

The Importance of Motivation Theory Towards Second Language

¹Dr Elhaj Ali Adam Ismail, ²Dr Mohamed Ali Elsiddig Ibrahim

Associated Professor, Department of English language, College of Education, Al Gezira University

Assistant Professor of Translation, Department of English language, College of Education, AL Butana University, Sudan

Email id: mohamed444444247@yahoo.com

Abstract: This study investigates motivation towards second language acquisition in Saudi Arabia. The questionnaire adapted from Gardner's attitudes and motivation. The study followed the analytical, descriptive method and designed a questionnaire, the questionnaire is composed seven statements, to investigate the motivation. Forty six students studying at College of Science and Arts, Blujrishi AL-Baha University, Kingdom of Saudi Arabia. The study revealed that Saudi students have a positive feeling and a sense of the English society and want to understand and learn English significantly. The study recommended to the need for students to become aware of the importance of language acquisition and suggests further research on strong motivation for learning, and some personality traits.

Keywords: Motivation, students, Importance, Acquisition, language, theory, types, Positive. Acquisition, Level.

1. INTRODUCTION

Some linguists support the point of view of those who are keen or afraid to use the second language. Languages can not be left to each other, and language always tries to displace the other geographically and economically.

With the advancement of science and the availability of laboratories and devices, there have been the opportunity to serve the language and give it a strong forward, by studying the nerves and their relationship to the acquisition of language. Numerous field studies have been conducted to find out the functions of the brain and its relationship to language. Linguistic links begin to form in the brain of the fetus, which is in the mother's womb. And that some of the linguistic problems are rooted in the stress and stress of the mother in pregnancy.

Psychologists and education stressed that the mental development of man is dependent on his linguistic development, and that as his language develops and expands, his mental abilities grow, his intelligence grows, and his thinking becomes stronger, and vice versa.

Therefore, we can say that the use of the mother tongue when teaching foreign languages is encouraging when learning the second language, but this is for beginners. The researcher supports the use of mother tongue in the early stages, especially within a specific scope.

This may be challenged by the argument that it is not in the interest of foreign language to be taught alongside Arabic. We tell those who are jealous of their language, that this view is true if the second language is taught alongside the mother tongue. This must only happen after the child has the basics of his language and assimilates its system, otherwise it will be subject to psychological and mental damage.

1-1-Statement of the Problem:

The aim of this study is to investigate the level of motivation of the new students enrolled in the academic year 2016-2017. Motivations are very important in second language acquisition and education. Also used very much by lecturers, researchers as an important factor towards second language acquisition

1-2-Question of the study:

- 1-What is the level of motivation of Al Bahah university new students's towards second language acquisition
- 2-What are the factors that affect motivation?
- 3-How does motivation contribute to the success of language acquisition?

1-3-Hypothese of the study:

- 1-There is the level of motivation of Al Bahah university new students towards second language acquisition
- 2-There are many factors that affect motivations
- 3-Motivation can contribute to success of second language acquisition

1-4-Objective of the study:

The main objective of this study is to carry out a scientific and objective procedure concerning the motivation of Saud learners at the first level towards second language acquisition. Also, this study tries to show that motivation as have an important role in second language acquisition.

1-5-Significance of the Study:

Most learners lack enthusiasm and interest in second language acquisition. So, motivation are key factors that affect the success of second language acquisition. The study will be helpful for researchers, learners, teachers and university students.

1-5-Limits of the Study:

The study is limited to the motivation of Al Bahah university new students's towards second language acquisition.

1-6-Methodology

The study followed the analytical, descriptive method and the method was the use of the questionnaire

Data collected from the questionnaire were analyzed in this study in terms of means and standard deviation.

-Previous Study:

-Bouteldjoune (2012) conducted a research on Motivation in Foreign Language Learning Settings: The Case of Arabic in The USA. The main objective of this study is to investigate the attitudes of American students in the public Midwestern College. The results revealed that students were attracted to learning Arabic for personal development to know a different custom and habits and travel to the Arab world.

-Ahmad (2014) conducted a research on Attitudes and Motivation toward Learning the English Language among Students from Islamic Education System Background: Exploring the Views of Teachers. The study explored the field of attitudes and motivation in particular in the process of learning, it's important to investigate a group of students who speak about their English positions and have negative perceptions of the language.

This qualitative research study includes in-depth interviews of teachers documenting their personal perceptions, ways of dealing with students within the specific framework, and their suggestions on improving the attitudes and motivations of English learning for students from the background of the religious school. The results are presented according to the research questions prepared for the study.

-Ali (2017) conducted research on Attitudes and Motivation towards the English Language Learning: (A Case of Technical English Students at CTU - Tiaret Centre) This study is conducted to investigate the motivation of technical English students at a training university. The report questionnaire was adapted specifically from the battery testing attitudes and motivation of Gardner (2004). Use of frequencies, descriptive statistics and complex relationship with data collected; using SPSS. The study showed that learners have very high positive attitudes toward learning English and that they are very excited about it. Finally, the results confirm that there is a strong positive relationship between attitudes and there is a significant positive correlation between attitudes and integrative motivation.

