

Motivation of Students Related with English as A Foreign Language (EFL) Learning in Classrooms

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ABSTRACT

Understudies' accomplishment in learning a foreign language by and large and English specifically can be influenced by various elements, in which inspiration is a critical component that ought not to be ignored. Absence of inspiration in language learning prompts understudies' dissatisfaction in English homerooms and influences their learning performance and results. The point of this paper is to audit and talk about various kinds of inspiration and elements influencing understudies' inspiration in ELF study halls. When the variables have been distinguished, a few arrangements are recommended to the two educators and understudies so as to animate understudies' inspiration in learning English. It requires investment and commitment to become familiar with a foreign language. A few reasons can be ascribed as viable, some uplifting, some scholarly and others wistful, yet whatever might be the reasons, having an unmistakable thought of why you are learning a language can persuade us in our examinations. Individuals associated with language educating frequently state that understudies who truly need to learn will succeed whatever the conditions in which they think about.

1. Introduction

Inspiration is generally accepted to assume a vital job in the achievement of language students since it "gives the essential catalyst to start learning the L2 and later the main thrust to support the long and frequently repetitive learning process" (Dörnyei, 1998b, p.117), and "without adequate inspiration, even people with the most surprising capacities can't achieve long haul objectives" (Dörnyei, 1998b, p.117). The significance of inspiration in EFL learning is additionally stressed by Ur (1996) who trusts that inspiration makes teaching and learning simpler and increasingly lovely on the grounds that a roused student is "ready and even anxious to put exertion in learning exercises and to advance" (p. 274). Owning a pivotal job in second language learning, inspiration has become a fascinating subject for some scientists over the previous decades (Gardner, 1985; Crookes and Schmidt, 1991; Dörnyei, 1994, 1998b, 2001;

Williams and Burden, 1997; Noels, 2001; Dörnyei and Ushioda, 2011, and so forth.).

As English has become increasingly more vital in each part of our lives, it is one of the necessary subjects in many schools and colleges in Vietnam and is one of the prerequisites for graduation. As speakers of English at a college, the creators understand that in spite of the fact that the understudies have examined English for something like seven years prior to entering college, most of the understudies don't exhibit great outcomes in their last tests. Class perceptions amid long stretches of teaching demonstrated that numerous understudies did not pursue the exercises anxiously. Aside from not many understudies who were associated with the study hall exercises, numerous others just stayed hesitant or did different things like talking or utilizing their mobiles guilefully. This circumstance debilitated the two instructors and

understudies in the learning procedure. The reason for this paper is to survey and examine the variables influencing understudies' inspiration in English learning and propose a few answers for help instructors just as understudies improve the circumstance of English teaching and learning.

2. Motivation in EFL learning

2.1 Definition of motivation

Distinctive theories have endeavored to characterize and clarify the development of motivation from assorted perspectives. A few approximations share different principles, yet others contrast incompletely or entirely in their purposes. Be that as it may, they all correspond in their endeavoring to clarify the motivations of individuals when they think and carry on specifically ways. These distinctive theories can be grouped into three fundamental classes.

In the lead position, we should make reference to Freud's psychoanalytic hypothesis and Hull's drive hypothesis, the two of which think about that pressure decrease applies an extensive effect on conduct. A second group of theories built up by Weiner (1989) incorporates Lewin's field hypothesis, Atkinson's accomplishment hypothesis, and Rotter's social learning hypothesis. As indicated by them three, conduct is reliant on the person's desires for accomplishing achievement, just as on his/her motivators to achieve the objective. The third and last group contains the theories of attribution and humanistic brain research. Despite the fact that these contrast on significant checks, they both keep up that human creature's battle to get themselves and their environment and that development forms are a basic piece of human motivation (see the section by Elena García).

2.2 Types of motivation

In the historical backdrop of motivation look into, motivation has been classified into various kinds. The main regular qualification is made by Gardner and Lambert (1972) who separate motivation into integrative and instrumental motivation and the second refinement is proposed by Deci and Ryan (1985) who recognizes motivation into natural and extraneous motivation.

- Integrative and instrumental motivation

Gardner and Lambert (1972) make the qualification between two sorts of motivation: integrative motivation and instrumental motivation. As indicated by Brown (2007), integrative motivation alludes to the enthusiasm for learning the L2 in light of a longing to "coordinate themselves into the culture of the second language group and become associated with social trade in that group", though instrumental motivation alludes to a craving to get familiar with the L2 to "accomplish some handy objectives, for example, encouraging a profession, perusing specialized materials, interpretation, etc" (p. 170).

