



THE MOTIVATION AS A CONTRIBUTING FACTOR IN LANGUAGE LEARNING

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ABSTRACT

In this article I wrote about observing students' language acquisition process and their source of motivation. I tried to research how the kinds of motivation influence language learning. Many researches were conducted on the significance if motivation but I can add to this that the amount, range, and type of motivation, starting age learning language and personality have important and determining role in the learning process. Moreover, the language teacher has a significant function and role in giving motivation to the learner for learning language.

KEYWORDS

Language acquisition, motivation.

INTRODUCTION

Motivation is a frequently used word both in our daily work and study, as it is essential in each sphere of life. Motivation is very vital, and actually, the same as aptitude, intelligence and attitudes, it is an important factor which can greatly influence the achievement of learners' second language or foreign language acquisition.

The levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, their kinds of motivation can be also different. Moreover, it is true that there are three main factors, which influence the Second Language Acquisition; These three factors are age, personality, and motivation. Among the above three issues motivation



is the most significant one in the second language acquisition.

Having read many articles on the research topic, I have learned the types of motivation in-depth. Based on my knowledge, I wanted to observe students' language acquisition process and their source of motivation. I tried to research how the kinds of motivation influence language learning. Many researches were conducted on the significance of motivation but I can add to this that the amount, range, and type of motivation, starting age learning language and personality have important and determining role in the learning process. Moreover, the language teacher has a significant function and role in giving motivation to the learner for learning language.

LITERATURE REVIEW

While conducting research, I came to idea that motivation is frequently defined by many researchers. For instance, Johnstone (1999, p. 146), considers motivation as a stimulant for achieving a specific target. Similarly, according to Ryan & Deci (2000), To be motivated means to progress or to be in motion to do something while Gardner (1885), believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target.

When learner is highly motivated and determined, they can show progress in learning process. Learners' personalities and their starting age of learning have an impact on their result.

Generally speaking, two kinds of motivation can be observed among learners; They are high attitude which has a positive, efficient, and useful effect, and the second one is low attitude which makes blocks and causes weakness for learning language. As it was

mentioned before, Motivation involves two main classifications as below:

- Intrinsic motivation
- Extrinsic motivation

Obviously, intrinsic motivation is mental satisfaction which is achieved by others' praise, while, extrinsic motivation is an incentive activated by external factors such as good marks and getting reward.

It is, indeed, important the teacher knows that the two types of motivation which are intrinsic, and extrinsic, relate to each other and they are inter-relative. In addition, the personal, psychological, and social factors have effect on increasing or decreasing any mentioned type of motivation. In fact, it is essential and important for the teacher to know what the type of motivation is and how it is formed, captured, and, finally, displayed in the learner. Both intrinsic and extrinsic motivations can have two subgroups that can activate the learners; The intrinsic motivation in an extroverted is in such a way that the learner takes advantage from and feels satisfy by communicating with others, while, in an introverted, the learner uses language for meditation and personal thinking in addition to personal activities and affairs. Indeed, rely on intrinsic and extrinsic motivations, and for creating and developing either of them, the teacher should make the classroom quiet and without any anxiety. Providing educational and academic advantages, encouraging students, and asking simple and easy questions at the beginning of class (before asking difficult questions) will increase motivation for learning. Besides, the mentioned issues will fulfill the need of progress for the learner. Accordingly, the designed encouragements for the classes play an important role for achieving a good or a positive learning outcome. The learner, indeed, should know that his efforts are valued by teacher. Thus, giving



proper and appropriate rewards on account of the language learners' behaviours is the significant and indispensable point. The teacher furthermore, should consider, pay attention, and, finally, strengthen the language learners' positive behaviours and admirable activities arising from intrinsic, extrinsic, as well as integrated and instrumental motivation(s). In effect, strengthening or reinforcing the expected and desirable behaviours in the language teaching process is accomplished and achieved by encouragement, stimulating the feeling of curiosity and inquisitiveness about the cultures of the other nations, presenting and showing movie, as well as giving chance to the students. Consequently, motivation directly influences and affects the language learner's learning methods, skills, and practices. That is, motivation has a high effect on learner's communication with foreigners, determining learning amount, in addition to developing the desired levels of language teaching such as reading, comprehension, speaking, and writing. Briefly, motivation has a direct effect on both quality and quantity of language learning.

