

Non - Native Speakers Motivation in Learning English as Second Language

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ABSTRACT

The demand for a good communication is the basis for every language learning activity, regardless of the language being learned. Studies on language leaning have shown that motivation is a key role, which moves a learner towards attaining proficiency in the goal language. The target of studying may be communicative, linguistic, materialistic or academic. It could also take from the need to improve one's linguistic skills already acquired, in order to be a more competent user of the language and to be better communicator. In this situation, as a cognitive factor motivation plays an important role in learning English as a second or a Foreign language. The objective of this present article analyzes the motivation in learning English as second language of non - native speakers. The non - native speakers are from different social and educational backgrounds. The results of the study show that motivation is an important portion which language learning and varies with individual learners. What triggers motivation is the focus of the study that takes a few interesting attitudes of the leaners to limelight.

Index Terms

Motivation, Second Language, Non - Native Speakers

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Introduction

The current world society gives English as the universal language because it is needed in developing countries. These countries give English as the second language and the people of each country, they have to learn it in daily life. Especially communication, writing and speaking are the important skills. Nowadays communication requires more and faster tools to communicate around the world. English is a language that is inserted into the use of those tools. If the users of the communication tool do not have the knowledge of the language, they must face the problems for communication. In addition, English is also inserted into the common media, which everyone must learn and touch it every day [1]. In this world, there is a diversity of profession in many careers, and each occupation need to use different forms of English in the four skills: listening, speaking, reading, and writing [2].

On the other hand, English has been having an important role in the world wide, especially in the education as a tool of communication. Common English is generally set to be a part of the activities for students in most of the schools and colleges in order to improve their English. Motivation plays a significant role in the process of learning the English language. Motivation is something that supports someone to do something. Harmer reported that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something. Without motivation, the goal of learning is difficult to be reached [3]. Brown stated that motivation is one of influential factor in English learning. Motivation is also a factor of high or low of the goal. It is the key of success in learning process. Without motivation, the goal of learning is difficult to be reached. By having motivation, students will be enthusiastic in learning process so they will be pushed to study English well. For example, a learner who does not have motivation in learning English

will be lazy to learn because there is no any stimulus that drives him or her in learning English [4].

In Thai context, English is not the first language. For that reason, the motivation in English learning is actually important feature that could determine the success or the failure of oneself. Thus, the teachers teaching English should understand the relationship between motivation and its effect on language acquisition. Besides, Hawke stated that successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion [5]. Consequently, Lustig and Koester suggested instructors should find ways to connect to this passion. Students and teachers who have their own cultures' beliefs, norms, values, and the differences in their cultural backgrounds may cause developmental variations in their language acquisition [6]. Motivation has been identified as the learner's orientation with regard to the goal of learning a second language [7]. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used [8]. This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members.

Gardner mentioned a number of factors that are involved in learning a second language (L2). They range from socio-cultural contexts, differences in individual learning competences, the language learning situation and the like. In Gardner's view, the most influential in second-language

acquisition are the four individual differences: intelligence, language capacity, motivation, and situational anxiety. These factors could also account for the differences in Foreign Language learning situation. The non-native speaker's study pattern to assess the motivation levels and attempt to assign a plausible explanation in terms of internal factors like their individual learning needs and abilities, or the external factors like the peer group, social set up in which the learning is being affected. Considering pragmatically, the context in which the learners find themselves driven to take English language courses is more to find a suitable employment rather than the academic interest in the language. Needless to say, that the major social factor is the urge to be able to communicate fluently in English, either to be treated as one of the educated class of the community, or to keep pace with the language of technology, which is the order of the day. Technology is one area which makes every user of electronic gadgets want to read and understand and be able to communicate in English language comfortably. This in turn moves them closer towards better opportunity in employment sector, which is again a social prestige, apart from the need to be economically and socially independent [9].

Motivation is the most powerful element which influences language learning and hence should be given an important place in the list of criteria in learning. Narayanan discusses some issues related to motivation in Second Language. The questions addressed include the meaning of the term 'motivation', types of motivation and the characteristics of motivated learners. Special emphasis is laid on the role of the teacher in motivating students [10].

Lantos explains that often teachers use grades, awards and other forms of extrinsic motivators to increase students' motivation levels to learn and accomplish their goals. Lantos believes that increasing extrinsic motivation entails both positive and negative enforcement techniques. But the truth still remains that these extrinsic factors are transitory which result in short-term behavioral changes. Therefore, the best way to motivate is to use intrinsic factors like counselling and appealing to the intellect of the learners, to value learning and enhance their knowledge power. This would also make the students responsible for their learning and attaining long-lasting results [11]. As White contends, motivation is a result of the influence teachers have on their learners, to put their energy constructively into learning and increase their intrinsic motivation to learn. In order to understand the clearly contents, it is necessary to present the role of learners now [12].

