The Effectiveness of Factors that Affects Student's Motivation toward the English Language as a Foreign Language-A Case study of Schools in Jordan

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Abstract

Motivation is the basic, yet, it is an integral factor for learning any language, all the related feelings offered by enthusiastic learners to acquire a new language in a more effective way. The study will investigate different factors with their effects on student's motivation for learning English as a foreign language. The main factors which influence motivation of students while learning new language includes; attitude, cognitive style, personality and aptitude. Many experts have influenced that such factors can give more contribution in second language acquisition. Language acquisition has always been a difficult task for a person if the resources are not available to manage the complexities.

Introduction

One conditions which contribute towards the successful acquisition of the second language is lacking of many of the countries where English is referred to as the secondary language. There are not many opportunities available to make communication with the people who are native speakers of English. Though, due to the absenteeism of role models it becomes difficult to promote the English language in such countries (Leong et al., 2017). Despite fact, many of the Jordanian students begin to learn the English language in the early stages of their lives. Learning second language especially English can help the individuals to increase the opportunities to get employment and to communicate with people from different cultures (Bataineh et al., 2016). This study aims to discuss different factors which hold the competency to make impact on the motivation level of the Jordanian students while learning English as their second language.

Theoretical Background

With the continuous recent developments happening all around the globe and nations from around the globe are constantly becoming a more interrelated way with each other. It is happening by doing businesses, engaging people-to-people and to learn different things from one another. In recent times, the commonly used language for communication is English and it is rapidly becoming a more universal way (Liu et al., 2018). In addition to this, the constant dominance of English language as a common language in today's society which cannot get ignored in any way. This holds thoughtful effects over education for next generation. Precisely, learning English is mainly considered as the main priority for the higher authorities of government in Jordan. Thus, students in Jordan need to pass the English language subject at the university level.

The main notion is that distinct classroom environment mainly began in early 1936 when Lewin recognized the overall environment as per the personal characteristics of individuals.

The work of Lewin has proposed the main needs in which all the situational variables are determined which eventually lead towards the effective outcomes Lewin mentioned in (Liu et al., 2018) On the other side, Murray's work provides the model for the social system which specifically suggested the interaction of different personal needs and behavioral needs. The Work of Lewin and John Murray gave their theories which are influenced by the environment of classrooms. More specifically, by doing assessment regarding different insights always reflected the entire work of researches.

Learning environment has established the classroom environment which covered the methods for construction of many tools. There are many subsequent researches who support the idea of conceptualization and study of different insights for the teaching space environment which has recognized overall environment of learning. According to the study of (Li , 2017), there is a strong association which exists between the characteristics or factors of the learning environments and achievement of students in Jordan. In the Arab world, there are many studies which have been done within the field of the learning environment. Specifically, there are no studies which are explored as per the requirements of Jordan student's classroom environment. This research attempts to provide a detailed vision regarding the factors which holds competency of the motivation level of the students in terms of learning a new language (Leong et al., 2017). Moreover, it aims to illustrate the perceptions for the learning environment and how it can to relate to the motivation level of the students in Jordan.

It is illustrated by(Li, 2017), motivation is one of the most prominent elements in the field of education. There are four theories highlighted in the contemporary educational psychology. Self-efficacy mainly develops the same type of confidence which generally denotes the judgment of an individual regarding the ability to perform a task. Achievement goal theory is all about the academic motivation level of the students to attain the goals (Leong et al., 2017). The theory of attribution mainly refers to the perceived cause which may include; efforts, abilities, skills, and knowledge. However, attribution does give a rise to different emotions about motivation of students.

The theory of self-worth is mainly concerned with all undergraduates who attempt to establish their self-value in the behavior of the students. On the other side, self-regulation refers to the ability of a person who can control the desired set of goals. It can be counted as a constructive process where all the learners set their goals (Li, 2017), highlighted the idea that learning related to self-regulation involves the participation of students in the learning process. In the last two decades, self-regulation is considered as the most prominent result for the procedure of schooling which can influence the engagement of students in learning. It also indicated successful engagement in the process of learning which is entirely dependent on the motivation in the process of learning. This investigation extended the study towards student's self-regulation concerned with learning English as second language (Leong et al., 2017).

