

## Formation of Motivation for Primary School Pupils to Learn a Foreign Language

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### Abstract

Motivation has been described as the "lost heart" of language teaching. As educators, we frequently overlook the fact that all of our educational activities are filtered via our students' motivation. Learners, in this way, control the flow of the class. This article makes an attempt to examine the motivation of English foreign language students to learn a foreign language from a theoretical standpoint. It includes a description of the theory, the importance of motivation, specific approaches for motivating students, the difference between instrumental and integrative motivation, and the distinction between extrinsic and intrinsic motivation, factors influencing motivation, and implementing motivational teaching practices.

**Keywords:** the concept and types of motivation, the importance and process of motivation, factors stimulating motivation

### INTRODUCTION

Learning a Foreign Language is probably nowadays one of the most relevant challenges for students. A lot of researches been carried out to discover which factors affect foreign language learning. Within these factors, the most relevant ones when learning a foreign language are: age, gender, culture, identity, learners' variables, and students' interests.

Modern psychologists and teachers are united in the fact that the quality of the activity and its outcome depend, first of all, on the motivation and needs of the

Individual, his motivation; it is motivation that causes purposeful activity that

Determines the choice of means and methods, their ordering to achieve goals. The

Problem of motivation in learning arises in each studied subject. In appropriate

Techniques and manuals, methods have been developed for its development and

Stimulation, taking into accounts the specifics of the subject. However, the problem of motivation for learning foreign languages is particularly acute. Researchers on the issue of motivation provide data on its decline from class to class. It is noteworthy that until the moment of studying a foreign language and at the very beginning, students usually have high motivation. They want to communicate in foreign language with peers; it is tempting to recite poems and sing songs in foreign language; reading to learn about other countries. Many students see in the study of a foreign language something "adventure", penetration into a new unfamiliar world; attractive is the opportunity to transform: "I am a speaker in my native language," "I am a speaker in a foreign language." In a word, almost everyone has a desire to speak a foreign language, to be able to communicate directly, through a book or correspondence. But the mastery of a foreign language

begins, and the attitude of students is changing, many are disappointed. Indeed, this process presupposes a period of accumulation of “building material”, a stage of inevitably primitive content, overcoming various difficulties, which postpones the achievement of the goals that were dreamed of. As a result, motivation decreases, counter-activity disappears, the will to learn a foreign language weakens, overall performance decreases, which, in turn, negatively affects motivation. And later, as adults, they regret what they missed; dissatisfaction arises not only with oneself, but mainly with the staging of teaching a foreign language. Such is the widely observed picture associated with the study of a foreign language and in technical schools. The analysis of available domestic and Western literature showed the following. At the moment, there is no consensus or unequivocal solution to this problem, namely, what exactly is motivation in general and motivation for educational activities in particular.

As the world has been found to become like a “global village”, English is likely to appear one of the domain languages. The majority of people can learn it as a second language. However, in the second language acquisition, it is irrefutable fact that learners may face several problems including language competence, influence of first language, lexical resource deficiency, even sometimes psychological and emotional attitudes of acquiring a second language yet there are various hypothesis and theories to tackle down these difficulties. So, this case study aims to investigate motivation as a key factor of language learning.

#### **MATERIALS AND METHODS**

Initially, motivation has been found to be one of the most important factors in language acquisition showing motivation as the second strongest predictor of success in language learning after only aptitude. It mostly leads to an exact goal, changes in behavior (a desire to make parents happy by personal achievements, various effective study habits) a strong willingness to accomplish the goal and other attitudes. The degree, to which people strive to attain their goals, as well as their desire to do so, determines the success of every act. Overall, it is a psychological aspect, the urge that drives the action, a "motivating force," anything that promotes, provokes, or stimulates action. Motivation is defined as "something which moves or encourages a person to behave in a specific manner; a desire, fear, reason, etc. which impacts a person's volition: also frequently implemented to a desired outcome or object." Perceiving motivation as belonging exclusively to the first stages of an action, that is, as concerned with influencing early interest and converting it into a result to engage in some activity, is a narrow understanding of the term. When English is taught in a foreign location, when mother tongue language input may not be easily available outside of the schoolroom, it might be challenging. Language students' motivation must be high when learning a character-based language since perseverance and tenacity are necessary to deal with the fear of a troublesome word. "Motivation is one of the most enticing, but complicated, factors used to explain specific variances in language instruction." This statement accurately describes the complexity of the concept that researchers, classroom teachers, and language learners. It would be helpful for teachers to create instructional methods that improve the English learning ability of their pupils and enhance their attitude and motivation. According to I. Zimney, “the motive is what explains the nature of the given speech action, while the communicative intention expresses what communicative goal is pursued by the speaker planning some form of influence on the listener.” Another approval about motivation is provided by Belles - Fortune that motivation is initially essential point of learning languages in comparison with other affective factors like age, culture, gender, identity and others. To prove this idea, it is selected two different group learners who were edified in secondary education in vocational training and higher education learners as subjects and compared with each other how they are fostered to study. In fact, they had compulsory English level in vocational training which made them study. They have been checked by giving

