



A DESCRIPTION OF MATERIALIZED MOTIVATED TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This descriptive study unfolds the far reaching impact of motivated teaching of English as a foreign language which ultimately enables the students become independent language learners. The study was conducted, by administering an opinionnaire, on one hundred male and female public sector secondary school teachers in Punjab engaged in the teaching of English as a foreign language. The results of the study reflect that there's a consciousness among the subjects about motivated English language teaching which plays a highly significant role in the academic and professional life of students. The study further manifests that there's a yawning gap between the teaching interventions of the motivated and un-motivated language teachers; motivated language teaching not only improves language skills of the students but also enhances students' confidence required in the demonstration of English as a foreign language. It suggests that during in-service training of secondary school teachers special sessions be arranged on how to become a motivated foreign language teacher.

Keywords: Motivation, foreign language teaching, secondary education, language skills

Introduction

We locate that there's shift of emphasis from instructors and coaching to novices and studying that permits us to remember the fact that there ought to be an attempt at a part of the academics to make their students unbiased rookies for which instructors are to use distinctive techniques to materialize it. It appears an affordable aim for language instructors to make their college students grow to be much less dependent on the teachers and reach a degree of autonomy (O'Malley & Chamot, 1995). Learners need to keep on mastering even if the formal school room placing isn't available. Learner autonomy is in keeping with present day views about the energetic involvement of rookies, popularity of learner-targeted techniques, and novices' independence of instructors (Littlewood, 1996). A key issue of an autonomous approach to language getting to know and coaching is the learner's active cognitive approaches known as gaining knowledge of techniques (Littlewood, 1999).

In language mastering process the learner, in our context, does no longer need best assignment based totally however supposed to be working extra enthusiastically be thinking about the emotion desires of the scholars because in a multilingual society likes ours students, specially reading at public faculties, come from economically harassed class. A instructor has to guide college students, along with undertaking based teaching, via motivation each intrinsically and extrinsically. In other phrases a trainer need to be aware about all the advances in educational psychology, perceive and meet the special academic wishes of the scholars to date language teaching and learning are involved. He/she may additionally come upon troubles which might be

hard to address, inclusive of coping with disturbed college students, address learning difficulties of college students and manipulate competitive conduct. A language instructor has to try and realize the learner's personality, abilities, mindset, pastimes and temperaments to remedy language getting to know troubles and involve those variables in overall performance through motivation. Motivation is described as a few kind of internal pressure which pushes a person to do matters a good way to attain something (Harmer, 2001).

And by using language studying motivation, (Gardner, 1985) says that it methods the inducement to study (and acquire) a 2nd language. This sort of motivation is considered in the socio-academic model of second language acquisition (Gardner, 1985), the social context model (Clément, 1980), the Selfdetermination version (Noels, & Clément, 1996), the Willingness to Communicate version (MacIntyre, Clément, Dörnyei, & Noels, 1998), and the prolonged motivational framework (Dörnyei, 1994) to name some.

Keeping in view the already performed researches this study aims to find out how do the teachers teaching English as a foreign language at secondary schools in public sector view motivation as a splendid strategy to ensure enhancement of language capabilities of the students. And in addition to dig out the usual notion of English language teachers about the role of motivation in language learning and their practices to realize their personal precepts in the classroom while teaching English language through motivation.

Statement of the Problem

The study aims to find out how do the teachers teaching English as a foreign language at secondary level in public schools consider and materialize motivation as a mean to ensure the learning of language skills both in and outside 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 that how do they realize their precepts in the classroom while teaching English language with the help of motivation.

Objectives of the study

The main objectives of the study are to:

1. Find out teachers' information about motivation and its importance.
2. Know whether or no longer instructors teaching English view motivation as a device to enhance language skills of the students by the use of motivation as teaching approach.
3. Find out to what extent the teachers engaged in teaching English as a foreign language associate task based language teaching with motivation to ensure willing learning of English language at secondary level.

Hypotheses

The researchers have made the following hypotheses for the study:

- 1) Teachers are properly aware about motivation and its position within the teaching/learning of English language at secondary level.
- 2) Teachers motivate students whilst teaching English language skills and prefer task based language teaching than traditional method/s of teaching English.
- 3) Teachers are well motivated by themselves and apply practically while teaching with motivation in the classroom.

