

## MOTIVATION IN SECOND LANGUAGE LEARNER STRATEGIES AND STYLES

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### ABSTRACT

The pivotal aim of this research work is to analyze the use and significance of motivation in second language learning process. Mostly, the majority of the teachers in this field work on the development of learner strategies and styles and often forget about the role of motivation. For this reason, this key ingredient of learning stays without any attention which only can assist the detour of learning process. In order to avoid this problem beforehand, we, first of all, need to understand why students need motivation and to situation they can reach with the help of motivation if they develop this. I personally believe that motivation is just the fuel in teaching to drive the car ahead to reach the destination ahead. Thus, this article concentrates on the key points of having motivation and the examples of how to use motivation effectively in the second language or a new language learning.

**Key words:** *learning styles, cognitive process, motivational strategies, second language learning, desire, goal-setting, long-term process, innovative methods;*

### INTRODUCTION

Well, learning a second language not only demands being a good student. Besides this, there are a number of factors that both the teacher and the student should take into account. While teaching students, the teacher should be able to use a number of strategies, which should be of high quality. As well, the student should develop some of the habits, because studying once and completing the home task once is not enough. Due to this, the student has to be persistent on his/her set goal and also should have consistency on what he/she doing to achieve the ultimate goal. However, what is the most often forgotten thing is in the study field is the role of developing motivation. Once the internal and external motivation is created and the circumstances fit, the learning process becomes faster and also the learner feels more encouraged to study and starts to study automatically with great strive for learning. This paper will explain the essentiality of motivation and what are the things it includes. Additionally, it will give some views on the correct use of it in the classroom.

#### 1.0. MOTIVATION IN L2 AND FLT

Actually, motivation is something to uplift the learner and make them go ahead in the learning process. It can be different based on the circumstances and also, can include different factors. Basically, the form of motivation in the second language learning comes in the form of desire and goal.

#### 1.1. What Is Motivation to Learn L2?

To explain it clearer, some learners are real brilliant learners, for whom it is relatively easy to study and get things easily, while the majority of learners suffer to understand simple things in the lesson. However, most often times we see that some of such intelligent learners also become lazy and do not want to forge ahead. In such situations, what they are lacking is actually *the motivation* to study.

As we mentioned above, one of the most important factors that creates motivation is actually *the desire*. Desire, in its own place, can come through different ways and factors. Also, there is a saying, which is absolutely right: If there is a will, there is a way. One person should want to be able to speak, write, listen and read in a foreign language, then, he can start his/her learning journey. After having desire, what appears is *the goal*. Through the existence of goal, one gets motivated and can make further appropriate plans. As well, it is extremely significant to set the right goal, what I mean by this, while setting the goal, one should firstly get advice from professionals who have experience in this field. Then, based on his/her circumstances, abilities, the learner can set time limit for himself. Additionally, being realistic about the results and time limit is a key feature in achieving the goal and the level of motivation the learner can own. Because the motivation comes with the goal and the quality and quantity of the goal is the fuel to motivate further the learner.

Reece & Walker (1997 as cited in Gomleksiz 2001), express that motivation is a key factor in the second language learning process. They stress that a less able student who is highly motivated can achieve greater success

than the more intelligent student who is not well motivated. Sometimes students may come highly motivated and the task of the teacher is to maintain motivation of the students. The task of the teacher is to maximize the motivation.

## **1.2. Motivation in Foreign and Second Language Learning**

Belmechri and Hummel (p 239) in their survey suggest that the prediction of motivation by orientations may be about 2/5 (40%). Therefore, it is useful to know about student's orientations. Besides, all studies of motivation as a predictor of success in second or foreign language learning consistently define motivation in relation to attitudinal variables, whether towards the target language, target language speakers and target language community and their interaction with each other. (Lin, p22) It is the reason that case researchers mainly focus on them.

Foreign or second language learning also needs motivation, but the motivation here, in this process will be a little bit different from what is usual motivation is. As we all know learning another second or just foreign language involves learning not only new words, but the completely new world which lies behind it. Through learning a new language, one learns the culture, traditions, the tone people speak with each other, the way people communicate with each other, the unique features of that language, the social features of the new language and such stuff. Thus, learning a new language actually is the process of having a new identity. Because, while learning a new language, we unconsciously fit ourselves into that new language and the way its people communicate with each other. Therefore, we will have new identity which only appears at times of communication in the second language.

We as humans being are all social beings and we belong to a certain society where we live in and also in which place, we are planning to live in. With it comes comparing, imitating, fitting and other stuff like these, which are main features of living in a society. But the real question is that how this stuff is possible connected with motivation in the second or foreign language. Let me explain it there. The real motivation logically could be changing ourselves or trying to have another identity. We may dislike or be discontent with our own previous selves, in such situations, working on ourselves more, striving to be better we motivate us to learn another language. The reason for this is that learning a new language involves changes in our self-image, behaviors, characteristics or even a bit of personality. Briefly speaking, it has a great or with another words, limitless effect on the social nature of a person. I would say that these things become fuel for language learning and sharpens the learner with giving the motivation needed for learning.

As we know, any language contains of a set of language skills, as well English language has these *4 basic language skills*. Here, I think that a couples of different things that becomes the reason or the causes of motivation to develop these skills. Let's see some of the common examples of these reasons above:

**a) Listening-** being able to listen other people and being able to understand what the second person is speaking of is the what makes learners motivated to acquire it professionally in the second language learning;

**b) Reading-** being able to read and recognize words; to understand the meaning of the context is the aim of the learners of developing reading skills in themselves;

**c) Writing** - being able to write in that language, also, to be able to express the writer's his/her own ideas freely, without any difficulties; being able to describe things and being able to choose the right words to describe things;

**d) Speaking-**being able to answer other questions; the ability to communicate freely; the ability to express his/her own ideas in the spoken form without any difficulties.