2. LITERATURE REVIEW

2-1- Theory of Motivation in SLA:

The abundance of motivational theoretical frameworks makes it difficult to explain the role of motivation in the SLA. However, the long history of research into the motivations of language learning has not stopped the confusion surrounding it, and our knowledge of the subject remains inconsistent. The history of motivation in the SLA can be separated into three phases. Early studies are represented by a large social perspective, often using a product-oriented approach, which is the basis of research. In the 1990s, in line with the cognitive shift, the focus was on the partial perspective, and the studies focused on the status and context of learning, examining the importance of the factors of the situation, such as learning in the classroom. More recently, attention has shifted to a more process-oriented and macro-partial approach that is central to the work of researchers. The shift from "what" to "how" shifts interests to explore changes and processes in motivation and the role that this process plays in learning L2 shows.

Gardner and Lambert's (1972) theory draws an important relationship between motive, direction, or goal. Thus, the authors proposed two terms commonly used in the field of motivation: the integrative approach that refers to the positive behavior of the individual to learn the language, culture and society. Intensive motivational learners may have an important and powerful reason to learn L2. On the other hand, effective guidance refers to the practical reasons for the individual to learn the language. Some people may be eager to learn a second language as part of their studies or to get a higher salary. It is important to note that during this period there were other theories about motivation after Gardner and Lambert. Another theory has developed the concept of linguistic self-confidence. This theory states that being part of a multi-lingual society can be a motivational aspect of any individual who may be connected to the L2 community. In addition, Schumann (1986) suggested the theory of cultures. Acculturation is the integration of the learner into the L2 community. However, simple intercultural communication with the L2 community is only the first step in this learning process. Being a part of this environment allows the learner to interact with the L2 speakers and provides the learner with the input needed for learning. During this period, Gardner proposed, most theories in the L2. Although other researchers have criticized this, Gardner's theories are clear and served as the foundation and starting point to inspire other researchers to better understand the motivation in L2 and in other areas. It is worth mentioning that Gardner's bilingual context in Canada inspired his research and results. The focus on individual attitudes towards L2 and L2 may not be transferable or applied to other monolingual contexts. Thus, it was important to consider other aspects of society in societies where there may be more restrictions in terms of interacting with other L2 communities.

2-1-1-Attribution Theory:

The theory of attribution received special attention among the theories of contemporary motivation in psychology. The theory of attribution was the dominant theory in the search for student motivation in the 1980s. The SLA research theory is important because many language learning failures can be explained. Attribution is also important in the sense that, as noted by Williams, Borden and Baharna (2001), plays an important role in shaping learner motivations.

Some researchers in the field of research to stimulate the SLA explain the attribution theory in terms of four factors: ability, effort, perceived difficulty of the task and luck. Brown (2007) considers the ability and effort internal factors and the difficulty of luck and task as external factors. The theory relates future achievements and successes to these factors and considers this link as a cause contribution. Dörnyei (2005) explains that If, for example, the failure of a given task has been attributed to the low capacity on our part, the odds are that we will not try the activity again, whereas if we think the problem lies in our inadequate effort or learning strategies, other than the occasion we used, we are more likely to try it. Obligations are culturally binding and learners with different cultural backgrounds attribute success or failure to different factors. In a qualitative study, Williams et al. (2001) found that in the case of Arab students' perception of their learning, factors such as "luck" or "capacity" were not mentioned in rare cases by participants. In other words, they said that learning the language is attributed to the classroom environment, circumstances, exposure to language, interest, the use of strategy and support from others.

The concept of attribution is closely linked to self-efficacy. A strong sense of self-efficacy, an appropriate degree of effort may be devoted to success Brow (2007: 156) Conversely, a low-self-efficacy learner may easily attribute external factors. The teachers' responsibility is to encourage the students' high self-efficacy.

2-1-2-The Self-Determination Theory:

Qabalawi stated that the theory of self-determination is one of the most influential theories in motivational psychology. According to the theory, developed by Deci and his colleagues, self-determining methods must be to experience the sense of choice in initiating and regulating the actions of the individual. The theory distinguishes between two types of motivation: intrinsic and external. The first refers to the individual's motivation to carry out a particular activity because of internal rewards such as joy, pleasure and curiosity satisfaction. While in external motives the individual expects an external reward such as good grades or praise from others. Consistent with the idea of autonomy and intrinsic motivation, the theory of self-determination offers a very interesting view of motivation by setting a different agenda for language teachers. Rather than focusing on how people can motivate others, the focus should be on how people create conditions in which others can motivate themselves.

2-3- Gardner's Social-Motivational Model:

