

## AN EXPERIMENTAL MOTIVATION APPROACH TO ENGLISH LANGUAGE CLASSROOM

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### ABSTRACT

Motivation is the driving force by which humans achieve their goals (Wikipedia). It is subject to applied linguistics. In many studies motivation has been pointed the core in all (Öztürk,2012). The research investigates to find out the role of motivation in learners' improvement of English as a foreign language. It is said that, motivation is the "neglected heart" of our understanding of how to design instruction (Keller, 1983). The learners of English as foreign language afraid to speak English language confidently. The researcher conducted a Pre-test and post-test in order to know the learners' proficiency level. There were two groups; experimental and control. The groups were made of beginner class students, they were taught for five weeks. The researcher was instructing and adopting extrinsic motivational strategies with experimental group learners. The researcher used interactive approach and techniques in class to motivate the learners. The data is analyzed quantitatively with the method of quantitative. The importance of motivation in terms of teaching profession is highlighted as, If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities (Chambers, 1999). It is found that if we provide high motivation to the learners, the process of learning would be increased ultimately. The need of extrinsic motivation comes after the absence of intrinsic motivation. However, motivation plays a vital role in the process of learning language.

**KEYWORDS:** Language, Extrinsic Motivation, English as Foreign Language Learning, ELC (English language class)

### INTRODUCTION

Motivation is a socio-psycholinguistics phenomenon. It plays a vital role in the process of learning, whether it is general education or language. The motivation in second language learning is started by two Canadians, social psychologists, Robert Gardner and Wallace Lambert. There are so many different languages in the universe. These are spoken in different areas of the universe. Everyone needs to know as many languages as he can. Learning another language can be a difficult task. One must learn about phonology, morphology, syntax, semantics of the target language (Farver, 2011). There are many researchers who have done researches over the phenomenon of motivation in certain areas. "Motivation is something that energizes, directs and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going" (Ormrod, 2000). Everything has a base for progress; the base for a good speaker of a foreign language is beginner level. Every level learner needs to be motivated no doubt but beginner level is the first step (entrance) toward his/her foreign language. As an EFL teacher the researcher has experience that a student can learn much more easily. When we provide him/her motivation; most of the student suffered due to the lack of encouragements in the form of motivation. Now to motivate someone means to move to do something (Ryan & Deci, 2000). A learner who feels no impetus or inspiration to act, thus is characterized as unmotivated, whereas someone who is energized or activated toward an act is considered motivated (Ryan and Deci, 2000). There is a triangle of identity, culture and language. It is said that language is very much powerful and our identity.

Humans have been examining and studying language for many years. Until the 1990s, the theoretical concept that prevailed was a social-psychological construct; composed of three motivation components i.e. motivational intensity, desire to learn the language and attitudes toward learning the language (Ushioda and Do'nyei, 2012). Researchers have been widely accepted motivation as one of the key factors that influence the rate of success in foreign language (L2) learning (Dornyei, 1998). Here round about many languages are spoken, the role of motivation in learning these languages can never be underestimated. As an EFL teacher in a language institute, the researcher felt the need to find out the reason of less progress in learners of English language. Researcher found the need, especially at beginner level. Therefore motivation plays a vital role in the process of learning a foreign language. The researcher would find that why do language learners need different motivation for learning of English as a foreign language? How the progress of motivated and unmotivated learners are different from each other. This research investigates to determine the learners' motivational level in learning of English as a second language and to highlight how motivation affects foreign language learning.

We are born with a single language that is considered our first language; we are called native speakers of that particular language. Learning foreign language is FL. Learners in the class-room of foreign language have different understanding level. So, is there any role of extrinsic motivation at beginner level? It would be answered in the research to be conducted. In order to know the level of motivation provided to the students of English language learners as a foreign language and their outputs in the form of competent speakers of English language. This research is covering merely the students' extrinsic motivation in language learners of English as a foreign language and ignoring intrinsic motivation. I considered as limitation of the study.