Hence, I assume that it could be the major facilitator of language learning but there are other factors, too.

Edward Deci (1973) claims that intrinsic motivation can also play an integral role to learn second language. Learners are self-determined to open new horizons in target language and without external stimuli they can be successful. It is difficult to portray the fact that how one can become intrinsically motivated, some researchers (Csikszentmihalyi, 1990; Egbert 2004 cited in H. D. Brown, 2014) champion the Flow theory. They believe that external factors inspire people and "burn then inside out". Quite contrary, extrinsic motivation that is learning process triggered by parents, teachers and peers (H. D. Brown 2014).

Participant profile

For my case study, I have chosen two students who are learning English language as a foreign language at Uzbekistan State World Languages University. One of them is Lobar who is a twenty-two-year-old and came from Bukhara. She started learning English at the age of 16-17. Her nationality is Uzbek as well as her first language. She is self-motivated and prefer self-study instead of depending on teacher in learning process. The second participant is Gulnoza who is a twenty-three-year-old girl. She is from Tashkent. She began learning English before puberty. She has been learning this language for more than 11 years. Although Gulnoza's nationality is Uzbek her family speak in Russian. Gulnoza is also self-motivated and hardworking but she believes that teacher's role is important in learning process. As for their level, one of them is at advanced level; the second one of them is intermediate. I have been working with them for 4 weeks and I am really surprised by the fact that they have different level even though they have almost similar culture, age, and exposure to English. Therefore, I try to observe their leaning background, motivation (both intrinsic and extrinsic) and their strengths and weaknesses.

RESEARCH DESIGN

The present case study involves two stages:

- Interview questionnaire
- Writing assignment on essay

In the first step, I used a questionnaire consisting of twelve questions. The interviews were conducted in English and they were recorded in audio file for about six and five minutes and then after transcribed. Most of questions focused on the types of motivation that influence on learners and how they overcame learning difficulties in order to know their motivational strength. During the interview, I paid attention the

