



Payam Noor University

Motivation in Language Education

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امروز کتابخوانی و علم‌آموزی نه تنها یک وظیفه‌ی ملی، که یک واجب دینی است.^۱

مقام معظم رهبری

در عصر حاضر یکی از شاخصه‌های ارزیابی رشد، توسعه و پیشرفت فرهنگی هر کشوری میزان تولید کتاب، مطالعه و کتابخوانی مردم آن مرز و بوم است. ایران اسلامی نیز از دیرباز تاکنون با داشتن تمدنی چندهزارساله و مراکز متعدد علمی، فرهنگی، کتابخانه‌های معتبر، علما و دانشمندان بزرگ با آثار ارزشمند تاریخی، سرآمد دولت‌ها و ملت‌های دیگر بوده و در عرصه فرهنگ و تمدن جهانی به‌سان خورشیدی تابناک همچنان می‌درخشد و با فرزندان نیک‌نهاد خویش هنرنمایی می‌کند. چه کسی است که در دنیا با دانشمندان فرزانه و نام‌آور ایرانی همچون ابوعلی سینا، ابوریحان بیرونی، فارابی، خوارزمی و ... همچنین شاعران برجسته‌ای نظیر فردوسی، سعدی، مولوی، حافظ و ... آشنا نباشد و در مقابل عظمت آنها سر تعظیم فرود نیاورد. تمامی این افتخارات ارزشمند، برگرفته از میزان عشق و علاقه فراوان ملت ما به فراگیری علم و دانش از طریق خواندن و مطالعه منابع و کتاب‌های گوناگون است. به شکرانه الهی، تاریخ و گذشته ما، همیشه درخشان و پر بار است. ولی اکنون در این زمینه در چه جایگاهی قرار داریم؟ آمار و ارقام ارائه‌شده از سوی مجامع و سازمان‌های فرهنگی در مورد سرانه مطالعه هر ایرانی، برایمان چندان امیدوارکننده نمی‌باشد.

کتاب، دروازه‌ای به سوی گستره دانش و معرفت است و کتاب خوب، یکی از بهترین ابزارهای کمال بشری است. همه دستاوردهای بشر در سراسر عمر جهان، تا آنجا که قابل کتابت بوده است، در میان دست‌نوشته‌هایی است که انسان‌ها پدید آورده و می‌آورند. در این مجموعه بی‌نظیر، تعالیم الهی، درس‌های پیامبران به بشر، و همچنین علوم مختلفی است که سعادت بشر بدون آگاهی از آنها امکان‌پذیر نیست. کسی که با دنیای زیبا و زندگی‌بخش کتاب ارتباط ندارد بی‌شک از مهم‌ترین دستاورد انسانی و نیز از بیشترین معارف الهی و بشری محروم است. با این دیدگاه، به‌روشنی می‌توان ارزش و مفهوم رمزی عمیق در این حقیقت تاریخی را دریافت که اولین خطاب خداوند متعال به پیامبر گرامی اسلام (ص) این است که «بخوان!» و در اولین سوره‌ای که بر آن فرستاده عظیم‌الشان خداوند، فرود آمده، نام «قلم» به تجلیل یاد

1. <https://farsi.khamenei.ir/message-content?id=2696>

شده است: «إِقْرَأْ وَ رَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ» در اهمیت عنصر کتاب برای تکامل جامعه انسانی، همین بس که تمامی ادیان آسمانی و رجال بزرگ تاریخ بشری، از طریق کتاب جاودانه مانده اند.

دانشگاه پیام نور با گستره جغرافیایی ایران شمول خود با هدف آموزش برای همه، همه جا و همه وقت، به عنوان دانشگاهی کتاب محور در نظام آموزش عالی کشورمان، افتخار دارد جایگاه اندیشه سازی و خردورزی بخش عظیمی از جوانان جویای علم این مرز و بوم باشد. تلاش فراوانی در ایام طولانی فعالیت این دانشگاه انجام پذیرفته تا با بهره گیری از تجربه های گرانقدر استادان و صاحب نظران برجسته کشورمان، کتاب ها و منابع آموزشی درسی شاخص و خودآموز تولید شود. در آینده هم، این مهم با هدف ارتقای سطح علمی، روزآمدی و توجه بیشتر به نیازهای مخاطبان دانشگاه پیام نور با جدیت ادامه خواهد داشت. به طور قطع استفاده از نظرات استادان، صاحب نظران و دانشجویان محترم، ما را در انجام این وظیفه مهم و خطیر یاری رسان خواهد بود. پیشاپیش از تمامی عزیزانی که با نقد، تصحیح و پیشنهادهای خود ما را در انجام این وظیفه خطیر یاری می رسانند، سپاسگزاری می نمایم. لازم است از تمامی اندیشمندانی که تاکنون دانشگاه پیام نور را منزلگاه اندیشه سازی خود دانسته و ما را در تولید کتاب و محتوای آموزشی درسی یاری نموده اند، صمیمانه قدردانی گردد. موفقیت و بهروزی تمامی دانشجویان و دانش پژوهان عزیز آرزوی همیشگی ما است.