Linguistics is all about language. The word linguistics has been defined by several linguists. Noam Chomsky says that Linguistics is a branch of cognitive psychology. "The scientific study of human language is called linguistics. A linguist, then, is not someone who speaks many languages (although many linguists do); such individuals are polyglots. A linguist is a scientist who investigates human language in all its facets, its structure, its use, its history, its place in society. (Fromkin, 2000, p.3)

When we study human language, we are approaching to human essence that is the distinctive qualities of mind that is unique to man (Chomsky, 2006, p.107). We have many branches of linguistics; Applied linguistics, Neuro-linguistics, Socio-linguistics, Psycho-linguistics, Corpus-linguistics, Computational linguistics etc. These are covering language with different angles and perspectives. The term socio-psycholinguistics is the combination of both sociolinguistics and psycholinguistics. Hence to define socio-linguistics;

Any discussion of the relationship between language and society, or of the various functions of language in society, should begin with some attempt to define each of these terms. Let us say that a society is any group of people who are drawn together for a certain purpose or purposes, a language is what the members of a particular society speak. (Fromkin, 2003)

Psycholinguistics is a term which includes Psychology and Linguistics. It is defined that the study of human language, language understanding, language production, and acquisition of language. (Hatch, 1983) The term motivation is a socio-psycholinguistics phenomenon.

Historically there are several periods in the development of motivation in foreign language learning. As the period, 1959-1990 called social-psychological period. In social-psychological time Gardner, a psychologist had worked in

this field along with his colleagues. After this period of time an era called Cognitive-situated period till 1990s. It was based on theories of educational psychology, discussed cognition. The following period is Process-oriented period; it was up to turn of the century. In the process-oriented period all work was about the change in motivation, different motivational variations. After the time of 1990s another progressive stage of motivation started which is up to the current time called Socio-dynamic period.

In field of motivation many researchers had contributed. In motivation of foreign language we found the works of Gardner, Clément, Dörnyei, Usioda and McIntyre. They all had contributed their works with enthusiasm. R. C Gardner in 1966 worked upon the motivational variables in foreign language. In this he explained all different variables in learning a foreign language. In 1972, Gardner and Lambert explored the concept of motivation in foreign language learning or acquisition. In form of book he published his work. Krashen's (1981) presented monitor hypothesis we can refer to Krashen's Affective Hypothesis here who relate low anxiety to high motivation to let intake in. In 1985 Gardner present a model called socio-educational model; He talks about two kind of motivation: instrumental and integrative. Benson, M. (1991) did research on attitudes and motivation towards English: A survey of Japanese freshmen. Further Dörnyei, Z. (1994) presented an overview of motivation and motivating in the foreign language classroom. In another perspective Gardner, R. C. and Tremblay have talked over "on motivation" (1994). He described the process of motivation in his work. In 1998 the Zolt'n Dörnyei worked on motivation under the title motivation in foreign and foreign language learning. Chambers (1999), described that how to motivate the learners of a language as "motivating language learners". He wrote about the learners of a language should be motivated in the required time of motivation. Dörnyei in 2001 mentioned too many strategies is to be used by the instructor in the language classroom i.e Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. "motivational strategies in the language classroom" (Dörnyei, 2003) Later, Gardner designed a series of test questions that could help researchers to analyze the motivation of foreign language learners.

He came up with a series of 104 questions asked of English learners to help pinpoint their motivation for learning English called the Attitude/Motivation Test Battery<sup>1</sup>. (Gardner R. C., 2004, p.2) There were questions include like:

- I wish I could speak many foreign languages perfectly.
- My parents try to help me to learn English.
- I don't pay much attention to the feedback I receive in my English class.
- I don't get anxious when I have to answer a question in my English class

These are mentioned as a exmaple. Hsieh, (2008) did a research over the issue of motivation that "why are college foreign language students' self-efficacy, attitude, and motivation so different?" In it he described the different level of motivation in college level learners of a language. McCrossan, in 2011 he found in his research the "Bridging gap: Motivation in year one EAP classrooms". Noam Chomsky interviewed by Arianne Robichaud (2013). It was about the process of learning in education. In the interview the linguist talked about teaching a language and learning a language is based on motivation.

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<sup>1</sup> AMTB Attitude/Motivation Test Battery

**Robichaud:** Over the years, many teachers seemed to have come to you, as a linguist, to ask you how to teach language to kids but most of the times, you answered that teaching methods are probably worthless, and that it's the way you try to interest kids in learning that it's important...

