

THE EFFECTS OF MOTIVATION ON ENGLISH LANGUAGE LEARNING

*Duong Thanh Hao - Thai Nguyen University of Economics and Business Administration, Viet Nam
Le Thi Thu Huong - Foreign Languages Education Faculty Thai Nguyen University of Education*

Abstract

This study overviews current research on the role of motivation in foreign language learning. Motivation is an important factor in explaining the success or failure of any complex task. In this paper, the researcher defines the term motivation, explains the different types of motivation, examines previous studies on the role of motivation in language learning, referring to the conditions of motivation and finally outlined the main elements of motivation. Literature review indicates that motivation plays a very important role in successfully learning English as a foreign language.

Keywords: *motivation, types, role, conditions, factors*

1. Introduction

Motivation is a key factor in explaining the success or failure of any difficult activity. We know that success on a mission comes from someone who is motivated. In second language learning, it is easy to say that a learner will succeed with the right motivation. Such claims are supported by numerous research and experimentation in human learning. But they never give a detailed understanding of what a motivation is and what its sub-components are. What does it mean to say someone is motivated? How do we create, motivate and sustain motivation? All learners, teachers, developers and researchers agree that motivation is an important part of mastering a second or foreign language.

Dornyei (2001) believes that the complexity of the idea of motivation lies in that it tries to construct one's actions on behavior that cannot be explained by just one approach. The difficulty as Dornyei (1996) states is not the lack of theory to explain motivation but too many theories and models. Fortunately, there is now a lot of research literature on the role of motivation in language learning.

According to Pourhosein Gilakjani, Leong, and Saburi (2012), the success of any action depends on how well people try to achieve their goals, along with their wishes. In general, people refer to this psychological factor - the impetus for action - as the driving force. It is a driving force that incites, incites or provokes action. Motivation is an important factor in determining a learner's level of communication readiness.

Motivation refers to a combination of effort plus a desire to achieve a language learning goal plus a desirable attitude toward language learning. That is, motivation to learn a second language refers to the degree to which an individual works or tries to learn the language because of the desire to do so and the satisfaction experienced in this job. Just effort doesn't show motivation. Motivated people dedicate efforts toward goal, but people who put in effort are not necessarily motivated (Gardner, 1985).

Motivation gives learners a goal and direction to follow. Therefore, it has an important role to play in language learning. Due to the lack of motivation, some difficulties may arise for the learner. If not eager to learn, it is very difficult for learners to achieve effectiveness in learning. As Huitt (2001) states, paying attention to the importance of language helps learners improve their motivation to learn even when they don't have enough intrinsic motivation. It can be said that teachers should be aware of the importance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

The aim of this paper is to identify motivations, explain different types of motivations, look at previous studies on the role of motivation in language learning, address the conditions of motivation, and finally outlined the key elements of motivation.

2. Definition of Motivation

There are many different definitions for the term motivation. Crookes and Schmidt (1991) define motivation as the learner's orientation of the goal of learning a second language. According to Elliot and Covington (2001), motivation provides reasons for people's actions, wants and needs. Motivation can also be defined as the direction of a person's behavior or the reason a person wants to repeat a behavior, and vice versa. Pardee (1990) says that motivation is what encourages the person to act in a certain way or develop tendencies towards specific behavior. According to Gardner (1985), motivation is a combination of effort plus a desire to achieve a language learning goal plus a favorable attitude towards language learning. Oxford and Shearin (1994) defined motivation as the desire to achieve a goal, combined with the energy to move towards that goal. Narayanan (2006) states that motivation is the reason or reason behind a person's actions or behavior. Motivation is the underlying reason for behavior (Guay et al., 2010). Broussard and Garrison (2004) define motivation as the attribute that motivates us to do or not do something.

3. Different Types of Motivation

According to Brown (2000) and Gardner (1985) there are two basic types of integration of dynamics and tools. According to Gardner and Lambert (1959 cited in Pourhosein Gilakjani Leong Saburi 2012) integrated motivation refers to learning a language for personal growth and cultural enrichment that a learner prefers to learn a language in order to successfully participate into the target language society. They continue that the engine engine arises from the need to learn L2 for functional or external reasons. These involve the attainment of purposeful functional purposes for learning such as passing exams and financial rewards.

Dornyei (1998) shows that a motivational structure includes both tool dynamics and integrated dynamics. Most language learning situations involve a mixture of each type of motivation. The success of language learning cannot be attributed to certain tools or integrations. It is said that the importance of built-in and instrumental dynamics depends on the circumstances or context whether learning a language functions as a foreign language or as a second language.

Dornyei (1998 quoted in Pourhosein Gilakjani Leong Saburi 2012) defines the terms intrinsic and external motivation. Inner motivation refers to motivation to participate in an activity because the activity is fun to do. External motivation refers to actions taken to achieve certain purposes such as earning a reward or stopping a penalty. Brown (2000) shows a relationship between these two types of dynamics. Since the external dynamics can become the integrative dynamics if someone wants learners of L2 to know L2 for integration purposes, the external motor can become the tool dynamics if an external force wants the learner. L2 learns the L2 language. Furthermore, the intrinsic motivation can become the integrated motivation if the L2 learner wants to integrate with the intrinsic motivations of the culture L2 can also become a tool dynamic if the learner L2 wants to achieve the goal by how to use L2. Likewise, learners with the same integrated motivation can show great differences in intrinsic and exogenous dynamics. The internal and external dynamics are consistent with the built-in dynamics and tools involved in learning the language L2 (Brown 2000).

