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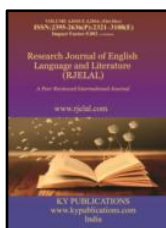
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MOTIVATION AN INFLUENTIAL FACTOR FOR SECOND LANGUAGE LEARNING

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ABSTRACT

This paper speaks about the most influential factor "Motivation" in the second language acquisition. There are many factors that contribute towards the successful acquisition of second language. English language learning is a herculean task for most of the learners as English is a foreign language. Intrinsic, extrinsic, and motivation plays a major role in achieving the language goals. Teachers play a major role in motivating the students in learning English language.

Key Words: Motivation, Teacher's role, English Language Acquisition

Motivation is the most heard word in the field of Second language learning. Motivation can be defined in many ways, According to Kreitner (1995), motivation is defined as "The psychological process that gives behavior purpose and direction." Buford, Bedeian, and Lindner (1995) state that "Motivation is a predisposition to behave in a purposive manner to achieve specific, unmet needs. To put in other words motivation is goal-directed behavior. There are many factors that contribute towards the successful acquisition of second language learning

Unlike other factors, motivation has long been a major problem for most of the learners to learn English as a Second Language. According to Brown, motivation is categorized into three types. First, based on drive theory, motivation stems from basic innate drives, so motivation has been in existence since we are born. Second, based on hierarchy, as necessity is the mother of invention, motivation is something that comes from individual needs. For example, if you aspire to become an astronaut you are forced to learn English language, here the individual need would motivate him to learn a new or foreign language. Third is based on self-control theory, self-control itself states that it's all about one's own choices what to do and what

not to do (Brown, 2001:73-75). The effect of motivation is crucial to students' achievements because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Harris in Milapo, 2001:29).

Motivation for Learners in studying the English language

Research on motivation for L2 learning was inspired by Gardner (1983; 1985), and Clement (1980). Williams and Burden (1997) suggest that each individual L2 learner's motivation is influenced by external factors related to the socio-cultural and contextual background of the learner and internal factors related to the individual learner.

Williams (1994) argues that learning a foreign language involves far more than simply learning skills or a system of rules or grammar. Learning a foreign language needs a lot of effort and being intuitive. There are many factors that contribute towards the success of learning and mastering the second language. However, it depends on factors like teacher's attitude towards student's ability to learn and motivation given by the teacher in learning a language.

Motivation is an influential factor in language learning process. The success of learning

depends on high or low motivation of the students. It can be a driving force for learners in reaching their learning goal. Without motivation, the goal of learning is difficult to be reached. By being motivated students will be enthusiastic in the learning process so they will be self-determined in the learning a language.

Motivation is something that supports someone to do something (Merriam Webster). Harmer reported in his book "English Language Teaching" that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something (Harmer, 1988: 51).

According to Gardner (1985) there are three key components of L2 motivation: 'motivational intensity or effort', "desire to learn the language" and "attitudes towards learning the language" (Dörnyei Z. and Ushioda Z., 2011, p. 41). The rate of success usually depends on the effort one puts to achieve the goal. As Gardner said the intensity of motivation on a person can be determined only when he is successful. Being intuitive and having a strong conviction and desire to learn a target language is another contributing factor for being successful in achieving language goals. Showing a positive move towards language learning can be said to one factor in reaching the milestone of language learning.

As in every other field of human learning for second language learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy one devotes to it, and how long one perseveres. Motivation can never be treated as a single component it is a complex phenomenon it includes varied components like setting individual goals, striving hard to achieve and successfully accomplishing the tasks.

In improving students' motivation we need to pay attention to certain factors. First, we must set the material interesting that is when students would focus on goal achievement. Second, we must set goals that are meaningful, realistic, initially achievable, and realistic and time-bound goals should be set for the students. The ambiance of the learning environment should be learner friendly. Teacher's approach towards the students is said to

be an essential part of improving motivation. Thus, teachers should allow different ways of responding to the learned material (Gardner, 1983, 1985).

Motivation is complex; it includes factors such as the value of the task, estimation of the chances of success by students and reasons behind the successes and failures of the task (Dörnyei Z. and Ushioda Z., 2011).

Motivating students in the English as a foreign language (EFL) classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dörnyei, 1998; 2010a), but these factors are usually overlooked and students with special needs were treated on par with other students.

Motivation seems to be a negligible factor for many teachers. Rote learning and exam centered teaching can never motivate any student to aspire and become what one wants to become.

Researchers on Second Language Acquisition have shown that learners have differences in mastering skills. Language learning can never be treated as any other subject as learning a language needs lots of efforts from both the teacher and the students. It is more a practical skill that could be acquired only through strenuous effort and practice. "The Confidence Book" by Davis and Rinvolucris (1990), which describes techniques which help build confidence in the classroom while looking at three inhibition-breeding aspects of the language classroom: being judged, being isolated and feeling out of control.

Using the L1 in the EFL/ ESL classroom

Should we or shouldn't we use the students' first language (L1) in the classroom? This topic triggers ongoing debates, while some are for some are against using L1 in classrooms. However, it totally depends on the standards, class and learning ability of the students. A needs analysis should be conducted and based on which using L1 or limiting the use of L1 in the classroom can be confined. Most of the teachers and management argue that students will become dependent on this bilingual method.

"Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour" (Reeve, 1996).

The teacher has to activate these motivational components in the students but that is the precise problem.

In foreign language learning, Cheng H. F. and Dörnyei Z. (2007) define motivation as the initial engine that brings about learning and later maintains the driving force in the process of learning a foreign language.

Materials used by teachers and resources available for the learners would certainly make a lot of difference and help to make learning more impactful. The administration should take even measures in providing positive learning ambiance. However, there are also other important factors such as administration, methodology, and learning facilities like libraries, classroom amenities (Issan S. and Goma N., 2010).

On many occasions, students become demotivated to learn a foreign language after facing several obstacles. External factors and internal factors can influence student's motivation. The external factors include the students' social life, educational background, the teacher, the methods of teaching, resources available, and learning environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have a profound effect on the degree of motivation the student brings to class (Harmer, 1988: 51). Motivation is influenced by the social life where students live. Second, it is influenced by the teacher. Third, is the pedagogy used to teach or learn a language.

Motivation is an essential element of successful language acquisition and is a dynamic process subject to continuous flux (Dörnyei, 2001). Organizing motivational classes and seminars on a regular basis would help students to stay motivated. Sustaining motivation among students is a herculean task, as students tend to lose the thread very quickly. To cope with the situation and staying motivated would help in attaining success. Cultural shock is said to be a major hurdle for most of the learners as the gap and void created by the curriculum is hard to patch up unless strongly motivated. Internal factors include the learners' attitudes towards the activity, its intrinsic interest,

and the perceived relevance and value of the activity.

The main studies on students' motivation were influenced by Robert Gardner and Wallace Lambert (1959, 1972) who viewed motivation as a social psychological phenomenon and as a tool for intercultural communication.

Most researchers and methodologists have come to the view that internal factors of motivation are especially important for getting success (Harmer, 1988: 51).

According to Noels (2001), three psychological needs have to be met in order to enhance motivation: "(1) a sense of competency achieved through seeking out and overcoming challenges; (2) autonomy; (3) relatedness—being connected to an esteemed by others belonging to a larger social whole" (p. 54). To increase intrinsic ESL motivation, Oldfather and West (1999) argue that "a sense of self-worth" (p. 16) and "self-determination" (p. 17) are essential, and learners need to be given "ample opportunities for social interaction and self-expression" (p. 16). Richards (1993) also mentions "personal causation," "interest," and "enjoyment" as indispensable factors.

According to Anderman E. M. and Anderman L. H. (2010) learning tasks are the biggest components of motivation. Going out of the way an extra mile will create learning tasks would motivate the learners. Introducing new learning tasks would certainly boost the morale of the individual. Appreciation is one important contributing factor of motivation. Terrel and Rundulic (1996) also argue that rewarding students for completing a task. A small word of praise acts a striving force in accomplishing the task successfully. Effective learning strategies would help students relate them and make learning more interesting.

Integrative motivation and Instrumental motivation

Instrumental motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on (Ehrman, 1996, p.139). Integrative motivation is the central concept in Gardner's model. Integrative motivation refers to a favorable attitude toward the target language

community, possibly a wish to integrate and adapt to a new target culture through the use of language (Gardner, 1985, p. 54). However, the support of the importance of the integrative motivation is not consistent. Some early studies did agree that integrative motivation was significant in second language learning (Gardner and Lambert, 1959) but some recent researchers have shown that the instrumental motivation has an equal or better impact than the integrative motivation.

One of Gardner's main ideas is that the integrative motivation plays an important role in second language acquisition. It is directly and positively related to second language achievement. Gardner simply used the candidates' selection of integrative reasons over instrumental ones as evidence that integrative reasons have a higher level of motivational intensity (Gardner, 1985, p.53). In some cases, the integrative motivation is even considered as having a negative correlation with proficiency which in turn affecting the success of second language learning (Belmechri and Hummel, 1998; Dörnyei, 1990). However, the Gardener's model has received lots of criticisms since it was published. The model is criticized for overstating the importance of the integrative motive.

Intrinsic motivation

Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment (Marsh, 1996: 27).

Intrinsic motivation rises from learners-self and not by any external factor; instruction motivation is more influential than extrinsic motivation. This makes a learner be aware that they need to learn it. Brown reported in his book that intrinsically motivated activities are ones for which there is no apparent reward except the activity self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward (Brown, 2000: 164).

The learning situation refers to the factors such as the teacher, teacher's personality, teaching methods, classroom environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will

have a profound effect on the degree of motivation the student brings to class (Harmer, 1988: 51).

Method is a vital factor that influences student motivation. If the teacher applies an appropriate method in English teaching-learning process, the students can be more comfortable in the learning process. Choose an appropriate method that can be employed by needs analysis and can be on trial and error method as well.

Dörnyei (2001) suggested various strategies for establishing, generating, and maintaining motivation in a foreign language classroom. It totally depends on the target group and their knowledge levels.

