

# Integration of Intrinsic and Extrinsic Motivation in Second Language Acquisition: *Magnetism* as a Proposed Theory

Amr Selim Wannas<sup>1</sup>, & Rasha Abdullah Alshaye<sup>2</sup>

<sup>1</sup> Magdi Yacoub Heart Foundation (MYF), Aswan Heart Centre (AHC), Egypt

<sup>2</sup> Saudi Electronic University (SEU), Kingdom of Saudi Arabia (KSA)

Correspondence: Rasha Abdullah Alshaye, Saudi Electronic University (SEU), Kingdom of Saudi Arabia (KSA).

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## Abstract

Language learning motivation is significantly shaped by both external and internal factors, influencing the learning process in either a positive or negative manner. These factors span educational and environmental domains, particularly in a demotivated learning society. Thus, this paper introduces a theory that combines intrinsic and extrinsic motivation components, aiming to attract learners to language learning, given its relevance to knowledge across diverse domains and global understanding. This theoretical paper not only offers an overview of previously proposed theories, assessing their merits and limitations but also delves into the conceptualized components of the new theory, Magnetism, along with its foundational principles. Magnetism comprises two intricately linked major components elucidating intrinsic and extrinsic motivation, detailing their interaction, mutual influence, and their role in fostering a positive attitude toward language learning. Additionally, the paper delineates three types of relationships that connect the components and their constructs to each other and to the overall framework.

**Keywords:** Intrinsic Motivation, Extrinsic Motivation, ACSL Component, Enviro-knowledge Component, Magnetism

## 1. Introduction

“To be motivated means to be moved” (Deci & Ryan, 2000, p. 54). Motivation has long been deemed as the core element of educational psychology due to its significant impact on the learning process (Lai, 2011). Its influence on second language acquisition for non-native speakers cannot be understated as a motivated individual is having goals and aspirations and is persistent and encouraged to go further and learn from success and failure (Ai et al., 2021; Atay & Kurt, 2010; Deci & Ryan, 2000). In this sense, learning a second language becomes meaningful and empowered by motivation as the leading force.

Effective language learning hinges on a combination of internal and external factors that can either motivate or demotivate learners. In this context, Stracke et al. (2023) posit that learners may drop out of language classes due to insufficient support and feedback from teachers, a lack of learner-centeredness or autonomy, insufficient interactivity in online materials, a deficiency in complementarity and integration of face-to-face and online components, and a perceived need for interpersonal relationships with both peers and instructors. Furthermore, Han et al. (2019) have identified various demotivating factors, including negative attitudes among classmates, teacher-related issues, personal challenges, class characteristics, test anxiety, past failure experiences, and systemic shortcomings within the education system. Similarly, Trang and Baldauf (2007) argued that language learning demotivation is influenced by a range of internal and external factors. Internal factors encompass attitudes towards English, experiences of failure or lack of success, and low self-esteem. External factors, on the other hand, involve the behavior and competence of teachers, teaching methods, and grading and assessment. Furthermore, learners commonly disengage from education for various reasons, including financial constraints, parental reluctance, geographical distance, lack of essential facilities, educational quality, inadequate school infrastructure and environment, overcrowded classrooms, inappropriate languages of instruction, teacher indifference, and security concerns (Latif et al., 2015). This underscores the multi-faceted nature of motivation, necessitating the development and application of motivation theories to enhance and expedite the language learning process. However, it is noteworthy that Dörnyei and Ushioda (2021) contend that, as of now, no existing motivation theory has successfully provided a comprehensive and integrative account of all the primary types of potential motives.

The principal aim of this paper is to propose a theory comprising two key components of motivation (extrinsic and intrinsic) to attract learners to language education in a demotivated learning society. Additionally, the paper offers an overview of previously proposed language learning motivation theories and models, discussing their merits and limitations. The significance of the study lies in its integration of both types of motivation (intrinsic/extrinsic) within a conceptualized framework. It also explicates the relationships among the elements of the framework and between both types of motivation.

## 2. Language Learning Motivation Theories

The literature review in this paper encompasses an exploration of various language learning motivation theories, a critical examination of

these theories, and an elucidation of the areas of overlap among them.

### 2.1 Socio-educational Model

Social psychologists initiated the research on motivation in language learning as they became aware of the social and cultural influences on second language learning. Models such as Krashen's (1981) Monitor Model and Schumann's (1986) Acculturation Model focused on the affective aspects of language learning. Gardner, along with his associates, developed the most significant model of Language learning motivation in the early 1960s and 1980s. Eventually, the model became known as the Socio-educational Model (Gardner, 1985). According to Gardner, motivation is a "combination of effort plus desire and positive attitudes toward learning the language" (Gardner, 1985, p. 10). Gardner proposed two types of motivation, integrative and instrumental, with the integrative motivation receiving the most emphasis. Integrative motivation examines the learners' desire to communicate and integrate with the target language speakers. On the other hand, Gardner's definition of instrumental motivation, better jobs, higher salaries, or passing exams are some of the reasons why you learn a language (Gardner, 1985).

This socio-educational model consists of several components measured using attitudinal and motivational scales, referred to as the Attitude / Motivation Test Battery (AMBT). Three scales determine integration: the learner's attitude toward target language groups, interest in foreign languages, and integration orientation. In addition to measuring motivation, three other factors are also taken into account: motivational intensity, attitudes toward learning target language, and desire to learn it. Moreover, Individuals' attitudes toward the teaching situation, which refer to their responses to anything related to the learning context, can be measured on two scales: attitudes toward the language teacher and the course.

In Gardner's model, the integrative motivation formed the backbone and was most stressed by him (see Figure 1). Integrative motivation takes into account attitudes toward the target language, its speakers, and the learning environment. Integrativeness, Attitudes towards the learning situation, and integrative motivation are three elements of the integrative aspect of the model. Since orientation and motivation are often overlapping, Gardner constantly stressed the difference between these elements (Gardner 1985, 2001; Masgoret & Gardner, 2003). Gardner identifies orientation as the reason why an individual studies a language, while motivation describes the drive that pushes an individual to exert effort, to express desire, and to enjoy what they are learning. Orientation here can also refer to inclination or attitude. Nonetheless, other interpretations of orientation have been proposed. As explained by Belmechri and Hammel (1998), orientations are long-term goals that, together with attitudes, maintain the learner's motivation.

