

Correlation Between the Teachers' and Students' Motivation in Second Language Achievement: A Review of Literature

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In the domain of second language (L2) learning achievement, motivation is considered as a key determinant. During past decades in the educational milieu, numerous researches have been conducted and a considerable number of models have been presented focusing mainly on students' motivation. However, it raises a probing question whether students' motivation alone is sufficient for the successful acquisition of L2. As Deci and Ryan (1985) claim to develop intrinsic motivation in learners which leads to better language performance, the learners need to perceive the learning environment to be "informational" rather than "controlling" and the learning context has to be autonomy supporting in that it facilitates self-determination on the part of the learner. Therefore, it postulates that teachers play a vital role in creating a conducive learning environment. Accordingly, the present study is based on the hypothesis that teachers' motivation is a predominant variable in L2 achievement because teachers' autonomous motivation towards teaching foretold students' autonomous motivation towards learning. The key objectives of this study are to review the limited literature available on social-contextual conditions that have an impact on teachers' motivation and to analyse the correlation between the teacher's and students' motivation in L2 achievement.

The literature indicates the teachers are mostly motivated by factors such as; student achievement, teachers' perception of their status in society, a positive atmosphere in school, constructive evaluation, the sense of self-fulfillment, effective administration and management, etc... Further, the previous studies affirm that the teacher's motivational teaching practice leads to improved levels of L2 achievement. Thereby, consistent with these findings, it is concluded that autonomously motivated teachers stimulate their learners towards learning and when teachers are more supportive of autonomy and less controlling, students demonstrate higher levels of intrinsic motivation and self-determination.

Keywords: *autonomy, L2 achievement, self-determination, students' motivation, teachers' motivation*

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