

Research Article

Motivation in Second Language Acquisition: A Case Study in Primary Schools of Tanzania

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ABSTRACT

Motivation is among the leading predictors of second language learning. This study investigated the influence of motivation on second language (English) acquisition in primary school students. The study used a qualitative research approach, with case study design as the strategy. The researcher employed purposive sampling to conduct interviews with three primary school English language teachers. Besides, documentary reviews were used to collect suitable data for the study. The findings indicated that motivation is a paramount factor for Second language acquisition (SLA), however, cultivation of motivation to primary school students is a hindrance to most teachers as capacity to use varied experience, student's efforts, and the learning environment obscuring cultivation of effective motivation. In conclusion, for effective SLA, teachers should develop their skills at fostering motivation to SL learners.

Keywords: Motivation; Second Language Acquisition; Tanzania

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1. Introduction

After aptitude, motivation is regarded as a leading predictor of second language acquisition. A well-motivated learner is expected to have the best success in acquiring any language since the motivated learner puts much effort into learning it (Gardner, 1985). The learner's success or failure in acquiring a certain language depends on the extent to which he or she is trying to perform the intended language with sufficient motivation to do so (Gilakjani et al. 2012). In this sense, the pace at which a student will acquire a second language is usually determined by the rate at which the student is motivated. Alternatively, by providing sufficient motivation, learners with minimal desire to acquire a language will usually do better in acquiring a second language.

Basically, clarity in a definition is a paramount step towards understanding of a phenomena. However, there is disagreement concerning the precise meaning of motivation. The meaning of motivation varies with the field in which it is used; in this case, it is regarded as a multifaceted term. To illustrate, motivation in the social sense entails the desire or willingness of an individual to do something". While behaviourists regard motivation as anticipation of rewards. Psychologists, use psychological tendency and internal impulse to stimulate and regulate the actions of an individual (Zhu and Yang, 2012). For the sake of this study, motivation will be defined as the process of stimulation learners has towards acquiring the English language as a second language. It is either self-stimulation the individual generates on their own or that provided by the learning environment or other people within the society he or she belongs to towards acquiring a second language.

Learning English in Tanzania is inexorable. At primary school level, a child is regarded as a beginner who requires to be equipped with simple language skills, so at this level of education, English is taught as a compulsory subject (URT, 1995). Besides, English is a medium of instruction in Tanzania's secondary schools and tertiary education levels; almost all subjects are taught in English. More so, English serves as the official language; it is used in official issues and the documentation of most public and official documents. These made the English language an important language for student's careers in Tanzania (URT, 1995). The Educational institutions have built a good foundation to harness the acquisition of SL from the grassroots to the top level of education. However, Most of the students in public primary Schools lack competencies in English language skills.

Studies conducted in Tanzania on second language teaching and learning show that the problems facing effective second language acquisition include a shortage of qualified English teachers and a shortage of learning facilities (Elibariki, 2017). Moreover, Ali (2020) found less parental involvement among the factors that led to stagnation in the implementation of the English curriculum in Tanzania. On the other hand, Mwakinyobi (2013) found insufficient motivation to be the key problem in teaching and learning a second language. Therefore, the current study is intended to investigate challenges in the implementation of motivation to foster second language acquisition among primary school students in Tanzania.

2. Literature Review

Language acquisition means Sub-conscious process by which humans acquire the capacity to perceive and comprehend language. For the sake of this article, acquisition will be defined as the learning of a non-native language in a naturalistic environment (that is, when an English speaker learns Kiswahili in Tanzania). Second language acquisition is the conscious process by which humans acquire a second language after mastering their first language. According to Chomsky, a child is born with a language acquisition device (LAD), the device that enables every human being to acquire any language. The device helps a person to be able to pronounce any kind of sound in a language. SLA, in a broad sense, refers to learning of a non-native language after the first language (L1) (that is, the native language) has been learned, either in a naturalistic setting or in a formal classroom setting.

2.1 Understanding motivation in SLA

The research on second language learning (acquisition) motivation was pioneered by two scholars, namely, Robert Gardner and Wallace Lambert. They first started to explore the role of attitudes and motivation in second language learning in 1959. In 1972, they published a report, which laid the foundation for an indefinite number of research studies conducted to prove what they presented in their report (Ushioda, 1996).

