

Motivation in Multimodal Classroom Learning: An Empirical Study of Business English Learners in China

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Abstract

Purpose: The purpose of this study is to explore the dynamics of motivation within the realm of second language acquisition, particularly focusing on Business English learners' interlanguage talk in a multimodal classroom setting.

Design/methodology/approach: This study employs both quantitative and qualitative methods to investigate L2 motivation. The Attitude/Motivation Test Battery (AMTB) developed by Gardner serves as a foundational tool, complemented by in-depth interviews.

Findings: Based on the findings of this study, it reveals that Business English learners exhibit a predominantly intrinsic motivation in interlanguage talk, driven by strong interests and a clear vision of second language proficiency. And students demonstrate a robust desire and positive attitude towards enhancing their oral English competence within the multimodal classroom. As a result, the study underscores that effectively triggering motivation can significantly enhance students' competence in interlanguage talk within the multimodal classroom.

Research limitations/implications: The limitation of this study is that the findings are context-specific to Business English learners in a multimodal classroom, while the future research could explore diverse learner populations and settings.

Practical implications: This research is significant for language teachers to adopt motivational strategies in multimodal classroom teaching.

Originality/value: The study implies to offer valuable insights for educators and researchers seeking to enhance language learning experiences in contemporary educational settings.

Keywords: Motivation, Multimodal Classroom Teaching, Business English Learners

Introduction

According to Ellis (1985), motivation is an essential element of second language acquisition. It aids in determining the level of skill attained by various learners (Gardner, 1980). Gardner (1985) presents that motivation to learn a second language refers to "the extent to which the individual works or strives to learn the language because of a desire to do so and satisfaction experienced in this activity." The three-level framework developed by Dörnyei and Gardner's socio-educational model both make significant contributions to the study of motivation. Additionally, he contends that four elements are necessary for motivation: a goal, effortful behavior, a desire to pursue the purpose, and a good attitude towards the action.

In the modern world, education should use cutting-edge digital technologies. Technology-based learning stimulates numerous senses at once and aids teachers and students in keeping up with the rapidly evolving communication landscape. Thus, more and more classroom teaching inclines to use multiple modes. Just as Jewitt (2004) concludes multimodality as a

combination of two or more modes of communication, including image, speech, pose, music, gestures, writing, or new constructs of these elements, modes are organized sets of semiotic resources for making meaning. However, little is known about L2 motivation in multimodal classroom teaching.

Dörnyei (1994) claims that instrumental orientation and integrative orientation should both have an impact on motivation. Since motivation has been demonstrated to have a direct impact on learners' speech learning, a mixture of strong motivating variables is required (Brown, 1994; Ellis, 1994). Due to the restrictive learning environment, the discussion of interlanguage talk has been the key method for enhancing the oral English proficiency of English learners (Fan, 2002). Therefore, this study analyzes Business English learner's L2 motivation on the Gardner (1985) model from the perspectives of motivational orientation, attitude, desire, and effort in facing the new challenge of multimedia and ICT technology.

Theoretical Underpinnings of Motivation in Interlanguage Talk

Dörnyei (2020) summarizes that motivating theories in general strive to provide answers to the following three basic questions: Why do people choose to undertake something? How hard will they pursue the activity? And how long will they be willing to sustain it? In view of the history of motivational development, Gardner and his associates' research on motivation has played a very important role in second language acquisition. The motivational theories of Gardner's socio-educational model, Dörnyei's three-level framework, and the intrinsic and extrinsic dichotomy exert great influence on fundamental questions: why people decide to do something and how hard they are going to pursue the act. Therefore, the following relative theories are concerning about the motivation that may be triggered in interlanguage talk during multimodal classroom teaching.

Psychological approach to motivation

As is generally known, the socio-psychological method connects attitudes towards the community of target language learners with motivation, claiming that learners who are motivated by their inner interests are more likely to succeed in language learning than those who are motivated by external reasons. The following theories are significant in studying motivation from psychological perspectives.

Intrinsic and extrinsic theory

It is "from within" to be intrinsic. A person is intrinsically driven when they act out of self-interest rather than in search of rewards or other results. Behaviors that are intrinsically driven don't need outside encouragement or reinforcement. In other words, intrinsic motivation is likely to be present when a person engages in an activity out of pleasure or enjoyment or because the desire for doing so is inherent in the action. Intrinsic motivation refers to the excitement or desire that comes from inside. Deci (1975) sums up the definition of intrinsic motivation as follows: activities that are intrinsically motivated are those for which the only apparent reward is the activity itself. It appears that people participate in the activities for their own reasons and not because they would earn them an external reward. A feeling of competence and self-determination are two internally pleasant outcomes that are the goal of intrinsically driven behaviors (p. 73). People are intrinsically motivated because completing the task itself is more rewarding than a reward. Significant components of intrinsic motivation

are a sense of competence and self-determination.

