NATIONAL SEMINAR

IMPORTANCE OF MOTIVATION AS A CONTRIBUTING FACTOR IN SECOND LANGUAGE ACQUISITION IN THE ESL CLASSROOM
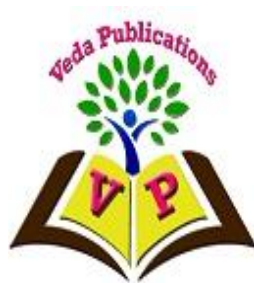
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ABSTRACT

The importance of motivation as a contributing component in second language (L2) acquisition is explored in this paper using R.C. Gardener's socio-educational paradigm. There are two sorts of motivation: integrative and instrumental. The learner's positive attitudes toward the target language group and desire to integrate into the target language community constitute integrative motivation. The goal of gaining some social or economic reward through L2 performance is referred to as instrumental motivation, which refers to a more functional motive for language acquisition. Both types of motivation are reviewed in light of research that has been conducted to establish a link between motivation and second language acquisition success.

It takes time and effort to learn a new language. Being proficient in a second language has several advantages and opportunities once a learner achieves it. At any age, learning a second language is fascinating and rewarding. It has many practical, intellectual, and aspirational advantages. One or more goals, such as language mastery or communicative competence, can differ from person to person when learning a language. Language learner motivation models have been established and proposed in domains such as linguistics – self confidence, with applications to second-language learning in the classroom. The cognitive –situational model, self-determination theory, attribution theory and the social constructivist model are discussed at length. Moreover, these models are considered as L2 motivation perspectives.

Keywords: *Motivation, motivation models, R.C. Gardener Socio- Educational model, language community, etc.*

1. R.C. GARDNER'S SOCIO-EDUCATIONAL MODEL

The concept of 'motivation' is frequently linked to the desire to learn. The most common concept used to explain a language learner's failure or success is motivation. [1] A second language (L2) is a language learned by an individual that is not his or her mother tongue but is useful in the individual's field. It's not the same as learning a foreign language, which is a language that isn't commonly spoken in the person's area. In motivation research, it is thought to be an internal mechanism that gives behavior energy, direction, and perseverance (in other words, it gives behavior strength, purpose, and sustainability). [2] It takes time and effort to learn a new language. Being fluent in a second language has several advantages and chances once you achieve it. At any age, learning a second language is fascinating and rewarding. It has many practical, intellectual, and aspirational advantages.

One or more goals, such as language mastery or communicative competence, can differ from person to person when learning a language. Language learner motivation models have been established and proposed in domains such as linguistics and sociolinguistics, with applications to second-language learning in the classroom. The social psychological period, the cognitive-situated period, and the process-oriented era are the three separate periods of L2 motivation perspectives.

The work of Gardner in the field of motivation was mainly influenced by Mowerer 950, which focused on first language acquisition and was noted in Larson-Freeman and Long 1994. The need to gain identification within the family unit and later the larger language community, according to Mowrer, can be related to a child's success when learning a first language. Gardener went on to study motivation as an influencing factor in L2 acquisition using this as a starting point for his own research. Before looking at the impact of motivation on second language learning, it's vital to understand that motivation is just one aspect that determines a learner's success when joined with other factors. Gardner (1982) recognized a number of interrelated aspects when learning a second language in his socio-educational model. Gardner's model, unlike previous studies in the field, focuses on second language acquisition in an organized classroom context rather than in a natural situation. His research focuses on the acquisition of foreign languages. These factors include ***the social and cultural environment, individual learner differences, the learning setting or context, and linguistic outcomes*** (Gardner1982).

The social or cultural environment refers to an individual's surrounding environment, which influences their attitudes toward different cultures and languages. These ideas have a profound influence on second language

acquisition. One example is the mono cultural environment of Britain, where many people believe that learning other languages is unnecessary and that minority groups should adapt and become adept in the country's dominant language. Many other largely mono cultural communities around the world can be argued to be similar. Many other largely mono cultural communities around the world can be argued to be similar. Biculturalism and bilingualism, on the other hand, are frequently encouraged in other countries, such as Canada (Ellis1997). Expectations about bilingualism, together with attitudes toward the target language and its culture, constitute the basis of an individual's attitude toward language learning, according to Gardner (1979, cited in Skehan1993).