دانشگاه پیام نور

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In the Name of the Most Merciful

To My Dear Professors, Teachers, and Students

Preface

This book, "Motivation in Language Education," represents a scholarly endeavor born from rigorous research, comprehensive analysis, and an unwavering commitment to advancing the discipline of language education. In an era where motivation is increasingly recognized as a cornerstone of educational success and personal development, understanding its role in language learning and teaching has never been more critical. This book distinguishes itself through its innovative approach, offering a multifaceted exploration of motivation by bridging theoretical perspectives with practical applications, integrating contemporary digital tools, and providing diverse case studies. By doing so, it not only addresses the complexities of motivation but also equips educators and researchers with actionable insights to foster more effective and engaging learning environments.

In today's rapidly evolving world, motivation plays a pivotal role not only in education but also in shaping individuals' personal and professional growth. With the constant emergence of new technologies, global interconnectedness, and shifting societal demands, the need for motivated, adaptable, and lifelong learners has become more pronounced than ever. Motivation fuels the pursuit of knowledge, drives innovation, and empowers individuals to overcome challenges, making it an essential ingredient for success across various domains.

As you engage with this book, I encourage you to reflect on your own experiences with motivation in language education. Consider the

challenges you have faced, the strategies you have employed, and the successes you have celebrated. Let this book serve as a catalyst for conversation, collaboration, and continued exploration of this vital topic.

I extend my deepest gratitude to the contributors, whose expertise and dedication have enriched this book immeasurably. I also thank the students whose original research forms the foundation of this book, as well as the countless educators and learners who inspire us every day with their passion for language learning.

May "Motivation in Language Education" inspire you to rethink, reimagine, and revitalize your approach to language education? Together, let us strive to create learning environments where motivation thrives, learners flourish, and success knows no bounds.

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Spring 1404

Acknowledgments

Writing this book has been a collaborative endeavor, and there are many individuals whose contributions have made it possible.

First and foremost, I extend my heartfelt gratitude to the contributors of this book, whose expertise, dedication, and passion for language education have enriched its pages immeasurably. Their insights and research have illuminated the complex relationship between motivation and language learning, inspiring readers to rethink and reimagine their approach to teaching and research.

I am deeply thankful to my colleagues who provided invaluable guidance and support throughout the process of compiling this book. Their encouragement, feedback, and scholarly advice have been instrumental in shaping its content and structure.

I would also like to express my appreciation to the students whose original research forms the foundation of this book. Their hard work, curiosity, and commitment to advancing knowledge in the field of language education are truly commendable.

Last but not least, I extend my deepest appreciation to my husband, Ashkan and my son, Arya and also my friends for their unwavering support, encouragement, and understanding throughout the journey of writing this book. Their love and encouragement have been a source of inspiration and motivation.

This book is dedicated to all those who believe in the transformative power of education and the boundless potential of language learners. May it inspire readers to cultivate motivation, unlock potential, and foster success in language education and beyond.

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Introduction

Language is not merely a means of communication; it is a gateway to culture, knowledge, and opportunities. In an increasingly interconnected world, proficiency in multiple languages has become a valuable asset, opening doors to academic, professional, and personal growth. Yet, the path to language proficiency is not always straightforward. It is full of challenges, obstacles, and moments of doubt. In this intricate journey, one factor stands out as a crucial determinant of success: motivation.

At the heart of this exploration lies a fundamental question: What drives individuals to embark on the journey of language learning, and what sustains their motivation along the way? From those aiming to master multiple languages to teachers committed to motivating their students, motivation serves as the driving force that pushes learners forward, guides their efforts, and shapes their language learning experiences.