Gardner was one of the leading researchers of second language acquisition (SLA) to focus on motivation. Gardner specifically identified the difference between these trends and the actual motivation. The motivation refers to a set of three characteristics which may or may not be connected in any particular direction. These characteristics are attitudes toward language learning, a desire to learn language, and intensity of stimulation. For example, an integrative approach was a set of reasons why a person conducted a language study, including the desire to integrate with the target language community. This in itself reflects a goal that may or may not have the incentive power. On the other hand, this trend included an integrative motivation, as well as a motivation that included desire, motivation, intensity and a number of other situations involving the target language community. Gardner's social-motivational model focused on the integrative motivation. The motivation was the main concept of the model, but there were also some factors that influenced this, such as integrative attitudes. These were other factors that affected individual differences and were considered complex variables. Gardner has been criticized for his intense focus on the integrated motivation. However, some of his assertions have been misunderstood. Gardner himself stated that since the SLA process is very complex, when thinking about the motivation to learn a language, complexity must also be achieved. The motive must be seen in a holistic manner and with regard to the other characteristics of the individual. Gardner does not mean in any way that the possibilities of guidance are limited to two categories. It has simply been found that studies have shown that people who choose integrative reasons for useful causes as evidence for themselves point to higher levels of catalytic intensity Gardner found the integrative impulse to gain very high importance in the results of his studies. Clément and Kruidenier (1983) designed a research study to determine the additional factors that influence motivation. Of the survey results, four different trends were identified for language study. Effective orientation was an important factor, along with reasons such as traveling, seeking new friends, and acquiring knowledge. The model was redefined several times after the first proposal in its main structures remain the same.

Gardner (2005) claims that the social-educational model is a model fully compatible with many of the new research agendas that have been developed. This model is a schematic presentation of the factors that influence the achievement of the second language. These results, Gardner (2005), claim that there is sufficient evidence to support the applicability of the SLA's social model in the application of these models to research. Sometimes attention is drawn to individual measures and in some cases, focus on components For example, a record of integration, attitudes toward a learning attitude and motivation to obtain a full degree of integrative motivation.

Gardner's work in the field of motivation focuses primarily on the acquisition of the second language. However, Gardner was greatly influenced by the work of Mower (1950), which focuses on the acquisition of the first language. Based on this fact, Gardner investigated the fact that motivation acts as an influential factor in the acquisition and learning of the second language. Consider specifically when acquiring the second language in the systematic preparation of classrooms, rather than the acceptable setting. Within this model, motivation appears to consist of three aspects such as effort, desire and influence. The effort refers to the time spent in studying the learner's language and motive. Desire refers to the extent of the learner's desire to master the language, and then refers to effect the emotional responses of learners with regard to language study.

2-4 -Motivation:

The study of motivation has been a prominent area of research in psychology and education for many years. This concern may reflect the broad perception of classroom teachers who tend to consider students' motivation as the most important factor in overall educational success. The literature on the second language motive, has two main streams. One stream

consists of a series of studies based on the Gardner model of social education in which the role of integrative motivation. Attitude and motivation have been tested as a determinant of second language achievement. The other trend calls for the implementation of a new "agenda" for second language research, proposing a number of alternative models, while attempting to gain a more in-depth understanding of second language learning motivation within mainstream education.

Oroujlo (2011) states motivation plays an important role in language acquisition. It is important to understand the relationship between motivation and its impact on language acquisition. The essence of motivation is what can be called passion, which relates to the fundamental goals and desires of the person. Successful learners know their preferences, strengths and weaknesses, use strengths effectively and compensate for weaknesses. Learners need good education, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain the motivation to learn the language. A good teacher must therefore take advantage of the essential sources of motivation and find ways to connect them with external motivational factors that can be brought to the classroom environment. This is particularly important when English is not important to the immediate needs of students, other than passing exams. Because learners have different purposes for studying language, it is important to identify students' needs and develop appropriate motivational strategies. Students should understand why they need to make an effort, how long they should continue in this activity, how difficult it is to follow it, and how motivated they feel about their investigations. The motivation fluctuates, and the motivation of language learners is difficult to maintain at a high level all the time. When designing a language course, teachers must consider that each learner has different interests and expectations.

2-5-Types of Motivation:

Kendall noted that there are different types of motivation as a result of Gardner's detailed research. The motivation for language learning has traditionally been categorized as and Instrumental Motivation.

2-5-1-Integrative Motivation:

Hudson (2000) states that integrative Motivation is the form of motivation referred to as the effective motive. This is generally characterized by the desire to obtain something practical or tangible from a second language study. With the primary motivation, the purpose of language acquisition is more useful, such as meeting the requirements for graduation from school or university, applying for a job or requesting higher salaries based on language ability, reading technical materials, translation work, or achieving a higher social status. Active motivation is often the advantage of second language acquisition, where little or no social integration of the learner occurs in a society using the target language, or even in some cases the desire.

2-5-2-Instrumental motivation:

Loewen and Reinders (2011) show that the underlying motivation refers to the need to achieve a goal or motivation that stems from recognizing the real benefits that second-language learning may have. Williams and Burden, 1997 says in short, effective motivation involves a set of factors associated with the motivations of external goals, for example, passing examinations, financial rewards, good placement, or meeting school requirements. Thus, Dornyei (1994) argue that effective orientation in the development of a foreign language has a greater impact on second-level learners.

2-6-3-Intrinsic and Extrinsic Motivation:

Intrinsic motivation is a kind of motivation derived from internal satisfaction and enjoyment. According to Noels (2000) the intrinsic motivation as a sub-measure of the theory of self-determination is of three types: a knowing the essential motivation, achieving the essential motive and motivating motivation.

Extrinsic motivation refers to actions carried out to achieve some useful ends, such as earning reward or avoiding punishment in contrast to self-motivation, the external motivation lies in the continuum of self-determination to self-determination.

3. MATERIALS AND METHODS

The study follows the descriptive, analytical method. The study used a questionnaire which consists of one domain and consists of seven statements. The data were collected through the questionnaire and analyzed using SPSS.

