

Role of Motivation in Learning a Foreign Language

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Abstract. Motivation is something that is directly related with learning foreign languages as when students set their mind up to figure out a certain work they do accordingly. Therefore, it can be assumed that the role of motivation cannot be denied as it has a relevant and crucial value in learning a foreign language influencing the success in it.

Keywords: motivation, foreign language, learning, integrative and instrumental motivation, intrinsic and extrinsic motivation.

Роль мотивации при обучении иностранному языку

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Аннотация. Мотивация непосредственно связана с изучением иностранных языков, когда учащиеся настраиваются на выполнение определенной работы, которую они выполняют соответственно. Следовательно, можно предположить,

что роль мотивация нельзя отрицать, так как она имеет актуальное и решающее значение для успешного изучения иностранного языка.

Ключевые слова: мотивация, иностранный язык, изучение, интегративная и инструментальная мотивация, внутренняя и внешняя мотивация.

Motivation is one of the important factors that influences success in language learning, in addition to being the core of many studies up to now, it should be mentioned that a significant number of researchers have been discussing the term "motivation" trying to understand the meaning of it as the behaviour occurs a result to a certain kind of motivation. Even though the research has demonstrated that success in language learning is related to positive attitudes and motivation and it is not easy to define and measure motivation [1, p. 12]. The direction of this relationship is not clear, whether motivation leads to successful language learning, or the success in language learning increases motivation.

The term motivation derives from the Latin word "movere" which means to move. It is virtually impossible to determine a person's motivation until that person behaves or directly moves and by observing what someone says or does in a given situation, one can draw reasonable inferences about his or her underlying motivation. The term motivation has many definitions and some of these definitions are the following.

Motivation is a psychological process and internal state that gives behaviour a purpose and a direction.

Motivation gives a person a strong reason or purpose for acting in a certain way, such as giving students an extra reward for working hard, or giving them something attractive to persuade them to do a certain task, and give their best performance.

Motivation is the extent to which certain stimuli, objects, or events affect the occurrence or non-occurrence of the behaviour in question. It depends how hard students are going to pursue it, in addition to, how long they are willing to go after the activity.

In our opinion, motivation is the driving force that affects our actions. It defines to what extent we are ready to go after our aims and goals and what effort and patience we are willing to put to reach our dreams.

Motivation is a process as a result of which any activity acquires meaning for a person, creates an interest in it and turns set goals from extrinsic into intrinsic needs of the individual [2, p. 43].

According to one of the most influential studies conducted by Z. Dornyei [3, p. 45), motivation is an issue worthy investigation, because it seems implicated in how successful language learners are. Moreover, motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring, and classifying its role in theoretical models of language learning process.

Most researchers and teachers have widely accepted motivation as one of the key factors, which influence the rate and success of second/foreign language learning. In addition, motivation provides the primary impetus to initiate learning the second language and late the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in the second language acquisition presuppose motivation to some extent.

Motivation determines the extent of active, personal involvement in the second language learning, shows that motivation directly influences how often students use it.

According to M. Vasilyeva, we can identify learning motivation including specific features of students, teachers, organization of foreign language teaching and the foreign language itself [4, p. 43].

Study of motivation has led to several distinctions between types of motivation one of which is the distinction between integrative and instrumental motivation and the other distinction is between intrinsic and extrinsic motivation.

1. Integrative and instrumental motivation

One of the most influential study identify two kinds of attitudes to motivation in language learning: attitudes to the target-language speakers and attitudes related to the possible uses of the language being learned.

R. Gardner [5, p. 80] maintains that in contrast to motivation, attitudes do not have direct influence on learning. The two kinds of attitudes correspond to the two of motivation: integrative and instrumental described these two kinds of motivation as follows:

Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning favourable attitudes towards learning the language.

Integrative reasons are defined as those which indicate an interest in learning the language in order to meet and communicate with members of the second language community; instrumental reasons refer to those reasons which stress the pragmatic aspects of leaning the second language.

Brown points out that, more appropriate terms would be instrumental and integrative rather than instrumental motivation, because within each orientation the intensity of motivation may vary. According to this view, learner's orientation can be academic or career related (instrumental) and socially or culturally related (integrative). The integrative-instrumental construct indicates that there is no single means of learning a second language: some learners in some context are more successful in learning a language if they are intragatively oriented, and others in different contexts benefit from instrumental orientation. The studies have also shown that these two orientations are not mutually exclusive, that is a learner may start studying language for instrumental purposes and later integrate with culture and people speaking that language [1, 55].

2. Intrinsic and extrinsic motivation

If a person places responsibility for her/his life within self, they have internal locus of control and is self-motivated character and if they place the responsibility on others and on circumstances outside self, they have 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 their decisions and actions. Extrinsically motivated behaviours are carried out to get a reward from outside and beyond the self.

Some researchers 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 behaviour.

According to other articles the point worthy of mention is that during the lengthy process of learning, motivation does not remain constant, becomes associated processes and internal, external influences that learner is exposed to. In other words, time is considered an important aspect in nature of learner's motivation.

As teachers, we hope to promote intrinsic motivation in our students as it encourages life-long learning as it is difficult to encourage intrinsic motivation of the time. There are some strategies for promoting intrinsic motivation including arousing interest in the subject matter, using a variety of interesting presentation modes and helping students set their own goals. A number of other strategies such as student choice, demonstrating the relevance or usefulness of content, and collaboration can also help encourage intrinsic motivation.

We will sometimes need to use extrinsic motivators, as well be sure to use them only when task is uninteresting to students, and make sure that the motivators are contingent on performance and recognize competence. Extrinsic motivators can also help to develop intrinsic motivation through encouraging them to become driven and competitive.

Motivation helps students to come out of their comfort zone, to participate more, attempt to have conversations in the foreign language more and be less intimidated of making mistakes. It can help them to become more fluent and be active in and out of the classroom. Furthermore, motivation has an effect on the feelings of the learners where they feel safe and confident, and they willingly attempt new ventures that may be uncomfortable, but expect the results to be worth it, and that is called internal motivation.

Furthermore, motivation pushes learners to explore new ground, to have new adventures and to choose new experiences not because they have to but because they want to. Moreover, they enjoy what they are learning and instinctively get into the flow of moment in addition to its ability in arousing the curiosity of the students, pushing them to master the language, increasing the success level in language learning, and making the learners more appreciative towards the language that they are trying to learn. It will make students study more to learn the language faster because they know that it will help them to achieve their goals and reach their dreams.

One of the advantages of motivation is that it decreases the level of anxiety for the learners and helps them to become more confident where they will not be afraid to engage in several learning activities, share their ideas and thoughts, challenge themselves and be competitive.

Moreover, motivation allows learners to feel that they are a part of a group, and they want to have an influence on that group; so, group work will become one of their favourite activities.

Thus, motivation is one the most important factors in the learning process, and it can ensure that student will always seek success in whatever they are doing; it can help the learners to break the barriers between them and the others, go after their dreams and goals. In addition to its huge ability in pushing students towards a higher level of knowledge and education. We can say that, without motivation learning will become boring, uninteresting and insignificant where learners will simply lose interest in chasing their hopes and dreams without any kind of development.

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