Towards a Comprehensive Framework of Motivation to Learn: a Validation Study

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Abstract

Motivation has been an important construct in second language acquisition and received extensive attention on how it affects learning and performance. The aims of this current review paper are multifaceted. 1) It aims to provide a comprehensive overview of the major motivation theories in the past decades. 2) Motivation theories specific to second/foreign learning context are to be included and explain the current state of the different domains of motivation theories. 3) It provides a critical evaluation of the rich body of motivation theories. 4) it also gives directions to propose a framework for motivation to learn a second/foreign language based on the major theories and approaches developed in the past. With this proposed comprehensive framework for motivation to learn a second/foreign language, it is hoped that a fuller picture of how different aspects and factors can be of significance to a learner's motivation to learn. For educators, this framework can shed light on the pathways to effective teaching and learning by understanding what affects a learner's motivation to learn English. For researchers, this paper would like to offer a future research direction for effectuation, validation, and modification of this proposed comprehensive framework.

Keywords: motivation, motivation theories, validation, motivation framework

1. Introduction

Motivation has been an important construct in learning and teaching English as a second/foreign language education and received extensive attention on how it affects learning and performance. The purpose of this paper is not intend to provide a comprehensive list of motivation theories but to focus on reviewing and comparing the major motivation theories and approaches in the 19th century, then identify key intersections and distinctions among the theories under each approach, develop a comprehensive framework for ESL/EFL learning, and lastly validate the framework empirically to shed lights on future ESL/FL motivation and second/foreign language acquisition studies. With the validation of a comprehensive motivation framework, educators will have a foundation of understanding and explaining learners' behaviour and performances hence a modification of pedagogy to drive students towards their learning goals as well as deliver intended learning outcomes.

2. Definition of Motivation

The term motivation has been a complicated one and its origin is derived from the Latin *movere* (to move). That is, motivation serves as a force or a drive to get people going and keep people moving. However, there has been no agreement over the precise nature of motivation just as Galloway, Rogers & Armstrong (1998) claimed that it would be uninteresting if motivation was a straightforward concept.

The reason why motivation is difficult to define is because of its complex compositions, and its fluid and complicated nature. Dornyei & Schmidt (2001) previously pointed out that 1) motivation is abstract and not directly observable; 2) motivation is a multidimensional construct; and 3) motivation is inconstant.

To review how scholars define motivation, this paper tries to review the meaning of motivation from past studies. In early studies, researchers defined motivation from a biological perspective. Murray (1938) believed motivation could be seen as a force of "press". That is, motivation is an urge to release tension and satisfy needs. Maslow (1954) also saw motivation to fulfil biological needs as the most fundamental.

Apart from defining motivation from a biological perspective, researchers on the other hand also illustrate the

definition of motivation from a psychological point of view. Petri (1996) also indicated that motivation is the forces acting on or within people to initiate and direct their behaviour. Williams & Burden (1997:121) also proposed motivation may be construed as "a state of cognitive and emotional arousal, which leads to a conscious decision, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal." Viewing motivation from a biological and psychological perspective may be deemed rather simple. These definitions embrace neither the function nor the fluidity of motivation.

Later, researchers also further expanded the scope of defining motivation with the social facet. Dornyei (2001:9) explained the functions and roles motivation play in the learning process. He wrote, motivation "concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it, the effort expended on it," and defined motivation 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, prioritized, operationalised and acted out."

In education research, one can refer motivation as a social-psychological construct that establishes learners' behaviour directed by both internal and external stimuli. Such construct helps learners to decide whether to exert more or retrieve effort in the process of learning.

3. Major Motivation Theories and Their Applications in ESL/EFL Learning Motivation

3.1 Different Approaches in Explaining Motivation

This paper reviewed the major motivation theories in the past century and identified four main approaches of motivation theories based on their applicability to the field of ESL/EFL education. They are: psychological approach, biophysiological and psychological approach, and socio-psychological approach (see Table 1).

Table 1. Summary of motivation approaches

Psychoanalytical approach	Biophysiological & psychological approach	Cognitive psychological approaches	Socio-psychological approach
Freud (1915)	Maslow (1954)	Hull (1943)	Gardner (1979)
		Rotter (1954)	Deci & Ryan (1985)
		Atkinson (1964)	Bandura (1989)
		Eccles (1983)	Schumann (1978)
		Locke (1968)	Clement (1980)
		Ames (1992)	Giles (1987)
			Covington (1992)

3.2 Psychoanalytical Approach

The earliest work on explaining motivation is believed to be Sigmund Freud's psychoanalytical approach (1915). He looked at the human mind as a topographical model which described its function and structure. The analogy he used was an iceberg. The tip of the iceberg was described as the conscious mind and humans are aware of the mental process such as hungry and eating. The middle level is the preconscious level which a person may not be aware of but can be easily brought to consciousness (Freud, 1924) and the bottom level is the unconscious mind which is the most important and primary source of human behaviours.

