

TOWARDS A RECONCEPTUALIZATION OF MOTIVATION TO LEARN IN ESL STUDENTS

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Abstract

The aim of this study is to analyze the psychological development of motivation at the level of an individual learner as a perspective, which influences student motivation to learn and the need of a reconceptualization of motivation to learn in ESL students. The research questions of this study are, what are some problems and difficulties in motivation to learn faced by ESL students in the Albanian context? Which are the components that influence student motivation from a psychological perspective? How can we assist our ESL students in fostering their motivation to learn? This study is undertaken in four high schools in Durrës, Albania, the participants are 500 students selected randomly from the tenth to twelfth grades and 20 English teachers. The schools use Albanian as the medium of instruction and English as a second language. *Firstly*, it starts with a brief introduction of motivation to learn in the Albanian context with problems and difficulties of ESL students, identifying the need of a reconceptualization of motivation to learn in ESL students. It follows by some early psychological theories of motivation, which serve as theoretical background to different approaches in understanding motivation to learn and its components. *Secondly*, it has made use of a case study; instruments used to measure components of motivation are both qualitative and quantitative such as interviews, questionnaires, teachers and students reflections, making use of a triangulation of data collection. *Thirdly*, the data analyses have explored how motivational components have been perceived by students and teachers and in particular, their influence in the learning process, identifying the most influential factors to their perceptions of motivation. *Finally*, the last part of our study has answered the research questions and has introduced a reconceptualization of motivation to learn which will possibly provide additional insights in better identifying existing motivational challenges and taking realistic perspectives about the ESL in the Albanian context.

Keywords: *Components, ESL student, motivation, reconceptualization*