multifarious questionnaires including “agree, disagree” – based questions, yes-no and wh-questions as well as some other questions depending written answers. All data and findings were collected and the total result revealed that university students became better learners due to their inner motivation rather than their opposite representations. Interesting fact that even a language and its culture or friendly atmosphere between a teacher and students, good marks can't encourage students to learn a language as their internal desire -intrinsic motivation .Looking through different sources for the case study, the researcher has analyzed that the majority of researchers have used Dornyei's approvals in their research work due to the fact that he provides more and different data about what motivation is, its types and also he shows other linguists' thoughts. To be more precise, motivation is shown as it has responsibility for identifying human behavior via directing or making it energetic. According to Dornyei (1998), motivation is general term of several factors; it doesn't have specific, certain definition like whether it is affect, cognition, mental energy or response to stimuli, inner force. Unique part of this research is selecting motivation as a process demanding mental procedure! He says: “motivation is defining it as a process whereby a certain amount of instigation force arises, initiates action, and as long as no other force comes into play to weaken it” In addition, it accounts for three main components, motivational intensity indicating motivated behavior, desire to learn language and attitude towards the act of learning. It has instrumental and integrative elements. The former impractical quality and the latter is social and cultural values. He also states that in learning situational level, it has some components. For instance, they are course specific, teacher-specific, and Group specific motivational components. Another point of this research, gender is likely to distinguish in language learning motivation. Finally, He also suggests ten main instructions to motivate language learners. Another research merely focused on intrinsic and extrinsic motivation of people in language learning. “Motivation itself derives from the Latin verb “movera” which means ‘to move’. Motivation influences to perform action and make some choices. It is described with two terms: motivation and magnitude”. One is eager to learn a language just for fun or according to his interest yet another may learn it owing to having external desire which affects to learn it. Intrinsically motivated learners own their self-desire, self- study skills. Actually, intrinsic motivation firstly was found in animal behavior that they act curiously and playfully without any prize or response for their action. Likely, some people are also talented at learning a language naturally just for themselves yet others may study because of avoiding punishment or achieving good marks. These both motivation types are linked to each other. For example, internally encouraged people may be bored to sit under strict classroom rules but social approvals or good evaluation are supposed to make him motivated. He also defined integrative and instrumental types of motivation. Finally, after looking through and analyzing some facts, the researcher is going to conduct her case study using Susan's approvals about motivation and its types, how a factor of time may influence it.

## RESULTS AND DISCUSSIONS

The educator's responsibility is to be extremely significant during the stages of the motivating process. Motivation should not be restricted to merely integrative or instrumental aspects. It is also a crucial to learning something from a class that has been encouraged and supported by an enthusiastic and well-organized instructor. Many forms of study have brought up questions about the influence of instructors in the EFL process, emphasizing the relevance of the quality of synergies that occur among learners and academics. Some essential features of a good instructor should be present. The first is the teacher's energy, recognition and stimulation of students' concepts, creating a relaxed and enjoyable environment in the classroom, offering tasks in a vivid, engaging, and motivating manner, assisting students with problems, and assisting students in raising their expectations of their value.

