

Understanding and Applying Motivation Models in Second Language Education

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A substantial shift and change in language instruction and acquisition have transpired in recent years, with a considerable emphasis transitioning from the educator and pedagogy to the learner and learning process. This study will primarily focus on motivation as a key aspect that might incite the desire to learn a new language amongst various conditions.

Considered as a fundamental component of the learning process, motivation is the subject of numerous models developed by different researchers for second language acquisition.. The process of comprehending the significance of inspiration in language motivation is now perceived not merely as an internal drive such as willpower or resolute determination but as a phenomenon associated with behavioural patterns, responses to stimuli, or reinforcement. "Language acquisition is a deliberate process, resulting from either a formal educational environment or an independent study regimen" (Kramina, 2000). Language acquisition refers to the process by which an individual learns their primary language. Language acquisition is the process of learning a new language, such as English or German.

The process of language learning is influenced by numerous aspects, including age, gender, media exposure, concentration, attitude, curiosity, environment, personality, lifestyle, motivation, and various situational elements. Educators, while encouraging their students to learn a second language, should consider these factors.

The research developed a set of recommendations that assisted educators in initiating and enhancing student motivation in the classroom. "Fostering motivation is crucial for language educators, as motivation is a fundamental factor driving successful language acquisition" (Mallik, 2017) (Dörnyei, 2001; Ellis, 1994). This conceptually-based work aims to elucidate fundamental aspects of motivation, encompassing definitions, models, types of motivation that may affect second language acquisition, and the significance of motivation in pedagogy.

Motivation: A Definition

The obvious foundation of human experience has been characterized as the definition of motivation. The majority of researchers agree that motivation is a conjectural source of behaviour. Motivation is a cognitive phenomenon that governs an individual's behaviour.

Webster defines "motivate" as to furnish with a reward or motive, with synonyms for motive including cause, purpose, thought, or reason. Several scholars have defined the term motivation in the context of language acquisition. Motivation ought to be regarded as a hybrid construct, an intrinsic quality stemming from an external influence (Dörnyei, 2003).

Comprehending motivation necessitates an exploration of its historical trajectory, encompassing not just the genesis of the overarching notion but also an examination of specific terminologies such as drive, instinct, and reinforcement. The primary inquiry is, "What is the source of motivation in a learner?" A student is consistently motivated by various influences, such as a teacher, friend, parent, or employment prospects.

Motivation- Second Language Acquisition

The fields of semantics and sociolinguistics, among others, have produced and proposed a plethora of second language learning methodologies for use in formal educational settings. Let's go over some evolving claims throughout time. One can arrange the many points of view on L2 motivation by means of three independent phases: the social- psychological phase, the cognitive-situated phase, and the process-oriented phase.

The social-psychological era

Gardner developed the socio-educational model focuses on society and learner. The social psychology era in second language motivation research thrived in Canada's multilingual culture beginning in 1959. Later Clément and other scholars examined the theory of linguistic self-confidence.

The socio-educational framework.

According to R.C. Gardner's socio-educational paradigm, some people's mastery of L2 cannot be explained by their capacity for learning several languages. According to him, personal qualities are essential elements in L2 acquisition and that proper understanding of the L2 learning process and consequences depends on considering cultural settings.

According to the original socio-educational model (1979), aptitude and motivation in learning define two main factors influencing L2 performance (Gardner, 1985). Gardner aimed to know how people picked up a second language despite apparently having below- average aptitude or ability, so the motivating element of the model was underlined. The model then aimed to clarify that these motivating components showed themselves in the contexts of L2 learning: the formal context—that is, the classroom—and the informal context—that is, the cultural milieu. Gardner argued that these two settings have different purposes for improving the L2 performance of the students; the educational environment helps with explicit instruction and correction; the cultural context lets students engage themselves in another culture free from particular guidelines or direction. In both cases, students get more aware of the social and cultural context of the L2 and more confident in it, therefore improving their drive to learn the language yet further.

