

Motivation as a perceptive practice in English language Teaching at secondary level

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ABSTRACT: Gardner's definition of motivation (1985) that the "extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" is motivation of this study. The descriptive study intends to find out reflections of the teachers teaching English (as a foreign language) at secondary level regarding the use of motivation as a tool to ensure language learning skills of the students in task based teaching. The study has been conducted on one hundred teachers, male and female, during while teaching stage. The results of the study reflect that a majority of respondents are aware about the importance of motivation required for the teaching of a foreign language and use motivation as a tool or technique to improve the English language skills of the students of secondary level. The results further show that the subjects, as observed by the researcher during the administration of the research tool, promote task based English language teaching which requires both the language instructor and students work like partners in classroom proceedings. The students also feel comfortable, unconsciously, when the teachers apply motivation during English language teaching as the findings of the study manifest. Hence, the study suggests that in teachers' training, pre as well as in-service, language instructors should be emphasized to use motivation as a tool and at the same time the study recommends that future English language curriculum must be task based curriculum which may demand teachers to be highly motivated to ensure the enhancement of English language skills of the students.

Keyword—motivation, intrinsic, extrinsic, task based teaching, language skills, second language acquisition

I. INTRODUCTION

It seems a reasonable goal for language teachers to make their students become less dependent on the teachers and reach a level of autonomy (O'Malley & Chamot, 1995). Learners need to keep on learning even if the formal classroom setting is not available. Learner autonomy is in line with current views about the active involvement of learners, popularity of learner-centered approaches, and learners' independence of teachers (Littlewood, 1996). A key component of an autonomous approach to language learning and teaching is the learner's active cognitive processes referred to as learning strategies (LSs) (Littlewood, 1999). MacIntyre et al., defined motivation as "an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task" (2001, p. 463). Dörnyei (2003, p. 173) described this explicitly when he wrote the following:

"The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals".

This reflects it as primarily being internally driven; however, there are also external forces that play a role. Gardner (1985) believed that motivation should be viewed as a hybrid concept, "an internal attribute that is the result of an external force" (as cited in MacIntyre et al. 2001, p. 463). Although early motivation research addressed human behaviors other than language learning, over the past 45 years, the significance of its role in language acquisition has been realized.

Keeping in view the already conducted researches this study aims to find out how do the teachers teaching English (as a foreign language) at secondary level in public schools in the Province of the Punjab use motivation as a derive/teaching strategy to ensure language skills of the students in the classroom. It further aims to dig out the prevalent perception of English language teachers about the role of motivation in language teaching/learning and their practices to realize their own precept in the classroom while teaching English language through motivation.

II. STUDY DESIGN AND PROCEDURE

The descriptive study aims to find out the reflections of the teachers teaching English (as a foreign language) at secondary schools (private and public) regarding the use of motivation as a tool to ensure enhancement of English language skills of the students in task based teaching. The study has been conducted one hundred male and female secondary school teachers through a questionnaire focused on the area reflected below which was administered during while teaching stage. The quantitative data has been analyzed qualitatively for results and conclusion.

The main areas/contents of the tools are:

- Classroom methodology for the teaching of English: activities, tasks, etc.
- The teacher's qualities as well as his/her knowledge and application of motivation during the teaching of English language.
- Importance of English as a school subject.
- The instrumental importance of English in society.

III. OBJECTIVE OF THE STUDY

The main objective of the study is to find out teachers' perception about motivation and its importance and know whether teachers teaching English at secondary level use motivation as a tool or strategy to enhance English language skills of the students. Further, that to what extent the teachers engaged in English language teaching associate task based language teaching with motivation to ensure willing learning of English language skills so far as secondary school students are concerned.

IV. RESEARCH QUESTION

The main question of the study is:

Are the teachers well aware about motivation and its role in the teaching/learning of English language skills at secondary level as well as do they motivate students while teaching English by associating activities with motivation and whether or not teachers are well motivated by themselves and realize their theoretical knowledge about motivation in the classroom while teaching English to secondary school students?

