

Die Bedeutung von Motivation und Zweitspracherwerb

Surayyo Zubaydullaeva

Dozent an der Abteilung für Lehrmethoden und Praxis der englischen Sprache,
Fakultät für englische Philologie der Karshi State University

Zusammenfassung: In der heutigen wettbewerbsorientierten Welt geschieht jeder Aspekt des Lebens immer schneller, daher ist die Forderung nach besserem Wissen in jedem Bereich erforderlich. In diesem Fall spielt die Motivation eine wichtige Rolle. Motivation ist die Kraft, die Sie antreibt und Sie dazu bringt, härter zu arbeiten. Als Lehrer, der beobachtet, wie man eine Zweitsprache effektiv unterrichtet, habe ich in dieser Fallstudie das Thema der Bedeutung der Motivation beim Erwerb einer Zweitsprache gewählt. In der Studie geht es um die Unterscheidung zwischen instrumenteller und integrativer Motivation. Die Ergebnisse zeigen, dass bei hoher Motivation der Lernenden der Unterschied zwischen instrumenteller und integrativer Motivation abnimmt. Der Lernende, der den starken Wunsch hat, eine Sprache zu lernen, verwendet sie sowohl für berufliche als auch für Bildungszwecke und zum Aufbau einer effektiven Kommunikation in der Kultur der Zielsprache.

Schlüsselwörter: konzentrieren, üben, identifizieren, zweifellos, bereitwillig, Angst, Sichtweise, inspirieren, erleichtern, erlösen, Berühmtheit, Aufnahmeprüfung, persönlich, formell, notwendig, diskutieren, weiter.

The importance of motivation and second language acquisition

Surayyo Zubaydullaeva

Teacher at the Department of English Language Teaching Methods and Practice
Karshi State University Faculty of English Philology

Abstract: In today's competitive world every aspect of life is happening faster and faster, so the demand for better knowledge is required in every domain. In this case, motivation plays an important role. Motivation is the power that pushes you towards, makes you work harder. As a teacher who is observing how to teach a second language effectively, I have chosen the topic of the importance of motivation while acquiring second language acquisition in this case study. In the study, there is an objective about differentiating instrumental and integrative motivation. Findings show that if learners are high motivation, the difference between instrumental and integrative motivation diminishes. The learner who has a strong desire to learn a language uses it for both job or educational purposes and establishing effective communication in the culture of the target language.

Keywords: focus on, practice, identify, undoubtedly, willingly, anxiety, point of view, inspire, facilitate, redeem, celebrity, entrance examination, face-to-face, formal, necessary, discuss, further.

Introduction.

Learning second language is a process which requires both physical and moral effort. It has been argued that most language learners tend to consider this process as a thing which they have to do in order to study in prestigious educational places that lead to obtain high job opportunities. Yet, some groups of people learn a language for entertaining purposes, meaning that they want to fulfil their dreams such as going abroad, learning a new culture, being a part of that culture. In both situations learning a language is focused on, so in both types of people one thing has to be provided: motivation.

Because we have learnt many concepts during our course and my interest towards this topic drives me to see to what extent it works perfectly in practice. Generally, I try to identify its importance on the learners who are in elementary level.

The main objectives of my case study are followings:

- ✓ To identify the role of motivation in learning a second language
- ✓ To identify which type of motivation is more efficient
- ✓ To identify its effect across different age groups and levels.

During the study I try to organize process in success in order to have a deep insight in learner's progression. It took me 30 days.

Literature review.

Second language is so demanding process that makes motivation necessary to apply. Therefore, many researchers have attempted to shed light on motivation and the outcomes come from motivational teaching. Peters (2005) stated that the most common reason for learning a language better is undoubtedly motivation. As he said performing better or not is directly related to the fact that is a learner is motivated or not since language is a way by which individuals can shape their mental and social life. In this case each teacher has to know the means of inspiring her students while learning a language. According to Mitra Alizadeh's (2016) perspective goals and directions that we are meant to follow are cultivated and developed by the help of the motivation. Because a learner can overcome any difficulties of learning process as long as he is encouraged to communicate. In fact, every learner sets up certain goals before learning a second language: it can be intended for studying in foreign universities (it is called instrumental motivation) and for just pleasure, more clearly, for being introduced with other cultures (it is called integrative motivation). So, being motivated helps to follow a certain aim and makes the process of learning a language easier, importantly learners are expected to perform willingly.

The best way to motivate learners in order to learn language skills with their own desires is organizing very relaxed and friendly atmosphere in the classroom according to Chang (2010). As he said, during the process of language learning, first of all, each learner should feel comfortable and free from any anxieties or worries. Because it creates a cozy atmosphere in which a learner freely asks a question. As long as a teacher creates a sphere in which learners speak without the worries of making mistakes, they can be encouraged to learn a language in a more natural way. That is, making a mistakes or speaking not fluently can be regarded as a normal condition while acquiring a second language.

Another researcher who expressed his beliefs on the effects of motivation on learning another language is Moiiinvaziri. According to his point of view, teachers have to not only introduced their learners with key aspects of a language but also they have to inspire individuals to enjoy a new language in every moment of teaching. It facilitates the process and redeems learner's performance. It can be a motivational video or song, quiz or speech by English celebrities. In this state, learners are expected to show both instrumental and integrative motivation: they want to learn a language in order to understand their favorite celebrity and to reach their maximum potential.

Learner's profile

In this study I have chosen a boy who is 15 years old with the level of Pre-intermediate. He knows Uzbek and Russian and started learning English 2 years ago. When I asked about his progression on learning English, it was obvious that he tended to learn the language with several pauses during the learning process. About reasons behind, he said that it was his parents made him learn the third language in order to pass an entrance examination. He attended English classes in the learning center called "Registan". During his studies there, the instructor used Grammar Translation Method which made him bored. Then he stopped learning for a while. Next decision about learning language made by his parents made him back into classes. As a motivation he listened to English songs.