The basis for the order of presentation of the chapters are as follows:

1. Theoretical to Practical Progression: The first few chapters provide the necessary theoretical background on motivation, followed by more practical applications and case studies.

2. Pedagogical Strategies First: Chapters discussing broader pedagogical strategies (task-based instruction, post-method pedagogy) are placed earlier to set the stage for more specific tools and activities like games, textbooks, and technology use.

3. Technology Integration: Chapters dealing with mobile-assisted language learning, social networking, and flipped classrooms are

grouped together to create a coherent section on how technology is reshaping language education and motivation.

4. Culmination in Digital Tools and Case Studies: Toward the end of the book, chapters focus on digital tools (Telegram-based learning, dialogue journals) and their impact on motivation, bringing together both pedagogical and technological approaches.

5. Conclusion as Synthesis: The concluding chapter summarizes the main findings and highlights the book's overall impact on enhancing the understanding of motivation in language education.

As you journey through the pages of "Motivation in Language Education," I invite you to reflect on your own experiences with motivation in language learning and teaching. Consider the challenges you have faced, the strategies you have employed, and the successes you have celebrated. Let this book serve as a source of inspiration, guidance, and empowerment as you navigate the complex landscape of language education.

Ultimately, "Motivation in Language Education" is the celebration of the human spirit—the drive to learn, grow, and connect through language. It is a call to action for educators, researchers, policymakers, and learners alike to connect the power of motivation and create learning environments where every individual can thrive and realize their full linguistic potential.

Chapter 1

Understanding Motivation in Language Learning

1. Introduction

Language learning is a complex and multifaceted process influenced by a myriad of factors, chief among them being motivation. In this chapter, we delve into the concept of motivation in the context of language learning, exploring its various dimensions, theoretical underpinnings, and practical implications.

In the literature, there are many definitions of motivation. It is derived from the word “movere” which means “moving” in Latin (Seiler et al., 2012). Harmer (2007) defined motivation as the “internal drive” that pushes someone to do something. In the first place, Harmer (2001) in his famous book entitled “The practice of English language teaching” pointed to the notion of motivation and defined it as “some kind of internal drive which pushes someone to do things to achieve something” (p. 51). Some years later, he added that motivation is “the dynamically changing cumulative arousal or internal drive in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes” (Harmer, 2007, p. 98). In the same vein, Ertem (2006) said motivation is the inner state uncovering individuals' behavior and directing them to these behaviors. However, according to Vohs and Baumeister (2007), it is a state where the individual displays various attitudes voluntarily to achieve a certain goal.

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Another definition is offered in the famous book by Brown (2001) named "Principles of language learning and teaching". He defined motivation as an inner drive, impulse emotion, or desire that moves one to a particular action. In addition, Brown (2001) states that motivation is an important component in the learning process to achieve something. Students get new information and skills in the process of learning while motivation encourages people to go through the learning process. It is worthy to mention that the role of motivation is accentuated by Brown (1994) to the point that he believed motivation is the strongest indicator of the success or the failure of accomplishing any difficult activity.

Another eminent figure working on the motivation concept was Dornyei (2001) who examined the motivational strategies in the English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts. He believed that motivation is the main reason "why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dornyei, 2001, p. 8). Dornyei (2003) believed that gender has an undeniable role in EFL/ESL learners' motivation and reported that female students are more motivated than EFL/ESL learners. Dornyei (1998) explained that motivation offers the needed stimulus to initiate EFL/ESL learning and later to pursue the long learning journey. He concluded that it is reasonable to view it as a factor that influences the success or failure of EFL/ESL learning.

Motivation has been characterized as the sum of the efforts made for mobilizing the individual toward one or more particular goals and for ensuring the continuity of this movement, whereas according to Waterman (2005) it is a force representing the internal factors initiating the movements that should be performed to fulfill a need and the external factors that encourage this behavior.

To summarize, the researcher found three elements in the concept of motivation:

- Triggering the behavior of the individual that is required for a certain goal

- Guiding this behavior
- The internal state that initiates and guides this behavior

2. Theoretical Frameworks of Motivation

Zoltan Dornyei's concept of Directed Motivational Currents (DMCs) offers a framework for understanding sustained motivation, particularly in language learning (2016). DMCs are powerful, goal-directed forces that persist over time and are characterized by high intensity, long-term focus, and positive feedback loops. They emerge when multiple motivational factors align with a significant, well-defined goal, leading to continuous effort and focus. Key elements include the importance of task engagement, volitional control, and supportive environments. DMCs are particularly relevant in language learning, where clear goals, such as fluency for specific purposes, help sustain motivation. Dornyei's framework also interacts with other motivational theories, providing a comprehensive understanding of how to maintain long-term motivation.