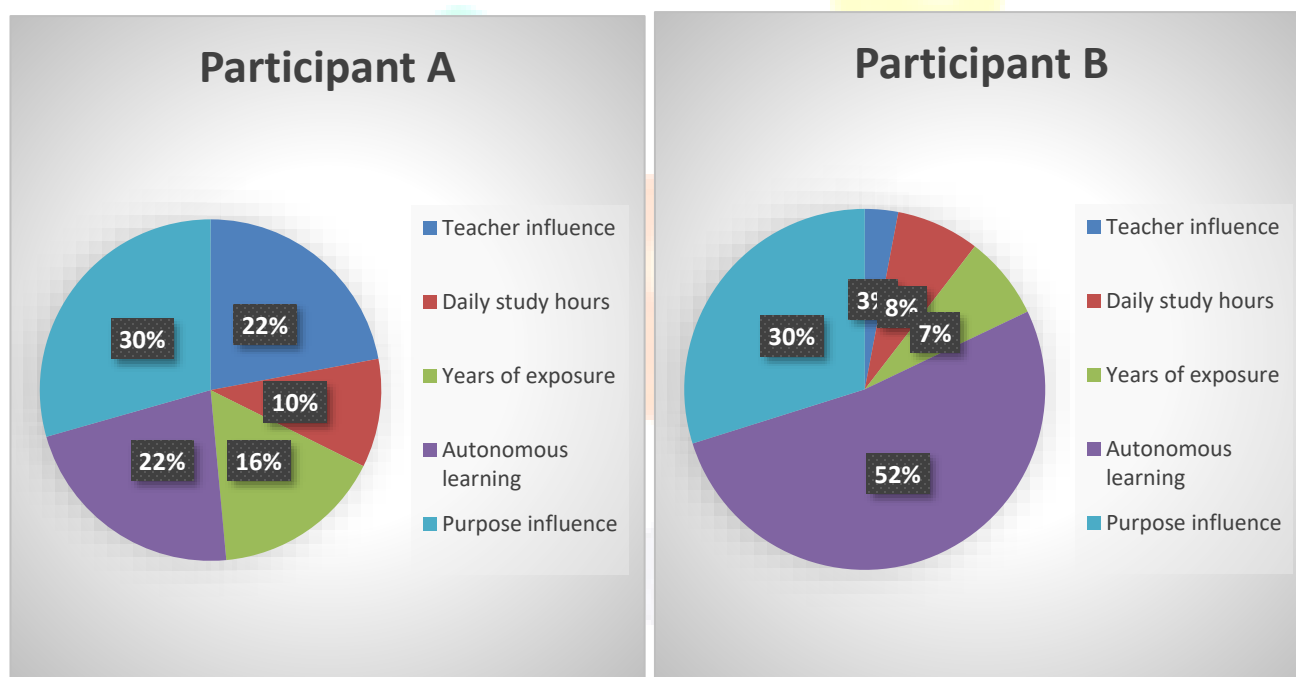


participants' answers and their speech accuracy. (see Appendix I).

In the second part, I asked them to write an essay or entry. They both wrote good essays on the topic they wanted and 40 minutes were given to write and submit. With the help of assignments, I have a chance to identify their background knowledge and which motivational type is higher on them according to their results.

Although the data collection process is likely to be difficult, it is intriguing part of my research. While working with students, I underwent good linguistic experience for special purpose. According to their answer, firstly, I categorized them as Participant A (Gulnoza) and Participant B (Lobar) so that I could know what is successful students' source of motivation (whether they are intrinsically motivated or extrinsically motivated)

DATA COLLECTION AND ANALYSIS



In these pie charts, based on the interview questionnaire answers, I knew that Participant A started learning English in early age and spends many hours to study in a daily. Besides, she considers that teacher is important to motivate her in her learning process. As she is really dreamful, she was inspired and determined to achieve her goals. By contrast, Participant B does not depends on the teacher. As a result, she prefer self-study. She started learning language 5 years ago. She spends almost 4 or 5 hours to study English. Her purpose also tremendously motivate her to be active.

Having collected sufficient data, I evaluated and analyzed their speaking and writing assignments through the speaking and writing rubric by Brown to check their levels.



Speaking rubric

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

SAR

No	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
PA	4	4	5	5	4
PB	3	2	3	4	2

Writing rubric

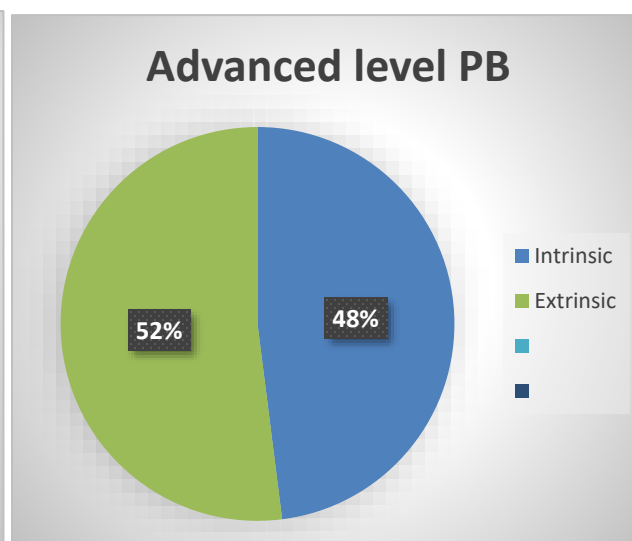
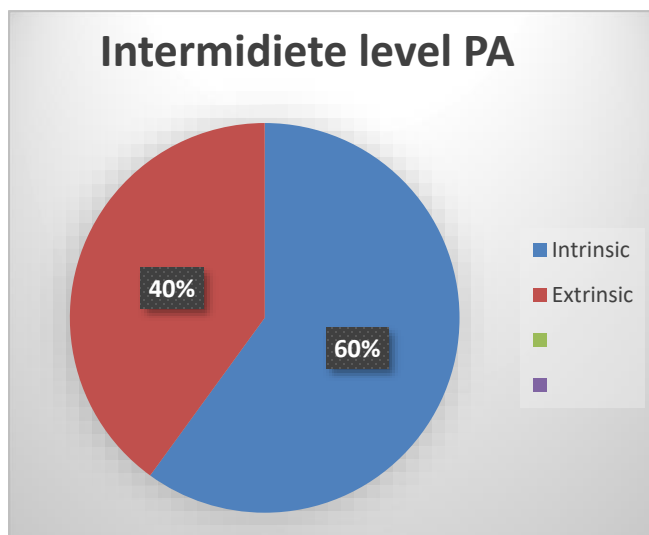