Despite the fact that the socio-educational model made a significant contribution to motivational research (Dörnyei, 1990, 1994; Crookes & Schmidt, 1991; Oxford & Shearin, 1994; Oxford, 1996; Belmechri & Hummel, 1998), a large number of researchers criticized the model. Most criticism was directed at the definition of integrative motivation. Different researchers have defined the term *integrative motivation* differently and sometimes in contradictory ways. According to Clement and Kruidenier (1983), integrative motivation encompasses almost every motivation for studying the language of the target group. Travel orientation, for example, has been noted to be regarded as instrumental by some, but as integrative by others. Some researchers referred to this as terminological confusion (Dörnyei, 1994). Other examples were that having peers who speak English and knowing more about English art and culture could be considered either instrumental or integrative based on the respondent's purpose and understanding (Keblawi, 2009).

Shaw (1981) argues in places where English is taught as a foreign language, the integrative motivation, as Gardner interprets it, plays only a secondary role as a result of the unpopularity of English as it is not common for learners to have much opportunity to interact with target language speakers. Other researchers have raised similar arguments (Krashen, 1981; McGroarty, 2001; Dörnyei, 2001; Chen et al., 2005) and reached similar conclusions (Lamb, 2004; Keblawi, 2009). A further observation is that the instrumental motivation did not receive a status compatible with its importance.

In addition to this criticism, constructivist approaches to knowledge and learning raise serious concerns about the socio-educational model and other language learning models that emphasize integration. As integrative motivation implies, successful learners are those who relinquish their own identities for a new one, the concept poses serious threats to individuals' identities. According to Tollefson (1991), "learners who wish to assimilate – who value or identify with members of the target language community – are generally more successful than learners who are concerned about retaining their original cultural identity" (p. 23). This idea is also criticized by Webb (2002), who states that "the cultural identity of the second language learners is conceptualized as hazardous in the second language learning process" (Webb 2002, p. 63). Another problem was found with the positivist approach where the socio-educational model was developed. This positivist approach to teaching English as a foreign language focused on its functional and linguistic factors without adequate consideration of its social and political aspects (Pennycook, 1995).

Although researchers (e.g., Belmechri & Hummel, 1998; Crookes & Schmidt, 1991; Dörnyei 1994) raised the issue of defining the concept of integrative motivation, Keblawi (2009) shed light on the name of the "socio-educational model" itself. Keblawi (2009) believes that the term is "partly misnomer" as there is no clear focus on 'education' in the socio-educational model (Keblawi, p. 31). The model can be described as the sociopsychological model (Belmechri & Hummel, 1998; Dickinson, 1995) as it is directly related to sociology rather than to education.

### 2.2 Cognitive Language Learning Motivation

Researchers have called for extending and updating the socio-educational model (Dörnyei, 1990, 1996; Oxford & Shearin, 1994; Oxford,

1996). The following are some of the main psychological theories in Language Learning Motivation (LLM). The following are three motivation theories relevant to LLM that are currently dominant: Self-determination theory, Attribution theory, Goal theory.

### 2.2.1 Self-determination Theory

In motivational psychology, self-determination theory is regarded as one of the most significant theories (Dörnyei, 2003). Based on the theory developed by Deci and his associates, “to be self-determining means to experience a sense of choice in initiating and regulating one’s own actions” (Deci et al., 1989, p. 581). Self-determination theory suggests that all humans have three basic psychological needs; autonomy, competence, and relatedness and there are two main types of motivations: intrinsic and extrinsic. Intrinsic motivation refers to an individual’s motivation to engage in an activity because of internal feelings such as joy and satisfaction. While in extrinsic motivation, individuals expect external rewards such as high grades. The self-determination theory has a very interesting perspective on motivation which sets a different plan for language teachers based on autonomy and intrinsic motivation. In this theory, instead of aiming on how individuals can motivate others (e.g., teachers), the aim is on how we can create the environment where they can motivate themselves (Deci et al., 1989).

Deci et al. (1991) conducted a review of several studies on how self-determination theory applies to education settings. According to them, self-determination, characterized by intrinsic motivation and autonomy, contributes to the achievement of desirable educational outcomes both for individuals and for society as a whole. It has been demonstrated in research on LLM that self-reported intrinsic motivation correlated with motivation in general, self-efficacy, speaking, reading proficiency, but not with anxiety (Ehrman, 1996). According to McIntosh and Noels (2004), self-determination theory relates to cognition and language learning strategies. A significant association was found between the need for cognition and self-determination in second language learning. Noels et al. (2000) hypothesize that intrinsic motivation influences such as enjoyment and interest may not be enough to sustain the learning process.

However, there is no clear consensus about the existence of a continuum of self-determination. Noels and associates do not make clear distinctions between extrinsic regulations and intrinsic motives. Moreover, research within the framework of the self-determination theory indicates that such a continuum is not found. Based on Noels and associates’ self-determination theory, Vandergrift (2005) investigated the relationship between motivation and proficiency in second language listening among learners of French as a second language. According to Deci and Ryan (2000), there was a distinct pattern reflecting a continuum of increasing self-determination, and the self-determination framework.

### 2.2.2 Goal Theories

In the study of motivation, goals play a crucial role, but their definition is not spared any complexity. Goals are essential in motivation research, yet their definition is complex. According to Dörnyei (2001), goal replaced need in Maslow’s hierarchy of needs. Goal theories focus directly on what students perceive as their motives for achieving (Anderman & Midgley, 1998).

In the study of motivation, two goal theories are particularly influential: the goal setting theory and the goal orientation theory. The goal setting theory was primarily developed by Locke and Latham (1990) within organizational psychology. Locke (1996) outlines three fundamental pillars of goal setting theory:

- It is philosophically sound as it assumes individuals’ control over their actions.
- The evidence from introspection indicates that most human actions are purposeful; and
- It is practical.

The theory holds that human action requires goals since action is caused by purpose (Dörnyei, 1998). According to the theory, goals have two main aspects: internal and external. (Internal aspect) are ideas which refer to the object pursued (external aspect). Goals are accomplished through ideas (Locke, 1996). Locke et. al. (1981, as cited in Oxford & Shearin, 1994) found that goal setting and performance are related as goals directly influence the performance. Goal-setting theory suggests that three factors cause goals to be different: difficulty, specificity, and commitment. It has been found that “goal setting is most effective when there is feedback showing progress in relation to the goal” (Locke, 1996, p. 118-119). Moreover, goals influence performance by influencing the direction of action, the degree of effort exerted, and the duration of action. As a result, goals seem to have a large impact on the quality of individuals’ performance.

