

THE IMPORTANCE OF MOTIVATIONAL FACTORS IN THE SECOND LANGUAGE LEARNING OF EFL STUDENTS

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Abstract

This article discusses the role of motivational factors in the process of acquiring a second language by students learning English as a foreign language. It also discusses the external and internal factors that directly and indirectly participate in the formation of motivation in learners, and analyzes the scientific works of world scientists working in this field. In particular, the scientific works of Gardner and Robert C., who are among the leading scientists in this field and have played a significant role in the in-depth analysis of the term motivation, entitled Integrative motivation and second language acquisition, are interpreted within the framework of existing theories.

Key words

Instrumental motivation, Extrinsic motivation, intrinsic motivation, integrative motivation, motivation theory, socio-educational mode, classroom instruction, learning behaviour.

Аннотация

В данной статье рассматривается роль мотивационных факторов в процессе освоения второго языка студентами, изучающими английский язык как иностранный. Также рассматриваются внешние и внутренние факторы, которые напрямую и косвенно участвуют в формировании мотивации у обучающихся, и анализируются научные труды мировых ученых, работающих в этой области. В частности, научные труды Гарднера и Роберта К., которые являются одними из ведущих ученых в этой области и сыграли значительную роль в глубоком анализе термина мотивация, под названием Интегративная мотивация и освоение второго языка, интерпретируются в рамках существующих теорий.

Ключевые слова

инструментальная мотивация, внешняя мотивация, внутренняя мотивация, интегративная мотивация, теория мотивации, социально-образовательная модель, обучение в классе, учебное поведение.

INTRODUCTION

The various motivating elements influencing EFL learners, their interactions, and the consequences for instructional tactics are all examined in this article. It is often accepted that motivation is an essential element in language learning, particularly when it comes to English as a Foreign Language (EFL). Motivation is defined as “the internal process that can’t be directly observed but that activates, guides and maintains overt behavior”. (Tranquillo, Joseph, and Mona Stecker, 2016). Motivation is a “factor that directs and energizes the behavior of humans and other organisms”. (Lepper, Mark R., David Greene, and Richard E. Nisbett, 1973). As learners traverse the challenges of learning a second language, their motivation can greatly influence their progress, persistence, and overall success. Even after years of English language training, many EFL students still find it difficult to become fluent. This implies that success is greatly influenced by elements other than classroom instruction. As a former EFL student, I can still clearly recall how frustrating it is to reach a language learning plateau. Not until I found a fresh source of inspiration did my progress really pick up speed. What motivates people to commit to learning a new language, and how does this drive result in measurable learning outcomes? Millions of people around the world share the desire to become fluent in English. However, many students find it difficult to reach the degree of expertise they desire since the path to mastery is frequently paved with obstacles. Even if classroom training is a starting point, it is clear that language acquisition is greatly influenced by variables other than formal education. This essay examines the nuanced relationship between motivation and EFL learning, contending that intrinsic motivation—which is fueled by one's own objectives and passions—is a better indicator of success than extrinsic motivation, which depends on pressure or rewards from outside sources. To clarify the complex relationship between psychological motivations and language acquisition, this research will look at the several motivating elements that affect EFL learners. The issue of motivation, particularly in EFL settings, is so important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners. All of the conditions that we know contribute to successful second language learning are lacking in most EFL contexts: there just isn’t enough English input in the environment, there probably aren’t enough opportunities for interaction with English speakers, there usually aren’t enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming

proficient in English. Because of these adverse conditions, a learner has extraordinary motivation in order to succeed at learning a foreign language. (M.Rost,2006)

METHODS AND LITERATURE REVIEW

There have been many researchers on the role of motivation in learning and working procedure and attitudes and motivation in second language learning by Gardner, Robert C., and Wallace E. Lambert, motivational theories by Myers were thoroughly learned and made comparisons to have a clear understanding about the role of motivation in second language acquisition procedure. Besides that, types of motivation and factors that contribute to have motivation were carefully examined with the help of Chalak, A. & Kassaian's works. Motivation And Attitudes Of Iranian Undergraduate EFL Students Towards Learning English.

The term "intrinsic/extrinsic motivation" describes whether a person is more motivated by internal or external factors. The term "intrinsic motivation" describes motivation that comes from within an individual. The activity itself is the only reward. In contrast to extrinsic motivation, which involves anticipating an external reward and draws motivation from sources other than oneself, motivated action is characterised by a sense of autonomy and desire that is self-initiating and self-regulating. Intrinsic/extrinsic motivation is related to the term locus of control which was first introduced by Rotter (1966, cited in chalak & Kassaian 2010). If a person places responsibility for her/his life within self, s/he has internal locus of control and is self-motivated character and if s/he places the responsibility on others and on circumstances outside self, s/he has external locus of control. In order to achieve internal locus and self-motivation, one should be eager to give up the security of making excuses and to take responsibility of all her/his decisions and actions. Extrinsically motivated behaviors are carried out to get a reward from outside and beyond the self. Maslow (1970) believed that intrinsic motivation is noticeably superior to extrinsic because we are motivated to achieve "self-actualization". Bruner (1966, cited in Chalak & Kassaian 2010) claimed that one of the most effective ways to help students is to free them from the control of rewards. In some cases, the two kinds of motivation may overlap to some degree because one may be motivated from both an inside source and an outside one at the same time. Generally speaking, both kinds of motivation play important roles in learning and lack of motivation can cause procrastination because motivation is the driving force that makes people act. In other words, presence of motivation can increase learning behavior. Teachers need to know the type of motivation and its sources to meet the students' particular needs.

