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THE INFLUENCE OF MOTIVATION STRATEGIES ON STUDENT'S SELF-EFFICACY IN SECOND LANGUAGE ACQUISITION

Abstract: Motivation and self-efficacy are fundamental factors that influence second language acquisition and are increasingly considered a significant concern in psychology and foreign language didactics. For an in-depth exploration of the subject, action research was conducted to learn whether the motivation strategies proposed by Dörnyei (2001) influence learners' self-efficacy in SLA. The study focused on introducing selected motivational techniques to the research group and measuring the impact of the application of these strategies in the classroom on learners' levels of self-efficacy and motivation. All the data needed to answer the research questions were collected using a combination of quantitative and qualitative methods. The most valuable conclusion that emerges from the research results is that selected motivational techniques increase students' level of self-efficacy in second language acquisition.

Key words: Second Language Acquisition, self-efficacy, motivation

Motivation

Motivation in foreign language learning has been discussed, researched, and analysed by many linguists and psychologists since it is vital in the process of second language acquisition. It is the force that stimulates an individual to perform a particular task and accomplish the desired goal. Motivation is "The effort invested to learn L2" (Hummel 2014: 201), and it "largely determines the level of effort which learners expend at various stages in their L2 development, [which is] often a key to the ultimate level of proficiency" (Saville-Troike 2006: 86). Dörnyei (2005) argues that it is clear why motivation is of paramount importance in SLA. In particular, it is the prime impetus to commence learning a foreign language and the driving force responsible for sustaining and maintaining the

learning process. He adds that all other factors associated with the SLA rely to some extent on motivation because, without sufficient incentives to persist, even the most gifted individuals cannot attain their long-term goals.

Research on second language motivation started as early as the 1960s when Robert Gardner and Wallace Lambert (1959) initiated the social-psychological period of second language motivation research, defined by Garner's theory of integrative motivation. According to Gardner (2001), three components: integrativeness, attitude toward the learning situation, and motivation, create a concept of integrative motivation, which refers to the individual who is not only motivated to learn a second language but also who wishes to identify with other language community, and tends to assess the learning situation positively. Further, Gardner (1985) introduced The Attitude/ Motivation Test Battery (AMTB), which is composed of five elements: Integrativeness, Attitude Toward the Learning Situation, Motivation, Instrumental Orientation, and Language Anxiety, which is a worldwide recognised, valued, and broadly used instrument to measure learners' motivation level.

The second period of motivation research, called cognitive-situated, started in 1990. As Dörnyei (2005) emphasises, scholars from this phase mainly concentrated on individuals thinking about themselves, their potentials, capabilities, limitations, past accomplishments, and the goal they seek to reach. The prominent theories dating to the 1990s are Deci and Ryan's (1985) self-determination theory and Dörnyei's (1994) three-level framework of L2 motivation. The first states that orientations can be categorised into three categories: intrinsic motivation, extrinsic motivation, and amotivation (Noels 2001). The second, on the other hand, is a framework consisting of three levels of motivation: the language level, the learner level, and the learning situation level (Dörnyei 1994).

In the early 2000s, according to Dörnyei (2005), another period of motivation research called process-oriented occurred, in which the orientation was directed toward the dynamic nature of motivation, which can change both on a short- and long-term basis. The leading theory was the process model of L2 motivation proposed by Dörnyei and Ottó (1998). This model consists of three stages: the preactional stage, the actional stage, and the postactional stage (Dörnyei 2005). The author states that L2 motivation first needs to be generated in order to make the individual select a particular goal or task that they will perform, then it needs to be further sustained and protected during that specific assignment, and finally, the individual evaluates the activity retrospectively, how it was executed, and what conclusions can be drawn, which plays a critical role in determining the type of actions for which the individual will be motivated to perform in the future (Dörnyei 2005). Based on this theory, Dörnyei (2001) created 35 motivational strategies teachers can use to stimulate and maintain motivation to learn a foreign language. The author further divided these techniques into four groups: "creating the basic motivational conditions, generating initial student motivation, maintaining

and protecting motivation and encouraging positive retrospective self-evaluation" (2005: 111).

