



Role of motivation in promoting oral delivery

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Abstract

Motivation is referred to by a number of linguists and psychologists as the most distinctive and indispensable tool in promoting learning. Much has been written about motivation and research has been undertaken in the field of psychology and modern languages (Morgan, 1993, p.63). Motivation, has actually, contributed to the development of social psychology and second language learning and language attitude research is an extensive tradition rooted in different disciplines such as psychology, sociolinguistics and the sociology of language. Modern language motivation investigation can be traced back to the 1930s. Since then there have been a large number of studies and most of them have focused not only on subject's evaluative reactions towards accents and languages but also on the cognitive and affective problems of language learning.

Keywords: motivation, development, learning, distinctive, indispensable tool

1. Introduction

Despite its importance as a learning tool, there is little agreement in literature in connection with the exact meaning of the term motivation but researchers seem to agree that motivation is responsible for determining human behavior (Domyei, 1998). Researchers like Domyei believe that motivation concerns "*the fundamental question of why people think and behave as they do, and we should never assume that we know the full answer*" (Domyei, 2005, P.66). In fact, this is a major problem with the literature on motivations in L2/FL learning. One major problem with the literature on language learning motivation is a rather inconsistent use of terminology (Ellis, 1994) [5]. In this vein, McDonough (1981, cited in Crookes and Schmidt, 1991) points to tendency to exploit 'motivation' as a cover-all for a variety of cognitive, affective and behavioral considerations. Crookes and Schmidt (1991) have criticized Gardner's socio-Educational model and consider that non-L2 approaches to motivation. They comment:

There has been no general agreement on definition on motivation and attitude or of their relations of one another consequently, the term motivation has been used as a general cover term -a dustbin-to include a number of possible distinct concepts each of which may have different origins and different effects and required different classroom treatment.

(McDonough, 1981, in Crookes and Schmidt, 1991, p. 471).

In consideration of motivation in both social psychology and language learning, Domyei (1998) has come to conclude that "*motivation is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity*" (p. 131). However, in their review of L2/FL motivation, Gardner and MacIntyre (1993a) have identified 'motivation' as the key factor in cognitive and

affective spheres and have shown the close interrelation of attitude and motivation.

2. Definition of motivation

It is indeed a bit difficult to provide a clear definition of the term motivation in the field of second or foreign language learning, though there are as many different definitions have been put forward by different psychologists and linguists. Domyei (1998) states that motivation energizes human being and provides direction. Gardner (1985a) describes his socio-educational model of language learning. He has examined the issue on theoretical and empirical basis from the social psychological point of view (Gardner, 1979, 1985; Gardner & MacIntyre, 1993a). The basic principle of Gardner's (1985a) view of motivation and second language acquisition is that attitude and motivation influence second language acquisition. A number of researchers have introduced broader concepts of motivation, based on a multiple number of factors, building on cognitive psychology and even on Gardner's theoretical underpinning (Domyei 1994a, 1994b, 2001a; Domyei & Schmidt, 2001a, 2001b; Oxford & Shearin 1994; Crookes & Schmidt 1991).

3. The concept of motivation

As far as Gardner (1985a, p. 10) is concerned, he defines motivation to learn an L2/FL as "*the extent to which the individual works or strives to learn the language because of a desire to do so, and the satisfaction experience in this activity*". He perceives motivation as consisting of three elements: as effort, a desire to achieve language learning goal, and favorable attitude toward the language of the degree of integrative motivation. Gardner argues that these three components can be assessed with the Motivational Intensity; Desire to learn the language and Attitudes toward Learning the Language scales of the Attitude/Motivation Test Battery (AMTB). Here, Gardner (1985a) relates motivation directly to

actual behavior. He provides a behaviorally based view of motivation "when the desire to achieve the goal and favorable attitudes towards the goal are linked with the effort and drive, then we have motivation organism", (p. 11). Thus, Gardner follows the general consensus that motivation is essentially a behavioral phenomenon during which latent influences contribute the emergence of learning directly activity. In other words he proposed the following equation which can be used to present the component of motivation. As Skehan, (1989, p. 45) puts it: Motivation= Effort + Desire to Achieve a Goal + Attitudes explaining that motivation is made up first of effort but there are several components of efforts such as "compulsiveness, desire to Attitudes toward Learning the Language scales of the Attitude/Motivation Test Battery (AMTB).