**Chomsky:** I think 90% of it is motivation: what methods you use can affect the motivation. There are ways of teaching that simply drive away any sensible person's curiosity and interest, no matter what you're teaching. In 2012, programs of «teaching to tests» are deadening to the mind: they just undermine any likelihood of the children wanting to learn or gain the capacities to proceed on their own. I think the same is true with language teaching. (Robichaud and Chomsky, 2013)

Recently researchers have written a book for the guidance of both the teachers and learners of foreign language.i.e. *Motivating learners, motivating teachers: Building vision in the language classroom*,(Dörnyei and Kubanyiova, 2014). Vision represents one of the highest-order motivational forces, one that is particularly fitting to explain the long-term, and often lifelong, process of mastering a foreign language. It offers a useful broad lens to focus on the bigger picture, the overall persistence that is necessary to lead one to ultimate language attainment. The vision of who one would like to become as L2 users seems to be one of the most reliable predictors of long-term intended effort. (Dörnyei & Kubanyiova, 2014).

Process-oriented model by Dörnyei and Otto:

- Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies
- Generating student motivation, which roughly corresponds to the preactional phase in the model
- Maintaining and protecting motivation, which corresponds to the actional phase
- Encouraging positive self-evaluation, which corresponds to the post actional phase (Dörnyei & Otto, 1998)

Many of the researchers focused on several areas which are describing motivation in foreign language learning. In the field of motivation I have chosen;an analysis of extrinsic motivation in English language as a foreign language at beginner level in a language class. In this area the researcher drew a picture of the learner's progress after motivated them through different strategies.

## Language

Living organisms are using languages; it may be verbal or non-verbal. We live in the world of language. The process of understanding occurs through language. Language is a means of communication. It is as “language is a very complex human phenomenon; all attempts to define it has proved inadequate. In a nutshell, language is an ‘organised noise’ used in actual social situations” (Varshney, 2007, p.15). What I know, language means to deliver ones ideas, thoughts, and concepts are to be called language.

## First Language

When we talk about language so the concept of first language comes to our minds. It is understandable that first language means our mother tongue, what we call the native speaker.

There is also sometimes a need to distinguish among the concepts first language, native language, primary language, and mother tongue, although these are usually treated as a roughly synonymous set of terms

(generalized as L1 and L2). The distinctions are not always clear-cut. For purposes of second language Acquisition concerns, the important features that all shades of L1s share are that they are assumed to be languages which are acquired during early childhood – normally beginning before the age of about three years – and that they are learned as part of growing up among people who speak them. (Troike, 2006)

## **Motivation**

Motivation refers to that force which drives you for doing an action. While talking about motivation, Turner has also contributed. He considers motivation to be synonymous with cognitive engagement, which he defines as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring. (Turner, 1995)

## **Types of Motivation**

- Intrinsic motivation
- Extrinsic motivation

## **Intrinsic Motivation**

Intrinsic motivation is related to internal process of a learner's mind. If one is intrinsically motivated he does not need extrinsic motivation. It is one's internal ability and a kind of spirit to do some act. Internal force for doing something is much stronger than external force for convincing.

## **Extrinsic Motivation**

Extrinsic means external. Extrinsic motivation refers to the motives that are received from outside and separate from the behaviors. When one's spirit is not that much strong to achieve goal so, in this case he needs to be motivated extrinsically. It may be from parents' side, from teachers or from environment. These motives behavior are not inherent.

## **Research Methodology**

The researcher used mixed methodology i.e. Qualitative and Quantitative paradigms, for this research work so to analyze learners' improvement when they are motivated. The researcher arranged a pre-test and post-test to discuss their progress quantitatively. The research is related to cognition of the learners. It is considered as an experimental research work as there were experimental and control groups.

## **Participants**

There were 20 learners in the beginner level. They all were of different age i.e. 35, 30, 28, 21, 20, 18, 15. Their places of birth were almost different from each other, some belonged to rural areas and some belonged to urban areas. Their qualification ratio was different too. In the time of admission they were placed in the same beginner class on the basis of placement test, which denoted their proficiency in English.

## **Instrument**

There were 20 students in the English language class. After the pre-test the researcher divided the class into two groups: control group and experimental group. The researcher taught them for three weeks. The researcher had given a post-test to know the ratio of learning increase or decrease with motivation variation.

## The Environment

The medium of instruction was English, as it is clear that it was English Language class. In the entire classes direct method was used. The learners were keen on target language i.e. English. The conversation with each other in the target language (English) motivated the learners to speak confidently.