The study of L2 motivation did not end with the process-oriented period. As Dörnyei and Ushioda (2011) highlight, the research is proceeding in a new direction called socio-dynamic, which is characterised by an understanding of the complexity of the motivation process and how it develops in dynamic interaction with a multitude of internal, social, and situational factors.

Self-efficacy

Self-efficacy is the term and concept introduced in 1977 by Albert Bandura, a Canadian-American psychologist, who states that "Perceived self-efficacy refers to beliefs in one's capabilities to organise and execute the courses of action required to produce given attainment" (Bandura 1997: 3). Moreover, as Bandura (1982) emphasises, a sense of self-efficacy is crucial to the performance of any task since, without it, the individual behaves inefficiently despite the knowledge and skills one possesses. "Efficacy beliefs influence how people feel, think, motivate themselves, and behave" (Bandura 1993: 118) and are one of the most characteristic differentials in the field of SLA, as they affect a learner's willingness to invest the effort and sustain it in the process of second language learning.

According to Mills (2014), the study of the concept in the context of second language acquisition has gained greater relevance in the 21st century, which was due to the fact that research on L2 motivation entered the cognitive situated period, in which scholars became concerned with a theoretical basis in educational psychology, which guided them to a link between self-efficacy and achievement in FL. Among other aspects, the research results published by Mills et al. (2006, 2007) and Hsieh and Kang (2010) confirmed the correlation between a sense of self-efficacy and second language achievement and proficiency. As stated by Mills (2014), the outcomes showed that self-efficacy in learning French was an indicator of learners' achievements measured by final French course grades. Moreover, students with a high level of efficacy in reading reached better reading proficiency grades (Mills, 2006). Similar conclusions were drawn by Hsieh and Kang (2010), who discovered that self-efficacy was crucial in predicting students' attainments in English. They claimed that students who believed in their abilities perceived their success as the result of variables within their control, while those with a low sense of self-efficacy did not think lack of competence was the cause of their failure.

According to Bandura (1977, 1997), there are four sources of information through which self-efficacy can be stimulated and increased.

As stated by the author, the first source is enactive mastery experiences, which are the most influential since they produce the most authentic testimony as to

whether an individual can do everything to be successful. Students, who in the past have successfully achieved their goals and managed particular tasks effectively, will be more likely to believe they have sufficient abilities and skills to accomplish certain goals and activities in the future. Consequently, their level of self-efficacy will be significantly higher than those who have experienced many failures in the past (Bandura 1997).

The second aspect is vicarious experiences, provided by watching others being successful, leading to an increase in one's level of efficacy. As both Bandura (1977) and Schunk (1991) argue, observing others coping with tasks enhances observers' beliefs that they too have the ability to manage equivalent activity successfully; moreover, it can motivate the student to undertake that concrete assignment.

Verbal persuasion is the next source of efficacy information. Bandura (1997) advocates that it is certainly easier to believe in one's efficaciousness if others, particularly those who are an authority for us, express their faith that we are capable and skilled to complete a given task than if they doubt our qualifications. Positive feedback from a teacher or parent pertaining to an accomplished activity may deliver valuable insights into personal competencies (Mills 2014).

The fourth and last source of self-efficacy beliefs indicated by Bandura (1977) is emotional and physiological states. The author claims that when people assess their potential and abilities, they "rely partly on somatic information conveyed by physiological and emotional states. Somatic indicators of personal efficacy are especially relevant in domains that involve physical accomplishments, health functioning, and coping with stressors" (Bandura 1997: 106). Therefore, in order to strengthen self-efficacy, it is necessary to reduce anxiety, build physical strength and endurance, and rectify faulty perceptions of both physical and affective states (Bandura 2012).

The self-efficacy level can be measured by the scale prepared on the basis of Bandura's (2006) 'Guide for constructing self-efficacy scales'. The author convinces that the test must be adjusted to a particular domain of functioning and a specific object of interest, as there is no universal measurement to investigate the sense of efficaciousness.

Research design

The main objective of this study was to investigate whether motivation strategies affect learners' self-efficacy in second language acquisition. In order to answer the main research question, action research was conducted, and data collected from the survey for teachers and learners, motivation, self-efficacy and speaking tests performed before and after the introduction of selected twelve

motivational techniques, individual interviews, and observations of changes in students behaviour during the study.

