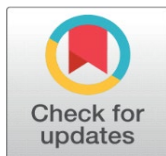
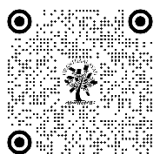


UNRAVELING THE ESSENCE OF MOTIVATION IN LANGUAGE LEARNING

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ABSTRACT

The motivations behind foreign language acquisition vary greatly among individuals, ranging from practical considerations to personal affinities with the language and its culture. While language instructors often recognize the professional advantages of language proficiency, for many learners, language acquisition may primarily serve as a requisite academic pursuit. Effective learning necessitates both motivation and self-regulatory behaviors, where success is often driven by goal-oriented motivation. Thus, the efficacy of learning lies in identifying and implementing optimal approaches. A teacher's success hinges on a robust methodology coupled with motivational prowess, with a paramount responsibility to provide students with sufficient encouragement. Cognitive processes alone do not determine learning outcomes; motivational stimuli significantly influence receptiveness to new information. Acknowledging the diversity in learning styles, teachers must tailor their methods to accommodate varied modalities, ensuring all students are effectively engaged. Central to sustaining student interest and engagement is the teacher's ability to foster and maintain motivation throughout the learning process.

Keywords: Motivation, motivational theories, language learning and teaching, motivation in learning and teaching.

1. INTRODUCTION

Motivation is what drives our actions and behaviors, giving us the energy and direction to pursue goals or meet particular needs. It can stem from desires, values, and beliefs as well as external factors like rewards or pressure from others. Motivation significantly influences how an individual invests one's effort or dedication to a task or activity ultimately shaping their achievements and sense of fulfillment. In the field of education motivation is an aspect that poses challenges for educators who seek to inspire and maintain student's engagement. This challenge is especially prevalent in language teaching, where finding ways to motivate students can be particularly demanding. The key seems to lie in understanding each student's motivations and tailoring courses to align with their interests for a more interactive and meaningful learning experience.

Motivation plays a role in determining the outcomes of complex endeavors, whether they culminate in success or failure. The idea that motivation is essential for achieving success finds support in various studies and experiments in all spheres of human learning.

According to Gardner (1985) motivation can be described as the combination of effort, desire, and positive attitudes aimed at achieving language learning goals. It serves as the driving force behind the improvement of listening, speaking, reading, writing, grammar skills, vocabulary retention, and pronunciation mastery.

Motivation involves both the pursuit and the yearning to reach language learning objectives along with maintaining positive attitudes toward the learning process. Learning a language is akin to mastering a new game. Understanding the benefits of excelling in the game can motivate one; however, lack of interest can lead to disengagement. Strong desire is crucial; merely putting in effort does not equate to motivation. A motivated individual channels their efforts toward a goal whereas effort, without motivation, lacks effectiveness (Gardner, 1985).

In today's world where English stands out as one of the most commonly spoken second or foreign languages globally, motivation holds significant importance in the journey of language acquisition.

Empirical studies emphasize the important role motivation plays in enhancing students' language skills (Ali et al., 2017) making motivation a key factor that English learners use to achieve fluency. With educators and scholars delving into its intricacies, it is clear that motivation greatly influences language acquisition. Simplifying its complexity can lead to an engaging and effective learning environment empowering student to pursue their language aspirations with confidence.

2. EXPLORING THE COMPLEXITIES OF MOTIVATION

The scientific community holds a variety of views on motivation which is often seen as the driving force behind actions. It is considered a spark that propels individuals towards specific goals. According to Elliot and Covington (2001) motivation serves as the factor for people's actions, desires, and needs influencing their behavior. Pardee (1990) notes that motivation can either encourage or deter individuals from behaviors.

Motivation is rooted in the network of human needs and desires representing an internal and personal phenomenon. As one set of needs is met, new ones emerge, perpetuating the cycle of motivation.

Educators must grasp the intricacies of motivation to effectively navigate its complexities. By understanding its nuances and harnessing its power teachers can cultivate an environment where students actively engage in their learning process than passively consuming information.

In the exploration of motivation as an interplay of factors influencing behavior direction, intensity, and persistence regardless of abilities and task comprehension, Campbell and Pritchard (1976) offer valuable insights. They conceptualize motivation as a series of relationships between independent and dependent variables, elucidating the direction, intensity, and continuity of an individual's actions. They emphasize that these relationships remain consistent even when considering factors such as aptitude, skills, task comprehension, and environmental constraints. Keller (1983 in Crookes and Schmidt, 1991) further defines motivation as the choices individuals make in pursuing or avoiding experiences or goals along with the level of effort exerted. Gardner and Lambert (1972) distinguish between integrative and instrumental motivation highlighting learners' focus on integrating into a new community culture or achieving specific objectives through language learning. Gardner and Lambert (1959) proposed that motivation, in language learning is mainly driven by the learners' attitude toward acquiring a language. They distinguished between motivation, linked to perceptions of the target language community and a desire for integration and instrumental motivation tied to practical reasons like career advancement or passing exams. This distinction mirrors the concepts of extrinsic motivation, in educational theory. Littlewood (1984; 57) observed that most learners are motivated by a mix of instrumental factors.