4. DICUSSION AND RESULT

Statistics

statement	1	2	3	4	5	6	7
Valid	46	46	46	46	46	46	46
Missing	0	0	0	0	0	0	0
Mean	4.3478	4.5217	4.3913	4.4348	4.4348	4.3913	.91739
Median	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	4.0000
Mode	5.00	5.00	5.00	5.00	5.00	5.00	5.00
STD	1.09985	1.02717	1.06413	1.06775	1.02528	1.02151	97307

Statement	1	2	3	4	5	6	7
Valid	46	46	46	46	46	46	46
Missing	0	0	0	0	0	0	0

1-Questionnaire Integrative Motivation:

Result:

Table NO (1) 1-knowing English makes me more educated and civilized

	Frequency	Percent	Valid Present	Cumulative Percent
Valid	Strongly agree	46	100.0	100.0

The table No (1) shows that the students view knowing English, motivate them to be more educated and civilized. 100% students agreed that knowing English helps them to be more educated and civilized.

The researcher views that most students agreed with 100% learning English makes them educated and civilized because students believe that the use of English words in the context of speech is a sign of a person's thrill and that anyone who speaks English is distinctive and educated.

Table NO (2) knowing English makes me know and understand the English literature and culture

	Frequency	Percent	Valid Present	Cumulative Percent
Valid	Agree	6	13.0	13.0
	Strongly agree	40	87.0	100.0
	Total	46	100.0	100.0

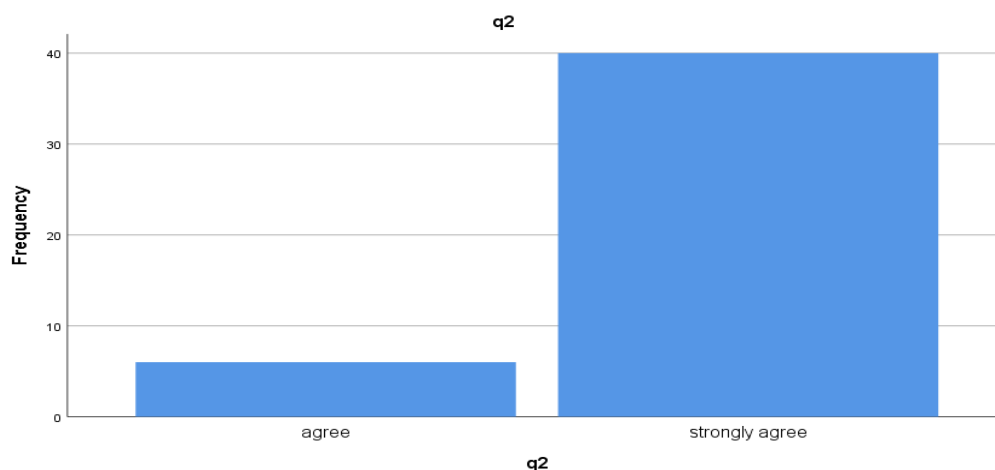
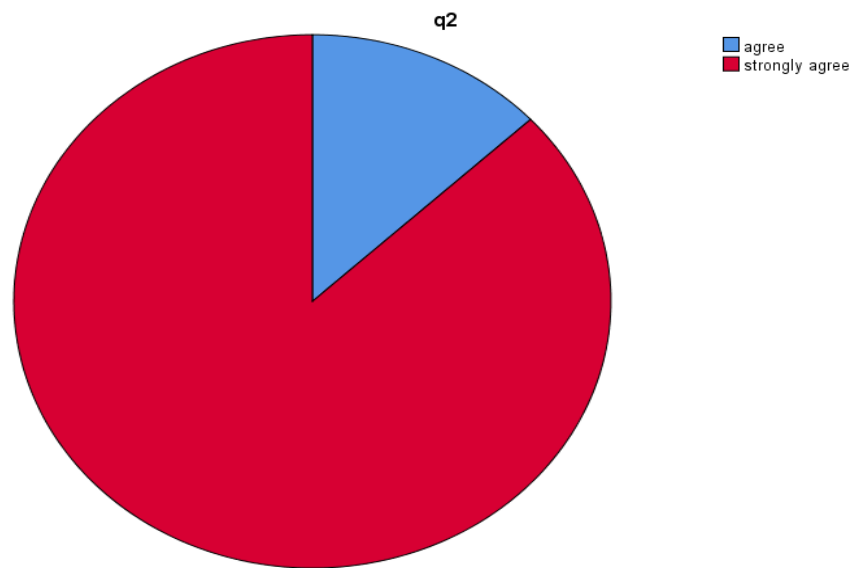


Fig 1: knowing English makes me know and understand the English literature and culture



The table (2) and figure (1) show that the majority of respondents assure that knowing English makes them know and understand the English literature and culture. 87% strongly agree and 13% agree, while there is no disagreement and strongly disagree percent. The researcher thinks that why students strongly agree with the highest percentage that the learning English helps to understand literature and culture because the majority of Arab students believe that everyone who is fluent in English is familiar with the cultures in the other language and the customs, traditions, concepts which, different from the Arabic language.