The relationship between teachers and students positively influence students' intrinsic motivation Yunus, Osman, and Ishak (2011) determined that by creating a supportive learning environment, teachers can stimulate learners' intrinsic motivation. When a person is motivated with striving internal force the rewards won would certainly give ecstasy and sense of pride in achieving. A person intrinsically motivated works hard to achieve the goal as it is set according to his ability. Ryan R. M. and Deci E. L. (2000) state that sense of "competence, autonomy, and relatedness" lead to the feelings of satisfaction in intrinsic motivation. Most researchers and methodologists have come to the view that internal factors of motivation are especially important for getting success (Harmer, 1988: 51).

Extrinsic motivation

Extrinsic motivation is the contrary of intrinsic motivation. Extrinsic motivation is influenced by an external factor of the learner. Marsh wrote in his book that motivation refers to an external stimulus which follows as result of a certain response (Marsh, 1996: 28). In addition, Harmer explained in his book that extrinsic motivation is caused by any number of outside factors. That might include the hope of financial reward; need to pass an exam, or the possibility of the future level (Harmer, 1988:51).

Extrinsic motivation is said to be the external factors pressurizing to learn a foreign language. Those factors can be a reward or other means of recognition. Extrinsically motivated

students tend to learn a foreign language because of the fetching opportunities like getting a job or going for higher studies or because of the recognition, reward or praises they receive from their teachers, peers or parents. On the other hand, when the external factors are removed, the learner might become demotivated to learn the language (Noels K. A., Clement R. and Pelletier L. G., 2001).

Learner's attitude to the learned language impacts the learner outside the classroom (Schumann, 1978; Dornyei & Skehan, 2003; Csizer & Dornyei, 2005a, 2005b).

Another significant dimension to language learning is providing learners with opportunities to interact freely and learn from each others' mistakes (Lightbown & Spada, 1993, Davis, 2003; Ghaith, 2003).

Promoting Motivation in EFL Classrooms

Teachers cannot generate motivation successfully if certain conditions are not applied in language classes. There are three important variables in generating those conditions. They are "the teacher, the classroom atmosphere and the learner group with group norms" (Dörnyei, 2001, p. 31).

Student and teacher relationship is a basic motivational condition. A healthy rapport should be developed between teachers and students. As a matter of fact, children spend more time in the school with the teacher. Thus, the impact of the teacher on the ward is usually high. Taking this factor into consideration teacher should be able to motivate students in achieving goals. Lending helping hand to the students when needed and showing personal care and concern help to the learners can be a way for motivation.

It's very important that the students should feel that the teachers really care about them and they are ready to do everything so that their students can learn successfully.

Brobhy (1987) argues that one of the best characteristics of a successful teacher is when he/she gets in touch with parents and keeps them informed about the students' progress and involves them in the decision-making process.

Dörnyei (2001) also stated that teachers need to know students' goals, interests, and

Expectations to motivate the students and organize appropriate class activities. Make the course materials relevant to learners' needs. This seems to be a challenging factor in many schools, because of the predefined curriculum but this task would certainly motivate the students as the teachers' are taking personal care.

Studies on Language Learning Motivation

The study conducted by Dörnyei and Csizer (1998), on 200 Hungarian teachers, revealed that teachers' behavior was the most important tool for students' motivation. Similar results were also found by different researchers in different cultures. For example, Al-Mahrooqi R., Shahid A. and Cofie C. (2012) conducted a research on Omani teachers of English and found the most important motivational strategy was the teacher behavior in the classroom. It shows that teachers' behavior is the key feature for the students' motivation and it plays a critical role in students' engagement in the classroom.

To arouse the interest of the students to study the language, teachers should conduct the needs analysis to find out why they need to learn the language and talk about pragmatic gains and integrative values that the knowledge of the target language can bring about. This will help arouse their intrinsic values, which is their internal interest and curiosity for the language learning activity.

In most cases, students become demotivated when they are forced to learn something that doesn't seem significant in their lives. Passe, (1996) argues that state policies and standardized tests put enormous pressure on teachers to cover the curriculum by rushing through the required content which causes loss of students' motivation and interest to learn.

Teachers can win such respect and trust by being interested in learners' personal matters, developing close ties and having warm personal interaction with the students. Such teachers are more likely to inspire the students in learning matters than those who have no personal interest in learners' issues (Dörnyei, 2001).

It is important to remember that motivation is not fixed and that teachers can work actively to improve students' motivation (Dörnyei, 2001, 2003).

Using technology for motivation

Using technology and activities in teaching language can enhance learning. Al-Jarf (2004) studied the influence of using technology in teaching and learning writing skills for EFL college students at King Saud University, Saudi Arabia fetched positive results.

When two groups were chosen for study, one group is trained using traditional class instructions. The other group is encouraged to use computer and internet. Both groups were post-tested. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem.

Technology had a positive effect on their attitude towards the writing process and made writing an enjoyable task. It (2004) adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language

Kim (2003) states that email can be a tool for improving written language skills and oral language improved self-esteem, which increases motivation

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