## Motivational Strategies Used in Class

In the language class certain strategies were followed by the researcher in order to make them highly motivated.

In a time Davies explores his thoughts that motivation is like food for the brain. You cannot get enough in one sitting. It needs continual and regular refills.

- **Use of Multimedia**

It is an era of technology every one wishes for to approach and use. The students of beginner level have a desire to be taught through technological instrument. Ziglar is sharing his views about this as concentrated thoughts produce desired results. The researcher used multimedia in the classroom for teaching them grammar structure with motion picture.

- **Praises**

As it is understandable that to be praised someone works more than the one who is never praised. Chekov says that man is what he believes. In the language class of non-native speaker of a language is to be praised more for their less progress in learning English as a foreign language.

- **Students' Participation**

To quote Franklin "Tell me and I forget, teach me and I remember, involve me and I learn". When we involve someone it means he/she is psychologically and physically with that activity. The process of learning a foreign language is cognitive. So one needs to be active and present mentally. Students are making many mistakes in the learning process. One student was making simple sentence of Present Indefinite Tense. He was totally wrong, so with participation the correction was made. Participation can make one student active in the classroom of language. Napoleon Hill had contributed a lot, here to quote him "If the mind of man can believe, the mind of man can achieve". In the class of grammar the researcher make them good participants by providing them the practice of grammar structures.

- **Introducing new things**

Being a human everyone has a nature to be introduced with new things. Novelty brings interest in every field. In the class of language when the teacher introduces a new structure, the interest of learners increases. The teacher/ researcher introduced many new structures related to their daily routine i.e. Present ability, Present compulsion, Present property etc.

- **Rewards**

Spirit plays a very important role in the field of education. The process of learning a language is totally based on spirit and motivation. Emerson tried to encourage the learners and other workers in this way "Nothing great is ever achieved without enthusiasm". As language is a skill and rewards can make easy the learning. The teacher motivated them with different rewards i.e. ball points, pencil, chocolates, money, dairies etc. Rewards make fast the process of learning a language. It is related to their cognition so they will become as sharp as a tack with these rewards.

- **Clear Goals**

In education most the students have no clear goals. They don't know what we are going to achieve and how can we achieve. So same is the case here with the learners of a language. In one vocation Alexander Graham Bell is talking about the goal achievements as "the achievement of one goal should be the starting point of another. They are the students of beginner so most of them don't know that for what we are learning a language. Giving them clear goals, they would be motivated. The language teacher/researcher gave them clear goals in the form of showing the importance of English language in modern era.

- **Student-Student Competition**

English Language class of grammar is activity based teaching; after teaching them grammar structures the instructor provide them with equal opportunity of competition to do more practice of the structure taught to them. This competition increases their level of learning and motivated the winner and guided the loser to do hard work/practice to become a winner.

- **Feedback Ongoing Process**

The researcher taught grammatical structures to the learners of English language. They were doing more practice to become more competent in foreign language. The researcher followed feedback process in the entire classes in order to make them more motivate with the passage of time.

The researcher collected data from the sample used pre-test and post-test. The pre-test was made to check the level of each individual at English grammar. After pre-test the class was divided into two groups; experimental group<sup>2</sup> and control group. The teaching method was the same for both groups, the same grammar structures were taught to both groups. The experimental group was treated politely and different motivation strategies were provided. The researcher taught the learners in highly motivated environment of the class.

The researcher followed his objectives to find out learners' output after providing them motivation extrinsically. The researcher gave the learners a pre-test. The pre-test comprises writing skills with keen focus on grammar of English language. The pre-test was based on general grammar i.e. Tenses and Prepositions.

After conducting the pre-test, the researcher calculated their result. As there were 20 learners each result was different from one another. The pre-test was containing 25 objective type questions. In the pre-test each question carried 1 mark and total marks were 25. On the bases of pre-test, Researcher divided those learners into two groups.

The researcher taught them for three weeks. They were nourished with extrinsic motivation with the help of using different strategies. The researcher designed a post-test. The post-test comprised grammar structures of English language. The post-test was constrained to all those structures which were taught to them by researcher in these days. The post-test was based on grammatical structures i.e. Name, Job, Nationality, Present Ability, Present Compulsion, Gerund, Genitive, Present Indefinite Tense. The post-test contained 25 objectives question like pre-test. It was the same like pre-test each question carried 1 mark. In the post-test, there were Y/N questions and W/H questions addition.