Gardner's model's second phase introduces the four individual differences that are thought to be the most important in second language acquisition. Intelligence, language aptitude, drive, and situational anxiety are among these variables (Giles and Copland 1991). The following phase of the model, referred to be the setting or context in which learning occurs, is closely tied to these factors. Formal classroom instruction and unstructured language learning in a natural setting are characterized as two scenarios. The impact of individual difference variables varies depending on the context. In a formal situation, intelligence and aptitude, for

example, have a dominant role in learning, whereas in an informal setting, intelligence and aptitude play a smaller role. Both the situations are assumed to be influenced equally by the variables of situational anxiety and motivation.

The model's last phase determines the learning experience's linguistic and nonlinguistic results. The real language knowledge and skills are referred to as linguistic outcomes. Test indices, such as course grades or general competency exams, are included. Non-linguistic results indicate a person's opinions and values about cultural values and beliefs, usually in relation to the target language group. Individuals who are driven to integrate both language and nonlinguistic consequences of the learning process will achieve a better level of L2 competency and have more desirable attitudes, according to Ellis.

Motivation is thought to be made up of three aspects in the model. Effort, desire, and affect are examples of these. The time spent learning the language and the learner's motivation are referred to as effort. Desire reflects the learner's desire to become fluent in the language, whereas affect reflects the learner's emotional reactions to language learning.

2. INTEGRATIVE MOTIVATION

The learner's orientation toward the objective of learning a second language has

been identified as motivation (Crookes and Schmidt 1991). Learners who appreciate the people who speak the language, admire the culture, and want to become familiar with or even integrate into the society in which the language is used are regarded to be the most effective in learning (Falk 1978). 'Integrative motivation' is the term for this type of motivation. It's critical to consider the true meaning of the term "integrative" in an EFL setting like India. As Benson (1991) says, a more accurate interpretation of integrative motivation in the EFL setting would be that it expresses an individual's desire to become bilingual while also being bicultural. This arises as a result of the addition of another language and cultures to the target (L2) language's opportunities to be used in daily verbal exchanges are limited. Integration within the target language community also has limited possibilities.

3. INSTRUMENTAL MOTIVATION

Instrumental motivation is the polar opposite of integrative motivation. This is usually characterized by a desire to gain something useful or tangible from learning a second language (Hudson 2000). The goal of language acquisition with instrumental motivation is more utilitarian, such as satisfying school or university graduation criteria, applying for a job, asking greater compensation based on language competence, reading technical information, translation work, or gaining higher

social status. Instrumental motivation is common in second language acquisition, where little or no social integration of the learner into a target language group occurs, or is even sought in some cases.

4. LINGUISTIC SELF-CONFIDENCE

Clément and his colleagues looked into the influence of social setting on L2 acquisition. Dörnyei (2005) claims that linguistic self-confidence is the most essential social contextual component in motivation to study a second language. Linguistic self-confidence relates to a person's belief in their own competence and capacity to successfully complete tasks. The interaction between the language learner and members of the language community establishes and strengthens this linguistic self-confidence, which is based on the quality and quantity of these encounters. Self-confidence improves language learners' identification with the language community and increases their willingness to pursue studying that language in multi-linguistic groups.

5. THE COGNITIVE-SITUATION MODEL

The focus of cognitive views is on how the learners' mental processes affect their motivation. The focus in the study of language learning motivation turned to cognitive models in the late 1980s and 1990s, mirroring the "cognitive revolution" in psychology at the time. The way one thinks about one's talents,

possibilities, potentials, limitations, and prior performances, according to cognitive psychologists, have a significant impact on motivation. During this time, Noels and colleagues made significant contributions to language acquisition motivation through a *self-determination theory-based model,* Ushioda through *attribution theory,* and Williams and Burden with their *social constructivist model.*

5.1 SELF-DETERMINATION THEORY

The intrinsic and extrinsic parts of motivation are the focus of the self-determination theory. Based on a continuum of self-determination, Noels and colleagues investigated this idea in the context of language learning and established the Language Learning Orientations Scale, which categorizes a person's motivational orientation as intrinsic, extrinsic, or motivated. Language teachers who were autonomy supporting and non-controlling in the language learning classroom fostered intrinsic and self-determined motivation orientations in students, according to this line of research.

