

Integrative Motivation and Language Learning in a Globalised World

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ABSTRACT

Motivation is considered to be a crucial key element that impacts both the process and outcome of second/foreign language learning and thus remarkably influences the quality and level of attained proficiency in the target language. Nevertheless, motivation is not a static construct as suggested by the research findings in second language acquisition, but rather tends to be a dynamic psychological construct that fluctuates over time, due to the different stages undergone by the language learner. Motivation is not only a psychological trait within personality, but it also encompasses socio-cultural dimensions that might in turn interact with the internal orientation to shape the overall quality and intensity of motivation. For instance, the integrative motivation implies a personal interest in learning a second language in order to be acquainted and integrate oneself with the target culture and society, which apparently reflects the socio-cultural aspects of the language learning motivation. Moreover, learning a second/foreign language is not merely a means of communication or increasing the chances of work opportunities, but also a tool for nurturing and promoting reciprocal cultural awareness and global understanding at the individual and societal level alike. However, in the era of increasing globalisation, the cultural dimensions embodied in motivation need to be reconceptualized to suit the needs and nature of foreign language learning in our globalised world. This paper tries to tackle the issues of integrative motivation and its impacts on language learning and identity, in order to foster a better global understanding and cultural awareness. Furthermore, the reconceptualisations of integrative motivation are discussed in the light of the current global challenges and new situations.