Many researchers LLM included goal setting theory in their research, such as Oxford & Shearin (1994) and Dörnyei (1994). In his 1998 model on LLM, Dörnyei incorporated goal setting theory which offered measurable parameters (Pagliaro, 2002). However, Pagliaro was against the uncared application of the theories developed in the workplace context in a language learning context. In the workplace context, work is needed for living whereas in the learning context students have completely different needs.

As opposed to goal-setting theory, goal orientation theory was developed within a classroom context as a way to describe students’ learning and performance (Dörnyei & Ushioda, 2021), and is currently considered as one of the most vital motivational theories in the classroom (Pintrich & Shunck, 1996). The performance of an individual is related to his or her goals, according to this theory. The theory differentiates two kinds of goal orientation performance versus mastery (Ames & Archer, 1988; Ames, 1992). In performance orientation, learners are concerned with how they perform, while in the mastery orientation, learners are more concerned with improving their skills and performing well. The issues with this theory are concerned with the concept of goals. Goals can become unclear, unrealistic with extremely high expectations. Even if goals are realistic and clear if not accompanied with sufficient learning resources, motivation will not exist for

language learning. Sometimes, focusing on one learning goal can affect the focus on the other personal growth goals.

### 2.2.3 Attribution Theory

In the 1980s, Weiner's attribution theory of student motivation had a great deal of influence. According to the theory, individuals' achievements can be connected to past experiences through causal attributions, which serve as intermediaries (Dörnyei, 2003). In this theory, the experiences people undergo are not examined, but how they perceive the experiences (Williams & Burden, 1997). This theory hypothesizes that individuals' motivational disposition is greatly influenced by how they attribute their past successes and failures (Dörnyei, 2001). A classroom context is one in which learners often attribute their success or failure (locus of causality) to several factors: ability and effort, task difficulty, family background, and obstacles they face. Whether the individuals find themselves or others as the reasons affecting their actions, the previous can be classified as internal versus external reasons.

Learner's perception of their level of control over their actions, on the other hand, refers to their locus of control. The attribution theory pays great attention on the internal causes of motivation rather than the external ones. The motivation to learn the language is more likely to decline or disappear if learners believe that their failure is caused by the lack of abilities (internal causes over which they have no control). In contrast, if they perceive their failure as the result of lack of effort (internal cause), then they will have a better chance of increasing their motivation if they increase their efforts (Dörnyei & Ushioda, 2021). In terms of the limitations, feedback can influence how an individual perceives a cause of an event, perception of events is different for the individual and the observer and biases and social consensus can change perception

### 2.3 The Need Theories

Murray (1938) developed a psychogenic needs theory aiming at recognizing human psychology. The theory consisted of three factors: the need for power (nPow), the need for affiliation (nAff) and the need for achievement (nAch) (Murray, 1938). Based on Murray's theory, McClelland (1965) developed a needs theory associated with learning. According to McClelland, motivating an individual requires understanding their needs (McClelland, 1965). McClelland proposed three basic needs derived from individuals' life experiences: A Need for Achievement, A Need for Power, and a Need for Affiliation (McClelland, 1965). A need for achievement involves the desire to accomplish better, solve problems, or master complex tasks. The need for power is about influencing others and changing people whereas the need for affiliation is linked with the desire to establish and sustain a friendly and warm relationship with peers. Martin (2003) has developed the Student Motivation Wheel model which describes the thoughts, feelings, and behaviors that drive academic engagement. According to this model, motivation can be divided into three categories: increased motivation, impeded motivation, and reduced motivation. The previous theories focus more on the internal motivation of individuals looking only at self-satisfaction. Moreover, they look into motivation in school and work contexts in general.

### 2.4 A Critical Appraisal of Motivation Theories

There are a number of challenges associated with motivation research. Motivation, as noted above, is one of the most complex research topics because of its many definitions, constructs and the relationships that exist among them. In the following section, some of the major challenges associated with research on language learning motivation will be discussed.

#### 2.4.1 Overlap Between Theories and Constructs

There have been many motivation theories developed over the long history of motivation research, each with its own contribution. However, these theories have also presented some challenges and some researchers argue that these theories overlap and make motivation more complicated. Many of the inconsistencies found in LLM research can be attributed to these similarities.

Several researchers have pointed to a common connection between the integrative and instrumental motivations from the socio-educational model and the intrinsic and extrinsic motivations from self-determination theory. However, some researchers see no significant differences between them (Soh, 1987). Integrative motives and intrinsic motives are both related to pleasure and satisfaction. Gardner (1960) stated that integratively motivated learners like foreign speech sounds, and grammatical rules. In both extrinsic and instrumental motives, behavior is influenced by external influences. Yet, intrinsic and extrinsic motivation have distinct differences than those between the integrative and the instrumental (Kebrawi, 2009).

As the main constructs in both theories are easily connected, the goal-orientation theory and attribution theory share many similarities. In goal-orientation theory, task goals and performance are correlated with intrinsic and extrinsic motivation constructs from self-determination theory. Extrinsic motivation and ability goals usually result in less learning, while intrinsic motivation and task goals tend to achieve deeper learning. Similarly, the two theories correlate with integrative and instrumental motivation (Kebrawi, 2009). Also, the self-determination theory and the goal-setting theory are related through the concept of autonomy in self-determination theory and commitment in goal-setting theory. In the goal-setting theory, commitment occurs when individuals are convinced that goals are important and attainable. In general, autonomous individuals are those who believe their actions have significance.

Dörnyei and Ushioda (2021, p. 72) called for a "move towards more socially grounded, dynamic and complex interacting systems in the analysis of L2 motivation is also in keeping with wider contemporary trends within the field of applied linguistics that has highlighted emergentist and dynamic systems approaches to understanding SLA". According to the researchers' knowledge, this can occur through a comprehensive motivation theory that combines both internal and external factors and explains the types of relationships between them and how they influence each other. To do that, definitions for intrinsic and extrinsic motivation must be mentioned. According to Deci and Ryan

(2000, p. 56) “Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence”. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.” whereas “extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome.” (Deci and Ryan, 2000, p. 60).

### 3. Magnetism: A Proposed Theory of Language Learning Motivation

Two major components of motivation (intrinsic and extrinsic) have been proposed in this paper. The intrinsic motivation component is constituted of four constructs: Affective, Cognitive, Social and Linguistic (ACSL). These constructs interact with and affect one another and lead eventually to learners’ motivation, self-efficacy and autonomy. On the other hand, the extrinsic motivation component is based on two constructs : Environment and Knowledge and skills processing. It is referred to as the Enviro-Knowledge component.