5.2 ATTRIBUTION THEORY

The causal causes we attach to our past triumphs or failures, according to attribution theory, play a crucial impact in our motivation in future endeavors in that field. Ushioda discovered two attributional patterns linked to favourable motivating outcomes in language acquisition, which supports this idea. The first

entails attributing personal qualities to one's language learning triumphs, while the second involves attributing failures to transient circumstances that may be overcome.

5.3 SOCIAL CONSTRUCTIVIST MODEL

This cognitive perspective evolved from a so-called "constructivist movement" that centered on Jean Piaget's work and also included personal construct psychology (created by psychologist George Kelly). This model, based on Piaget's emphasis on the constructive character of the learning process, assumes that people are actively participating in the construction of personal meaning from birth. As everyone constructs their own view of the world, which is important to the constructivist perspective, this puts the learner at the centre of learning theory.

6. SUGGESTIONS TO THE LANGUAGE TEACHERS

Motivation changes over a time, making it difficult to maintain a high level of motivation in language learners at all times. The Language Teachers must keep in mind that each learner has distinct interests and expectations while constructing a language course. The strategies listed below are beneficial in increasing language learners' external motivation.

6.1 CREATE A FRIENDLY ATMOSPHERE IN THE CLASSROOM

Create a welcoming environment in which all learners are recognized and respected. After getting to know their teacher and classmates, many learners feel more at ease participating in classroom activities. One of the most important things in promoting motivation is to create a safe and comfortable workplace where everyone feels like they belong. As pupils acclimatize to a new environment, this may take some time.

Learners will believe that studying the target language would be simple and pleasurable as a result of this. It also allows learners to learn from what they see in their surroundings. Pair and group exercises can be employed right away to alleviate the burden of teacher–learner contact and help learners feel recognized by their peers.

6.2 ENCOURAGE STUDENTS TO PERSONALIZE THE CLASSROOM ENVIRONMENT

Language acquisition is greatly aided by providing learners with a learner-centered, low-anxiety classroom atmosphere. Personalizing the surroundings can help learners relax and feel more at ease, increasing their willingness to learn and improve their language skills. Learners who feel safe and secure will be more willing to take risks; they will be more motivated to read aloud in class or compose an essay without fear of being judged.

6.3 CREATE SITUATIONS IN WHICH LEARNERS WILL FEEL A SENSE OF ACCOMPLISHMENT

A sense of achievement is a powerful motivator for learners. Make sure to provide positive encouragement and feedback. Learners' contentment and positive self-evaluation can both benefit from this. A learner who feels successful will be better able to control his or her academics and learning outcomes. Positive and negative comments both increase motivation, but research repeatedly shows that positive feedback and accomplishment have a greater impact on learners. Appreciation boosts learners' self-esteem, competence, and confidence.

Giving positive comments, on the other hand, should not be confused with correcting mistakes without reason. Some language teachers correct learners' errors without explaining why they are doing it. Teachers must emphasize the positive features of a learner's work while still providing a thorough explanation of his or her errors. When learners see that their hard work is valued, they begin to evaluate themselves for future studies, which motivate them to value the teacher's ideas.

6.4 PROVIDE PAIR AND GROUP ACTIVITIES TO DEVELOP LEARNERS' CONFIDENCE

Doing, making, writing, designing, producing, and solving are all ways for learners to study. Learners' drive and curiosity are lowered when they are passive. The quality of class discussion as a learning opportunity is influenced by learners' excitement, involvement, and desire to participate. Learners' self-confidence and drive are boosted by small-group exercises and pair work. Quiet learners may benefit from group work because it is simpler for them to express themselves in groups of three or four than in front of the full class. After speaking in small groups, learners are frequently less hesitant to speak in front of the entire class. Learners can not only voice their opinions but also work cooperatively in group activities, which enhances class cohesion and hence motivation.

7. CONCLUSION

Whatever the underlying motive for learning a second language, it is undeniable that motivation is a crucial factor to consider when evaluating successful second language acquisition.

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