

# Articles annotation

[Linguistics](#), [English](#)



Articles Annotations Articles Annotations Three articles that proffered issues on the impact of learning motivation to various areas such as research and teaching and the influence of culture (Chen, Warden, & Chang, 2005), motivation types and self-identify changes (Yihong, Yuan, Ying, & Yan, 2007), as well as impact on academic performance (Lamb, 2008). Comparatively, the three articles are similar in terms of determining the influence of motivational factors in situations where English is a Foreign Language (EFL). The first article written by Chen, Warden & Chang (2005) delved into differentiating between integrative and instrumental motivation, prior to expounding on a case study for required orientation in Taiwan. The results indicate that “ within the EFL context in the current Chinese cultural environment, integration may not be a significant factor in motivating language learning effort” (Chen, Warden, & Chang, 2005, p. 622). The importance of incorporating cultural norms and values in the motivational process is deemed crucial for these factors to work and be considered effective in the given situation.

The study conducted by Yihong, et. al. (2007) enumerated seven motivation types: “ intrinsic interest, immediate achievement, individual development, information medium, going abroad, social responsibility, and learning situation (p. 133) where “ intrinsic interest was correlated with productive and additive changes, individual development with self-confidence change, social responsibility with productive and split changes” (Yihong, Yuan, Ying, & Yan, 2007, p. 133). The value of the author’s findings is emphasized in terms of focusing both on the language and the learner to enhance the learning process.

Finally, Lamb (2008) presented underlying developmental and environmental factors that impinge on the learner's motivation to study. Findings reveal that “ the learners' initially very positive attitudes toward the language and expectations of success were maintained over the period, whereas their attitudes toward the experience of formal learning tended to deteriorate” (Lamb, 2008, p. 1). Several teaching interventions were suggested such as provision of simpler examples, giving positive feedback, and encouraging students to explore other alternative possibilities to enhance learning skills in the English language.

#### References

- Chen, J., Warden, C., & Chang, H. (2005). Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation. *TESOL Quarterly*, Vol. 5, No. 4, 609-633.
- Lamb, M. (2008). The Impact of School on EFL Learning Motivation: An Indonesian Case Study. *TESOL Quarterly*, Vol. 42, No. 1, 1- 24.
- Yihong, G., Yuan, Z., Ying, C., & Yan, Z. (2007). Relationship Between English Learning Motivation Types and Self-Identity Changes Among Chinese Students. *TESOL Quarterly*, Vol. 41, No. 1, 133-155.