Table NO (3) Mastering English allows me to make relationships with people and makes friends from many parts of the world.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	6	13.0	13.0	13.0
	Agree	10	21.7	21.7	34.8
	Strongly agree	30	65.2	65.2	43.8
	Total	46	100.0	100.0	

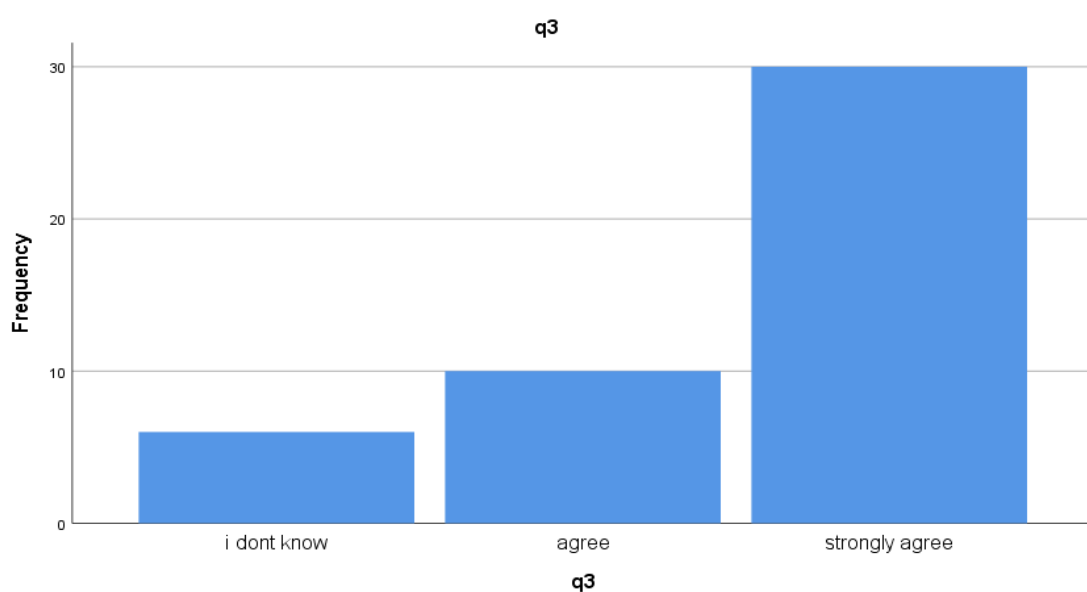
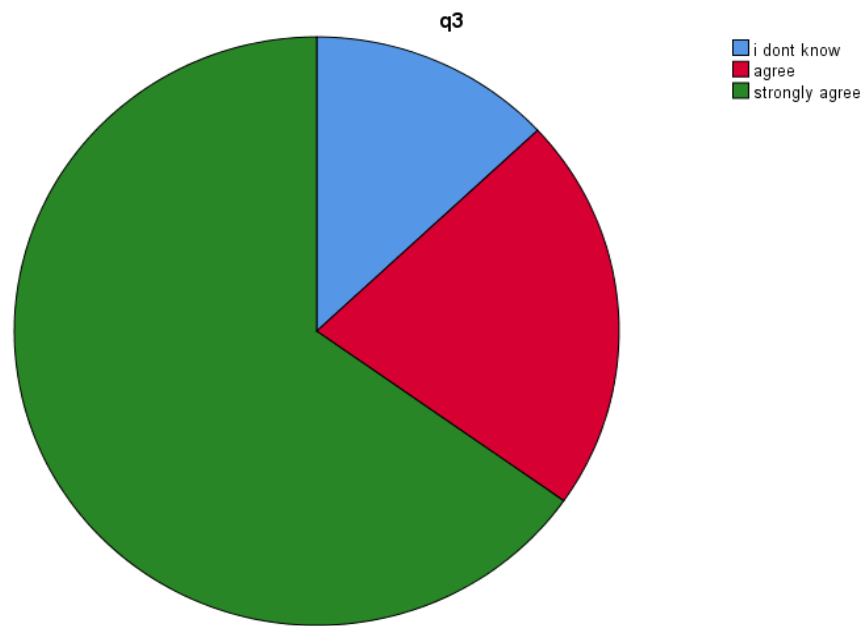


Fig 2: Mastering English allows me to make relationships with people and makes friends from many parts of the world.



The table (3) and figure (2) show that 13% answered don't know, 12 % agree with it whereas, 65% strongly agree.

We can see that most of the students strongly agreed that the mastering English of English enables them to form relationships with people and make friends from many parts of the world. The researcher believes that the students tend to form relationships with the English people or English owners, especially the girls. This is because the Arab students look at the English people as the most cultured and educated.