Although Freud's ideas had drawn a great extent of attention in psychology and psychoanalysis, his ideas seemed to have overlooked how other factors like biological needs and social stimuli may simultaneously regulate human conscious behaviours, especially in the context of ESL/EFL education. Freud's psychoanalytical approach is not sufficient in explaining how language learners are motivated to learn in their respective learning environments.

3.3 Biophysiological & Psychological Approach

Another prominent motivation theory is Abraham Maslow's (1954) hierarchy of needs in which he categorised and prioritised human needs. Maslow witnessed and lived through both WWI and WWII as a member of a Jewish immigrant family, he saw the different levels of human needs based on his life experiences and observations. The 5 levels of the needs he proposed from the bottom levels are: 1) physiological, 2) safety, 3) love and belonging, 4) self-esteem, 5) self-actualisation. Maslow explained motivation through fulfilling the satisfaction of basic needs in a hierarchical order.   Maslow indicated that it is the dissatisfaction and the sense

of deficiency that motivate humans to move and exert effort to fulfil the basic needs and desire for growth and success.

While students' biological needs are fulfilled, they will move on to establish a sense of competence and a positive interpersonal relationship derived from a safe learning environment. That is, if the second/foreign language learning environment is not warm or non-threatening, students will not have the desire to learn the target language and interact with their peers, not to mention self-actualisation or reaching their full potential.

Maslow's ideas were proposed after WWII, human bio-physiological needs were not easy to be fulfilled due to socio-economic turmoil hence the theory was well-suited and applicable to those times. With the advancement of technology and living standards, fulfilling the lower hierarchy levels of needs has already defaulted in students' daily lives. The higher hierarchical needs which focus on students' psychological needs are the centre of attention when exploring how to motivate students to learn. Psychologists later developed a rich body of motivation theories and approaches in explaining second/foreign language learning motivation.

3.4 Cognitive Psychological Approaches

Clark Hull's (1943) drive theory was the first to explain a linear relationship between arousal and performance – arousal increases; performance increases. In other words, how well students perform on a task depends on how much they are aroused. However, this oversimplification led to the development of several motivation theories related to arousal, including Hanin (1989) optimal functioning hypothesis and Mather & Sutherland's (2011)'s arousal-biased competition theory which both believe arousal increases, performances increase then decrease (considered as an inverted U curve) because all humans have a preference for arousal areas based on their current condition such as anxiety and biases (also see Metcalfe and Jacobs' (1998) two memory systems theory, and Eysenck & Calvo's (1992) processing efficiency theory). In other words, how well students perform depends on whether they prefer the arousal given in the English learning situation.

Simply explaining human learning behaviours by arousal is considered incomplete. Later, two major foci of motivation theories were proposed to investigate learning motivation further which are applicable to ESL/EFL learning. One focuses on expectancy of success and achievement, while the other focuses on goal setting and goal orientations.

3.4.1 Expectancy of Success

First of all, Julian Rotter (1954) proposed social learning theory in which he believed all humans have their own personality which has been developing based on individual past experiences over time. In other words, human personality is not static and is always changing.

In order to make reasonable predictions about human behaviours, Rotter believed it would be crucial to consider four different variables including behaviour potential, expectancy, reinforcement value, and psychological situation. Of the four variables, three of them are related to a person's subjective prediction – behaviour potential, expectancy, and reinforcement value. All these determinants look at whether an individual is likely and probable to act upon certain stimuli, how likely humans predict that particular behaviour will lead to a positive outcome, and humans also evaluate their level of desirability to achieve those outcomes.

Social learning theory has made a great leap in explaining motivation to learn English. Learners make predictions and evaluations on whether they want and will perform a task, as well as whether the task will bring the learner a positive result. According to Rotter, the final determinant is the psychological situation. This factor places a significant effect on student motivation to learn English. In order to objectively address how learning motivation is facilitated, the psychological situation of a learner must be taken into account because each learner has a unique psychological situation that affects their decision-making in how to behave during the English learning process.

Jack Atkinson (1964) later proposed a scientific study of human motivation, achievement, and behaviour. Atkinson's achievement motivation theory believes that humans fundamentally want to strive for success, thus whether humans will engage in achievement-oriented behaviour largely depends on 3 factors: probability of success, incentive value of success, and need for achievement. In the same year, Victor Vroom's expectancy theory (1964) suggests that humans are motivated due to three factors: 1) expectancy of success 2) instrumentality 3) valence. Achievement motivation theory explains that ESL/EFL learners can be motivated by these factors.

Jacquelynne Eccles also focused on how learners' expectancy impacts their learning motivation, which is also applicable to the context of ESL/EFL education Eccles (1983) proposed expectancy-value theory which she believed students' achievements and learning-related choices are determined by 2 dominant predictive factors:

expectancies of success, and subjective task values. These factors, at the same time, are influenced by other factors including demographic characteristics, prior experiences, stereotypes, and perceptions, learners' level of engagement, continuing interest, and academic achievements in a given learning context. That is, ESL/EFL learners/ motivation to learn will be enhanced if they expect that they can successfully fulfil the task which they at the same time see the value of it.