Methodology and procedure

The study is a descriptive research and was conducted on one hundred public sector secondary schools engaged in teaching English as a foreign language. An opinionnaire, containing fifteen items, was administered on the subjects to seek their feedback on the

importance and use of motivation as a tool of teaching English to enhance students' language skills.

Review of Literature

MacIntyre et al. Defined motivation as “a characteristic of the individual describing the mental qualities underlying behavior with appreciate to a selected project” (2001). Dörnyei defined this explicitly while he wrote that the inspired individual expends attempt, is persistent and aware of the task at hand, has goals, desires and aspirations, enjoys the pastime, reviews reinforcement from fulfillment and sadness from failure, makes attributions concerning fulfillment and or failure, is aroused, and makes use of techniques to useful resource in accomplishing desires” (2003).

This displays it as more often than not being internally driven; but, there are also external forces that play a position. Gardner (1985) believed that motivation have to be regarded as a hybrid concept, “an inner attribute that is the end result of an external pressure” (as cited in MacIntyre et al. 2001). Although early motivation research addressed human behaviors other than language getting to know, over the past 45 years, the importance of its position in language acquisition has been found out.

The Gardnerian principle of L2 mastering motivation is primarily based on the definition of motivation as “the quantity to which the individual works or strives to learn the language because of a choice to do so and the delight experienced on this pastime” (Gardner 1985). In this definition motivation is defined as purpose-directed; the newbies' instant goal is to examine the language. Gardner proposed that in order to understand why novices were stimulated, it's miles necessary to understand the inexperienced persons' remaining purpose or cause for mastering the language. Gardner refers to this because the learner's orientation. He diagnosed two awesome orientations for getting to know a language: integrative and instrumental.

Dörnyei (2001) wrote, “A excellent deal of empirical studies in the course of this era [the 1980's] was directed at measuring the association among diverse elements of motivation and L2 language achievement. The rising frame of studies studies hooked up motivation as a principal determinant of 2d language acquisition...”.

Gardner and Lambert's early examine (1959) indicated that second language achievement is related now not most effective to language aptitude however additionally to motivation. A Modern Language Association survey file in 1991 (Wen, 1997) found out Asian languages as having the best enrollment growth quotes in the USA at the college stage. Not simplest are Asian languages hard, however they're also taught in a foreign language (FL) setting, wherein real language input won't be easily to be had out of doors the school room. Often, with a character-based language, language inexperienced persons' motivation should be high since staying power and determination are had to address the strain of a hard language (Okada et al., 1996).

Ellis (1994), in an outline of studies on motivation, genuinely asserted that motivation affects the volume to which language inexperienced persons persevere in getting to know, what forms of behavior they exert, and their real success. Wlodwoski explained motivation as “the procedures which could (a) arouse and instigate conduct, (b) deliver path or motive to behavior, (c) retain to allow conduct to persist, and (d) result in selecting or preferring a specific conduct” (1985). The fashions of motivation mentioned in this literature assessment also concentrate on unique factors that impact motivation.

During the process of studying a foreign language while the learners are stimulated through the teacher the gaining knowledge of takes region effortlessly and provides newcomers cozy stage that permits them no longer to have antagonistic mindset in the direction of overseas language or its gaining knowledge of. When (Madrid et al, 1993) the learning of a second language takes area at home with the aid of the neighborhood and local colleges, it seems to be discovered with relative ease, from time to time automatically. But while the system occurs inside the classroom, the college social context and the special conditions below which such studying takes area have a decisive influence.

Krashen's reveal version considers attitudes and motivation most influential in unconscious language acquisition. The learner's motivational level acts as an affective filter on language consumption (Krashen, 1981:102). In Carroll's conscious reinforcement version (1981), language getting to know starts offevolved while the learner feels influenced to speak something to a person. Reinforcement takes location whilst the favored quit is acquired. In Bialystok's strategy version (1978), it is able to be assumed that inexperienced persons will are trying to find language exposure only if they sense inspired. Thus, using their specific and/or implicit understanding, conversation will take area. Lambert's social psychology version (1974) is extra explicit than Byalistok's. He establishes causal links between attitudes, orientation and motivation, and skillability in L2. That is, freshmen' success in large part depends on their attitudinal and motivational country.

