

External Factors Affecting L2 Motivation among Intermediate ESL Learner's in Pakistan (Sindh): The Role of Teacher

Shamshad Junejo

Sahiba Thaheem

Dr. Natasha Memon

Abstract

Motivation is the key to successful language learning as it serves as stimuli to initiate the language learning process. Motivation is a complex phenomenon that is affected by a number of factors. These factors are classified into two broad categories i.e. external factors and internal factors. The current research aims to examine the external factors related to the role of a teacher in motivating the students. The research was carried out in Sindh province of Pakistan in Hyderabad district at a Girls college. The participants of the study were 200 intermediate level students. The students were asked to fill a questionnaire that was adapted from Gardener's attitude motivation test battery (AMTB). This was a quantitative research and the findings of this research were subjected to IBM SPSS statistics 2.0 version. The results obtained after the analysis of data were represented in the form of tables and the bar charts. The results showed that teachers play a vital role in bringing and maintaining the motivation among the intermediate level students to learn English language. The teacher was able to motivate students due to inspiring personality, helpful attitude and mainly by dynamic manner of teaching. Along with this presentation of materials in an interesting way also motivated the learners. The findings of this research could be helpful for both teachers and policy makers to motivate the intermediate students to reach better language learning and career related goals.

Introduction

The growing importance of English language has made it a universal, diplomatic and business language. In today's modern era when the world is vastly becoming a global village, it is important for everyone to learn English. In order to grow with the vastly growing world global economy, students need to have excellent communication skills in English language which has given rise to demand for learning English language. The government and policy makers have made English a compulsory subject at all educational levels in Pakistan whether a school or a college (Parveen, 2013).

Language learning is a long and time taking process. For students to learn a second language motivation is the most important driving force. Motivation is a complex and multi-facet concept which a number of scientists have studied (Hadziahmetagic, 2016). Language learning motivation is to learn and acquire a second language. To

explain this kind of motivation we may bring into consideration the socio-educational model (Gardener, 1985) , the social context model (Clement R. , 1980), the self-determination model (Noels, 1996) and the extended motivation framework (Dornyei,1994). Motivation is the main igniting force to learn a language. Motivation is not a trait that is exhibited by certain individuals only but it is a general response characterstic that an individual applies as a reaction to a chance to learning language. Motivation is relatively stable but it could be changed under certain conditions. (Gardner, 2007) These conditions arise a result of certain factors. These factors are mainly classified as external and internal factors affecting motivation.

This following research aimed at finding out external factors related to the role of teachers in motivation of second language learning intermediate level female students. The intermediate students are a group of learners that have studied school for over a period of 10 years. They are then promoted to college where they are taught English language for a period of 2 years. English is a compulsory subject which they have to study. They are taught this course for 45 minutes each day and they have an English class daily. The English paper comprises of 100 marks; which makes it have an important part in a learner’s overall percentage.

Research Framework

AMTB

AMTB questionnaire was developed by Gardener and Smith (1981) this was developed to measure five factors that may affect the L2 motivation among the students. It is used to measure the integrative element, the learning situation along with attitudes of the students, motivations of learners, anxiety of language and type of motivation (instrumental or integral). This questionnaire was used in the following research paper. Questions regarding teacher’s attitude, personality and manner of teaching were selected in order to see which of these factors related to teachers had most influence on student’s motivation.

EXTERNAL AND INTERNAL FACTORS OF MOTIVATION

A collective attempt to compile motivational constituents useful in second language learning in a learning environment were developed by Marion Williams and Bob Burden in 1997 in order to portray a larger view of learner psychology or thinking for the language teachers. In conclusion or summarization to their discussion William and Burden gave a comprehensive framework based on real life situations rather than basing them upon the motivational literature. This framework was categorized in terms of learner affecting internal and external factors. (Ushoida, 2011)

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity	Significant others
Arousal of interest	Parents
Optimal degree of Challenge	Teachers
Perceived Value of Activity	Peers
Individual Relevance	The nature of Interaction with Significant others
Anticipated Value of Outcomes	Mediated learning experiences

<p>Intrinsic value accredited to Activity</p> <p>Sense of Agency</p> <p style="padding-left: 20px;">Locus of causality</p> <p style="padding-left: 20px;">Locus of control R.E process and outcomes</p> <p style="padding-left: 20px;">Ability to set appropriate goals</p> <p>Mastery</p> <p style="padding-left: 20px;">Feeling of competence</p> <p style="padding-left: 20px;">Awareness of developing skills and mastery in chosen area</p> <p style="padding-left: 20px;">Self efficacy</p> <p>Self concepts</p> <p style="padding-left: 20px;">Realistic awareness of personal strengths and weakness skills required</p> <p style="padding-left: 20px;">Personal definitions and judgments of success and failure</p> <p style="padding-left: 20px;">Self worth concerned learned happiness</p> <p>Attitudes towards learning in general</p> <p style="padding-left: 20px;">To the target language</p> <p style="padding-left: 20px;">To the target language community and culture</p> <p>Other effective states</p> <p style="padding-left: 20px;">Confidence</p> <p style="padding-left: 20px;">Anxiety</p> <p style="padding-left: 20px;">Fear</p> <p>Developmental age and stage</p> <p>Gender</p>	<p>The nature and amount of feedback</p> <p>Rewards</p> <p style="padding-left: 20px;">The nature and amount of appropriate praise, punishment and sanctions</p> <p>Learning environment</p> <p style="padding-left: 20px;">Comfort</p> <p style="padding-left: 20px;">Resources</p> <p style="padding-left: 20px;">Time of day, week, year</p> <p style="padding-left: 20px;">Size of class and school</p> <p style="padding-left: 20px;">Class and school ethos</p> <p>The broader context</p> <p style="padding-left: 20px;">Wider family networks</p> <p style="padding-left: 20px;">The local education system</p> <p style="padding-left: 20px;">Conflicting interests</p> <p style="padding-left: 20px;">Cultural norms</p> <p style="padding-left: 20px;">Societal expectations and attitudes</p>
--	---