Category	4	3	2	1
Salutation & Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
Grammar & Spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Capitalization & Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 2-4 errors in capitalization and punctuation.	Writer makes 4-6 errors in capitalization and punctuation.	Writer makes more than 6 errors in capitalization and punctuation.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

WAR

No	Salutation&closing	Length	Grammar&Spelling	Capitalization&punctuation	Neatness
PA	4	4	4	3	4
PB	4	3	3	4	3

Having been aware of the results of assignments, In the figure 2, I categorized participants as advanced and intermediate learners. The following pie charts describe the percentage of types of motivation in two students



As you see, the answers of Participant A showed that she was more intrinsically motivated while Participant A approached to questions intrinsically and extrinsically almost in similar way.

CONCLUSION

In conclusion, both types of motivation play an important role in language learning. However, according to research, intrinsic motivation was more dominant in learning process. Intrinsically motivated students can get higher level than extrinsically motivated students. My findings demonstrated that starting learning language before puberty is also vital to accomplish good result in target language based on learners' result.

The research showed that extrinsically motivated students tend to get a break while studying, leading to some shortcomings in language achievement while intrinsically motivated students are liable to procrastinate breaks and strive to open new horizons of the target language. Moreover, intrinsically motivated student is highly under their teachers' influence. The only definition here can be that intrinsic motivation may urge them to be more with teachers

and follow their instruction. Besides, she spends more hours to study than extrinsically motivated student. As a result, she reached to advanced level, while Participant B stayed in intermediate level.

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APPENDIX I

- Interview questionnaire
- Please, talk about yourself.
- How long have you been learning English?
- What difficulties did you have to cope with while learning English?
- Do you like English?
- What do you think English is important
- What motivates you to learn English?
- What demotivates you to learn a language?
- What is proportion of studying time you put in for studying English?
- Do you use English for communication? What for? With whom?
- Do you have any native speakers to interact with using English?
- Do you think mastering English will be beneficial for your future?
- How does the teacher influence your willingness to study English?

APPENDIX II

- Interview scripts
- Interview questionnaire
- Interviewer: Please, talk about yourself.
- Participant A: Ok, my name is Gulnoza. And I study at World language university. Currentl, I am learning English and French as well.
- Interviewer: How long have you been learning English?
- Participant A: If I am not mistaken I started learning English when I was at grade 8. And

so it has been more than ten years since I started

Interviewer: What difficulties did you have to cope with while learning English?

Interviewer: Do you like English?

Participant A: There were lots of difficulties. Firstly, at that time, when I started learning English I was introvert and I kinda had phobia speaking in front of audience and I was too shy to express myself. Besides, it was too difficult for me to memorize words since I didn't use it in context in daily life. I used to forget them.

Interviewer: What do you think English is important?