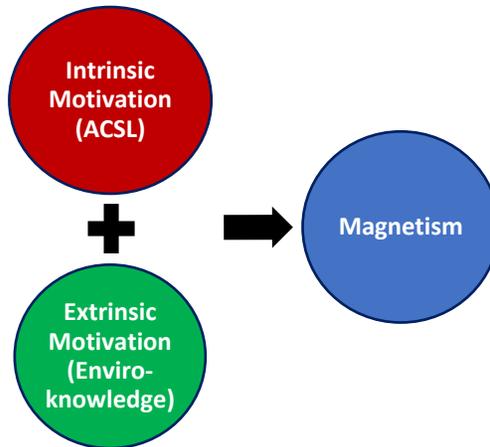


Figure 2. The Suggested Theory “Magnetism”

Both components, intrinsic motivation component (ACSL) and extrinsic motivation component (Enviro-knowledge), are interwoven, interrelated and affect each other to eventually constitute the theory of Magnetism. For instance, the intensity and direction of the feelings in the ACSL component are a result of the effects of the surrounding environment and the way of acquiring knowledge suggested in the Enviro-knowledge component. Yet, in return, the feelings of the ACSL component affect the environment and the quality of the learning process positively, thereby spreading a culture of respecting learners and the acquisition of knowledge.

As stated previously, the role of Magnetism is to entice and invite people to learn a language since we have been having so many people dropping out of language classes due to several reasons such as previous experiences with language learning, teachers’ unprofessional actions, culturally insensitive learning resources, managers and leaders discouraging attitude towards learning as well as the culture of the society. Additionally, internal feelings like perceived self-worth and self-confidence, curiosity, optimism for growth and success, desire to use the target language, and empowerment all play a role in whether or not language acquisition is successful.

In terms of the learning process, the Magnetism theory provides assistance to the four main learning theories. To clarify, learners are stimulated by the external environmental factors and the learning behaviour cannot cease as long as there is an encouraging environment (behaviourism), the acquisition of knowledge occurs through application, evaluation, synthesization and addition to or creation of new knowledge (cognitivism and constructivism), it also promotes learning through various channels incorporating technology in this process and learning groups (connectivism and Heutagogy).

In short, learning for behaviourism is the process of connecting stimulus and reaction, which eventually results in novel behaviour. Reinforcement helps to maintain this new behaviour (Ahmad et al., 2020). Cognitivism is a learning theory that emphasizes the role of mental activities and processes in learning, and it includes: thinking, remembering, perceiving, interpreting, reasoning and problem solving (Clark, 2018). Constructivism places an emphasis on individuals constructing their own knowledge through interaction, prior experiences, beliefs and attitudes rather than being passive receivers of knowledge (Muhajirah, 2020). Connectivism is another learning theory that capitalizes on four pillars: autonomy, connectivity, diversity, and openness (Corbett & Spinello, 2020). Heutagogy is the study of self-determined learning and is a holistic approach to building learners’ skills with the learner serving as "the major agent in their own learning, which occurs, as a result of personal experience" (Hase & Kenyon, 2007, p. 112, as cited in Blaschke & Hase, 2019).

#### 3.1 Extrinsic Motivation Component (Enviro-knowledge)

The authors conceptualized a component that may enhance EFL learners’ motivation and direct their attitude towards the process of learning English in an academic context. In simple words, the extrinsic component capitalizes on two main constructs: the first is the Learning Environment and the second is Skills and Knowledge Processing (see Figure 3). The former leads to the creation of learning opportunities, situations, innovation in and motivation to language learning. This, in turn, is conducive to the construct of Skills and Knowledge Processing. The appropriate usage and utilization of knowledge creates a path that leads to motivational results thereby to a positive change in the attitude of learners towards English as a foreign language or English for specific purposes education.

The environment construct contains four constituents: Teaching Methods and Learning Resources, Educator’s Attitude and Competence, Institutional Management and Culture and Finally Society’s Culture and Behaviour. To illustrate, the followed approaches and methods along with the carried-out techniques and activities play a vital role in constructing the knowledge of individuals. If not planned accurately and performed effectively, incomplete and distorted learning happens. This, therefore, provides a route to a disbelief in the effect of language education on individuals and community. Pertinent to this, Alzubaidi et al. (2016) concluded that teachers should create a learning environment that enhances communication and language skills for effective learning. In addition, activities that increase enjoyment, decrease boredom and lower anxiety should be implemented into EFL and ESP classes (Li, 2021).