Research Questions

1. To find out external factors related to teacher affecting motivation among intermediate students to learn English language?
2. To compare which external factors related to teacher have an affect motivation on learner's motivation to learn English as a second Language?

Objectives

1. To find out the external factors related to teacher those effect the motivation of ESL students.
2. To compare factors related to a teacher's attitude, personality and manner of teaching that affect the motivation of intermediate ESL students.

Literature Review

Teachers and researchers view motivation as stimuli to initiate language learning. (Dornyei, 1998). A research carried out in 2016 investigated the role of motivation and the factors affecting motivation. This research aimed to examine the role of parents, teachers and other environment related factors were examined. The data was collected from 40 first year English language students. The data was collected qualitatively and quantitatively. The findings of the data revealed that parents were the most supportive and encouraging factors. The findings of the research also showed that the students were more motivated towards language learning when they were asked to work with their friends. The findings of this research suggested many practices and management strategies which could be helpful in motivating the learners. It also revealed that teachers must know their learners well and must use behaviors and strategies according to the understanding of the learners. (Kulmetov, 2016)

Taking in view factors affecting second language learning motivation. These have been the center of interest for many researchers in past few years. (Dornyei C. &, 2005) (Clement D. &, 2001). After years of investigation researchers reached a conclusion that the teachers are the strongest of all external factors affecting Second Language Learning motivation. (Dornyei, Motivation and motivating in the Foreign Language Classroom, 1994) (Tanaka, 2005). Other researchers such as Sakai and Kikuchi researched that how teachers affect learners' motivation during the process of language learning. Learning a language is a long and effort taking process the teachers could help learners engage and persist their efforts in this process. (Kikuchi, 2009). Mastoor Al Kaboody in his research paper compared and contrasted a number of motivational theories and concluded that teacher can influence learners' motivation and he also gave an account of the ways in which teachers can generate and maintain motivation through their teaching methodologies. The body of literature available in the field of motivational research shows that teachers have a very significant role in motivating or demotivating the learners. (Kaboody, 2013)

Furthermore a research was carried out in Bangladesh that aimed at finding out the extent of motivation in learners' performance and the role of teacher in motivating the students to perform well. This research applied a mixed methodology. The quantitative data was collected by self administered questionnaire whereas the qualitative data was collected by interviews that were administered by the researcher from teachers. The

participants of the research were both teachers and students engaged in private institutions in Bangladesh. The findings of the research revealed that the class room environment and the support from the teacher play a crucial role in motivating the students. It was also observed that the teacher should try to minimize the anxiety among the learners, so that they could perform in a better manner. The teacher should also try to motivate the students by giving them a knowhow of the goals and the aim of language learning. (Zaman, 2015)

A paper was also developed by Krista Precosky in Birmingham University. This paper was a literature based study. The paper consisted of three sections. The first section of the paper dealt with the most influential theories of language learning that mentioned the factors affecting language learners. The second part of the paper elaborated the aforementioned factors that the researcher thought were the most influential. Then in the last section the researcher addressed the question related to the role of influence of a teacher in motivating the learners and researcher reached a conclusion that the teachers are able to motivate the learners by planning enjoyable classes. Furthermore when the students enjoy the classes they could better achieve language related goals. (Precosky, 2011)

Methodology

Population

The samples for this research were participants selected from a Girls college, in district of Hyderabad Sindh province. The participants of this research were 200 female intermediate level students, who were taught English as a compulsory subject.

Instrument

This research is a quantitative research. This research is a survey design research using a questionnaire. Survey design research has proved to be best for providing quantitative or numeric description of trends which arise in a population by studying only a small chunk of the population, the results of this sample can be used by the researcher to make generalizations to the entire population or draw meaningful inferences. (Creswell, 2014)

The questionnaire has been adapted from AMTB attitude Motivation Test Battery developed by Gardener in 1935. The questionnaire consisted of 9 questions. The questionnaire aimed to find out factors related to teacher's manner of teaching, attitude and personality; three items in questionnaire were for measuring each of the factors. After preparation of the questionnaire it was subjected to a pilot test before the actual testing in order to check the reliability of the questionnaire. The questionnaire was designed to have a knowhow about the students' perspectives about their English teacher. The questionnaire results were then subjected to quantitative analysis in SPSS version 2.0 and meaningful inferences were drawn from the data provided by the students.

Results

External factors related to the role of a language teacher are discussed in this study. The results of the data collected from participants through questionnaire revealed following important points.