## **2.0. MOST COMMON VIEWS ABOUT MOTIVATION IN FLT**

### **2.1.Social-Psychological Motivational Factors**

Well, as above mentioned, we are all members of a certain society and we belong to a certain community. Thus, it is pretty natural for the society to have effect on us. Especially, when we live and communicate, we tend to try to fit into that society and either consciously or unconsciously, we try to change ourselves towards that society's norms. These socially accepted norms make us who we are today and also will affect to our future to a certain degree. Therefore, some of the social factors can also be a big drive in language learning and can guide us.

According to Cooper & McIntyre (1998 as cited inGomleksiz 2001), if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become a necessary prerequisite of effective learning. It can also be said that the appropriate forms of interaction help the learner solve his or her problems in the learning process.

Actually, social factors of motivation stand very close to the psychological ones. Because, all of these factors form as a result of our perceptions, ideas, attitudes and conclusions we make individually and in groups.

Humanistic views of motivation can be attributed to Abraham Maslow. Maslow described (1970) a hierarchy of needs that drove motivations. Maslow was a very influential person in regards to the study of motivation, and his writings have led to many subsequent studies and attempts to develop grand theories of motivation.

### **2.2. Cognitive View of Motivation**

The cognitive view is also a type of psychological view of motivation. In this process motivation is mainly connected with the brain and mostly include internal factors as well intrinsic motivation features. Behavior plays a key role in this type of motivation.

The active processing and interpretation of information, according to cognitive theories of motivation, directs behavior. Motivation is viewed as a series of purposeful and persistent behaviors based on the information provided, rather than a mechanical or innate set of processes. Expectations serve to guide behavior toward certain goals based on previous experiences.

This cognitive motivation theory in its place contains several theories as well, but what is worth to mention is that all of these theories is directly connected with the perception of the brain and the function it makes and how much affect it has on the learners.

### **3.0. MOTIVATION TYPES**

As to other kinds of motivation, some researchers, such as Rossier (Rod Ellis, p516) argues that motivation are intrinsic interest should be emphasized, because without the desire to communicate, an integrative motivation may not be effective. It is the need to get meaning across and the pressure experienced when this is achieved that provides the motivation to learn a second language. Crooks and Schmidt (1991) and Brown (1990) also strongly favors intrinsic orientations, especially doe ling-term retention. Maslow (1970) claimed that intrinsic motivation is clearly superior to extrinsic.

#### **3.1. Dimensions of Motivation**

Actually, most scientists believe that motivation is a very broad topic for discussion. Thus, literally, through experience and practice, scientist came up with dividing motivation into two parts. These two parts are called dimensions of motivation. Dimensions can be intrinsic and extrinsic.

**Intrinsic motivation** – is the things that comes withing to motivate one and includes a lot of factors. Also, intrinsic motivation is a way more powerful as it appears within, inside someone. Depending on the causes of its appearance it can be temporary or long-term.

**Extrinsic motivation** – this type of motivation is the opposite one of intrinsic motivation. Outside factors are all here to create such kind of motivation. It can mostly be strongly powerful or very weak depending on individuals themselves, circumstances and other things.

Both types of these motivation have the power to uplift a person and fuel them through tough and easy moments. They can be either positive motivation, or negative motivation and only thing to judge for this is the circumstances of the learners and the attitude the learner has towards those situations.

Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related "instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT).

*Now, let's analyze the things that these dimensions include.*

#### **Intrinsic motivation:**

- Interest;
- Curiosity;
- Independent mastery;
- A sense of fulfillment;
- Preference for challenge.

#### **Extrinsic motivation:**

- Pleasing the teacher;
- The desire to earn excellent scores;
- Whole dependency on teacher for feedback and direction;
- Hunger for success;
- Preference for easy things;

As one can see above these are the things that intrinsic and extrinsic dimensions of motivation include. These can vary according to situations and individuals. But, in any given case, it is more than important to note that knowing and understanding these things can enormously help the teachers to improve their job in the classroom.

The choice of teaching strategy on motivation is emphasized by Reece & Walker (1997 as cited in Gomleksiz 2001). The choice of teaching strategy has an effect upon the motivation and interest of the student. The manner in which the teacher approaches the teaching strategy will have an effect upon motivation: an enthusiastic approach is more likely to motivate than a dull approach.

Another key point to make is that motivation is actually the most necessary in learning styles and strategies of the second language learners. Also, motivation, strategies and styles are very tightly connected with each other and can be considered as the main focus of the language. While some debate that besides motivation itself, learning strategies and styles can also become motivational, which is highly effective in learning a second language. Because through this, the learners get motivated during the lesson and this motivation for learning can be long-term.

### **CONCLUSION**

**In conclusion,** motivation in the second language learning is a very wide, yet very common topic of today's world. But still there are things that need clarification, observation and most importantly conclusions. In this research paper, I tried to show the importance of having motivation in the second language learning and the role of motivation in using learning strategies and styles in the classroom. If the readers of this research work were to read this paper with paying close attention to every sub-topic, they will probably come across with many innovative approaches for motivation. Also, they can learn the cognitive development of their students through the examples of internal and external motivation mentioned above. As a writer and a teacher, I hope that learners will find this research work very effective and try to use the information they got through reading in their classroom to get the best results.

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