Schumann's acculturation version (1978), though concerned totally with herbal 2d language acquisition conditions, also considers that affective and private elements are distinctly relevant. The "acculturation" of novices, that is, their social integration, best takes location underneath positive social, affective, attitudinal and motivational conditions: low language shock, ego permeability, nice group attitudes, cohesiveness, and many others. Some of these factors are also very influential in Gardner's socio-academic version (1985), which considers the learner's intelligence, flair, motivation and attitudes, and social anxiety as elements which decide the learner's outcome. Whereas intelligence and flair for languages play a primary role in formal language situations, their influence in informal language reports Gardner considers to be secondary. Nevertheless, attitudes and motivation in addition to situational tension play a primary function each in language gaining knowledge of conditions and in second language acquisition contexts. So, it seems obvious to finish that attitudes and motivation are the maximum critical determinant elements inside the gaining knowledge of or acquisition of 2nd languages.

In recent years, John Schumann has been analyzing 2nd language acquisition from a neurobiological perspective so that you can combine the findings of neuroscience with those of linguistics (Dörnyei, 2001). Schumann's principle, known as stimulus appraisal, happens inside the mind along 5 dimensions: novelty, pleasantness, purpose/need importance, coping capacity and self and social photograph (Dörnyei 2001).

Gardner (1985) wrote, "An integrative orientation refers to that class of motives that advise that the person is learning a 2d language so that you can learn about, engage with or grow to be in the direction of the second one language network" (p. 54). This fosters a feeling of belongingness to the goal language group as the language learner develops "a few form of a mental and emotional identity" to the local speakme network (Dörnyei 2003).

Dörnyei extended in this idea almost 20 years after Gardner when he mentioned that integrative motivational orientation worries a wonderful interpersonal/affective disposition closer to the L2

group and the desire to engage with and even come to be just like valued participants of that community. It implies an openness to, and a appreciate for, different cultural organizations and approaches of lifestyles (2003).

Motivation influences how and why humans research in addition to how they carry out (Pintrich & Schunk, 1996). Motivation changed into found to be the nice predictor of scholar achievement within the two research that investigated factors influencing student success and results of the elements on college students' achievement in gaining knowledge of the Japanese language through the medium of satellite tv for pc tv (Oxford, Park-Oh, Ito, & Sumrall, 1993a; 1993b). Moreover, within the have a look at on predicting scholar fulfillment with the Learning and Study Strategies Inventory (LASSI), Hendrickson (1997) observed that motivation and mindset had been the quality predictors of scholar grade point average.

Researchers have implemented the intrinsic vs. Extrinsic and the self-determination models to 2nd language getting to know. Malone & Lepper country that scholars' interest (which interprets into motivation to learn) is awakened via an "most efficient stage of informational complexity" (Deci, Rayan 1985). When (A. Liulienė, R. Metiūnienė, 2006) college students interact in a mission or pastime that allows you to satisfy their curiosity the challenge is intrinsically motivating. It is these styles of responsibilities which are regarded as most beneficial inside the study room. Intrinsically motivating sports are often equated with amusing or exciting activities or activities that students could perform on their very own volition. Several studies have attempted to prove that intrinsically motivating sports result in better getting to know.

In language studying, motivation commonly refers to college students' desires and efforts to research. However, in China, (Wang Jun-kai, 2008) most college students are suffering from a variety of extrinsic motivators. English is a compulsory direction, fulfillment on examinations may be required for commencement; excessive ratings in English examinations may be provided higher job opportunities. These elements can simply be seen as extrinsic motivation. None of them increase the level of proper motivation this is favored within the language study room. True motivation may be defined because the extent to which the person works or strives to study the language due to desire to accomplish that and the pride experienced in this activity (Garder, 1985).

It is vital for the language teacher to understand the importance of motivation and make properly use of it in coaching practice. Students want an enjoy within the language classroom so one can sell favorable attitudes in the direction of learning. It is that this favorable mind-set, combined with diligent effort that composes true motivation (Megan Downs, 2001).