To compare Atkinson's achievement motivation theory, Eccles' expectancy-value theory with Rotter's social learning theory, the former two theories mainly focus on learners' expectancy of success while Rotter stresses the importance of the unique psychological situation of the learners which will positively or adversely affect their learning behaviour during the process of learning English.

3.4.2 Goal-setting and Goal Orientations

Apart from expectancy of success, theories related to learning goals were also developed. Edwin Locke (1968) first stated that goal setting is essentially linked to task performance. His theory has been largely applied in different settings including ESL/EFL education. He put forward 5 basic principles of goal setting: clarity, challenge, commitment, feedback, and task complexity. ESL/EFL learners perform better if they are given useful feedback on a task that is pitched at the appropriate level of complexity. Also, the goals they set are clear, attainable, and committed.

The next questions asked are the sorts of goals the English learners set, and how they are different in nature. Carole Ames (1992) indicated the two basic goal orientations are mastery and performance goals. Mastery goal orientation is considered to be mastering a new skill, improving competence, and increasing understanding of a subject. Learners also define their success in terms of improvement and achievement. Performance goal orientation refers to the desire learners set to perform better than others and demonstrate competence. Performance goal orientation can be seen in both directions: performance approach in which learners want to outperform others, and performance -avoidance approach in which learners do not want to avoid negative judgment or appear to be inferior to others.

3.5 Socio-psychological Approach: General

Viewing the cognitive psychological theories on motivation, one can see the lack of discussion on the social aspect in an English learning situation does not present a comprehensive picture in describing or explaining how ESL/EFL learners are motivated to learn English.

Edward Deci and Richard Ryan's self-determination theory (1985) stressed that the social environment, with an appropriate amount of support, may help learners to fulfil the basic psychological needs which are relatedness, competence, and autonomy. These basic needs will in turn lead to engagement in a learning situation eg. ESL/EFL learning situation. Having a supportive social environment will bring out positive learning behaviours from autonomous motivation to learn the language.

Socio-psychological motivation theories and approaches are particularly popular in explaining second or foreign language learning, in which social environment is of great significance in deciding a learner's motivation to learn English.

For example, Robert Gardner's (1979) social-education model indicated that social milieu is where learners have initial attitudes towards the culture behind the L2, and these reset values and attitudes were acquired from their own cultures. Whether a learner is motivated to learn is largely decided by the social milieu, the second/foreign language acquisition contexts, and the learners' own individual differences.

Apart from Gardner, Albert Bandura's (1989) social cognitive theory was based on his previous work of self-efficacy theory which defined self-efficacy as a learner's belief in his own ability to be successful in accomplishing a task or a goal in a specific situation. Bandura, in his social cognitive theory, echoed that learning occurs in a social context with a reciprocal interaction of the learner, environment, and behaviour.

3.6 Socio-psychological Approach: Specific Factors

The above theories indicated the importance of the social environment in influencing ESL/EFL motivation in general. A rich body of research on second/foreign language acquisition motivation theories was developed and they explained how a specific social factor brings an impact on motivation to learn a second/foreign language.

According to John Schumann's (1978) acculturation theory, there are two sets of factors that influence a learner's motivation to learn a second/foreign language: social distance and psychological distance. Schumann suggested that language acquisition is directly related to the acculturation process and whether learners can acquire a language successfully depends on the extent they orient themselves to the target language culture. That

is, the extent ESL/EFL learners can identify themselves as a member of the English speaking group and hence achieve contact, and the extent language learners feel at ease when performing a learning task.

While Schumann indicated that social distance brings about contact, Clement's (1980) self-linguistic theory stressed that language contact with the members of the target language community is what a learner needs to develop his linguistic self-confidence which needs to be strengthened by the quality and quantity of contacts. A high level of self-linguistic confidence will foster a learner's sense of identification with the target language community and enhance their willingness to learn. Whether learners can identify themselves with the target language community, Giles (1987) pointed out that the major force behind this is an individual's self-concept and the extent a ESL/EFL learner would like to maintain a positive self-image by acquiring a native-like English language competence, according to his ethnolinguistic identity theory. Similarly, Covington (1992)'s self-worth theory also echoed that it is the intention of an individual to protect his sense of self-worth to approach success and avoid failure. Figure 1 illustrates the different approaches and motivational components discussed above.