RESULTS

Types of motivation and factors that contribute were thoroughly examined with the help of the article Integrative motivation and second language acquisition by Gardner and Robert C and tried to apply practically into current educational procedure. Besides that, classroom-friendly models by Dornyei was carefully evaluated to find solutions to ongoing educational problems associated with motivation.

DISCUSSIONS

There are four types of motivation: Intrinsic, extrinsic, integrative, and instrumental motivation. Intrinsic motivation is driven by the inner force within learners, the desire being derived from learning the language itself, i.e., the willingness and pleasure of learning the language. (Saranraj, Loganathan, and Zafar Shahila, 2016). It is also a type of motivation that is grant learners high learning levels. (Deci, L.E., & Ryan, R.M, 1985). Whereas Extrinsic Motivation is driven by the desire for an external reward, which is an environmental energizer such as food, money, or recognition. (Saranraj, Loganathan, and Zafar Shahila, 2016). It may also be driven by a desire to avoid punishment. (Anjomshoa, Leila, and Firooz Sadighi, 2015).

Gardner's motivation theory

Gardner's motivation theory is one of the most influential theories in second language acquisition motivation in this area. There are three key elements in motivation that are indicated by Gardner (Gardner, Robert C, 2001), which are eagerness (the resolution to learn), willingness (wanting to reach a goal), and enjoyment of learning. To be more specific, Gardner's theory can prove as the most alternative theory among other researchers. This is because, human wants to learn because of intense desire and the desire is driven by willingness to accomplish certain achievements subsequently. The last factor according to Gardner is satisfaction and this element can be a driving force in many situations such as learning, working or spending our budget. Whenever a person feels satisfied, then they can be completely engaged in the procedure. Gardner's research was initially sparked in Canada, where English and French speakers coexist. Gardner states that people are motivated by a goal, but he substitutes the word "goal" with "orientation." There are two types of orientations: instrumental orientation and integrative orientation. Instrumental orientation refers to people who want to learn a language because of outside stimuli like a high salary or doing well on tests. Gardner's theory consists of four aspects: the integrative, the attitude toward learning circumstance, the socio-educational model, and the construct of extended second language motivation. However, the socio-educational model is the most famous and influential one.

Table 1. Dornyei's (1994) framework of L2 motivation (1994: 78)

LANGUAGE LEVEL											
Integrative Motivational Subsystem											
Integrative Motivational Subsystem											
LEARNER LEVEL											
Need for achievement											
Self-confidence											
Language Use Anxiety											
Perceived L2 competence											
Causal attributions											
Self-efficacy											
Learning situation level											
Course-specific motivational components											
Interest		Relevance		Expectancy		Satisfaction					
Teacher-specific Motivational components											
Affilia tive drive		Autho rity type		Direct socialization		Model ing		Task presentation		Feedb ack	
Group-specific Motivational Components						Goal-orientedness					
Norm & Reward System											
Group Cohesion											
Classroom Goal Structure											

Dornyei argues that "So much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity ... Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives." (Dornyei, 2001a). Dornyei (1994 as cited in Pigott 2008) developed an extended, classroom-friendly model (table 1) in which L2 motivation is conceptualized on three levels. It is important to note that the model approaches motivation from three perspectives simultaneously – it does not attempt to divide motivation into three sub-types. The Language Level addresses the social side of L2 motivation, subsuming Gardner's Integrative and Instrumental concepts. The Learner Level represents individual characteristics of the learner, and concerns internal desire for achievement and issues related to self-confidence. The Learning Situation Level is associated with classroom specific motivational factors: Course-specific, Teacher-specific, and Group-specific motivational components.

The socio-educational model theory

Gardner differentiates cognitive aspects, associated with intelligence and other related variables, with affective variables such as efforts and desire of a goal in

defining motivation [9]. The socio-educational model is basically the differences of learners in second language acquisition. According to Gardner (1985), there are four interrelated variables when acquiring a language, social milieu, individual differences, learning acquisition context, and outcomes. (Gardner, Robert C., Richard N. Lalonde, and Regina Moorcroft, 1985) Social milieu refers to individuals' living environment and culture which influences both the affective and cognitive aspects of individuals. Individual differences can be divided into four sub variables including two cognitive factors and two affective factors. Intelligence and language aptitude are two cognitive factors that determine the quickness and linguistic abilities of acquiring a language. The affective factors are motivation, which shows the efforts of the learner in acquiring a new language, and situational anxiety, which relates to the inhibiting effects on learner's efforts on language acquisition. Learning acquisition context refers to the settings where language is learned including formal settings, most of the time in the classroom, and the informal setting, such as music and movies.

Conclusion

A number of factors, including learners' attitudes, learning styles, and personality traits, affect motivation, which is a critical component in learning a foreign language. The "neglected heart" of our knowledge of how to plan instruction and learning is motivation. Every one of our pupils contributes motivation in one way or another. As educators, we must do more than simply recognize it, support it, occasionally feed it, and watch it flourish. It is clear from the information and comparisons, motivation plays a crucial role in every field. When learning a second language, motivation is crucial. Gardner's theory of motivation, the socio-educational model theory, and the Process-oriented Period Model were the primary subjects of this review. Additionally, this study gathered a large amount of experimental data, including the Socio-Educational Model Study, Integrative Motivation Study, and Attitude/Motivation Test Battery. In summary, there are two main categories of motivation: integrative motivation and instrumental motivation. They are both important components of learning a new language successfully. However, the long-term study finds that integrated motivation lasts longer. A student with integrated motivation for language acquisition typically attains a greater level of second language proficiency and succeeds more in that sector. According to the current research, students who are motivated to acquire a second language are more effective than those who are not, highlighting the significance of motivation for second language acquisition in the modern world.

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