



Enthusiasm's Impact on Language Learning

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Abstract

To determine if you will succeed or fail in learning a language you need to consider your motivation for completing any task. As a teacher, you must be aware of what is involved in implementing plans for your lessons to meet the diverse needs of the students in your classroom, therefore this article will clarify how to successfully establish and maintain an effective language learning environment through the use of motivational techniques. This report aims to determine how motivation impacts the process of learning a new language. We will discuss several critical concepts, ideas, and aspects that contribute to the overall purpose of the paper in order to achieve this goal, followed by a brief discussion, concluding with a few helpful recommendations and implications for instructors and educators.

Keywords: Language Learning Motivation, Motivational Techniques, Effective Language Classroom, Student Motivation, Second Language Acquisition, Teacher Strategies

Introduction

The school system is now focusing much more on student-centred learning than it has done in the past, with a dramatically reduced emphasis on the role of teachers in the learning process. Teaching's most important focus is to assist students to distance themselves from their teacher for their education and develop the ability to take control of their own learning (O'Malley & Chamot, 1995) ^[17]. In this way, learner autonomy is directly tied to contemporary theories regarding active engagement and motivation of learners; the relative importance of student-centric instructional methodologies; and the independence of learners from teachers (Littlewood, 1996) ^[12]. Further, a key factor in promoting autonomy in second language acquisition/teaching is the active cognitive processes of learners (i.e., learning strategies [LSs]) used by learners (Littlewood, 1999) ^[13].

Academics have continuously searched for and investigated the relationship between the types of strategies used when learning and overall successful language acquisition. This means that the researchers have felt it important to know how the strategy used while learning will control and affect successful language acquisition. Therefore, teachers need to be knowledgeable and able to individualize their method of teaching to different learners in their language classrooms. This paper will examine the requirements of having an effective language environment regarding the motivation of learners. This study is also an examination of the role of motivation in the context of learning languages.

The Strategies to learn a language

"A strategy consisted of a mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (Ellis, 1994, p. 531) ^[7]. As Oxford (1990) states, learning strategies, in fact, are particular "actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8) ^[15]. In other words, learning strategies consist of learning tools for self-regulated learning (Oxford, 2002; Dornyei, 2005) ^[16, 6].

The way to learn a language between kids and mature people is different. Children just pick up their first language without really trying, almost like breathing. But when adults learn another language, they really have to put in the effort, focusing on the rules and coming up with ways to learn it (Cook, 2000) ^[4].

What is Motivation?

Johnstone (1999, p. 146) ^[9], thinks of motivation as a stimulant for achieving a specific target. Similarly, according to Ryan & Deci (2000) ^[19], to be motivated means to progress or to be in motion to do something.

Crump (1995) ^[3] believes that interest, passion, and enthusiasm towards learning are the key factor of motivation. Levels and amounts of motivation in individuals are different. Cook (2000) ^[5] note that the acquisition of language is not the same in learners. In addition, it has been recommended that there are three main factors, which concern in the Second Language Acquisition. These three factors are age, personality, and motivation. He also claims that among the three issues motivation is the most important one in second language acquisition. Ellis (1994, p. 715) ^[7] regards motivation as the attempt which learners make for learning a second language because of "their need or desire to learn it". Lightbown and Spada (2001, p. 33) ^[11] describe motivation in second language learning as a "complex idea defined by two factors: learners' communicative needs and their attitudes toward the second language community". They suggest that when learners feel they need to speak the second language to connect with others or achieve specific goals, they become motivated to gain skills and knowledge in it. Gardner and Lambert (1985) ^[10] refer to this situation as integrative motivation and instrumental motivation. Research shows that success or failure in learning a second language greatly relies on these two types of motivation (Lightbown & Spada, 2001) ^[11].

Categories of Motivation

According to Gardner and Lambert (1985) ^[10], there are two types of motivation : integrative and instrumental.

Integrative motivation refers to learning the language to engage with the culture of its speakers.

Instrumental motivation indicates that a learner studies the language for a specific purpose related to work or another practical reason.

These two types of motivation can influence and control the process and results of learning. Additionally, Cook (2000) ^[4] believes that the integrative and instrumental types of motivation put forward by Gardner and Lambert can be a practical and useful factor for second language learning. Gardner (1985) ^[10] and Ellis (1994) ^[7] also introduce these above-mentioned types of motivation. The former takes place when the students join a particular organization and culture. The latter happens when the students get some benefits which they accumulate during the process of learning a language. Ellis (1994) ^[7] thinks the best and perfect type of motivation is integrative motivation. According to him, integrative motivation is more competent.

Learners lacking instrumental or integrative motivation have to struggle a lot in learning a second language, which can

make language acquisition difficult (Cook, 2000) ^[4].

Another concept of motivation introduced by Ryan & Deci (2000) ^[19] is Self-Determination Theory. Self-Determination Theory categorizes and distinguishes various types of motivation based on different rationales, causes, or goals that reinforce an action or an accomplishment. The most basic difference is between intrinsic motivation and extrinsic motivation is that:

Intrinsic motivation is the desire and interest to engage in certain activities because an individual finds them enjoyable and interesting. Students with intrinsic motivation are more likely to try to deal with challenging problems and learn from their errors and failures (Walker, Greene, & Mansell, 2006) ^[22]. Additionally, intrinsic motivation is important for the process of combining existing knowledge and awareness with new information.

Extrinsic motivation is the tendency to engage in activities for reasons that are not related to the activity itself. These reasons can include the expectation of a reward or punishment, such as doing well on an exam or receiving a good grade (Vansteenkiste, Lens, & Deci, 2006) ^[21].