Integrative motivation is accepted to be an essential necessity for effective language learning. Gardner (2001) underlines that an interactively propelled student "is roused to gain proficiency with the second language, has a craving or readiness to relate to the next language network, and will in general assess the learning circumstance decidedly" (p. 6). Finegan (2008) likewise focuses on that integrative motivation ordinarily "underlies fruitful securing of a wide scope of vocabulary and a native like elocution" (p. 520). In an ongoing report, Csizér and Dörnyei (2005) observe that integrativeness gives off an impression of being the most critical factor adding to students' prosperity. Be that as it may, ponders likewise uncover that instrumental motivation can viably impact language students. The outcomes in Dörnyei's (1990) consider demonstrate that instrumental thought processes fundamentally add to motivation in foreign language learning settings. Moreover, in their examination, Kitjaroonchai and Kitjaroonchai (2012) find that the understudies have both high integrative and instrumental motivation to learn English and instrumental motivation is observed to be marginally noticeable. These discoveries show that both integrative and instrumental motivations are basic components of accomplishment in the L2 learning process. Dark colored (2007) out that there is no single methods for learning a second language and the students' determination of the types of motivation relies upon specific settings.

- Intrinsic and extraneous motivation

Deci and Ryan (1985) group motivation into two kinds: characteristic motivation and extraneous motivation. The principal type, inborn motivation, alludes to accomplishing something since "it is intrinsically intriguing or agreeable" (Ryan and Deci, 2000, p. 55). This sort of motivation alludes to the purposes behind L2 learning for the inborn delight and enthusiasm for the action and the unconstrained fulfillment related with it (Noels, 2001). Conversely, outward motivation alludes to accomplishing something "to achieve some detachable result" (Ryan and Deci, 2000, p. 60). As such, understudies take part in L2 learning on account of certain

prizes from outside and past the self, for example, cash, prizes, grades, and so forth. (Darker, 2007).

Despite the fact that understudies may take part in the learning procedure by both inborn and outward reasons (Lemos and Verissimo, 2014), the significance of inherent motivation is emphatically stressed by scientists because of its advantages, particularly for long haul maintenance (Brown, 2007). Noels, Clément, and Pelletier (1999) contend that expanded natural motivation is identified with "more prominent enthusiasm for course material and higher scholastic performance" (p. 25). Noels (2001) likewise focuses on that individuals with inborn motivation are probably going to have positive sentiments toward the learning exercises and contribute more exertion over a significant lot of time, though understudies who work for outward rewards may have no motivations to go on if those prizes are not accessible. In any case, it can't be denied that both inherent and outward motivation assume a vital job in L2 learning process.

2.3 Sources of motivation

Since motivation is one of the key factors that decide accomplishment in foreign-language learning, systems in persuading language students ought to be viewed as a vital part of the hypothetical analysis of second-language (L2) motivation. For example, it is important to know where motivation in understudies originates from. Hence, instructors ought to become mindful of the wellsprings of motivation since they should know their understudies and act in like manner. The wellsprings of motivation of the understudies will rely upon a few variables, however they will for the most part rely upon age, socio-social foundation, and economic status of the family, companions, interests, and that's only the tip of the iceberg. Madrid et al. (1993) feature an assortment of spurring factors: -

- Classroom strategy: exercises, tasks.
- The EFL instructor's characteristics
- Parents and family foundation
- English as a school subject itself
- The want to incorporate into English-talking networks
- The instrumental significance of English in society

2.4 Motivational techniques

Methods that advance the student's objective related practices called as motivational methodologies. In other word, Dörnyei states that motivational methodologies manage procedure of rousing an individual purposefully to seek after plans and achieve certain impact (Dörnyei, 2001). Motivational methodologies incorporates the instructional intercessions connected by the instructor to produce and animate understudy motivation and self-directing procedures utilized deliberately by individual understudies to deal with the dimension of their own motivation (Guilloteaux and Dörnyei 2008).

To arrange the motivation, the study hall experts ought to apply the differing methods. Dörnyei made a few systematic endeavors in inspiring students which are composed in four motivational measurements

a) **Creating essential motivational conditions** The early method to propel students requires the educators to create motivation successfully among students. It tends to be achieved by making these following three conditions: (1) proper educator's practices, (2) a wonderful and steady study hall air, and (3) a strong student group with suitable group standards (Dörnyei, 2001).

b) **Generating starting motivation** In setting up motivation in study hall, the instructors face the issue how to discover approaches to urge their understudies to acknowledge the learning objectives and to appreciate the homeroom exercises (Dörnyei, 2001). Be that as it may, this element of motivational procedures is set to build the student's anticipation of achievement and create uplifting frame of mind toward the language learning

c) **Maintaining and securing motivation** To keep up and ensure the student's motivation, the instructors should make learning animating and agreeable, present errands motivating, set explicit student objectives, secure the students' self-regard and increment their self-certainty, enable students to keep up a positive social picture, advance participation among the students, make student independence, and advance self-spurring student systems

Empowering positive review self-assessment This last period of motivational techniques manages the students' responses of their past performance. This stage is demonstrating how the instructors are equipped for driving students in assessing their accomplishment to become better in future. The educators can lead this stage by advancing versatile attributions, giving compelling and empowering input, expanding student fulfillment, and offering grades in a motivational way

Those four motivational measurements are filled in as hypothetical system of motivational procedures motivational methodologies in teaching EFL.