There are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

Another aspect of motivation building is the degree to which learners are intrinsically or externally motivated. According to Edward Deci (1975) the intrinsic motivation is one that has no apparent reward except for activity itself. People engage in quests for their own benefit, not because they lead to an external reward. Intrinsic motivation is intended to have certain internal consequences such as a sense of competence and agency. Extrinsic motivated behaviors are performed with the expectation of external and external rewards. Behaviors initiated to avoid punishment are also externally motivated, although many internal advantages may be the result of those who see avoiding punishment as a challenge that can make them feel proficient and self-proficient decision.

4. Previous Studies about the Role of Motivation in Language Learning

Researchers have different views toward the different types of motivation. Lucas (2010) said that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and achievement. According to Guthrie (1997), intrinsic motivation has a significant impact not only on reading

comprehension but on the other aspects of reading such as reading breadth. Tercanlioglu (2001) stated that Turkish learners have positive attitudes towards reading because they read both for intrinsic and extrinsic motives.

According to Dital (2012), learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integratively motivated. Chang (2010) expressed that class group impacted learners' motivation and they felt relaxed with the motivated classmates. The other finding was that the inattentive learners de-motivated their classmates. Moskovsy and Alrabai (2009) said that instrumental motivation plays more important role than the integrative motivation in EFL learning. The other result of this study indicated that integrative motivation is more pertinent to ESL learning.

According to Moivaziri (2009), language learners were simultaneously motivated instrumentally and integratively. It was indicated learners were highly motivated towards learning English. Al-Otaibi (2004) declared that motivated learners spend much of their time to gain aims in learning foreign language and motivated learners can also learn language more effectively than unmotivated ones. According to Al-Hazemi (2000), learners with strong desire to learn a language can obtain high level of competence in the target language.

MacIntyre (1999) believed that a safe classroom climate is necessary for motivation and learners feel comfortable to learn a language in this idea condition. Good and Brophy (1994) stated that motivation cannot be developed in a difficult classroom and teachers should create an effective learning environment for their learners. They continued that effective language learning occurs in a relaxed and friendly class.

Ziahosseini and Salehi (2008) expressed that extrinsic motivation does not relate with the selection of language learning strategies. They emphasized that Iranian EFL learners are intrinsically motivated. Sadighi and Maghsudi (2000) examined the impact of two kinds of motivation, namely, integrative and instrumental on English proficiency of the EFL learners in Iran. The results obtained from this study demonstrated a significant difference between the means of the English proficiency scores of integratively motivated learners and the instrumentally motivated ones.

5. Conditions of Motivation

What conditions increase motivation According to Gardner and Lambert (1972), learners are motivated to learn when they think they are capable of solving documents sorted according to their level of viewing goals in activities. They see that their learning is important. in a safe environment the opportunity to express a psychological need for recognition and acceptance of success by thinking that learning is for them, not letting teachers working with interesting material have a chance Make a decision and feel a responsibility to participate and experience success more than failure.

6. Key Factors of Motivation

There are three key factors of motivation. They are positive attitude towards L2 community, the enjoyment of learning, and external pressures. These factors are explained in the following section.

6.1 Positive Attitude towards L2 Community

The attitude towards the L2 community is very important in learning L2. Gardner and Lambert (1980 cited in Pae 2008) express that in order to learn an L2, one must have an attitude toward that community. According to Gardner and Lambert (1959), the motivation to learn L2 depends on the attitude towards the L2 community and desire to become a member of that community. These opinions suggest that the motivation to learn an L2 depends on the attitudes toward that community.

6.2 The Enjoyment of Learning

The attitude towards the L2 community is very important in learning L2. Gardner and Lambert (1980 cited in Pae 2008) express that in order to learn an L2, one must have an attitude toward that community. According to Gardner and Lambert (1959), the motivation to learn L2 depends on the attitude towards the L2 community and desire to become a member of that community. These opinions suggest that the motivation to learn an L2 depends on the attitudes toward that community.

6.3 External Pressures

There are external pressures driving learners to L2. Whether it is to please parents when they receive a reward or fulfill some practical purpose, learners are motivated to satisfy some external pressure. Noels et al. connect the external motivation and the engine engine by saying that they both refer to a desire to learn a second language because of some pressure or reward from the social environment for internal reasons to learn an L2 or personal decisions to do so and their value toward selected goals (2001 as cited in Liu 2007).

7. Conclusion

This study has looked at the role of motivation in language learning by looking at some of the most significant studies in this field. Learner dynamics can fluctuate depending on the context of the language learning. Motivation plays an important role in the development of language skills. Teachers can play an important role in motivating second language learners. Motivation that is an important factor in language learning is influenced by different variables. Motivation is sometimes overlooked by some EFL teachers in urging their Learners to learn more. As EFL teachers, we should teach learners how to motivate motivation. Teachers should help their learners find momentum in areas they don't expect and also study their own motivational processes so they can make use of it.