Current Status of English in Jordan

English language plays an integral role in today's society for communication purpose. Learning a second language may assist students in attaining their academic achievements in all the academic areas (Leong et al., 2017). In Jordan, English language is taught at different levels of education. English is considered as the common language in the programs of University (Rahimi et al., 2015). In addition to this, the demand of learning English is rapidly growing in many of the educational institutes and it ultimately requires a good amount of planning to assist learners to impact their studies and achieve their goals.

There are many English teachers who tend to practice the mechanism for translating English into the local language (Zibin et al., 2019). Students do not take a precise look regarding the idea of learning English. However, all the mistakes accompanied the practice of English will eventually go to prove that English learning in the schools of Jordan which is highly affected by the weakness of teachers and the acceptable attitudes of the learners towards the English language (Bataineh et al., 2016). The most prominent difficulty is that English language system is entirely different from Arabic language. There are many areas in the English language system which constrain the passage for language acquisition (Leong et al., 2017). one of the most difficult areas in learning English language in Jordan is the acquisition of learning English prepositions. As per the analysis of statistics department regarding the role of education in the development of the state, the ministry of Education in Jordan is continuously taking a vigorous role concerning the delivery of education in all the student from Kindergarten.

Literature Review

Intrinsic Motivation Verses Extrinsic Motivation

Intrinsic and extrinsic motivation mainly denotes that whether the motivation is found inside or outside the person. Intrinsic motivation indicates the motivation mainly originated from inside an individual. Moreover, it states that the essence for the encouraged action is regarding its sense of autonomy (Suryasa et al., 2017). The term of intrinsic as well as extrinsic motivation is also connected with the locus of control and places responsibility on others regarding circumstances itself. However, to attain self-motivation, one needs to be keen to avoid different excuses and to take responsibility regarding the decisions and different actions (Sharif et al., 2017). If an individual takes the responsibility about the life and the self-motivated character which places the responsibility on others in different scenarios.

Significance of Motivation in Learning a New Language

Motivation mostly is a primary concern which is quite worthy of investigation (Sharif et al., 2017). It is due to the reason that once the student is motivated towards learning a foreign language new opportunities can get explored in the learning journey. Though, with no amount of motivation, it cannot be possible to learn any foreign language no matter how many opportunities come across in the journey (Rahimi et al., 2015).

Second Language Acquisition

It is denoted in the research of Zibin (2019), acquisition refers to another word for learning. However, at times it is used for different uses in second language acquisition. The entire process of learning a language can be referred to as acquisition instead of using the word learning. Some linguists firmly believe in the idea that the development of the first language in the child can be considered as a special process. However, it is also highlighted that acquisition can also be defined as the internalization of different rules which can be used to connect in second language. The Spontaneous process may result from natural language can be used while learning may consist of the development of conscious knowledge about the second language through the formal study (Al-Khasawneh et al., 2015). Second language acquisition is the process through which individuals can develop ability in the second language. Also, it is a complexe process which may involve some interrelated factors. It is known as the product of many factors pertained for the learner or the learning situation. The second language acquisition process is done after having command over the first language. This is quite integral yet the difficult process for which an individual needs to consider all the related factors and analyse their significance profoundly (Bataineh et al., 2016).

Factors which Affect Student's Motivation towards English as a Foreign Language

There are many general factors which somehow can influence second language learning or which affects student's motivation towards English language as foreign language. These include; attitude, age, aptitude, intelligence, cognitive style, learning strategies, learning style, the personality of student, self-esteem, risk taking and anxiety (Alhabahba., 2016). The purpose of this research is to provide contribution of each factor for success or failure in the process of acquisition of second language.

Attitude

Rahman (2015), stated that attitude is generally known as the different principles regarding various factors related to their faculty members and learning tasks which are given to them. Precisely, language attitudes are generally the attitudes of the speakers for different languages towards the other language (Campion, 2016). Though, the expression of different positive, as well as negative feelings towards a specific language. May somehow reflect the overall impression regarding the linguistic difficulty. Some researchers even stated that attitudes are classified into three major categories.

- The attitude of an individual of society and the individuals who speak the second language.
- Attitude which concerned with language learning.
- Attitude to the second language or the language itself.