V. REVIEW OF RELATED LITERATURE

Recent research on motivation in second language acquisition (SLA) has focused on factors affecting second language (L2) learners' motivation (e.g. Csizér and Dörnyei 2005; Dörnyei 1990, 1994a, 1998, 2001a; Dörnyei and Clément 2001; Oxford and Shearin 1994; Noels 2003). Among the factors, teachers are commonly regarded as one of the most significant determinants of L2 learners' motivation (Dörnyei 1994a; Tanaka 2005). The Gardnerian theory of L2 learning motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985). In this definition motivation is described as goal-directed; the learners' immediate goal is to learn the language. Gardner proposed that in order to understand why learners were motivated, it is necessary to understand the learners' ultimate goal or purpose for learning the language. Gardner refers to this as the learner's orientation. He identified two distinct orientations for learning a language: integrative and instrumental. Dörnyei (2001) wrote:

"A great deal of empirical research during this period [the 1980's] was directed at measuring the association between various aspects of motivation and L2 language achievement. The emerging body of research studies established motivation as a principal determinant of second language acquisition..." (p. 43).

In language teaching/learning process the learner, in our context, does not need only task based language teaching but supposed to be learning English more enthusiastically and his/her emotional needs should be considered by language instructors because in a multilingual society likes students, especially studying at public schools, come from economically stressed class. A teacher has to support students, along with task based teaching, through motivation both intrinsically and extrinsically. In other words a teacher should be aware of all the advances in educational psychology, identify and meet the special educational needs of the students so far language teaching and learning are concerned. He/she may encounter problems which are difficult to handle, such as dealing with disturbed students, tackle learning difficulties of students and control aggressive behavior. A language teacher should try to know the learner's personality, abilities, attitude, interests and temperaments to solve language learning problems and involve these variables in performance through motivation. Motivation (Harmer, 2001) is defined as "some kind of internal drive which pushes someone to do things in order to achieve something.

And by language learning motivation, (Gardner, 1985) says that it means the motivation to learn (and acquire) a second language. This type of motivation is considered in the socio-educational model of second language acquisition (Gardner, 1985), the social context model (Clément, 1980), the Self determination model

(Noels, & Clément, 1996), the Willingness to Communicate model (MacIntyre, Clément, Dörnyei, & Noels, 1998), and the extended motivational framework (Dörnyei, 1994) to name a few.

Gardner and Lambert's early study (1959) indicated that second language achievement is related not only to language aptitude but also to motivation. A Modern Language Association survey report in 1991 (Wen, 1997, p. 235) revealed Asian languages as having the highest enrollment growth rates in the USA at the college level. Not only are Asian languages difficult, but they are also taught in a foreign language (FL) setting, where authentic language input may not be readily available outside the classroom. Often, with a character-based language, language learners' motivation must be high since persistence and determination are needed to deal with the stress of a difficult language (Okada et al., 1996).

Ellis (1994), in an overview of research on motivation, simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement. Wlodowski explained motivation as "the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior" (1985, p. 2). The two models of motivation discussed in this literature review also concentrate on specific factors that influence motivation.

During the process of learning a foreign language when the learners are motivated by the instructor the learning takes place with ease and provides learners comfortable environment that enables them not to have antagonistic attitude towards foreign language or its learning. When (Madrid et al, 1993) the learning of a second language takes place at home with the support of the neighbourhood and local schools, it seems to be learned with relative ease, sometimes automatically. But when the process happens in the classroom, the school social context and the special conditions under which such learning takes place have a decisive influence.

Krashen's monitor model considers attitudes and motivation most influential in unconscious language acquisition. He says that the learner's motivational level acts as an affective filter on language intake (Krashen, 1981). In Carroll's conscious reinforcement model (1981), language learning begins when the learner feels motivated to communicate something to someone. Reinforcement takes place when the desired end is obtained. In Bialystok's strategy model (1978), it can be assumed that learners will seek language exposure only if they feel motivated. Thus, using their explicit and/or implicit knowledge, communication will take place. Lambert's social psychology model (1974) is more explicit than Bialystok's. He establishes causal links between attitudes, orientation and motivation, and proficiency in L2. That is, learners' achievement largely depends on their attitudinal and motivational state.

Schumann's acculturation model (1978), though concerned solely with natural second language acquisition situations, also considers that affective and personal factors are highly relevant. The "acculturation" of learners, that is, their social integration, only takes place under certain social, affective, attitudinal and motivational conditions: low language shock, ego permeability, positive group attitudes, cohesiveness, etc. Some of these factors are also very influential in Gardner's socio-educational model (1985), which considers the learner's intelligence, aptitude, motivation and attitudes, and social anxiety as factors which determine the learner's outcome. In recent years, John Schumann has been examining second language acquisition from a neurobiological perspective in order to integrate the findings of neuroscience with those of linguistics (Dörnyei, 2001). Schumann's theory, known as stimulus appraisal, occurs in the brain along five dimensions: novelty, pleasantness, goal/need significance, coping potential and self and social image (Dörnyei, 2001).