Table NO (4) learning English helps me to understand English society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	6	13.0	13.0	13.0
	Agree	12	26.1	26.1	39.1
	Strongly agree	28	60.9	60.9	100.0
	Total	46	100.0	100.0	

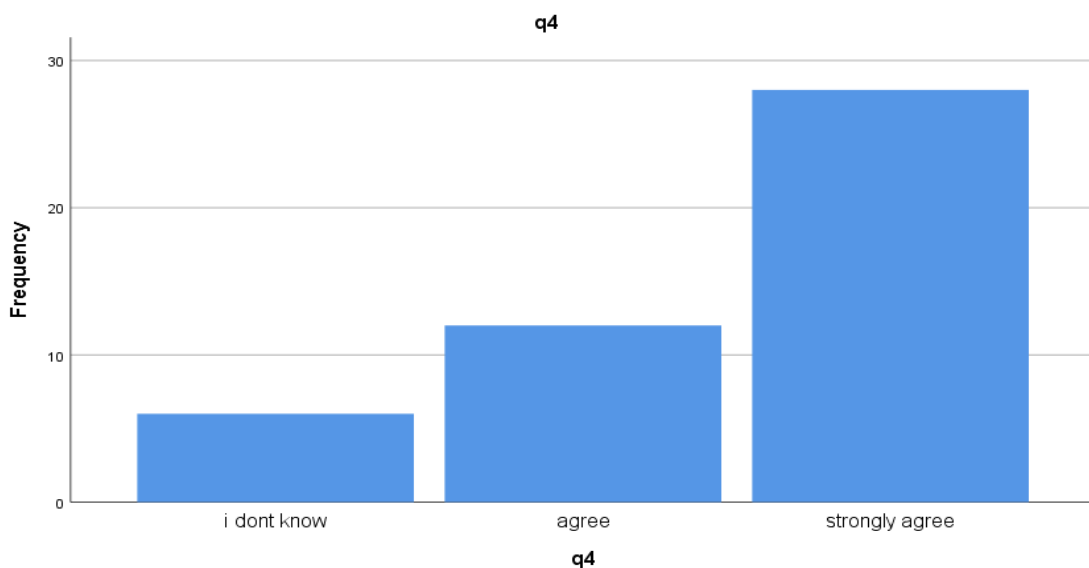
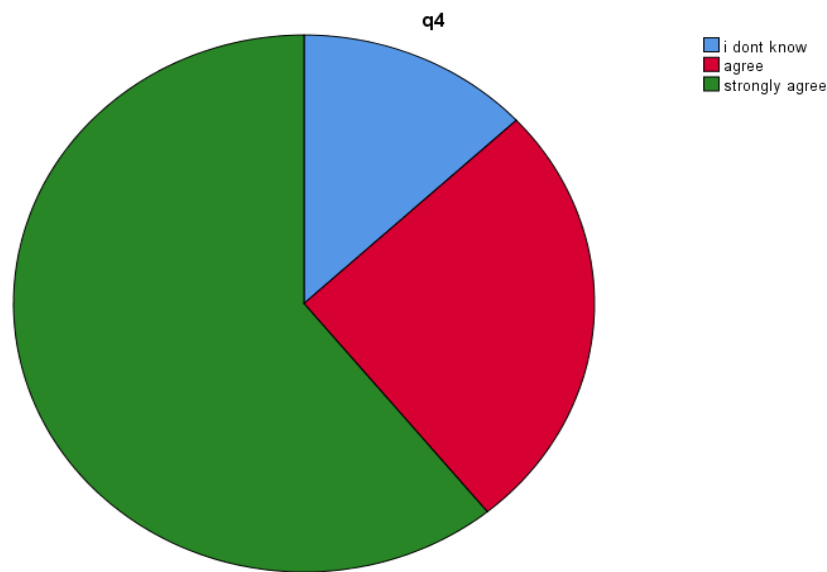


Fig 3: learning English helps me to understand English society



There were many answers to students and the highest percentage was 60.9 for the learning English is to help to understand English society, 13 % they don't know while 26 agree. Most of the students agreed that the learning English helps them to understand the English community. The researcher thinks that is important for them because, they usually go to study in this English or live in it, especially students who come from the Gulf countries.

Table NO (5) learning English helps me to understand the habits and customs of English people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	6	13.0	13.0	13.0
	Agree	12	26.1	26.1	39.1
	Strongly agree	28	60.9	60.9	100.0
	Total	46	100.0	100.0	