According to Figure 1, psychoanalytical approach was the most fundamental approach in motivation studies which Freud talked about life and death instinct. This theory later led to Maslow's biophysiological & psychological approach which aligned with Freud's and explained human's motivation is driven by different levels of needs. In the latter half of the 19th century, more motivation theories were developed and directions were diverted to two main approaches, namely cognitive psychological and social psychological approaches. The cognitive psychological approach focuses on how cognition affects motivation to learn a second/foreign language; while the social psychological approach focuses on how social elements influence motivation to learn English.
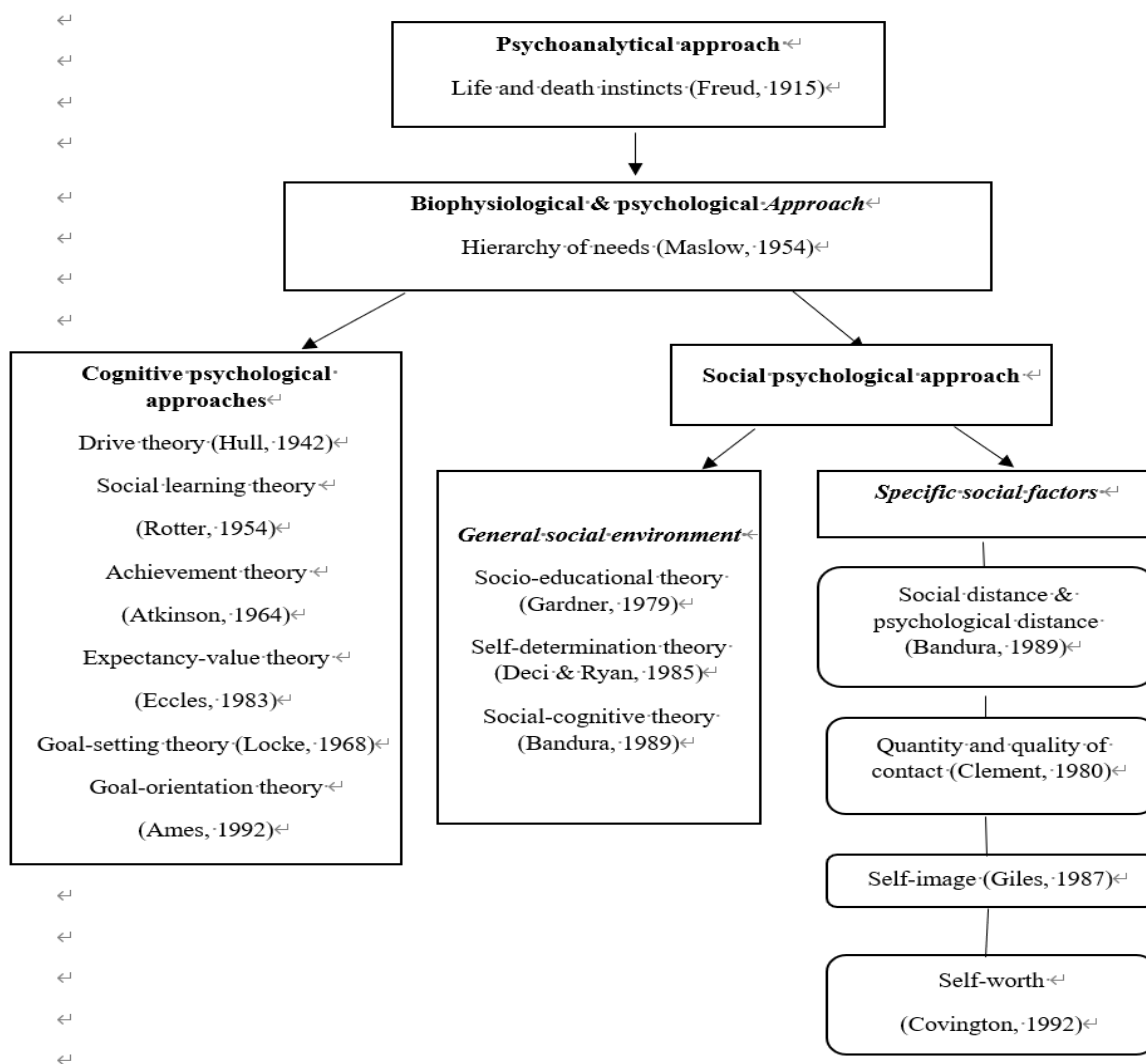

Figure 1. Different domains of motivation approaches and theories' development

3.7 Towards a Comprehensive Framework of Learning Motivation

With an understanding of the different approaches to second/foreign language motivation discussed above, this paper attempts to summarise and develop a comprehensive framework of English learning motivation.

