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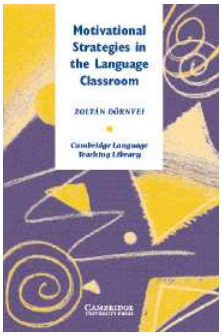
The Role of Motivation in Teaching and Learning English as a Second Language at the Secondary Level

Mosha. Afroza Sultana, M.A. & M.A. in E.L.T
Senior Lecturer, Department of English, Cambrian School & College, Dhaka, Bangladesh

The Role of Motivation in Teaching and Learning English as a Second Language at the Secondary level



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Submitted by: Mosha. Afroza Sultana

Student I D: 121041052

E-Mail: afroza.moon0085@gmail.com

Presidency University, Dhaka.

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Abstract

The purpose of this paper is to explore a substantial literature on motivation in second language learning. This study aims to explore whether motivation can make the ESL classes more effective or not. This research was carried out to verify that here in Bangladesh; motivation can become an effective tool in teaching and learning English as a second language. Motivation is one of the characteristics of the Language learning and teaching and it is a helpful facilitator in the Language Learning process. It also aims to discuss the major theories of motivation and how teachers can influence learners' motivation. It also aims to explain how teachers can generate and maintain motivation in their teaching practices. In order to conduct this research I have interviewed some teachers and students of a private English Medium School & College and three teachers of a private University, Dhaka, Bangladesh and the results revealed that motivation is an effective factor in teaching and learning English as a second language at the secondary level in the context of Bangladesh.

Chapter-1
Introduction

1.1 Introduction:

Motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom language learning in particular. Motivation "provides the primary impetuous to initiate learning the second language and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p. 117). Motivation, however, is "a complex" and "multifaceted construct" (Gardner, 1985; Williams & Burdoen, 1997). It consists of such factors as the attached value of a task, the rate of success expected by learners, whether learners believe they are competent enough to succeed, and what they think to be the reason for their success or failure at the task (Dörnyei & Ushioda, 2011). Motivating learners to develop in the target language is acknowledged to be a complex process. In many instances, students face many obstacles in learning English and are often demotivated to learn. However, certain motivational strategies, identified by research on motivation, can help learners adopt more positive attitudes towards language learning. This paper synthesizes major theories on motivation, discusses the role of teachers in motivating students, and presents a comprehensive review of motivational strategies that can be used by teachers in their classrooms. This paper concludes with a call for teachers to focus more on learners' motivation and try to employ appropriate motivational strategies so that they can achieve their ultimate purpose of helping students make the most of their language learning experience.

1.2 Purpose of the study: My research conceptualizes 'Motivation' as a stable characteristic of the Learner. The research has been undertaken to find out, in the context of Bangladesh whether learners of English are predominantly motivated or not where English functions as a second language.

1.3 Rationale of the study: Motivation is an internal drive that encourages somebody to pursue a course of action. It is a social-psychological factor which strongly influences the process of a learner's Second language acquisition (SLA).In second language learning integrative motivation

plays a very important role. In the context of Bangladesh instrumental motivation seems to be more effective than integrative motivation as learners are concerned with passing an examination, furthering career opportunities, getting a job or raising social status etc. (Haque, Fazlul S.M. and M. Maniruzzaman Motivation and EFL Proficiency: A case Study of Undergraduates-153). This research showed that, motivation is usually instrumental in nature in case of learning English as a second language.

1.4 Limitations of the study: Due to time constraint the study was conducted involving a small group of teachers teaching in the Department Of English and the students of class IX & X of a private School & College. It has something to do with social psychology which is a difficult area to study. Besides this if I had more time, I could have carried out in depth research in this field. In fact before drawing any conclusion, a large scale research needs to be conducted involving not only English teachers but also learners from many other departments.

Chapter 2
Literature Review:

Theories of motivation generally seek to explain why and how individuals choose, perform, and persist in various activities, but ultimately, they are also expected to provide insights to those whose job it is to attempt to motivate others. Indeed, teachers are more interested in finding out what they can do to overcome deficits in students' motivation to learn than they are in explanations of what accounts for amounts of variance in language proficiency (a typical preoccupation in research).

Promoting engagement in classroom activities is especially important in foreign language learning contexts (as opposed to second language learning contexts) because communication in the L2 rarely occurs outside of the classroom. Yet, low L2 learning motivation in secondary schools, and concomitant low engagement in classroom activities represent a significant problem, which is compounded by the compulsory nature of most L2 study (Dörnyei, 2001c). Students often complain that L2 study is irrelevant to them, and frequently describe it as boring and difficult (Chambers, 1999). It is difficult to imagine that teachers bear no responsibility in this matter.

Many articles have been written about students' motivation and second language achievement and many models have been proposed to explain the phenomena (eg.,Clément, 1980; Gardner, 1985 and MacIntyre, Clément & Noels, 1998). In each of these models it is claimed that motivation is important in learning a second language but the concepts used to explain how and why it is important differ from model to model. These models identify characteristics of the individual that account for differences in second language achievement hypothesizing that these variables influence what goes on in the language classroom. For example, Gardner (2007) states that when discussing the roots of motivation to learn a second language in the school context it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects). That is, he proposes that studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture (i.e., vocabulary,

pronunciations, language structure, etc.,), while most other school subjects involve elements common to one's own culture.

This two-fold characterization suggests therefore that both educationally relevant and culturally relevant variables should be considered when attempting to understand the process by which a second language is learned. Gardner defined motivation as a 'combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language' (ibid:10). In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental, with much emphasis on the former. The integrative motivation refers to learners' desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985). They adapted some variables from Gardner's socio-educational model and some from Dörnyei and Otto's process model and found relationships between variables from the two models. For example, measures of "post- actional evaluation" from Dornyei and Otto´s (1998) model correlated with measures of Attitudes toward the Learning Situation from Gardner´s (1985) model.

