and evaluation of the L2 course will influence learner's attitudes towards the learning situation, and then such attitudes influence students' motivation as a result. Thus, their framework involves similar aspect with Dörnyei's (1994) argument about learning situation as an important aspect for motivation.

Learning situation as missing ingredient

In response to the past criticism on integrative and instrumental dichotomy, Gardner and Tremblay (1994) discuss the true intention of theoretical framework and try to correct the existing misconception of Gardner's model as a bipolar one. In their article, Gardner and Tremblay argue that the "primary objective of the theory has been to understand individual differences in the motivation to learn a second language, not to proselytize on ways to teach or even learn languages" (p. 359). Gardner and Tremblay try to clarify that their research model is not limited to bipolar model by commenting on previous criticisms and exemplify broader view of motivation. Gardner and Tremblay argue that their idea is not based on two motivational constructs, but mostly focuses on integrative motivation. According to Gardner's (1985) socio-educational model, attitude toward the learning situation and

integrativeness will lead to motivation as well as three other variables such as motivational intensity; desire to learn the L2, and attitude toward learning L2. Thus, Gardner and Tremblay argue that motivation is explained by complex ideas and many other variables such as individual differences and situational differences as well as teaching techniques and teacher attributes.
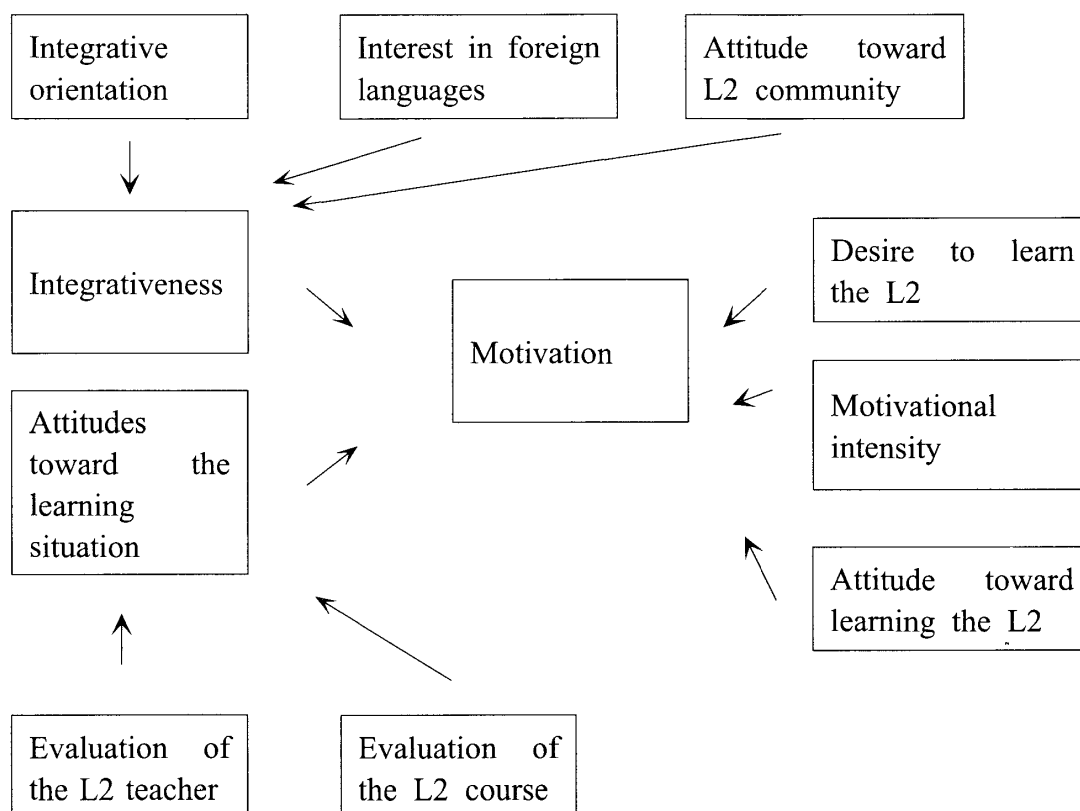
Integrative orientation	Interest in foreign languages	Attitude toward L2 community

Integrativeness

Motivation

Desire to learn the L2

Motivational intensity

Attitudes toward the learning situation

Attitude toward learning the L2

Evaluation of the L2 teacher

Evaluation of the L2 course

Figure 1.   Gardner's conceptualization of the integrative motive

Gardner and Tremblay discuss the general applicability of the socio-educational model by presenting Kraemer's (1993) investigation of Jewish students learning Arabic. They stated that the result was consistent with socio-educational model, and therefore it supports general applicability of the model. It is surprising that they simply state that only one study supports general applicability of the model. Since their concept of motivation involves individual differences, situational variables and many others, studies based upon different individuals with different learning situation may lead to different results. In fact, later in their article, they discuss important issue regarding situational differences. They comment, "One category of variables that has not yet been investigated in the context of the socio-educational model or in the study by Tremblay is that involving situational characteristics" (p. 362). Therefore, it is too optimistic to state the general applicability of the model by

giving just one example.

In addition to their argument on socio-educational model, Gardner and Tremblay (1994) discuss an important issue on related to the missing ingredient in the past motivational research, i.e., situational characteristic in motivation research. They argue that two kinds of motivation are identified among language learners. They are trait motivation and state motivation. Trait motivation is identified as a stable motivational construct among individuals, while state motivation is unstable and could be influenced by external factors such as peers, teachers, and the learning situation. Later in their discussion, they argue that the distinction between person and the situation will lead to better understanding of the relationship between trait motivation and state motivation. In their defense of integrative and instrumental dichotomous concept on motivation, they seem to emphasize the importance of situational variables both in their socio-educational model and their argument on trait and state motivation.

