

## The Role of Motivation in Second Language Learning

Isha Tariq<sup>1</sup> Ameer Hamza<sup>2</sup> Kaleem Ullah<sup>3</sup>

**Abstract:** *It has been observed that motivation plays a significant role in the learning of a second language (L2). In learning a second language, motivation impacts the engagement, determination, ability, and performance of the learner. A significant number of studies are available on second language learning, but limited research is available to explore the relationship between intrinsic and extrinsic motivation and the impact of instructional methodologies or techniques on English language acquisition. Thereby, applying quantitative methodology comprising a standardized questionnaire, the current study aims to explore the methods to improve teaching and language learning, the relationship between intrinsic and extrinsic motivation and the impact of instructional methodologies on English language acquisition. The study highlighted that there is a strong relationship between motivation and ability, and high motivation levels are mostly influenced by effective teaching strategies. It also explained how crucial supportive classroom environments are and how important teaching materials are in improving motivation. The findings suggest that a variety of teaching approaches can enhance the chances of acquiring or learning a second language.*

**Key Words:** Role of Motivation, Language Acquisition, Types of Motivation, English Learner, Second Language Learning

### Introduction

Motivation is a significant element of learning a second language (L2). During the process of learning a second language, it serves as a trigger that converts the ability and action into performance. When a learner starts to acquire a new language as a second language, the learner faces various difficulties. The difficulties that learners face could be linguistic and cultural. In the process of learning new things, a learner needs motivation, encouragement, dedication and determination to overcome all such challenges.

In the process of second language acquisition, internal and external factors play a significant role. The learning process of second language acquisition encourages the learner to participate actively. These factors are known as motivation, as they provide dedication to studies. When learners take an interest and build curiosity and enthusiasm for learning on their own, intrinsic motivation is driven. Extrinsic motivation is developed by the environment. Outer variables like praise, reward, or position in the class are included.

For learning a second language acquisition, motivation is a kind of desire to enhance it. In a learning setting, students should first have an interest in learning the language. Motivation has a crucial role in learning and producing second language acquisition in learners. In the world, Individuals with minimum abilities can enhance their skills and set their long-term goals just by providing some motivation. Teachers' motivation plays a great role in students learning a second language. At the same time, high motivation suppresses significant inabilities of learners in both learning conditions and language skills. In a classroom, motivation has a great impact on the successful study of Second Language learning. It enhances

<sup>1</sup> M.Phil. English Linguistics, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan.  
Email: [ishaawan555@gmail.com](mailto:ishaawan555@gmail.com)

<sup>2</sup> M.Phil. English Linguistics, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan.  
Email: [hamzatareen1234@gmail.com](mailto:hamzatareen1234@gmail.com)

<sup>3</sup> M.Phil. English Linguistics, The Islamia University of Bahawalpur, Bahawalpur, Punjab, Pakistan.  
Email: [kaleemkhan1431426@gmail.com](mailto:kaleemkhan1431426@gmail.com)

learners' intellectual learning capability as well as language aptitude. Motivation is considered a major part of achieving any goal in life.

Moreover, in every educational learning process, motivation has a positive influence on learners. The context of motivation continuously changes and evolves; therefore, it is called dynamic. It is observed that big-motivated students achieve greater success than less esteemed learners who are not well-motivated. It is also mandatory for teachers to maintain the motivation of learners. To call an individual a motivated person, it is essential that with motivation, he should have considerable effort and interest in learning a second language.

However, the crucial role of teaching never be declined. In addition to functioning as knowledge providers, Teachers can encourage students and create a positive learning environment. By designing more engaging and relevant classes and by understanding what motivates their students, teachers can enhance the chances of overall learning. This article aims to examine the concept of motivation in second language learning and explores its various facets and implications for teaching practices.

## Literature Review

On the basis of various psychological theories, the concept of motivation is examined extensively in the learning process. The psychoanalytical theory of motivation is proposed by Sigmund Freud. The main focus of this theory is on the factors that drive human behaviour. Human behavior is based on subconscious desires. After this concept, by keeping its foundation, Clark Hull and B.F Skinner gave some theories. They primarily focused on the reinforcement and rewards that shape the behavior of a human. If positive or negative reinforcement and rewards are given to the learner, then they will progress.

Further, second language acquisition has gained a lot of attention in previously done research. The relationship between motivation and second language acquisition is important to explore deeply because it is mandatory for a student to learn a second language. There are two main types of motivation: intrinsic motivation and extrinsic motivation. The motivation that comes from the personal interest, attitude, enjoyment, or curiosity of a learner about language learning is known as intrinsic motivation. At the same time, the motivation that depends on external factors like praise, awards, or reinforcement is known as extrinsic motivation. Therefore, in the learning of a second language, intrinsic and extrinsic factors give the way for a learner (Vallerand, [2000](#)).