There have been a number of educators who have proposed ways in which motivation can be developed and supported. For example, Dörnyei and Csizér (1998) present 10 commandments for teachers that are directed at improving student motivation while Williams and Burden (1997) describe ways in which teachers can motivate their students. Effectively, the role of classroom dynamics and the learning environment are important to motivation and second language acquisition in formal contexts (Clément, Dörnyei, & Noels, 1994; Gardner, 1985, 2007), although there appears to be little research that directly investigates the relation between the application of these strategies and the motivation and language achievement of individual students in the classroom. Some studies have indicated that what takes place in the classroom can influence students' attitudes and motivation. For example, Gardner, Masgoret, Tennant, & Mihic (2004) found that over the course of the year, university students' level of motivational intensity; desire to learn French, attitudes toward learning French, integrative orientation, French course evaluation, and French class anxiety decreased significantly. Of particular relevance, however, was that for three of these measures, desire to learn French, attitudes toward learning French, and French course evaluation, the magnitude of the decreases were greater for students who obtained

low grades in the class. Similar results were obtained by Gardner and Bernaus (2004) with high school students in Spain learning English as a foreign language. In that study, scores on integrativeness, motivation, language anxiety, instrumental orientation, and parental encouragement decreased significantly from the beginning to the end of the year. Again, of greater relevance, there was also a significant interaction between the level of achievement attained in the class and changes over time in attitudes toward the learning situation. The top one-third of the students in terms of final grades showed an increase in attitudes toward the learning situation; the middle third showed little change, and the bottom third demonstrated decreases in attitudes toward the learning situation. Thus, both studies suggest that students' attitudes, motivation, and language anxiety change over the course of study, and that often this change is moderated by students' final achievement in the class. Bernaus and Gardner (2008) focused more directly on the relations between students' motivation, language achievement and teacher's didactic strategies used in the EFL class in Spain. This study involved 31 language classes and 694 students, obtaining data from both teachers and students on the use of two classes of teaching strategies, traditional and innovative.

The strongest and most powerful motivational strategies, among the controlled variables, according to the students' and teachers' perceptions, are the following: The use of audiovisual resources and new technologies, group work, satisfying the students' needs and interests, student participation in class, good grades and fulfillment of students' success expectations, and praises and rewards. The author concludes that teachers should promote and put into practice those motivational strategies, which increase the student's interest, attention and satisfaction.

A new study by Guillautaux and Dörnyei (2008) examined the link between the teachers' motivational teaching practice and the language learning motivation of their classes. They investigated 40 ESOL classrooms in South Korea involving 27 teachers and more than 1,300 learners. The students' motivation was measured by a self-report questionnaire and a classroom observation instrument specifically developed for that investigation, the motivation orientation of language teaching (MOLT). The MOLT observation scheme was also used to assess the teachers' use of motivational strategies, along with a posthoc rating scale filled in by the observer. All analyses were performed using the class as the defining unit. The results show a clear relationship between teacher's motivational teaching practice and the language learning motivation of their classes. That study investigated the relationship of teachers' and students'

perceptions of strategy use in the classroom and related it to student characteristics. This study investigates the relations among measures of attitudes, motivation, language anxiety, English achievement, and perceived strategy use obtained from the students on the one hand, and the teacher's motivation and perceived strategy use on the other. In order to analyze these correlations they took the class as the unit of analysis because this is where the views of the teachers and the students come together. In their opinion teacher motivation is the most important variable because if teachers are not motivated the whole notion of strategy use is lost. This study is unique therefore because it is one of the first that directs attention to these types of variables as they apply to the class as a whole, and, because it investigates the relationships among all of these measures

Motivation is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. A "motivated learner" is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (Gardner, 1985, p. 10). Motivation plays a significant role in this model in three ways. First, it mediates any relation between language attitudes and language achievement. Second, it has a causal relationship with language anxiety. Third, it has a direct role in the informal learning context, showing the voluntary nature of the motivated learners' participation in informal L2 learning contexts. Some models of L2 learning motivation (Dörnyei & Ottó, 1998; Ushioda, 1998;Williams & Burden, 1997) do describe motivational processes as they happen over time, and are useful when it comes to accounting for variations of motivational intensity over time (e.g.,4 during a task that requires sustained effort and thought, or during the years required to master an L2). However, these models of motivation do not appear to be particularly well suited to the study of the momentary fluctuations of motivated behavior over the course of a single period of non-experimental classroom instruction. This is because L2 lessons in secondary schools tend to offer a succession of brief activities (e.g., lasting 5 or 10 minutes each, or even less), which seldom promote deep attention to meaning or higher-level thinking skills.

In his current model, Gardner (2000) focuses on motivation and language aptitude as the two most influential determinants of language achievement and shows how motivation affects language achievement. Moreover, this model predicts that the L2 learning situation could affect learners' attitudes and motivation. Research into second language motivation dates back to the

late 1950s and flourished in the 1970s with the pioneering work of Lambert and Gardner. Gardner (1985) proposed three key components of L2 motivation: (a) "motivational intensity or effort," (b) "desire to learn the language," and(c) "attitudes towards learning the language", (Dörnyei& Ushioda, 2011, p. 41). Gardner distinguishes between motivation and what he called orientation, where orientation stands for a goal. Orientation is an incentive that gives rise to motivation and steers it towards a set of goals. Strictly speaking, orientations are not part of motivation but function as "motivational antecedents" (Dörnyei & Ushioda, 2011, p. 41). Research into motivation in second language acquisition (SLA) in recent years has focused on the factors which affect second language (L2) learners' motivation (e.g., Csizer &Dörnyei, 2005; Dörnyei& Clement, 2001; Dörnyei& Otto, 1998; Oxford & Shearin, 1994). The researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation (Dörnyei, 1994; Tanaka, 2005). Other studies set out to investigate how teachers positively affect learners' motivation (e.g., Kikuchi, 2009; Sakai & Kikuchi, 2009; Tanaka, 2005). These studies proposed that L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. Among the role that teachers play in L2 classes are initiator, facilitator and motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation. Ramage (1990) suggested that teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning. However, the impact of teaching strategies on motivating students should rely on students perceptions of the strategies, as Dörnyei (2001) has proposed.

