

The relationship between language learning and motivation

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Abstract: Motivation is a very significant and effective element in the realm of learning language. Thus, the language teachers should discover, realize and pay attention to the personality of their learners. However, they should be aware of motivation, its high importance, and its types.

Keywords: Motivation, Motivational theories, Language learning and teaching, Motivation in learning and teaching.

Introduction. People have several different reasons to learn a foreign language; people often learn a language for practical reasons while others have a particular love for the language and its people. Language teachers are often very aware of the career benefits that language proficiency can offer, but learning the language is just an abstract undertaking needed for an academic degree to many language learners. Motivation and management of our own behaviour are necessary for effective learning. It is not easy, for example, to lose weight or quit smoking. Nonetheless, many people do well, lose weight and quit smoking because they are motivated to accomplish a particular goal. The purpose of learning is to find and apply the most effective way. If a teacher has a strong methodology and motivation, he will achieve his goal. The primary duty of the teacher is to give his students adequate encouragement. People do not learn a subject with their brains alone; other factors are also involved. Motivational factors make the learner more receptive to new information. Students do not learn in the same way. Different students learn in different ways; some students learn by listening, some by writing and some by actively speaking. If a teacher adopts the same method for all students, then some students will not be able to learn anything.

The definition of motivation has been diversely described as the unquestionable reality of human experience. Most scientists believe that motivation is a hypothetical cause of actions. That means motivation is a mental event that decides the course of action. The Encarta 97 Encyclopaedia defines motivation as "It is the cause of an organism's behaviour or the reason that an organism carries out some activity." According to Webster, to motivate is to provide with an incentive or motive, and the synonyms of motive are cause, purpose, idea, or reason. Are these definitions appropriate for a teacher to inspire his or her students? Initially, the researcher has to review the historical origins of motivational concepts. As a result, he should be able to discover in the course of this history not only the origins of the general concept of motivation, but also the beginning of such specific concepts as instinct, drive, incentive and reinforcement. Where does the motivation come from? Perhaps, people have always looked for someone or something to motivate themselves from the inside, like a good teacher, friend and parent.

The term "motivation" was originally derived from the Latin word *movere*, which means "to move". However, this one word is obviously an inadequate definition for our purpose here. What is motivation? How do you create, foster and maintain motivation? It is not too straightforward to define motivation, which is why; everyone can make their own definition so that there are several definitions of motivation. According to Scott, motivation is a process of stimulating people to action to accomplish desired results. Motivation has three distinct features:

1) It results from a felt need. Motivation triggers behaviour, impelling a person to action;

2) It is goal directed. Motivation is a driving state that channels behaviour into a specific course that is fulfilment of a felt need;

3) It sustains behaviour in progress. It persists until the satisfaction or reduction of a need state occurs. Motivation is a personal and internal feeling. The feeling arises from needs and wants. Human needs are unlimited. Fulfilment of one set of needs gives rise to other needs. Therefore, motivation is a continuous process.

Motivation has been a core theme in psychology over the past twenty years. Indeed, it is safe to say that today it is one of the essential components of the most modern theories of learning, personality and social behaviour. There is one barrier to this remarkable development; however, the particular principle of motivation employed by the majority of psychologists is based on an outmoded paradigm suggested by Cannon (1934) in his classical assertion of local theories of hunger and thirst. Cannon's theories were good in their days, but the new facts available on the physiological basis of motivation demand that we abandon the older conceptualizations and follow new theories, not only in the study of motivation itself, but also in the application of motivational concepts to other areas of psychology.

