



The essence of motivation in learning English as a foreign or second language

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Abstract

This research paper investigates recent studies on the role of motivation in second or foreign language acquisition. Motivation is identified as a critical determinant of success or failure in complex tasks. The paper offers academic definitions of motivation, categorizes different types of motivation, and revisits prior research on its significance in language learning. It also outlines the essential requirements and key aspects of motivation. The literature review underscores the pivotal role of motivation in learning English as a second or foreign language, revealing that motivation significantly enhances language learning outcomes. The findings emphasize that fostering motivation is essential for achieving effective and successful language acquisition. This comprehensive examination provides valuable insights into how motivation can be leveraged to improve language learning processes and outcomes.

Keywords: English as a foreign language; impact; motivation; second language.

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1. INTRODUCTION

Motivation has a crucial role in indicating whether a complex endeavour is successful or unsuccessful. We are aware that a person's motivation is the source of their victorious inaction. Declaring that a student who is appropriately motivated will succeed is a second language that comes effortlessly to me. These statements are backed by a plethora of research investigations and inquiries concerning an individual's learning. Nonetheless, they never provide a comprehensive grasp of motivation and its constituent parts.

What does it mean to call someone motivated? How can motivation be created, maintained, and supported? Motivation is an essential element of learning a foreign or second language, according to academics, educators, manufacturers of equipment, and students themselves. The intricacy of the concept of motivation, according to Dornyei (2001), arises from its attempts to enhance an individual's acts on performance, which are difficult to explain by a single method. As to Dornyei (1996), the complexity does not stem from a lack of concepts to elucidate motivation, but rather from the multiplicity and diversity of concepts and types. Fortunately, a plethora of research on the subject of motivation and language acquisition has previously been done.

Every action's likelihood of success, according to Gilakjani et al. (2012), is based on how hard and how much people desire to achieve their objectives. This mental element, which drives an action, is commonly referred to by humans as motivation. This is the kind of motivation that spurs, directs, or awakens behavior. Motivation is a crucial factor in assessing a child's readiness for speaking. In addition to the combination of effort and aspirations to achieve the objective of language learning, motivation includes desired viewpoints throughout the language acquisition path. More specifically, motivation to learn a second language is the degree to which a person works or attempts to learn the language because they feel a sense of fulfillment and accomplishment when they learn something new (Kirkpatrick et al., 2024). By itself, the endeavor doesn't show motivation.

According to Gardner (1985), even when a motivated person tries to accomplish the goal, motivation isn't the only factor at play. With the aid of motivation, students can investigate motivation objectively. As such, it is essential to language learning. Owing to the need for strong motivation, pupils could run into several issues. When pupils lack motivation to learn, it can be quite difficult for them to acquire effective learning (Cao & Yu 2023). Even if they don't now have a strong enough intrinsic drive, students who are hesitant about the significance of language will be better equipped to develop their incentive to learn, claims Huitt (2001). It might be argued that teachers should be aware of the importance of motivation for their student's language acquisition and that they can encourage it by implementing specific changes.

1.1. Purpose of study

To better understand how different types of motivation affect language acquisition success or failure, this study will look at recent investigations into the impact of motivation on learning a second or foreign language. It will also classify the various types of motivation, revisit earlier studies to evaluate their findings regarding the role of motivation in language learning, and identify the necessary elements and components of motivation, ultimately emphasizing the crucial elements that contribute to successful and effective language acquisition. Finally, by synthesizing recent research, this study will provide insightful information about how to leverage motivation to enhance the overall language learning process and outcomes.

2. METHODS AND MATERIALS

The literature review covers the studies carried out in detail (Sahmurova, & Gursesli, 2020). This study employs a literature review methodology to investigate the role of motivation in second or foreign language acquisition. A comprehensive search was conducted across various academic databases,

including JSTOR, Google Scholar, and ERIC, to gather recent studies and scholarly articles on motivation and language learning. The selection criteria focused on peer-reviewed articles published within the last ten years to ensure the relevance and currency of the findings. Key terms such as "motivation," "language acquisition," "ESL," "EFL," and "language learning outcomes" were used to identify pertinent literature. The collected studies were systematically analyzed to categorize different types of motivation, revisit prior research on its significance, and outline the essential components and requirements of motivation. This literature review method allowed for a thorough examination of existing research, highlighting the pivotal role of motivation in language learning and providing valuable insights into how it can be leveraged to improve language acquisition processes and outcomes.