Findings of Opinionnaire in %

Sr. No	Opinion point	Agree	Agree somewhat	Uncertain	Disagree	Disagree some what
1	Motivation is highly important for teachers and students.	74.66	6.66	3.33	6.66	8.66
2	There's a big difference between the motivated and un-motivated teacher.	66	15.66	5.66	8	4.66
3	Motivation leaves extra impact on the students with regard to foreign language learning	62.33	09	4.33	15.66	6.66
4	If motivated the students perform better in the classroom.	66.66	10.33	4.66	8	10.33
5	There are teachers who snub or	60	10	6.66	13.33	10

	reprimand students which demotivate them and affect language learning.					
6	Without motivation even English as medium of instruction do not impress students.	63.33	7	4.66	15	10
7	Self-motivated language teachers gain high reputation.	75	5.66	5.66	8	5.66
8	Latest interventions do not play good role if not appended with motivation.	66.66	10.33	7	7	9
9	Motivation is not something abstract but also a technique to materialize in the classroom.	60.33	2	3.33	10.33	18
10	Students are found lazy when taught by de-motivated teachers.	66	5.66	5.66	8	14.66
11	My results are always tangible achieved by teaching English with motivation.	70	8	6.66	11	4.33
12	Students unconsciously learn English language skills when taught with devotion and motivation.	76.33	3.33	3.33	7	10
13	Motivated teachers improve confidence of the students required for the learning of English language as a foreign language.	72	6.66	6.66	6.66	8
14	Motivated teachers enable students to learn productive as well as receptive skills quickly.	75.33	3.33	9	6.66	5.66
15	Without motivation teaching a foreign does not result in good foreign language learning.	72	6.66	6.66	9	5.66

Discussion

The study put before it the following objectives and below stated hypotheses:

1. Find out teachers' information about motivation and its importance.
2. Know whether or no longer instructors teaching English view motivation as a device to enhance language skills of the students by the use of motivation as teaching approach.
3. Find out to what extent the teachers engaged in teaching English as a foreign language associate task based language teaching with motivation to ensure willing learning of English language at secondary level.

Hypotheses

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By keeping in view the objectives and hypotheses it can be said that motivation is such a quality that not only effects children learning but also of adults without which one may get detracted from the right path of learning. In a multilingual society like ours motivation has become a panacea for the ills of slow language learning. Its role is doubled when a foreign language is presented before the school students who feel a cut throat competition in the present decade which has presented before them information about various international languages. But the language can't avoid is language which is taught as compulsory subject from grade one.

The results of the study enabled the researchers say that the subjects gain maximum benefit of the technique, i.e., motivation, which in fact a psychological effort on the part of the instructor used to achieve tangible results. In a foreign language teaching context these tangible achievements could be language skills' proficiency of the students studying at secondary level and apparent confidence when exposed to English as a foreign language as the respondents themselves state that without motivation teaching a foreign language does not result in good foreign language learning. It is because teaching and learning cannot be separated, i.e., good teaching is primarily good learning and good learning is seen when the students demonstrate foreign language, i.e., English.

We can see the results when a majority subjects opined that motivated teachers enable students to learn productive as well as receptive skills quickly. Normally speaking and writing skills are considered productive whereas listening and reading are receptive skills. It is pertinent to write that the respondents are satisfied because they assess receptive skills in the classroom and one of the productive skill's proficiency is checked after the examination on which the teachers feel that their students produce good results. Hence, our first two hypotheses are proved such as: Teachers are properly aware about motivation and its position within the teaching/learning of English language at secondary level and teachers motivate students whilst teaching English language skills and prefer task based language teaching than traditional method/s of teaching English. Whereas the results of the study also prove our third hypostasis: teachers are well motivated by themselves and apply practically while teaching with motivation in the classroom because a majority subjects are not only conscious about the importance of motivation required in the teaching of a foreign language but also materialize it by motivating the students to learn language skills of English as a foreign language. It also sheds light on the gap between the teaching of a motivated and un-motivated language teachers.

Conclusion

The study concludes that motivation as a teaching tool is very effective for teachers as well as students to achieve tangible results in the teaching and learning of English as a foreign language which is gaining popularity as one of the effective language teaching techniques in a multilingual society like Punjab, Pakistan. It enhances language skills of the secondary school students as well as improves their confidence when they demonstrate foreign language such as English.

Recommendations

In the light of the findings of the study it suggests that:

- 1) Efforts should be made to get secondary school teachers motivated irrespective of their subject.
- 2) Special training session for school teachers may be arranged by teachers' training institutions.
- 3) While re-designing text books some suggestions may be given in the textbooks to the teachers for the use of motivation and its benefits.

- 4) Task-based foreign language teaching and learning through motivation may be promoted at secondary level.

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