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www.the-criterion.com

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The Study of Motivational Factors Affecting Teaching-Learning of English as Foreign Language

Mary Kavitha Viju

Research Scholar,
Shri Jagdish Prasad Jhabarmal Tibrewala University,
India

Abstract:

Motivational factors hold an important place in the teaching and learning of foreign language. The research reveals the role of motivational factors in teaching-learning English as foreign language among learners. The de-motivational factors in assessment system that are regarded as the dissatisfying components can be removed by series of process. The objectives of the research is to examine whether the motivational factor play an important role in teaching-learning and constitute an important dimension. Factor analysis is adopted for ranking the motivational factors that affect the most among the students. The result shows the various motivational factors that affect the learners, teachers and the teaching method that have high influence among students.

Keywords: Motivation, Teaching-learning, English, EFL

Introduction

The recent rapid changes in the world due to globalization have given birth to English as a global language. The educational authorities emphasized the study of English and considered it as important that all students, regardless of their field of specialization, are required to learn English as foreign language (EFL) or second language (ESL). In relation to the students who choose English subject as major and study it as a foreign language are concerned towards the motivational factors that play a major role in academics, development of skills and practicing English language in day-to-day use. English language studies include linguistics, phonetics, grammar and speaking, comprehension and written expression. Many organizations, association, universities and researchers are conducting researches on various aspects of ESL/EFL globally.

In theory, ESL/FL course contents and its objectives enables the learners to develop and become competent English language users in different domains like speaking, listening, reading, writing. EFL/SL teachings also helps the learners and contribute its best during and communication in many areas of daily life such as teaching, self expression, retailing, banking, tourism, translation, investment and marketing at the individual, national and international levels to become a active member of the community, contribute positively to the society and to be active participants in international exchanges and its related areas.

Most of the time, it has been seen that learner are well aware of the theories and have fairly good command of the English grammar, sentence structure and other theoretical areas but have no competence skills like speaking, writing and in using English as a common

conversation language. They find more difficult to communicate in English with native speakers and others. This usually happens due to the lack of motivational factor among the learners which have direct impact on the development of skills. Every individual has different motivation factors which that drive them to achieve higher success level which is necessary for developing their language skill. This research will explore various motivational factors among learners and helps to understand about different factors that enhance ESL/FL learning. The research will focus on the importance of motivation among the learners and attempts to show that motivational factors hold an important place in the teaching and learning of foreign language.

Literature review

English learning and teaching is considered to be complex and need special effort. Students' learning motivation was directly affected by the teacher and the teaching techniques that support with appropriate guidance and advice the learners to follow the distinctive path for better understanding and learning (Feng & Hong (2009). Appropriate guidance or advice to students' and developed learning strategy support the flow of knowledge from the teacher to the learner. Concerned different may and different strategies may also accommodate learning motivation. Motivation act as a driving force that encourage the learner to learn, initiate the learners to adopt appropriate skills as well as facilitate them to use it for gaining knowledge. Variety of research papers investigates the attitude and motivational factors affecting the students in learning English language (Ushida, 2005). Other papers that are taken into consideration in socio-educational framework (Gardner & MacIntyre, 1993) determine various components of learning English as foreign language and its related motivational factor. The research reveals the role of motivation factor in teaching-learning English as foreign language among learners. The de-motivational factors in assessment system that are regarded as the dissatisfying components can be removed by proper administration and good assessment and evaluation criteria. Lack of English skills affects the individual self confidence, social and personal growth, interaction ability, social influence, development credibility and ability to converse among fellow professionals.

The proper and systematic assessment of the courses enable learner to develop and motivate (Peacock 1997) sound technique in regular classroom. Various studies investigate the advance motivational level among the learners and its effects on second foreign language acquisition. The use of quantitative and qualitative analyses in various studies determines the factors which affect the student's learning outcome. The literature supports the overall development of the study by providing the background of the motivational factors which affect EFL learners in the classroom environment. These factors influence improves and enhance the learning style of the ESL student and bring changes in the academic environment. The attitude of the students in higher education, towards English learning is positive because they know the importance of English in daily personal and professional life. The courses need to be more flexible in terms of learning and implementation of the courses. Through this students can take advantage of the supportive learning environment and become able to manage their own learning. Developing EFL

teaching- learning affairs and its incorporation in curriculum and classroom (Liton, 2012) is considered to be important.