One of the seminal investigations into motivation in acquiring a second language was conducted by Gardner and Lambert in 1972. They identified two categories of attitudes impacting motivation in language acquisition: attitudes towards the native speakers of the target language and attitudes regarding the potential utilizations of the language being learned. According to Gardner (1985: 10), attitudes, unlike motivation, do not directly affect learning. In this context, motivation refers to the combination of effort, the desire to achieve learning goals, and positive inclinations towards language acquisition. These attitudes align with integrative and instrumental motivations, as described by Gardner et al. (1977:

244). Integrative motivation involves a desire to assimilate into the target language community and identify with its cultural aspects, while instrumental motivation entails learning the language to fulfill personal objectives such as academic success or career advancement.

Brown (2007: 170-171) suggests that more suitable terms would be instrumental and integrative orientation, as motivation intensity can vary within each orientation. Accordingly, a learner's orientation may be academically or professionally oriented (instrumental) or socially and culturally oriented (integrative). Some studies have not found support for the integrative-instrumental framework, suggesting that the efficacy of language learning methods varies depending on context. Furthermore, research indicates that these orientations are not mutually exclusive; learners may initially pursue language study for instrumental reasons and later develop an interest in integrating with the culture associated with the language.

Another aspect of motivation lies in the differentiation between extrinsic (externally regulated) and intrinsic (internally regulated) motivation. External motivation is driven by external incentives such as monetary rewards, accolades, academic grades, and positive feedback (Brown, 2007: 172), as well as factors like students' desire to please parents, excel in external examinations, or peer influence (Ur, 1996: 277). Conversely, intrinsic motivation emanates from learners themselves, stemming from their attitudes towards the language, their learning objectives, emotions, aspirations, and so forth. Deci (1975: 23) characterizes intrinsic motivation as activities pursued for their inherent value, where individuals engage in tasks for the activity itself, driven by feelings of competence and self-determination.

Ushioda (2010) underscores the importance of whether motivational factors are internalized and self-determined or externally imposed and controlled by others, rather than solely focusing on their intrinsic or extrinsic nature. Both forms of motivation play pivotal roles in language learning success. Ur (1996: 276 - 279) highlights that both types of motivation can be influenced, at least in part, by teachers. She identifies several sources of extrinsic motivation affected by teacher actions:

1. Recognition of success and its rewards: Ensuring learners recognize their own successes and cultivating their ability to identify success independently.
2. Addressing failure and its penalties: Encouraging learners to view failure as a natural part of the learning process, promoting constructive use of failures for future success.
3. Managing authoritative demands: Striking a balance between providing guidance and fostering learners' independence to prevent over-reliance on the teacher.
4. Utilization of tests: Employing tests judiciously to motivate learners to invest more time and effort in learning.
5. Engaging in competition: Organizing group competitions to mitigate stress associated with individual competition and enhance motivation.

While intrinsic motivation is inherently driven from within, teachers can also nurture this type of motivation by establishing rapport with learners, fostering self-confidence and autonomy, tailoring the learning process to individual needs, and enhancing goal orientation (Brown, 2007:174).

Keller (1983), as cited by Crookes and Schmidt (1991: 482), identifies four primary factors influencing motivation:

1. Interest: Stimuli that resonate with learners' existing cognitive frameworks, stimulating and maintaining curiosity.
2. Relevance: Learners' perception that the learning environment addresses significant personal needs, essential for long-term motivation. This perception stems from fundamental human learning requirements.
3. Outcomes: The anticipation of rewards or consequences linked to learning.
4. Expectancy: Grounded in studies on the anticipation of success and the interpretation of success or failure.

Motivation plays a role in educational outcomes with effective teaching incorporating elements like goal setting, concentration, metacognitive awareness, and active participation. Recognizing student's uniqueness and developmental stages is crucial for tailoring teaching methods to enhance motivation and learning goals.

Establishing a classroom environment that values students' individuality and enhances their self-esteem is key, to fostering motivation and involvement. In education rewards and consequences are utilized as strategies each carrying its own set of pros and cons.

Achieving both success and facing setbacks are influential in motivating students and boosting their spirits emphasizing the necessity of offering opportunities to all. A positive mindset also plays a role in driving motivation and academic

achievements as optimistic attitudes encourage active participation and better performance. In essence, motivation is a concept that significantly influences behavior and learning outcomes. It is essential to grasp how characteristics, educational settings, and motivational factors interact to establish conducive learning environments that will help students' academic progress. By employing teaching strategies and cultivating an inspiring learning atmosphere, students can realize their full capabilities and cultivate a lifelong passion, for acquiring knowledge.