I don't think my English teacher is very good.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	7.0	7.0	7.0
Agree	14	7.0	7.0	14.0
Neutral	12	6.0	6.0	20.0
Disagree	46	23.0	23.0	43.0
Strongly Disagree	114	57.0	57.0	100.0
Total	200	100.0	100.0	

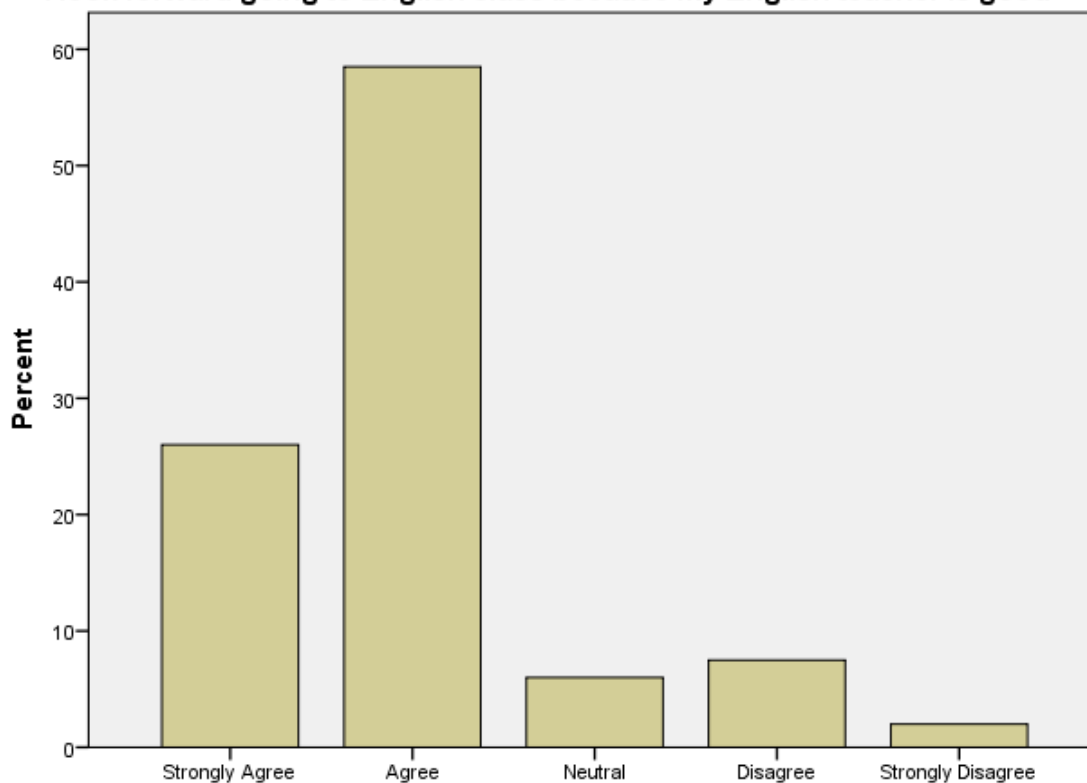


The results of the question regarding thinking about, the teacher is not good, revealed that a huge majority of participants that is 57% strongly disagreed and 23% disagreed with the statement. 6% of the students were not much clear about their view regarding the English language teacher whereas 7% of the students disagreed to the statement and 7% of the students strongly disagreed to the statement. The results show that the English teacher was good in view of majority of students.

I look forward going to English class because my English teacher is good

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	26.0	26.0	26.0
Agree	117	58.5	58.5	84.5
Neutral	12	6.0	6.0	90.5
Disagree	15	7.5	7.5	98.0
Strongly Disagree	4	2.0	2.0	100.0
Total	200	100.0	100.0	

I look forward going to English class because my English teacher is good

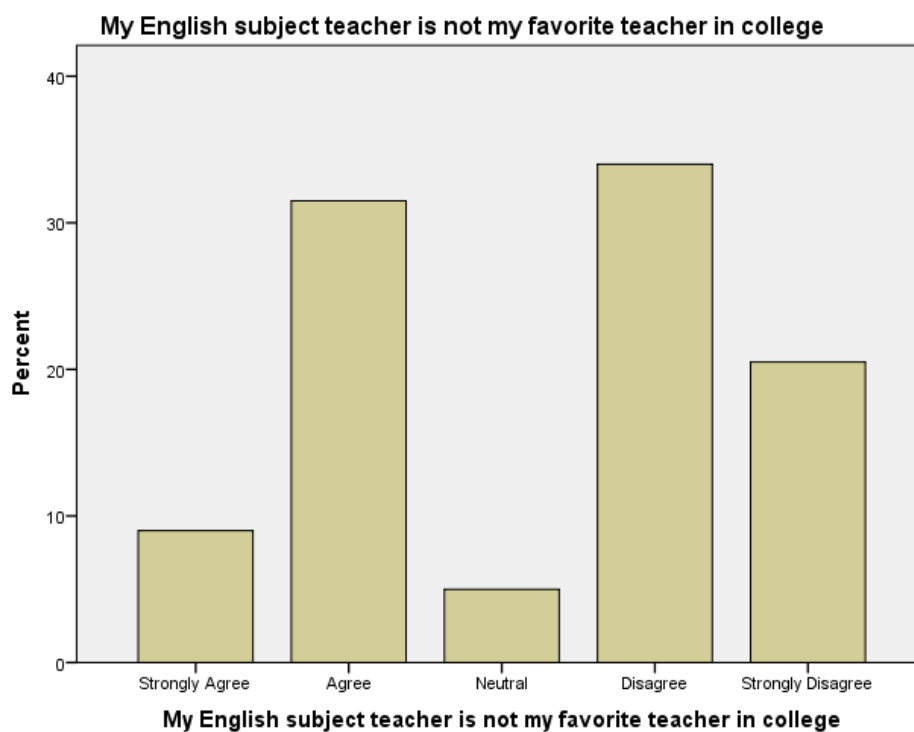


I look forward going to English class because my English teacher is good

In response to the above statement that students go to English class because English teacher is good. The results revealed that 26% of the students strongly agreed to the statement, 58.5% of the students agreed to the statement, 6% of the students were not sure about teacher being the main motivation for going to the English class, 7.5% disagreed and only 2% strongly disagreed with the statement regarding teacher being the main motivation for attending English language class.