Participant A: Yeah, why not. I do like learning English. That is why I have chosen that language and learning since more than 10 years.

Interviewer: What do you think, English is important in your life?

Participant A: It is without a question, very important in today's world. For example, if you find a proper rewarding job in order to survive in a competitive job market you need to know foreign language. Besides, if you learn another language like English or French, you open up to new world and new culture.

Interviewer: What motivates you to learn English?

Participant A: My aims, my interest for the bright future. And I really want to go abroad to travel and even to get my master's degree. That is why I am learning English

Interviewer: What demotivates you to learn a language?

Participant A: Actually, it depends on Maybe sometimes when I face difficulties



like I said before not knowing meaning of the word and having difficulty to understand something. It can discourage me. But it pass by as I love English.

- Interviewer: What is proportion of studying time you put in for studying English?
- Participant A: I spend 7 or 8 hours to study in a day
- Interviewer: Do you use English for communication? What for? With whom?
- Participant A: In virtual life, yes. I use it in order to interact with my foreign friends on facebook, on social network sites. But in out of classroom I don't use English
- Interviewer: Do you have any native speakers to interact with using English?
- Participant A: Yes, I have. As I mentioned before I use it on social networking sites. So I have many friends from America, from India
- Interviewer: Do you think mastering English will be beneficial for your future?
- Participant A: Yes, it will be useful for my future because in order to achieve my goals I must know English very well
- Interviewer: How does the teacher influence your willingness to study English?
- Participant A: For example, the organizations of the lesson, if teacher conducts lesson in interesting way it can motivate me. Besides, the knowledge and intelligence of the teacher can influence me.

Interview of Participant B

- Interviewer: Please, talk about yourself.
- Participant B: Ok, I am a student of university, I have been studying here for four years. My major is foreign languages and its literature.

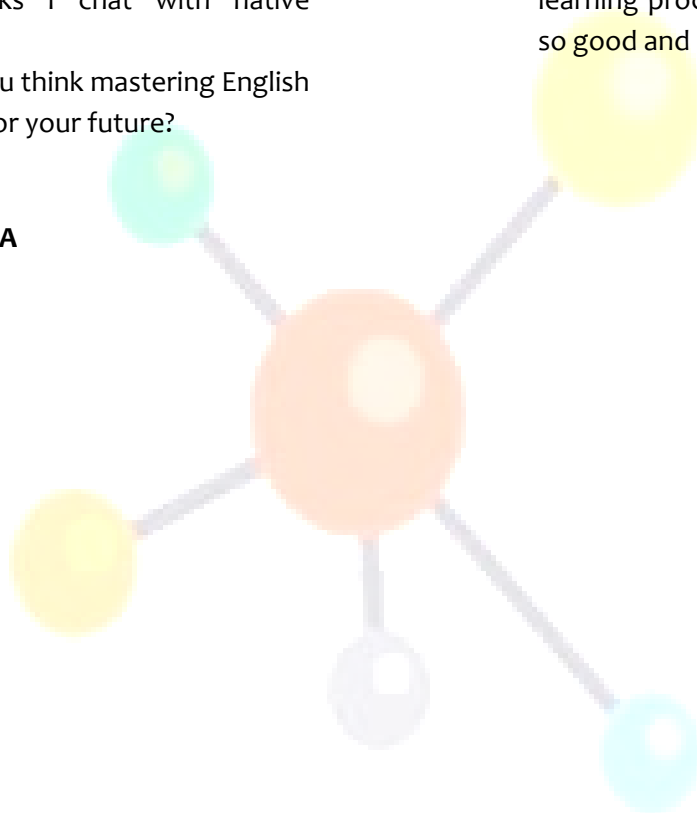
- Interviewer: How long have you been learning English?
- Participant B: I have been learning it since five years
- Interviewer: What difficulties did you have to cope with while learning English?
- Participant B: During my first and second academic years I had many difficulties with my speaking, especially my fluence and speed was so bad. But I try to improve them and to improve my speaking skills.
- Interviewer: Do you like English?
- Participant B: Yes, of course. From my childhood period, I have been interested in English language because of after watching a lot of foreign English films and movies. I had been in England and America etc.
- Interviewer: What do you think English is important?
- Participant B: Yes, it is really beneficial.
- Interviewer: What motivates you to learn English?
- Participant B: There are several reason that motivate me. The first of reason is well paid job. I want to be perfect English learner, because of this I can get such kind of job. Secondly, I want to travel around the world. It is a second motivator for me.
- Interviewer: What demotivates you to learn a language?
- Participant B: If I had a pause in my learning process, I had a lack of interest and motivates. And also in additionally, when somebody knows English better than me I feel consulted.
- Interviewer: What is proportion of studying time you put in for studying English?
- Participant B: Almost 4 or 5 hours during the day