Based on educational psychology, Williams and Burden (1997) also discuss the importance of learning environment and influences of people who are involved in the learning process. They argue that motivation refers to a state of temporary or prolonged goal-oriented behavior, and therefore, it is context specific in nature. Their framework categorizes motivation into internal and external factors. Internal factors include self-interest in learning such as intrinsic interest, personal relevance to the activity, and sense of agency. External factors include external influences such as interaction with other people, learning environment, and cultural norms. If motivation is considered as context specific, students' motivation in relation to their learning situation and classroom learning organization such as relationship with other members of the classroom needs to be taken into account. Particularly from pedagogical perspective, consideration of the learner involvement in specific learning situation will lead to the better understanding for a complex and multi-dimensional aspect of motivation in L2 learning.

Group dynamics and language motivation

According to Dörnyei's (1994) framework of motivation, he further divides motivation constructs into three categories at learner situation level. They are course-specific motivational components, teacher-specific motivational components and group-specific motivational components. The detailed information about his framework at learner situation is discussed in Table 1. According to his framework, group-specific motivational components include group cohesiveness, norm and reward system, and classroom goal structure. His detailed discussion of motivational components at learner situation level focuses on motivation from classroom learning perspective. In other words, the components at learner situation level focuses on course goals, teacher as a mediator and the students'

relationship with peer. Thus, they are more closely related to the dynamics of teaching and learning. Dörnyei (1996) points out that in order to understand the complexity of motivation, the researchers need to focus on the classroom learning structure and its influences on motivation. This application of group dynamics-based approach can be explained further by the theory of group dynamics by Kurt Lewin (1947). One of the key assumptions of group dynamics is that human behavior is a function of both the personal characteristics of the individual and the characteristics of the environment. In other words, group behavior has impact on social lives and individual also influences the dynamics of the group. Thus, group dynamics includes the features of the group, the group members, and the situation as important factors for psychological model of human behavior. When group dynamics is referred to in the classroom instruction, the involvement of teacher and students in the particular environment will create group dynamics of particular learning environment. Group dynamics exemplify that human behaves as they do in relation to other people of the group and types of environment.

The application of group dynamics to the classroom learning involves the importance of group cohesiveness and teacher-student relationship. By revealing the complex process of classroom learning with the involvement of group members, a group dynamics helps to understand how the group and the environment will enhance individual's motivation. Regarding classroom learning, Dörnyei (1996) suggests that a teacher needs to be a facilitator of learning, a role model, and provide tasks to stimulate intrinsic motivation. Previous research focusing on integrative and instrumental motivation did not discuss in detail how teacher, learning environment, and peers may influence students' motivation. Student motivation may be enhanced by interaction among learners with the influence of the environment in which they are placed.

Exploring the role of group dynamics in relation to L2 motivation may require different approach from the past studies. Such studies may involve longitudinal and close attention to the process of classroom learning. Much of the past research was mostly limited to identifying the types of motivational components that exist among certain groups of learners at one point of time. For future research, close investigation of learning situation in relation to learner motivation over certain period of time may be necessary to understand the complexity of motivation in L2 learning.

Discussion and Future Directions

By reviewing the existing theory on motivation and focusing more on educational perspective of L2 learning, I found that many of the past research were limited to identify the types of motivational components at a given point of time. Consequently, the results of the past studies do not provide enough insight into the complex nature of motivation. Such

studies may provide understanding of students' trait motivation, while other studies should address the motivation in relation to their learning situation and group dynamics of learning the L2 in order to understand the students' state motivation. Because, motivation is influenced by both individuals who are involved in the learning process and situation, studies under various learning circumstances had mixed result. Exploring the relationship between classroom learning and how group dynamics works in terms of motivation and L2 proficiency may provide more explicit feature of human motivation in terms of classroom learning.

When considering formal learning, motivation could be influenced by both internal and external interest involved in students' learning process. Classroom learning environment and relationship with other member of the group will affect such learning process. In order to grasp the complex characteristics of motivation, identifying the types of motivational constructs as well as focusing on group dynamics in classroom learning needs to be investigated further. Teaching approaches by using learning strategies concerning individuals and groups may help to raise their motivation to study; however, empirical research is needed to support these ideas. Previous research on motivation used either direct or indirect methods to investigate learners' motivation and some of the research does not look into how motivation influences learner's outcome. For future study, the researcher should investigate motivation from formal learning context, because formal learning includes both individuals and situation-specific variables such as course-goal, teacher, and peers. In addition, in order to investigate more comprehensible nature of individuals' motivation in terms of L2 proficiency, closer look into each individual may be necessary. Finally, these studies should include accurate measurement of L2 proficiency such as oral proficiency scale or other means of language tests to support the importance of the association between learner motivation and L2 proficiency.

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Abstract

The purpose of this study is to review the past literature on motivation and address limitations of the studies. By reviewing the major theoretical framework of motivation by Gardner (1985) and Dörnyei (1994), the author suggests the importance of group dynamics for the better understanding of L2 motivation. Much of the past studies on motivation did not pay close attention to the classroom learning structure in relation to motivation. The understanding of group dynamics in the classroom learning may shed light to the understanding of complex nature of L2 motivation both in English as a second language (ESL) and English as a foreign language (EFL) learning environment. Both are different in the nature of learning; however, by looking at classroom structure as one of the important aspect of learner process, group dynamics may provide insight into learner motivation in relation to classroom learning.