My English subject teacher is not my favorite teacher in college

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	9.0	9.0	9.0
Agree	63	31.5	31.5	40.5
Neutral	10	5.0	5.0	45.5
Disagree	68	34.0	34.0	79.5
Strongly Disagree	41	20.5	20.5	100.0
Total	200	100.0	100.0	



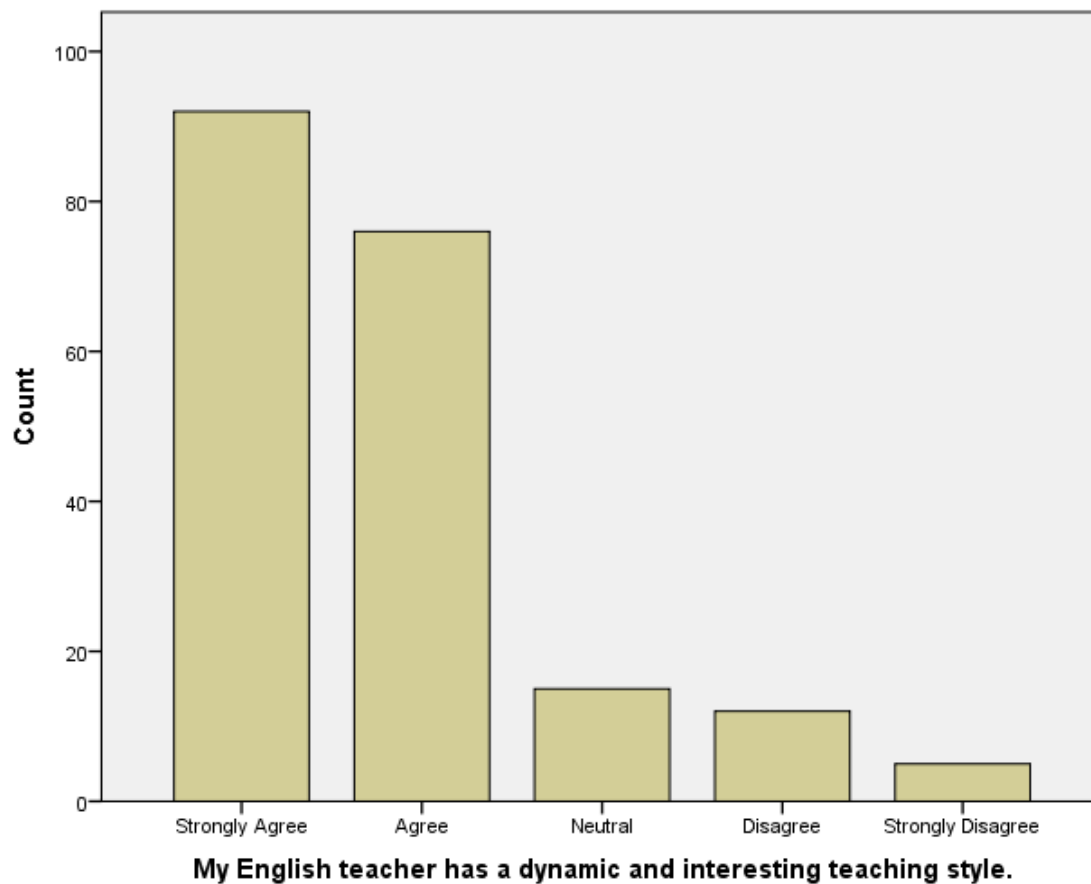
When the students were asked about English teacher not being their favorite teacher in the college 34% of the students disagreed and 20.5% of the students strongly disagreed to the statement; whereas 5% of the students

were not sure about English teacher being their most favorite one or not. 31.5% agreed to the statement and 9% strongly agreed to the statement

Which depicts the English teacher was the favorite Teacher of majority of participants.

My English teacher has a dynamic and interesting teaching style.