3. KEY FACTORS OF MOTIVATION

Motivation when learning a language can be influenced by three key factors; having a positive attitude towards the community where the language is spoken, finding enjoyment in the learning journey, and external influences.

1. POSITIVE PERSPECTIVE ON L2 COMMUNITY;

The way one views the community connected to the language plays an important role in mastering it. According to Gardner and Lambert (1980 as cited in Pae, 2008) developing an attitude toward the community associated with the target language is vital for effective language acquisition. Expanding on their work (Gardner & Lambert 1959) they suggest that motivation to learn a second language hinges on individuals' perceptions and desire to become part of that specific community. These viewpoints highlight the importance of developing their attitudes towards the L2 community as a driving factor behind motivation in language learning.

2. ENJOYMENT OF LEARNING;

Taking pleasure in learning is essential for keeping learners motivated. Intrinsically motivated individuals, engaging in activities for fulfillment rather than external rewards are more likely to persist compared to those who are extrinsically motivated by outside incentives. Similarly, students propelled by motivations find joy not only in acquiring the target language but also in immersing themselves in its culture. Therefore, experiencing enjoyment throughout the learning process is crucial, for sustaining motivation and continuing with L2 studies (Wu, 2003).

3. EXTERNAL INFLUENCES;

External influences also play a role in inspiring individuals to learn a second language. Whether it's to please their parents earn incentives, or achieve goals learners can be motivated by external factors. According to Noels et al. (2001, cited in Liu, 2007) extrinsic and instrumental motivations are linked, indicating that both stem from the desire to acquire a foreign language due to societal pressures or rewards, personal aspirations, and decisions aligned with specific objectives. These external influences are instrumental, in shaping learners' drive and involvement in language learning pursuits.

4. MOTIVATION AND EFFECTIVE TEACHING

Inspiring and engaging students in the learning process is just as important as sharing knowledge in teaching. Educators who show enthusiasm for their subjects and ignite a passion for learning can make a significant difference in students' lives regardless of their backgrounds. These teachers spark curiosity and promote exploration and interest in learning among their students.

1. TEACHER'S ROLE IN NURTURING STUDENT MOTIVATION:

In nurturing students' motivation, teachers play a vital role by establishing rapport, creating a positive classroom environment, setting clear expectations, and providing support and encouragement. They differentiate instruction, develop a growth mindset, offer meaningful learning experiences, and provide constructive feedback. Promoting autonomy, being a role model, and acknowledging students' efforts are also crucial aspects. Overall, teachers inspire and empower students to stay engaged, resilient, and motivated in their learning journey.

2. UNDERSTANDING INTRINSIC AND EXTRINSIC MOTIVATION:

In comprehending intrinsic and extrinsic motivation, educators delve into the intricate interplay between internal drives and external incentives, seeking to leverage both for optimal learning outcomes. Educators should aim to create a balanced approach that inspires and empowers students on their educational journey by understanding the innate desires fueling students' passion for learning and recognizing the external factors shaping their behavior. Through this holistic understanding, educators could create a nurturing environment where students are motivated intrinsically by their innate passions and extrinsically by external rewards, culminating in enhanced learning experiences and personal growth.

3. INTRINSIC MOTIVATION AND ITS IMPORTANCE:

Intrinsic motivation is driven by internal curiosity and passion and is pivotal for student engagement and success in learning. Unlike external rewards, intrinsic motivation leads to deeper comprehension, greater autonomy, and heightened perseverance. It encourages sincere curiosity, which advances both long-term academic success and personal joy. Hence, nurturing intrinsic motivation is crucial in creating a positive and enriching learning environment.

4. UTILIZING EXTRINSIC MOTIVATION STRATEGICALLY:

Strategic utilization of extrinsic motivation involves employing external rewards and recognition to reinforce positive behaviors and complement students' intrinsic drive to learn. By aligning extrinsic motivators with students' intrinsic goals and interests, educators can encourage a balanced approach to student motivation, promoting both internal drive and external reinforcement. This synergistic approach enhances student engagement and achievement in the learning process.

5. DESIGNING LEARNING EXPERIENCES TO FOSTER INTRINSIC MOTIVATION:

Designing learning experiences to foster intrinsic motivation requires educators to prioritize student interests and curiosities. By offering choice, autonomy, and hands-on activities, educators could empower students to take ownership of their learning and cultivate a genuine enthusiasm for knowledge. Collaborative learning environments further enhance intrinsic motivation by promoting peer interaction and a sense of belongingness. However, achieving this balance between student-driven exploration and academic objectives can be challenging. Educators must remain flexible and responsive to students' needs while ensuring that learning experiences align with curriculum goals. All things considered, cultivating intrinsic motivation in students promotes lifelong learning and personal development, making it an essential component of successful education.