A framework proposed by Dörnyei (1994) provided a comprehensive picture of different levels of factors affecting motivation to learn English as a second/foreign language motivation. Specific motivational components are identified. According to Dörnyei (1994), three levels of motivation are proposed: language, learner, and learning situation level. For language level, it refers to integrative and instrumental motivational subsystem. For learner level, it includes needs for achievement, and self-confidence which can be understood as language use anxiety, perceived L2 competence, causal attributions, and self-efficacy. For learning situation level, there are three specific motivational components which are 1) course-specific motivation components (interests in the course, relevance of the course to the learners' needs, expectancy of success, and satisfaction a learner has in the outcome), 2) teacher-specific motivation components (affiliative drive to please the teacher, authority type of the teacher, and direct socialisation of motivation that includes modelling, task presentation, and feedback), and 3) group-specific motivation components (goral-orientedness, norm and reward system, group cohesiveness, and classroom goal structure). Later Wong (2012) also added a cultural-specific motivational component to Dörnyei's (1994) framework. To further explain, cultural-specific motivational components may refer to a learner's past experiences, perceptions, values, and attitudes which a learner accumulated over the years, and they are considered to be the driving force behind respective levels of motivation to learn because culture always has a role to play in human's decisions, actions and behaviours.

If we are to provide a comprehensive framework of motivation to learn, it will be important to see the roles and how the major motivation theories and approaches influence a learner's L2 motivation.

First of all, from a psychoanalytical and biophysiological approach, basic physiological needs must be first met (Freud, 1915; Maslow, 1954). Learners also need to perceive learning as a human instinct, and learning helps them to survive before they can consider how to better themselves by learning. Being motivated to learn a second or foreign language is because of the learners' desire for self-actualisation and social recognition by others (Maslow, 1954). To achieve these, three major levels of motivational factors come into play – cognitive psychological level, social-psychological and socio-cultural level. Cognitive psychological level and social-psychological motivation levels play a significant role in a learner's desire for self-actualisation. Socio-cultural motivation level affects a learner's desire for social recognition throughout the process of learning the language.

For cognitive psychological level, stimuli can be anxiety (Dörnyei,1994), expectancy (Vroom, 1964; Eccles, 1983), goal-setting (Locke, 1968), goal-orientation (Ames, 1992), achievement (Atkinson, 1964), self-efficacy (Bandura, 1989) and attribution (Dörnyei, 1994). For socio-psychological level, stimuli include a learner's past experience (Rotter, 1954), self-image (Giles,1987), self-worth (Covington, 1992), values (Eccles, 1992), and personality (Rotter, 1954). For socio-cultural level, stimuli include social distance (Schumann, 1978), social contact (Clement, 1980), social image (Covington, 1992), peer relationship (Dörnyei,1994), teacher factors (Dörnyei,1994), course content (Dörnyei,1994), learning environment (Dörnyei,1994), school/classroom cultures (Dörnyei,1994), social expectation (Wong, 2012), and social norms (Wong, 2012) (see Figure 2 for the proposed comprehensive motivation to learn framework).

In the context of second/foreign language learning, it can be understood that the higher the level of anxiety a learner has, the less motivated s/he will be to learn English. On the contrary, the higher the self-efficacy, expectancy, goal setting, goal orientation and attribution, the stronger a motivation to learn English will be. Meanwhile, if a learner has a strong sense of self-worth and sees social image, social norms and expectation, peers, teachers, course content, learning environment, and learning cultures importantly, the learner will be more motivated to learn English. An ESL/EFL learner considers all factors of different motivation levels and aspects when learning English, all these factors and elements contribute to a learner's desire to achieve both self-actualisation and social recognition. The stronger a learner's desire is, the stronger a learner's motivation will be.
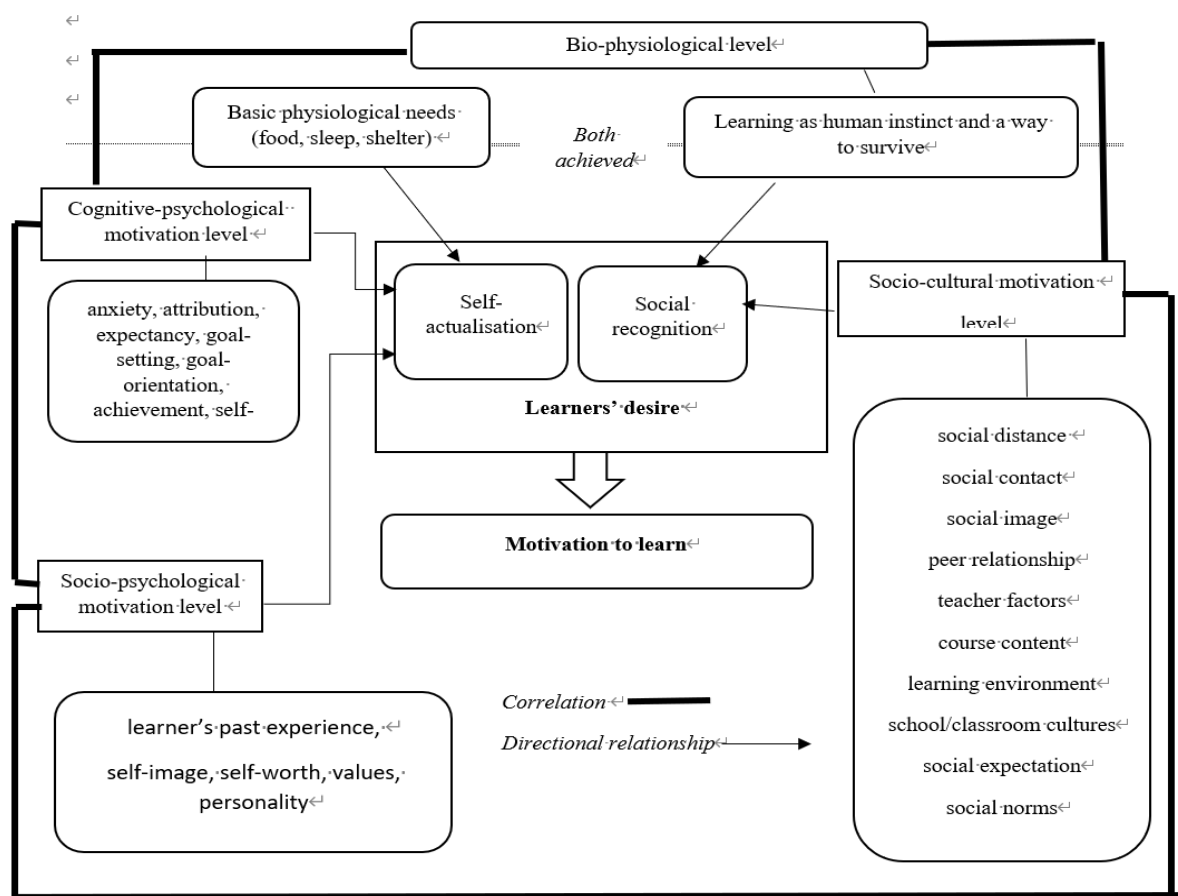
Figure 2. A proposed comprehensive framework for motivation to learn

