

Place of Motivation in English Language Teaching

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Abstract

This paper is intended to deal with place of motivation in English language teaching. Motivation as one of topics of second and foreign language acquisition has always influenced on learning and teaching of English language. Language can be defined as the bond that links people together and binds them to their culture. The study of language has always played a crucial role in the history man. Man has tried to know his language, know how speech sounds relate to meaning when he/she is speaking or writing. Today, English language is used as one of the major important of languages among people over the world. Learning English language has been the main subject in schools, colleges and universities in the world. English language is used as foreign or second and even lingua franca among people in this world. English language is used as target language among learners in their schools, colleges, and universities. It is interesting to see how an English language learner learns English through motivation.

Keywords: Motivation; English language teaching and learning; Psychology; Second and foreign language.



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1. Introduction

The purpose of this paper is to investigate place of motivation in English language teaching. Before, we can consider place of motivation in English language as psychological factor in learning and teaching English; we examine briefly English language as an international and a foreign or a second language in the world. This paragraph discusses the English language teaching situation in the world in a historical perspective, tracing its history since the days of the British rule in the world and the appearance of America as one of the economic power country after second war. It is important for us to know of when and how English language recognized as an international or language education and the developments English in the world. Crystal (1995) answered to us and argued that two factors that have caused English language emerge as an international language: "The expansion of British colonial power, which peaked towards the end of the 19th century and the second factor is the emergence of the United States as the leading economic power of the 20th century." Therefore, he added that the second factor has more vital role in continuing the explanation of the position of the English language today (Khansir, 2010). When English language came to world as foreign or second language, (Richards and Rodgers, 2001) argued that "whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world". They added that when French, Italian and English gained importance as result of political change in Europe in the sixteen century, Latin gradually became displaced as a language of spoken and written communication. Bose (2005) mentioned that in the 1960s, the developments in the field of ELT in the USA and Britain pushed the Structural Approach to the backstage and new ideas began to emerge: experiments in the fields of linguistics, psychology and education challenged the old beliefs that were the bases of the Structural Approach and put forward the new ideas such as language is rule-governed behaviour and not just a bundle of structures. (Chomsky, 1965) Chomsky as one of the great linguists in this century, in 1965 indicated the inadequacies of the Structural Approach and based on Khansir and Pakdel's paper in 2016, he introduced cognitive approach had influenced on the English language. Khansir and Pakdel (2016) added that "communicative competence was felt to be as important as grammatical competence, and sociolinguistic and applied linguistic discussions on the contexts of language use, influenced the Communicative Approach paradigm in language teaching in general and English language teaching in particular. Contrastive analysis, error analysis, and discourse analysis which in turn has influenced on English language teaching". in the end of discussion in this paragraph, we conclude that English language teaching has been developed based on the other fields such as linguistics, applied linguistics, and psychology and then Khansir in 2013 confirmed this sentence and added that "the history of English Language Teaching is linked with developments in many fields and especially with linguistics, applied linguistics, the psychology of learning and education (Khansir, 2013). However, the recent decades have witnessed an increase in the number of studies concerned with second language learning, especially English language for which there is many reasons. McLaughlin (1988) mentioned that there are two reasons. The first reason is practical, there are large numbers of immigrants, foreign students and foreign workers in European countries, United States and some other English speaking countries. The second reason can be attributed to advances in the area of general linguistics, psycholinguistics and cognitive psychology. Our knowledge of the first and second language learning processes has increased enormously. English has become the most widely used language almost all over the world.

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Let us begin this part of discussion by briefly clarifying the role of psychology in language teaching. Thus, it is important is that second or foreign language acquisition process is not essay and this process is a complex process. In other words, one of the good ways to learn the nature of second or foreign language phenomenon is to study the target language through psychology factors that have been considered to explain this phenomenon by great language researchers, teachers, and syllabus designers in the history of language teaching. According to language acquisition, we face with different schools of psychology offer different theories for the language acquisition process in language teaching and learning. Before we start the schools of psychology, one of the important definitions of educational psychology is offered by a great researcher, Kaplan (1990) explained it as the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning. One of the schools, is behaviorist psychologists, (Richards *et al.*, 1992) argued that "a theory of psychology which states that human and animal behavior can and should be studied in terms of physical processes only. It led to theories of learning which explained how an external event (a stimulus) caused a change in the behavior of an individual (a response) without using concepts like 'mind or ideas, or any kind of mental behavior.'" Another school of psychology is cognitive psychology. This school is coined in contrast to behaviourism, Williams & Burden (1997) mentioned that cognitive psychology is concerned with the way in which the human mind thinks and learns. Thus, they added that cognitive psychologists are interested in the mental processes that are involved in learning. We conclude that learn a second or foreign language is to learn a skill, because learn second or foreign language is needed to work and practice various aspects of the language tasks in order to reach fluent performance. In addition, Khansir (2014) mentioned that psychological factor can be used as one of aspects of language learning. Thus, the role of Psychology is very vital in the study of human behavior and experiences.

