

Case Analysis: Motivation for learning

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Abstract: Teaching students a new language proves to come along with plenty of challenges, especially when dealing with a diversified society. Dr Khan teaches Writing 1002, which entails helping students using English as a second language for academic purposes. Despite having well highlighted objectives and multiple sections, the course entails readings that are compulsory for students to read but neither provides an explanation to the students on the importance of reading nor how reading skills relates with writing and thinking skills that are at the core of the course. To solve this, the instructor should focus on reading motivation to language learners as a solution.

1. Introduction

Motivation is an internal process or state of mind that is caused by a need that directly drives an individual's activity, maintains the elicited activity, and moves the activity toward a goal. Learning Motivation (LM) is the tendency of learners to find learning activities meaningful and valuable, and to try to get the expected learning benefits from them. Students' learning activities are governed and regulated by motivation, and learning motivation is one of the core topics of educational psychology research. Research results have enriched the theory of learning motivation and provided the basis for a comprehensive understanding and appreciation of learning motivation.

The effect of language learning is affected by emotional attitude, especially motivation. The correct establishment of English learning motivation can not only help students improve their interest in learning English, but also enhance their English learning enthusiasm. However, in practice, many students have the phenomenon of motivation decline in English learning. Therefore, to find out the influencing factors of the lack of motivation can help educators more accurately understand the problems faced by students in English learning, so as to help students solve their English learning difficulties. This will play a great role in promoting the improvement of their English learning performance and learning effect.

2. Literature Review

2.1 The concept of motivation

Motivation is one of the most influential individual differences in foreign language learning, and it is an important psychological factor affecting the effectiveness of foreign language learners. This term is widely used in foreign language research. There are many researches on learning motivation. Due to the complexity of foreign language learning motivation itself, different researchers have

different understandings of learning motivation.

According to the famous scholars Gardner and Lambert (1972), motivation is a positive attitude that learners try to present in order to achieve good learning of a foreign language. It was later suggested by Gardner that motivation is a positive attitude that learners endeavor to present so as to achieve good foreign language learning (Gardner & Lambert, 1972). A general definition of motivation was proposed by Ellis (1994: 715), which states that motivation is the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Besides, the motivation for learning was defined by Brown (1988) as follows: motivation for learning is demonstrated as the effort that learners put in the process of reaching learning goals, which also includes the choice of learning goals. Domestic scholar Wen (1996) has also made a definition of motivation, which is considered as the purpose and reason for learners to carry out learning. Based on the above-mentioned views of domestic and foreign scholars, this study adopts Wen's (1996) definition of motivation and holds an opinion that the motivation is the aim and causes for which learners conduct English learning.

2.2 Three levels of motivation

Dörnyei, a British scholar, put forward the three-level theory of foreign language learning motivation based on long-term empirical research and the theories of other scholars. Dörnyei believes that every element of this model has an important impact on foreign language learning motivation. If one element is changed while the others remain unchanged, the whole motivation may be completely changed. In other words, the three levels of the three-level theory are combined, which also illustrates the complexity of motivation.[1]

This theory considers three basic levels in the process of foreign language learning: the language level, the learner level and the learning situation level (As shown in table 1).

Table 1: Three basic levels in the process of foreign language learning

	Levels	Details
1	The language level	The language level contains a large number of directions and motives concerning foreign languages, such as culture, the political and economic situation of the target language society and the practical value of the language, etc.
2	The learner level	The learner level includes learners' personal factors in the process of language learning, such as learning interest, learning ability, self-confidence, learning strategies and attribution style.
3	The learning situation level	The learning situation level associated with the situation of internal and external motivation form, it consists of three components, one is the course specific motive component, it refers to with the syllabus, textbooks, teaching methods and learning tasks related to motivation factors, contains the learners' intrinsic interest about the course, curriculum and the correlation of learners' personal goals. The second is the teacher's specific motivation component, such as teacher's affinity, personal charm and teaching style. Third, the learning collective motivation component is related to the collective motivation of the learning group in which the learner is a member, including goal orientation, norm and reward system, and classroom goal structure, such as competitive, cooperative or individual class type.

From the perspective of language, the factors involved will directly affect the individual's choice

and the determination of learning objectives. If students are not interested in the culture, customs or functions of the target language, their motivation to learn the target language will be affected to a certain extent. English teachers in the teaching of at ordinary times, if you only focus on teaching students English language knowledge, but does not pay attention to give students spread of western local conditions and customs and cultural customs of the country, is not conducive to cultivating students' interest in learning English, students also can't understand the English language and culture, and thus will not be able to inspire the students' internal motivation in English learning, Teachers will not be able to help students transform external motivation into internal motivation and improve their motivation to learn English.

From the perspective of learners, personal factors of English learners are closely related to the strength of learning motivation, especially self-confidence and achievement needs. Therefore, if students do not maintain their confidence in foreign language learning and eliminate their fear of English learning, the effect of English learning is bound to be unsatisfactory, and the stimulation of students' learning motivation will also be affected. In addition, if English teachers do not help students form positive learning attitudes and methods, and do not take a variety of incentives to encourage students, students will not be able to get a sense of achievement in English learning, which will seriously weaken students' confidence in English learning.

