

Die Rolle der Motivation beim Zweitspracherwerb

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Zusammenfassung: Rost (2006) behauptet, dass Motivation das „vernachlässigte Herzstück“ des Sprachunterrichts ist. Zugegebenermaßen vergessen viele von uns als Lehrer oft, dass die Motivation mit dem Erfolg unserer Sprachlerner zusammenhängt. In diesem Sinne gibt es ohne die Motivation der Schüler keine Energie im Klassenzimmer. Motivation selbst ist die Stärke oder ein Bedürfnis, das unser Verhalten lenkt. Daher kann die Motivation als ein Thema angesehen werden, das es wert ist, untersucht zu werden, da es den Grad des Erfolgs von Sprachenlernenden bestimmt.

Schlüsselwörter: Motivation, die Rolle der Lehrer, Zweitsprachenerwerb (SLA), Motivationsstrategien, Unterrichtsstil, quantitative und qualitative Ansätze.

The Role of Motivation in Second Language Acquisition

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Abstract: Rost (2006) claims that motivation is “neglected heart” of language teaching. Admittedly, many of us as teachers often tend to forget that motivation is interrelated with the success of our language learners. In this sense, without students’ motivation there is no energy in the classroom. Motivation itself is the strength or a need which directs our behavior. Therefore, motivation can be considered as an issue which is worthy of investigation since it determines the level of language learners’ success.

Keywords: Motivation, role of teachers, Second Language acquisition (SLA), motivational strategies, teaching style, quantitative and qualitative approaches.

Introduction

Currently, the prestige of foreign languages is growing day by day all over the world. As a result, great attention is paid to the ways of teaching and learning L2. In spite of the fact that lots of approaches and techniques to acquire L2 were offered by linguistics researchers, the role of motivation in second language acquisition (SLA) is still significant. We constantly encounter the term “motivation” and tend to think that its meaning and functions are clear. However, Dornyei (2002) claims that “This seemingly unambiguous understanding, however, contrasts starkly with the perception of motivation as a technical term in the psycho-logical and applied linguistics literature”. Taking into consideration this fact, I decided to devote this case study to the role of motivation in SLA. The purpose of the study is to reveal to

what extent motivation affects students' language performance. Moreover, this research investigates the role of teachers to motivate their students to learn L2. This article is organized as follows. It includes review of the literature (types of motivation, motivational strategies, role of teachers are discussed), participants profile, data collection and findings and concludes with a reflection on the conducted study.

Research questions

1. What aspects of motivation affect Second Language Learning (SLA)?
2. To what extent the role of a teacher is significant in motivating language learning students?

Literature review

Motivation is an important part of acquiring any second language and is defined as learner's own desire to learn something new. The *Cambridge Online Dictionary* defines motivation as "enthusiasm for doing something. According to Dornyei (2009) motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. So, we can certainly say that motivation directly affects SLA process.

Different types of motivation have been presented within several topic- related materials. Many researchers distinguished such four types of motivation as intrinsic, extrinsic, integrative and finally instrumental. Intrinsic motivation is something which comes from the core of self and mostly related with own satisfaction and interest towards learning (Zaman, 2015). Anjomshoa, L. and Sadighi, F. (2015) also acknowledge that intrinsic motivation is the type which is originated inside a learner. On the other hand, extrinsic motivation comes from outside and more related with achievement. For instance, a student with an extrinsic motivation anticipates rewards in the form of a good position or passing an examination with high score. Alexandra O.(2014) states that extrinsic goals may vary from short-term to long- term. Both kinds of motivation are of great importance in language learning process and lack of motivation may result in procrastination (Anjomshoa, L and Sadighi, F, 2015).

The other two types of motivation are integrative and instrumental. Cook(2002) explains integrative motivation as " learning the language in order to take part in the culture of its people". Thus, this type of motivation is closely related with particular culture and people. To move on with an instrumental motivation, Ahmed M. (2014) claims that this type involves factors "that associate with motivation arising from external goals, for example passing exams...". Cook(2002) confirms that instrumental motivation pushes students to learn the language for a career goal or some other practical reasons. All in all, all the above-mentioned motivational types have an important role in acquiring L2, because without them one may encounter problems.

Motivational strategies are mechanisms implemented by language teachers to make language experience enjoyable and lively. Tavakoli,M et al. (2016) claim that "equipped with the right motivational engine at the proper time". "Motivational strategies are deliberate instructor actions that enhance a person's motivation to learn (Wlodkowski,1999)". Though, there are numerous motivational strategies available

to L2 teachers for implementing in the classroom. According to majority researchers any strategy would be useless unless good classroom relationship is established. Dornyei (2001) classified motivational strategies into four main aspects namely creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. In sub-areas of the mentioned model appropriate teacher behaviors, providing motivational feedback, offering rewards, promoting cooperation among the students and etc. are included (Dornyei,2001,p.29).

Relationship between teacher and student is another significant factor for the motivation of the learners. Ahmed, M (2014) claims that teacher's role in creating positive atmosphere in the lessons is an important element. Thereby, the teacher's enthusiasm and dedication towards his/her job motivates students and creates space for better language performances (Dornyei, 2001). In addition to this, Zaman, Z(2015) claims that it is important for teachers to teach their students about taking challenges and overcoming difficulties. For instance, many students suffer from lack of confidence in themselves. "Teachers can motivate the learners by their positive attitude" (Zaman, Z.,2015). Areej Ali(2016) after conducting a research devoted to the EFL teacher's role in developing students' motivation, also concluded that a teacher as a facilitator and a guide plays a significant role in increasing his/her students' motivational level through proper behavior and teaching style. Consequently, teachers may be recognized as the direct source of motivation for L2 learners.