Gardner (1985) wrote, "An integrative orientation refers to that class of reasons that suggest that the individual is learning a second language in order to learn about, interact with or become closer to the second language community" (p. 54). This fosters a feeling of belongingness to the target language group as the language learner develops "some sort of a psychological and emotional identification" to the native speaking community (Dörnyei 2003, p. 5).

Dörnyei expanded on this idea nearly 20 years after Gardner when he reported: Integrative motivational orientation concerns a positive interpersonal/affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. It implies openness to, and a respect for, other cultural groups and ways of life (2003).

Motivation influences how and why people learn as well as how they perform (Pintrich & Schunk, 1996). Motivation was found to be the best predictor of student achievement in the two studies that investigated factors influencing student achievement and effects of the factors on students' achievement in learning the Japanese language through the medium of satellite television (Oxford, Park-Oh, Ito, & Sumrall, 1993a; 1993b). Moreover, in the study on predicting student success with the Learning and Study Strategies Inventory (LASSI), Hendrickson (1997) found that motivation and attitude were the best predictors of student grade point average.

Malone & Lepper state that students' curiosity (which translates into motivation to learn) is awakened by an "optimum level of informational complexity" (Deci, Ryan, 1985). When (A. Liuolienė, R. Metiūnienė, 2006) students engage in a task or activity in order to satisfy their curiosity the task is intrinsically motivating. It is these types of tasks that are viewed as most beneficial in the classroom. Intrinsically motivating activities are

often equated with fun or enjoyable activities or activities that students would perform on their own volition. Several studies have attempted to prove that intrinsically motivating activities lead to better learning.

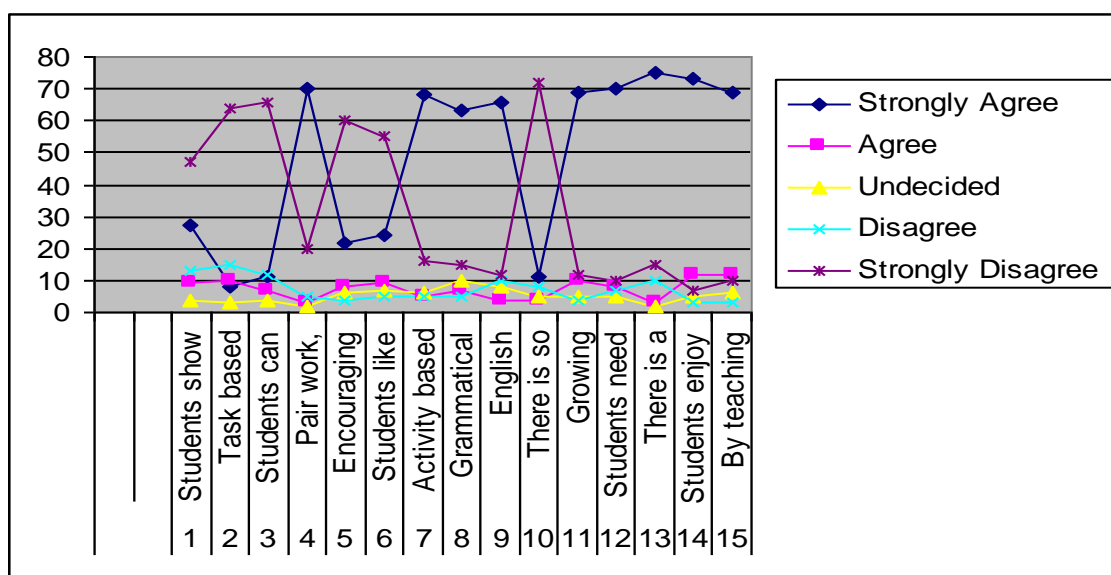
In language learning, motivation usually refers to students' desires and efforts to learn. However, in China, (Wang Jun-kai, 2008) most students are affected by a lot of extrinsic motivators. English is a compulsory course, success on examinations may be required for graduation; high scores in English examinations may be provided better job opportunities. These factors can just be seen as extrinsic motivation. None of them increase the level of true motivation that is desired in the language classroom. True motivation can be described as the extent to which the individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity (Gardner, 1985).