According to the research of (Vallerand et al., [1992](#)), for higher engagement and better gain of the target language, intrinsic motivation can lead; on the other hand, for learners who may not initially be intrinsically interested, extrinsic motivation can act as a catalyst. In language acquisition, this duality is especially relevant as the level of students' motivation can be significantly influenced. This influence is due to their experiences and backgrounds.

It examines motivational disparities between students from non-English-speaking nations and those from English-speaking backgrounds through various researchers. The study of Gardner and Lambert in 1972 shows that learners who have English-speaking backgrounds have better access to language use. Such as language resources, cultural exposure, and practical language use. Their motivation to learn might be increased through this phenomenon. At the same time, Students from non-English speaking states can face greater difficulties. Such difficulties can hurt their motivation. If we observe the comparison, Students from English-speaking backgrounds can learn more quickly and efficiently than non-English-speaking backgrounds students.

Moreover, it is recognized that the difference between instrumental and integrative motives is essential to comprehend the objectives of learners. In this process, practical objectives are referred to by the Instrumental motivation. As academic achievement or career progress, integrative motivation refers to the desire to connect with the culture and community of the target language (Ryan & Deci, [2000](#)). Research indicates that students with high levels of integrative enthusiasm are more likely to be motivated and dedicated to their language learning than students who are primarily motivated by instrumental goals (Ryan & Deci, [2000](#)).



In the next step, the most crucial key area of research is how teachers can promote motivation. Research study shows that teachers' attitudes, expectations, and methods of instruction can have a big impact on how motivated their pupils are. For instance, a study by (Gunawan et al., 2020) shows that teachers who produce a supportive and engaging classroom atmosphere can increase learners' intrinsic motivation by making language learning fun and relevant. However, the significance and practicality of language acquisition for second language learners can be increased by appealing to students' integrative motives and culturally responsive teaching methods.

In concluding statement, students who are seeking a better language learning process must study the dynamics of motivation. There is a great need to reform teaching methodologies and new techniques that teachers should implement in the classrooms. It is observed, moreover, that an engaging and motivating environment can only be created by the teacher. Teachers must play a crucial role in balancing intrinsic and extrinsic motivation.

## Methodology

The foundation of this research is Gardner's 1960 socio-educational theory, which focuses on the role of motivation and attitudes in learning a second language. This theory states that motivation and ability are the two main elements that affect second language learning. A questionnaire is created on the basis of these factors.

Aptitude, resources, role of a teacher, and environment are the factors that affect the motivation of the student. There are formal and informal settings for learning a language in formal settings like schools, motivation, aptitude, and teacher roles. On the other hand, in informal settings such as media or friends, motivation is more important. This study explores how motivation, learning environment, cultural context, and role of a teacher are interrelated in the acquisition of a second language.

The purpose of this study is to analyze the factors that influence students' desire to learn a second language. The following research questions are addressed:

- What are the primary motivating elements affecting students' acquisition of a second language?
- How do extrinsic and intrinsic motivations differ in how they affect language acquisition?
- What role do teachers play in developing students' motivation while learning a second language?

## Objectives

- To identify the extrinsic and intrinsic factors that drive language learning in students.
- To examine the difficulties that students face and how motivation might assist in overcoming these difficulties.
- To evaluate efficient instructional methods that enhance learners' motivation within the classroom.

## Research Tools

The quantitative approach is used for this research. A questionnaire comprising open-ended and closed-ended questions is distributed among students. The questions are about the reasons for learning a second language and their experiences in this learning process. From where motivation can originate, factors of motivation are asked in these questions. Additionally, the role of ability and motivation, teaching methodologies, and their impact on the language learning process are asked. Further, the role of the educational environment is also questioned.

## Research Settings

Students from different departments of a university in Bahawalpur are the primary focus of the data gathering.

## Population

Students who are enrolled in English language courses at the University in Bahawalpur city. These students are actively participating in the language learning.

## **Sample**

A sample of 45 students from various university departments is chosen to gather helpful data, and their responses are evaluated using a Likert scale. In Likert scale five options were mentioned that was closed ended. Moreover, some open-ended questions were also a part of the sample. The goal of this selection process is to ensure an accurate variety of experiences and points of view on motivation and language acquisition.

## **Discussion and Findings**

At the University in Bahawalpur City, the study of the latest times examines the intricate relationships between student motivation, potential, and the effects of instructional strategies and resources on English language acquisition. The main purpose of this study is to find out the inspiring factors and their effects on language acquisition. It occurs through a well-constructed quantitative method by using questionnaires given to a sample of forty-five students.