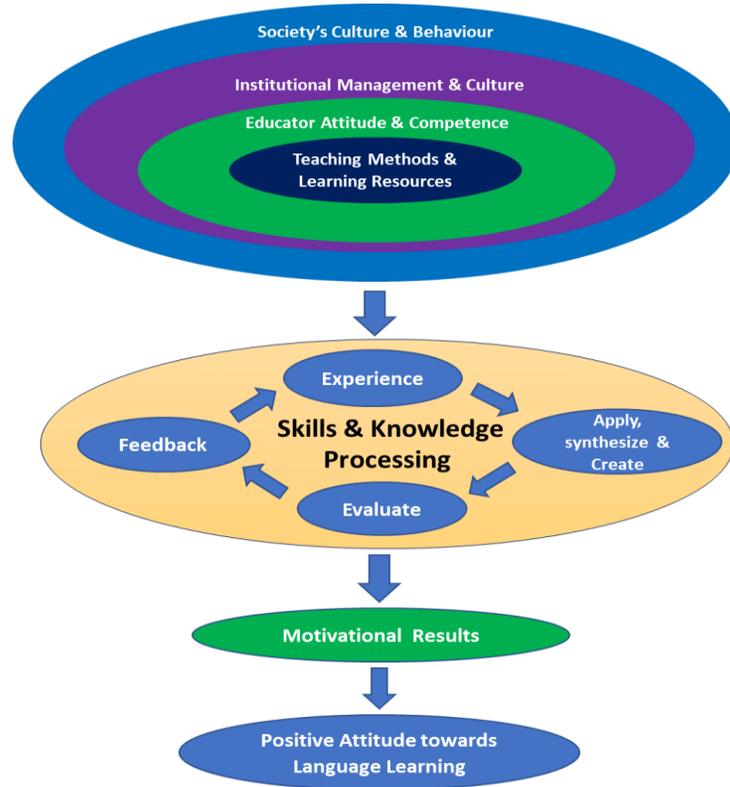


Figure 3. A Proposed Extrinsic Motivation Component

With regard to the language Learning Resources, it is concerned with any teaching aids that could be used by educators in and outside their regular classes such as computers, smartphones, textbooks, white boards, hyperlinks, and others. Moreover, gaining online technology knowledge is an essential part in the language teaching pedagogy nowadays (Russell, 2020). The Educator Attitude and Competence is as important as the previous component. Its impact is revealed when teachers convey their excitement and motivation directly and indirectly to their learners. This part is compatible with Krashen’s Affective Filter (1982) which states that learners would not be able to absorb what they should learn in class because of their teacher’s uncongenial manners or classmates’ aggressive and competitive attitudes. It is contagious. It deals with students’ affection and pleads them to pursue their dreams through language education. The contagion of the Educator’s attitude is also transmitted to the administration and the other educational and non-education departments of the academic institution, to the whole society as well. Alzubaidi et al. (2016) added that equity is central in the educators’ attitude as all learners should be given equal opportunities to learn so as to increase learners’ self-regulation and motivation. Also, teacher’s competence can make the difference in the attitude of learners positively or negatively sometimes and in this sense, a teacher should possess different competencies such as field, research, curriculum, lifelong learning, social-cultural, emotional, communication, information and communication technologies (ICT) and environmental competencies (Selvi, 2010).

The third component is Institutional Management and Culture. It is concerned with the managerial way of conducting tasks, dealing with problems and managers’ behaviours. The disseminated culture behind managers and leaders’ actions tells language teachers and learners a lot about the way the academic institution is run. The vision of the institution, the values needed to be inculcated in the students and the narratives of managers when it comes to praising or criticizing miscellaneous phenomena, the rewarding and the punishment techniques and what they entail are all important as they either encourage or discourage the creation of language learning opportunities. That is why Tlali (2019) argued that institutional issues appear to limit effective instruction and hence hinder the development of a conducive environment for deep learning. These include a lack of a defined policy, inadequate teaching facilities, a lack of monitoring procedures, a lack of training and a poorly managed orientation program.

The last constituent is Society's Culture and Behaviours. It is the bigger environment in which learners are either motivated or demotivated to learn. In this case, families, friends, governmental and non-governmental organizations and all people must not diminish the value of language education and encourage all types of learners to pursue and fulfill their dreams through language education. Society influences individuals tremendously as most people think about the way their communities accept their actions beforehand. If the image they receive is positive, individuals exert their best efforts to learn. All the four components are conducive to making learning possible. The third and fourth components were clearly envisioned in Spolsky's Model of second language learning in which it was confirmed that the social context leads to Attitude that eventually creates formal and informal learning opportunities for language learners (Spolsky, 1989, p. 28).

All components of the environmental construct have an influence on one another. Teaching methods, for instance, have a major impact on the learning material and resources selection and vice versa. They are interwoven together. In turn, the teacher's attitude affects the success of a method and the material selection. It also affects institutional management and the culture spread among learners and managers as well. There is, in addition, some sort of reciprocity between institutional management and culture and societal culture. Institutional policy is deeply influenced by the behaviours of the society. If the society supports language learning, emphasis would be placed on teaching English and other languages as well. Farooq et al. (2011) placed great emphasis on the environmental factors, institutional and societal, stating that teachers' involvement in students' extracurricular classes offered by the institution enhances the learners' academic achievement. These environmental components are similar to those suggested by Flott and Linden (2016) for clinicians. The components included: (1) the physical space; (2) psychosocial and interaction factors; (3) the organizational culture and (4) teaching and learning components.

It is worth noting that the smaller circles in the extrinsic motivation model are affected by the large circles (see Figure 3). To clarify, the teaching methods and learning resources are influenced by the teacher's attitude and competence, and both are affected by the institutional policies and behaviours and finally all of them are affected by the society's behaviour and attitude towards learning.

The second construct in the extrinsic component is Skills and Knowledge Processing. When learning happens, learners are required to apply what they have learnt, evaluate, get feedback and gain experience from the process. It is a continuous process from which learners feel they are taking forward steps into learning English effectively. Learners are required to repeat the process until they reach the level of creating knowledge. In addition to that, Experience is deemed the best teacher of knowledge (Siemens, 2004). Reciprocity then takes part between understanding application, evaluation, feedback and creation of knowledge. Every time learners apply their skills and knowledge; they make mistakes and thereby gain experience. They then identify and evaluate their strengths and weaknesses so as to apply knowledge in the best possible way and this eventually leads to the creation of knowledge as they build up on the old knowledge following their discoveries from their mistakes. This is aligned to the principles of experience-based learning: experience is the stimulus for learning, learners actively construct their own experience, learning is a holistic process, learning is socially and culturally constructed, learning is influenced by the socio-emotional context in which it occurs (Boud et al., 1993).

By doing this, learners apply behaviorism's tenets, as knowledge application and creation ultimately lead to recurring and conditioned behaviour towards knowledge. As students effectively utilize their thoughts to analyze and create information in addition to absorbing knowledge, cognitivism is also at play. Furthermore, learners employ constructivism since they create their own knowledge using innovative language learning approaches like guided discovery. Lastly, learners implement connectivism's tenets by connecting to knowledge nodes like social media platforms, where they may collaborate to learn.

EFL and ESP learners, for instance, try to speak the language when the teacher asks them to mingle and speak to one another. They make mistakes and then are given feedback from their peers and the teacher so as to know and evaluate their levels of language proficiency and use the language correctly and to a certain degree of accuracy later on. Finally, learners create their own sentences using the newly learned language. Bloom's taxonomy confirms this view of Skills and knowledge Processing. Bloom's taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods (Anderson et al., 2001). It categorizes cognitive skills into lower-order thinking skills and higher-order thinking skills. The lower order thinking skills include knowledge, comprehension and application. The higher order thinking skills include analysis, evaluation and creation.

### 3.2 Intrinsic Motivation Component

ACSL is a suggested intrinsic motivation component that refers to Affection, Cognition, Social and Language (ACSL). The component tackles most of the constituents affecting learners' intrinsic motivation. It consists of four constructs: Affective construct, Cognitive construct, Social construct and Linguistic construct. All of these constructs are supposed to conduce language learning motivation eventually. Yet, there is reciprocity between them as they affect one another (see Figure 4). All the abovementioned constructs are, to some extent, influenced by learners age, previous life and learning experience, culture and inherited genetic factors and they all lead to motivation.

The Affective construct is concerned with the internal feelings and emotions stemming from learners' selves. It contains four components: boredom and anxiety management, interest and curiosity, relatedness and acceptance and hope and pride. According to Krashen (1982), affective factors can, to a great extent, influence learner's input with regard to second language acquisition. According to Robinson (2008), interest, curiosity, hope, pride, fear, anxiety are all emotions. Sense of belonging is also another important feeling that is included in the affective construct.