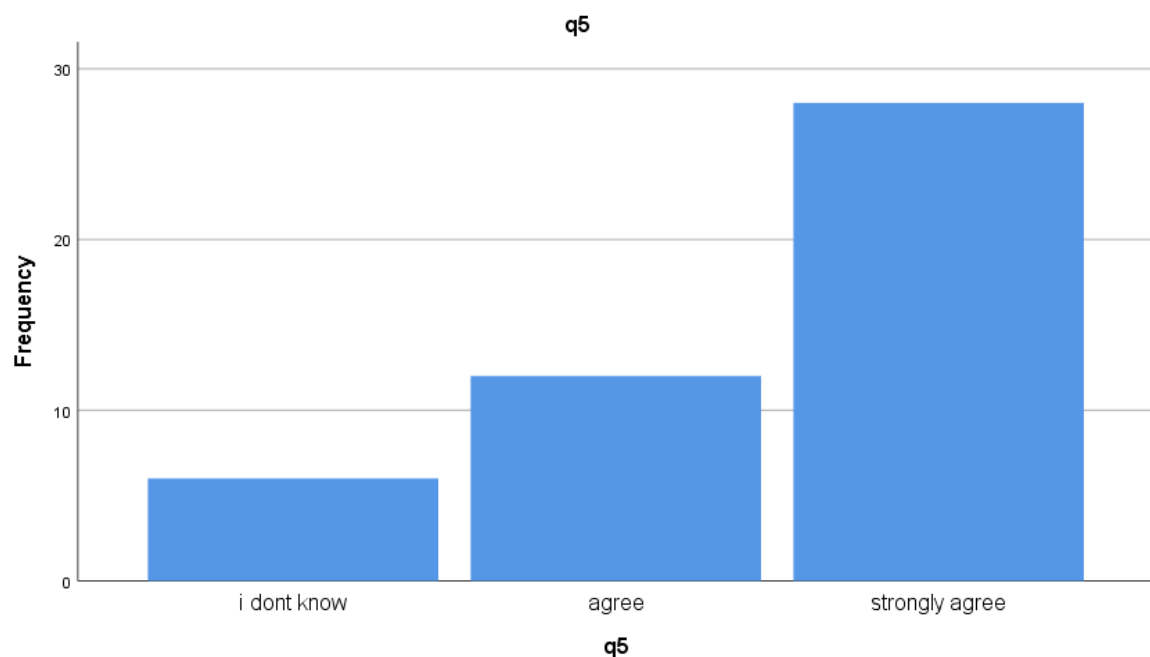
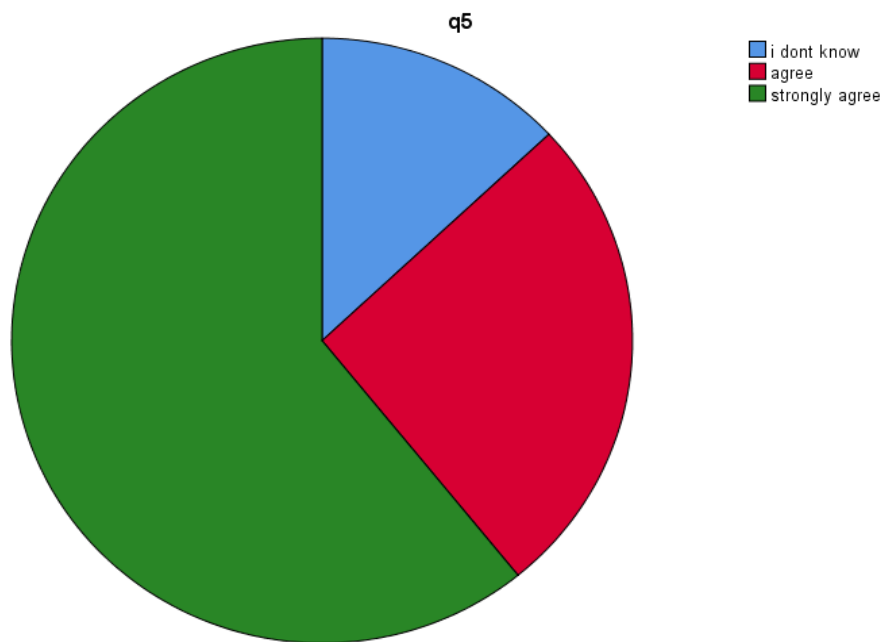


Fig 4: learning English helps me to understand the habits and customs of English people



The table (5) and figure (4) show that the students view that learning English helps them understand the habits and customs of English people. 60.9 strongly agree, 26.1% they don't know while 13.0% agree with this. The researcher views that the students want to know the customs and traditions of English people because, they imitate these people in some customs and traditions that are considered a new culture for them.

Table NO (6) learning English is so interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	8	17.4	17.4	17.4
	Agree	4	8.7	8.7	26.1
	Strongly agree	34	73.9	73.9	100.0
	Total	46	100.0	100.0	

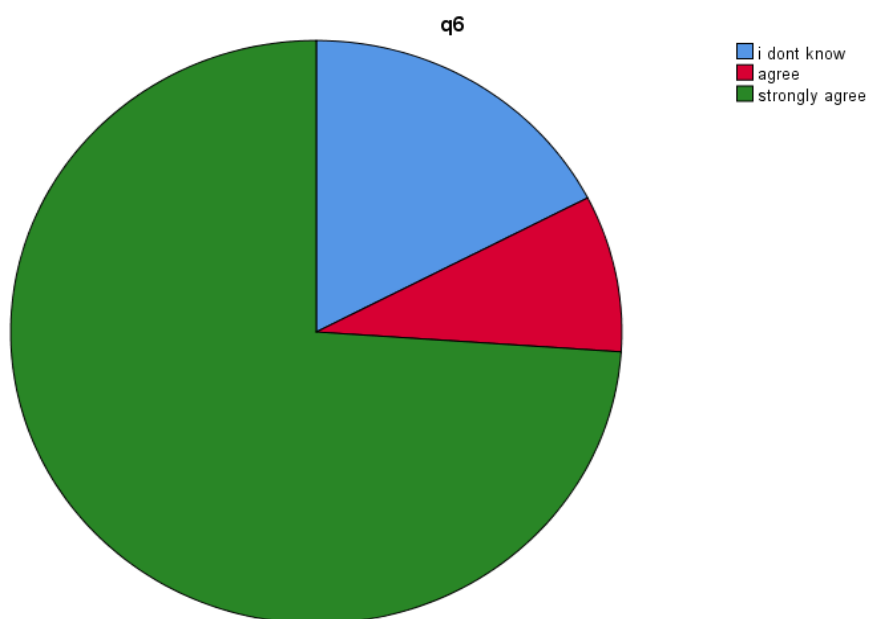


Fig 5: learning English is so interesting

The table (6) and figure (5) show that most students agreed that the learning English study is interesting and the highest percentage was 34%, while 17% did not know the answer and 8.7 agreed.