Participants' profile

As the participants of this study two adult EFL learners and one EFL schoolteacher were chosen. All the three participants belong to Uzbek nationality. Two learner participants, one male (student A) and one female (student B) have recently finished their undergraduate education. Consequently, they have big experience behind in learning foreign languages. English was their major at university. As a second language student A and student B learned Italian. Moreover, as languaholics they were involved in learning other foreign languages as well. Student A is introverted and prefers to learn languages alone rather than in a group. His style of learning is visual, so he grasps the needed information by seeing. However, student B is extraverted and loves being in a team and learning new skills with her peers. Her learning style is auditory, so she learns faster when she listens to the lectures, recordings or speeches of teachers. In addition to the above-mentioned, both learner participants started learning English in early childhood. Over the years with hard work and persistence they became fluent English speakers. Taking into consideration their big achievements in L2 learning, as a researcher I was interested to discover to what extent motivation was of importance for them in the process of second language acquisition and what aspects or types of motivation affect their foreign language learning. To find out the answer I asked them to fill in the questionnaire and also interviewed female EFL learner.

Research design

The following two methods were implemented to conduct this case study

- Questionnaire
- Interview

Quantitative and qualitative approaches were applied to collect data. In order to get the needed information and find out the answers to the two research questions which were addressed in this study both questionnaire and interview methods have been used. Questionnaire consists of ten questions which were developed by myself based on the research questionnaires developed by prominent linguistic scientists. Predominantly Yes/No questions are used in the questionnaire, however, I implemented some open-ended questions so that the subjects would not stick to just Yes/No answers.

Moreover, I interviewed an EFL schoolteacher and one learner participant (Student B) to gain more information about the role of motivation in SLA. Both Student B and the teacher were asked several questions about the topic and their answers were recorded in written form.

Data collection and findings

A structured questionnaire consisting of ten closed-ended and open-ended questions was distributed to the respondents. One male and one female EFL graduate students were chosen as the subjects of this study. Overall, students' questionnaires and teacher's interview were used as data collection tools to gain insight into the main aspects of the study. All three subjects participated in the study with their own will.

The data collection process took rather short period of time. Participant A and Participant B answered the topic related questionnaire within two days so that they could think over the answers without rush. After compilation of the questionnaire, I as a researcher asked one of the participants (Student B) to be an interviewee as well. She was given several questions about her source of motivation, the role of her FL teacher in learning L2. Later on, I conducted an interview with an EFL teacher too and gave some questions about motivational strategies she uses during the lessons. On average each interview took approximately ten minutes to be completed. After completion of the interviews and questionnaire I started to analyze the results. Due to the small number of subjects (three), the results were analyzed by means of the given responses.

In this study ten questions about the topic were used to address the first research method, questionnaire. Both female and male participants gave "Yes" answer to the question whether motivation is the foremost criterion for learning FL. To the question "why?" Student A stated that he does not want to learn anything with enforce. Student B answered that "only with motivation I can accomplish decent results". Student A and Student B acknowledged the role of their FL teacher as significant push to pursue language learning. However, to the 7th item of the questionnaire "Do you really like the process of learning second language?" male participant answered negatively. To the question "why?" he answered that he is interested in outcomes only.

It reveals that his desire to learn L2 comes not from inside. He mostly relies on extrinsic motivation. On the other hand, female participant gave the positive answer

to the same item (7th). Indeed, as a push to learn the English language both participants answered “dream of travelling and seeing new cultures”. Consequently, for both genders integrative motivation was a reason to learn L2.

Moving to the interview with a teacher, I was reassured that motivation should be noticed by all L2 teachers before beginning the teaching and learning process. According to the teacher, in order to success in motivating learners, it is important to have background information about them as well.

Closed- ended questions of the questionnaire

Participants	Is motivation for you the foremost criterion for foreign Language?	Did your English teacher play a significant role in motivating you to learn English?	Could we take social and cultural changes as motivating factors?	Do you really like the actual process of learning second languages?	Do you always listen to the songs in your L2 language?
Student A	Yes	Yes	Yes	No	Yes
Student B	Yes	Yes	Yes	Yes	No

Conclusion

We know that success in a task is due to the fact that someone is motivated. According to numerous studies and researches, language is acquired better and faster with the implementation of motivation. This case study examined the role of motivation in SLA through reviewing several researches in this field and conducting mini- research applying such two tools as questionnaires and interviews. It took nearly a week to gather the proper amount of information related to the problem of motivation in Second language acquisition.

One of the main questions in my research was “What aspects of motivation affect Second Language Learning process (SLA)?” Moreover, I investigated the role of a teacher and motivation itself in L2 learning. During the study, I noticed that all four participants acknowledge motivation as the important factor to succeed in learning foreign languages and as one of my participants answered in questionnaire paper “Only with motivation I can accomplish decent results”. With regard to motivation factors, students seem to learn English for several reasons mostly they were motivated extrinsically and integrative type of motivation also acted as a push to acquire a foreign language: Future benefits, interest in the cultures of foreign countries and desire to travel around the world were mentioned as factors which motivated subjects to learn L2. Based on the collected research materials, I can say that learners are motivated when they deal with the proper materials, see goal in their activities and believe that their studies are important. By applying these strategies and the ones which were mentioned in the literature review part, we FL teachers can create a suitable environment to boost motivation in second language teaching.

To conclude, motivation plays an important role in the development of students' language proficiency. According to my humble research, I discovered that for language learners L2 is directly connected to advance in terms of personal and social levels. Thereby, many aspects which were mentioned above affect L2 acquisition. Moreover, the role of FL teachers in motivating students to language learning is significant. We as L2 educators should help our learners to discover motivation even in the less expected areas through encouraging them to do their best.

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