3. RESULTS

3.1. Definitions of motivation

There are multiple meanings associated with the term "motivation". According to Crookes and Schmidt (1991), motivation is a student's journey toward achieving their second language learning objective. Elliot and Covington (2001) claim that motivation gives an individual the justifications for their needs, wants, and behaviors. Moreover, a person's actions or the reasons behind their desire to replicate a performance can be characterized as motivation. Pardee (1990) defined a motive as the driving force behind an individual's performance or enhancement of their learning for a certain action.

Gardner (1985) asserts that motivation arises from a combination of intentional language acquisition strategies and a desire and effort to fulfill the language learning objective. Oxford and Shearin (1994) defined motivation as the ability to take action toward a goal and the desire to accomplish that goal. As per Narayanan (2006), motivation pertains to the rationale behind an individual's behavior or output. Motivation is the explanation for an action. Broussard and Garrison (2004) define motivation as the attribute that drives our behavior.

3.2. Kinds of motivation

Brown (2000) and Gardner (1985) distinguished two fundamental motivational categories: instrumental motivation and integrative motivation. Integrative motivation is the process by which a student enjoys studying a language to contribute to the community speaking that language and to further their own academic and personal goals. An incentive for instrumental motivation could come from an external or practical necessity to acquire a second language. These include reaching objectives, financial incentives, and real-world learning standards like passing exams.

A motivational paradigm includes both integrative and active motivation, claims Dörnyei (1998). The majority of language learning stages call for a blend of these different kinds of motivators. There are no integrative or proactive variables that contribute to the success of language acquisition. Whether learning a language as a second or foreign language, integrative and strong motivation is crucial depending on the context or point of view.

Extrinsic and intrinsic motivation are distinguished by Dörnyei (1998). Intrinsic motivation is the term for when someone is driven to do a task because they enjoy it. When someone acts to accomplish particular positive objectives, like getting rewarded or staying out of trouble, that behavior is referred to as extrinsic motivation. The connection between these motivational philosophies is illustrated by Brown (2000). Extrinsic motivation can become instrumental motivation if someone else is pushing the learner of a second language to acquire the language, and it can also become integrative motivation if the learner is motivated to study the language for personal growth. Furthermore, intrinsic motivation can transform into instrumental motivation when a second language learner wants to use the language to accomplish

goals or into integrative motivation when the learner wants to become part of the second language's culture (Tran & Nguyen 2023; Phillips Galloway et al., 2020).

Students with similar degrees of integrative drive may also show significant distinctions in their levels of extrinsic and intrinsic motivation. Learning a second language can be motivated by both internal and external factors, both of which are instrumental and integrative. Motivation comes in four distinct forms: intrinsic, integrative, extrinsic, and instrumental motivation. The desire to learn a language to grow professionally or acquire other abilities like interpreting, using technical tools, and so on is referred to as "instrumental motivation". Integrative motivation is demonstrated by students who want to join the second language team's civilization and engage in societal exchange there.

Studies by Gardner and Lambert (1972) and Spolsky (1969) show a correlation between integrativeness and greater foreign language competency test scores. These research findings showed that integrativeness was an essential prerequisite for language acquisition success. Lukmam (1972) found that instrumental teaching improved the English proficiency scores of Marathi-speaking Indian students studying in India. Based on this research, it can be said that there is no one best way to learn a second language. While students from many backgrounds benefit from instrumental courses, some students from particular backgrounds learn languages more effectively when they receive integrative training. The other part of the motivation idea is how much students are pushed by their motivation or by outside factors.

Deci (1975) defined intrinsic motivation as the type for whom doing the task is the only obvious reward. Individuals engage in the activities not because they are being guided toward an outside reward but rather because they have a goal in mind. The goal of this type of motivation is to achieve particular internally fulfilling results, including resolve and strength. Behavior motivated by outside forces is performed with the expectation of receiving benefits from sources other than oneself. There are undoubtedly numerous internal benefits for those who see avoiding reprimands as a test of their mental toughness and mettle, but extrinsic motivation is also undoubtedly what drives acts performed to avoid punishment.