- Interviewer: Do you use English for communication? What for? With whom?
- Participant B: Yes. Of course, I have a lot of friends who know English. When I with them I use English. and also I interact my teachers English
- Interviewer: Do you have any native speakers to interact with using English?
- Participant B: Of course, not in real life but in social networks I chat with native speakers.
- Interviewer: Do you think mastering English will be beneficial for your future?
- Participant B: Yes, why not. As I mentioned above English is so important for getting well-paid job and for better future and good career.
- Interviewer: How does the teacher influence your willingness to study English?
- Participant B: Frankly speaking, I am an autonomous person. That is why self-study is better than other point for me. In my learning process, teachers' influence is not so good and so important in my willingness.

APPENDIX III

THE ESSAY OF PARTICIPANT A





In recent years, the verge question of what should be done to improve the public health has generated a great deal of heated debate. Some people suggest that ramping up the number of sports amenities is an optimum way for this while others find it less effective saying there are other options which can help to address this issue. In the following paragraphs, both views will be analyzed before reaching a reasoned conclusion.

Widening sports facilities seems to be the best measure for making public health better as it confers some benefits both to people and governments. By participating in sports people can become physically strong, and maintain a healthy lifestyle. Besides, healthy population can make a contribution to a country's development.

However, many people say that sports amenities have little effect on public health for a number of reasons. Firstly, they only attract people who are already interested in sports this means that only healthy people get fitter. Moreover, there may be more effective options to this issue. For example, governments should encourage youngsters to take part in sports from early school years more paying attention to acquire physical education there. Furthermore, states should reduce the usage of private cars, and raise the number of public transport. In that case, most people will have to have walks to the bus stop, and this may also have much effect on health rather than sports facilities which they do not attend to.

In conclusion, although increasing sports facilities has some advantages, this is not a sole approach, and much better measures are required such as putting more emphasis on physical education at schools and stimulating people to use the public transport.

THE ESSAY OF PARTICIPANT B



In many parts of the world, families were larger in the past because people had more children. Actually, being a member of the large family has some advantages such as wholehearted support among the siblings, tender loving care to parents, but there are disadvantages such as financial support, divided attention and care, having much work.

The first advantage of having a lot of siblings is supporting each other with every work and everything. For example, elder sister or brothers help younger find solution to a problem or do homework. In addition, when parents become old they need more care. In case children often visit to see them turn by turn. Furthermore, the life in the big family is very interesting and happy. Children never feel alone in the family. Children who are brought up in a large family are more sociable and patient than only child.

On the other hand, there are some drawbacks of being a part of the large family. First of all, there are some problems on financial support. For instance, lack of food and clothes. Parents can not provide all their children completely at the same time. Besides, children receive divided attention and care. Because parents are unable to pay special attention for each of their children. Hence, they have little opportunity to study. Moreover, the more children the family has, the more trouble it runs into. For example, a conflict over the shortage of money causes the family members to anger.

To sum up, living in a large family is a very beneficial thing. Although a lot of children who grow up in the large family face more challenges, they try to build up strength to the hardships of life.

