

The Impact of Motivation on ESL Learners at Intermediate Level

Dr. Muhammad Akram, Assistant Professor in English, Khawaja Fareed University of Engineering and Information Technology Rahim Yar Khan, 64200, Pakistan

Saba Fayyaz, M.Phil Scholar in English Linguistics, Khawaja Fareed University of Engineering and Information Technology Rahim Yar Khan, 64200, Pakistan

Arfa Ajmal, M.Phil Scholar in English Linguistics, Khawaja Fareed University of Engineering and Information Technology Rahim Yar Khan, 64200, Pakistan

Afshan Shabbir, M.Phil Scholar in English Linguistics, Khawaja Fareed University of Engineering and Information Technology Rahim Yar Khan, 64200, Pakistan

Abstract

The current research is based upon the role and impact of motivation on ESL learners. The purpose of this study is to discover the impact of motivation on ESL learners at intermediate level. Motivation plays a vital role for the success or failure of the students. In this research paper, the researcher explores and studies motivation and explains its different forms. The term motivation, explains different types of motivation, reviews previous studies about the role of the researcher takes a detailed review on the previous research studies in the process of learning English as a second language. In this research the researcher indicated the importance and impact of motivation on students' achievement during an ESL class. A quantitative research methodology was applied. Questionnaires were distributed among the students to collect data. Questions were analyzed by thematic frequency and percentage. It has been discovered through study, from students' perspective that different factors influence their motivation, which either increase or decrease the motivation of learning L2, hence affect learning achievement.

Keywords: Motivation, Second, Language, Learning.

Introduction

In this modern time, a number of people spend a lot of time to learn English as a second language. Many countries have English as part of their school curriculum, and children learn English at their very young age(Fillmore, 1991).

There are two basic types of motivations;

Internal motivations are those which activate learners' actions to learn a second language for personal development and cultural reinforcement. Intrinsic motivation refers to the desire to participate in an activity (Muñoz & Ramirez, 2015).

External motivation refers to the factors which come out of a need of learning a second language for a purposeful or external cause. External motivations are concerned with the accomplishment of goals, passing exams and monetary incentives. Extrinsic motivation refers to the acts taken to accomplish such main goals, such as winning a reward or avoiding a penalty (Williams & Williams, 2011).

The other aspect of using motivation is to the decrease demotivation. It is the degree to which learners are driven intrinsically or extrinsically. Intrinsic motivation is one for which there is no visible reward but for the behavior itself (Berliner, 2001)

Motivation has a well-built socio-cultural constituent. The motivation for ESL culture may modify the constructive thoughts of learners about the marked civilization.

Objectives of the Research

The objectives of the research are;

- To examine which motivational factors are stronger for ESL learners.
- To analyze the impact of motivation on students' ESL learning.
- To recommend the ways of increasing motivation and decreasing demotivation in students for ESL learning.

Research Questions

Following research questions are discussed in this research paper;

- What is the impact of motivation on ESL learners' at intermediate level?
- What are the major goals of the intermediate students of learning English?
- Why do the students of intermediate level face demotivation in ESL learning process?

Problem Statement

Students have a lack of motivation in ESL learning which causes their demotivation at the intermediate level. There is a need to adopt strategies to make the learners' motivated. Demotivation can be hindered by improving motivational level of students. This research focused on the analysis of motivation and demotivation in ESL at the intermediate level in District Rahim Yar Khan

Significance of this study

The study is helpful to analyze the impact of motivation of the students of intermediate level in District Rahim Yar Khan. The study is also providing the reasons for demotivation among the students.

Delimitations of the Study

The study was delimited on;

Intermediate students enrolled in the Government colleges of Rahim Yar Khan.

Literature Review

English is not just a medium of instruction for students but it is also being used efficiently in almost all the aspects of human life. Several countries grasp English as a second language in their educational system and students begin learning English at a very early period of age (Patel & Jain, 2008).