Similarly, Fithri (2018) believed that "without motivation, there is no effort for learners to do something proficiently" (p.107). To be more exact, high motivated learners learn better than less motivated ones (De Bot et al., 2007). Several theories of L2 learning have recognized the significance of motivation. Motivation has become a dominant part of research in language learning due to its significance and position. In the last 50 years, the study of motivation has tried to discover the determining factors that motivate students to learn an L2 and how teachers can improve motivation among their students (for example, Bialystok, 1978; Carroll, 1981; Dulay et al., 1982; Gardner, 1985; Krashen, 1981, 1982, 1985).

In the first place, Krashen's (1981, 1982, 1985) Monitor Theory proposed the Affective Filter Hypothesis, concerning the significance of emotional factors and motivation as the main factors which control language achievement. According to Dulay et al. (1982) when a student

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is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and motivations, filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language. Together, they make up what we have called the "affective filter" or simply "Filter".

Secondly, Carroll (1981) suggested the conscious reinforcement model. In this model, reinforcement is considered an efficient motivating means which enables learning through habit formation. Gardner (1985) added that the role of reinforcement is to improve an individual's perception of the appropriateness of the performance in a particular context. It has been suggested that reinforcement has two consequences: to enhance the probability that the response becomes habitual, and, on the other hand, it offers information on the appropriateness of the responses in the circumstances in which they are used.

In third place, according to Bialystok's (1978) theory, motivation is considered a key factor. The model was about the role of strategies in second language learning and was concerned with the transformation of explicit linguistic knowledge into implicit linguistic knowledge. In addition, Schumann's (1978) acculturation theory emphasized the role of motivation as an element to increase the level of competence in the L2. In this model, social and affective elements, such as the amount of assimilation of the foreign culture, personality, and motivation, affect the level of competence in the L2. Also, Schumann (1978) in his model defined motivation as "the reasons the learner has to try to learn the L2" (p. 32).

Two other models-Lambert's (1974) Socio-Psychological Model and Clement's (1980) Second Language Proficiency Model once again referred to motivation as a crucial factor in L2 learning. The progressive increase of learners' language knowledge is directly dependent on the students' attitudes towards the foreign community and L2 learning, and their degree of motivation. Lambert's model involves four interrelated variables: social environment, individual differences in language aptitude and affective factors like motivation and anxiety, learning

contexts both formal and informal, and linguistic and non-linguistic outcomes. Clement also strongly argues that motivation is the first element determining the level of competence attained by the subjects. He investigates the effects of social factors on motivational aspects of second language acquisition

Finally, Dornyei (2009) proposed his theory called the L2 Motivational Self-System which is made up of three constituents: The Ideal L2 self, The Ought-to L2 self, and The L2 Learning experience. Ideal L2 selves is a powerful motivator to learn the L2, ought-to L2 selves can be described when one believes one ought to possess to meet expectations and to avoid possible negative outcomes, and L2 learning experience can be related to the curriculum, the peer group, and the experience of success. The broad structure and its purpose to theorize some previous concepts on motivation make it an appropriate theory to study language learning motivation.

3. Types of Motivation

Deci and Ryan (2002) examined two categories of motivation that affect EFL learners' achievement: intrinsic and extrinsic motivation. The followings are thorough descriptions of each one.

3.1. Intrinsic Motivation

Ulfa and Bania (2019) explained: "Students who have intrinsic motivation would have the pleasure of one gets from the task itself or from the sense of satisfaction in completing or even working on a task" (p.164). Moreover, Ural (2009) explained that intrinsic motivation is a kind of motivation that elements come from learners' inner world. Three classifications are considered as sources of intrinsic motivation: the interest, curiosity, and needs of the individual.

Also, Sen (2006) claimed that no additional motive or punishment is needed for actions that are executed through intrinsic motivation. Deci and Ryan (2000) said that three actions are expected to display behaviors by intrinsic motivations such as volunteerism, willingness,

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and making a choice. Celen (2010) ran a study related to the significance of intrinsic motivation and the results showed that students will learn a topic more if they are eager to learn.