Generally, intrinsic motivation is the drive to engage in an activity for its own sake. People who are intrinsically motivated do activities because they find them enjoyable. Extrinsic motivation, however, is the drive to do a task as a way to achieve a goal. Those who are extrinsically motivated take action because they believe their efforts will lead to rewards, praise from teachers (Pintrich & Schunk, 1996) ^[18]. According to Brewer and Burgess (2005) ^[1], motivation is a fundamental and crucial component of learning. Gardner (1985) ^[10] holds that in order for a learner to be motivated, they must have a reason, principle, or rationale related to aim or target, as well as something to anticipate, foresee, expect, and long for and this goal would be learning a foreign language. Actually, the learner must have a goal or the target language must be the means by which they achieve it.

According to Cook (2000) ^[5] the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis (1994) ^[7] sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. In relation to this issue, Ellis (1994, p. 508) ^[7] states that "language teachers readily acknowledge the importance of learners' motivation, not infrequently explain their own sense of failure concerning to their students' lack of motivation."

Cook (2000) ^[5] states that the acquisition of language is not the same among learners. He also says that there are three main factors which influence the second language acquisition. These three factors are : age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. Ellis (1994, p. 715) ^[7] suggests that motivation is "the effort which learners put into learning an L2 as a result of their need or desire to learn it". Motivation in second language acquisition is described by Lightbown and Spada (2001, p. 33) ^[11] as a complex phenomenon that can be linked to two elements : "learners' communicative needs and their attitudes towards the second language community." They

contend that students will be more inclined to acquire proficiency in a second language if they believe that speaking it is necessary to communicate with others or to fulfil specific needs and objectives. The aforementioned circumstances are referred to as instrumental motivation and integrative motivation by Gardner and Lambert (1985)^[10]. Studies have demonstrated that these motivational factors have a direct and significant impact on the success of learning a second language (Lightbown & Spada, 2001)^[11].

Recommendations for Teachers

Focusing on motivation in the teaching process can significantly improve language learning. Understanding students' attitudes and how they connect to teaching, teachers can choose methods that are more effective and beneficial. In short, motivation is a physical, psychological, or social need that drives a person to fulfill his/her needs, reach his/her goals, and ultimately feel content after accomplishing them. We may conclude that the type, degree, and variety of motivation play a significant and determining role in the process of learning. Furthermore, the language instructor plays a vital role in inspiring students to acquire the language. In general, learners often exhibit two types of motivation:

1. **High Attitude:** They has a beneficial, effective, and useful effect.
2. **Low Attitude:** They creates obstacles and weakens language acquisition.

As it was mentioned before, Motivation, indeed, involves two main classifications as below:

1. Intrinsic motivation
2. Extrinsic motivation

In summary, extrinsic motivation is an incentive triggered by outside factors like receiving a reward or receiving good grades, whereas intrinsic motivation is mental fulfillment attained by receiving praise from others. It is crucial that educators understand the connections and interrelationships between intrinsic and extrinsic motivation. Furthermore, any of the aforementioned motivational types can be affected by social, psychological, and personal factors. In actuality, the teacher must understand the nature of motivation - how it develops and how it is recorded, ultimately manifests them in the students.

Both intrinsic and extrinsic motivations can be used to engage extroverted learners, who use language for meditation and introspection as well as for personal activities and affairs, while introverted learners use it to benefit from interacting with others. Teachers should create a calm and anxiety-free environment in the classroom to foster the development of either, relying on both internal and extrinsic impulses.

Students' motivation to learn will be increased by offering educational and academic benefits, supporting them, and posing straightforward questions at the start of class.

Furthermore, these issues will satisfy the learners' demand for advancement. But occasionally, incentive serves as a tool for learners. In this way, students use the English language, for instance, to satisfy their needs. Teachers have to be aware that English language should be a worthwhile endeavor for students.

Students with instrumental motivation, who view the English language as a tool for accomplishing a certain objective, such as passing an exam or earning good grades, should be

inspired by the class's objectives. It should also be noted that intrinsic motivation prompts the learner to question whether learning a certain problem (topic) is worthwhile. In other words, a learner becomes disillusioned and may stop practicing a language if he/she believes it is neither valuable nor useful.

The student should receive rewards such as grades, degrees, or any form of academic, scholastic, or educational encouragement in order to help develop a positive attitude toward his/her own work. Therefore, a good or positive learning outcome largely depends on the encouragement provided during classes.

In fact, the student ought to be aware that the teacher appreciates his/her efforts. Teachers should pay attention to even the small and seemingly unimportant activities of their students to give favorable feedback on their successful endeavors.

Additionally, teachers should strengthen learners' positive behaviors and admirable activities arising from intrinsic, extrinsic, integrated, as well as instrumental motivation. In essence, encouraging students' curiosity and interest, and giving them opportunities to demonstrate their understanding of other cultures, is a good way to reinforce desirable outcomes in the language teaching process.

Consequently, a language learner's strategies, abilities, and practices are directly influenced by motivation. In other words, motivation significantly affects how well learners communicate with foreigners, how much they learn, and how effectively they develop essential language skills, including speaking, writing, reading, and comprehension. In summary, motivation directly impacts both the quantity and quality of language learning.

Conclusion

Basing on the above discussion, we can conclude that motivation is one of the crucial components in learning a language. So, it is important for language instructors and lecturers to recognize their students' personalities and characters. Teachers should determine which type of motivation that is suitable to their students and incorporate it into their teaching strategy.

Enthusiasm in teaching and learning is very important in helping teachers have a relevant, practical and successful language classroom and positive outcome in their teaching context.

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