Extrinsic motivation stems from the desire to obtain rewards or stay away from penalties, which is driven by factors unrelated to the learning activity itself. A learning experience that is intrinsically driven is rewarding in and of itself. Just as stated by Deci and Ryan in 1985, "Intrinsic motivation is evidenced whenever students' natural curiosity and interest energize their learning." Discussing the optimal conditions for the development of intrinsic motivation, Deci (1992) emphasizes that "they support competence-promoting feedback and interpersonal involvement." Extrinsic motivation may also be helpful in terms of research, but intrinsic orientations are the most positive influences on learning, particularly for long-term retention. When an extrinsic reward is introduced in experimental settings, the subjects perform less efficiently and enjoy a task less (Kohn 1990). Therefore, the studies have shown that extrinsic rewards might actually reduce motivation.

Extrinsic drive for learning typically plays a smaller and more transient role, whereas intrinsic desire for learning can actively and continuously encourage learning. Intrinsic orientations are strongly favored by SLA researchers, particularly for long-term retention. Success, according to Dickinson (1987), only increases intrinsic motivation in learners who are driven by learning objectives. Intrinsic motivation is clearly more potent than extrinsic motivation, as stated by Maslow (1970). Although it emphasizes the significance of inner motivation, this does not mean that extrinsic incentives are unimportant. When students lack intrinsic motivation, the teacher must encourage extrinsic motivation by giving them benefits from the outside world. External reinforcements in the form of awards or praise are frequently regarded as effective strategies for inspiring reluctant or low-achieving students. To stimulate students' intrinsic motivation after they have been motivated by these outside rewards, teachers should consciously encourage their curiosity and enthusiasm. Once students have developed strong and enduring intrinsic motivation, the instructor must take effective action to keep them motivated.

Maslow's need theory

Physiological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs are the five types of needs according to Maslow's need theory (1970). This theory is widely accepted. According to Maslow, these requirements can be arranged in a hierarchy, and higher-order wants can only direct behavior once lower-order needs have been met. For his part, these needs that are largely unmet tend to create tension within people, which leads them to behave in ways that are aimed at reducing the tension. Once a certain need is activated, Self-actualization requirements, which primarily involve wanting to satisfy one's curiosity and desire to learn, are important for language learning. One of Maslow's five categories of needs is this one: a student who needs to satiate his curiosity and drive to learn will create more motivation to learn a language than those who do not. This is true in the context of language learning.

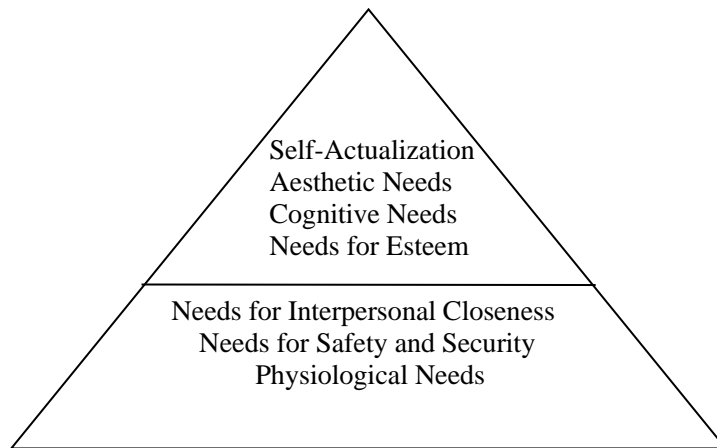


Figure 1: Maslow's hierarchy of needs

Cognitive approach to motivation

In an attempt to address the challenge of time in theories of student motivation, Dörnyei and Ottó (1998) proposed a process-oriented conceptualization of motivation. They define it as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected. The theories below cover a wide range of subjects related to the cognitive component of motivation.

Self-worth theory

Covington's self-worth theory of achievement motivation holds that human self-acceptance is the most important need, and that the dynamics of academic accomplishment are significantly influenced by attempts to uphold one's own opinions of one's own abilities. Therefore, a variety of distinctive patterns of motivational beliefs and behaviors in a school setting are produced by the fundamental need for self-worth. Since few people can be expected to achieve against these odds, it is a popular face-saving tactic to aim for impractical objectives that practically welcome failure, but "failure with honor" (Covington, 1992). Alternately, the students occasionally engage in self-handicapping behavior, such as waiting until the last minute to study for a test. If they perform well, they prefer to attribute their achievement to their great ability, not to self-protection. To encourage learner autonomy and boost motivation, the L2 classroom has placed a strong emphasis on self-worth.