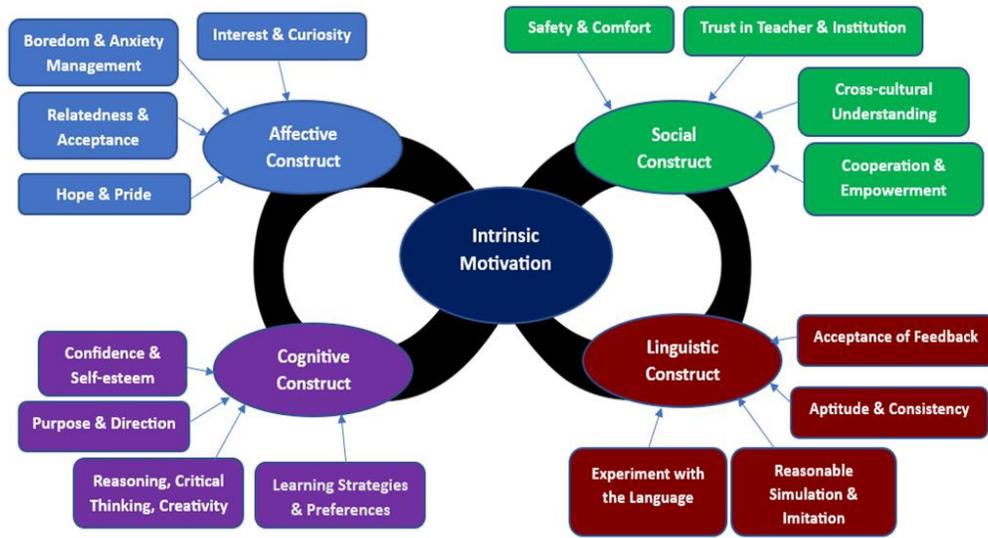


Figure 4. The Proposed Component of Intrinsic Motivation (ACSL)

Interest entails having fun while learning through different activities as it is more likely that language items will not be forgotten if learners enjoy their lessons. Mierzwa (2019) argued that enjoyment is accompanied with positive and negative emotions. Excitement, pride and appreciation are the positive ones whereas anxiety and fear are the negative emotions. Moreover, being abused, bullied or discriminated against in language classes discourages learners from acquiring or using the language and leads to even more psychological and sociological problems such as depression and even societal conflicts in some countries. In contrast, when learners feel related to the group they are learning with in terms of their level of proficiency and age and feel accepted, even if they are from a different culture, they become motivated to learn the target language. The Self-determination Theory (SDT) proposed by Deci and Ryan (2000) explains this part stating that relatedness is conducive to motivation eventually. Additionally, learners should have hope in learning the language they are intending to learn and feel proud of their tiny achievements as this is the fuel that drives and motivates them to continue learning (De los Arcos, 2010; Weger, 2013). This feeling is generated in them through their instructors, the institution and the community.

The Cognitive construct is related to the mental processes of learners. It includes self-confidence and self-esteem, purpose and direction, reasoning, critical thinking and creativity. To clarify, language learning cannot occur without self-confidence and/or self-esteem as negative emotions like anxiety take place instead which prevents the successful processing of language input and intake (Ni, 2012). In this case, learners become unable to use the language effectively or even experiment with it because of their fear of making mistakes or other external factors such as peer pressure. In terms of purpose and direction, there has to be a purpose for learning the language or learning some certain patterns of the language, whether these patterns are general social interactions or field-specific vocabulary, so that EFL and ESP instructors could design and develop materials to teach through identifying the goals and the needs of their learners. If this happens, learners benefit from the course designed for them and therefore, they become motivated to continue learning the target language effectively. Language learning should also include some cognitive processes like reasoning, critical thinking and creativity. They give weight to the language classes as learners gain some knowledge about various topics through discussions and debates. Pedagogies like collaborative inquiry, project-based, problem-based, game-based learning and flipped classroom contribute to enhance reasoning, critical thinking, creativity and improve communication skills (Afikah et al., 2022).

This proves that learning a language should include some cognitive processes. This encourages students to use their minds and may come up with new ideas or enthuse them to learn more about the previously discussed topics and thereby constructing their knowledge. This may also lead learners to decide what they want to study in the future, if they are young learners or teenagers. Moreover, learners prefer certain strategies through which they improve their understanding and language skills such as mind mapping and drilling (Oxford, 2003). As noted by Zakaria et al. (2019), cognitive and planning strategies are the most preferred by language learners. They, in addition, prefer to learn visually, auditorily or kinesthetically which all have to be considered when designing, developing or delivering content (Mudofir et al., 2017).

The Social construct is the one concerned with the external factors that enthuse certain internal feelings and motifs in language learners and stems from social interaction. It is different from the environment construct of the Enviro-knowledge (extrinsic motivation) component. It contains the internal feelings generated by external environment. These components are safety and comfort, trust in teachers and institutions, cross-cultural understanding, and cooperation and empowerment. All of these internal feelings are based on external stimulants and communication related to the surrounding environment as learners cannot feel safe or comfortable unless the place they are learning in and the community they are part of are safe. Comfort, as well, comes as a result of safety. Lack of safety impedes language acquisition and leads to negative attitude towards language learning (Mokoena, 2022).

Trust can be established through the teacher's behaviour, the introduction of fair institutional policies in order to motivate learners to learn not only a language but everything. Additionally, Hoy and dan Tschannen-Moran (2003) conceptualized a framework of trust for teachers and institutions that consists of five dimensions: competency, reliability, openness, benevolence and honesty. As indicated by Malik and Bashir (2020), teachers should develop a culture of respect and care for their students, demonstrate the ability to teach language and lead students to discover simultaneously without claiming that s/he is the center of knowledge. In this respect Halatsyn and Feshchuk (2021) stated that:

*The capabilities of the teacher are much more comprehensive than just knowledge transfer. Those are the formation of the ability to study; strengthening students' confidence in the forces, self-esteem, and motivation; increase the interest in the study, organization of the favourable educational atmosphere. (p. 43)*

Yet, since this age requires knowledge of technology, a teacher must be skilled in different educational technological instruments (Ertmer & Ottenbreit-Leftwich, 2010; Dogan et al., 2021). Teachers are required to be familiar with online learning platforms such as Zoom, Google Meet and Microsoft Teams and other platforms used for learning activities like those of gaming and PowerPoint presentations. None mentioning Artificial Intelligence (AI) devices used for various tasks (e.g., research, paraphrasing, organizing, detecting similarity, creation of images etc..).