It is no doubt that motivation is an important factor for success in learning. It is the combination of two factors: Learning purpose and attitude; if knowledge is important for the learner, learning occurs without any need to learn it. Teachers are concerned about developing a particular kind of motivation in their students - the motivation to learn. Many elements make up the motivation to learn. Planning, concentration on the goal, metacognitive awareness of what you intend to learn and how you intend to learn it, the active search for new information, clear perception of feedback, pride and satisfaction in achievement, and no anxiety or fear of failure. Thus, motivation to learn involves more than wanting or intending to learn. It includes the quality of the student's mental efforts. The biggest issue of the class today is that the teacher has no understanding of effective teaching and motivation. Teachers assume that their students are empty buckets to be filled with knowledge. However, students have total personalities and teachers must understand effective teaching and students' features, otherwise, they will not be successful in teaching. First, the student is a dynamic, living, growing, developing and maturing personality. The teacher is not directly concerned with the hereditary factors in the student. By the time the student starts school, he already has a well-developed personality. This means that he/she is organized while it is the individual that has to be satisfied with any need and want. Second, students are also motivated by unconscious and semiconscious needs and wants.

Experience is the best teacher in learning. There cannot be learning without experience, and every experience can be an education. The quality of the education is determined by the quality of experience on the part of the learner. Experiences are also important for learning. We interpret new experience in the light of the old. Learning is based on past experience and when tied with "the total pattern" it becomes more effective in comprehension and speed of learning.

When a number of teachers are observed in action, those who are most effective in connecting with students are from poor cultural and economic backgrounds. Effective teachers know and love their subjects, and their enthusiasm is contagious. They love Learning, and they are not afraid to admit they do not know all the answers. They encourage students to question constantly, to search for answers, and to learn for the pure joy of learning. One of the best characteristics of the teacher is to create or increase motivation in students in order to teach, especially the English language. What makes students lack motivation? Is it apathy, or bad attitudes, or crowded classrooms, or no parental support, or poor academic skill? Some psychologists say or believe these;

- (1) When students are bound to fail or be ridiculed for making mistakes.
- (2) When their good behaviour goes unnoticed and unrewarded.
- (3) When they are tired of being compared to other people of their age and are found lacking.
- (4) When all their energy is focused on personal problems that they cannot handle.

Teachers can do something about the four reasons stated above. It may not be easy but it can be done, if teachers give themselves and the students the time they both need. The students need time to see that teachers sincerely care about them, that they have something valuable to teach them and will not embarrass them when they make mistakes. The teachers need time to get to know the students' personalities and maturity level, as well as their intellectual abilities and academic needs. It also takes time to create an environment in their classrooms that is comfortable and secure, so students can relax and concentrate on their lessons. You may be the best teacher in the world, but if your students cannot concentrate, they cannot learn.

Literature review: Motivation is a central topic in the field of education. At the same time, this is one of the most critical topics. Every teacher must have asked him/herself this question: How can I motivate my students? Motivation is vital in language learning. One of the most difficult aspects of teaching is how to motivate a language student. The secret is identifying the students' motivation then making the lesson relevant and enjoyable. Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it (Anjomshoa and Sadighi, 2015).

Most students learn English because they believe it will benefit them in one way. They want to earn more money to fulfil certain education requirements, to travel abroad or to meet more people with the aid of English. Without strong motivation, students will fail in their attempt and their hopes of learning. Apart from the role that intellectual capacity and language aptitude play in learning a second or foreign language (Gardner and Lambert, 1972 cited in Xu, 2008), motivation is a major factor in the successful study of language acquisition. It is considered goal directed and is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985: 10).

Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing (Gardner, 1985).

Full Length Research Paper motivation as one of the major important factors in learning English language can be regarded as a ‘device’ used by the learners of English in order to learn English. Researchers have provided empirical evidences pointing to emphasis on learners’ motivation as an effective device in improving language of learners (Ali et al., 2017).

Conclusion. In summary, Self-motivation is defined as staying motivated by one’s own interest. One should be a self-motivated person; as self-motivation is the key to living a satisfying life. Self-motivation plays a vital role in one’s own life, as it enables one to make self assessment as often as one can. The process of self assessment discloses one’s strengths and weakness by which one can increase strength and strive to overcome weakness. In this way, self-motivation leads to the desired success in life. Self-motivation states a will to learn. All effective learning is a desire on the part of the learner for knowledge and understanding. The speed and efficiency in learning are closely related with the aspiration and the will to learn. Knowledge of results, high aspiration and clear goals are important especially if the student is encouraged to set his own goals and seek superior remote goals.

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