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MOTIVATION ROLE FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: Motivation is a central aspect clarifying the achievement and failure for learning English or other foreign language. Identifying the motivation to improve and maintain on learning activities or process or learning a language which have been depend on internal strengthen or internal mechanism. Motivated students will use an active learning attitude to learn and express a keen interest who is learning, and concentrate in class to gain knowledge. In this paper, the best previous research papers has been reviewed, and it has found that the investigator defines the term motivation, types of motivation, the role of motivation in language learning and crucial factors of motivation. The learners were motivated both integratively and instrumentally. The achievement in learning English and academic performance in general courses were highly noteworthy.

Keywords: Attitude, Internal Mechanism, Internal Strengthen, Maintain, Motivation

INTRODUCTION

Motivation is recognized as the key factor in learning second or foreign languages. It has been known that each success in a task is due to the fact that someone is motivated. In second or foreign language learning, a learner

will be successful with true or factual motivation. The claim is supported by numerous studies and experiments in human learning. The researchers ever offer a detailed understanding of what motivation is and what sub components of motivation are. What does it mean to say that someone is

motivated? How do we create, promote, and preserve motivation? How do we promote the students' motivation in learning English?

We all know that English is one of the most common language spoken in the world, and learning English has been common, it has recently become very popular in Afghanistan educational institutes as well, especially among the people of knowledge joining the modern world of researches, inventions and technologies. As the language of the globe, English is becoming more and more significant in international cooperation and communication, so English language learning is too imperative in the countries such as Afghanistan. Motivation plays an important role in learning a foreign language; thus, it promotes, guides and maintains learning activities which have been organized an internal strength and mechanism. The success of any action depends on the extent to which someone try to get their goal, along with their desire to do so. (Gilakjani, Leong and Saburi, 2012) discussed and has found that commonly people refer to this

psychological factor which the impulse generates the action as motivation. Both endeavor and desire direct learner to obtain the objectives of learning a language with desirable perspective towards learning the language. The motivation guides to certain condition in which the individual work or tries to learn the language because of desire or more passion in learning English. The motivated learners do effort towards the goals, but the person doing effort is not unavoidably motivated (Mitra Alizada). Therefore, the main aims of this research paper are to define types of motivation and review some of the previous studies about the importance and value of motivation in learning English language and highlighting the major elements of motivation is the amin purpose of this study.

Motivation

There are many concepts and descriptions in the current study, namely the Schmidt's description on Foreign Language Motivation, and Elliot and Covington's Motivation and Approach and Avoidance (Elliot and Covington, 2001), and other

approaches and their results. Motivation is the learner orientative regarding the goal of learning a second language (Cook and Schmidt, 1991). Motivation gives the reason for the people's actions, desire and needs (Elliot and Covington, 2001). Motivation can also be defined as one's director to behavior or what causes person to be interested into repeat a behavior and vice versa. Motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language (Gardner, 1985). Oxford and Shearing (1994) define motivation as a desire to gain an objective combined with the energy to work towards that objective.

Motivation is the reason or reasons behind one's actions or behaviors (Narayanan, 2006). The same definition like Narayanan, motivation is the reasons underlying behavior (Guay et al., 2010). Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something.

According to Gardner who found in his socio-educational model, and noted that motivation is perceived

to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study. (Gardner, 1982) Similarly, Harmer uses the word 'goal' to categorize the motivation in second language learning into two types:

1. Short-term goal means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.

2. Long-term goal refers to the wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

The above reviews can be understood the motivation concepts as the inspiration of learners' desires towards learning the main targets or purposes. Therefore, for further understanding of motivation, types of motivations can be classified as below:

Types of Motivations are generally divided into two parts: Integrative Motivation and Instrumental Motivation (Alizadeh, 2016).

1. Integrative Motivation

Integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language and to enter successfully into the target language society. According to Krashen (1988, p. 22) that he defined Integrative motivation as the desire to be a part of recognized or important members of the community or the society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of the purpose or intention to participate and integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors of a great deal. (Saville Troika, 2006, p. 86)

2. Instrumental Motivation

The instrumental motivation arises out of a need to learn the L2 for functional or external reasons. It involves the attainment of goals, functional goals for learning like passing exams, and financial rewards (Alizadeh, 2016). The first type of motivated learners try to enhance their knowledge and learn all the customs of the target language society because learning the language is not sufficient for the learners; therefore, they attempt to acquaint with dominant society and environment of the target language. Besides, the first types of the learners also attempt to personal growth in terms of personal skills, for personal and long-term use of the target language. But the second types of motivated learners are experiencing learning the language as the short time target for passing the exams or achieving something that are financially applicable for the learners. The integrative motivation calls learners who need to participate themselves into the culture and nation of the second language group and become involved in social and communal interchange in that group

(Alizadeh, 2016). These kinds of motivated learners struggle to learn the target language, and mostly involving themselves with the society target language and social communications to learn L2.