The concern of the government in various countries and region regarding the factors affecting EFL teaching and learning in higher education has explored the new areas of EFL teaching learning process and other aspect at learner's level. Teaching English in any country has its own challenges and drawbacks based on the environment orientations. English learning in Gulf countries experienced various challenges and difficulties especially in learning English at school and higher educational level in spite of several efforts of the authorities (Khan, 2005). Motivated students and teachers form an effective teaching-learning environment (Dörnyei, 2001a) that makes regular studies easy and develops direct learning processes. The result indicates the students lack general understanding and awareness of English language plus relative anxiety about learning English as foreign language (Ushida, 2005). Motivational factors influence the ESL learners to obtain higher competency and performance level. The positive nature of students in learning foreign language at all level of courses provides evidence that students motivation contributes in the efficiency and development of language skills. Learner's motivation is affected by the classroom situation that demonstrates the performance level among the learners to obtain higher degrees of proficiency. Previous research indicates that motivational factors contribute to the development of the language and play a major role in foreign language acquisition.

Teachers training, course book improvement, monthly test, point bases assessment, classroom practice and other related factors all help to uplift the learner's motivation. The research done by Shahriar (2011) show the importance of the motivational factors on student's learning and find that greater numbers of students are inclined to attend the language classes and some find the classes less interesting which is for the improvement of EFL students. Despite developed strategies, use of technology, curriculum, resourceful textbooks, qualified teachers, and expense of huge budget for infrastructure etc many learners have not reached the level of achievement that was expected. Various other factors also affect the student's to undertake required skills for effective learning (Khan, 2011). The teaching-learning process aims to obtain and apply the EFL factors to achieve the desired learning outcomes that are suitable for the communication. Teaching English in some of the countries is taking place from the school level itself and is extended to higher educational level. Technological development plays a vital role in changing the phases of teaching-learning of English as foreign language. Availability of resources will also support student's motivation and solve the problems that create hindrance in student's learning. Many related issues are playing a role in motivating (Dörnyei, 2000a) learners for developing language skills and satisfy the student's needs. Removal of de-motivational and dissatisfaction factors enhance the learning process.

The teaching –learning of foreign language depends and proportionate to the motivational factors (Dörnyei, 2001b). The teacher's characteristics and students motivation affects the attitude as well as motivation and behavior for learning English at different level. Other researches are evaluating possible evolution and are developing appropriate pedagogies regarding English Language Teaching for the improvement in student's performance level

and to develop appropriate skills for higher learning. Teacher and teaching factor is considered as vital instruments (Al-Hazmi and Scholfield, 2007) for addressing and developing pedagogic change. The motivation of teachers and students are equally important and play a critical role for effective teaching and learning. Technology-enhanced teaching (Brandl, 2002) also plays a significant role in developing the process. Both the learner and the teacher have equal share in developing the appropriate knowledge and share equal responsibility to remove differences for effective teaching and learning process. The difference among the learner and the teacher create challenges for effective learning.

MacIntyre and Charos (1996) put forward his view that the foreign language learner's increase in frequency of speaking English outside the classroom and opportunity for interaction among various individuals will have the advantage to increase their perceived competence, willingness to communicate, and frequency of communication. This method of doing things will be important for developing easy and fast learning opportunities among the learners who have different cultural backgrounds. This process will also help in developing the understanding of cross cultural aspects among the group of people who are learning English as foreign language. Various research suggests that students who actively seeking opportunities to speak the second language both inside and out of classroom become more proficient in second language conversation than students who do not seek them. It has also been revealed that the opportunity for intercultural language interaction among the learner also support to develop and understand the cultural background which is required for effective communication. The exposure to English and interaction with native speakers has greater influence on foreign language learners and leads to more successful communication (MacIntyre & Doucette, 2010). Thus, it greatly increases the chances for contact and communication practice and improves input and learning (Krashen, 2003).

Due to certain limitation among some good learners of English classes find themselves at a low pace when it comes to interaction with native speakers in everyday life (Yang & Gai, 2010). It may be lack of confidence and myths which exist among learners. Day to day interaction is the major factor that affects the second language acquisition and development of confidence, competence as well as ability to cope with the fear feeling plus unexpected circumstances among the learners (Peloghiities, 2006) during interaction with native speakers. Therefore, to upgrade the target language deficiencies learner must interact and develop communicative competence among themselves (Dornyei, 1995).

Methodology and analysis

The objectives of the research is to examine the overall situation of teaching and learning English as foreign language and to find out whether the motivational factor play an important role in teaching-learning by highlighting different aspects of the English learning as foreign language which may constitute an important dimension.