Age

It is always considered as the most prominent factor which may affect the learning about the second language. Generally, it is supposed that a child is a lot better in learning the second language compared to adults with mature ages. However, some studies even highlighted that naturalistic learning may provide detailed evidence which may support the assumptions. Abushihab (2016) , mentioned that in the child developmental process during which a person can learn the language conveniently. Though, the critical period mainly lasts until the biological developments happen in a person. It is further added Li (2017), that language learning becomes a lot difficult for the person when he/she crosses the teenage. The main reason behind is that; the brain starts to perform in way slower manner and lack of adaptability. Scholars have showed that many of the learners in the beginning start to learn foreign language as a child attained the desired outcomes in a more effective manner. A child can achieve the native accent easily as compared to the adults and they are also better in terms of learning grammar of the second language (Bataineh et al., 2016). In contrast, some researchers conducted the study in the formal learning environment and had entirely opposite results.

Second language acquisition is not much influenced by age but it prominently holds a relationship between a specific rate of learning and age of the learner (reference). Adolescents can learn in a more rapid manner and children are concerned about grammar and vocabulary as well. Although, many of the young learners cannot be able to learn as rapidly as the older ones. Almahameed (2018) , stated that there is a period where a child can easily learn the second language on the natural basis and it has nothing to do with age. However, the starting age is somehow important as far as accent for foreign language is concerned. Some of the cognitive explanations may draw attention towards all the differences which exist between the children and the adults in relation to the ability to learn the second language successfully. older learners may apply all the linguistic rules when they start using a language (Altakhaineh et al., 2017). Though, children's language is the tool for expressing different meanings. whereas adults can learn rapidly, but the children are more motivated towards learning the new language as they want to get accepted by their peers. Therefore, the ultimate aim is to investigate how age can be the optimal factor of learning a foreign language. It is noticed that age brings many merits as well as demerits for the learning process.

Intelligence

Intelligence is the general ability to master the academic skills (reference). Also, intelligence mainly defined as the measurement of different languages as well as logical abilities (Alnamer et al., 2017). Success in life needs to correlate with the intelligence quotient. In addition to this, intelligence also shows a prominent relationship which exists between the acquisition of foreign language and intelligence but mostly lasts until academic skills are concerned (Almahammed et al., 2016). However, learners with higher intelligence quotients can attain better results in linguistic tests. Eventually, it is proved that intelligence can be predicted in the accomplishments related to second language acquisition in classrooms. Moreover, some researchers assumed that individuals are gifted with the abilities to learn foreign language conveniently. Learners need to acquire the language with different results keeping the fact in mind that adults and children are equally motivated. In addition to this, all the learners need to take into consideration that the development of intelligence is mainly bounded with the growth in an area. Teachers need to use different types of techniques which can enable the student to know about their strengths in order to attain better results. People are intelligent in different ways and they learn according to their capabilities and abilities.

Cognitive Ability

Learning language can significantly help in improving the performance which is quite relevant to one's schooling or career (Altakhaineh et al., 2017). There are some cognitive skills which help the individual to learn any foreign language. Those skills include; concentration, perception, memory and logical thinking.

Concentration

Paying attention different from concentration. More specifically, paying attention is considered as body function. Therefore, it cannot be taught in any way (Alhabahba et al., 2016). However, it is mandatory to pay attention to the act of learning. Otherwise, it cannot be beneficial at all for any person (Al-Khasawneh et al., 2015). For learning the second language, it is necessary to pay attention to all the relevant details to learn the language more rapidly.

Perception

Processing and perception; can interchange with each other. Before learning anything perception takes place and one cannot deny its significance . Perception means to interpret(something missing ,interpret what) by looking around the surroundings. However, because of the lack of experience, a person might interpret things differently or in the wrong manner (reference).

Memory

Learning a foreign language cannot be done without learning new learning words

To understand or learn a second language, it becomes fairly impossible to learn new words (Rahimi et al., 2015). For this purpose, it is highly significant for the person to have a sharp memory through which one can remember different things.(reference   and rewrite the sentence again)

Logical Thinking

According to the study of Rahman (2015), logical thinking is considered as a magical process but also a learned mental process. It is known as the process for which one can use reasoning quite consistently to conclude. (rewrite the sentence)

Language Learning Strategies

Language learning strategies mainly refer to the processes and different action that consciously employed by the learners to help them learn the language more efficiently (Altakhaineh et al., 2017). In addition to this, language learning strategies mainly incorporate different strategies which can be used for the acquisition of second learning.