Finally, certain pedagogical implications were discussed to boost students' ESL learning abilities and found one of the most significant factors influencing second language learning and educating students about the role of gender in English learning demotivation (Campbell & Edwards, 2012).

Researchers have recently focused their attention on the detection of foreign language learning classroom demotivation. As a result of demotivation's impact on the language learning process and product, identifying language learning demotivation is an important part of foreign language research for language learners. Since language learning demotivation is complex and multifaceted, it manifests differently in different learners.

Motivation

Motivation is the product of a complex web of beliefs, expectations, values, desires and behaviors. The word "motivation" can refer to a variety of things including personal goals, how people choose their goals and how others try to improve their behavior (Eccles & Wigfield, 2002).

Intrinsic and extrinsic motivation

Intrinsic motivation refers to a person's desire to learn a language in order to achieve an instrumental goal in his life, such as becoming a translator or furthering a career, while integrative motivation is described as a force that drives a person to learn a language in order to integrate himself into the culture of the second language or to be able to communicate with people who speak the language (Carreira, 2006).

Extrinsic motivations are positively correlated with intrinsic motivation and achievement. External sources of motivation have been more effective for academic achievement during the

early stages of education, according to their study. While intrinsic motivation has become more effective during later stages(Eccles & Wigfield, 2002).

Previous Research

Learners get motivation intrinsically toward reading and speaking and they motivated with their achievement and knowledge. Intrinsic motivation plays an effective role upon all the aspects of ESL learners(Lucas et al., 2010).

Learners' positive attitude leads them to read and learn and this is all because of intrinsic motivation. There is much impact of class group because other motivated learners make other get motivation(Ahmadi, 2017).

It was found from the past research that inattentive learners develop a sense of demotivation among other learners. Some researchers proved that instrumental motivation is more important in comparison to integrative motivation during an ESL class(Mojavezi & Tamiz, 2012).

Learners were motivated integrative and instrumentally simultaneously. In the process of learning English learners were motivated(Liu & Huang, 2011).

Motivated learners learn language in an effective way spending much time to get knowledge about English language(Gilakjani, 2012).

Classroom environment also plays a role for students' motivation.it is found that in an unfavorable condition it is very difficult to create motivation among the students. In friendly and relaxed classroom learners learn more effectively(Ng & Ng, 2015).

Methodology

The primary goal of this study is to look at the impacts of teachers' motivation on English as a second language learning achievement at the intermediate level. Whatever sort of motivation is the most effective and so on. A quantitative techniques approach was applied to meet the study's requirements. A questionnaire was used to gather quantitative data for the study. The researcher sorted the findings after analyzing quantitative data.

Organization of the study

The research was organized on four Government post graduate colleges of Rahim Yar Khan.

Population

This research study included all the students of intermediate classes from all Govt. colleges of District Rahim Yar Khan.

The Impact of Motivation on ESL Learners at Intermediate Level

Sampling

Random sampling technique was used to collect data. The sample was chosen from the research population on random basis. Total four Govt. boys' colleges were selected for this research.

Research Instruments

The quantitative research method was used to conduct this research. A questionnaire was produced to collect data from students to accomplish the requirements of the research.

Data Collection

To collect data from the respondents through the instruments mentioned above. The researcher personally approached the respective 4 government Colleges in tehsil Rahim Yar Khan. A copy of the questionnaire was distributed among each respondent. 120 students were given a questionnaire for this research study

Data Analysis

The study's focus was on the Impact of Motivation on ESL Learners' proficiency. The current chapter is about analyzing, interpreting data and discussion that were gathered using a quantitative method. In the Tehsil Rahim Yar Khan, Pakistan, this data was obtained from 120 students of four colleges. Statistical analysis was done by using SPSS tool.