2.2 Types of motivation

Motivation varies among learners of a second language. This variation has been categorised into several types by various scholars. Gardner and Lambert divided second language acquisition and learning motivation into two categories, namely:

a. Integrative motivation

The learners have a keen interest or genuine interest in the target language community; they hope to build a close relationship with the community and one day can be accepted by society and become a member. This type of motivation has no direct link to the future and economic interests of the learner; it is intrinsic motivation. The learners

who hold integrative motivation have a definite goal to study a second language and have adequate preparation to fight against various difficulties.

b. Instrumental motivation

This motivation is just for a particular purpose, such as passing a certain examination, obtaining a scholarship, getting a job, and so on. They regard the second language as a tool that is related to the future of the individual and comes from external motivation. People who are instrumental motivation learners lack enthusiasm and initiative; their learning enthusiasm is often temporary; once the tool is not needed anymore or they have had short-term success, they often give up learning the second language.

c. Intrinsic motivation

Bernard in 2010 suggested that there are two types of motivation, namely, intrinsic and extrinsic. Intrinsic is based on the need to be competent and self-determining (Deci & Ryan, 1985). Intrinsic motivation is the act of doing an activity purely for the joy of doing it, and it is frankly very rare in school. Intrinsic motivation, which emanates from personal enjoyment, interest, or pleasure, can be regarded as integrative motivation as it is generated from within the learner, while extrinsic motivation can be regarded as instrumental motivation as it is generated from the environment in which a learner is learning a language. In SLA, it can also be regarded as academic motivation. Gottfried (1990) defines academic motivation as "enjoyment of school learning characterised by a mastery orientation; curiosity; persistence; task- endogen; and the learning of challenging, difficult, and novel tasks". On the other side, Turner (1995) defines academic motivation as the "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring". The student with intrinsic motivation is likely to be more independent and self-guided in learning language, and so it does not require constant threats or prizes from teachers or parents.

d. Extrinsic motivation

This entails the use of external forces as rewards or punishments to encourage students to learn languages. It is a kind of motivational environment from within the environment in which the language is learned. In SLA, It can be regarded as situational motivation. Situational motivation is a phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators can do many things to create a classroom environment that motivates students to learn and behave in ways that promote their long-term success. Common motivations are rewards like money, grades, and threats of punishment (Kirondo, 2014).

2.3 Components of motivation

According to Gardner (2010), motivation includes three elements: effort, desire, and positive effects (attitude). This implies that for a person to learn a language there must be effort, a desire to learn a language, and a desire to learn the targeted language. Arnold et al. (1991) identified three components of motivation: direction, which is what a person is trying to do; effort, which is how hard a person is trying; and persistence, which is how long a person keeps on trying. In light of the components mentioned by Gardner (2001) and those unveiled by Arnold et al. (1991), there are five components of motivation in SLA, namely: Efforts, which entail the extent to which a learner is performing a language; Desire, which involves the SL proficiency level that a learner wishes to achieve; Attitude: a mental state including beliefs, feelings, values, and dispositions learners have towards a targeted SL; Persistence, a routine schedule a learner formulates for performing SL and direction, can be regarded as the performed SL skills. Inputs might determine the frequency of SL skills to be performed. However,

environment is a paramount component of motivation. And so it can be concluded that there are six essentials for motivation: efforts, desire, and attitude are important contributors to integrative motivation, and persistence, direction, and environment are essentials for instrumental motivation.

3. Method

This article used a qualitative approach based on a case study design to guide the study. This done purposefully because the data required for the study were solely in the form of words (opinions and explanations); therefore, a qualitative approach was deemed suitable for addressing the demands of the study. The said data obtained from reviewing, analysing, and synthesising ideas from previous studies relevant to the study under concern. These include articles, dissertations, and books from various websites, including ERIC and Science Direct. Besides, interviews were conducted with three English teachers from public primary schools in Tanzania. The sources for the obtained data were considered with two criteria: first, those that had information and/or enough experience on English language teaching in Tanzania, and second, those that contained data on motivation for learning a second language (English). On top of that, it has been the researcher's personal choice to pick some of the sources based on two criteria. This is in the sense that there are ample sources that meet the mentioned qualifications and that they could not all be referred to in this study, so only some were taken. The content analysis technique was employed for document review; besides, Kiswahili audio recordings were translated into English, transcribed, coded, classified, and analysed through thematic analysis according to the aim of the current study.

4. Finding

Motivation plays a substantial role in the degree and success of SLA in the classroom (Kaboodi, 2013). Since learning is self-initiated, it must be supported by motives so that the learner will persist in the learning activity. To enable effective SLA for SL learners, English language teachers should be competent in using the English language fluently in teaching English (TIE, 2019). In their opinions, teachers showed that students are eager to learn their teachers speaking styles and word arrangements when they are speaking English.

"To a certain degree, words and style used by teachers to clarify a certain concept increase a student's desire to acquire language as they are likely to imitate their teachers and find the meaning of the words" (interview with T1, 2022).

Regarding this, teacher's fluency is a prominent, comprehensible audio input used by most public primary schools and a key for motivating students to acquire a second language. English language learning is still a problem when it is taught as a foreign language in Tanzania (UWEZO, 2010). The problem is much exacerbated by the shortage of qualified English teachers (Ibid.). Learners of the English language need to learn English as a new language as well as learn new knowledge found in the English language (UNESCO, 2003). In the same case, teachers of English have to teach English and teach about English. However, both students and teachers end up teaching and learning about the English language.

Mostly, I am doing my best to let them know how to read and write in English (interview with T3, 2022).

