

## THE ROLE OF MOTIVATION IN SECOND LANGUAGE LEARNING SUCCESS

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### **Abstract**

Motivation is really important for people who want to learn a language. People who are motivated do when they are learning a language. They keep trying. They get more involved. They also do better than people who are not motivated. This article is about motivation. How it helps people learn a second language. It looks at the types of motivation and how they affect learning. It also looks at what things can influence motivation. The article wants to know how teachers and classrooms can help motivate students to learn. What they found out is that motivation comes from inside and outside. When teachers are good and the classroom is a place to be it really helps people learn a second language.

Motivation from inside which is called motivation and motivation from outside which is called extrinsic motivation both make a big difference when people are learning a second language. They are important for second language learning success. Second language learning success is what this article is really about. It is, about how motivation and other things can help people learn a language (Dörnyei, 2005; Gardner, 2010).

**Keywords:** motivation, second language learning, intrinsic motivation, extrinsic motivation, language acquisition, learner success

### **Introduction**

Second language learning is a process. It needs a lot of brain power, practice, exposure and feeling invested. Among all these things motivation stands out as a factor in predicting success in learning a new language. Motivation decides how long a learner can keep trying how much they join in during learning activities and how willing they are to push through times when learning a second language (Dörnyei & Ushioda, 2011).

Researchers have found kinds of motivation when it comes to learning a language. Some people learn a language because they are genuinely interested enjoy it or are curious about it. This is called motivation. On the hand extrinsic motivation comes from outside like needing to pass an exam wanting better job chances or feeling pressure from others. Both types of motivation are important in shaping how learners act and what they achieve (Gardner, 2010; Ryan & Deci, 2000).

In todays education systems, understanding motivation is crucial for teachers. When learners are motivated they are more likely to become fluent and communicate well in the language. So the main goal of this article is to look at how motivation affects success, in learning a language and how it can be boosted in educational settings.

### **Methodology**

This study is about looking at how people learn a language. It uses a lot of sources like books and research papers from experts in language learning and education. These sources help us understand what motivates people to learn a language and how it helps them succeed (Dörnyei, 2005).

The study also looks at how people learn in situations. It compares people who learn in a classroom with a teacher to people who learn on their own with a computer. This helps us see how motivation is different depending on how people learn and who teaches them (Ushioda, 2013).

The study also looks at ideas about why people are motivated to learn. It talks about something called self-determination theory and socio-educational models. These ideas say that people need to feel in control good at something and connected to others to want to learn. The study also looks at what teachers do in the classroom like giving feedback and supporting students and how this affects motivation (Deci & Ryan, 2008; Gardner, 2010).

### **Results and Discussion**

The analysis shows that motivation plays a central and decisive role in second language learning success. One of the strongest findings is that highly motivated learners consistently perform better in all language skills, including speaking, listening, reading,

and writing. These learners are more active in classroom discussions, complete assignments more regularly, and seek additional learning opportunities outside formal instruction. Motivation increases persistence, which is especially important in language learning because progress is often slow and requires long-term effort (Dörnyei, 2005).

Another important finding is that intrinsic motivation has a stronger long-term effect on language learning success. Learners who are motivated by personal interest, enjoyment, or curiosity tend to develop deeper engagement with the language. They often read, listen to music, watch videos, or interact with native speakers voluntarily, which increases exposure and improves fluency naturally. In contrast, learners who rely only on external pressure such as exams or grades may show short-term improvement but often lose interest when external motivation decreases (Ryan & Deci, 2000).

The study also shows that extrinsic motivation still plays a significant role, especially in formal education systems. Factors such as passing exams, obtaining qualifications, or improving career opportunities often encourage students to start learning a language. However, extrinsic motivation alone is not enough for achieving fluency unless it is combined with internal interest and consistent practice. This combination creates a balanced motivational structure that supports both short-term performance and long-term development (Gardner, 2010).

Furthermore, the role of teachers and learning environments is highly influential in shaping motivation. Teachers who provide supportive feedback, clear instructions, and engaging tasks can significantly increase student motivation. A positive classroom environment reduces anxiety, increases confidence, and encourages students to take risks in communication. Peer interaction also contributes to motivation by creating a sense of community and shared learning experience (Ushioda, 2013).

Finally, motivation is not a fixed trait but a dynamic process that changes over time. It can increase or decrease depending on learning experiences, success or failure, classroom atmosphere, and personal goals. Positive learning experiences tend to strengthen

motivation, while repeated failure or lack of support may reduce it. Therefore, motivation should be continuously supported throughout the learning process (Dörnyei & Ushioda, 2011).

## Conclusion

So motivation is really important for people who want to learn a language. It affects how much people want to practice and how well they can speak the language. People can be motivated by things inside themselves or by things like rewards.. When people are motivated by things inside themselves they are more likely to keep trying to learn the language for a long time and be able to communicate well.

Teachers and schools can help people stay motivated to learn. When teachers are supportive and give people tasks that are meaningful and feedback that is positive it can really help people want to learn more and do better in school.

Motivation is basically the key to doing when learning a new language. When people are motivated they do better in school. They become more confident when they are speaking the language in real life. Second language learning is, about motivation and it helps people become independent users of the language. People need to understand what motivates them to learn a language so they can use that to their advantage.

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