Many empirical studies of teacher's motivation were conducted to identify how teachers influence learners' motivation. Dörnyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among Hungarian teachers of English. The researchers assigned 51 motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes. This study leads to ten commandments for teachers to motivate language learners: teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as

possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. Other studies, which propose that teachers are an important influence on learners' motivation, include Dörnyei's 1994 study. Dornyei (1994) claimed that teacher-associated components that influence learners are language learners' affiliation (i.e., learners' desire to please teachers), teacher's style of teaching, and the use of particular teaching strategies, including modeling task-presentation and feedback. L2 learners' interactions with teachers, including learning experiences, feedback, rewards, praise, and punishments, are claimed to be relevant factors that may impact L2 learners' motivation (Williams & Burden, 1997). Oxford and Shearin (1994) proposed five implications for the role of the teacher in understanding motivation, suggesting that teachers should (a) figure out learners' real reasons for learning the L2; (b) help students build challenging but achievable goals; (c) show students the benefits of learning the L2; (d) create a safe, welcoming, and non-intimidating teaching environment; and (e) motivate students to develop high but realistic intrinsic motivation.

These studies show that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c) teachers' ways of interacting with the learners. We have seen above that teachers play a significant role in affecting learners' motivation; teachers' actions and behaviors in the classroom have motivational influence on students. Dörnyei and Csizer (1998) confirmed this claim through their study of 200 Hungarian teachers. They argued that teachers' behavior is a powerful tool of motivation in classroom. It is argued that teachers' behavior can influence the students' engagement in class. Therefore, it is crucial to establish a class atmosphere of mutual trust and respect with the learners (Alison & Halliwell, 2002). Teachers can promote such respect and trust through interacting with students on a personal level and show that they care about their students' personal issues or challenges that they face in the classroom or even outside. Enthusiasm is another factor that can impact learners' motivation. Enthusiasm is contagious in classrooms; therefore, if students recognize their teacher's enthusiasm to the task, they, too, will be enthusiastic (Dörnyei & Ushioda, 2009). Another motivational condition is classroom atmosphere.

Safe classroom environments are the most productive in involving the learner in the learning process. In such environments, students are encouraged to express their opinions and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm. Creating a safe teaching environment also includes developing a sense of community and promoting "a palpable sense of belonging" (White, 2007, p. 104). The third basic condition is concerned with creating a cohesive learner group with convenient group norms. Cohesiveness among learners has an influential motivational impact on learning. Uncooperative groups can have ineffective results in learning. Effective group norms are those developed by both teacher and learners. Group norms that are mandated by teachers have been proved to be ineffective unless the majority of the class agrees that they are appropriate and right (Ehrman &Dörnyei, 1998). Dörnyei (2003) suggested that it is important to build group norms early and involve students in building these norms, explain their purpose and get students agreement to include a particular rule or not, and finally the teacher along with the whole class should agree on a particular set of rules, and the ramifications of breaking these rules. Another important norm that contributes to cohesive groups is the tolerance of learners' mistakes and viewing them as something positive which may contribute to improvement and an indication of learning new information.

Gardner (2007) states that when discussing the roots of motivation to learn a second language in the school context, it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects). Dörnyei and Ottó (1998) have proposed a somewhat different perspective referred to as the process model of L2 motivation, based on Heckhausen and Kuhl's (1985) theory of volition because they wanted to emphasize the dynamic nature of motivation within the classroom context. The model consists of two elements. The first is identified as the action sequence, defined as "the behavioral process whereby initial wishes, hopes and desires are first transformed into goals then into intentions, leading eventually to action and hopefully to accomplishment of the goals, after which the process is submitted to final evaluation" (p. 47). The second is identified as the motivational influence, or "all the energy sources and motivational forces that underlie and fuel the behavioral process" (p. 47). Therefore, motivation might become unpredictable, especially if self-regulation is conceptualized as a

continuum where individuals can self-regulate according to particular stimuli and behaviors (Deci, Ryan, & Williams, 1996). Overall, it is generally agreed that the existing socio-psychological motivational construct is not applicable to all areas of L2 motivation, and that the "educational-friendly" approaches fail to completely provide all the answers in terms of L2 teaching and learning.

In spite of the many debates in the field of L2 motivation, Robert Gardner's proposal is generally acknowledged as the most influential motivation theory in L2 teaching and learning. Even though Gardner's initial proposal had no intention to directly deal with second or foreign language learning, he is considered the founder of the field, and his socio-educational model tenets have been broadly studied (MacIntyre, 2002). This socio-psychological approach sees motivation as coming from an interest in interacting and self-identification with the target language community (Crookes & Schmidt, 1991, pp. 470-471). In this respect, Gardner proposes four elements that characterize a motivated student: a goal, the desire to achieve the goal, positive attitudes and effort, which constitute the "affective variables" that differ from the more cognitive factors associated with language learning such as intelligence and aptitude. Gardner also establishes a clear relation between motivation and emotion, which is an essential link that has frequently been omitted in earlier motivational constructs.

Summary:

Motivation was examined as a factor of a number of different kinds of attitudes. Different researchers have reached different conclusions about hypothesized co-relations between motivation and learning depending upon the learner context.

Gardner defined motivation as a, combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language‟ (ibid:10). In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental, with much emphasis on the former. The integrative motivation refers to learners‟ desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985)

The instrumental side referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. According to Gardner (1985) motivation involves four aspects: a) goal b) effortful behavior c) a desire to attain the goal d) favorable attitude towards the learning activity.

Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation. According to Gardner (1985) motivation involves four aspects: a) goal b) effortful behavior c) a desire to attain the goal d) favorable attitude towards the learning activity.

According to Gardner and Lambert, an instrumentally oriented learner can be as intensively motivated as an integratively oriented one; however they hypothesized that the latter orientation would be better in the long run for sustaining the drive necessary to master the L2.

Gardner (1985) proposed three key components of L2 motivation: (a) “motivational intensity or effort,” (b) “desire to learn the language,” and(c) “attitudes towards learning the language”,

Motivation is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity.