Attribution theory

According to Tremblay and Gardener (1995), attribution theory is centered on the idea that people frequently have an understanding of the reasons behind why things happen. Its key tenet is causal attribution, or how students think about what led to their success or failure and how that affects how they see their own performance. Weiner (1986) argues that we need to take into account two additional dimensions: stability and controllability, in addition to comprehending the locus of perceived causality of individuals, whether it is internal or external. Stability influences individuals' anticipations of future performance. Under normal circumstances, success or failure would trigger predictions of potential future outcomes. There is still some empirical research to demonstrate that learners are more inclined to perceive the

future as highly probable He contends that the distinction between language acquisition and language use is removed through SCT. All knowledge is communicated using signs, symbols, and other psychological techniques.

He contends that the distinction between language acquisition and language use is removed through SCT. All knowledge is communicated using signs, symbols, and other psychological techniques. A growing emphasis on the study of motivation that derives from the sociocultural setting rather than the individual may be the most significant new development in motivational psychology over the past ten years.

Sociocultural theory of SLA

Soviet psychology and later interpretations of Vygotsky within activity theory serve as the foundation for the sociocultural theory of SLA. There are three main ideas.

Mediation

According to Vygotsky (1978), he argues that the distinction between language acquisition and language use is removed through SCT. All knowledge is communicated using signs, symbols, and other psychological techniques. Psychological tools are internally directed at organizing and controlling our mental activity in ways that would not be possible in their absence. Language can be used by an individual as a cognitive tool, thanks to social processes. On the interpsychological level, language mediates social interaction.

Zone of proximal development

Since the ZPD refers to the learner's capacity to complete tasks successfully with the assistance of others who are more competent, it is commonly discussed in relation to supported or scaffolded learning. ZPD development involves taking into account the learner's current skills and providing assistance with arranging cognitive tasks. According to Newman, Griffin, and Cole (1989), the ZPD is a place where cognitive change occurs. The ZPD can also be thought of as an emotive or relational zone (Goldstein, 1999). He also presents the idea that the ZPD is a socially controlled place that is created through connections based on sensitivity and trust. Classroom environment is created through the exchange of ideas and the implementation of activities that foster positive emotions and learner confidence, as well as through the interactions between students and their teacher.

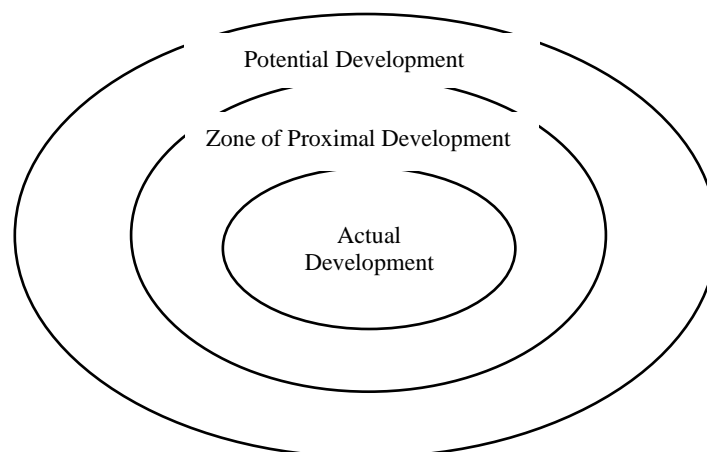


Figure 2: Zone of proximal development

Learning comes first, then development. External discourse activity serves as the starting point for internal mental activity. As demonstrated by the following: verbal thought; egocentric; private; inner; and exterior speaking.

Group dynamics

“Group dynamics” refers to how members of a group interact with one another. When group dynamics are advantageous, the group works well together. When dynamics are poor, the group's efficacy declines. Understanding decision-making behavior, monitoring the spread of diseases in society, developing efficient therapy approaches, and monitoring the emergence and acceptance of novel concepts and technology can all be aided by research into group dynamics. Many people who are competitive may try to outdo other language learners by screaming out their answers in class or rushing through exams to finish first. McDonough (1978) puts up the intriguing notion that group cohesion based on students' collective acceptance of failure and rejection of pressure may lower performance. A paradigm proposed by Baiey (1983) states that a student's perception of their own position in relation to other L2 learners can either help or hinder their ability to acquire SLA. When the comparison produces a good self-image, the student feels rewarded and keeps putting forth effort, which improves learning.