3.3. Research on the position of motivation in learning

Views among academics regarding the many motivating categories vary. Lucas (2010) asserts that students' natural motivation to learn to read and speak comes from within. Additionally, they have an innate excitement for learning and success. Intrinsic motivation has a major influence on reading comprehension as well as other reading-related skills like reading extent.

As per Dital (2012), positive approaches to English language learning significantly boosted students' motivation. Chang (2010) and Ahmed Abdel-Al Ibrahim et al., (2023) found that students' motivation was influenced by their class group and that they felt less anxious among motivated classmates. A different study revealed that the inattentive students were unable to motivate their classmates. In EFL learning, instrumental motivation is more significant than integrative drive, according to Moskovsy & Arabai (2009). The other finding of the study suggested that integrative motivation is more important for teaching ESL.

According to Moivaziri (2009), language learners were concurrently stimulated integratively and instrumentally. It was clear that students were very excited about learning English. Al-Otaibi (2004) asserts that motivated language learners not only acquire language more quickly than uninspired ones, but they also dedicate more time to accomplishing their language learning objectives. Al-Hazemi (2000) asserts that students can attain a better level of competency in a language if they have a strong desire to learn it.

MacIntyre (1999) asserts that to provide students the comfort and incentive they need to learn a language, a secure classroom setting is required. As productive language acquisition occurs in a laid-back and friendly environment, teachers should create a productive learning environment for their pupils,

according to Good and Brophy (1994). Additionally, they point out that a complex classroom cannot be used to boost motivation.

3.4. Requirements of motivation

According to Gardner and Lambert (1972), students are more open to learning when they believe that they are capable individuals, can use equipment that is appropriate for their level of skill, value learning, are given difficult assignments, live in a safe environment, believe that they are the ones receiving the education and not their teachers, use visually appealing study materials, have the freedom to make decisions and feel responsible for their participation, and see success rather than failure.

3.5. Main aspects of motivation

There are three main parts to motivation. They stand for an optimistic view of the world of second language learners, the excitement of learning, and stress from the outside world. These aspects are described as follows:

3.5.1. Optimistic Stance towards Second Language Society

Stance towards the second language society is extremely crucial in second language learning. Gardner and Lambert (1959), state that to acquire a second language, an individual is obliged to hold a stance towards that society. Gardner and Lambert (1959), add that the incentive to learn a second language relies on the outlook toward the second language society and the wish to turn out to be a part of such society. These views propose that motivation to learn a second language depends on the stances towards this society.

3.5.2. The delight of learning

As long as students desire to be stimulated they ought to be to take pleasure in studying the second language. Inherently enthused students are more expected to carry on their learning than extrinsically stimulated students and only take part in a task for the enjoyment of studying the second language (Wang et al., 2023). In that order, integratively enthused learners like learning the second language and the civilization of such society. There ought to be certain kinds of delight when learning to be enthused to carry on learning the second language.

3.5.3. Exterior stress

Liu (2007), utters that there are peripheral stresses which stimulate students to study a second language. Whether it is to satisfy fathers and mothers, obtain a prize, or complete certain practical objectives, students are enthused to gratify some exterior stresses. There is a connection between extrinsic and instrumental motivation, the latter of which jointly denotes the wish to learn a foreign or second language due to certain stresses or prizes from the communal atmosphere, internalized causes for studying a second language, or/and individuals' choice to act so and their worth for the picked aims.

4. CONCLUSION

This paper investigated the worth of incentives in language learning by reconsidering a number of the most significant studies in the domain. Students' motivation can fluctuate based on the environment in which they are learning a language. Linguistic skill development is significantly influenced by the incentive. Promoting students' acquisition of a second or foreign language can be greatly aided by teachers. Different factors influence stimulus, which is an important part of learning a second language.

Impetus is often neglected by several EFL instructors in supporting their students to study more. EFL teachers ought to instruct students to endorse their motivation. Instructors ought to aid their students to

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come across motivation in the zones in which they do not anticipate it, in addition, to exploring their motivational procedure to benefit from it.

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