

E-ISSN: 2709-9369  
P-ISSN: 2709-9350  
[www.multisubjectjournal.com](http://www.multisubjectjournal.com)  
IJMT 2021; 3(1): 87-89  
Received: 05-11-2020  
Accepted: 16-12-2020

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## The importance of motivation in second language acquisition

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### Abstract

The current article examines the importance of inspiration in second or foreign language acquisition. Motivation is a critical element in the success or failure of any mission. I would like to describe motivation in this article, explain the various forms of motivation, review previous research on the significance of motivation in learning languages, discuss the position of motivation, and finally state the important factors of motivation. According to the study of literature, inspiration is critical when it comes to learning English as a foreign or second language.

The purpose of this work is to describe motivation, to clarify the different forms of motivation, to discuss prior studies on motivation's importance in language learning, and to conclude with a list of key motivational factors.

**Keywords:** Types of motivation, importance of motivation, critical factors

### 1. Introduction

The term motivation is a critical aspect in the success or failure of any daunting mission. We both recognize that a student's progress in a challenge is contingent upon his or her motivation. It is really straightforward to assert that a pupil can succeed with the appropriate inspiration in second language learning. These assertions are borne out by several observations and tests on human development. However, they can not have a comprehensive understanding of inspiration and its subcomponents. What does it mean to be inspired as a student? How do we cultivate, encourage, and safeguard it? Both scholars, lecturers, content developers, and researchers agree on the critical role of inspiration in mastering a second language.

Motivation is a term that refers to the synthesis of performance and commitment to achieve the goal of language learning, as well as favorable attitudes toward language learning. That is, motivation to learn a second language refers to the degree to which a person works or attempts to learn the language out of desire and satisfaction with the job. Effort on its own does not imply inspiration. Although the motivated individual makes an effort against the goal, the individual making the effort is not inherently motivated.

Students are motivated because they have a common aim and path to pursue. As a result, it is important for language learning. Due to a lack of encouragement, learners can encounter some difficulties. Without an ability to improve, it is very difficult for students to acquire useful skills. Additionally, emphasizing the value of language can help students increase their willingness to learn even though they lack inherent motivation. Additionally, lecturers should be mindful of the importance of motivation in learners' language learning and will help students increase their motivation by variety.

### 2. Concept of Motivation

The word "motivation" has many meanings. Brown (2000)<sup>[1]</sup> defines encouragement as the learner's attitude toward the target of second language acquisition. Additionally, both Elliot and Covington (2001)<sup>[4]</sup> define motivation as "the explanation for people's behavior, wishes, and needs." Additionally, motivation can be described as a person's direction toward actions or what motivates a person to replicate a morality and vice versa. According to Huit (2001)<sup>[6]</sup>, a motivation is what motivates an individual to behave in a certain way or grow a tendency toward particular actions.

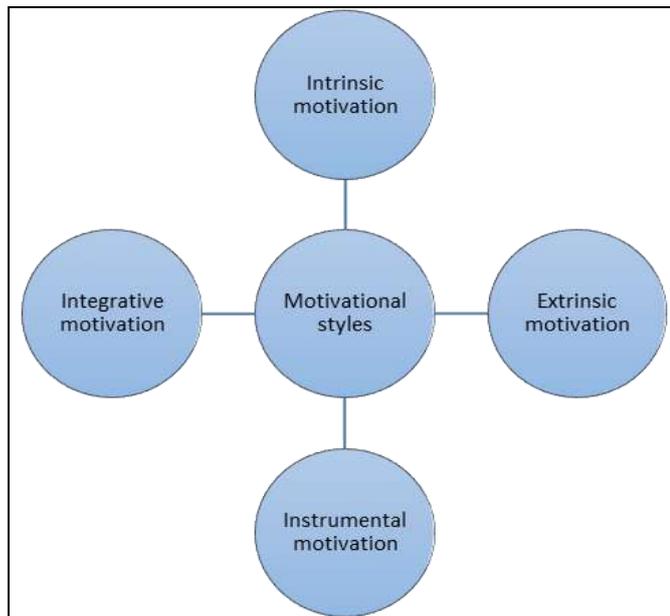
Gardner (1972)<sup>[5]</sup> described motivation as the mixture of an effort and a desire to accomplish the goal of language learning, as well as favorable attitudes toward language learning. Motivation is a desire to do something mixed with the resources necessary to do it.

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According to Narayanan (2006) <sup>[7]</sup>, motivation is the cause or motives for an individual's acts or behaviors. Motivation refers to the motivations for action.

### 3. Different motivational styles

There are four distinct motivational styles.



**Fig 1:** Different styles of motivation

The instrumental motivation refers to the learning of a language for the sake of advancing one's career, technical reading, or translation. The integrative motivation is used to classify learners who want to integrate into the second language group's culture and participate in social activity within that group.

The other dimension of motivation is the degree to which learners are internally motivated or extrinsically motivated. Intrinsic motivation exists when no external reward exists apart from the job itself. Individuals carry out activities with their own benefit, not for the purpose of obtaining an extrinsic reward. Intrinsic motivation seeks internally rewarding results such as feelings of accomplishment and self-determination. Extrinsically motivated acts are ones that are performed in the hope of receiving a reward from a source apart from the self. Extrinsically motivated actions are often initiated in order to escape retaliation, considering the fact that such intrinsic rewards can accrue to those who see penalty avoidance as a challenge that can improve their sense of competence and self-determination.

Brown (2000) <sup>[1]</sup> and Gardner (1972) <sup>[5]</sup> distinguish two fundamental forms of motivation: integrative and instrumental. Integrative motivation applies to language acquisition for the sake of personal development and cultural enrichment; that is, the learner desires to acquire a language in order to better integrate into the target language culture. They continued by stating that instrumental motivation arises from a functional or external reason for learning the L2. They entail the accomplishment of goals, including functional goals for learning such as completing tests and financial incentives.