Learning Style

Learning style refers to the cognitive style. It provides a particular way for the learner to try or learn something new. In second language learning, every learner depends on different a learning style to get the different learning solution (Rahimi et al., 2015). Some learners may want to explain different grammatical rules and some may even feel writing down the words which help them to remember things. There are four different learning modalities; visual, auditory, tactile and kinaesthetic (Campion, 2016). Though, it is quite complicated to measure the learning style which can influence the other learning factors as well.

Personality

Personality has always been described as the set of different features which can characterize an individual (Alhabahba et al., 2016). It has been observed that the concept of personality is quite difficult to define and to measure due to its much-complicated nature. Zibin, (2019), stated that the personality traits are beliefs which the learners bring into classroom. Though, not only the cognitive ability by personality can affect the state by influencing the way the second language can be learned. Some researcher (give names of researchers) firmly believe in the idea that personality helps in learning the second language. In contrast, there are some studies which confront the idea by saying that personality can form an obstacle in learning the second language.

Self-Esteem

Individuals always need some degree of self-esteem and self-confidence to get success in any activity. Rahman ,(2015), indicated that self-esteem is the evaluation which a person makes for customarily maintains with regard and it further expresses the attitude of the individual most effectively and efficiently. It has been observed that people generally develop their sense of self-esteem as the outcome of gathering information. Though, the sense of achievement can somehow get affected by the collected data from different peers and teachers regarding the academic performance but also as the emotional state (Suryasa et al., 2017).

Inhibition of Taking Risks

Overall the concept for self-consciousness is mainly connected with the idea for self-esteem. In addition to this, one should need to quite conscious about the beliefs while making the decisions because it eventually go to hit the self-esteem of a person (Campion, 2016). The higher level of self-esteem creates the lower wall of inhibition for greater success regarding learning the second language (Suryasa et al., 2017). It is suggested that the inhibition may also influence the learning process of the second language in a negative way.

The main reason behind that is that it mainly discourages the element of risk-taking which is an integral constituent of the entire process of learning . Leong (2017) mentioned that a person makes many mistakes while learning any foreign language. However, the prominent problem is with the adults who are more conscious about themselves rather than the children. Therefore, a child can adopt a new language and its accent in a rapid manner (reference).

Anxiety

Anxiety can be defined as the integral aspect of personality which can affect the process of learning any foreign language (Levin, 2015). Zibin (2019), mentioned that anxiety is the state of mind which can get connected with the feelings of uneasiness, self-doubt, and frustration. There are three different components of the foreign language such as ; fear related to the negative social evaluation, test anxiety, communication apprehension and anxiety of the foreign language.

Empathy

The most highlighted aspect of personality is empathy. It is considered as the capacity to sympathise with others (Rahman et al., 2015). At times, it is referred as the integral aspect for learning any foreign language and it also includes the contribution of feelings concerning other people's and thoughts. Empathy is a vital aspect regarding the ability to learn about the second language rather than the ability to acquire authentic pronunciation.

There are various factors which can influence acquisition of second language (Bataineh et al., 2016). Furthermore, all the elements may seem to be significant part for the process of learning that determine success or failure of second language learning.

Conclusion

English is a foreign language in Jordan. This is the main reason that educational institutes in Jordan are constantly making efforts to make their student ready to speak English which is a second language fluently. Generally, English can help people to understand different cultures easily (Levin, 2015). Education being as the dynamic domain can boost the role of English as it can place an individual at the point of entry in many other cultures or even to different countries all around the globe., it can be stated that learning English as foreign language can eventually help learners grow in their respective fields at the international level. The constant efforts of the educational institutes in jordan seek to help students in introducing new methods which may help learners master the foreign language .

Jordan reached the developmental stage makes it safe in a sense for nationalism. In addition to this, it can be stated that there are many factors which indicate the idea that learning a second language needs a lot of motivation. One should need to have a big amount of motivation to learn any foreign language (Alhabahba et al., 2016). This is the main reason that children are supposed to learn any foreign language rapidly as compared to adults.

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