In addition to the central question mentioned above, the study aimed to find answers to the following additional questions:
1. Do foreign language teachers use motivational strategies? If so, how often?
2. What is the learners' level of motivation for language learning, and does it change after introducing the selected motivational strategies?
3. According to foreign language teachers and learners of a second language, which motivational strategies are the most influential when considering improving the motivation level?
4. Does self-efficacy in SLA influence learners' success in learning a foreign language?
5. What is the learners' level of self-efficacy in second language acquisition, and does it change after applying the selected motivational strategies?
6. Which motivation strategies had the most significant impact on improving learners' self-efficacy in SLA?
7. What is the correlation between motivation level and self-efficacy in SLA?
8. Does an increase in self-efficacy affect students' results in speaking tasks?

A total of 531 participants were involved in the investigation, further divided into three examination groups. The first group consisted of 221 foreign language teachers, of whom the vast majority were women. Most of those who responded taught English in primary or secondary school, had a master's degree, and were between 20 and 50 years old. More than half declared that their professional experience is more than 15 years. Where the second group is concerned, this comprised 289 schoolchildren from both primary and secondary schools. The vast majority were between 9 and 18 years old and were learning English or simultaneously English and German. More than half of them declared that they had been learning a second language for more than seven years. The final group was the research group, which included 21 seventh graders in a primary school who had been learning English for more than seven years.

During the action research, six instruments were used to gather the necessary data to answer the research questions and draw conclusions. The first was the teachers' survey consisting of 46 questions. It was used to identify whether language teachers use various motivational techniques, how often, and whether they think the chosen motivational techniques influence their students' learning process. The following was a student survey comparable to the one for the educators in its form and content. The third instrument was Gardner's (2004) Mini–Attitude/ Motivation Test Battery (Mini -AMTB). It incorporated 12 queries to investigate the level of motivation, attitude toward English learning, and other aspects that influence students' motivation (such as anxiety related to English classes and English usage in general). Subsequently, a Self-Efficacy Scale was created based

on the Bandura (2006) guide, and twenty questions were posed to measure the strength of the learners' self-efficacy in SLA. These two instruments were used before and after introducing the selected twelve motivational strategies into the lesson routine to see whether there were changes in these factors among the students of the research group. Moreover, an observation sheet was designated and deployed during the study to monitor the behavioural variations of the students. Furthermore, a structured interview with eight questions intended to gather information on the impact of specific motivational strategies on students' self-efficacy in learning English was designed and applied. Eight students were recruited to respond individually based on observations and scores gained on the Mini-AMBT and Self-Efficacy Scale. The last instrument was the pre-and post-test on speaking. It was conducted to check whether the improvement in learners' efficaciousness prompted an enhancement in their performance in speaking tasks and, if so, to what extent.

During the action research, twelve selected motivational techniques from Dörnyei's book, ' Motivational Strategies in the Language Classroom' (2001), were introduced and implemented in English lessons with a sample group. As the primary motivational conditions were generated prior to the study, the techniques used were chosen from three groups aimed at creating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation, four from each category.

Strategy 1. "Promote `integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general." (Strategy 11 from Dörnyei 2001: 55)

Strategy 2. "Make the curriculum and the teaching materials relevant to the students." (Strategy 15 from Dörnyei 2001: 66)

Strategy 3. "Help to create realistic learner beliefs." (Strategy 16 from Dörnyei 2001: 70)

Strategy 4. Make the learning experience pleasant by breaking the monotony of activities, boosting the allurement of the assignments, and involving the students in tasks. (Strategies 17–19 from Dörnyei 2001: 75–78)

Strategy 5. "Present and administer tasks in a motivating way." (Strategy 20 from Dörnyei 2001: 81)

Strategy 6. "Provide learners with regular experiences of success." (Strategy 23 from Dörnyei 2001: 90)

Strategy 7. "Build your learners' confidence by providing regular encouragement." (Strategy 24 from Dörnyei 2001: 91)

Strategy 8. "Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment." (Strategy 25 from Dörnyei 2001: 94)

Strategy 9. "Increase student motivation by promoting cooperation among the learners." (Strategy 28 from Dörnyei 2001: 103)

Strategy 10. "Provide students with positive information feedback." (Strategy 32 from Dörnyei 2001: 125

Strategy 11. "Offer rewards in a motivational manner." (Strategy 34 from Dörnyei 2001: 130)

Strategy 12. "Use grades in a motivating manner, reducing as much as possible their demotivating impact." (Strategy 35 from Dörnyei 2001: 134)

Results

In the following section, the main objective is to present the most valuable quantitative and qualitative data collected during the action research.