Research design.

In this section I decided to obtain data about the role of motivation in learning a second language as it is the topic which I want to cover in my case study. First of all I made an appropriate plan in order to successfully evaluate my topic. According to my plan the first step was conducting a face-to-face conversation with the learner. Before the conversation, I read several books on psychology and learnt people's psychological states in different learning processes as a preparation for my interview. During the talk, I tried to carry on it in a positive and friendly way, because I want to know about his weakness points on learning. Obviously, most individuals under 15 tend to hide their weakness points, feelings or emotions about something because of their shyness. So I wanted to make him feel as confidants. The interview was good, at the beginning he was shy and in formal state as I expected, but then different talks about daily interests or things like that led to more relaxing conversation. From that talk I received necessary conclusions about his unwillingness to learn a language: he considered it is not only difficult but boring to acquire a language. As he said he wanted to participate in more lively activities rather than learning a language. Furthermore, I found that he has a great interest in art, especially singing. It was a hint for me to carry out next step. In second step I found a very interesting and motivational video about the people who have achieved considerable success during their life. At the beginning it was difficult to understand some parts of the video because of some unfamiliar words which are used in a daily language. But we wrote all of them and watched it again. Video-show repeated three times with various motivational clips. In the last time it was perfect. I realized that the learner started to be interested in other famous successful people's life. When I asked about his interest,

it was disclosed that he also wanted to be optimistic, motivated and outgoing person. Then he himself began to search and watch different motivational films, however all of them were in English. Within the power of interest towards lucky and wise people's life, a learner began to write every vocabulary he came across which means that his vocabulary was being enriched. As it has been clear, I decide to use Communicative Language Teaching approach which is widely used in teaching English and my aim was to improve his Speaking skill. In the third week, we watched a video of Selena Gomez. That was a speech when she rewarded as a favorite female singer in America in 2016. Actually, I was happy because he understood not only words but also emotions of the singer and after watching he subconsciously began to discuss it. He did not pay attention to his speaking ability nor mistakes occurring; however was the number of errors perceivably low.

Data collection findings.

The data collection started from picking up more relaxing and friendly questions in order to carry on a conversation with a learner. The questions are given below, on Appendix I.

The questions included his general interests, hobbies, opinions about languages, language learning pauses, its reasons and future goals. From this interview I came to conclusion that the boy had had an interest into English but he started to be bored when there were grammar lessons, consequently he gave up the whole English. For this reason, I decided to make him interested in English.

In the second stage, speaking seemed a nice preference for me, so I believed that Communicative Language Teaching approach would be useful to increase his speaking skill. According to this approach, I chose number authentic materials: videos about the life of successful people. When we watched it, the learner had some difficulties about understanding the whole context, because he had some problems with vocabulary. It made him to write down each vocabulary he did not know. Actually, main hindrance was unfamiliar words in the second step so he was disappointed with his English. It was the initial point where he was motivated to learn more vocabularies in order to understand such an interesting short videos.

In the Appendix II we can his notes on vocabulary.

The third research revealed that he began to feel and think in an English way: it was a very motivational speech by his favorite celebrity Selena Gomez and he started to discuss her opinions, her pains, her motivational speech. There were rarely misunderstandings about her speech and he understood all words used by Selena. I think people begin discuss whenever they fully understand the context. So I could conclude that he caught the meaning of her words but also began to reach them. Here, I realized that motivation has a power to make people work over and over to gain their aims. The script of this motivational speech is given in the Appendix III.

Conclusion/ Further implication.

A glance at the data revealed that motivation is the very necessary tool in both teaching and learning a second language. It provides an inner driving force to attain goals. Especially in developing learner's speaking ability motivation has a leading role. Personally I believe that if the teacher is able to inspire students to learn a

language, to motivate them, students can learn language in a short period but with successful results. After conducting this case study, I have found that the role of motivation is really crucial in second language acquisition

References

Alizadeh, M. (2016) *The Impact of Motivation on English Language Learning*. Islamic Azad University, Lahijan, Iran.

Brown, H. D. (1980). "The optimal model of second language learning" . *TESOL Quarterly*. 14, 157-164.

Brown, H. D. (2000) *Principles of Language Learning and Teaching*. (4th ed.) New York: Addison Wesley Longman.

Dornyei, Z. (1998). Conceptualizing motivation in foreign language learning. *Learning Language*.

Elliot. A. J., & Covington, M (2001) Approach and Avoidance Motivation. *Educational Psychology Review*.

Moiinvaziri, M (2009) *Motivational Orientation in English Language Learning*. Available at: [http:// www.usenglish.com/articles/english-learning.html](http://www.usenglish.com/articles/english-learning.html)

Oxford, Rebecca & Jill Shearin. (1994). "Language Learning Motivation: Expanding the Theoretical Framework". *Modern Language Journal*, 78: 12-28.

Appendix I

Questions of interview.

1. What is your name? How old are you?
2. What are the main hobbies?
3. What kind of job did you want to have when you were a child?
4. Who is the nearest person in your family?
5. Do you think belief is important?
6. What kind of people you never believe in?
7. Have you ever imagined yourself as an eminent specialist in a certain sphere?
8. What is your dream?
9. What kind of people can motivate you?
10. Whom do you admire for?
11. What is your opinion about languages?
12. What kind of difficulties do you face in learning a language?
13. Why did you stop learning English?
14. Have you ever imagined yourself as a proficient IELTS trainer?
15. What will you ask if you are given a magic stick?