The model has changed multiple times to faithfully depict the basic sub-processes within every individual component. To further explain the motivating element, Gardner created three sub-measures in 1985: intensity, desire to learn, and attitude toward learning (Dörnyei, 1998). Dörnyei and other academics counter that this is untrue; they contend that a person may have a "strong" will to learn but yet carry a different view of the learning process itself. Still, multiple research keep showing that attitude toward learning has great predictive power because of its strong link with direct behavior (Dörnyei, 1998). The structure of the model was greatly changed between 1993 and 2010 to include the several outside factors influencing L2 acquisition. The term "social milieu" was changed to "the external factors" (Gardner & Macintyre, 1993). Gardner's created Attitude Motivation Test Battery contains more qualities to clarify the factors influencing every individual component.

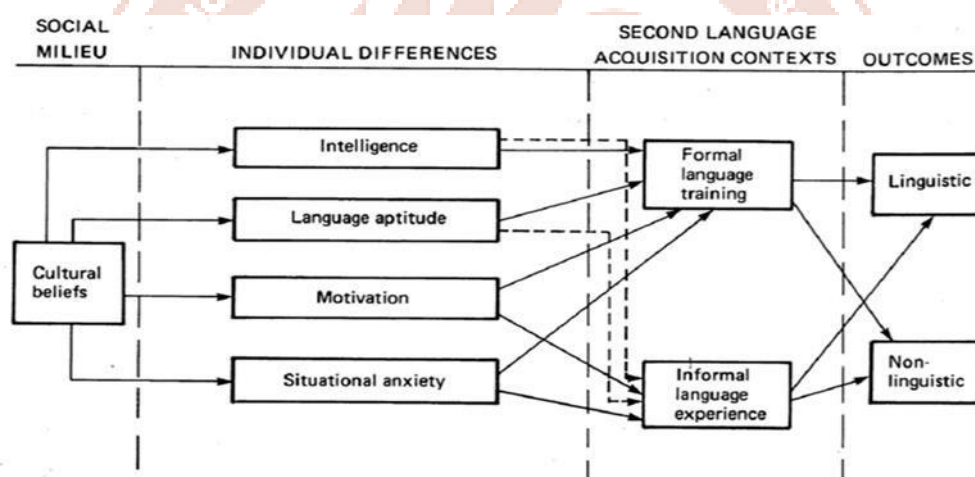


Figure1. Gardner's Socio-educational Model (Gardner, 1985)

Attitude Motivation Test Battery.

Gardner developed the Attitude Motivation Test Battery (AMTB) to predict second language performance and learning, and to measure objectively the four core components and their sub-components. The test usually asks participants to rate a set of statements on a 1 to 7 scale (i.e., least likely to most likely) and a 6-point Likert Scale (i.e., strongly disagree to strongly agree). Different statements are concerned with a particular variable (or main factor), and the scores from such sets are combined to measure how much that variable affects

the language learning of the participants. (Gardner, 2004). Over years, the test has been altered. "Gardner's study of the Socio-educational Model has identified the four primary factors assessed in the AMTB: (1) integrativeness, (2) attitude toward the learning environment, (3) motivation, and (4) language anxiety" (Gardner, 2011). Other elements

utilized in different contexts are instrumental orientation and parental encouragement in the AMTB.

The integrativeness variable seeks to assess a learner's willingness to different cultures that use L2 as their native tongue and reflects the cultural surroundings of L2 learning. It considers the learner's integrative viewpoint or social and cultural justifications for picking up the L2. The AMTB measures this fluctuation based on the learner's general curiosity in foreign languages and their current perceptions of society in general from which the L2 derives. The AMTB also determines this variable by having the student evaluate the instructor and course in a classroom environment. This tells how much the classroom

environment supports L2 performance. To assess motivation, the AMTB aggregates aspirational learning, inclination toward learning, and motivating intensity. While motivation describes both circumstances and emotional elements (i.e., personality traits) which influence them, integrativeness and attitude toward the learning environment belong to the particular learning situation. An emotional quality that defines the way individuals feel during the L2 performance in the AMTB is fear of the language. AMTB measures this apprehension by tracking the learner's behavior in the classroom or within everyday language interaction.

Linguistic self-confidence.

Clément and his colleagues investigated the influence of social context on second language acquisition. Linguistic self-confidence is crucial in motivating the acquisition of a second language (Dörnyei, 2005). Linguistic self-confidence denotes an individual's assessment of their own proficiency and capability to execute tasks effectively (Clement, 1980). The engagement between the language learners and the language community members cultivates and reinforces linguistic self-confidence, contingent upon the quality and amount of these interactions.