According to Dörnyei, Z(2011), Ushioda (2011), Csizer (2005), Guillautaux and Ramage (1990), Safe classroom environments are the most productive in involving the learner in the learning process. Creating a safe teaching environment also includes developing a sense of community and promoting “a palpable sense of belonging”

These studies show that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c) teachers’ ways of interacting with the learners. They have seen that teachers play a significant role in affecting learners’ motivation; teachers’ actions and behaviors in the classroom have motivational influence on students. s

Based on this view of their comment (Gardner, 1985, p. 10), (White, 2007, p. 104) sought that, A “motivated learner” is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity

On the other hand, Mowrer (1960) pointed out that self-identity and positive attitude motivate a child to learn its first language. He argued that just as the child learns its first language in order to identify with its parents; in the same way a second language learner may be motivated to learn the second language in order to identify with the target language community.

Based on this view of Mowrer, Gardner pointed out that an individual with an integrative motivation is more likely to learn the second language successfully (Ellis, 1985).

Shumann defines 'motivation' as an affective factor alongside 'culture shock'. Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation. Ramage (1990) suggested that teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning.

The impact of teaching strategies on motivating students should rely on students perceptions of the strategies, as Dörnyei (2001) has proposed.

Without sufficient motivation, successful language learning cannot be achieved (Csizer & Dornyei, 2005; Deniz; Sugita & Takeuchi, 2010). So, it is widely accepted that motivation is the key to the success of second and foreign language learning.

Chapter-3
RESEARCH METHODOLOGY

3.1 Methodology

I have used a mixed methodology approach as I needed both qualitative and quantitative information to analyze answers to my questions. I have collected my data through questionnaires and interviews.

3.2 Procedure:

First of all I have prepared some questions for the teachers and a questionnaire for the students regarding my topic relating to the answers of which will cover the main idea of my Research. The questions are relevant and have a vital impact on my topic. The field work took place thrice a week for a total of 10 times between September 10 and October 30, 2013.While collecting the data from the students and the teachers, both the teachers and the students were dealt with non-manipulating way by the teachers so that actual information could be collected. While analyzing the data a mixed Methodology Approach- qualitative and quantitative- has been chosen. The responses were quite informative, analytical and significant. The participants were very co-operative and supportive.

3.3 Research Questions: Answers have been sought for the following research questions.

1. Can motivation be considered a key to effective Teaching?

2. How does motivation help in eliciting responses from each student?

3. Importance of motivation in facilitating classroom atmosphere.

4. The role of the teacher in enhancing student's motivation.

5. What strategies teachers can use for motivating learners?

3.4. Data Collection:

Instruments: The following instruments were used for the purposes of the study:

1. **Questionnaires**
2. ***2.*** **Interviews**

To collect data two different questionnaires were prepared- one being for the students and the other one being for the teachers. There was a closed ended questionnaire for students, which consisted of 20 different yes/ no questions. For the teachers the questionnaire included nine questions. By the nine questions teachers were facilitated to incorporate their practical knowledge regarding the role of motivation in ESL (English as a second language) classes. They also expressed their views on some problems and solutions to language classes not being motivated in terms of using L2. There were short informal follow- up interviews with both most of the students and teachers to know something more about the expected findings.

3.5. Participants

The participants in this study were 5 English teachers 30 students of private School & College and 3 teachers of a private University, Dhaka. Five English teachers and thirty students were chosen from a private English Medium School and Three teachers from a private University. All the teachers except one were experienced. Students were chosen from two classes-nine and ten. Among 30 students 15 were girls from class nine. All the students' first language was Bengali. All of them attend two English classes everyday and six days a week- each class lasting for 50 minutes on average.

3.6. **Data Analysis:** Students were given more than one week to complete the questionnaire. After that, responses were collected from them. Important findings and questionnaire responses were analyzed to see if a pattern emerged.

Chapter - 4 Results and Discussion

In this chapter the results of my research are presented followed by a brief discussion. Different teachers have given different opinions but most of them agreed that motivation is more effective in second language learning. Motivation is a crucial factor in second language learning. It was found that, among other factors motivation also plays a vital role. Especially for the learners of second language, instrumental motivation is uniquely supportive and helpful.

4.1 Findings and Discussion:

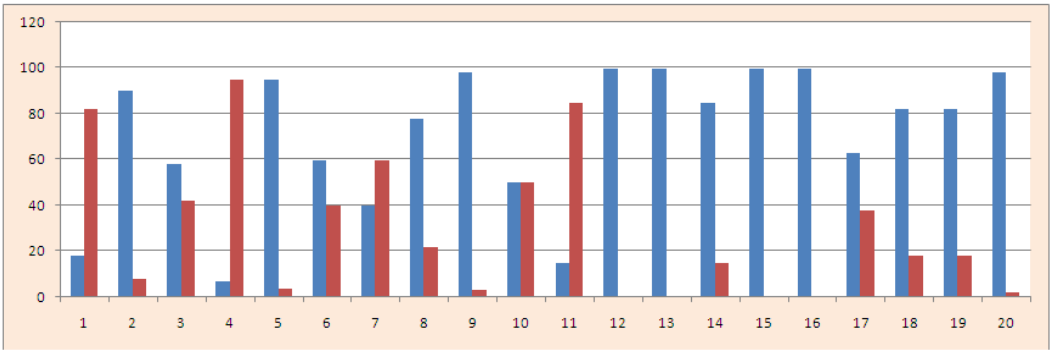
It was found that the students attributed their problems in English to their weak foundation, environment, and methods of teaching English in their previous levels. Weak foundation is related to the status of English, the students' motivation to learn English, and the teachers' lack of interest. Motivation is applied in few classes. Some students are motivated to develop their English language skills but rests of the students are not in the same condition. Some students only want to pass in the English exam without understanding and developing their skills. Some students find it difficult to understand English due to their weak foundation in English. Some students think that, exam system can largely be made responsible for students and teachers not motivating in language classes.

A large number of students think if there is a language club, interested students will be more motivated and get chance to improve their English by practicing. Most of the students think that, "Motivation" in the English language classes is good for the students. They also think that, motivation in the English classroom must be started from primary level. If teachers continue motivating in English classes for a few a months, students will start understanding English better. Initiative to motivate in English should be first taken by teachers. Students should be motivated and proactive about communication in English in the classrooms.