Table no.1

Statement	Category y	SD	D	N	A	SA	Total
Motivation plays an important role in the enhancement of students' language skills.	frequency	15	10	0	75	20	120
	Percentage	12.5	8.33	0	62.5	16.6	100

From the above table it showed that 15 students strongly disagreed, on the other hand 10 students of ESL learners disagreed about this statement. The number of students who agreed was 75 out of 120. 20 learners strongly agreed whereas no one of the learner was uninterested.

Table no.2

Statement	Category y	SD	D	N	A	SA	Total
Teachers' role is significant for ESL class in learning English as a foreign Language .	Frequency	8	10	0	80	22	120
	Percentage	6.66	8.33	0	66.66	18.3	100

From the above table it showed that 8 students strongly disagreed, on the other hand 10 students of ESI learners disagreed about this statement. The number of students who agreed was 80 out of 120. 22 learners strongly agreed whereas no one of the learner was uninterested.

Table no: 3

Statement	Category	SD	D	N	A	SA	Total
Teachers' speaking skill is a guiding principle for ESL learners' motivation.	Frequency	4	7	0	69	40	120
	Percentage	3.33	5.83	0	57.5	33.33	100

From the above table it showed that 4 students strongly disagreed, on the other hand 7 students of ESI learners disagreed about this statement. The number of students who agreed was 69 out of 120. 40 learners strongly agreed whereas no one of the learner was uninterested.

The Impact of Motivation on ESL Learners at Intermediate Level

Statement	Category	SD	D	N	A	SA	Total
Motivation increases the learning capacity of ESL learners.	Frequency	0	3	0	95	22	120
	Percentage	0	2.5	0	79.16	18.33	100

Table no: 4

From the above table it showed that not a single student strongly disagreed, on the other hand 3 students of ESL learners disagreed about this statement. The number of students who agreed was 95 out of 120. 22 learners strongly agreed whereas no one of the learner was uninterested.

Table no: 5

Statement	Category	SD	D	N	A	SA	Total
Teachers' motivational skill leads students toward better English learning.	Frequency	2	5	0	101	12	120
	Percentage	1.66	4.16	0	84.16	10	100

From the above table it showed that 2 students strongly disagreed, on the other hand 5 students of ESL learners disagreed about this statement. The number of students who agreed was 101 out of 120. 12 learners strongly agreed whereas no one of the learner was uninterested.

Table no.6

Statement	Category	SD	D	N	A	SA	Total
I get upset when I don't understand what the teacher is correcting and pointing out my mistakes.	Frequency	0	5	0	42	73	120
	Percentage	0	4.16	0	35	60.83	100

From the above table it showed that no student strongly disagreed, on the other hand 5 students of ESL learners disagreed about this statement. The number of students who agreed was 42 out of 120. 73 learners strongly agreed whereas no one of the learner was uninterested.

Table no: 7

Statement	Category	SD	D	N	A	SA	Total
Even if I am well prepared for language class, I feel nervous without teacher's motivation.	Frequency	3	4	0	88	25	120
	Percentage	2.5	3.33	0	73.33	20.83	100

From the above table it showed that 3 students strongly disagreed, on the other hand 4 students of ESL learners disagreed about this statement. The number of students who agreed was 88 out of 120. 25 learners strongly agreed whereas no one of the learner was uninterested.

Table no: 8

Statement	Category	SD	D	N	A	SA	Total
I always get motivated when other students speak foreign language in class.	Frequency	6	10	0	67	37	120
	Percentage	5	8.33	0	55.83	30.83	100

From the above table it showed that 6 students strongly disagreed, on the other hand 10 students of ESL learners disagreed about this statement. The number of students who agreed was 67 out of 120. 37 learners strongly agreed whereas no one of the learner was uninterested.

Conclusion and Findings

- From this study it is concluded that most of the students learn English effectively after their motivation by teacher as well as other motivational aspects in a language class.
- The responses of the filled questioner revealed that motivation is an effective way to teach students English language. A large number of the students agreed and disagreed regarding the positive impacts of motivation upon the students at intermediate level.