6. THE POWER OF FEEDBACK AND RECOGNITION:

Providing feedback and acknowledging students' efforts are aspects of nurturing student motivation and creating a positive learning atmosphere. Giving personalized feedback helps students gauge their progress and identify areas for improvement, empowering them to be more in charge of their learning journey. Moreover, recognizing students' accomplishments and hard work reinforces the pleasure of learning. It motivates them to stay engaged. These practices boost students' feelings of competency. It also helps in building their self-assurance and belief in themselves. In short, offering feedback and acknowledgment plays a role in inspiring students. Molding a growth-oriented mindset ultimately cultivates an environment conducive to learning and personal growth.

7. INTEGRATION OF INTRINSIC AND EXTRINSIC MOTIVATION:

The combination of internal and external motivation aspects plays a role in shaping vibrant and stimulating settings. By harnessing both aspirations and external rewards teachers can spark the involvement of the students and inspire them to take risks. This rounded approach recognizes the needs and preferences of learners while encouraging profound engagement, with the subject matter. Furthermore, it nurtures an inclusive learning atmosphere where students are appreciated and encouraged to push their boundaries in pursuit of success. Ultimately blending intrinsic and extrinsic motivation principles elevates student drive, and cultivates an environment that values growth and learning.

8. PROMOTING A SUPPORTIVE AND INCLUSIVE CLASSROOM ATMOSPHERE:

Building a supportive classroom environment is crucial for nurturing a sense of community among students and creating learning settings. When educators establish a respectful space where students are appreciated, they inspire involvement and teamwork. Embracing inclusivity encourages equality and celebrates differences ensuring that every student feels accepted and assisted regardless of their background or capabilities. This inclusive setting boosts student participation and enthusiasm. It also cultivates analytical thinking and problem-solving abilities. So, creating an inclusive learning environment in the classroom is essential for student success and satisfaction, which paves the way for a rewarding journey.

9. ENCOURAGING COLLABORATION AND STUDENT AUTONOMY:

Encouraging collaboration and promoting student autonomy are vital strategies for promoting engaging and meaningful learning experiences. By providing opportunities for students to work together and take ownership of their learning, educators tap into intrinsic motivation, sparking curiosity and passion. Collaborative learning environments facilitate deeper understanding and critical thinking as students collaborate on projects and solve problems collectively. Similarly, granting students autonomy to choose topics and design projects fosters a sense of investment in their learning journey. Project-based learning serves as an effective method to promote collaboration and autonomy, enhancing students' skills

and motivation. Ultimately, these approaches empower students to become active participants in their education, leading to enriched learning outcomes and personal growth.

10. SETTING REALISTIC AND CHALLENGING GOALS:

Setting realistic and challenging goals is essential for guiding students toward academic success and nurturing a lifelong passion for learning. Realistic goals provide clear direction and achievable milestones, reinforcing students' sense of accomplishment and intrinsic motivation. Meanwhile, challenging goals push students to expand their abilities and strive for excellence, fostering curiosity and a desire to overcome obstacles. By promoting a growth mindset and emphasizing the importance of effort, educators cultivate students' resilience and intrinsic motivation, laying the foundation for continuous learning and personal growth. Overall, the strategic setting of goals ensures students are motivated, engaged, and equipped with the skills needed for success both in and beyond the classroom.

5. CONCLUSION

In a nutshell, having motivation is crucial for teaching as it impacts students' attitudes, behaviors, and academic achievements. Teachers can help students excel in academics and beyond by embracing diversity, developing a motivating atmosphere, and promoting self-directed learning. Good teaching goes beyond sharing knowledge; it entails inspiring students to become lifelong learners who are curious to explore questions and grow.

Fostering a positive learning environment involves integrating intrinsic and extrinsic motivation, promoting collaboration and student autonomy, setting realistic and challenging goals, providing constructive feedback, and creating a supportive and inclusive atmosphere. By leveraging these strategies, educators empower students to engage actively in their learning, cultivate a passion for knowledge, and develop the skills necessary for lifelong success. Ultimately, a student-centered approach that prioritizes motivation, engagement, and personal growth lays the foundation for meaningful learning experiences and academic achievement.

Self-motivation is also key to triumph as it empowers students to take charge of their educational journey. By encouraging reflection goal setting and perseverance educators can help learners develop the power needed to achieve both academic success and personal goals.

Motivation plays an important role in education as it influences how students approach their studies, behave in class, and perform academically. Teachers can create a learning atmosphere that inspires students to reach their goals by incorporating motivational strategies into their teaching and understanding the factors that fuel motivation.

CONFLICT OF INTERESTS

None.

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