

**Individual differences: Motivation in Second Language Acquisition**

*Aminov Farrukh Komiljon Ugli*

*Karshi State University*

*English Philology Faculty*

*English Language and Literature Department*

*E-mail: [farruxaminov68@gmail.com](mailto:farruxaminov68@gmail.com)*

**Abstract:** The article gives an outline of different learning emotional variables in second language procurement, especially zeroing in on inspiration and addresses a few information around one of the Uzbek student's cases with research strategy and discoveries.

**Keywords:** Inspiration, Language Securing, Emotional Element, Self-determination, Self-Adequacy.

**Introduction**

There is no doubt that knowing individual differences are of utmost importance in SLA and English teaching. Because, humankind is different from each other on account of several biological and conditioned factors. These differences become affective factors which include aptitude, motivation, learning strategies, learning styles, sex, age, personality. These various affective factors are linked with each other and play a significant role not only in learning but also in teaching. Every language teacher should be aware of them. Because these affective factors will definitely assist the teacher to ameliorate their teaching quality and make them more well-rounded person

Among these affective factors, the role of motivation is crucial in learning foreign language. These days, the word "Motivation" is becoming increasingly popular in all fields ranging from business to education and it is considered to be one of the most fundamental factor in teaching foreign languages. Motivation is a kind of passion to attain a certain goal, with energy to work towards that purpose and in teaching language it is defined as the extent of one's endeavor to acquire language with satisfaction. Success of language learning is correlated with the help of motivation. In a student with motivation achieve tremendous result when compared to one without one because of their holistic approach to learning. It is undeniable fact that given motivation will result in maximizing learner's enthusiasm, commitment and perseverance towards learning second language.

The focal objective of this study is to analyze the chief role of motivation in developing the methods of English teaching and demonstrate an effective way for the learners to study language.

**Literature review**

## The Role of Motivation in SLA

The significance of motivation is undoubtedly paramount in second language acquisition which gives positive impact on progress of language learning. A highly motivated individual will definitely get pleasure from studying language, have an eagerness to learn the language, and attempt to learn the language. "Much of the literature points out that motivation is not only primary stimulus to initiate second language learning but it is also considered to be primary driving force which allow student to keep on the complicated task of acquiring language. Chomskiy stated in significance of stimulating learner's motivation: "the truth of the matter is that about 99 percent of teaching is making the students feel interested in the material" Based on the study of Gardner, he differentiates 2 types of motivation construct: the former is an outcome of inner attribute and the latter is an external force. Nonetheless, he shows that motivation might be "an internal attribute that is the result of an external force" (Gardner,1996). Various types of motivation are necessary to embark on or continue SLA as the Individual change in the way they acquire language. Gardner and Lambert (1972) distinguished two types of motivation which are instrumental and integrative motivation. According to them, the importance of practical reasons of acquiring a language is under focus in instrumental motivation. For example, gaining economic advantage or personal growth tends to inspire learners to acquire language. However, personal curiosity into a target language culture or a passion to integrate into the target language community is emphasized in learner's motivation to study language which is called integrative motivation. Teachers should be aware of learner's motivation. Because, it is really fundamental to emphasize the role of teachers in the motivational process of a student because of the fact that teacher is considered to be an inspiring and influential personnel who lighten a convivial atmosphere in class with their attitude. According to Do'rnyei, motivation is divided into two types: Extrinsic and intrinsic motivation (1994)

### **Extrinsic and Intrinsic motivation**

Extrinsic motivation is explicated as a strong wish to get reward as well as avoiding punishment or provincialism. Nevertheless, gaining inner gains such as "the joy of doing a particular activity or satisfying one's curiosity" is taken into account in intrinsic motivation Do'rnyei (1994).

As we can see the abovementioned views, intrinsic motivation is a phenomenon which students usually show their enthusiasm and natural curiosity in learning language. With intrinsic motivation, learning language is obviously far more straightforward for students and it highlights all the things that inspires you regarding internal rewards like self-improvement or giving a helping hand to someone in need. Conversely, intrinsic motivation may bring negative feelings to individuals.

For instance, we can be happy and satisfied to assimilate new things otherwise we tend to feel unfulfilled. However, we should not ignore the tremendous benefits which is brought from extrinsic motivation. People, these days, are extrinsically motivated by external rewards such as money and praise or people have a desire to get promoted due to the expected raise. Extrinsic motivation is also negative sometimes like intrinsic one. For example, due to the feeling of fear or get sacked from the work, we can be motivated to do a better performance. According to Skinner (1957), grades, prizes, money and particular type of positive feedback are believed to be typical extrinsic rewards.

