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MOTIVATION IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN ENGLISH LEARNERS: A REVIEW

*La Motivación en el Desarrollo de las Habilidades de
Comprensión Auditiva y Expresión Oral en Estudiantes de
Inglés: Una Revisión*

Marcos Argenis Mala Quinapallo

Universidad Laica Eloy Alfaro de Manabí Extensión Chone, Ecuador

Luis Leonardo Moreira Mejia

Universidad Técnica Estatal de Quevedo, Ecuador

Gary Anibal Vera Candela -

Universidad Laica Eloy Alfaro de Manabí, Ecuador



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Motivation in the Development of Listening and Speaking Skills in English Learners: A Review

Marcos Argenis Mala Quinapallo

marcosquinapallo_1998@hotmail.com

<https://orcid.org/0009-0002-4941-5568>

Universidad Laica Eloy Alfaro de Manabí

Extensión Chone

Ecuador

Luis Leonardo Moreira Mejia

lmoreiram7@uteg.edu.ec

<https://orcid.org/0000-0003-2001-1578>

Universidad Técnica Estatal de Quevedo

Ecuador

Gary Anibal Vera Candela

garyvera_1988@hotmail.com

<https://orcid.org/0000-0001-7726-2584>

Universidad Laica Eloy Alfaro de Manabí

Ecuador

ABSTRACT

Motivation is an indispensable factor in language learning, particularly in the development of students' listening and speaking skills. The purpose of this article is to provide an overview of the theoretical frameworks of motivational theories, types of motivation, and studies of the implication of motivation in teaching English on students' listening and speaking skills. Exploratory-descriptive research was implemented, using a qualitative approach, to carry out a theoretical review of scientific and academic sources. The systematic analysis method was applied to organize the results and draw conclusions, where the connection between motivation and language proficiency is explored, placing special emphasis on listening and speaking skills, essential for effective communication. Therefore, the importance of understanding intrinsic, extrinsic, instrumental and integrative factors of motivation is highlighted, as well as the interaction between personal and environmental influences. This provides relevant information to both language teachers and learners about the processes underlying the development of language skills. Nevertheless, educators must understand motivation as it affects language learners' performance and success, as each form of motivation uniquely contributes to shaping attitudes and persistence in language learning.

Keywords: *motivation, motivation theories, types of motivation, listening skills, speaking skills*

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La Motivación en el Desarrollo de las Habilidades de Comprensión Auditiva y Expresión Oral en Estudiantes de Inglés: Una Revisión

RESUMEN

La motivación es un factor indispensable en el aprendizaje de idiomas, particularmente en el desarrollo de las habilidades auditivas y orales de los estudiantes. El propósito de este artículo es proporcionar una visión general de los marcos teóricos de las teorías motivacionales, los tipos de motivación y los estudios de la implicación de la motivación en la enseñanza de inglés, en las habilidades de comprensión auditiva y expresión oral de los estudiantes. Se implementó una investigación exploratoria-descriptiva, mediante un enfoque cualitativo, para realizar una revisión teórica de fuentes científicas y académicas. Para organizar los resultados y extraer conclusiones se aplicó el método de análisis sistemático, donde se explora la conexión entre la motivación y el dominio del idioma, poniendo especial énfasis en las habilidades de escucha y expresión oral, esenciales para una comunicación efectiva. Por consiguiente, la motivación destaca los factores intrínsecos, extrínsecos, instrumentales e integradores y la interacción entre las influencias personales y ambientales, proporcionando así información significativa a los profesores y estudiantes de idiomas sobre los procesos subyacentes al desarrollo de las habilidades lingüísticas. Sin embargo, comprender la motivación es crucial para los educadores, ya que afecta el desempeño y el éxito de los estudiantes de idiomas, ya que cada forma de motivación contribuye de manera única a moldear las actitudes y la persistencia en el aprendizaje de idiomas.

Palabras clave: motivación, teorías de la motivación, tipos de motivación, habilidades para escuchar, habilidades para hablar

INTRODUCTION

Motivation is a foundation stone in the field of language learning, exceptionally to encourage the development of students' listening and speaking skills [7, 34]. Understanding the intricate dynamics of motivation is essential for both educators and researchers as it influences students' attitudes, persistence, and language acquisition outcomes [40]. This article aims to provide an in-depth review of motivational theories, types of motivation and their implications for English teaching, specifically focusing on students' listening and speaking skills.