In conclusion, the social-psychological period, the cognitive-situated period, and the process-oriented period can be used to categorize the various views on L2 motivation. Therefore, Dörnyei's three-level framework and Gardner's socio-educational model both make significant contributions to motivation research. However, the exploration of motivation in continually changing teaching conditions needs more empirical study. Therefore, this study focuses on Gardner's Attitude/Motivation Test Battery to investigate the Business English learners' motivation orientation, desire, attitude, and effort in a multimodal teaching setting.

The Methodology for the Research

This empirical investigation employed the Attitude/Motivation Test Battery (AMTB) of Gardner's and interviews to attach importance to three questions: a) What is the motivational state of Business English learners in multimodal classroom teaching? b). What is the relationship between motivation and competence in interlanguage talk? c) What are the strategies for triggering the motivation of learners in multimodal classroom teaching?

Participants

In this investigation, the sophomores of a university English major from a college in China are regarded as the subjects. Participants could opt out at any time, and the responses would be kept private and anonymous, the researchers emphasized. There are a total of 112 participants answering the questionnaire, including 100 female students and 12 male students. The unequal balance of sexes is due to the specialty of English majors in China. The average age of these subjects is 19.24. Their score range for the college entrance exam is between 105 and 143. Thus, their English competence is almost at the same level.

Measuring instruments

In this study, questionnaires and interviews are the primary data collection tools. SPSS 20.0, a statistical software program for social sciences, is employed to analyze the dataset, which has been updated and is more convenient and capable of handling vast amounts of data. In this

study, questionnaires and interviews are the primary data collection tools. The statistical package of the social sciences, SPSS 20.0, which has been updated and is more convenient and capable of handling vast amounts of data, is used to analyze the research findings.

Data collection

The motivational questionnaire is created using the learner's psychology, theoretically presupposed features of their English learning experience, and implicational considerations. Based on the Attitude/Motivation Test Battery (Gardner, 1985), this questionnaire for Business English learners has 29 items that are put into four subscales, including English learning orientations, desire, attitude, and effort in interlanguage talk. It is aimed at investigating Business English learners' motivation for interlanguage talk in multimodal classroom teaching. In addition to using a motivational questionnaire, this study also uses an interviewing tool. Eight participants were interviewed in an effort to gather relevant data for future research. The interview concerns the motivation correlated to their English competence development in interlanguage talk. There were one hundred and six valid questionnaires analyzed in the final SPSS 20.0, and the other six questionnaires were not completed. Therefore, after sorting out the whole information systematically, the valid information was input into the computer and calculated by SPSS 20.0.

Results and discussion

The motivational state of BELs in multimodal classroom teaching

Firstly, according to the results of motivational orientation, the interlanguage discussion of business English learners' intrinsic drive plays a crucial part in motivating the students to automatically learn English. 18.13% of students strongly agree with studying English for its interest, and 57.54% of students believe that they learn the language for this reason. There are about 65.32% of students who are interested in English because they like it. However, compared with intrinsic motivation, the students also indicate that 60% of students' extrinsic motivation in learning English is to find a good job in the future. More than 76% of students think their motivation in interlanguage talk is because English is a useful way of communicating. The study found that extrinsic motivation reduces learners' willingness to communicate in a second language. The subjects in interlanguage communication are mostly intrinsically motivated, but they do not exclude extrinsic motivation, which could potentially intentionally promote their interest and zeal in order to awaken their intrinsic desire. Thus, the statistics indicate that the motivation orientation of Business English learners is more inclined to be intrinsically motivated in a multimodal classroom.

Secondly, the results of desire in interlanguage talk among multimodal classroom learners show that the participants have reasonably strong desires to varying degrees as a result of the interlanguage talk's development of competence. There are three causes for this: First of all, interlanguage conversation in multimodal classroom learning encourages subjects' curiosity and raises their appropriate self-confidence. Second, interlanguage conversation is an effective way for them to enhance their spoken English, which is crucial for their future careers. Third, multimodal classroom teaching offers more comprehensive and diversified multimodal input, which makes the students have a stronger desire to learn English. The percentage of Business English learners indicates that they desire more chances to take part in interlanguage talk. The valid percentages of the university English majors to choose "strongly Agree" and "Agree" as

well as “Neutral” are respectively 99.68%, 98.37%, 96.67%, and 92.54% to express their interlanguage talk, which encourages them more to learn English. It indicates that Business English learners have strong desires to develop their English competence in interlanguage talk.