It is important for the language teacher to recognize the significance of motivation and make good use of it in teaching practice. Students need an experience in the language classroom which will promote favorable attitudes towards learning. It is this favorable attitude, combined with diligent effort that composes true motivation (Downs, 2001).

Findings

The descriptive study was focused on the use of motivation as a tool/technique to teach English language skills to secondary class students to ensure enhancement of English language skills of the students. The results of the study as reflected in the graph and appendix show that there is understanding of the teachers about motivation required for the teaching English as a second language in a society like ours.

FIGURE.1



A majority of respondents is conscious about the theoretical importance of the motivation in language teaching as well as its application. It is very much needed in English language teaching especially when it is taught by engaging the learners in various ways, i.e., pair work, group work, etc. The subjects also claim that motivated is double edged sword which motivates the learners to learn English language skills actively on one hand and updates the teacher on the other.

The results manifest that subjects feel that for second language teachers it is important t that they must be conscious about the role of motivation in foreign language teaching as well as in a position to teach English by involving the learners which is possible when teacher leaves dominating role and gets himself/herself involved in learning process equally. There has been a perception that lockstep teaching, teacher as authority, is better way to teach second language as it promotes classical approach of teaching but now the teachers tend to teach English language by applying various techniques with the help of motivation so that a sense of independence may be extended to the learners who are to use English language in their present and future academic and social life.

The subjects know that students are also quite aware about the role and importance of English and their daily contact with electronic media has provided them understanding about the role English is playing in the global village. It is such perception of the teachers which motivates them and consequently they use motivation as a tool to enhance English language skills of the students who need it badly in their academic and social life and requirements. The subjects generate sense of belonging among the students to English language which

unconsciously develop liking for English language that may result in the enhancement of language skills which are very significant to socially survive in the global village as English has proved itself language of future. Hence, in the light of the above discussion it could be said that teachers teaching English to secondary classes are conscious about the importance of motivation required to teach a foreign language and they use motivation as a tool or strategy to enhance English language skills of the students of secondary school students.

VI. IMPLICATIONS

There may more efforts on the part of teachers to update theoretical knowledge regarding motivation and its effectiveness for foreign language teaching.

Teacher's manuals should be prepared in which motivational techniques should be correlated with language tasks.

Curriculum designers may try to minimize content of text books and include language activities so that students and teachers may work collaboratively for the teaching and learning of English language skills.

Teachers' training institutes should add motivational skills for language teachers in training programme as a compulsory component.

At national level cooperative/collaborative teaching/learning should encouraged.

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APPENDIX
Results of the Questionnaire

Sr. No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Students show inclination towards learning of English language skills when taught through lockstep technique.	27%	9%	4%	13%	47%
2	Task based English language teaching is hectic and mostly experienced as boring.	8%	10%	3%	15%	64%
3	Students can learn English language skills without being engaged in language activities for the learning of English language skills.	11%	7%	4%	12%	66%
4	Pair work, group work and discussions in the class also motivate the teachers to involve the students actively.	70%	3%	2%	5%	20%
5	Encouraging students to learn English language skills tires the language instructors.	22%	8%	6%	4%	60%
6	Students like such teachers who teach every thing by leaving nothing for them to do.	24%	9%	7%	5%	55%
7	Activity based language teaching updates teacher's theoretical knowledge as well as language pedagogy.	68%	5%	6%	5%	16%
8	Grammatical and lexical items can be learnt effectively if taught through different activities.	63%	7%	10%	5%	15%
9	English language teaching is the second name of challenging teaching for second language learners.	66%	4%	8%	10%	12%
10	There is so special need of language skills for secondary school students to learn English language skills.	11%	4%	5%	8%	72%
11	Growing importance of English language requires teachers to be active in and out side the classroom for communicative purposes.	69%	10%	5%	4%	12%
12	Students need motivation by the teachers not only in the classroom during language learning but out side the classroom for practicing English.	70%	8%	5%	7%	10%
13	There is a marked difference between self motivated teachers and traditional ones.	75%	3%	2%	10%	15%
14	Students enjoy learning of language skills when they are engaged in various language tasks by the teachers who promote collaborative teaching and learning.	73%	12%	5%	3%	7%
15	By teaching English language skills with the help of motivation as a tool enables students to learn English for social purposes.	69%	12%	6%	3%	10%