The role of motivation as one of psychological English language learning factors has always been debated by many researchers in field of language learning over the world. Keller (1983) focused on the ability and motivation of the person and called them as the major sources of variation in educational success. According to this idea, ability refers to what a person can do; motivation, to what a person will do. Johnson K. E. (1999) mentioned motivation as the "tendency to expend effort to achieve goals" (p. 283). However, we can conclude that motivation is a tool used in order to help a person get his/her goals in his/her life. Motivation can be considered directly and indirectly as means which can be responsible for human behavior in his decision in order to do or learn something in his life.

2. Difference between English as Second and Foreign Language

Before, we follow difference between English as second and foreign language, we focus on the special sentence on language learning is said by the great author, Howatt in his book " *A History of English Language Teaching*" and then Howatt (1984) mentioned that many current issues in language teaching are not particularly new (Khansir, 2014). Thus, we can say language teaching is life history of human being. In a second language situation, English is the language of instruction in schools, as in the Philippines, or a lingua franca between speakers of widely diverse languages, as in India. When English is taught as a second language it is often more fundamental to the life and functioning of the country than when it has foreign language status. For example, in Ghana, there is not a single common African language for most of its people. More than half of the people speak in Twi and Fanti languages and the remainder speaks four other languages. English is the only language the people have in common. English is now the medium of instruction from the fourth grade on Allen (1965). In a second language situation, English is the language of mass media: newspapers, radio and television are largely English media. English is used as the language of official institution like law courts, local and central government and education. It is also the language of large commercial and industrial organizations. Clearly, a person who has a good command of English in a second language situation can identify himself as a successful person in the community (Broughton *et al.*, 1978). English as a foreign language is taught in schools, often widely, but it does not play an essential role in national or social life. In many countries such as Spain, Japan, Brazil, for example, Spanish, Japanese, and Brazilian are the normal medium of communication and instruction. People need not use English or any other foreign language to live their daily life or even for social or professional advancement. English, as a world language, is taught in schools, but there is no regional variety of English which embodies a Spanish, Japanese or Brazilian cultural identity. In foreign language situations of this kind, learners of English tend to learn English for instrumental purposes. In countries, where English is a foreign language, the learners of English have a choice of language variety. In the many countries, both British and American varieties are equally acceptable. Both are taught in Japan. However, the choice of the variety is partly influenced by the availability of teachers, partly by geographical location and political influence. For example, in Mexico and Philippines, foreign students tend to learn American English. Europeans tend to learn British English (Broughton *et al.*, 1978).

3. Language and Motivation

Motivation has been recognized as one of the most important factors in learning and teaching language by researchers in recent years. One of the major important factors of motivation in language learning is that help the pupils eager to learn language in order to enable them to communicate in human being society. According to this definition, Gardner (1985) argued that a learner when will be motivated that he/she gets eager to learn language or he/she gets willing to expend effort on the learning activity, and finally, he/she gets willing to sustain the learning activity. We come back to the history of motivation in language; the history of the study of language learning motivation came back to the work of Gardner and Lambert (1959) in Canada. In order to offer a brief introduction to this part of this article, we would like to start a historical background of motivation in order to provide our

discussion. Motivation is derived from the Latin verb 'movere' that means 'to move'. Motivation is then responsible for our movements, our actions and the way we behave (Zendehboodi *et al.*, 2015). In discussion of motivation we come back to the late 1950s and it became popular in the second language in 1970s through work of Gardner and Lambert (1972). Gardner (1985) proposed three key components of L2 motivation: (a) —motivational intensity or effort, (b) —desire to learn the language, and (c) —attitudes towards learning the language, (Dörnyei and Ushioda, 2011). Johnson K. and Johnson (1998) mentioned that in language learning, that goal may be mastery of the language or achievement of some lesser aim.