In the survey for teachers and learners, most of the respondents acknowledged that they motivate (almost 100% of educators) or are being motivated (62% of students) to learn a foreign language. When asked about the level of motivation, participants from both groups reported that it varies among students (over 65%). Moreover, in the group of students, 56% of them declared that they were motivated to expand their knowledge.

When those surveyed were asked if they think self-efficacy has an impact on achieving success in second language learning, they answered overwhelmingly that yes, it does. Additionally, interviewees assessed that the level of self-efficacy fluctuates among students (over 65% in both groups). Furthermore, of the 289 students who took part in the survey, two-thirds described their level of self-efficacy as medium, while 27% responded that they believed in their abilities.

The respondents were in agreement that motivation plays a crucial role in students' self-efficacy in SLA. More than half of the teachers admitted it is vital, and 47% said it is rather essential. As far as the students' declarations are concerned, 34% chose the first option (extremely important), and 53% the second one (rather important).

Table 1. The average rating of the effectiveness of motivational strategies according to teachers and learners surveyed. (ST- strategy)

Average Rating	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10	ST 11	ST 12
TEACHERS	4.0	4.4	4.1	4.6	4.1	4.4	4.6	4.2	4.0	4.7	4.2	4.2
LEARNERS	3.6	3.8	3.8	4.0	3.7	4.1	4.0	4.0	3.6	4.1	4.0	3.9

Table 1 shows the average evaluation of the effectiveness of each of the 12 motivation techniques provided by 221 teachers and 289 students. Survey participants rated these strategies on a scale of 1 to 5, where 1 represented not

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effective and 5 very effective. Among the teachers, strategy 10 – positive feedback was rated highest (4.7 points), closely followed by strategies 7 – building learners' self-confidence through systematic encouragement, and 4 – making the learning experience enjoyable by overcoming the monotony and boosting the attractiveness of the tasks (4.6 points). For students, the number one choice ex-aequo was strategy 10 and 6 – providing learners with frequent opportunities to experience success (4.1 points), and a slightly lower score of 4.0 points was given to strategies 4, 7 and 8 – helping to reduce language anxiety, and 11 – offering rewards in a motivating way.

Table 2. Comparison of the overall results of the research group's pre- and post– Mini-AMBT.

OVERALL RESULTS (max 20 points)	PRE	POST	INCREASE IN LEVEL OF MOTIVATION
	10.5	13	12%

Table 2 shows the overall Mini-AMBT scores that reflect integrative motivation (IM) obtained by the 21 students in the research group, both before and after the implementation of the selected motivational strategies, as well as the percentage representation of the increase in motivation level. As can be seen, the students improved their overall score by 12%.

Table 3. The percentage representation of the overall score on the Self-Efficacy Scale of the research group.

OVERALL RESULTS (%)	PRE	POST	INCREASE IN LEVEL OF SELF-EFFICACY
	65	78	14%

In Table 3, the sum of participants' pre- and post-action research self-efficacy scores and mathematical means were calculated and presented. Before adopting specific motivation techniques, learners involved in this investigation achieved an average score of 65, and after 78, they got an overall 14% increase in their efficaciousness level.