In addition to the above details, Gardner and Lambert (1959) made the renowned distinction between integrative orientations and instrumental orientations in motivation. Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). Integrative motivation is characterized by the learner's positive attitudes towards the target language group and comes into play when one desires to become a part of a community that uses the target language in social situations.

Dörnyei (1998) expressed that a motivational construct involves both instrumental and integrative motivation. Most situations in learning language include a mixture of each type of motivation. It is impossible to attribute language learning success to certain integrative or instrumental causes. It is stated that the significance

of integrative and instrumental motivation depends on situations or contexts whether learning language functions as a foreign language or as a second language.

Integrative motivated is the condition when the learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture (Rehman, et al., 2014).

Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. According to Gardner and Lambert (1959 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012), integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. They continued that instrumental motivation arises out of a need to learn the L2 for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards.

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Dörnyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Brown (2000) indicates the relationship between these two kinds of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the L2 learner to know the L2 for

integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the L2 learner to learn the L2 language.

Moreover, intrinsic motivation can turn out to be integrative motivation if the L2 learner wants to integrate with the L2 culture; intrinsic motivation can also turn out to be instrumental motivation if the L2 learner wishes to gain aims using L2. Likewise, learners with the same integrative motivation can indicate great differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation are pertinent to integrative and instrumental motivation related to L2 language learning (Brown, 2000).

There are four types of motivation such as 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.

According to the studies of Gardner and Lambert (1972) and Spolsky (1969), integrativeness accompanied higher scores on proficiency tests in a foreign language. The results obtained from these studies indicated that integrativeness was a significant demand for successful language learning. Lukmam (1972) carried out a study. They showed that among Marathi-speaking Indian learners learning English in India, those with instrumental orientations scored higher.

FINDINGS

Researchers have studied many types of motivations and have gotten varieties of results and outcomes. According to Lucas (2010) that he shared the idea that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and achievement. Also, Guthrie (1997) got the result that intrinsic motivation has a significant

impact not only on reading comprehension but on the other aspects of reading such as reading breadth. According to Tercanlioglu (2001) stated that Turkish learners have positive attitudes towards reading they read both intrinsic and extrinsic motives. His foundation from motivation is intrinsic and extrinsic types.

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 or distracted learners demotivated 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 and relevant to ESL learning.

Many scholars and researchers investigated the motivation roles

in learning language or doing the other businesses. Among all the people, the people who are motivated to learn a language or do other business without any external forces or rewards and punishments, but the ones who were struggling to learn the language or doing other dealings by achieving the any financial or nonfinancial rewards, they were people who learned the language and other activities learning for short times with difficulties and ineffectiveness of efforts.

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.

Positive Attitude towards L2 Community: Attitude towards the L2 community is very important in learning the L2. Gardner and Lambert (1980 as cited in Pae, 2008) expressed that to learn an L2, one must have an attitude towards that community. According to Gardner and Lambert (1959), motivation to learn an L2 depends on the attitude toward the L2

community and the desire to become a member of that community. These opinions suggest that motivation to learn an L2 depends on the attitudes towards such community.

The Enjoyment of Learning: If learners wish to be motivated, they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the L2. Correspondingly, integratively motivated students enjoy learning the L2 and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the L2 (Wu, 2003).

External Pressures: There are external pressures that motivate learners to learn an L2. Whether it is to please parents, receive a reward, or fulfill some pragmatic aims, learners are motivated to satisfy some external pressures. Noels et al. connect extrinsic and instrumental motivation by stating that they both refer to the desire to learn a second/foreign language because of some pressures or rewards

from the social environment, internalized reasons for learning an L2, and/or personal decisions to do so and their value for the selected goals (2001, as cited in Liu, 2007).

CONCLUSION

The study analyzed the role of motivation in language learning through reviewing the most reliable and significant researches done in the field of learning a language motivationally. Learners' motivation can go up and down depending on the purpose of language learning. This study has found that Motivation has an important role in the development of language skills both in long and short period times. Educators and lecturers significantly influence on learners' motivation to learn a second/ foreign language. The study has also found significant impact of Motivation in learning a foreign language which is influenced by different variables such as integrated motivation and instrumental motivation.

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