4. 2 Student's Perceptions:

To find out the students' perceptions they were asked to fill in a questionnaire items by just putting tick marks on one of the two options- yes / no. They were made to understand all the points before they chose the options so that the survey results would become as realistic as possible. There was also another column other than yes/no in the questionnaire in which they were allowed to write anything they thought would be relevant. (See Appendix-A)

Graph -1



The above graph shows the data found from the table in appendix-B

4.3 Summary of Findings:

A vast majority of students (84%) agreed that in their language classes motivation does not take place to learn English. Only a handful of students (16%) said that they are motivated to learn English in the language classes by their teachers. However, in the questionnaire there was an extra column for the students to write any comments if they had any, and there those (16%) students wrote that they want to be more motivated by the teachers in the language classes. But it

is optimistic that almost all the students (93%) want the interaction in English classes to be in English.

Most students (57%) showed positive notions regarding nervousness. They have the view that they do not become nervous if the class is taken in English. 93% of students disagreed with the idea that they only want to pass the exam and so they do not need to learn English. Again 97% of students want to develop their English language skills from their English classes.

Most of the students (60%) find it difficult to understand the lecture if it is delivered in English. The same percentage of students thinks that teachers have enough interest in motivating the learners in English classes. And almost three fourths of students (77%) blame their own lack of interest in this regard. Almost all the students (97%) think teachers do not motivate in ESL (English as a second language) classes because it is very difficult for them to make every student understand their speech in English. And half of the students think if teachers take the class in English, they might not do well in the exam because of not understanding the lessons.

“Motivation in the English language classes is good for the students” was the eleventh item in the questionnaire. Only 14% of the students disagreed with this. Not surprisingly all the students (100%) agreed that speaking English in the classroom must be started from primary level. One of the most important points in the questionnaire, according to the author, was whether they think that if teachers continue speaking English for a few months, students will start better understanding English. And not unexpectedly, again all the students agreed with this statement.
87% students think that teachers should take initiative first to motivate the learners in the English class. But interestingly at the same time all the students (100%) think that they should be proactive about developing English language skills in the classroom. Every respondent welcomed the idea of establishing an English language club in the schools. In terms of motivation the majority of students (64%) think that it is only teachers who can motivate students to improve the students’ English language skills.

Finally, 86% of students are in favour of attributing the practice of not speaking and listening English in the classroom largely to the present system of Secondary School Certificate

Examination (SSC), which does not asses the speaking and listening capabilities of students. Billah (2012) says that in Bangladesh some trained teachers try to practice all the skills in the classroom but they lose their motivation after a certain period as listening and speaking are not directly assessed in the public examinations and the students, guardians and the school authorities do not encourage the point. In a query to know whether it would be very effective for the students if they had to communicate only L2 (English) in the language classroom, 84% of the students responded positively. In this regard Kang (2007) says that the continued interest in better EFL pedagogy for elementary school students has led to many interesting suggestions, one of which is TETE, Teaching English Through English. In the last item of the questionnaire students were asked whether an ESL context, instead of EFL, would enhance their English speaking skill. Here almost all the students (97%) chose the option 'yes'. They were very true as Elis (1996) mentions that for ESL students' language learning are a part and parcel of survival and growth. To summarize the study, it can be said that in most language classrooms motivation does not take place to develop English language skills, but the majority of students want to be motivated in English in their language classes.

4. 4 Teachers' Perceptions:

To find out the teachers perceptions they were given a questionnaire consisting of nine questions. It is every teacher's dream to have in his/her class a motivated student, who is driven by the curiosity to learn and achieve his or her goals. However, this is rarely the case in L2 learning. Thus, it is the job of the teacher to generate students' motivation and help them build positive attitudes towards the L2. Teachers can achieve this aim of generating students' motivation through implementing various strategies. First, teachers should enhance learners' values and attitudes toward the language, including their intrinsic, intercultural, and instrumental values. Secondly, generating learners' interest and enjoyment to study is a key issue here. The target culture is also a useful tool to generate the integrative orientation of the learners through introducing authentic materials which reflect the target culture and community of the target language. The fourth strategy to generate motivation is to make the teaching materials relevant to the learners. Finally, teachers should help students create realistic beliefs about language learning. Some learners bring some unrealistic learning beliefs about how much progress or

learning they can achieve in a particular class. If they do not see that their beliefs or expectations are not achieved, they will become disappointed and lose interest in the course. Teachers, therefore, should explain the complexity to learn an L2 and develop students' understanding of the nature of the process. Moreover, teachers should help students realize that there are various ways to achieve success in the learning process and encourage each learner to find his/her distinct ways of learning.

4.5 Summary of Findings:

In the questionnaire the Teachers were asked why they thought that teachers and students are not motivated to develop English language skills in the language classes at secondary level. They were given nine questions where they were asked to write the answers.

First of all it has been found that almost 85% of teachers, 7 out of 8, strongly agreed with the idea that motivation in English classes is, with a very few exceptions, not take place in the secondary level while only the other respondent agreed to it.

Most of the teachers think that, motivation can be considered a key to effective Teaching. They also gave some ways on how motivation helps in eliciting responses from each student. All of them were agreed with the view that, motivation is very important in facilitating classroom atmosphere and for that, the role of the teacher in enhancing student's motivation is also beneficial for the students. Teachers also shared some strategies which are used by them for motivating learners. According to them, L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition.

Among the role that teachers play in L2 classes are initiator, facilitator and motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. One-third of the teachers wrote that, motivation plays a very important role in second Language learning. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning was another issue of discussion. They also wrote about the practical goals/objectives set for the language learners in second language learning. In this chapter I am going to present the

results of my research and discuss over them. Different teachers have given different opinions but most of them agreed motivation is more effective in second language learning. Motivation is a crucial factor in second language learning. Among other factors motivation also plays a vital role. Especially for the learners of second language, motivation is uniquely supportive and helpful. These roles are assumed to influence each learner's motivation.