Speaking in broad general terms, Gardner (1985, 2001, 2005a, 2005b) emphasizes the importance of all three elements, efforts, desire, and positive effect, arguing that in his socio-educational model, all these components belong together, are necessary to distinguish between individual, who is more motivated and that who is less motivated. The truly motivated individual displays effort, desire and affect. A 'Motivated learner' in Gardner's model is, therefore, defined a one who (a) expends effort to learn the language, (b) wants to achieve the goal, and (c) willing to enjoy the task of learning the language (Gardner, 2001, p. 6). Moreover, in his current model, Gardner argues that motivation is a very complex phenomenon with many facets, claiming that it has been defined in many different ways by different researchers and a single definition is not possible. However, he believes that most of the important characteristics of the motivated individual are alluded to in Keller's definition of motivation (1983). "Motivation refers to the choice people make as to what experiences or goals, they will approach or avoid, and the degree of effort will exert in this respect. (Keller, 1983, p.389, cited in Gardner, 2005b, p.3).

4. Self-esteem and motivation

Sadness or depression in psychology usually emerges from lack of self-worth or when one fails to realize one's desired goals. By the same token too much love for yourself gives a certain sense of power and inability to accept mistakes. So these are absolutely two extreme paths and that one has to strike a medium one. Either way your social relationships are affected when you find yourself on both extreme sides. On a more general note, it is important to know more about self-esteem because it helps us realize things about ourselves like who we really are as a unique individual, how we face challenges in life that gives meaning to our actions, etc. It also helps us define our life goals and gives a more specific definition on what direction we are working towards in our future.

5. Positive self-esteem

Individuals with a positive self-esteem are very well grounded on their principles and values thus, they feel confident to defend themselves when opposed. This positive self-esteem further leads them to trust their instincts and is less worried about what is going to happen in the future. Also, people with healthy self-esteem appear to be dignified and because of this,

they are able to enjoy many different activities. However, it may be noted that there are certain individuals who may experience an "overdose" of self-esteem and this is called narcissism. This is the instance where the person loves to be the center of attention and pride in everything he does.

6. Motivation, self-confidence and anxiety

There are a number of psychological influences which are said to have an impact on sporting performance and motivation, self-confidence and anxiety are three main components which are vital for shaping success when interacting effectively. The levels of these behaviors within an individual during a performance vary and the balance must be correct for the greatest outcome to occur. Psychological preparation is equally important as physical preparation in sporting situations and can make or break a performance. 'Pre-competitive states are extremely important for athletes as they have an important influence on competitive performance' (Vodicar, Kovac and Tusak, 2012). This articles looks to demonstrate the relationship between motivation, self-confidence and anxiety and the impact each has on sporting performance.

By definition, motivation is a fundamental aspect of an individual's life and influences when and how effectively tasks are performed both within and outside of a sporting context. Motivation is described as: 'the hypothetical construct used to describe the internal and or external forces that produce the initiation, direction, intensity and persistence of behavior' (Vallerand and Thill, 1993). Motivation can be divided into intrinsic and extrinsic depending on whether the source is the individual or another person such as a coach or significant other. Generally, those who rely on extrinsic motivation are less successful and often are performing the task for reward rather than those who are driven by their own motivation. However, all individuals need some extrinsic motivation as ultimately that will be the goal e.g. a gold medal and it is the visualization of this that drives motivation.

Abraham Maslow is very well-known for his theory on the hierarchy of needs. In Maslow's Hierarchy of Needs, he explains that people have growing needs and this can be represented in a pyramid. Since humans have varying needs, the first or lower order needs should be satisfied before higher form of needs will be reached. When the lower order needs are met, another set of needs will arise until self-actualization is fulfilled and in effect, self-actualization influence people's behavior. When every detail to the varying needs is met, people tend to be motivated. These needs are:

1. Physiological needs are the food, shelter, clothing, air and the like. These are the very basic needs essential to sustain life. The best example for this is when a person is hungry, instantly, he can only think of food to fulfill his hunger. When you are employed, your job gives you a salary to sustain your needs for your basic necessities
2. Security / Safety needs are comparable to having a job, fear of natural calamities or anything related to fear or danger. After meeting the physiological needs, security or safety needs arise. This is so because motivational essence of the lower order needs is already met thus, people tend to pursue higher order needs such as security or safety needs. A person will get motivated until such

time that this particular need is already fulfilled.

3. Social needs are those that enable a person to feel that he belongs to a particular group. The sense of belongingness and affiliation to a group gives a person the feeling that he is wanted and loved. Humans are naturally social beings and therefore, friends and family are really essential for living.
4. Esteem needs can be classified as the need to be respected, the need to be appreciated, and the need for power. When the two previous needs are met, it gives a person a positive self-esteem. This self-esteem is further encapsulated with self-confidence, competence and the like. This can be manifested when for instance; an employee is given recognition for his good work.

7. References

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