### **The Motivation Behind Students and Its Factors**

The results of the study show a strong relationship between the motivation of students and different teaching resources. A large number of respondents indicate that they are much more motivated to learn English, specifically when exposed to the latest and engaging teaching techniques. It links with the (Gardner, 1968) socio-educational model, which mentions that motivation is a significant factor in learning a second language. Students with higher motivation participate in class activities. They show a great interest in examining the new techniques. The study focuses on how important it is to create a motivational environment as it is closely associated with students' performance in acquiring new languages. The study mentions how to improve educational results. It is necessary to think about and address the motivational fluctuations that affect second language learners. Knowledge about the various equipment encountered by students, the use of both internal and external motivations, and proper instructors can design language acquisition strategies. Such strategies will be more productive.

### **How Ability Impacts on Motivation**

As the results are in favour of the importance of motivation, they also show that role ability cannot be ignored. The findings show the relationship between ability and motivation. Students who are more proficient in a language are inclined to be more motivated. It supports the idea that learners who have proficient basic skills in language acquisition are more interactive in the learning process. In a classroom setting, it is observed that some students are with extraordinary abilities, and some are normal students. The students who have abilities can definitely learn a language efficiently in a short time. On the other hand, if a student is with normal abilities, he can learn language as well. Here, motivation plays a significant role. A student with less ability but high motivation can make progress smoothly. Although there are differences in ability, some students show strong motivation. It shows that motivation can fulfil the deficiency in ability. Through this advanced understanding, the entanglement in the relationship between aptitude and motivation in language learning is demonstrated.

### **Impact of Teaching Materials and its Methods**

The feedback of the questionnaire clearly shows how students' motivation is affected by teaching materials. Respondents show higher levels of involvement and enthusiasm when exposed to interactive and multimodal resources. In multimodal resources, audiovisual aids and technology-integrated lessons are at the top. These results cover earlier studies that focus on the significance of implementing different teaching resources. It plays a great role in boosting student interest (Bachman, 2004). Students often give suggestions about traditional approaches; they come up short by maintaining long-term motivation. Such findings show that student-centred and more dynamic methods should be used in English language training. For example, an addition of cultural components to the curriculum can enhance student motivation. Although, the real-world uses of language highlight the proficiency of integrative motivation. To enhance both internal and extrinsic motivation, teachers should make an effort to acquire language skills for students. It should be based on student interests and future goals.



## The Role of Educational Environment

The research focuses on how motivation is shaped by the educational environment. Students acknowledge their peer connection, teacher guidance, and the classroom atmosphere. The educational environment is the only setting that can make the way for a student to progress. A teacher guides the student in this setting, and a peer-to-peer network builds among the students. This network and guidance from the teacher in a particular setting ensures better learning. This boosts the motivation of a student to perform more and in a better way. Students are more interested in participating in the learning process, e.g. when they are in groups. When students learn in the form of teams or groups, they get knowledge more smoothly. In group activities, a multicultural setting appears to make the learning process easy for all students. A factor of curiosity and interactions takes place that fills the gap of hesitance and reluctance. It also encourages a learning environment. This research is consistent with social constructivist theories, which show that cultural settings and social interactions are significant in learning experiences (Cole & SCRIBNER, 1978).

## Practical Implementations

The results of this study have applications for teachers and curriculum designers. Highlighting the connection between aptitude, motivation, and instructional strategies can help in the creation of English language programs. It would be more successful. Teachers are supposed to use a variety of advanced resources and create a friendly learning atmosphere. It will encourage student participation. Giving students a chance to connect with real-world language can improve their motivation and academic performance.

In summary, the research shows that motivation is an important element in learning the English language. It is greatly influenced by teaching strategies, resources, and the educational environment. Students with different skills and high motivations can acquire proficient language skills. Ability plays an essential role as well. The results demonstrate the requirement of creating a dynamic and encouraging learning environment. It will develop intrinsic motivation in students. Future studies may focus on longitudinal studies to discover the temporal evolution of these relationships. Further, it will discover the long-lasting impacts of motivational strategies on language acquisition.

## Conclusion

In the conclusion of the research, it states that motivation plays a critical role in the process of learning a second language. It has a significant impact on the collaboration of students, perseverance, and success in general. This article focuses on the differences between extrinsic and intrinsic motives and how they affect language learning. Intrinsic motivation demonstrates keen interest and delightfulness in language acquisition, while extrinsic motivation plays a crucial role in achieving particular objectives and resolutions.

In this learning process, teachers have a significant role. Teachers can play a great role by creating a welcoming and restorative learning environment. Teachers can change their methods of teaching to enhance both intrinsic and extrinsic motivations. Its findings will ultimately lead to greater language acquisition through the recognition of numerous motivational elements.

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