Numerous students around the world frequently face problems in developing speaking and listening skills due to several factors, including the fear of not understanding or expressing themselves effectively in the second language, limiting language acquisition and subsequently communication. Therefore, it is essential that language educators find something that encourages their learners to improve and development their skills.

Motivation serves as a driving force behind language learners' commitment and progress [34]. Motivation theories namely Self-Determination Theory (SDT), Expectancy-Value Theory (EVT), and Social Cognitive Theory (SCT) suggest valuable insights into the nature of motivation. [4, 5, 11, 38]. When it comes to examining these theories, a comprehensive understanding of the complex processes underlying language acquisition and skill development is expanded.

Within the motivation spectrum, intrinsic and extrinsic motivations play fundamental roles in learning a language [30]. Intrinsic motivation comes within individuals, driven by internal desires and rewards, whereas extrinsic motivation is produced by external stimuli and incentives [2, 12, 23]. Furthermore, instrumental motivation is associated with objectives, unlike integrative motivation it embodies a sincere fascination with culture [15, 19, 29]. Undoubtedly, recognizing these distinctions is crucial for teachers to adapt their approaches and support students effectively to develop and improve their language skills.

The impact of motivation on students' listening and speaking skills is of certain interest in language teaching contexts; thus, studies that examine the influence of motivation on listening

skills reveal the predominance of extrinsic motivation, although with nuanced correlations with actual listening performance [17, 21, 34]. Likewise, research on speaking skills focuses attention on the leading role of motivation in driving effort, interest, and attitude toward speaking English. Strategies such as varied teaching techniques and incentives are identified as effective means to strengthen students' motivation and improve speaking fluency [7, 13, 20].

In this revision, a type of exploratory-descriptive research was used, with a qualitative approach to explore the connection between motivational theories and the development of English language skills. Through a meticulous literature review, key studies and motivational theories were analyzed. Accordingly, a systematic analysis method was used to extract and synthesize thematic knowledge, presented in figures for clarity.

In brief, this research article synthesizes existing literature to elucidate the profound influence of motivation on language learners' listening and speaking skills in learning contexts of a second language. By considering the interaction between motivational factors and language proficiency, language teachers and researchers can design specific interventions to foster students' linguistic development and success [34].

Motivation Theories

Self-Determination Theory (SDT)

Ryan and Deci state that SDT is a prominent framework in the study of motivation and well-being of human beings, supported by substantial research, offering information on the motivational roots of personality and social dynamics, highlighting the connection between psychological needs fundamentals and general well-being [32]. While Legault defines the SDT as a theory that delves into motivation and human personality, emphasizing the interaction between individuals and their social environment, classifying motivation into intrinsic and extrinsic types, highlighting its influence on behavior in different areas [23].

Similarly, Martela et al. mention that SDT is an empirically supported framework that focuses on human motivation, personality, and well-being, comprising six mini-theories, containing

cognitive appraisals, goal content and relationship motivation theories, which shed light on the factors that contribute to human flourishing [25]. Finally, Salikhova et al. highlight that SDT differentiates between external (reward-driven) and internal (personal value-driven) motivations, suggesting a continuum between them. Internal motivation correlates with more positive outcomes compared to external motivation [33].

Expectancy-Value Theory (EVT)

EVT postulates that motivation arises from individuals' expectations of success and the perceived value of task outcomes, as individuals are more motivated to perform tasks at which they believe they can succeed and that they consider significant [39]. Nevertheless, EVT assumes that motivation depends on people's beliefs about their probability of success and the perceived value of the results of the task, allowing it to be applied to teachers' expectations and evaluations [6].

EVT integrates several decision-making factors, particularly expectancy of success and personal value, into a single framework [8]. Besides, EVT refers to beliefs about one's ability to perceive current competition, while expectations of success refer to future results, distinguishing between present and future focus [38]. Therefore, EVT focuses on cognitive factors that influence motivation and posits that individuals are motivated when they believe that effort leads to performance and performance leads to desired rewards [36].

Social Cognitive Theory (SCT)

Stajkovic remarks that SCT views humans as active agents who navigate life by making judgments about how their environment, personal factors, and behavior interact to achieve desired outcomes, shaping their belief systems [37]. Nonetheless, Luszczynska and Schwarzer suggest that SCT emphasizes the role of foresight in human motivation, focusing on outcome expectations, in addition, key factors such as perceived self-efficacy and outcome expectations, along with goals, barriers, and facilitators [24].