Together Lambert and Gardner suggest a framework for understanding language learning motivation in which

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<sup>2</sup> Experimental group=Group A Control group=Group B

learners are motivated to learn a target language in differing degrees depending on their attitude toward the target culture. (Dörnyei, 2001) In the result of post-test we can get that motivated students scored well than control group learners. There were 10 learners in each group. The marks distribution is like 25 marks per test. The result of experimental group is 180/250.

## RESULTS

The researcher had collected the data through conducting of pre-test and post-test. If we calculate their result; it would be like.

$$t=250 \quad t = \text{total marks}$$

$$t^{\circ}=180 \quad t^{\circ} = \text{total marks obtained}$$

$$\text{So } x = \frac{t^{\circ}}{t} x = \text{average}$$

$$x = \frac{180}{250}$$

$$x = 0.72$$

$$\text{percentage} = x \times 100$$

$$\text{percentage} = 0.72 \times 100$$

$$\text{percentage} = 72$$

$$\text{understanding} = 72\%$$

The result of experimental group is showing us the average understanding of their learners is 72% which is improved absolutely with extrinsic motivation. Comparatively the post-test result of experimental group is better than pre-test result.

On the other hand we have control group which got 137/250

$$t=250 \quad t = \text{total marks}$$

$$t^{\circ}=137 \quad t^{\circ} = \text{total marks obtained}$$

$$\text{So } x = \frac{t^{\circ}}{t} x = \text{average}$$

$$x = \frac{137}{250}$$

$$x = 0.54$$

$$\text{percentage} = x \times 100$$

$$\text{percentage} = 0.54 \times 100$$

$$\text{percentage} = 54$$

$$\text{understanding} = 54\%$$



The control group result is also comparatively better than pre-test. It has also improved but not like experimental group the reason is that of extrinsic motivation. The result is showing us that; what strategies of motivation used by the researcher had effected these learners.

The intention to conduct this research work was to analyze the effectiveness of motivational techniques. The researcher used these in the EFL class with the learners of beginner level in an English language institution (ELI). The researcher took classes with English language learners and facilitated them with extrinsic motivation. The researcher made lesson plan for each class in order to investigate their proficiency level. The teaching method used the same for both groups. The researcher took proper classes and then a result extracted to show the effect of motivation.

## **FINDINGS**

Learning a language sometimes becomes a compulsion for the people of a country. While going to an institution for learning a language is the proof of importance of that particular language. The researcher took classes with the learners of beginner level and found that;

- As we human need food to survive, similarly learners of foreign language need motivation at the time of start i.e. Beginner level.
- Learners of foreign language are expecting that instructor would be like a facilitator rather than authoritative.
- While providing them proper motivation at the time of need they looked too active in the class.
- To be like a facilitator the instructor found that the learners were coming after the instructor and demanding for much more time.

People who have a high achievement, motivation tend to be persistent and hardworking. They are able to delay gratification to meet long-term goals, and they tend to choose careers that allow them to compete with others.

## **CONCLUSIONS**

On the basis of findings, the following conclusion is drawn:

The experimental group comparatively performed better and the result is significant. Extrinsic motivation has increased their level of learning for language. The researcher also taught control group (group-B) and noted their performance. The researcher found that the class was passive having the same teaching methodology followed regularly. The reason was the level of motivation. Hence extrinsic motivation performed a role of initiatives. They were pushed toward their goal of learning a foreign language.

## **RECOMMENDATION**

In language class, every learner is like a newly born child. They don't know what to say and how to say. They need encouragement and motivation in every step of learning. The learners of foreign language are expecting the teacher to be like a good friend and facilitator. They should be motivated by their less learning. The language instructors need to follow a proper lesson plan for their classes. Instructors will have to adopt different motivational strategies to encourage the learners. A language instructor must be like a central bridge between learners and language; to transfer knowledge of language easily among them. Language class is activity based the instructor would organized too many activities for them;

in order to involve them.

In this area of research, further research should be done on the motivation level of teachers in English language institution. If teachers are motivated so no doubt they would better guide their language learners. For further study the book is suggested written by Noam Chomsky, a linguist "Language and mind".

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