There are many definition of motivation are mentioned by the great language scholars. Dörnyei and Otto (1998) appeared the model of motivation based on this definition that the construct of motivation is not static and changing in nature and influenced by many internal and external factors during learning process. Richards *et al.* (1992) defined motivation as the factors that determine a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation. Two types of motivation are sometimes distinguished: 1) instrumental motivation: wanting to learn a language because it will be useful for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination; 2) integrative motivation: wanting to learn a language in order to communicate with people of another culture who speak it (Khansir and Dehkordi, 2017).

4. Theories of Motivation

There have been a number of theories of motivation appeared by many researchers in recent years. Let us investigate the motivation based on the book of Gas and Selinker (2008), "A social – psychological factor frequently used to account for differential success in learning a second language is motivation." Many kinds of motivation theories have been discussed by many researchers are indicated as follows:

Integrative motivation has been pointed out by Dörnyei (2005), based on Dörnyei motivation can be involved in three parts: 1) integrativeness (including integrative orientation, interest in foreign languages, and attitudes towards the L2 community; 2) attitudes towards the learning situation (i.e. attitudes towards the teacher and the L2 course); 3) motivation (i.e. the effort, desire, and attitude towards L2 learning) (Ellis, 2008). On the other hand, integrative motivation helps the learner learn his/her target language in order to communicate with other people in different societies and get more information from other cultures over the world. According to the integrative motivation, as we see integrative motivation has important role in communicating among people in the world. This theory has vital role in the recognition of English language as second or foreign and even lingua Franca. In addition, Gardner (2001) indicated Integrative motivation has slightly different meanings to many different individuals (p. 1). Instrumental motivation refers to the motivation that derives from a perception of the concrete benefits that learning the L2 might bring out (Ellis, 2008). In this theory, we see the role of motivation is very important for language learners in order to get the knowledge of target language to achieve job, academic work, and increasing their knowledge of the target language to improve their life. According to Gardner and Lambert (1959) Instrumental motivation can be used as a desire to learn the second language in order to fulfill a pragmatic objective, such as to enhance future career opportunities. They believed that instrumental motivation is just as powerful as integrative (Ziahosseiny, 2009). Birjandi *et al.* (2006) indicated that instrumental motivation reflects whether the student is learning the language for an ulterior motive unrelated to its use by native speaker to pass an examination, get a certain kind of job, and so on.

Motivation can be used as intrinsic motivation or extrinsic motivation. Birjandi *et al.* (2006) argued that intrinsic motivation can be brought to the classroom by the learners, the need to achieve, self-concept and aspirations. Intrinsic motivation focuses on internal factors such as enjoyment and satisfaction for oneself. In language teaching, intrinsic motivation shows the competence of the learner in getting the knowledge of his/her language. Ryan and Deci (2000) pointed out the feelings of satisfaction in intrinsic motivation come from a sense of competence, autonomy, and relatedness. Extrinsic motivation, on the other hand, refers to the pressure or reward from the social environment to learn a language. In this part of motivation, a learner tries to get a better career opportunity, attention of his/her teacher or he /she informs that he/she is a good learner in this department. . In addition, Noels *et al.* (2001) argued that a characteristic of external motivation is that it implies some kind of external pressure which, once removed, may result in the language learner quitting the L2 learning. Another kind of motivation is called self-regulation motivation. Ellis (2008) said that "self-regulation refers to the ability to monitor one's learning and make changes to the strategies that one employs." Dörnyei (2005) mentioned that the basic assumption underlying the notion of motivational self-regulation is that students who are able to maintain their motivation and keep themselves on task in the face of competing demands and attractions should learn better than students who are less skilled at regulating their motivation (Ellis, 2008). Second language motivational self-esteem as a new approach in second language learning is coined by Dörnyei and Ushioda (2011). However, this approach focuses on links the learning of a foreign language to one's personal identity. This approach is used in order to learn a foreign language in that the learner develops self-maturity and thus self-motivation in acquiring the target language.

5. Conclusion

Motivation is one of the major topics in the field of second or foreign language acquisition research. Motivation is seen as a natural and vital part of the language learning process in general and the English language learning process in particular. Motivation makes encouragement for the language learners to learn the target language effectively. Motivation can be used as the language learning strategies in order to help the language learners to get

knowledge of the particular system or rule in the English language. Therefore, the aim of this paper was to familiar language learner and teacher with the role of motivation as one of the main objectives of language learning in English language teaching settings.

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