References

- Al-Hazemi, H. (2000). Lexical Attrition of Some Arabic Speakers of English as a Foreign Language: a Study of Word Loss. Internet TESL J [Serial online] Available from: <http://iteslj.org/Articles/Al-Hazemi-Attrition/>
- Al-Otaibi, G. (2004). *Language Learning Strategy Use among Saudi EFL Students and Its Relationship to Language Proficiency Level, Gender, and Motivation* [PhD Dissertation]. Indiana (PA): Indiana University of Pennsylvania.
- Broussard, S. C., & Garrison, M. E. B. (2004). The Relationship between Classroom Motivation and Academic Achievement in Elementary School-aged Children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. (4th ed.). New York: Addison Wesley Longman.
- Chang, L. Y. H. (2010). Group Processes and EFL Learners' Motivation: A Study of Group Dynamics in EFL Classrooms. *TESOL Quarterly*, 44, 129–154. doi:10.5054/tq.2010.213780
- Deci, E. L. (1975). *Intrinsic Motivation*. New York: Plenum.
- Ditaul, R. C. (2012). The Motivation for and Attitude towards Learning English. *Asian EFL Journal*, 63.
- Dörnyei, Z. (1996). Moving Language Learning Motivation to a Longer Platform for Theory and Practice. In Oxford, R. (ED.). *Language Learning Motivation: The New Century*, 71-80.
- Dörnyei, Z. (1998). Conceptualizing Motivation in Foreign Language Learning. *Language Learning*, 40, 46-78, 1998.
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*. Harlow. England: Longman.
- Elliot, A. J., & Covington, M. (2001). Approach and Avoidance Motivation. *Educational Psychology Review*. 13(2).
- Gardner, R. C. (1985). *Social Psychology in Second Language Learning*. Edward Arnold Ltd, London, Great Britain.

- Gardner, R. C., & Lambert, W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House Publishers, Inc.
- Good, T. L., & Brophy, J. E. (1994). *Looking in Classrooms*. 6th edition. New York: HarperCollins.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, Identified, and Controlled Types of Motivation for School Subjects in Young Elementary School Children. *British Journal of Educational Psychology*, 80(4), 711–735.
- Huitt, W. (2001). *Motivation to Learn: an Overview*. <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>
- Liu, M. (2007). Chinese Students Motivation to Learn English at the Tertiary Level. *Asian EFL Journal*, 9(1), 126 – 146.
- Lucas. R. I. (2010). A Study on Intrinsic Motivation Factors in Second Language Learning among Selected Freshman Students. *The Philippine ESL Journal*, 4, 6-23.
- Lukmani, Y. (1972). Motivation to Learn and Language Proficiency. *Language Learning*, 22, 261-273.
- MacIntyre, P. D. (1999). Language Anxiety: A Review of the Research for Language Teachers. In Young, D. J. (ed.). *Affect in Foreign Language and Second Language Learning*. Boston, MA: McGraw-Hill, pp. 24-45. Working Papers in Applied Linguistics (London: Thames Valley University), 4, 43-69.
- Moiinvaziri, M. (2009). *Motivational Orientation in English Language Learning: A Study of Iranian Undergraduate Students*. Available at: <http://www.usingenglish.com/articles/moal-orientation-in-english-learning.html>
- Moskovsky, C. G., & Alrabai, F. A. (2009). Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal*, 21-10.
- Narayanan, R. (2006). *Motivation Variables and Second Language Learning*. Vinayaka Mission Research Foundation University, Kanchipuram, India.
- Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *Modern Language Journal*, 78, 12-28.
- Pae, T. (2008). Second Language Orientation and Self-Determination Theory: A Structural Analysis of the Factors Affecting Second Language Achievement. *Journal of Language and Social Psychology*, 27, 5 – 27.
- Pardee, R. L. (1990). *Motivation Theories of Maslow, Herzberg, McGregor and McClelland*. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.
- Pourhosein Gilakjani, A., Leong, L. M., & Saburi, N. B. (2012). Study on the Role of Motivation in Foreign Language Learning and Teaching. *I.J. Modern Education and Computer Science*, 7, 9-16.
- Sadighi, F., & Maghsudi, N. (2000). The Relationship between Motivation and English Proficiency among Iranian EFL Learners. *Indian Journal of Applied Linguistics*, 26(1), 39-52.
- Spolsky, B. (1969). Attitudinal Aspects of Second Language Learning. *Language Learning*, 19, 271-283.

- Tercanlioglu L. (2001). The Nature of Turkish Students' Motivation for Reading and Its Relation to Their Reading Frequency. *The Reading Matrix*, 1(2).
- Wu, X. (2003). Intrinsic Motivation and Young Language Learners: the Impact of the Classroom Environment. *System*, 31, 501 – 517.
- Ziahosseini, M., & Salehi, M. (2008). An Investigation of the Relationship between Motivation and Language Learning Strategies. *Pazhuhesh-e Zabanha-ye Khareji*, 41, 85-107.