Pajares comments that SCT allows educational interventions to reciprocally target personal, environmental, or behavioral factors; strategies focus on improving emotional, or motivational processes, improving behavioral competencies or altering social conditions to improve well-being [28]. Whereas Govindaraju notes that SCT incorporates elements of information processing such as responsiveness, awareness, and memory, helps to understand group dynamics and implicit social rules, therefore, it emphasizes the challenges in understanding communication or group dynamics that can hinder social success [18].

Motivation

Motivation influences students' English learning performance and has been a focal point for foreign language teachers and researchers over the years [40]. Without a doubt, motivation plays a crucial role in the learning process, allowing learning objectives to be achieved [30].

Types of Motivation

Deci and Ryan have conducted extensive research on both intrinsic and extrinsic forms of motivation, which is why they state that understanding the distinction between them can shed light on various aspects of development and educational methodologies [10]. On the other hand, Gardner and Lambert point out that in their theory, two key motivational constructs in second language acquisition: integrative and instrumental motivation [15].

Intrinsic Motivation

Intrinsic motivation is a form of motivation that arises internally [26]. Considering that it originates within the individual and can cultivate and strengthen through environments that promote the individual's autonomy and sense of competence [22]. Hence, intrinsic motivation is derived from one's own identity and well-being, it drives individuals when learning becomes its own reward, standing out notably in the first descriptions of motivation in the acquisition of a second language [12].

Extrinsic Motivation

Extrinsic motivation focuses on the individual participating in an activity with the goal of obtaining external rewards, especially recognition, approval, or academic success [9]. Particularly extrinsic rewards fall into seven categories: compensation, benefits, work environment, acknowledgment, growth and feedback, advancement, and leadership opportunities [14]. Moreover, rewards serve as motivators for individuals, encouraging participation and high performance [27].

Instrumental Motivation

Gardner and MacIntyr suggest that instrumental motivation depends on the situation and the focus is on receiving monetary compensation for effective performance [16]. While Aspuri et al. claim that instrumental motivation is based on the drive students possess to excel on an exam, secure employment prospects, or be admitted to the classroom; Essentially, this motivation drives students to learn a foreign language like English, as English proficiency can open valuable economic and educational avenues crucial for their future endeavor [2]. Hence, instrumental motivation is a factor that influences students to be successful in acquiring proficiency in a foreign language, such as English [35].

Integrative Motivation

Integrative motivation becomes relevant when language learners harbor favorable perceptions and a genuine curiosity about the country, culture, social integration, or individuals associated with the language they are studying [29]. Students with integrative motivation tend to have more perseverance in their learning, especially when faced with challenges or difficult tasks [19].

Impact of Motivation on Students' Listening Skills

According to Goctu, motivation plays a relevant role in English Language Teaching, especially in improving listening skills, in his study, investigates the connection between students' motivation and their listening skills, examining whether motivation is intrinsic or extrinsic, their research

highlights various motivational factors, with external motivation being predominant among the 61 first-year ELT students surveyed [17].

Rodiyah et al. evaluate students' motivation to learn listening in the second semester of the English Studies Program at Pasir Pengaraian University. Using a descriptive quantitative approach, data was collected from a sample of twenty-two students in the Class through questionnaires and interviews. The results revealed that the predominant source of motivation was extrinsic, representing 81.81% of the responses [31].

Asrul in his research examines the relationship between students' motivation and their listening performance using a quantitative method with a correlation design. Thirty second semester students of the English Language Education Studies Program at Khairun University participated in the study. Data were collected through questionnaires that measured motivation and listening scores. The findings revealed a small correlation coefficient between motivation and listening achievement, suggesting a non-significant relationship [4].

Ajmal and Kumar in their study investigate motivation's impact on listening skills among students at BETS Lahore, Pakistan, in early 2020. Utilizing the ELCMS and MALQ, it explores the correlation between listening strategy instruction and motivation. Pre-test and Post-test scores of thirty-six participants were analyzed using mixed effects regression and paired tests. Results indicate a positive but diminishing effect on motivation over the four weeks treatment period [1].