The cognitive-situated phase.

Cognitive points of view examine how students' mental processes affect their motivation. Reflecting the "cognitive revolution" in psychology at that time, the emphasis in the research of language acquisition motivation changed to cognitive models in the late 1980s and early 1990s. L2 motivation theories thus abandoned the broad social-psychological viewpoints, producing more specialized micro views.

Theory of Self-determination.

Examining this idea in light of language acquisition, Noels and colleagues developed the Language Learning Orientations Scale to categorize a person's motivating orientation as

intrinsic, extrinsic, or motivated along a spectrum of self-determination (Dörnyei, 2005).

According to this study, teachers who encouraged autonomy and avoided controlling behavior in language learning environments helped their students develop natural, self-determined motivating orientations.

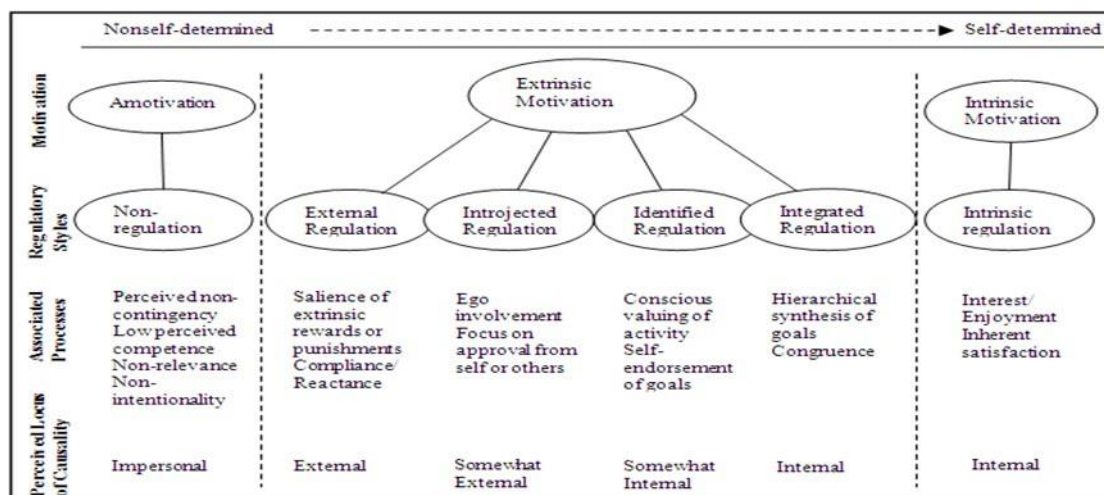


Figure 2. A taxonomy of human motivation. (Ryan and Deci, 2000)

In their 2000 publication, Deci and Ryan catalog a wide range of human drives. The far leftmost position is occupied by amotivation, which is characterized as the absence of desire to take part in an activity. A deficiency in motivation is not attributable to internal or external influences; instead, it signifies a lack of competence in executing a task. Extrinsic motivation, defined as participating in an activity for its practical benefits rather than for enjoyment or pleasure, occupies a central position on the continuum. Extrinsic motivation is classified into four distinct subtypes: External Regulation, Introjection (or Introjected Regulation), The recognition (or Identified Regulation), and Integration (or Integrated Regulation). These subtypes represent varying levels of self-determination and autonomy through the processes of internalization (the adoption of a value or regulation) and integration (the conversion of the value or regulation into the individual's own). The intrinsic/extrinsic motivation continuum shows a process of motivational change (Lai, 2013). Human motivation may not necessarily progress through each stage sequentially and may "oscillate" between directions (Ryan & Deci, 2000). In this case, the individual may overlook the other orientations inside the extrinsic motivation domain. An individual may possess multiple orientations (goals) for concurrently learning a second or foreign language, however certain orientations may hold greater significance than other (Noels, 2001).