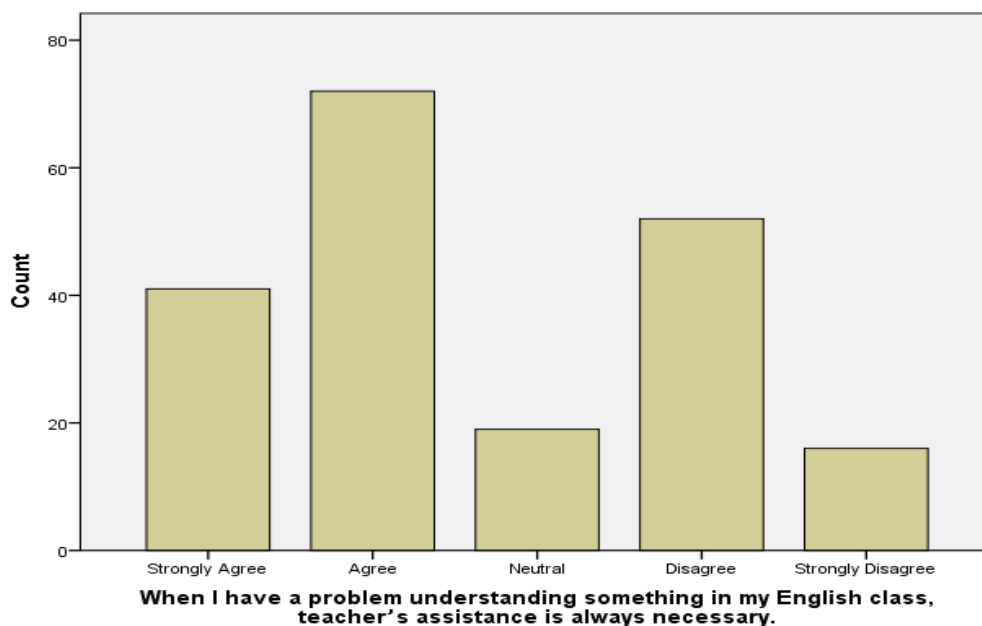
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	92	46.0	46.0	46.0
Agree	76	38.0	38.0	84.0
Neutral	15	7.5	7.5	91.5
Disagree	12	6.0	6.0	97.5
Strongly Disagree	5	2.5	2.5	100.0
Total	200	100.0	100.0	



When the students were asked about their English teachers teaching style, 46% of the students strongly agreed to the above statement, 38% agreed, 7.5% of the students had a neutral opinion, 6.0% of the students disagreed and 2.5% of the students strongly agreed to the statement regarding English teacher having a dynamic and interesting way of teaching. The above results show that the English teacher had a Dynamic and interesting way of teaching English.

When I have a problem understanding something in my English class, teacher's assistance is always necessary.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	41	20.5	20.5	20.5
Agree	72	36.0	36.0	56.5
Neutral	19	9.5	9.5	66.0
Disagree	52	26.0	26.0	92.0
Strongly Disagree	16	8.0	8.0	100.0
Total	200	100.0	100.0	

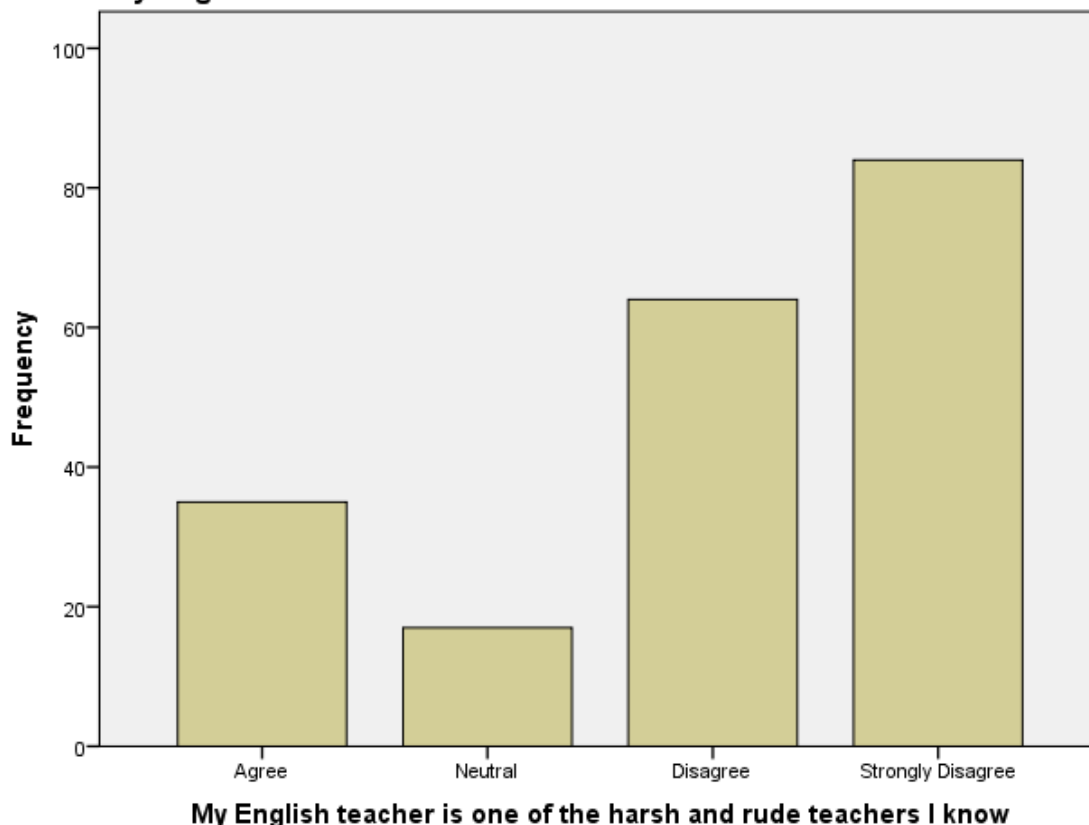


When students had a problem in understanding something in English class, they felt that teacher’s assistance was always necessary. In response to the above statement 20.5% of the students strongly agreed, 36% agreed, 9.5% had a neutral opinion, 26.0% disagreed and remaining 8% strongly disagreed. The statistics obtained from the above result show that majority of the students had an opinion that teacher’s assistance is always necessary in English class.