Tolerance and understanding, especially between learners from different cultures is important in language classes as it is one of the goals of language learning (Derado, 2015). A learner will not acquire the language if he/she does not accept other learners' differences as they all come to language classes mostly from different walks of life with different levels of education and life experiences. All of these matters have to be considered by the language teacher and the institution.

It is well-known that stress is part of the learning process (Rahe & Jansen, 2022). However, over stress and burnout could lead to dire consequences that negatively affect students' wellbeing (Yu et al., 2022). When giving assignments, teachers have to consider learners abilities, age, interests and educational background in order to motivate them to finish their assignments in a satisfying way. Moreover, an institution and a community should establish an environment that enables learners to apply what they have learned, evaluate their strengths and weaknesses and use the language for interaction. This is called empowerment and cooperation in the language learning process. Scrivener (2005) explained how an enabler teacher may encourage and motivate learners to be more active and decisive in their language learning process. He categorized the types of teachers into three: the explainer, the involver and the enabler. The enabler, according to Scrivener is the best.

The last construct in the ACSL is the Linguistic construct. It encompasses acceptance of feedback, aptitude and consistency, reasonable simulation and imitation and wanting to experiment with the target language. It is crucial for learners to tolerate and accept constructive feedback from their teachers and peers (Hyland & Hyland, 2006; Janicka et al., 2017). This is because, to a great extent, learning occurs through mistakes (Zabidin & Mulyaningsih, 2016; Bushi et al., 2022). That is why error correction is one of the important topics frequently tackled in research. As for aptitude and consistency, they complete each other. Aptitude is defined in Meriam Webster as "the capacity to learn". Yet, consistency is connected to it as perseverance in learning is what makes people achieve great things, not only intelligence (Fitzgerald & Laurian-Fitzgerald, 2016). Another item is reasonable simulation (shadowing) to the target language (Barkov, 2022). Some learners try to strictly imitate native speakers with their sounds and accents. It is difficult to do such learning and it may have an opposing effect leading eventually to cease the process of language learning. The last item in the linguistic construct is learners desire to experiment with the language (Phung, 2017; Arifin, 2020). If learners have a real desire to learn a language, they will always attempt to use it even if they make mistakes and accept feedback from others; peers, teachers or anyone obtaining considerable knowledge in language learning.

Additionally, since the main aim of language learning is interaction, communication in language classes should be in the target language as this, in turn, motivates learners to use more to improve and be proficient eventually. However, that does not mean to ignore the first language of the learners as some meanings or language aspects cannot be conveyed except in the first language. The teacher and the learning resources used in language classes have to demonstrate an accurate model of the target language; otherwise, the language learning process will be useless. This means that learners will not acquire the target language correctly thereby causing even more dire results to the education process such as more language courses that may cost the institution more time, effort and money. During language learning, learners make mistakes as they experiment and use the target language. Teachers have to be patient and give feedback where possible. Error correction is a very careful and accurate process as weak practices in this regard may discourage learners from acquiring the target language. Moreover, if the linguistic construct is removed from this intrinsic component (ACSL), it can be used for education in general.

### *3.3 Integration of Both Major Components and Relationship Types between the Components and the Constructs of the Theory*

As stated earlier, both components are integrated and have a reciprocal relationship through which they affect each other. Figure 5 integrates both components and illustrates the way they influence each other. The ACSL component is placed in the middle between the environment construct and the knowledge and skills processing construct to show the exchange of effect between it and the Enviro-knowledge component. The ACSL component affects and is affected by the external environment and the knowledge and skills processing in an exchangeable way. This way is demonstrated through three types of relationships between the constructs: macro-level relationship, Upper-micro-level relationship and micro-level relationship. Figure 5 demonstrates the macro-level relationship between both major

components. The other relationships are not drawn in the figure as understanding the mechanism of the theory will be difficult due to the entanglement of lines and drawings.

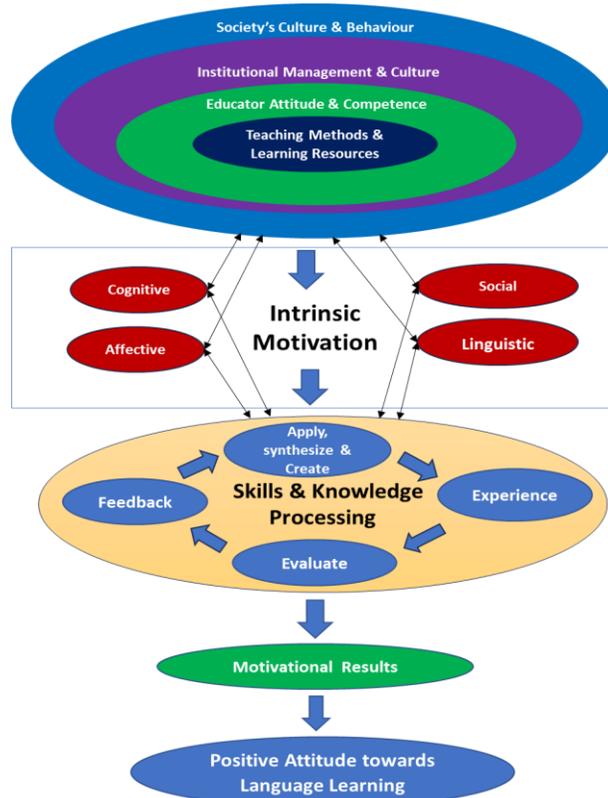


Figure 5. Integrating the Suggested Components

Three Levels of relationships exist in the theory. Firstly, the Marco-level which is the relationship between the two models. Secondly, Upper-Micro-level relationship that exists between constructs in the same major component intrinsic or extrinsic and thirdly, micro-level relationship which is concerned with the items in the same construct. Sections 3.3.1, 3.3.2 and 3.3.3 thoroughly explain the three types of relationships between the integrated components. These relationships originate from the interaction and interplay between different sources internally and externally.

### 3.3.1 Macro-level Relationship (Between the Intrinsic/Extrinsic Motivation Proposed Components)

The macro-level relationship is the one between the suggested major components (Enviro-knowledge and ACSL) and the way they influence each other. This relationship shows that both components cannot work alone but through each other. For this reason, they are combined into one theory. The teaching method and learning resources part in the Enviro-knowledge component, for instance, stimulates the affective construct in the ACSL component through minimizing learners' anxiety level, giving them hope in improvement, celebrating their tiny achievements so as to make them feel proud, raising their interest in the topic to make language classes exciting and enjoyable and, finally, enhance the sense of belonging in learners' selves. It also provokes the cognitive construct as it either raises the level of confidence and self-esteem or not, encourages curiosity, attention, reasoning and the employment of cognitive language learning strategies along with giving a sense of direction and clarifies the aims of learning a language item.