To demonstrate and prove the hypothesis that the motivational factors have direct impact on English learning as a foreign language holds correct, the research provides strong support to accomplish the research aims along with the questionnaire as research instrument that designed to retrieve primary data. Data will be analyzed through statistical

method and SPSS 21 software the find the significance of each motivational factor which will be evaluated and prioritized listing will be made accordingly.

The questionnaire was distributed among 250 samples which were selected from the total population in random who are learning EFL courses in colleges and other higher education institutions. Total of 212 questionnaires has been returned from which 194 has been selected for the analysis. Remaining questionnaire which were returned are not completed therefore cannot be used in the research analysis.

Results

According to the literature review, various internal and external factors affect motivation among the students which is highlighted from the analysis result (table 1.1). It shows that the effect of teachers ($\bar{M} = 2.4921$) play a major role as motivation in learning English as foreign language. During the informal interview session some students express their view that being a language which has many components like grammar, vocabulary etc. needs regular guidance from the faculty members. Internal factors like confidence, higher recognition, becoming smart in communication and be respectful among the friends, college or at workplace ($\bar{M} = 2.3403$) incline them towards English language learning. Other factor like university requirement ($\bar{M} = 2.3194$), integrating themselves with the society ($\bar{M} = 2.0838$), and personal development ($\bar{M} = 1.8901$) act as motivational factor among the group of adult learners of English.

Table 1.1: Motivational factor among EFL learners

Item No.	Explanation	Mean	Std. Deviation
1	Good teachers	2.4921	1.06063
2	Necessary to get good job	1.7016	.90609
3	Integrate myself within society	2.0838	.93093
4	Interact with other people	1.9162	.89637
5	Personal development	1.8901	.93102
6	More confident, smart and respectful	2.3403	2.92078
7	Global language	1.7749	.91571
8	University requirement	2.3194	2.19271

The result also indicates de- motivational factors that affect the students learning. Table 1.2 shows that learning English does not support them in future ($\bar{M} = 3.6963$) which demotivate them and do not encourage them to adopt English as foreign language. During the informal discussion with the learners they expressed that the local language has been adopted as official language from various government, private and non-government organizations and they also pay more emphasis on that for any official or non-official correspondence that decline the learner's interest to take and learn English as main language. Some parents are not showing their interest ($\bar{M} = 3.4817$) and the learners who gained high score among other students expressed the view that the parents being culturally

and socially attached and as they themselves are raised in such a environment that cause lack of interest towards English learning but the new generation are better due to more exposure, development in information and technology, sharing and connectivity etc. Lack of confidence ($M = 3.3874$) also act as one major de-motivational factor among the EFL learners. Expressing their view that sometimes we have no idea what the native speaker is talking about due to the speaking speed. Speaking is fast, less usage of grammar, less practical conversation as that of books and what we learn in the class creates ambiguity.

Table 1.2: De-Motivational factors among EFL learners

Item No.	Explanation	Mean	Std. Deviation
1	Makes lot of mistakes and friends laugh at me	3.3665	1.21903
2	Cultural issues	3.2304	1.06589
3	Parents are not interested	3.4817	1.21760
4	Not my specialization subject	3.1728	1.05954
5	Lack of confidence	3.3874	1.17278
6	Lack of appropriate environment at college/university	3.1368	1.09940
7	Teaching & assessment methodology is not appropriate	3.4398	4.88772
8	Difficulty In Grammar, Pronunciation, Vocabulary etc.	3.0524	1.04498
9	I don't feel it will be useful for me in future	3.6963	1.22772

The research adopt factor analysis as more appropriate for clusters variables into homogeneous sets screen the variable and useful to find relationship to use. The factor analysis is adopted for ranking the motivational factors that affect the most among the students through Extraction Method: Principal Component Analysis, the Initial Eigen values total came item no 1 and 2 from table 1.1 with 2.455 and 1.118 shows highest value respectively. This result represent that the teachers have more influence on the motivation of learners of EFL. This result also support literature review which says that the external factors like teachers and teaching method have direct influence on the learners of EFL.

Conclusions

Individuals have different motivation factors that drive them to achieve higher success level which is necessary for the development of language skill. The research reveals the role of motivation factor in t-learning English as foreign language among young learners and its related factors that affect the learners. Various intrinsic and extrinsic factors are categorised as motivational and de-motivational factors among the EFL learners. The result reveals that motivation of teachers and students are equally important and play a critical role for effective teaching and learning process.

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