My English teacher is one of the harsh and rude teachers I know

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	35	17.5	17.5	17.5
Neutral	17	8.5	8.5	26.0
Valid Disagree	64	32.0	32.0	58.0
Strongly Disagree	84	42.0	42.0	100.0
Total	200	100.0	100.0	

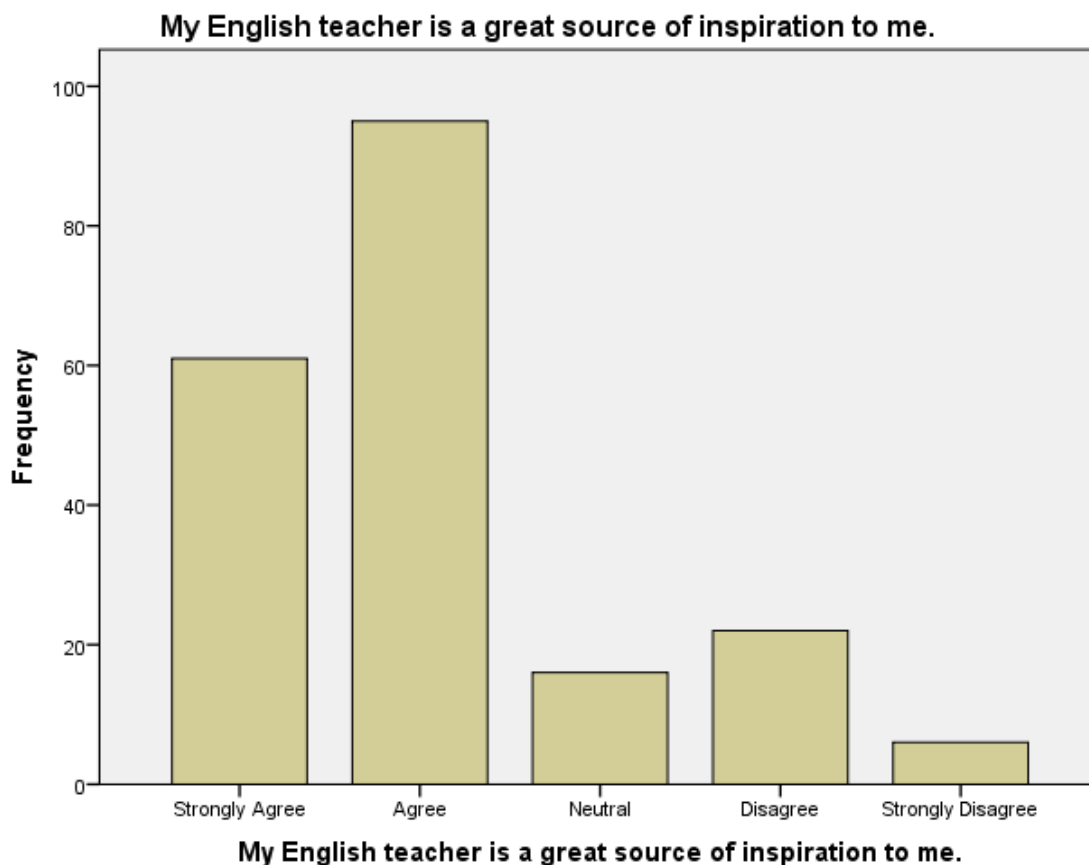
My English teacher is one of the harsh and rude teachers I know



When the students were asked about English teacher’s behavior, whether she was one of the harsh and rude teachers in the college. In response to this statement 17.5% of the students agreed, 8.5% of the students were not sure about their opinion, remaining 32% of the students disagreed and 42% of the students strongly disagreed to the above statement; which shows that the English teacher wasn’t among one of the harsh and rude teachers of the college. Interestingly there wasn’t a single student to strongly agree with the following statement.

My English teacher is a great source of inspiration to me.

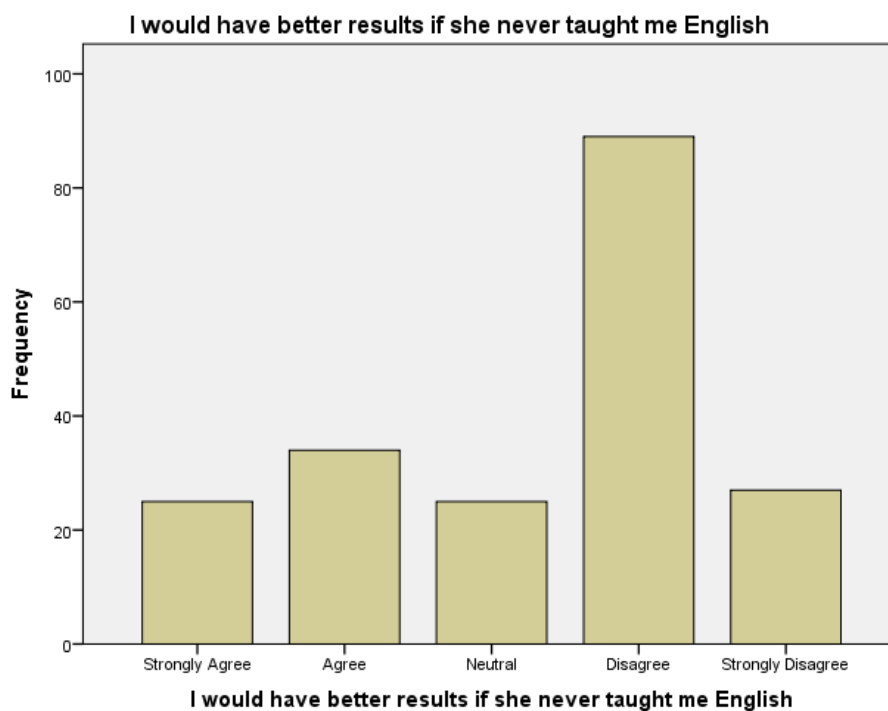
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	61	30.5	30.5	30.5
Agree	95	47.5	47.5	78.0
Neutral	16	8.0	8.0	86.0
Disagree	22	11.0	11.0	97.0
Strongly Disagree	6	3.0	3.0	100.0
Total	200	100.0	100.0	