Regarding the question of psychological and social aspect of motivation, none of the teachers denied that social aspect of motivation is not effective. Some of them viewed that motivation is necessary because in case of second language learning motivation works more. The teachers have observed that their students are socially motivated as most of them are influenced to learn English language for their career or livelihood. Some teachers viewed motivation works effectively, as they found that a small portion of the learners were motivated psychologically and socially. The interview was taken among eight teachers and five of them agreed that motivation being more effective in the English classes, and where else other three of the teachers disagreed with that and said that in some cases motivation is ineffective.

According to most of the teachers, students appear for the exam to get good marks in the exam, though there are varieties of opinions. One of the teachers opined that they appear for the exam to get good marks and at the same time to show competence in learning a second language. The reason why she thinks so is because students in her class show interest in understanding and knowing, instead of just a tendency to memorize to get good marks and to get over with the course. Here among eight teachers, six of them agreed that the main reason why they have to learn English as a second language is to get good marks. And the rest two teachers pointed that students appear for the exam to show their competence in second language and to do good in the exam is the logical consequence.

If we want to get an immediate result of learning English Language, that is, to achieve certain jobs or to build up career, instrumental motivation succeeds. It depends on what we consider as 'successes. If it is for the result or instrumental achievement, obviously it succeeds. In case of psychological growth it fails. Four of the teachers said that though they are motivated instrumentally, they can reach up to a certain level of competency. Two of the teachers out of eight said that instrumental motivation succeeds and the rest of them viewed that both

instrumental and integrative motivation are needed to succeed. One of them said that instrumental motivation works more in the short term whereas integrative motivation works more in the long term. According to one of the teachers, the failure and success depends on the students themselves. If any student is motivated about getting good marks for a good job or raising status in the society, it would certainly work for that student.

The above mentioned findings show that motivation is an important factor in teaching and learning English as a second language at the secondary level.

Chapter-5 Conclusion and Recommendations

5.1 **Conclusion:** While doing this research I have gathered a considerable amount of information for my analysis which helped me to do my research findings. After analyzing the data I found out that there are two types of motivation which influence people for learning.

In my research I have applied both Qualitative and Quantitative method for analysis of data. I came to know that most of the people of Bangladesh learn for getting not to learn something new. They want benefit from their learning process after learn something. The interview was taken among eight teachers and thirty students and most of them agreed that motivation is an effective factor in teaching and learning English as a second language in the context of Bangladesh.

Naturally, motivation research addresses the basic question of why human beings think and behave as they do; that is, motivation is concerned with the direction and magnitude of human behavior, or more specifically, the choice of a particular action, the persistence with it, and the effort given on it. In broad terms, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. In Bangladesh, one wants to learn for getting job after his/her learning or after completing his/her education. So, I believe that motivation can make the ESL class more effective in the context of Bangladesh.

In this paper, the author summarized some major influential theories of L2 motivation and the role of the teacher in enhancing learners' motivation and helping them achieve continuous progress in their language learning process. The body of literature in the field of motivation has shown that teachers play significant roles in increasing, or decreasing, students' motivation. The implications of motivational models and strategies can be beneficial for ESL and EFL teachers. Teachers would find it so helpful to integrate these motivational strategies in their classrooms and help their students make the most of their L2 learning. While each of the theories and strategies reviewed here has some value, no single theory or strategy can sufficiently explain learners' motivation. Therefore, it would be wise if teachers drew eclectically from these theories and strategies, or at least most of them, and try different combinations in their classrooms, taking into consideration that learners are different and thus different motivational strategies may work

differently with each group of students. In addition, it is significant that teachers should be aware of their actions and behaviors in classroom because it is very likely that teachers' actions can demotivate learners. In this connection the present study titled **"The Role of Motivation in Teaching and Learning English as a Second Language at Secondary level"** has been fruitful. It has been able to identify some problems that the Secondary Level teachers and students usually face while teaching and learning English as a second language. Some of the major problems include present public examination systems, lack of both teachers' and students' proficiency, shortage of trained teachers, teacher beliefs, and lack of students' motivation. Some relevant recommendations have also been suggested.

5.2 Recommendations:

Based on the study findings and discussions there are also certain recommendations suggested by the teachers whom I interviewed.

The recommendations are given below:

a. To promote students awareness towards learning process.

b. To keep learners in touch with modern English language teaching methods.

c. Motivation for learning English among secondary school students.

d. The effect of motivation on academic achievement among school/ college students.

e. A language club should be established in every school, and what is more this should be made mandatory by the government to develop the learners' English language skills.

f. Teachers should always motivate students to change their mentality regarding only passing the English examinations somehow.

g. There should be at least 20-30 marks on speaking and listening skills in the school semester examinations as well as in the public examinations.

h. Motivation to learn English in the language classes should be started from primary level.

i. All of the English textbooks should be redesigned so that language learning becomes fun and there are activities fully related to our real life.

j. As there is a hope for marks being included in public examinations on listening and speaking in near future, in this regard, teachers should motivate their students more and more.

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Appendices

Appendix-A

Questionnaire for the students:

Please give tick mark on the suitable option. Cooperation in providing true information and honest views is appreciated.

Sl.	Questionnaire Items	Total Students-30	
		Yes	No
1.	Motivation is applied in our language classes.		
2.	In English classes I am motivated to communicate in English.		
3.	I become nervous to communicate in English.		
4.	I only want to pass the exam and so I do not need to speak and learn English.		
5.	I want to learn how to develop English language skills from my English classes.		
6.	I find it very difficult to understand if the lecture is delivered in English.		
7.	Teachers do not have enough interest to motivate the students in English classes.		
8.	Teachers do not motivate because students are not interested.		
9.	Teachers do not speak English because it is difficult for them to make every student understand their speech.		
10.	If teachers take the class in English, maybe we will not understand the lessons and so we will not be able to cut a good figure in the examination.		
11.	Motivation in the English language classes is good for the students.		
12.	Motivation in the English classroom must be started from primary level.		
13.	If teachers continue motivating in English classes for a few a months, students will start understanding English better.		
14.	Initiative to motivate in English should be first taken by teachers.		
15.	Students should be motivated and proactive about communication in English in the classroom.		
16.	If there is a language club, interested students will be more motivated and get chance to improve their English by practicing.		
17.	It is only teachers who can motivate students to develop the students' four skills.		
18.	Exam system can largely be made responsible for students and teachers not motivating in language classes.		
19.	Using only target language in the classroom can be very effective for students.		
20.	If students learn English in the class, they would be much better speakers of English.		