4. Methods

The proposed motivation framework (see Figure 2) has two main domains: 1) motivation level correlations 2) different motivation levels leading to learner desire (i.e. self-actualisation and/or social recognition) hence motivation. The latter one has been proved and explained in the section of literature review.

As for the correlations between the different motivation levels and components, this paper validated them by using a correlative study design. This method is appropriate to test the validity of the framework as correlational research investigates relationships between variables without the researcher's manipulation of any variables. By using correlation study, the results will reflect the strength and direction of the relationship between two variables with a correlation coefficient (Pearson's *r*), and a multiple correlation coefficient for three or more variables. With the high validity of correlation study design, generalisation can be easily made and applied to other populations and settings upon the validation of this framework.

4.1 Collection of Data

In order to obtain a large amount of responses and information from a large sample size to validate the proposed framework, this paper adopted the use of a questionnaire which had reached 1224 adolescents aged between 12-21 (lower secondary to university students). The questionnaire was all distributed online and students completed the questionnaire at their own pace, time, and in their own chosen setting.

4.2 Participants

Respondents who participated in this study were recruited randomly except the first group of respondents who were the researcher's convenient samples. The researcher first sent out an invitation email with the questionnaire hyperlink to students known by the researcher (n=45). Upon their consent, the respondents first filled out the questionnaire then at the end of the questionnaire, the group of convenient samples were invited to recommend students they are acquainted with to fill in the questionnaire by sending them the questionnaire hyperlink. Over a period of 6 months, 1124 respondents of different ages filled in the questionnaire. The age distribution is shown in Table 2.

Table 2. Age distribution of respondents (N=1124)

Age range	12-13	14-15	16-17	18-19	20-21	12-21
Number of respondents	128 (11.4%)	275 (24.5%)	256 (22.8%)	204 (18.1%)	261 (23.2%)	1124 (100%)

4.3 Construction of Questionnaire

The questionnaire constructed for framework validation consisted of 81 closed questions. Three statements were constructed for each sub-component under each motivation dimension based on the proposed framework. One of the 3 questionnaire statements for each motivation component was set as a negative statement to ensure that respondents to respond all questionnaire items either favourably or unfavourably (Irions, 2017).

There are 4 motivation levels in this framework. They are: 1) bio-physiological level which has 4 components –food, sleep, shelter, and learning as human instinct. 2) cognitive-psychological motivation level which has 8 components –anxiety, attribution, expectancy, goal-setting, goal-orientation, achievement, and self-efficacy. 3) socio-psychological motivation level which has 4 components –learner's past experience, self-image, self-worth, values, and personality. 4) socio-cultural motivation level which has 9 components –social distance, social contact, social image, peer relationship, teacher factors, course content, learning environment, school/classroom cultures, and social expectation.

Table 3 provides a sample questionnaire item for each component. Questionnaires given to students were in English and Chinese – the 2 most common languages used by the students in order to avoid the language barrier.