Another example is the institutional management and culture part in the Enviro-knowledge component. Since institutional policies play an imperative role in paving the way to the educational process, it can influence the social construct in the ACSL component through generating feelings such as safety and comfort when introducing safety policies from bullying or any other form of violence. It may also strengthen the learner-teacher and the learner-institution relationship through the establishment of trust. Trust can be also established through the method of teaching and learning resources, the teacher's attitude and competence, the educational policies and the societal culture when people speak highly of teachers and some certain educational institutions.

### 3.3.2 Upper-Micro level Relationship (Between Constructs in the Same Model)

This type of relationship occurs in the constructs of the same major component, whether extrinsic or intrinsic. The cognitive construct in the ACSL component, for instance, has a reciprocal relationship with the other constructs. It may have an influence on the linguistic construct as learners' high confidence entuses and encourages them to be open to feedback, increases aptitude and consistency, enhances simulation imitation, and increases the desire to experiment with the language. In return, when learners are open to feedback, have aptitude and

consistency in learning a language, do reasonable imitation, and have the desire to experiment with the language, it cognitively shows the purpose and direction of learning a language, enhances learners' self-confidence and self-esteem as they think they are doing something important, increases the attention and curiosity of learners, encourages reasoning, critical thinking, and creativity when using the language, and entuses learners to know some cognitive learning strategies to make language learning easier and discover the preferred ways of learning.

As for the Enviro-knowledge component, the environment construct affects the processing of knowledge and skills through encouraging the application of the learned items evaluating and creating knowledge and this goes back to the environment as well. When learners apply, evaluate, gain experience and create knowledge, the teacher strives to improve his way of instruction, the institution tries to, at least preserve this environment through policies and administration methods and the society is encouraged to learn a language and participate in the language education process effectively in various ways (e.g., donations, active participation in meetings).

### 3.3.3 Mico-level Relationships (Between the Items in the Same Construct)

Some items in the same construct have an influence on one another. The affective construct is a prime example of that. If learners are interested in the topic of instruction due to its relevancy to their occupation, age or cultural background, it may improve the management of boredom and minimize the level of anxiety. The same occurs for the item of relatedness and acceptance. Learners feel they can learn which gives them hope in learning and pride in what they have already achieved. This, in turn, raises their interest in the topic of learning and minimizes the level of boredom and anxiety.

In the environment construct of the extrinsic motivation component, the teaching method and learning resources affect the teachers' attitude towards learning as if the suitable methodology is applied, the teacher becomes as interested as his/her students in teaching. This creates a culture of language learning in educational institutions and thereby affects the culture of the society. It also improves the relationship between the teacher-institution, the teacher-society and the institution-society relationships.

### 3.4 Theory Principles

- 1- The theory is based on the concept of intrinsic and extrinsic motivation. That is why two major components have been hypothesized, an intrinsic motivation component (ACSL) and an extrinsic motivation component (Enviro-knowledge). Both components constitute the theory of magnetism. The extrinsic one explains the effect of environment and the way of knowledge acquisition whereas the other describes the internal feelings generated and stimulated by the external factors and how they initiate and assist with consistency of the learning process.
- 2- The purpose of the theory is to magnetize individuals or a society that has been suffering from lack of education or language education to learn a language. None of the suggested components is sufficient to magnetize people to learn a language solely. Both components are reliant on each other. Extrinsic motivation inspires members of society and generates feelings in learners to learn. This in return pays back to society as those members create a positive learning environment that magnetizes others to learn a language.
- 3- There is reciprocity between both major components as they influence each other. The Enviro-knowledge component helps stimulate the different feelings of the ACSL component and, in return, the ACSL components' feelings help create an inviting environment for learning and acceptance for the way of learning.
- 4- There are 3 types of relationships among the items of the 2 major components: Macro, Upper-micro and Micro-relationships. The first is between the two proposed components, the second is between the constructs of the same components (intrinsic or extrinsic) and the last is between items in the same construct.
- 5- The intensity and direction of the ACSL constructs are affected by individual's previous life and learning experience, educational background, learners' age and inherited genetic factors (individual differences).
- 6- The theory partially and, in some cases, fully extends the previously hypothesized theories of motivation. Some aspects of previous theories and models have been taken into consideration and were included in the theory.
- 7- The theory serves the implementation of the four main theories of language learning: behaviourism, cognitivism, constructivism and connectivism.
- 8- The level of learning occurs in relation to the level of motivation achieved. If all constructs in the ACSL and the Enviro-knowledge components have been achieved, motivation to learning then becomes in its highest level, thereby learning accelerates to reach a high level except in a few individual special cases who are not affected by external factors.
- 9- The hypothesis is not intended for a small number of learners or individual cases, but rather for vast populations. It aims to inspire a culture that is lacking in motivation to study languages.
- 10- If the linguistic construct in the ACSL component is removed, the theory can be used in education in general.

## 4. Conclusion

The purpose of this paper is to present a newly formulated theory on language learning motivation tailored for individuals in a demotivated learning environment. This theory emerges in response to outdated language learning methods and practices that have

engendered negative learning experiences. It further considers external factors, including economic conditions, societal norms, administrative procedures, the educational system, and the attitudes and competencies of educators at various levels of experience and positions, all of which significantly impact the learning process. The attainment of success in language learning is intricately tied to psychological factors, encompassing elements such as perceived self-worth, self-confidence, curiosity, optimism for growth and success, a keen desire to employ the target language, and a sense of empowerment. Leveraging both intrinsic and extrinsic motivation concepts, the hypothesized components have been meticulously expounded and integrated into a comprehensive framework. This theory serves as a foundation for prospective research, urging scholars to delve into the impact of these conceptualized components to substantiate the theory's efficacy in motivating language learners. Further, scholars are encouraged to explore and unveil the intricate relationships among the theory's constructs and constituents.

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#### **Authors contributions**

Mr. Amr Selim Wannas was responsible for the conceptualization and explanation of the theory, writing the draft of the article except for the literature review part.

Dr. Rasha Abdullah Alshaye was responsible for the collection of the literature review part, assisted with the conceptualization of the theory and the final review of the article.

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