Impact of Motivation on Students' Speaking Skills

Ihsa mentions that motivation, though intangible, drives effort, interest, attitude, and desire in language learning. This descriptive quantitative research explores students' motivation in practicing English speaking at Muhammadiyah 1 Senior High School Gresik's Easy-Speaking course. Results highlight moderate levels of effort (56.1%), interest (49.7%), attitude (59.9%), and high desire (71.43%). Recommendations include utilizing media, differentiating teaching techniques, incentivizing performance [20].

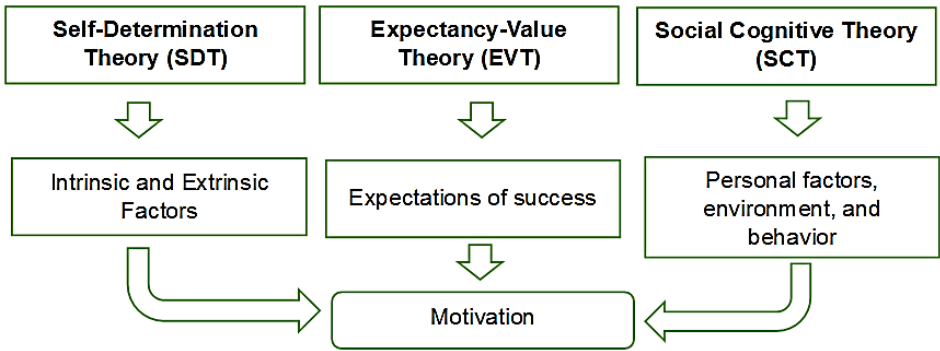
In his study Colón demonstrates the importance of motivation in learning English by examining the factors that affect students' motivation, such as interests, the role of teachers and daily habits. He applies a questionnaire, second-level English students from the Pontificia Universidad Católica de Ambato provided their ideas. The research states recommendations to improve motivation and English-speaking skills for future growth [7].

Karam and Kassab in their study aims to examine the factors that affect students' motivation, focusing on five variables: motivation, personality, attitudes toward English teachers, classroom environment and media of instruction, and attitudes toward the English language. Data were collected through a questionnaire distributed to ninety-two participants. The research concludes that attitudes toward English teachers, classroom environment and instructional media, are the most influential variables that positively affect students' motivation [21].

Fowler in her study highlights the importance of improving students' willingness to speak in secondary language classrooms. She adds that student-centered strategies, such as providing choices about conversation topics and guiding metacognitive tasks, can engage students in discourse, reduce anxiety, and increase speaking fluency [13].

RESULTS

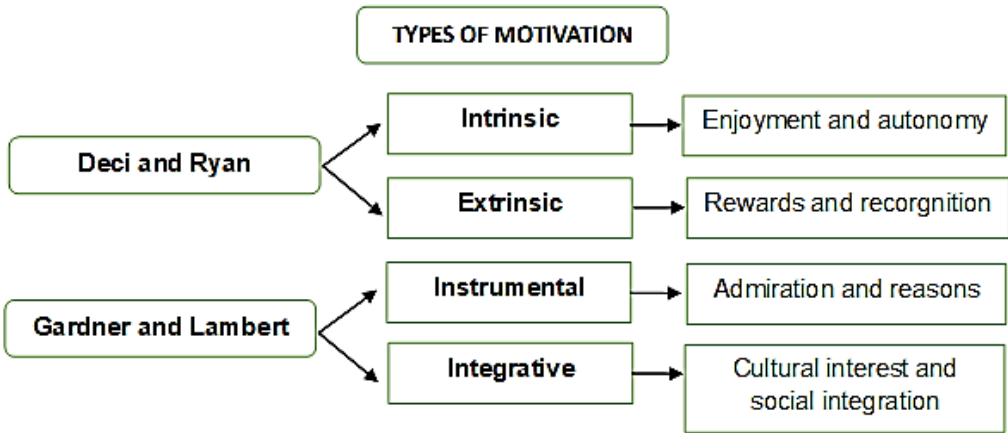
Figure 1. Motivation Theories [4, 5, 11, 38].