Table 3. Sample questionnaire items

	sample questionnaire statements
Bio-physiological motivation level	
food	I will not be motivated to learn if I feel hungry.
sleep	I will not be motivated to learn if I do not have enough sleep.
shelter	I will be motivated to learn if I live in a safe environment.
learning as human instinct	I think it's a natural human instinct that all people are motivated to learn.
Cognitive-psychological motivation level	
anxiety	I won't be interested in learning if I am anxious in class.
attribution	I get high marks because I study hard.
expectancy	I will try harder if I know I can finish the task.
goal-setting	If the task is too complicated, I wouldn't want to try it.
goal-orientation	I work harder because I want to perform better than the others.
achievement	I put more effort in learning because I want to be successful.
self-efficacy	I will be motivated to learn more if I know I am able to do it well.
Socio-psychological motivation level	
learner's past experience	If I performed well in the past, I know I will be motivated to try a new task.
self-image	I try the task because I don't want to lose face.
self-worth	I put effort into my studies because I want to feel that I am good enough.
values	I learn because I see the value of learning for myself.
personality	# My personality does not affect my motivation to learn.

Socio-cultural motivation level	
social distance	I feel motivated to learn if the task is related to socially related to me.
social contact	If I have social contact with the subject I learn, I will be more interested in it.
social image	I learn because I need to maintain my social image.
peer relationship	# How my friends relate to me does not affect my motivation to learn.
teacher factors	I will be motivated to learn if I like the teachers.
course content	I will put more effort into the courses I like.
learning environment	A comfortable and encouraging learning environment will enhance my motivation to learn.
school/classroom cultures	I won't be motivated to learn if the school culture does not suit my learning style.
social expectation	#what the society expects of people will not affect my drive to learn.

reversed worded statement

The questionnaire adopted a six-point rating scale for respondents to indicate their responses ranging from "strongly agree" to "strongly disagree". 6 as strongly agreed and 1 indicated respondents strongly disagreed with those statements. Using an even number of scale points requires participants to make a decision on the rating to be indicated and prevents participants from choosing the mid-point as their answers (Cohen, Manion & Morrison, 2000: 253-4). A pilot study was carried out to confirm the wordings of the questionnaire and the effectiveness of the use of 6-Likert point scale.

A reliability test on all these 81 questionnaire items was run to test if there is an internal consistency of all the items set. Reliability coefficient (Cronbach alphas) for the motivational components was high, with an alpha value of 0.882 which means the internal consistency of the 81 items set in the questionnaire was high (see Table 4).

Table 4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.882	0.896	81

Cronbach's Alpha shows 0.882 which signifies high reliability of questionnaire set.

4.4 Ethical Issues

There are a number of measures adopted to try to protect better the rights of the participants of this study. Firstly, the principle of voluntary participation was adopted to ensure that participants were not coerced into taking part in the research. An informed consent form was filled by every participant before they filled in the questionnaire as well as a consent agreement to submit the responses at the end of the online questionnaire. Respondents had an option to leave the page if they finally decided not to submit their responses. In this study, participants were required to fill in their names but only their age range. They were also assured that the data collected would be kept confidential and only served for the sole purpose of this study.

5. Findings and Discussion

The results of this study are summarized in Table 5, which is a correlation matrix showing the correlation (Pearson's *r*) between all motivation components in the study. The matrix shows that all ESL/EFL learning motivation components are positively correlated to each other which demonstrates the validity of the motivation framework of this study.

With the validation by using statistical results, it is believed that the purpose of searching an extensive amount of literature related to motivation theories, followed by listing all motivation components and sketching their relationship (see Figure 1) is significant.

First of all, the 4 levels of motivation level –bio-physiological level, cognitive-psychological, social-psychological motivation level, and socio-cultural motivation level— are positively correlated which proves the plausibility of the proposed motivation framework. In other words, all 4 levels of motivation levels positively influence each other and decide whether a learner is motivated to learn. That is, whether an ESL/EFL learner is motivated to learn takes all levels of motivation to work together for a learner to exert more effort on learning the language. Without will diminish the force and drive of motivation.

By validating this comprehensive motivation to learn English framework, it embraces all possible motivation components of bio-physiological, cognitive-psychological, social-psychological motivation level, and socio-cultural motivation levels, rather than singling out a particular motivation component to identify its causal effect on motivation to learn because of the inherent problems of motivation that motivation is abstract, not directly observable, inconstant and a multidimensional construct.

According to this framework, there are 25 motivation factors: they are 1) food, 2) sleep, 3) shelter, 4) learning as human instinct, 5) anxiety, 6) attribution, 7) expectancy, 8) goal-setting, 9) goal-orientation, 10) achievement, 11) self-efficacy, 12) learner's past experience, 13) self-image, 14) self-worth, 15) values, 16) personality, 17) social distance, 18) social contact, 19) social image, 20) peer relationship, 21) teacher factors, 22) course content, 23) learning environment, 24) school/classroom cultures, 25) social expectation. All these motivation components are essential for learners to learn a second/foreign language. Learning and excelling oneself is considered as a human instinct when food, sleep, and shelter are in place. Whether students are eager to learn English, objective factor like course content can play a significant role while the teacher is a fluid factor which can pose impact on enhancing the force of other motivation factors including reducing students' anxiety, probably due to their personality and past learning experiences, by creating a non-threatening language learning environment and classroom culture in which there is no peer pressure and they do not need to worry about self-image and social image; help students to set learning goals, designing learning tasks that students believe that they can achieve, also see the tasks with learning values. The learning tasks should also facilitate students' success expectancy, learning outcome achievements as well as live within social expectation.