The research views that the high rate of strong agree with the learning of English is interesting due to the fact that English is a new world, amazing to the student, and a lot of mystery and suspense at the same time fun.

Table NO (7) knowing English makes me enjoy reading novels, short stories and watching film

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	6	13.0	13.0	13.0
	Agree	4	8.7	8.7	21.7
	Strongly agree	36	78.3	78.3	100.0
	Total	46	100.0	100.0	

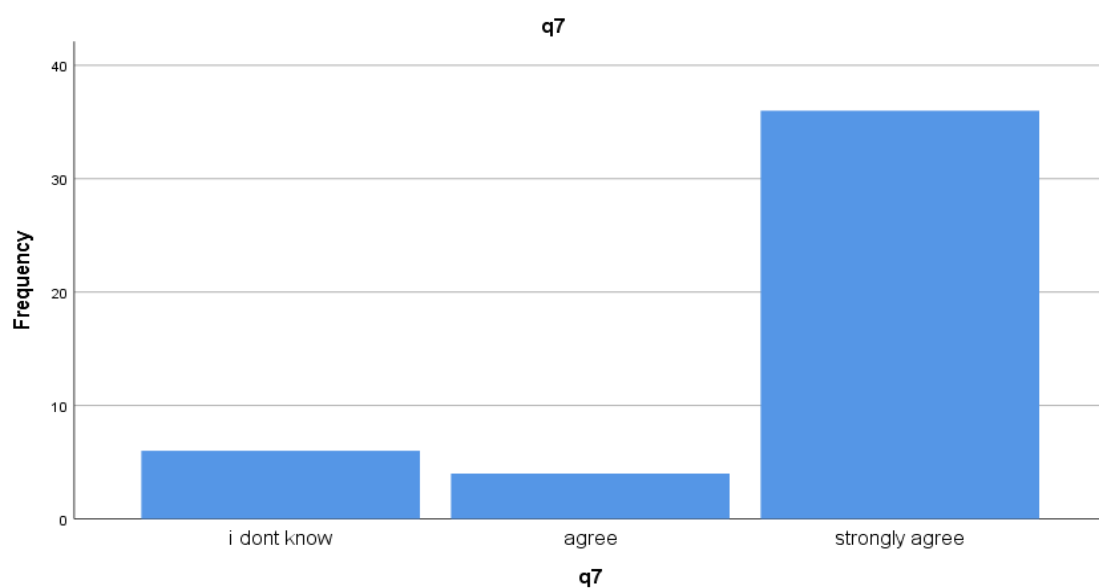
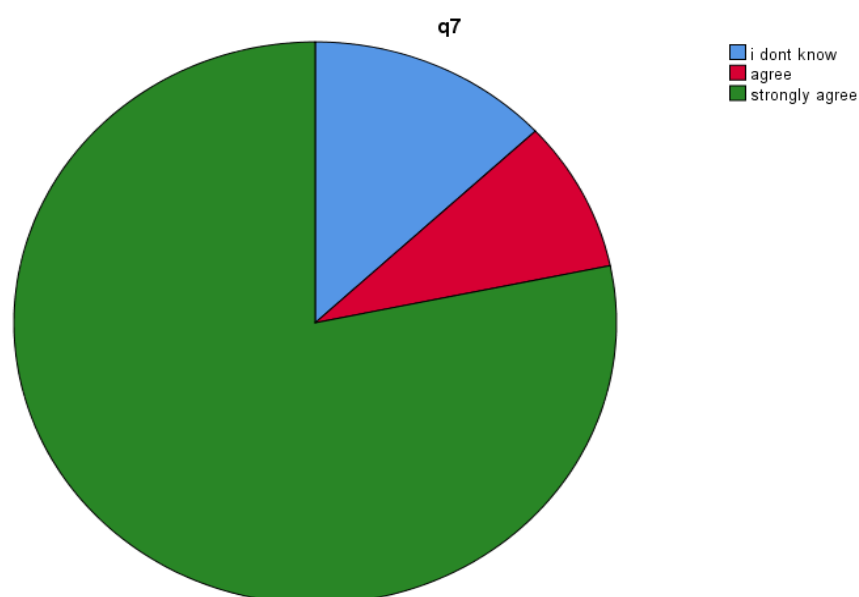


Fig 6: knowing English makes me enjoy reading novels, short stories and watching film



The table (7) and figure (6) show that the majority of respondents assure that knowing English makes them enjoy reading novels, short stories and watching film. It found that 13.0 answered don't know, 8.7 agree while 78.3 strongly agree.

5. CONCLUSION AND RECOMMENDATION

Language acquisition is not the same among all learners. It also shows that there are these key factors such as age, personality and motivation, which affect the acquisition of the second language. Among all these factors, motivation is the most important factor affecting the acquisition of the second language.

The study revealed that Saudi students have a positive feeling and a sense of the English society and want to understand and learn English significantly. The study recommended to need for students to become aware of the importance of language acquisition and suggests further research on strong motivation for learning, and some personality traits.

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