The Impact of Motivation on ESL Learners at Intermediate Level

- From this research paper it is found that motivation is a significant factor which plays a vital role on ESL learning at intermediate level.
- Some language teachers overlook students' motivation while teaching them English as a second language.
- Teachers' role is significant for ESL class in learning English as a foreign Language
- Teachers' speaking skill is a guiding principle for ESL learners' motivation.
- Motivation increases the learning capacity of ESL learners
- Teachers' motivational skill leads students toward better English learning.
- It is found that the learners were afraid of not understanding what is teacher saying in foreign language
- It is discovered that during language class majority of students found themselves thinking about the things which have nothing to do with their course
- It is explored that a noticeable number of students get panic when they have to speak without preparation in a language class.
- It is noticed that a large number of students are worried about consequences of failing their foreign language class.
- It is perceived that in language class the majority learners get confused about forgetting the things they know
- It is discovered that many of the partakers face embarrassment to volunteer the answers in their language class
- It is noticed that a number of participants get upset when they do not understand what the teacher is correcting
- It is uncovered that majority of respondents face demotivation even they are well prepared for a foreign language class.
- It is found that a large number of learners or participants often feel like not to go for a foreign language class
- It is stated that majority of repliers face heart pounding while going to be called on in a language class
- It is explored that a large number of students get more confused while they study more for a language class
- It is observed that a greater number of participants feel that other course mates speak the foreign language better than them

Recommendations

It is also recommended that teachers should receive training on how to engage learners and maintain a good attitude towards learning English as a second language by decreasing their level of demotivation.

- It is possible that this study will be utilized to develop a number of separate investigations in the future. Institutions should plan their language exercises to overcome students' demotivation towards learning development of English as second language.

- It is recommended that further studies should be done to find teaching strategies to develop motivation in students to learn second language.
- The language teachers ought to be comfortable with the way of life and ethnic foundation of the students. What's more, language instructors should know the foundation of learners' past language learning encounters. It can assist instructors with understanding the nervousness related practices of ESL students.
- Language teacher should teach their students how to develop motivation in an ESL class.
- Language teacher should use different strategies to develop motivation among the students.

References

1. Ahmadi, M. R. (2017). The impact of motivation on reading comprehension. *International Journal of Research in English Education*, 2(1), 1-7.
2. Berliner, D. C. (2001). Learning about and learning from expert teachers. *International journal of educational research*, 35(5), 463-482.
3. Campbell, C. M., & Edwards, R. R. (2012). Ethnic differences in pain and pain management. *Pain management*, 2(3), 219-230.
4. Carreira, J. M. (2006). Motivation for learning English as a foreign language in Japanese elementary schools. *Jalt journal*, 28(2), 135.
5. Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.
6. Fillmore, L. W. (1991). When learning a second language means losing the first. *Early childhood research quarterly*, 6(3), 323-346.
7. Gilakjani, A. P. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *International Journal of Modern Education & Computer Science*, 4(4).
8. Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 2011.
9. Lucas, R. I., Pulido, D., Miraflores, E., Ignacio, A., Tacay, M., & Lao, J. (2010). A study on the intrinsic motivation factors in second language learning among selected freshman students. *Philippine ESL Journal*, 4(1), 3-23.
10. Mojavezi, A., & Tamiz, M. P. (2012). The Impact of Teacher Self-efficacy on the Students' Motivation and Achievement. *Theory & Practice in Language Studies*, 2(3).
11. Muñoz, A., & Ramirez, M. (2015). Teachers' conceptions of motivation and motivating practices in second-language learning: A self-determination theory perspective. *Theory and Research in Education*, 13(2), 198-220.
12. Ng, C. F., & Ng, P. K. (2015). A review of intrinsic and extrinsic motivations of ESL learners. *International Journal of Languages, Literature and Linguistics*, 1(2), 98-105.
13. Patel, M., & Jain, P. M. (2008). *English language teaching*: Sunrise Publishers and Distributors.
14. Williams, K. C., & Williams, C. C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1.