Chart 1 represents the percentage increases in students' level of self-efficacy in foreign language acquisition, calculated after the analysis of the individual scores of the Self-Efficacy Scale obtained by learners before and after the introduction of the selected motivational strategies. As can be noted, the highest growth of 34% was recorded by Student number 10 and the lowest by Student number 20; however, it should be mentioned that the self-efficacy belief of Student 20 was 100%, both before and after the introduction of incentive techniques.
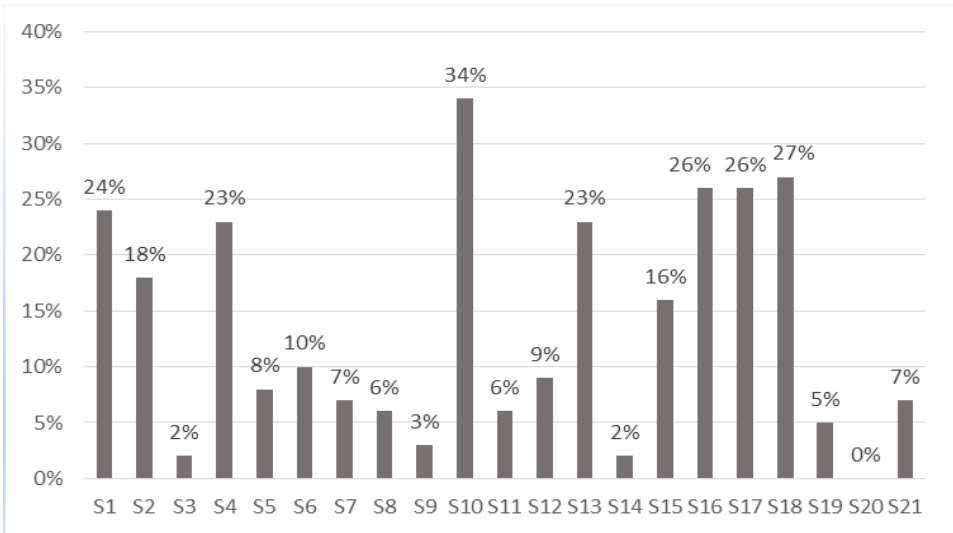
Chart 1. The percentage representation of the increase in self-efficacy among the research group.

Table 4. Comparison of the overall results of the research group's pre- and post–speaking test.

OVERALL RESULTS (max 20 points)	PRE	POST	INCREASE IN AVERAGE GRADE
	12.9	**14.2**	**7%**

As shown in Table 4, the average score obtained by the learners before implementing the 12 motivation strategies was 12.9 points, and after, it increased by 7% and amounted to 14.2 points.

Table 5. The average rating of the effectiveness of motivational strategies on the sense of self-efficacy. (ST- strategy)

	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10	ST 11	ST 12
AVERAGE RATING	**4.1**	**4.0**	**2.9**	**4.4**	**3.3**	**4.4**	**4.6**	**4.0**	**3.0**	**4.8**	**4.3**	**4.0**

Table 5 contains the mean assessment of the effectiveness of each of the 12 motivational strategies to increase self-efficacy in SLA by the eight students interviewed. The learners rated that efficiency based on the Likert scale, with a choice of rating from 1 – not effective to 5 – definitely effective, in response to

the question: How effective do you think the following motivational strategies are concerning your sense of self-efficacy? The highest scored strategies were strategy 10 and strategy 7. It is also worth noting that strategy 4 and strategy 6 – were also highly valued.

Discussion

The main aim of the action research was to answer the question: do motivational strategies influence students' self-efficacy in second language acquisition? In order to do this, both qualitative and quantitative studies were conducted, and results were collected, some of which were presented in subsection 4. However, the subsidiary questions from subchapter three must be addressed before the study's central question is answered.

First, when the surveyed groups were asked whether teachers motivate students to learn and, if so, how often, an intriguing discrepancy between respondents emerged. Among educators, the vast majority declared that they encourage students to learn and do so often (almost 90%). Students, however, stated that their language teachers incentivise them to study sometimes or rarely (over 50%), which was confirmed by the replies of the learners who were interviewed individually. Based on the sum of these data, it can be said that teachers frequently stimulate their students to learn a second language; in their opinion, while in learners' perception it occurs somewhat less frequently.

Moreover, the results indicated that motivation level varies from student to student. When the results of Mini-AMBT before the implementation of selected motivational strategies are considered, they were 12% lower than after introducing those techniques into the classroom routine. Furthermore, the eight interviewed participants of the study unanimously agreed that the strategies incorporated during the English lessons had enhanced their level of motivation to a greater or lesser extent. With these results, it is reasonable to conclude that adopting the chosen incentive techniques during the action research improved learners' motivation to learn English.