Maslow identified predominance between intrinsic and extrinsic motivation and claimed that superiority of intrinsic motivation is higher than extrinsic (1970). Because, people's motivation undoubtedly relies on fundamental physical necessities then we focus on security, self-esteem and identity. Bruner detected the drawback of extrinsically driven behavior due to the fact that it results in obsessive nature. For example, we come across a growing number of people who are enchanted by the lure of an immediate prize or praise. Conversely, intrinsic motivation is far more powerful for SLA based on language researchers. Ramage (1990) asserted that eagerness to learn language grow if learner is intrinsically motivated.

### **Cognitive Theory and Motivation**

Some students tend to be poorly motivated to learn second language on account of cognitive distortion which are not positive as well as self-defeating thoughts which results in adverse impact on learner's emotion and behavior. Aaron Back and David Burns created a model to analyze and substitute those undesirable thoughts with better notions on studying English. It is believed that learning language is long and gradual process and we teachers motivate students to be more tolerant and keep on studying. Do'rnyei (1994) refers that motivation is thought to be a system of a person's thought processes as cognitive theories in educational psychology. He also pointed 3 major conceptual functions in terms of motivation: Attribution theory, learner helplessness and self-efficacy. As regards the attribution theory, we can witness that the outcomes of past failures or successes will impact our expectation as well as our performance. According to Weiner (1992), because of some internal factors such as personality, capability or our attempt increases or lowers our self-worth or self-esteem when we perceive past success or failure while external feature for positive and negative results do not usually affect feelings about the self.

### **Participant profile:**

Student Shaxnoza Bobomurodova is a 20-year-old girl. She was born in Karshi which is located in the southern part of Uzbekistan. She has been living here since she was born. She began learning English when she studied in a primary school. In fact, Grammar and reading comprehension is basically taught in primary and tertiary schools

in Karshi so as to prepare students for the entry into universities and institutions. She was going to study abroad in Economics. A curiosity in English was sparked by an incident in 2019 when her main major requires language. When she came to our study center to learn English, I perceived that her listening, writing and speaking skills were really poor although she was good at grammar. In the interview with her, she says:

“I want to speak fluently like a native speaker”

Keeping the interview going, she again tells about her willingness to enhance her writing skills along with communication skills rather than focusing on grammar:

“Hopefully, I will write academic essays perfectly and speak English much better someday”

Regarding her cultural background, she was raised in Uzbek traditional family where her siblings and blood relatives speak only in Uzbek language and she mainly learned Russian and English as a second language at school. Shakhnoza perceived that English is very crucial for her to be a successful international economist.

## Research Design

Initially, it is difficult and there is a dilemma what research method would be suitable for this topic in SLA. Having looked through literature review, self-test and interview would be a great choice for it. You can observe what results that student got from the test questionnaire relating to motivation factors. These research materials are chosen based on the level of participant. Her level is of course intermediate and she has a better comprehension in reading and grammar.

In order to collect the data on participant's motivation, pre-test consisting 10 questions whether she had an interest in learning language after 3 months, used questionnaire which were adopted from Prapphal's Attitudes Testing which includes 20 questions based on instrumental motivation (items 1-10) and integrative motivation (items 11-20)

## Conclusion:

All things considered, students might find it hard to acquire language as long as they have neither instrumental nor integrative motivation. The total result demonstrates that a participant is undoubtedly highly motivated and inspired to learn language. Glancing at the survey, it is apparent that Shahnoza is far more integratively motivated to learn English which you can find assessment of research question. Clear implications were given in all these findings and received interesting responds from the participant.

The tendency of participant toward instrumental motivation could be of utmost importance for the improvement through new perspective on language improvement programs. Meanwhile, there should be more attention on the potentials and strategies for the participant's integrative motivations to learn second language and totally improve her English proficiency which would be very useful for me to plan the upcoming language

programs or activities to stimulate communication and improve language acquisition. The results are extremely remarkable such as her high motivation in both instrumental and integrative feature and with a little superiority in instrumental motivation.

### References:

1. Bruner, J., & Clinchy, B. (1966). Towards a disciplined intuition. In J. Bruner (Ed.), *Learning About Learning* (pp. 383-393). Washington, DC: U.S. Government Printing Office.
2. Maslow, A. (1970). *Motivation and personality* (2nd ed.). New York: Harper & Row.
3. Dörnyei, Z. (1994). "Understanding L2 Motivation: On with the Challenge!". *The Modern Language Journal*, 78, 515–523.
4. Gardner, R. C., & W. E. Lambert (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House
5. Rarnage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning*, 40, 189-219.
6. Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.