Appendix-B

Questionnaire for the students:
Please give tick mark on the suitable option. Cooperation in providing true information and honest views is appreciated.

Sl.	Questionnaire Items	Total Students-30	
		Yes	No
1.	Motivation is applied in our language classes.	16%	84%
2.	In English classes I am motivated to communicate in English.	93%	7%
3.	I become nervous to communicate in English.	57%	43%
4.	I only want to pass the exam and so I do not need to speak and learn English.	7%	93%
5.	I want to learn how to develop English language skills from my English classes.	97%	3%
6.	I find it very difficult to understand if the lecture is delivered in English.	60%	40%
7.	Teachers do not have enough interest to motivate the students in English classes.	40%	60%
8.	Teachers do not motivate because students are not interested.	77%	23%
9.	Teachers do not speak English because it is difficult for them to make every student understand their speech.	97%	3%
10.	If teachers take the class in English, maybe we will not understand the lessons and so we will not be able to cut a good figure in the examination.	50%	50%
11.	Motivation in the English language classes is good for the students.	86%	14%
12.	Motivation in the English classroom must be started from primary level.	100%	0%
13.	If teachers continue motivating in English classes for a few a months, students will start understanding English better.	100%	0%
14.	Initiative to motivate in English should be first taken by teachers.	87%	13%
15.	Students should be motivated and proactive about communication in English in the classroom.	100%	0%
16.	If there is a language club, interested students will be more motivated and get chance to improve their English by practicing.	100%	0%
17.	It is only teachers who can motivate students to develop the students' four skills.	64%	36%
18.	Exam system can largely be made responsible for students and teachers not motivating in language classes.	84%	16%
19.	Using only target language in the classroom can be very effective for students.	84%	16%
20.	If students learn English in the classes, they would be much better speakers of English.	97%	3%

Appendix-C

Semi- structured Interview Questions for the teachers:

1. Can motivation be considered a key to effective Teaching?
2. How does motivation help in eliciting responses from each student?
3. Importance of motivation in facilitating classroom atmosphere.
4. The role of the teacher in enhancing student's motivation.
5. What strategies teachers can use for motivating learners?
6. Do you think your students appear for the exam to get good marks or to show their competence in second language?
7. What role does motivation play in second Language learning (English)?
8. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning.
9. What are the practical goals/objectives set for the language learners in second language learning?

Appendix-D: Teachers' responses

"The Role of Motivation in Teaching and Learning English as a Second Language at Secondary level"

Teachers' responses:

What are, in your opinion, the best probable solutions to this problem?

Cooperation in providing true information and honest views is appreciated.

Question-1: Do you think, motivation can be considered a key to effective Teaching?

Answers given by different Teachers

Teacher 1: Yes. Without motivation students do not want to learn second language. So it can be considered a key to effective teaching.

Teacher 2: Yes. Motivation plays a significant role in teaching second Language without which language would not be complete or fruitful.

Teacher 3: Yes. Only motivation by the teachers can enhance their learning. So, it can be considered a key to effective Teaching.

Teacher 4: Yes. Motivation accelerates both learning and teaching activities in an ESL situation.

Teacher 5: Yes. It has a great impact on teaching second language effectively.

Teacher 6: Yes. I think without motivation students will fail to have a positive attitude towards the English classes. So, it is the key to effective teaching.

Teacher 7: Yes. I think, on the influence of teachers on learners' by explaining, teachers can generate and maintain motivation in their teaching practices.

Teacher 8: Yes. I think the role that teachers play in L2 classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter which are the effective key to teaching.

Question 2: How does motivation help in eliciting responses from each student?

Answers given by different teachers

Teacher 1 : It really helps a lot. At least, in practical field, few students are interested in learning a second language with a positive attitude.

Teacher 2: Motivation works in eliciting and learning a second language. In English medium

schools, most senior students are motivated to learn English because they want to be a part of an English speaking society, i.e. in lifestyle, food-habits etc.

Teacher 3: It is involved through the ability to use different languages in your own perspective and also through the internalization of the essence of that language.

Teacher 4: If a translation of a Shakespeare drama motivates a learner, and for that he/she wants to learn English, that would be a case of motivation

Teacher 5: We see it rarely in the secondary level.

Teacher 6: If learners have a positive attitude then he/she can be successful m learning a language. So motivation is very important in the learning process.

Teacher 7: The student might want to be fluent enough to travel or study abroad in the future which motivate him/her to elicit the responses in the English classes.

Teacher 8: Motivation is involved in the sense that a student enrolled in an English language course that proficiency in the English language will help him/her blend in easily in an English speaking society. He/she would not have any problems with communication in an English speaking country. A number of students have plans to go abroad for higher studies and integrative motivation works for them to elicit the answers.

Question-3: Importance of motivation in facilitating classroom atmosphere.

Answers given by different Teachers:

Teacher 1: Motivation definitely succeeds in facilitating classroom atmosphere.

Teacher 2: Yes, because the learners become motivated gradually to reach their goals.

Teacher 3: It depends on what we consider as 'successes. If it is for the result or achievement, obviously it succeeds which is the byproduct of facilitating classroom atmosphere.

Teacher 4: Yes, it is very important to facilitate classroom atmosphere and enable the students to reach their goal.

Teacher 5: Eventually motivation can reach up to a certain level of competency of the students.

Teacher 6: If the teachers are motivated to facilitate the class, the students do not miss any point in pursuing this kind of targets.

Teacher 7: I think the answer to this depends on the students themselves. If a student is motivated about giving good marks a good job, raising status in society; it would certainly work for that student.