As far as the respondents' opinion on the effectiveness of these motivational strategies is considered, all 12, according to them, are effective in raising motivation level. Still, the most influential in the teachers' view are strategies 10, 7 and 4, and in the perception of the schoolchildren are strategies 10 and 6.

When the issue of self-efficacy and its impact on achieving success in language learning was raised, the vast majority of those taking part in the survey found that it does indeed have that influence. Moreover, by observing the students from the research group, together with an analysis of their scores obtained on the Self-Efficacy Scale and speaking test, it was possible to identify that learners with a higher level of self-efficacy in SLA performed better in the speaking test

compared to those with a low one. Therefore, it can be interpreted that the student's sense of self-efficacy in second language acquisition affects their success in learning the second language.

Furthermore, in terms of the level of self-efficacy, more than half of the students in the survey described it as being average. What is more, they stated that this level varied among their peers, which was corroborated by the responses of language teachers when asked about this indicator in relation to their students. The Self-Efficacy Scale conducted prior to the implementation of the selected motivation strategies in the research group showed that their sense of efficaciousness in acquiring a foreign language fluctuates; more specifically that 33% of the learners obtained a score defining their level of self-efficacy as low, 43% as medium and 24% as high. Even more remarkable is that when the same test was conducted after the action research, an increase in this level was recorded, with all participants obtaining a score that described their level as medium – 62% and high – 38%. The qualitative interviews confirmed these results, so it can be stated that the application of the 12 motivation techniques had a decisive impact on the perceived self-efficacy among the participants, more accurately on its improvement, as the learners recorded an overall increase from 65% to 78%, resulting in a 14% better score.

After analysing the results obtained during the qualitative interviews, it can be stated that strategies 10 (positive feedback) and 7 (regular encouragement to stimulate students' self-confidence) had the most significant impact on raising students' sense of self-efficacy in SLA, closely followed by strategies 6 (providing students with regular occasions to being successful) and 4 (making learning more pleasant experience). When the highest rated motivational strategy for increasing a sense of efficaciousness by those interviewed is compared with those from the quantitative surveys evaluated as most effective in boosting motivation levels, it can be discerned that these results overlap. Techniques 10, 7 and 6 received the highest scores in both cases.

Further, when analysing the learners' outcomes from the Mini-AMBT and Self-Efficacy Scale, a relationship between these two factors is noticeable. For most participants, motivation to learn English and a sense of self-efficacy in SLA were at the same level, either high, medium or low (16 out of 21 students). Additionally, in prevailing cases, an increase in self-efficacy is accompanied by an improvement in motivation among students, so it can be stated that motivational strategies improve not only the learners' motivation level but also their self-efficacy in second language acquisition.

The enhancement was also evident in the results from the speaking test conducted before and after the introduction of incentive techniques, where prior to action research, students achieved an average of 12.9 points, and following 14.2 points, with an approximate 7% growth. That is supported by the interviewed

students' replies, where 5 out of 8 cases declared that they believed a higher self-efficacy level affected their speaking task performance. Thus, it can be argued that a stronger sense of self-efficacy improves performance in speaking activity to some extent.

Based on all the collected data, subsequent thorough analysis, and answers to the additional questions, the conclusion can be drawn in response to the main research question that motivation strategies influence students' self-efficacy in second language acquisition and they have a significant impact on raising the level of learners' self-efficacy in SLA. Considering all of the findings presented, it can be claimed that introducing motivational strategies into the lesson routine, such as positive feedback or assuring students that one believes in them and their abilities, can help students increase their motivation level and enhance their sense of self-efficacy. They can be empowered to believe in their potential, overcome their anxieties and experience lessons more enjoyably. Self-efficacy is crucial to achieving success in learning a foreign language; hence teachers should be aware of and be able to improve the level of efficaciousness among their students.

This study provided an exciting opportunity to advance our knowledge of self-efficacy in SLA and the methods through which it can be stimulated. However, other examinations of a larger group of participants over more extended time are needed to explore further the correlation between motivation strategies and a rise in the student's level of self-efficacy in second language acquisition.

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