2.5 Factors Influencing Motivation In Second Language Learning

Studies demonstrate that there are an assortment of elements influencing language students' motivation containing both inner ones (student related variables, for example, student's disposition, self-certainty, self-regard, anxiety, prior information (foundation learning), knowledge of achievement, and outer factors, for example, instructors, learning environment, and learning materials (Gardner, 1985, Hurwitz, Hurwitz, and Cope, 1986; Schunk, 1991; Crookes and Schmidt, 1991; Brown, 2007; Lunenburg, 2011; Dörnyei and Ushioda, 2011, and so on.).

A. Internal factors

There are various elements influencing language students' motivation involving both interior ones (student related elements, for example, student's demeanor, objective setting, self-certainty, nervousness, earlier learning (foundation information) and experience of accomplishment.

Attitude towards English and English speaking community

Attitude is one of the most important factors affecting learners' motivation in L2 learning. Attitude is defined by Gardner (1985) as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 9).

- Goal setting
- Self-confidence
- Language anxiety
- Prior knowledge (Background knowledge)
- Experience of success

B. External factors

Aside from the inner variables that originate from inside the students, understudies' motivation are likewise influenced by various outer components which originate from outside the students, for example, instructors, learning environment in which the understudies are examining, and materials which are utilized in the learning procedure.

- Teachers
- Learning environment
- Learning materials

3. How can we improve the motivation in our students?

By supporting Garden's theories of motivation in one way educators can improve motivation in the understudies. Learning for the most part happens as indicated by the need of the student. One's own environment and social conditions help motivation in learning.

- **Behavioral approach.** Rewards plays a vital role in one's learning. Behind every learning there will be reward.
- **Cognitive view** every learner is a unique phenomenon. Same result cannot be expected from all learners equally. A learner creates choices to achieve personal language goals and to avoid uncomfortable experiences.
- **Constructivist view** An individual's social surroundings act as an important perspective of learning. A learner can acquire knowledge only when he fulfills all basic needs of his life.

3.1 Negative impact of motivation

Most instructors value that recognition can impact positive conduct and advance student's natural motivation. In the study halls encouraging feedback is constantly essential for the prosperity of the student. By a basic word 'great' a ton of motivation can be created among the students. Discipline can make a terrible effect among the students. One might be mortified before others and free enthusiasm for learning. Disciplines can help in learning however the last outcome will be a disappointment. Once in a while rewards or little endowments make positive criticism towards understudies by expanding their eagerness to take part in future learning discourses and exercises.

4. Improving tips of motivation in the students

First of all a teacher should have an up to date knowledge of teaching. Motivation also can depend on the knowledge of the teacher

- ✓ Lecturing
- ✓ Classroom discussion
- ✓ Role playing
- ✓ Work sheets
- ✓ Brain storming

5. Conclusion

Studies uncover that there are various types of motivation (integrative and instrumental, inherent and outward) and various elements influencing understudies' motivation in learning English. These components incorporate inward factors (mentality towards English and English talking network, objective setting, self-certainty, language nervousness, earlier information, experience of progress) and outside variables (instructors, learning environment, learning materials). These elements can influence understudies' motivation in a positive or negative way. So as to enable understudies to become progressively persuaded in learning English, there should be endeavors from the two instructors and understudies.

From the investigation, it very well may be presumed that motivational methodology is required for educators to enable understudies to improve their English informative capacity. As it were, the presence of motivational procedure is imperative for the achievement of teaching English for understudies with the goal that they can be fruitful students having great open capacity. What's more, in India, educators in schools utilizing English as mechanism of guidance need to actualize motivational system in their English teaching-learning process. Subsequently, through this exploration, it very well may be presumed that the setting gave (India), in regards to the presence of schools which utilize English as mode of guidance, urges English instructors to execute motivational technique in their homeroom.

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6. Recommendations

1) Recommendations to the teachers

Motivating students is a vital piece of the instructor's activity. Despite the fact that it very well may be a troublesome errand, the outcomes from it merit attempting. The investigation will be increasingly agreeable if the students are eager to learn and partake in the homeroom exercises. As instructors are one of the elements influencing students' motivation in English study halls, a few proposals are made to the educators with the goal that they can improve the teaching and learning circumstance.

- ✓ Creating a pleasant and relaxing atmosphere in the classroom
- ✓ Creating a variety of learning activities
- ✓ Making learning stimulating and enjoyable
- ✓ Giving students more chances to speak English
- ✓ Promoting learner autonomy

2) Recommendations to the students

Students should know about the significance of English and the expanding request of utilizing English in the public activity just as in their future vocation so as to attempt to ace whatever number English abilities as could be expected under the circumstances. Students should set their very own objectives for learning English and pick successful learning techniques to accomplish their objectives. For students who lose their experience learning, they should attempt to self-examine more and approach their instructors or companions for help. Furthermore, they ought to take part effectively in the homeroom exercises so as to become progressively certain about utilizing English. Students are additionally encouraged to update their exercises cautiously before the tests so they can get great checks as since involvement of accomplishment (exhibited by high scores) are among the elements motivating students in learning English.