As showed in the figure 1, the three prominent theories of motivation mentioned before, Self-Determination Theory (SDT), Expectancy Value Theory (EVT), and Social Cognitive Theory (SCT), provide comprehensive frameworks for understanding human motivation, personality, and well-being. First, SDT accentuates the main types of motivation, that is, intrinsic and extrinsic

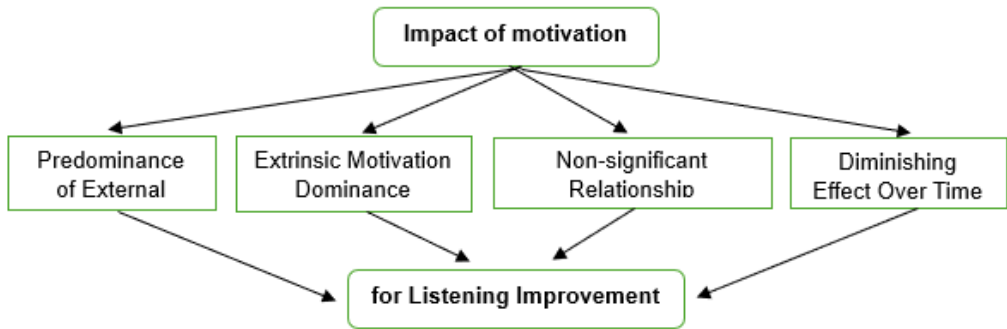
motivations, highlighting the importance of psychological needs and their influence on general well-being. Second, EVT focuses on individuals’ expectations of success and the perceived value of task outcomes, integrating cognitive factors into motivation. Third, SCT views humans as active agents, considering the interaction between personal factors, environments, and behavior in shaping motivation. Briefly, these theories present valuable insights into the multifaceted nature of motivation and its impact on various aspects of human life, particularly in EFL acquisition and skill development.

Figure 2. Types of motivation [10, 15].



As illustrated in the figure 2, there are four main types of motivation among them, intrinsic and extrinsic motivations are foundational distinctions, with intrinsic motivation stemming from internal drives such as enjoyment and autonomy; unlike, extrinsic motivation tied to external rewards and recognition. Additionally, instrumental motivation is associated with specific goals, admiration, and reasons while integrative motivation reflects a sincere interest in culture and social integration. Consequently, each type of motivation uniquely shapes students’ attitudes, persistence, and their success in acquiring the language.

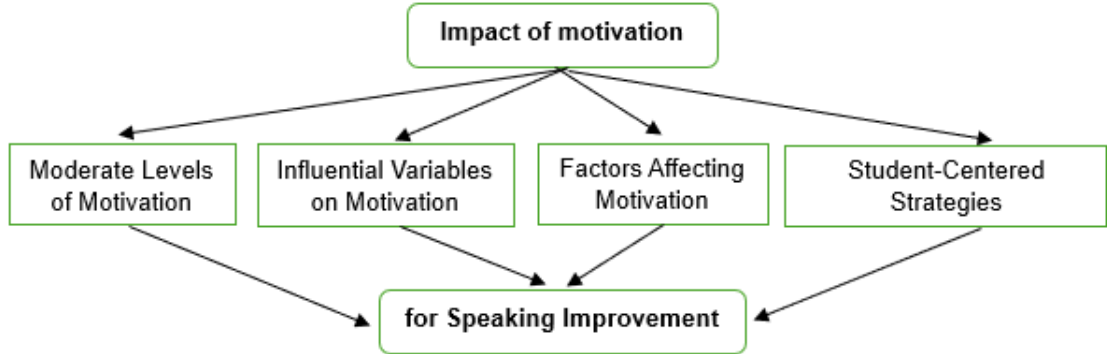
Figure 3. Impact of Motivation on Students’ Listening Skills [1,4,17, 31].



As can be seen from figure 3, research studies explored the impact of motivation on students’ listening skills in English language learning contexts. Goctu’s study highlighted the prevalence of external motivation among first-year ELT students, suggesting its relevance for improving listening skills. Similarly, Rodiyah et al. found that extrinsic motivation was the main source of motivation for learning listening among students. In contrast, Asruls stated that a non-significant relationship between motivation and listening performance among students.

Nevertheless, Ajmal and Kumar indicated a positive but decreasing effect of motivation on listening skills over time among language learners. These findings stress the complex interplay between motivation and listening skills in English language learning, urging further research to fully grasp their dynamics and implications in language acquisition.

Figure 4. Impact of Motivation on Students’ Listening Skills [7, 13, 20, 21].



