

THE RELATIONSHIP BETWEEN LANGUAGE LEARNING AND MOTIVATION

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Abstract: Motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second/foreign language. Motivation is an important factor in learning a foreign language which is influenced by different variables.

Keywords: Motivation, Teacher, Methods, English Language, Learners, Relationship.

Introduction. Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are. What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.

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. In order to keep students interested in learning, students must be motivated by the teacher

Literature review: There are many different definitions for the term motivation. Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. According to Elliot and Covington (2001), motivation gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Pardee (1990) said that a motive is what encourages the person to act in a certain way or develop an inclination for particular behavior. According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus

favorable attitudes toward learning the language. Oxford and Shearin (1994) defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. 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 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.

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.

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 is pertinent to integrative and instrumental motivation related to L2 language learning (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.

Main part.

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.

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.

Conclusion. This study examined the role of motivation in language learning through reviewing some of the most considerable research in the field. Learners' motivation can go up and down depending on the context of language learning. Motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second/foreign language. Motivation is an important factor in learning a foreign language which is influenced by different variables. Motivation sometimes overlooked by some EFL teachers in urging their Learners to learn more. We as EFL teachers should teach our learners to promote motivation. Teachers should help their learners to find motivation in the areas where they do not expect it and also to research for their own motivational processes so they can take advantage of it. All these suggestions may or should create motivation in the classroom. If a student has the desire to learn, it may imply at some point in time that the student is receptive to learning. A student may be motivated to learn by an idea, emotion or physical need. If a student does not want to learn, it is unlikely that learning will occur. Sometimes physical motives may stimulate a person or student to learn. Student's beliefs and behaviours might be major target of teaching and at the same time, they affect the probability that change will occur. It is common sense that motivation is largely a product of learners' learning experiences. Learner's belief can be powerful motivators and they may be influenced by families and teachers. A student should believe that whoever studies hard can succeed. However, motivation may be the only key to obtain good grades and to prevent failure. In this work we made different definitions appear generally to have three common dominators that may be said to characterize the phenomenon of motivation.

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