From the learning situation level, English teachers if not working to improve the professional quality, not active for the students to create a relaxed, harmonious classroom language learning environment, and not our own initiative, cannot be combined with the teaching material design can cause students interest in learning and teaching activities, we do not have the right to guide students to establish more relationships, love and help each other study group, Therefore, students are bound to lose interest in learning English in the future, fail to establish positive English learning motivation, and treat English learning negatively, burnout, and lack of motivation.

Dörnyei motivation of three level theory to simplify the motive structure, involving such as learning process, individual differences and convenient, can help learners find enhance the level of motivation, found ways to improve the foreign language learning motivation, especially about situation level, this paper has extremely important guiding significance for foreign language teaching

3. Motivation: An important factor for learning L2

The importance of motivation in in terms of learning a language involving teaching English as a secondary language cannot be overstated. Dr. Khan and other language teachers cannot effectively teach English language unless they bear an excellent understanding of the relationship between motivation and its forthcoming effects on language acquisition. At the heart of motivation is passion, which relates to a person's innate aims and ambitions. Successful learners understand their preferences, their strengths and limits, and how to maximize their talents while compensating for their weaknesses. The effectiveness of language acquisition is obviously connected to the learner's excitement, and teachers should find ways to bond with their students' interests [1]. Learners need high-quality education, knowledge, engagement, and platforms for meaningful output not just to advance, but also to remain motivated in learning process.

A skilled teacher must then utilize the sources of inward motivation and figure out how to connect them with outward motivators that may be brought into the classroom. Teachers must understand students' objectives and requirements in order to create effective motivating strategies since pupils learn a language for a variety of reasons. Students must understand why they must expend effort, the amount of time they must sustain an activity, how strongly they must pursue it, and how motivated they must be to attain the results.

Motivation may eventually change over time, and it is tricky to keep the engagement of the

language learners all through. Teachers must remember that each and every learner has diverse drive and expectations when designing a language course. Creating a welcoming environment in which all children feel acknowledged and valued is essential for encouraging students. After getting to know their teacher and peers, many students find themselves in a comfortable state participating in classroom activities.[2]

Creating a secure and comfortable environment in which each and every learner feel like they are a part of the whole is one of the most essential components of increasing motivation. This may take a while as learners adapt to their current surroundings. The instructor can teach the learners in a classroom filled with projects made by students who were perusing the very study. This gives learners the feeling that learning the target language would be straightforward and pleasurable. It also allows learners to get knowledge from their surroundings. Pair as well as group activities can be used immediately, easing the pressure of teacher–student contact and providing learners with a sense of belonging among their peers. One of the most effective motivators at the start of a school year is a sense of belonging to a wider group.[2]

4. Recommended Solutions

A sense of success is also a motivational factor for kids. Make a point of giving positive encouragement and comments. This has the potential to increase student satisfaction and promote positive self-reflection. A student with a sense of accomplishment will be extremely equipped to guide his or her own studies and learning results. Both positive and negative compliments boost motivation. However, research consistently demonstrates that positive feedback and success have a stronger influence on students. Praise increases students' self-esteem, confidence, and competence.

When learners are inactive, their curiosity and motivation are diminished. The eagerness, engagement, and desire to take part in the language learning of students all have an influence on the class discussion quality as a learning opportunity. Discussion in pairs or groups can effectively boost pupils' self-esteem and drive [3]. Group work might give a chance for quiet students to convey both their feelings and ideology regarding a topic because it is somehow simple to talk to groups than the entire class.

Dörnyei points out that it is very important to create a pleasant, harmonious and conducive classroom atmosphere for the development of students to protect the learning motivation. Relaxed and happy classroom learning atmosphere helps students to concentrate on, actively participate in classroom activities, and dare to communicate and interact with teachers. Teachers can adopt flexible teaching methods and rich teaching activities to liven up the classroom atmosphere and improve students' participation in class; Also can use the language with a smile, or motivation, or with eye contact and so on the way full of encouragement and love to communicate with the student, recognizes the progress of students for positive learning experience to the student, lets the student improve the confidence of learning English, dare to communicate with teachers and students in class, not afraid of mistakes; Teachers also need to make timely and correct treatment to students' mistakes in the process of classroom learning, so as to avoid students' timidity, nervousness or anxiety, which leads to the decrease of students' enthusiasm in learning English. According to the personality differences of different students, teachers should adopt different error correction methods, which should not only reflect seriousness, but also be kind, so that students can understand the reasons for mistakes and feel the teacher's encouragement to them.[4]

5. Conclusion

These motivating teaching approaches have the potential to significantly increase the motivation of Dr. Khan's students. It is erroneous to presume that motivation can be a personal attribute. Even

people with exceptional abilities are not in a position to achieve their long-term objectives if they are not adequately driven. A teacher must be the most important element in terms of influencing students' motivation, which is vital regarding the language acquisition process.

The success of language learning is not overnight, it needs students through their own efforts step by step, continuous accumulation. In the face of problems in language learning, students should actively seek solutions or seek help from others, strive to improve their confidence and enthusiasm in English learning, and form positive learning motivation. At the same time, teachers and parents should always pay attention to the psychological changes of students, create a good learning environment for students, give students timely encouragement and help, and improve the enthusiasm of students in language learning [5]

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