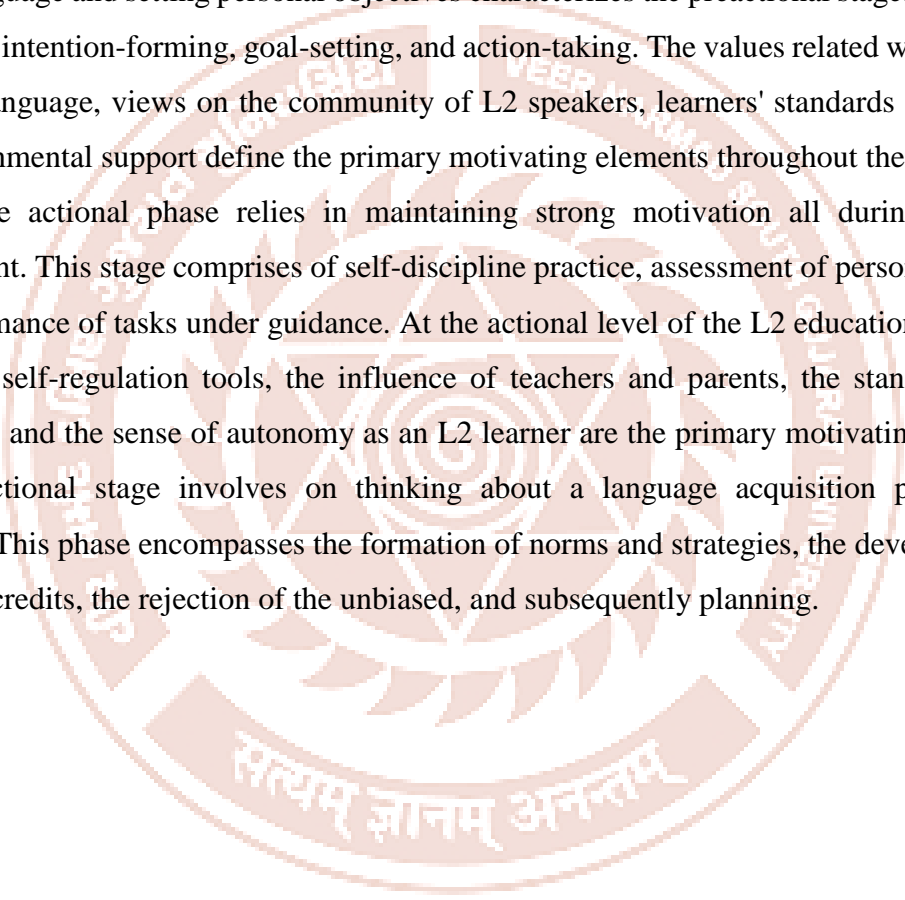
The process-based period

Researchers began to focus on the evolving characteristics of desire as cognitive

methods related to second language acquisition motivation became prevalent. The models that date from the process-oriented era examine the evolution of individuals' motives over time, encompassing both short-term and long-term perspectives. This perspective perceives motivation as a variable that oscillates during a class session, an academic year, and an individual's lifetime (Reeves & Johnmarshall 2013).

Process model.

Dörnyei and Ottó created a process model of learning a second language set apart by three sequential phases: the pre-actional, the actional, and the post-actional stages. Starting a second language and setting personal objectives characterizes the preactional stage. This phase consists on intention-forming, goal-setting, and action-taking. The values related with learning a second language, views on the community of L2 speakers, learners' standards and beliefs, and environmental support define the primary motivating elements throughout the preactional period. The actional phase relies in maintaining strong motivation all during language development. This stage comprises of self-discipline practice, assessment of personal success, and performance of tasks under guidance. At the actional level of the L2 educational process, the use of self-regulation tools, the influence of teachers and parents, the standard of the experience, and the sense of autonomy as an L2 learner are the primary motivating elements. The postactional stage involves on thinking about a language acquisition process and outcomes. This phase encompasses the formation of norms and strategies, the development of correlated credits, the rejection of the unbiased, and subsequently planning.