The Role of Learners

Having discussed the meaning and the signification of motivation, let us look at the motivated learner as an individual who can learn or who is ready to receive the 'input' from the teacher or, is willing to put in efforts to receive the 'input'. This is a positive learning situation compared to a reluctant learner who has to be compelled or forced to receive the input from the teacher or from any other source, through auto-learning methods. Whatever be the kind of learner, there are a few positive traits to observe in a willing learner: They can be summed up as follows:

1. Ego involvement, or complete physical and psychological involvement of the learners in the learning process. They use cognitive and physical skills in learning activities.

2. High aspirations, i.e., setting high goals during and after the learning process. A positive and a goal-based learner set their goals high, considering their strengths and weaknesses.

3. Tolerance, i.e., patience to endure learning problems and willingness to overcome them. Not all learning happens smoothly. There are several challenges to be faced in the path. This is a dominant quality of a good learner.

4. Need for achievement, that is, they exhibit an urge to excel and show one's success in learning both to oneself and to others. Every learning act is driven by a need of some kind. A good learner must be aware of his needs to learn.

5. Positive task orientation, they are positively oriented to perform the learning task. That is, they are willing to learn a new language item or perform a language task in the class.

6. Goal orientation, i.e., being focused on the goals set by self or by the external agents like the situation. They are not diverted from the objective set to be achieved.

7. Perseverance, i.e. consistent and systematic efforts made in the learning. No learning is affected without perseverance and consistent efforts.

While the above factors point to the qualities of a good learner, the role of a teacher in motivating a learner towards achieving the goal can never be undermined. Motivation often performs two important tasks in the process of second language learning. It evokes the curiosity of the learners to explore the knowledge acquired and it helps in continuing the enthusiasm to move forward. Thus, motivation to learn a second language depends on the individual choice one makes. It differs from one person to another and varies with different situations. After presenting the role of learners, let us examine the motivation in Language here.

Motivation In Language Learning

Having motivation has important role in language learning. People try to learn a language because they would like to engage themselves in a learning activity, both physically and mentally. The desire to achieve their goal leads to a complete involvement of their physical and mental faculties. Such a learner has a positive approach to learning a language for its own sake and is driven by self-interest and is oriented better towards learning. This brings about a more successful learning than in the case of a learner who is less positively oriented. Learning also often occurs when a learner is pressurized to learn a language to be identified with the upper class of the society which gains them social prestige. Being able to communicate in the language of a desired community is an equally powerful driving force, which makes a person learn to communicate in a language. Such individuals often find themselves in an immersion situation and this offers them the best opportunity to learn a language fast.

With children motivation is higher compared to adult learners of a second language. Age plays a major role in motivating a person to learn languages. Children learn using a play way manner with no internal or external pressures, or inhibitions or compulsive forces. With the adult learners, however, both the internal and external factors contribute to learning a second language. With the adult learners, external

pressures and desperate situations compel a learner to learn a language. The pace which they learn is a subjective process. An individual who is internally motivated makes sincere efforts to learn the language, being aware of their strengths and weaknesses, and makes a focused attempt at overcoming the weaknesses in the aspects acquired. Such an individual is a willing learner and achieves their goals in learning faster. In the process, an intrinsically motivated language learner puts in extra efforts beyond their cognitive and linguistic abilities and enjoys every effort they put in. This situation can arise out of an inspiration drawn from the society, the institution or any individual which has attained the learners' desired level and serves them as a role model. To this category of learner's adult, learners of a Foreign Language can be added, whose purpose of learning is solely to attain the level of an individual through inspiration. The desire can also arise out of the learners' positive attitude towards the target-language.

Certain socio-cultural situations also exist where for the mere survival of an individual, learners are compelled to learn a language. For instance, a job seeking individual which finds a lucrative offer overseas is compelled to learn the local language for survival. Such people end up learning to use the language more fluently in informal situations like interactions with local individuals for their daily living. In the case of formal language learning classroom, the learners are not driven by the need for survival but it is a desire to use a language accurately and fluently, which brings about learning. After describing the role of motivation in learning language, it is necessary to present the model of SLA which is given by Gardner and MacIntyre here.

Model Of Sla By Garner & Macintyre

Motivation in this model is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. A "motivated learner" is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity [13].