3.2. Extrinsic Motivation

Extrinsic motivation is related to the environment, in other words, the drive of the individual's behavior is independent of him or her. Ulfa and Bania (2019) explained that "Extrinsic motivation is the result of any number of outside factors. Extrinsic motivation will motivate the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some rewards" (p.164). In addition, Ur (1996) claimed that extrinsic motivation is derived from the effect of some types of external reason, ranging from the desire to acquire for its own sake or interest in activities.

According to Erdogan (2013), the behaviors which come from external sources, such as rewards, punishment, and social support, are behaviors that are connected with the result of the individual's action. In this regard, the individual is motivated by the benefits that their action brings (Sen, 2006).

Finally, Deci and Ryan (2016) suggested that some significant actions are triggered by extrinsic motivation, and, therefore, they do not draw the intrinsic attention of individuals.

4. Factors Influencing Motivation

Trang and Baldauf (2007) worked on the issue of resistance to EFL/ESL learning and reported some elements affecting EFL/ESL learners' motivational levels as follows:

1. Gaining good scores.
2. Students' linguistic need
3. Teaching methods
4. The feedback delivered by their educators
5. The fulfillment of educator expectations.
6. Topics of lessons

Fithri (2018) designed a close-ended questionnaire in the form of a Likert scale and analyzed Williams and Burden's (1997) framework of target language motivation. In scrutinizing the data, they were classified into two broad categories including external factors and internal factors. Besides, each broad factor was categorized into some classifications as can be seen in Table 1. Fithri's (2018) study was administered as a descriptive study applying both quantitative and qualitative manner containing a class of one vocational school.

Table 1

External and Internal Factors of EFL Motivation (adapted from Fithri, 2018, p.113)

No	Motivational factors	Items	n	M	SD
1	Internal factors	19.17	32	3.41	1.01
	a. Intrinsic interest (optimal degree of challenge) & arousal curiosity				
	b. Mastery (i.e. feeling of competence)	1.2	32	2.94	0.97
	c. Affective states (i.e. confidence)	3	32	3.25	1.02
	d. Perceived value of activity (personal relevance)	5.12	32	3.64	1.34
	e. Attitudes to the target language	7.16	32	3.35	1.12
	f. Attitude to the English learning	8	32	3.62	1.24
	g. Attitudes to the target language community and culture	18	32	3.44	0.88
2	External factors	4.6	32	3.41	1.19
	a. Cultural norms (i.e. culture and history)				
	b. The local education system	9	32	3.38	0.79
	c. The nature and amount of appropriate praise and rewards	10.11	32	3.42	1.14
	d. Mediated learning experiences	14	32	3.38	1.07
	e. Peer factor	15	32	2.66	1.00

A recent study was conducted by Bagheri Nevisi and Farhani (2022) regarding the motivational factors affecting Iranian EFL learners. The results of the participant's answers to the interview questions were analyzed by them and are delivered in Table 2.

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Table 2

Motivational Factors Affecting Iranian EFL Learners (Adapted from Bagheri Nevisi & Farhani, 2022, p. 5)

Interview	Factors	Themes	Examples
Motivational factors	A. Intrinsic	Personal enjoyment	• Learning English enhances my self-confidence • Mastering English skills gives me a sense of satisfaction and prosperity • I am very interested being able to fluently speak English
		Social prestige	• I want to be recognized and appreciated by others because of my skilled and efficient use of English • I always like to be one step ahead of others
		Being challenged	• I like to engage in challenging tasks that are difficult for a large number of people • I am motivated to work on personally meaningful goals and activities with an optimal level of difficulty
		Academic purposes	• I need to study and understand the contents of academic articles and research papers
	B. Extrinsic		• - I'd like to receive the IELTS, TOEFL, and other international certificates
		Communication	• I like to speak and interact with tourists who travel to my city from foreign countries

	• I like to be in contact with some native speakers from English-speaking countries through email or other social networks
Employment	• I want to earn money from teaching and translating English • English helps me to develop and improve my business through being able to study English sources and materials
Technology	• I learn English to promote and improve my computer knowledge • I learn English to improve my ability to search on-line media and social networks
Migration	• I like to live in an English-speaking country • I plan to emigrate to English-speaking countries and teach English native speakers about the Iranian culture
Education	• It helps me at university, and if I go abroad to study, I need a language • English knowledge helps me perform better at the university entrance exam (Konkoor)