According to Dörnyei (1996) <sup>[2]</sup>, a motivational construct entails both instrumental and integrative encouragement. The majority of cases in language learning include a

combination of the three types of inspiration. It is difficult to attribute the performance of language learning to specific integrative or instrumental factors. It is claimed that the importance of integrative and instrumental encouragement varies depending on the circumstances or contexts in which a language is learned, whether as a foreign language or a second language.

The concepts intrinsic and extrinsic motivation are described by Huit (2001) <sup>[6]</sup>. Intrinsic drive refers to the desire to partake in an action solely for the sake of enjoyment. Extrinsic motivation refers to acts taken in order to accomplish some objective, such as winning a reward or avoiding a penalty. Brown (2000) <sup>[1]</sup> establishes a connection between these two types of inspiration. As extrinsic motivation can manifest as integrative motivation if another party desires the second language learner's proficiency in the second language for integrative reasons, extrinsic motivation can manifest as instrumental motivation if an external force desires the second language learner's proficiency in the second language.

Additionally, intrinsic motivation can manifest as integrative motivation if the second language learner wishes to blend into the second language culture; intrinsic motivation can manifest as instrumental motivation if the second language learner wishes to accomplish goals through the use of the second language. Similarly, students with the same integrative inspiration will exhibit significant intrinsic and extrinsic motivational variations. Both intrinsic and extrinsic motivation are important to integrative and instrumental motivation in second language acquisition (Brown, 2000) <sup>[1]</sup>.

### 4. Earlier research on the motivational effects of language learning

Research teams have a range of perspectives on the various forms of inspiration. According to Elliot (2001), students are intrinsically motivated to improve their speech and reading abilities, as well as intrinsically motivated by knowledge and accomplishment. Dörnyei (1996) <sup>[2]</sup> asserts that inherent motivation has a substantial effect on not only reading comprehension but also on other facets of reading, such as reading depth. According to Narayanan (2006) <sup>[7]</sup>, inspired students have favorable attitudes toward language learning skills such as reading, writing, pronunciation, listening, and communicating since they read for intrinsic as well as extrinsic reasons.

Lambert (1972) <sup>[5]</sup> stated that students were highly motivated and had a favorable attitude toward English learning. They were inspired by both instrumental and integrative goals. Chang (2010) stated that class community had an effect on learners' morale and that they felt more at ease with inspired classmates. Additionally, it was discovered that inattentive learners demotivated their peers. In ESL and EFL learning, instrumental motivation is more critical than integrative motivation.

Brown (2000) <sup>[1]</sup> asserts that students who study a language are inspired both instrumentally and integratively. Students seemed to be very inspired to learn English. Motivated students devote a significant amount of effort to achieving their goal of studying a foreign language, and motivated students will often pick up a language more quickly and successfully than unmotivated students. Students who demonstrate a deep desire to learn a language will achieve a

high degree of competence in both the target and source languages.

Gardner (1972) claimed that a healthy classroom environment is important for encouragement and that students feel secure learning a language in this environment. Motivation cannot be created in a stressful classroom setting, and lecturers must have an appropriate learning environment and circumstance for their pupils. They concluded by stating that successful language learning takes place in a calm and welcoming classroom setting.

Huitt (2001)<sup>[6]</sup> asserted that extrinsic motivation had little impact on the strategy selection for language learning. They stressed the underlying motivation of second language learners. The effect of two distinct types of motivation, namely integrative and instrumental motivation, on the Learning English of ESL learners is critical.

### 5. Conditions of Motivation

What increases motivation? According to Lambert (1972)<sup>[5]</sup>, students are motivated when they see themselves as capable people, when they are involved in activities that put those capabilities to use, when they have ideal learning conditions, when they can communicate with other students, when their accomplishments are noted and appreciated, and when they accept the relevance of their learning would have on their future.

#### 5.1 Motivational Factors

There are three primary motivating influences, including the following:

- a. A favorable outlook toward the second language culture.
- b. Pleasure of studying.
- c. External forces.

### 6. Positivity against the community of second language speakers

Perceptions toward the second language environment are critical for second language acquisition. To learn a second language effectively, students must develop a mindset toward the target group. Students' ability to learn a second language is contingent upon their proclivity toward the second language community and their willingness to join the community.

#### 6.1 The pleasure in learning

Students who are inspired to learn a second language will love the experience. Students who are intrinsically inspired are more likely to continue their studies than others who are extrinsically motivated and only partake in each task for the sake of studying the second language. By comparison, integrative inspired students take pleasure in learning a second language and culture. There should be a level of satisfaction associated with the learning process in order for the student to be able to continue learning the second language (Elliot 2001).

### 7. External constraints

External motivations for students to learn a second language. Whether it's to appease their parents, earn a trophy, or accomplish a pragmatic goal, these students are inspired to appease external stresses. The extrinsic and instrumental motivations are described as the desire to learn a second language as a result of social pressures and

incentives, internalized motives for learning a second language, or personal intent for doing so, and their associated meaning.

### 8. Conclusion

As discussed previously, the aim of this paper was to ascertain the role of motivation in language learning by conducting a review of some of the most significant studies in the field of motivation and language. The encouragement of learners varies according to the context of language learning. Motivation is critical for the improvement of language abilities. Teachers may play a major role in inspiring students to pursue second/foreign language education. Motivation is a critical element in foreign language learning, and it is determined by a variety of factors. Motivation is a factor that some EFL teachers lack when encouraging their students to learn more. As EFL lecturers, we should teach our students how to motivate themselves. Teachers should assist students in locating inspiration in unexpected places and also in investigating their own motivational mechanisms in order to capitalize on them.

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