Viewed from a social perspective, language is the possession of a social group and interaction in the society is possible only through language. Language exists in the society and helps nourish and develop culture and create human relations. Through language, culture is transmitted, friendship is built and relationships are nurtured in human society. Thus, language helps the society by keeping language(s) alive. So, one of the motivating factors in learning a new language is to get closer to the culture or to preserve and continue the existing culture.

Some common features that can motivate language learning and serve as stimuli are:

1. To gain awareness of legal, social and commercial aspects of day to day living.
2. An urge for knowledge of science, mass media and technology.
3. To make better use of career opportunities and for financial growth.
4. An urge for working in the fields of administration, education and culture.

5. To develop international connections in the contemporary world.

The list is endless and each factor reflects the nature and the attitude every learner towards learning in general, with no particular reference to any discipline. On the other hand, a lack of motivation on the part of the learner can be the most deterrent factor in a learning situation and demotivating for the teacher and the peers alike. Next, it is the presenting of lack of motivation in learning a Second Language.

Lack of motivation in learning a Second Language (SL)

Many factors help to lack of motivation in learning a language, either as a Second Language (SL). Some of the most common factors are:

1. Lack of coordination between the learning out comes and the modern-day development, in the light of modernization and globalization.
2. Lack of employment opportunities suitable to the language learnt.
3. Non-use of teaching aids and illustrations in creating situations to make teaching and learning a meaningful process.
4. Lack of clear utility which is the main motive behind acquiring a language skill. The language learnt must be used after acquiring a certain level of proficiency.
5. Lack of suitable material, appropriate to the needs and levels of the learners, for instance, teaching aids such as audio-visual tools, reading material, pictures, charts, handbooks, software or reference material essential for learning a second language.
6. Lack of scientific precision in the methodology adopted.
7. Lack of enthusiasm to learn the language.
8. Lack of exposure to the target language. Without exposure to the new language, learners do not make an effort to learn.
9. Lack of trained and expert teaching and guidance.
10. Absence of a specific goal by the teacher and the learner to be able to speak better and write better in the target language.

In order to understand the clearly Motivation in second language, it is necessary to present the role of teachers here because the role of teacher has the significant trait.

The Rol Of Teachers

A. successful class-room lesson is largely attributed to a successful teacher, in motivating the learners in their active listening and participation. Therefore, the teacher needs to exhibit an equally positive and dominant to bringing about successful learning. In other words, the learning outcomes are directly related to the level of motivation created by the teacher. Some of the most striking features of a well-motivated teacher are:

1. Be a good facilitator than a good performer in the class.
2. Explore different ways to address problems and issues arising in the learning situation immediately and in a subtle manner.
3. Listen to and understand learners with empathy and provide them with sufficient support and opportunity to perform.
4. Be appreciative of the achievements, no matter how small or little.
5. Acknowledge every positive effort made by the learner towards learning.

6. Create the conditions conducive to make people want to learn.

7. Identify the need for motivation where necessary and attempt to remove the obstacles which cause de-motivation.

8. Utilize oneself and one's experience as a demonstrable model in teaching and learning.

9. Be fair and just in evaluating the learners' performances and,

According to Davis, teacher behaviors that can influence student motivation can be broadly grouped into two categories; teacher behaviors in the classroom that motivate students, and structuring the course to motivate students. Focusing teaching on what students are interested in can clearly increase their motivation. Because students learn differently, it makes sense that structuring the course to allow them to work from their strengths would increase their motivation to perform. Therefore, allowing students to choose from a variety of graded assignments, oral presentations, written presentations and even variety on exams can increase students' motivation to perform well. A course that is well-organized will also motivate students more than one that is not, if students perceive that the teacher has put a lot of effort into the course, they will often be likewise motivated [14].

The Present Situation Of Learning English

Students are motivated to learn to achieve more in the classroom [15]. In his study of student performance in a system, that segregates learners by ability, Carbonaro demonstrates through evidence that students who exerted more effort achieved more. In a group of mixed abilities, a highly motivated and hence a high achiever can bring about a high level of achievement from low or no achievers. Ultimately, the responsibility of learning itself rests on the students themselves, because teachers, on their part would focus on students who want to learn to impact the 'how' and 'what' to learn. Following the view of Carbonaro the present study divides the student groups based on their varying abilities, to find out the motivation and the achievement levels in an ESL classroom [16].

A preliminary observation of the group of learners points to the fact that despite the homogeneity which exists in the group in terms of the learner's mother tongue, variation in learning occurs due to certain internal factors. This is evidenced by the proficiency levels attained in English language at the end of a semester. Often the presence or lack of motivation among the learners is noticed, which results in different degrees of learning, measured in terms of their grades obtained in a standard assessment at the end of the semester.