With this comprehensive motivation framework, ESL/EFL learners will better understand themselves as learners; what helps them learn better, and what do not when learning English. Reflecting on how each motivation component affected their English learning experiences will enable them to be aware of their learning strengths and weaknesses and hence adjust their learning strategies.

The framework indicates how the different ESL/EFL motivation components are built and interrelated. It guides educators better understand the dynamics of motivation, how motivation can be enhanced, affected, cultivated and what areas should be further developed to make learning and teaching English more effective.

Table 5. Correlation matrix showing correlations among motivation components

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	-																									
2	.16	-																								
3	.21	.19	-																							
4	.24	.18	.25	-																						
5	.20	.21	.17	.23	-																					
6	.29	.39	.23	.38	.62	-																				
7	.38	.29	.36	.40	.48	.49	-																			
8	.40	.32	.34	.50	.70	.75	.62	-																		
9	.29	.49	.29	.20	.56	.63	.62	.52	-																	
10	.47	.50	.28	.26	.49	.82	.60	.48	.51	-																
11	.46	.70	.51	.42	.40	.63	.40	.39	.36	.56	-															
12	.50	.81	.36	.56	.67	.58	.48	.40	.38	.54	.47	-														
13	.29	.56	.29	.16	.59	.62	.71	.52	.29	.29	.45	.40	-													
14	.33	.49	.50	.45	.49	.68	.63	.27	.78	.28	.52	.36	.26	-												
15	.41	.52	.48	.55	.47	.81	.59	.36	.84	.46	.62	.35	.24	.29	-											
16	.60	.39	.63	.26	.65	.77	.66	.54	.62	.49	.37	.48	.87	.51	.60	-										
17	.48	.46	.55	.47	.81	.61	.55	.26	.81	.26	.19	.69	.85	.63	.59	.55	-									
18	.52	.41	.25	.39	.77	.59	.49	.80	.76	.37	.82	.36	.36.	.74	.26	29	.46	-								
19	.49	.70	.41	.16	.59	.49	.60	.58	.63	.84	.62	49	39	.54	.27	.19	.19	.39	-							
20	.36	.50	.23.	.15	.81	.63	.51	.63	.54	.26	.45	.70	.34	.92	.58	.36	.37	.47	.46	-						
21	.18	.56	60	.18	.88	.81	.50	.66	.52	.39	.56	.62	.37	.74	.49	.33	.79	.58	.42	.48	-					
22	.26	.39	.44	.29	.69	.76	.42	.49	.49	.26	.25	.63	.46	.62	.53	.34	.61	.69	.48	.59	.39	-				
23	.34	.27	.65	.27	.49	.80	.43	.76	.29	.44	.49	.36	.51	.22	.66	.55	.34	.35	.36	.29	.44	.58	-			
24	.41	.33	.26	.22	.48	.59	.38	.58	.38	.49	.62	.45	.30	.53	.44	.33	.29	.26	.29	.39	.56	.44	.36	-		
25	.53	.36	.28	.35	.62	.60	.29	.27	.45	.85	.23	.54	.50	.57	.49	.46	.84	.24	.50	.44	.27	.33	.49	.62	-	

Note: 1= food, 2=sleep, 3=shelter, 4=learning as human instinct, 5=anxiety, 6=attribution, 7=expectancy, 8=goal-setting, 9=goal-orientation, 10=achievement, 11=self-efficacy, 12=learner's past experience, 13=self-image, 14=self-worth, 15=values, 16= personality, 17=social distance, 18=social contact, 19=social image, 20=peer relationship, 21=teacher factors, 22=course content, 23=learning environment, 24=school/classroom cultures, 25=social expectation

6. Conclusion

This paper attempted to propose and validated a comprehensive framework for motivation to learn English based on the major theories and approaches developed in the past. Most significant motivation theories were included and motivation theories specific to the language learning context were also included. Based on the proposed motivation framework, all 4 levels of motivation levels and their motivation components were found positively correlated. That is, each and all motivation components attribute to a learner's desire and motivation to learn English.

With this proposed comprehensive framework for motivation to learn, it is hoped that a fuller picture of how different aspects and factors can be of significance to an ESL/EFL learner's motivation to learn. For educators, this framework can shed light on the pathways to effective teaching and learning English by understanding what affects a learner's motivation to learn. For researchers, this paper would like to offer a future research direction for effectuation, validation, modification of this proposed comprehensive framework.

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