Teacher 8: I think it works on teacher's role in the classroom whether he/ she is facilitating classroom atmosphere or not.

Question - 4: The role of the teacher in enhancing student's motivation.

Answers given by different Teachers:

Teacher 1: Teacher's motivation plays an important role in the process of language teaching/learning,

Teacher 2: Teacher's strategies and the motivation brings language achievement of individual students in the classroom.

Teacher 3: If teachers are motivated, the whole notion of strategy use can be successful.

Teacher 4: I think the relationship of teachers' and students' perceptions enhances students' motivation.

Teacher 5: Teacher should promote and put into practice motivational strategies, which increase the students interest, attention and satisfaction.

Teacher 6: The environment of ESL classes can be developed and supported by teacher's motivation.

Teacher 7: Teachers in the classroom can influence students' attitudes and motivation

Teacher 8: Teachers can show the students the roots of motivation to learn a second language in the school context

Question-5. What strategies can teachers use for motivating learners?

Answers given by different teachers:

Teacher 1: Teachers must feel comfortable with themselves, their pupils, and their subject matter.

Teacher 2: Teachers must believe in their students' capacity and propensity for ropriate classroom conduct.

Teacher 3: Teachers must ensure that their instructional activities are interesting and relevant.

Teacher 4: Teachers must match their instructional activities with their pupils' capabilities.

Teacher 5: Teachers must involve their pupils in setting up "the rules".

Teacher 6: Teachers must identify their problem times.

Teacher 7: Teachers must remember that pupils are not "little adults".

Teacher 8: Teachers must give evidence that they genuinely like and respect their pupils.

6. Do you think your students appear for the exam to get good marks or to show their competence in second language?

Answers given by different teachers:

Teacher 1: Yes maximum students appear for the exam to get good marks rather than to show their competence in SLA (Second Language Acquisition).

Teacher 2: It is a part of their study and they want good grades.

Teacher 3: Most of them appear for the exam to get good marks.

Teacher 4: I have observed that students are more interested in getting good marks than showing competence in second language.

Teacher 5: I think my students appear at the exam to show their competence in second language; to do good in the exam in the logical consequence.

Teacher 6: They appear for the exam to get good marks and at the same time to show competence in a second language. The reason why I think so, is because students in my class shows interest in understanding and knowing, instead of just a tendency to memorize to get good marks and to get over with the course.

Teacher 7: Mostly to get good marks.

Teacher 8: There are few who want to show competence in second language but most of them appear to get good marks.

Question 7: What are the practical goals/objectives set for the language in second language learning?

Answers given by different Teachers:

Teacher 1: The practical goals are as follows:

a) To get good marks

b) To get a good job.

c) To impress others.

Teacher 2: The objectives are:

a) To be evaluated socially

b) To get a good job.

c) To go for higher study in abroad

d) To listen to songs and to watch movies.

Teacher 3: The goals are:

a) To achieve instrumental goals (most of the cases)

b) To achieve integrative goals.

Teacher 4: The necessary objectives can be:

a) To do well in academics.

b) To get a good job.

c) To do well at work.

d) To impress others.

Teacher 5: Goals/objectives can be:

a) They will be able to communicate in English with others.

b) They will be able to write term papers.

c) Successful in academic field as well as in professional level.

d) They will be able to develop their L2 skills.

Teacher 6: One objective can be:

To communicate as much as possible.

Teacher 7: One of the goals/objectives can be to write and speak fluently.

Teacher 8: Goals:

a) Gain proficiency in English.

b) Articulate thoughts and ideas clearly in English.

c) Be able to think and write critically.

8. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning?

Answers given by different Teachers:

Teacher 1: Instrumental motivation is more effective for students any way. We often try to motivate the other way. And that does not always work effectively.

Teacher 2: In teaching structure and composition writing, instrumental motivation may be more effective in facilitating successful second language learning. If students are made to learn how to write in an organized way with correct sentence structure, they would engage themselves in the learning process activity. They might change their learning strategies to be competent in using

English in real life situations.

Teacher 3: I think to know a second language we need integrative learning techniques. But for instrumental goals like learning the language for good score, we need instrumental motivation. So, in learning structure we can use instrumental motivation. In case of teaching creative writing we need integrative motivation.

Teacher 4: Instrumental motivation can be more effective in vocabulary teaching, oral communication, reading and writing for day to day life and so on. In fact, aspects of language which have practical application to learner's material life can be highly effective through instrumental motivation.

Teacher 5: Instrumental motivation is more effective when learners want to get immediate result. But if they want to sustain it in the long run they must be motivated integratively.

Teacher 6: Teaching creative writing can be effective.

Teacher 7: It's more effective in basic/general English courses, since it's a university requirement and is relevant to future job success.

Teacher 8: I think in all of the above situations because as long as a student in motivated about grades, getting a good job, raising his/her social status instrumental motivation applies to that student.

9. What role does motivation play in second Language learning?

Answers given by different Teachers

Teacher 1: In most of the case it's seen that without motivation student doesn't want to learn second language.

Teacher 2: Motivation plays a significant role in second Language learning. If the students are not motivated, they won't be involved in the learning process without which language would not be complete or fruitful.

Teacher 3: It makes the students interested and also helps them to remove the fear of unknown/new language. This enhances their learning.

Teacher 4: Motivation accelerates learning, first of all. If a student is motivated, he/she would make effort to take the classroom knowledge outside. So he/she will be able to apply the learnt knowledge to the real-life context.

Teacher 5: It has a great impact on Language learning. Those who are not instrumentally or

integratively motivated, they cannot succeed or can't go further.

Teacher 6: I think it plays a great role because without motivation students will fail to learn. If they do not have a positive attitude towards the class then they will think that the class is boring.

Teacher 7: Motivation is very important the more motivated students do better in language learning.

Teacher 8: I think it's learning something new and interesting, that will not only give them a good grade if they do well, but also enhance their success in communication in the professional world.

Teacher's information:

[The information collected will be kept confidential]

Name :……...

Date :……...

Name of school/University :……

Designation :……..

Contact No :……..

E-mail ID :……..