Many psychoanalysts regard infants as inherently motivated to expand their understanding of the world around them. To summarize, their learning practice is a source of intrinsic enjoyment for them. Classroom teachers, on the other hand, tend to have views that are diametrically opposed to this utopian viewpoint. Instead of eager pupils, teachers frequently encounter hesitant children who are completely unaware that they should have a natural curiosity and a strong want to learn. Even if we are lucky to have a class of students who are very motivated to learn, we cannot assume that every learner prefers the second language course over any other topic they study. As a result, if we are unfortunate with the composition of our class team, student motivation will be delayed, and we will need to figure out how to activate good student attitudes toward second language instruction. There are certain factors to developing elementary pupil motivation. B. Spolsky categorizes these as follows:

1. Improving pupils' linguistic preferences and attitudes: Our underlying value system heavily influences our exercise preferences and practices. There are three categories of language-related values that we may identify:

1) Intrinsic - pertaining to our interest in and anticipated satisfaction with the actual method of studying; 2) integrative - pertaining to our attitudes toward the second language, its speakers, and the conveyed culture; and 3) extrinsic - pertaining to our attitudes toward the second language, its speakers, and the conveyed culture; and 4) Extrinsic - pertaining to our attitudes toward the second language, its speakers and 5) Instrumental value to the recognized meaningful, concrete gains that may be obtained by second language proficiency

2. Increasing students' chances of success

If we anticipate succeeding, we will try our best to attain it; conversely, if we believe we will never succeed, we will be less driven to strive for it.

3. Improving students' goal-orientedness

In a typical class, there are many students who are either uninformed or unwilling to acknowledge why they are participating in a learning exercise. Furthermore, the official class aim (understanding the course content) may not be the class group's sole purpose, and in extreme cases, it may not even be a group object at all.

4. Making educational aspects appropriate for students:

M. Finocchiaro succinctly expressed the substance of this matter: Teachers assume that students are unconcerned, yet students tell us that they are concerned about their studies but are not getting what they need.

5. Generating realistic student ideas:

It is an unfortunate truth of reality that most students will have certain opinions about language instruction, and the majority of these assumptions are likely to be (at least partially) incorrect. Such erroneous dogmas can therefore detonate like time bombs at the start of a language program due to the certain disappointment that is to come, or they can clash with the course approach and halt progress.

Once the fundamental features of generating early student motivation have been discovered, a number of specialized classroom strategies to boost the particular dimension can be generated or selected.

## CONCLUSION

In the subject of education, motivation is a hot topic. Simultaneously, this is one of the most important issues. Every instructor must have pondered this question. This question: How can I get

my pupils to be more motivated? In order to learn a language, you must be motivated. Among the one of the most challenging components of teaching is motivating students. Student of languages the key is to figure out what the problem is the motivation of the pupils is then used to make the lecture relevant as well as fun.

The majority of students study English in the hopes of benefiting themselves in some way. They want to make more money so that they can meet specific educational criteria. With the help of English, you may travel overseas or meet new people. Students will fail if they are not motivated in their attempts to learn and their desire to learn.

With the growing importance of English as a foreign or second language throughout the world, motivation as one of the most significant variables in learning English may be thought of as a 'instrument' utilized by English learners to learn English.

A pupil's willingness to learn may indicate that the student is receptive to learning at some point in the future. A concept, an emotion, or a bodily necessity can all inspire a learner to study. It is improbable that a student will learn if he or she does not want to. Physical incentives can sometimes motivate a person or a pupil to study. Students' beliefs and behaviors may be a primary focus of instruction, but they also influence the likelihood of change. It is established knowledge that learners' motivation is mostly a result of their learning experiences. Families and instructors may impact a learner's beliefs, which can be powerful motivators.

A student should feel that everyone who works hard in class may achieve. Motivation, on the other hand, may be the sole way to get excellent marks and avoid failure. We found that diverse definitions have three common dominators that may be claimed to characterize the phenomena of motivation in this study.

Education may frequently result in a shift in attitudes and beliefs that cannot be achieved just by imparting facts. As a result, the instructor should pay close attention to the concepts or beliefs that encourage a person to learn and include them into the teaching plan.

In order to teach, especially the English language, one of the finest qualities of a teacher is to develop or boost motivation in pupils. What causes kids to be unmotivated? Is it indifference, bad attitudes, overcrowding in the classes, a lack of parental support, or a lack of academic ability? When pupils are destined to fail or be criticized for making mistakes, some psychologists think or believe these things. When their excellent deeds go unrecognized and unappreciated. When they've had enough of being judged against their peers and finding themselves wanting. When their whole attention is drawn to personal issues that they are unable to resolve.

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