Thirdly, for attitude in interlanguage talk, it is clear from views towards interlanguage competence development in Business English learners that one of the key variables influencing students’ attitudes is the multimodal teaching approach, pronunciation, and comprehension of the information. Although the oral test is not a required component of TEBM-4 or TEBM-8, Business English learners nonetheless place a lot more emphasis on honing their interlanguage communication skills. Their perceptions of interlanguage communication proficiency are considerably greater. Actually, they could acquire oral English more quickly with the more understandable material they receive. To sum up, attitudes of Business English learners towards competence development in interlanguage talk are positive.

Consequently, for the effort of Business English learners, the findings demonstrate that the students are aware of the value of using interlanguage conversation to practice their oral English. However, some students simply do not have the opportunity to practice with others due to the environment and circumstances, such as the lack of appropriate partners and the apathy of others. To sum up, the effort of Business English learners’ competence development in interlanguage talk is conscious but lacks persistence. (see Fig. 3)

Time spent in practicing interlanguage talk	91minutes~ 0.00	61~90 minutes 12.2	31~60 minutes 30.19	1~30 minutes 52.89	0minutes 4.72
	0	13	32	56	5

Figure3 The percentages and accurate number of subjects

The relationship between motivation and competence of interlanguage talk

Figure 4 displays the correlation analysis between various motivational elements, including intrinsic motivation, extrinsic motivation, desire, attitude, and effort. The marks “***” correlation is significant at 0.01 levels (2-tailed). The correlation coefficient between EM and competence of interlanguage talk is .289, $p = .164 < .01$; the correlation coefficient between IM and competence of interlanguage talk is .385**, $p = .000 < .01$; the correlation coefficient between IM and competence of interlanguage talk is .385**, $p = .000 < .01$; the subject correlation coefficient between desire and competence of interlanguage talk is .302, $p = .000 < .01$; the correlation coefficient between competence of interlanguage talk and motivational factor attitude is .315*, $p = .005 < .01$ and the last correlation coefficient between efforts and competence of interlanguage talk is .154*, $p = .034 < .01$. It can be arrayed as follows: IM > Attitudes > Desire > EM > Effort.

Motivation Competence	EM	IM	Desire	Attitud es	Efforts	

Competence of interlanguage talk	.289	.385**	.302**	.315*	.154*	Correlation
	.164	.000	.000	.005	.034	Sig.

Notes: IM=Intrinsic Motivation; EM=Extrinsic Motivation; ** Correlation is significant at 0.01 levels (2-tailed).

Fig.4 Correlation coefficients between motivation and competence of interlanguage talk

To sum up, the Business English learners’ motivation to develop competence in interlanguage talk is strong, and it also proves that high competence in interlanguage talk is positively related to their oral English achievement, which is a positive correlation. In other words, interlanguage talk can help improve their oral English achievement.

Strategies for triggering the motivation in multimodal classroom teaching

The term “motivation” is frequently used to refer to specific types of behavior. A student who works hard in class and strives for excellence may be referred to as “highly motivated,” in contrast to a friend who may claim that he is “finding it difficult to get motivated” to start studying for a test or beginning an assignment. Such claims imply that our drive has a significant impact on our behavior, but they don’t actually explain how.

Promoting motivation through group project

Cooperation and compromise between group members are necessary for cooperative learning. Because of the supportive environment it fosters in the classroom and the promise it has to give students more opportunities to use the language, cooperative learning has become widely used in language courses worldwide. Group projects will lessen anxiety. It will encourage social engagement and social skills, and it will boost learners’ self-confidence and self-esteem. It finally helps language learners transition from interdependence to independence.

Providing multimodal input and improving learners’ interests

Giving the students understandable and diversified input can support the language learners’ interests, foster a positive approach to learning English, and increase motivation. Additionally, it indicates that self-determination and success are tightly related. It should be made obvious to students that language must be learned rather than taught and that learners must become independent rather than dependent (Brown, 1994). To improve their intrinsic drive, teachers can provide multimodal tasks and help them understand that success demands effort.

Conclusion

As a result, the motivation analyzed from the aspects of orientation, desire, attitude, and effort in multimodal classroom learning is significant to second language teaching and learning. It has been demonstrated that Business English learners are better motivated to develop their English competence through group cooperative learning and multimodal input. To sum up, Business English majors’ motivation for multimodal classroom learning can be triggered in different ways, which can also be considered an effective way to improve their English competence.

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