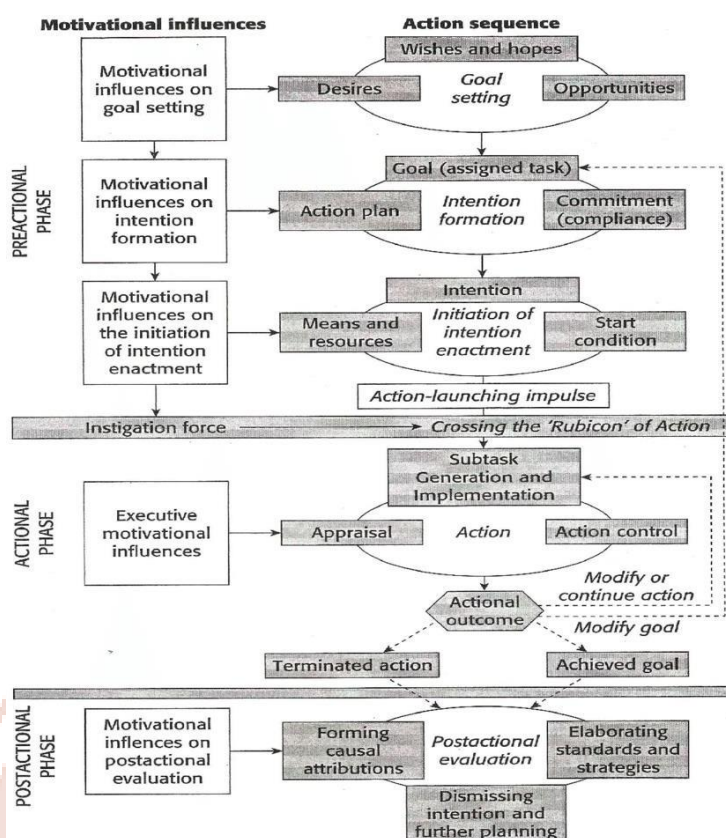


Figure3. Schematic representation of the Process Model of L2 Motivation (Dörnyei and Ottó, 1998)

Self-motivational system.

The motivating self-system for second language learning was built by Dörnyei (2005) after the process model was formulated. Noels (2003) and Ushioda (Noels, 2003) put out different theories of second language motivation, however the second language motivational self-system bridges these gaps. The three parts that make up this self-motivational system are the ideal self, the ought-to self, and the L2 learning experience. The ideal second-language speaker (or "L2 self") is the person's idealized future self in this context. Motivating oneself to become one's ideal self is a byproduct of envisioning one's ideal L2 self. The second-language "ought-to" self corresponds to an individual's extrinsic motivational orientations and includes the qualities they believe are necessary to meet expectations or avoid negative outcomes. Situational and environmental elements, as well as the learner's subjective experience, are all part of the second language learning process.

Motivation and Teaching

Engaging learners and sustaining their motivation among the hurdles of second language learning is a crucial endeavor. Educators must understand how to ignite students' interest and engage their attention in language acquisition. The integration of real resources offers insights into the culture and community of the target language, encouraging interest and surprise among learners. Storytelling serves as an excellent technique, wherein the narratives of persons who have successfully acquired a second language and the subsequent transformation of their life can motivate learners. Moreover, elucidating the global popularity and importance of the second language might further incentivize learners to engage with it.

Educators should also foster learners' confidence in their capacity to succeed in acquiring an additional language. Brophy (1998) asserts, "The most straightforward method to guarantee that students anticipate success is to ensure they attain it consistently."

Educators can motivate pupils to investigate their unique learning styles and underscore that various pathways exist for achieving success in education. Educators can foster learner ownership of their educational path and enhance fulfillment by establishing a learning environment that prioritizes relevance, achievable expectations, and personal development. Educators can foster self-motivation by employing practical strategies, such as setting positive expectations, utilizing incentives, addressing boredom and procrastination, and minimizing distractions.

Conclusion

Language acquisition is significantly influenced by motivation, both practically and fundamentally. The spread of cognitive theories in educational psychology has helped to increase awareness of the need of social elements and mental processes in comprehending motivation. The need of applying theoretical results in real-world environments drove teachers and educational psychologists to create motivating teaching strategies. These models depend critically on the strategies teachers could use in the classroom to motivate their pupils.

The value of motivation in learning a second language has been well studied.

Although the factors affecting motivation are complicated, it is obvious that the need to learn is dynamic and flexible instead than fixed. Although the several theories and tactics examined provide insightful analysis, no one method completely explains the motivation of students.

Language teachers thus have to try to understand their pupils' unique personalities, recognize the need of motivation, and find its several expressions. Furthermore, teachers have

to be aware of their behavior and activities in the classroom since they could unintentionally discourage the students.

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