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Motivation factors of learning English in government schools

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Abstract

The word "motivation" appears to be simple and easy but it's so difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. Martin Covington (1998:1) states that "motivation, like the concept of gravity, is easier to describe - in terms of its outward, observable effects - than it is to define. Of course, this has not stopped people from trying it." A few definitions were found during the research process: -

- According to the Macmillan's dictionary (1979), to motivate means to provide with a motive; move to effort or action.
- Gardner (1985) states that motivation involves four aspects: a- a goal b- an effort c- a desire to attain the goal, d - a favorable attitude toward the activity.
- Motivation is defined as the impetus to create and sustain intentions and goal seeking acts (Ames & Ames, 1989).

Keywords: Intrinsic Motivation, Instrumental Motivation

1. Introduction

Goal - desire - will - effort - ambition - energy - persistence - achieve - inspire - reward. Indeed, motivational issues take up large part of our daily life. When we talk about likes and dislikes, interests, or wishes we are in fact concerning ourselves with main motivational determinants of human being. In fact learning and teaching English as a second/ foreign language is no exception in this respect. When we think of how to encourage slow learners to work harder, how to create an attractive learning atmosphere or how to reward the hard-working students we indeed deal with motivation. Because motivation is one of the most significant factors in language learning, it is difficult for the low motivated students to learn English as a foreign language. Dornyei (1994) unequivocally states that motivation is one of the main determinants of second/ foreign language learning, interestingly, motivation is perceived by Dornyei (2001) as cyclic, going up and down, affecting language achievement and being affected by it.

Intrinsic Motivation and Instrumental Motivation:-

Intrinsic motivation deals with acts or behavior performed to experience pleasure or satisfying one's curiosity, whereas, instrumental or extrinsic motivation involves a behavior to receive some extrinsic reward (e.g. - good grades, employment) or to avoid punishment and it can serve as an interim source of motivation for a de-motivated learner. Ryan & Deci (2000) point out that intrinsic motivation is the most important kind and it is defined as the desire to engage in an activity for its inherent satisfaction rather than for some separable consequences.

English in India:-

The increase demand for English –both as a language and as a medium driven by the instrumental motivation has compelled most governments of the state (provincial) level to introduce English as a language from class one. The recent curricular revision at the national level culminated in the framework for National Curriculum Framework –2005 (NCF) record half a century development very objectively when it says, “The level of introduction of English has now become a matter of political response to people’s aspirations rendering almost irrelevant an academic debate on the merits of very early introduction”. English is an institutionalized subject in the school curriculum. Resistance to spread of English language education is countered by genuine arguments which look at the English language as a tool for empowerment English today is simultaneously sought after the suspected phenomenon. The motives, generally, are not only socially political but academic too while the demand increases on the one hand, the quality of English language in our state runs school more particularly in rural school, presents an abysmal picture

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Rationale of the study:-

Realizing the vital role of motivation in learning English, in addition to the desire of school administrations and teachers to know what affects the students' motivation towards learning English and the shortage of studies about motivation in the Delhi Government senior secondary schools urged the researcher to conduct this study. Therefore, the main aim of this study is to recognize the factors affecting the students motivation toward learning English as a second language. It also aims at exploring the students' integrative and instrumental motivation for learning English.

Research Questions:-

The aims of this study which are mentioned in the introduction were investigated through the following research questions:

- What are the secondary students' goals for learning English?
- Are the students motivated intrinsic or instrumental?

Hypotheses of the study

- There is no significant relation between goals of learning in English and in motivation.
- There is no significant difference between intrinsic and instrumental motivation in learning English.

Method:-

The current study employs a mixed method design which includes both quantitative and qualitative research methods. Such a method integrates both approaches to provide a much more detailed and comprehensive picture of that which is being investigated. In this study the qualitative data (interviews) was conducted after the quantitative data collection to deepen understanding and interpretation of the results.

Sample:-

The participants were 100 students from Delhi Government senior secondary schools of zone 18. Moreover, 10 teachers and 3 P.G.T (English) teachers as supervisors from the government schools were interviewed to give more insight to the investigated phenomenon. All of the students were females and they range in age from 16-18 years. All the participants (students) have been studying English as a school subject for more than 8 years.