Interestingly experimental level, the low achievers were fairly motivated to become responsive learners from the initial passive observers in a class room. This is an evidence to prove that the less motivated learners, left to learn individually, were not only unresponsive, but they were distracted, disruptive and distracting elements in the teaching learning situation. This attitude changed to a more positive one whatever was the factor which can be accounted for this change, either due to the influence of the motivated group of learners, due to the conducive atmosphere or due to the group activities. The results of the

presence of motivated individuals in the language class were extremely encouraging.

Interest is the key to learning. A team work and a play-way method can be used to create interest in learning. Conventional methods of teaching are effective, but innovative methods of teaching, games and practice techniques make learning a language very interesting. Bill and Clodfelter contend that by allowing students to have some input into their own grading system, they become more motivated because they are involved in the learning process. One effective method is making one member of every team the moderator of the team (preferably who ranges from a low to medium level achiever), who will assign grades to individual team members and to report the overall performance of the team on a four-point scale of excellent, very good, good, and poor [17].

Language is a tool used for the preservation and transmission of knowledge and culture. It is dynamic and can grow and expand itself with the social needs and demands. Language is also systematic and includes the phonological, geographical, morphological, syntactical and semantic systems, which give complexity to human language. The aim of language is to equip one with the means to transmit information and is directly linked with the skills which are to be developed through constant practice. This is done regularly and systematically through motivated approach or induced motivation among the learners. Taking this aspect into consideration the material used for the study was particularly selected to suit the levels and the cultural background of the learners.

Ramona Tang talks about the place of culture in the Foreign Language (FL) Class room and investigates the motivation to language learning. Tang's reflections about the inclusion or exclusion of culture in FL curriculum, leads us to consider the importance and implications of 'culture' in language learning, either as FL or SL. Therefore, while selecting the material for teaching reading or writing components, it would motivate students to read or write about topics of their own culture or related cultures [18].

Educationists and researchers on language teaching have often emphasized the fact that a reading text must be culturally appropriate for use in a class-room, even if the focus is on learning the language skills and not on the content. What is appropriate and acceptable in one culture could be completely forbidden in another. With the result that, there is resistance among the learners to use the vocabulary and expressions introduced in the classroom. This attitude becomes increasingly difficult in the case of a mixed group of learners, in terms of social groups, gender and age [19].

Some effective ways to motivate the learners to result in better outcomes are:

1. Learners must put in sincere efforts, even in a controlled atmosphere.
2. Learners need to perceive and abstract the learning input because a good reflective memory can serve as an important psychological attribute in learning a language.
3. The teacher must provide a stimulating environment, opportunities and facilities to the learners.
4. Readiness to learn comes from a friendly and warm learning atmosphere from the teacher and from the

emotional adaptability of the learner. Therefore, a teacher must be endowed with these attributes.

5. Judicious use of rewards and punishments influence language learning abilities is advisable. So, while rewards must be reasonably high and punishments must be carefully measured.

6. Fear, hatred or laziness are to be completely avoided.

7. Positive reinforcement must be provided through informal agents to learners like parents, relatives and friends. This has often proved to be a very successful method.

8. Proper orientation to reuse the language learnt generates more interest among the learner and makes learning a language a pleasurable exercise. This aspect must be meticulously planned both prior to and post learning sessions.

Many teachers have found language and culture inseparable and so I am in agreement with those who argue for the acquisition of language through its culture. Because, it is very unlikely that an individual who is instrumentally motivated. It does not get drawn into the cultural aspects associated with the language being learnt, with materialistic objectives. It is observed very often that once the ability to communicate in a language is acquired; there is a natural tendency to learn the socio-cultural aspects as well.

Conclusion

The study conducted a preliminary investigation to serve the influence of motivation on the rate of success in learning a new language. One of the inferences which can be drawn from the study is that motivation is a key variable and an important variable in a second language class room. Among the important variable in learners, Gardner and Macintyre quote motivation as the key variable. Every individual has innate ability to acquire and learn a language through different modes of instruction [20]. One of the major factors contributing to learning is motivation. Motivation can be intrinsic, depending on the personal needs or interest of the learner [21]. Again, intrinsic motivation can arise out of the learner's desire to be identified as a part of the language community. This could arise from the fact, the learner wishes to imbibe the culture, particularly, if the learner is living in the same country where the target language is being used. The motivation can also be extrinsic, resulting from the learning situation, and the learning environment. Motivation, thus, plays an important role in bringing about either extremely positive or extremely negative results in language learning.

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