This implies that the teaching and learning of English in primary schools is for academic purposes. To foster motivation among students, teachers should make things fun. Promoting a relaxed learning environment and adding fun activities to the classroom

usually helps students who struggle to stay engaged and makes the classroom a much friendlier place for all students (Alshenqeeti, 2018). However, teachers are limited by such factors as infrastructure and bustling classes. One of the respondents had the following to say:

I cannot use games as a teaching strategy because there is no space for children to relax. Therefore, they cannot play (interview with T2, 2022).

This indicates that a poor learning environment limits primary teacher’s ability to offer valid experience and use various teaching methods that could promote motivation among SL learners. A learner who spends his or her effort on learning by rote (even if unconsciously) is more likely to succeed in either foreign or second language acquisition, according to Gass and Selinker (2008). During school hours, students are likely to put much effort into learning the English language. Pupils spend after- school hours performing other languages with parents and other members of the community.

Pupils have 8 school hours per day; the hours seem insufficiently spent as students speak English during the lesson; after the lesson, none of the students or teachers use English for formal or informal conversation (interview with T2, 2022).

Another respondent cemented that,

I think if the efforts applied by students in other subjects could be applied to learning English, the students could easily acquire the language. Being honest, most students put efforts into learning other subjects like math; they consider English to be a difficult subject (interview with T1, 2022).

The result of the study showed that efforts made by students are the key aspect for them to learn English at the level they have. However, pupils mentioned putting insufficient effort into learning a second language, which led to delays in acquiring competence in SLA. The way teachers use language (speaking style, comprehensible vocabulary, and appropriate vocabulary) is likely to motivate students to acquire a second language. In their opinions, participants cemented that students may become bored whenever a teacher’s speaking style is disgusting. One of the participants said:

The way teachers use language may slow down students desire to learn English. If students are not able to comprehend all words or they dislike the speaking style used by teachers, they won't learn the language (interview with T3, 2022).

In light of the data collected from the interview, the findings indicate that, to a certain degree, the words and style used by teachers to clarify a certain concept decrease a student's desire to acquire language.:

Table 1. *Global Piracy: Actual and Attempted Piracy Attack in Different Regions, 2007-2016.*

Locations	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Southeast Asia	158	83	70	54	47	70	80	104	128	141
Far East	15	5	10	11	22	44	23	7	13	8
Indian Sub-continent	32	53	30	23	30	29	16	19	26	34
South America	45	29	21	14	37	40	25	17	18	5
Africa	71	61	120	189	266	259	293	150	79	55
Rest of World	8	8	12	3	8	4	2	0	0	2
Total	329	239	263	293	410	445	439	297	264	245

Source: Primary data, 2017 (Edited).

5. Discussion

Learning won't occur if there is a scarcity of teaching and learning resources (Gross, 1971). The necessary inputs for teaching and learning a second language include books, both text and supplementary books, Videos, audios, and other materials that are essential for SLA. In Tanzania, none of the primary schools use audio unity; instead, teacher's fluency is a prominent, comprehensible audio input used by most public primary schools and a key for motivating students to acquire a second language. Basically, a learner who is exposed to and motivated by comprehensible input is more likely to be successful in second language learning (Gass and Selinker, 2008). Nevertheless, pupils are limited in their access to some linguistic input (audio input) from their teachers. Since most English teachers usually use Kiswahili in the classroom during teaching and learning processes (Mwakinyobi, 2013). This demotivates students, thereby delaying English language acquisition. This finding concurs with the findings of Ali (2021), who found that there are insufficient teaching and learning resources required for SLA.

The capacity of instructors in the implementation of policies, plans, and contents of the intended program is essential to the implementation of the program (Gross, 1971). Teaching English in primary schools for academic purposes is a sign that teachers are less equipped with the competencies that could enable them to teach English and about English. This finding supports the findings of Elibariki (2017), who found that most English teachers have insufficient ability to implement the English curriculum in primary schools. Poor learning environments limit primary teacher's ability to offer valid experience and use various teaching methods that could promote motivation among SL learners. This finding supports the findings of Mwakinyobi (2013), who found that there is an uncondusive environment in the schools where students need to learn English.

Primary pupils have less access to the best direction on how to use the English language effectively in academic, formal, and informal conversation because they receive insufficient correction from teachers. To illustrate, teachers have a chance to observe and correct mistakes made by pupils during English lessons, where students are more likely to use English compared to other environments. This decreases the desire to implement and motivate pupils to acquire the best pronunciation, grammar, and comprehended vocabulary.

6. Conclusion

In motivating students to acquire a second language, teachers should use comprehensible words which can be easier to comprehend. Students enjoy learning what they find easier to understand than what they find difficult to learn. Immediate correction is important to help the student acquire language. Teachers should assist the students in learning language at its best by making corrections in sound, appropriate words, and grammar. Motivation plays a big role in language acquisition; therefore, it should be compulsory to consider when teaching languages at different levels. Teachers should be aware of and sufficiently trained on the curriculum reforms that take place, and they should also have the necessary knowledge and skills that will enable them to impart knowledge to the learners. Teachers must understand that the purpose of L2 use is for effective communication along with academic success.

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