Tools and Techniques:-

The current study employs a mixed method design which includes both quantitative and qualitative research methods- the questionnaire adapted from Gardner's (1985) AMTB to measure the students' integrative/ instrumental motivation in learning English. This questionnaire contains 8 items reflecting the integrative/ instrumental motivation and a five-point Likert Scale ranged from "strongly disagree" to "strongly agrees". was used. The integrative motivation scale includes four items to find out how much the learners learn English with a genuine interest to assimilate with the target language, culture, community, their way of life and literature ; this would show their Interactivity toward the target language. But, the instrumental motivation scale includes four items aiming at measuring the respondents' utilitarian reasons for studying English. Semi structured interviews with 20 students from those who had participated in taking the questionnaire, 10 teachers and 3 supervisors of English to obtain qualitative data.

Procedure:-

To guarantee a positive participation, the subjects were informed that their answers would be confidential and they were not required to write or give their names at any stage of the study. The questionnaire was administered by the researcher and 100 students participated in completing the questionnaire during the English classes. The respondents were chosen equally from literary and science sections. Concerning the interviews, they were conducted to gain a more in depth understanding of the factors affecting the learners' motivation in addition to their integrative and instrumental orientations. The 20 interviewed students were chosen according to their rate in English (10 from those who rated themselves good in English and 10 from those who were rated weak learners).

**Analysis and interpretation:-
Integrative and Instrumentality**

The students' responses toward the eight items measuring integrative and instrumental motivation are shown in table 1 below and in appendix 3.

Table 1: The frequency distribution, mean scores and standard deviation of the 8 items on integrative and instrumental motivation. (n=100)

Item	S.D	D	U	A	S.A	M	S.D
Integrative Motivation							
1-1 study English to be more at ease with English speakers	1	11	9	45	34	4	0.97
2- I study English to meet and converse with varied people	9	8	10	33	40	3.87	1.27
3- I study English to understand British & American arts and literature	6	18	33	25	18	3.31	1.13
4- I study English to participate more freely in the activities of other cultural groups	2	8	20	37	33	3.91	1.01
Overall mean score						3.77	
Instrumental Motivation							
5- I study English as I need it for my future career	0	0	7	34	59	4.52	0.62
6- I study English to become more knowledgeable	2	3	12	43	40	4.16	0.89
7- I study English as it helps me get a good job	0	2	7	40	51	4.40	0.70
8-I study English as the others respect me more	7	10	26	37	20	3.53	1.12
Overall mean score						4.15	

With an overall mean score of 3.77, the students show a positive attitude toward the L2 community and an agreement that studying English can allow them to interact with other English speakers, to meet more variety of English speaking people and participate more freely in activities of other cultural groups. When comparing between the scores of the integrative items 1 and 3, it was found that there is a significant difference between the means of these two items (M1 = 4, M3 = 3.31), (t = 4.71, p = 0.001); the comparison between items 2 and 3, revealed a significant difference between the means of these two items (M2 = 3.87, M3 = 3.31), (t = 3.44, p = 0.001); also there was a significant difference between the means of items 4 and 3, (M4 = 3.91, M3 = 3.31) (t = -4.78, p = 0.001). A new variable was created

by calculating the total mean of the items 1, 2 & 4 in the integrative motivation scale; this variable had a mean of 3.93 and a standard deviation of 0.62; when item 3 in the integrative motivation scale was compared to this new variable using the paired samples T-test, it was found that the scores of these two variables differed significantly with ($t = -5.36, p = 0.001$). Looking at the frequency distribution and mean scores of the 4 items making up the instrumental orientation shows that the students highly accepted items 5,6 and 7 (getting a good job, improving future career and being a knowledgeable person) as being fundamental reasons to their desire to learn English.

Findings:-

Comparing the overall mean score (3.77) of the four integrative items to (4.15) of the instrumental items, it can be concluded that the respondents are to a certain extent integrative motivated but they still have a higher degree of instrumental motivation. In regard to the interview results concerning the students' instrumental and integrative orientations, all of the interviewees (students) mentioned that they like studying English for various practical reasons such as getting a good job, improving future career, continuing higher education.

Conclusions:-

The results of this study have shown that the government students have a higher degree of instrumental orientations and motivation than the integrative ones have a high level of integrative motivation toward learning English (mean=3.77).The need of the hour is that the curriculum maker must consider the motivation for learning English. The practical usage of English must be focused. It must be ensured that after studying English students would able to comprehend and respond in this language. Syllabus should include more activities which improve the listening and speaking skill of learners of English which help them in future.

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