When the students were asked about their English teacher being able to inspire them to learn English the responses gave following results. The results showed that 30.5% of the students strongly agreed to the statement and 47.5% of the students agreed to the statement, whereas 8.0% of the students gave a neutral opinion, 11% of the students disagreed and 3.0% of the students strongly disagreed to the statement. These responses show that the teacher was able to inspire the students to learn English language.

I would have better results if she never taught me English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	12.5	12.5	12.5
Agree	34	17.0	17.0	29.5
Neutral	25	12.5	12.5	42.0
Disagree	89	44.5	44.5	86.5
Strongly Disagree	27	13.5	13.5	100.0
Total	200	100.0	100.0	



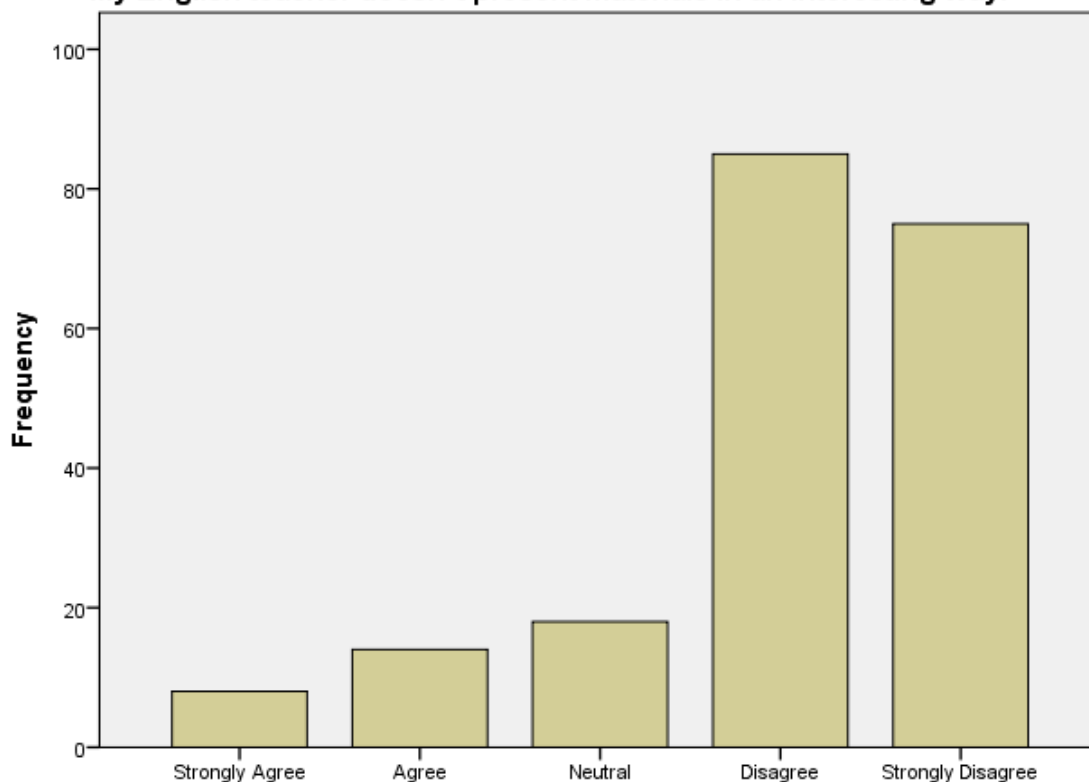
When the students were asked about if the existing teacher did not teach them English would they have better results. 12.5% of the students strongly agreed that they would have better results if the existing teacher did not

teach students English, 17% agreed 12.5% had a neutral opinion, 44.5% disagreed and 13.5% strongly agreed to the statement. The results to the above question showed that the English teacher according to the opinion of a vast majority of students was good enough and she was to be credited for their better results.

My English teacher doesn't present materials in an interesting way.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	4.0	4.0	4.0
Agree	14	7.0	7.0	11.0
Neutral	18	9.0	9.0	20.0
Disagree	85	42.5	42.5	62.5
Strongly Disagree	75	37.5	37.5	100.0
Total	200	100.0	100.0	

My English teacher doesn't present materials in an interesting way.



My English teacher doesn't present materials in an interesting way.