As depicted in figure 4, research studies examined the impact of motivation on students’ speaking skills in English learning contexts. Ihsa’s research revealed moderate levels of effort, interest, attitude, and a high desire among students to practice speaking English. Colón’s study

identified factors that influence motivation, such as interests, teacher roles, and daily habits, while Karam and Kassab concluded that attitudes toward teachers, the classroom environment, and instructional media significantly and positively affect motivation.

Furthermore, Fowler underlined the importance of scholar-centered strategies, including offering choices about conversation topics and guiding metacognitive tasks, to improve students' willingness to speak and improve speaking fluency in language classrooms. These findings collectively underscore the crucial role of motivation in language learning and suggest practical approaches for educators to foster motivation and improve oral skills among English learners.

METHODOLOGY

The revision research aimed principally to provide an overview of the theoretical frameworks of motivational theories, types of motivation (intrinsic motivation, extrinsic motivation, integrative motivation, and instrumental motivation) and studies of the implication of motivation in developing English in students' listening and speaking.

Hence, this study conducted exploratory-descriptive research, integrating existing literature, and a qualitative research design was adopted to delve deeper into the intricate interaction between motivational theories, types of motivation and the development of English language skills, particularly listening and speaking skills, among language students.

Through the application of a meticulous literature review process, encompassing numerous journals, theses, academic articles and peer-reviewed books, registered in different scientific databases (SCOPUS, Scholar Google, Redalyc, Scielo, Dialnet, WOS, etc.). A comprehensive selection of relevant studies and theories related to motivation in language learning was examined, to identify key factors and techniques that influence motivation of students and their impact on language learning skills and outcomes.

Employing a systematic analysis approach, key concepts, emerging designs, and thematic insights were extracted and synthesized, offering a nuanced understanding of the implications of motivation in the context of the acquisition and development of language skills in language

learners. Using four figures, the synthesized results were presented clearly, improving visual understanding.

Ethical considerations were paramount in conducting the study, through appropriate citation and compliance with informed consent procedures. Despite limitations, this review provides a robust theoretical framework for examining the intricate relationship between motivation and English language proficiency, offering valuable insights for language educators, learners, and researchers alike.

CONCLUSIONS

The Self-Determination Theory (SDT), Expectancy-value Theory (EVT), and Social Cognitive Theory (SCT) collectively offer robust frameworks for understanding human motivation, personality, and well-being. SDT emphasizes intrinsic and extrinsic motivations, highlighting the significance of psychological needs for overall well-being. EVT delves into individuals' expectations of success and the perceived value of task outcomes, incorporating cognitive elements into motivation. Meanwhile, SCT considers humans as active agents, exploring the interplay between personal factors, environments, and behavior in shaping motivation. These theories provide valuable insights into the complex nature of motivation and its profound impact on various aspects of human life, including English as a Foreign Language (EFL) acquisition and skill development.

Motivation is a critical factor influencing students' performance in learning the English language, attracting considerable attention from both educators and researchers. Within the realm of motivation, intrinsic and extrinsic motivations are fundamental distinctions. Intrinsic motivation arises internally, while extrinsic motivation focuses on external rewards. On the other hand, instrumental motivation, linked to specific objectives, whilst integrative motivation reflects a genuine interest in culture. These various forms of motivation play different roles in shaping students' attitudes, persistence, and success in their language acquisition efforts and in coping with limitations that may arise in their learning.

Regarding the impact of motivation on students' listening skills in language teaching contexts; numerous studies highlight the importance of motivation, particularly extrinsic motivation, in influencing students' listening skills. However, a limited correlation was found between motivation and listening achievement, suggesting a nuanced relationship, deepening the correlation between listening strategy instruction and motivation, indicating a positive but decreasing effect on motivation with time. In summary, the complexity of the relationship between motivation and listening skills, where extrinsic motivation often plays a predominant role, while the correlation between motivation and actual listening performance can vary.

Multiple studies previously analyzed point out the significant impact of motivation on students' speaking skills in language learning contexts, emphasizing the fundamental role of motivation in driving effort, interest, and attitude toward speaking English, with recommendations that include the use of various teaching techniques and incentives for improvement performance. Furthermore, specific variables, namely attitude towards language teachers and classroom environment, have been identified as influential factors in boosting student motivation. Though it also highlights the effectiveness of student-centered strategies in promoting speech fluency by reducing anxiety and increasing engagement. Concisely, it underlines the importance of cultivating and maintaining motivation to support the development of students' oral skills in language acquisition.

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