When students were asked about the manner teacher presented the materials. 4% of the students strongly agreed to the fact that teacher does not present the materials in an interesting manner, 7% agreed to the statement, where as 9% were not sure about their view, 42.5% of the students disagreed to the statement and 37.5% of the students strongly disagreed to the statement that teacher doesn't present the materials in a good manner. These results show that a majority of participants were of the view that teacher presented the materials in a good manner.

Discussion

The results of the data entered in SPSS showed that majority students felt that their English teacher was good. A vast majority of students disagreed to the statement that the English teacher is not very good. These results show that the English teacher was good and the students liked her and this was the major reason for their going to the English class; as majority of the students said that they went to the English class because the teacher was good. When the students were questioned about English teacher being their favorite in college a majority of students disagreed to the negative statement which shows that majority of students liked and admired English teacher. Upon questioning students about English teachers teaching style, students were of the view that she had a dynamic and interesting teaching style. Students in a major proportion also had a view that whenever they had a problem regarding English subject teachers assistance was necessary. When the students were asked about teacher's attitude whether she had a harsh and rude behavior a majority of students strongly disagreed to the statement and there wasn't even a single student to strongly agree with this statement, which shows that the students felt that English teacher wasn't harsh and rude. The teacher could motivate the students through their behavior and strategies was a finding that was similar to the above mentioned study done by Kulmetov in 2016. When the students were asked if the English teacher was able to inspire them majority of the students agreed to the statement that the English teacher was able to inspire them to learn English language and in other ways. When the students were asked about teacher's role in getting them better results a majority of students credited their teacher for their good results. Then asking about teacher not presenting the materials in interesting manner students in a large proportion disagreed to the statement which means that the teacher also presented the materials in a manner that the students felt that they were interesting. The afore mentioned studies also showed that the learners could be motivated by planning the classes and presenting the materials in an interesting manner.

Conclusion

The current study aimed at finding out external factors related to the role of teachers. The teacher related factors were further divided into three factors i.e. factors related to teachers attitude, personality and performance. The results obtained after responses from the students depicted that the teacher manner of teaching was the factors which exerted most affect on the students, motivation to learn English language, if the teacher had a dynamic teaching style the students were motivated to learn English. If the teacher presented the materials in interesting manner this helped students to maintain their concentration levels and motivation in the class. The students also credited teacher for their good results. Then the second factor related to teacher was teacher's attitude if the teacher had a good and helpful attitude rather than harsh, rude and unsupportive one the students were motivated to go to the class because of teacher being good to them. Then the last preference was given to teacher personality the students thought that if the teacher had an inspiring personality she could motivate them to come to English class and could also be their favorite teacher. The teachers could motivate the students by incorporating the few things discussed above in her teaching methodology, attitude and personality to keep students motivated to learn language in a better manner.

References

- Clement, D. &. (2001). *Motivational Charactersitics of Learning Different Target Languages: A Nationwide Survey*. Motivation and Second Language Acquisition: University of Hawaii.
- Clement, R. (1980). *Language and Social Psychological Perspectives*. Pergamon Press, Oxford.
- Creswell, J. W. (2014). *Research Design*. California: SAGE Publications Inc.
- Dornyei. (1994). Motivation and motivating in the Foreign Language Classroom. *Modern Language Journal*, 273-284.
- Dornyei. (1998). Motivational Factors in Second Language Attainment: A Review of Research in Hungary. *Acta Linguistica Hungraia*, 67-71.
- Dornyei, C. &. (2005). Language Learner's Motivational Profiles and their motivated learning behaviour. *Language Learning*, 613-659.
- Gardener, R. C. (1985). *Social Psychology and Second Languauge Learning: the role of attitudes and motivation*. London: Edward Arnold Publishers.
- Gardner, R. C. (2007). Motivation and Second Language Acqisition. *Porta Linguarum*, 9-20.
- Hadziahmetagic, E. (2016). Is Motivation Necessary inTeaching Process. In A. Akbarov, *Current Research on Language Learning and Language Teaching* (pp. 81-82). Bosnia: Cambridge Scholars Publishing.
- Kaboody, M. A. (2013). Second Language Motivation: the Role of Teachers in Learners' Motivation. *Jornal of Academic and Applied Sciences*, 45-54.

- Kikuchi, S. &. (2009). An analysis of Demotivators in EFL Classroom. *System* 37, 57-69.
- Kulmetov, S. E. (2016). The Factors Affecting Learners' Motivation in English Language Education. *Journal of Foreign Language Education and Technology*, 18-38.
- Noels, C. (1996). Communication across cultures: Social determinants and acculturative consequences. *Canadian Journal of Behavioural Science*, 214-228.
- Parveen, S. (2013). A study on Attitude towards Varieties of Spoken English in Pakistani Context. *Language in India*, 652-667.
- Precosky, K. (2011). *Language Teachers and L2 Learning Motivation: To what extent can teachers improve levels of motivation?* Birmingham: University of Birmingham.
- Tanaka. (2005). *Teacher Influence onLearner Motivation*. Retrieved from www.wilmina.ac.jp/ojc/kiyo_2005?koyi_35_PDF?2005_06.pdf.
- Ushoida, Z. D. (2011). *Teaching and Researching Motivation*. Edinburgh: Pearson Education Limited.
- Zaman, J. (2015). *Role of Motivation in Second Language Learning: A study of Private University Students of Bangladesh*. Dhaka: BRAC University.