

The Impact of Motivation on Developing English-Speaking Ability

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تأثير التحفيز على تطوير مهارة الحديث في اللغة الانجليزية

الزادمة الطاهر الفرجاني*

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المختص :

تُعد المحادثة إحدى المهارات المهمة التي يحتاج الطلاب إلى تعلمها حيث إنها تساعد على التواصل الفعال فهي تمكننا من التواصل لفظياً مع الأفراد لنقل الرسائل ومشاركة المعلومات بطريقة مفهومة لقد قيل أن الدافع يعتبر عاملاً ضرورياً لتسهيل عملية التعلم. وكان تأثيره على تعلم اللغة محل اهتمام العديد من الدارسين والباحثين في تعلم اللغة الإنجليزية حيث تبين أن الطلاب الذين لديهم الدافع والرغبة والمتحمسون لتعلم اللغة لا يعتبرون الفشل عائق ويشاركون في عمليات التدريس والتعلم بنشاط. ويعملون بجد للغاية لفهم المادة من خلال القراءة، والتحدث مع الأصدقاء، وطلب التوجيه أو النصيحة من المعلم او من شخص لديه المزيد من المعرفة، وعلى استعداد للتعلم بمفردهم. تهدف هذه الورقة إلى التعرف على اتجاهات المعلمين وطلابهم نحو تعلم مهارة التحدث الشفهي وكذلك تستكشف العلاقة بين الدوافع الخارجية والجوهرية لتعلم مهارات التحدث

تتكوّن عينة البحث من خمسة معلمين ومعلمات من ثلاث مدارس ثانوية حكومية في ليبيا. وكذلك 60 طالب وطالبة تم اختيار المدارس المختلفة في هذه الدراسة بشكل عشوائي باستخدام العينة العشوائية الطبقية. وتم استخدام مزيح من أساليب البحث الكمية والنوعية لجمع البيانات. وأظهرت النتائج وجود علاقة بين الدافعية وتعلم اللغة. ويشير أيضاً إلى أن جودة تعلم التواصل الشفهي يمكن أن تكون أعلى بشكل عام، وأن الدعم والتحفيز المستهدفين سيفيد جميع الطلاب.

Abstract

Oral communication is considered one of the important skills that students need to learn. It enables us to contact with each other and convey our messages. It has been argued that motivation is considered a necessary factor that facilitates the process of learning. Its impact on language learning was a matter of interest to many English language learning scholars and researchers. Students who are interested and motivated to learn a language do not consider failing and will take part in the teaching and learning processes actively. They will work extremely hard to comprehend the material through reading, talking with friends, asking the teacher for guidance or advice from someone with more knowledge, and willing to learn on their own. This paper aims to investigate the attitudes of teachers and their students towards learning oral communication. It explores the relationship between being extrinsically and intrinsically motivated to learn speaking skills.

The research sample consists of 5 male and female teachers from 4 secondary public schools in Libya. The different schools in this study were chosen randomly using stratified random sampling. The other sample was made up of 60 students who were studying at the same schools. A combination of quantitative and qualitative research methods was utilised to collect data. The findings revealed that there was a relationship between motivation and learning a language. It also suggests that the quality of learning oral communication could be higher overall, and that targeted support and motivation would benefit all students

1. Introduction

Speaking is one of the important skills that students of any language as a second or foreign language need to learn as it represents the capability that enables efficient communication across a wide range of contexts. It enables us to communicate verbally with individuals to convey messages in a comprehensible manner. As communicating with others involves sharing information and, if necessary, impelling the listener to take action, it is important for learners to acquire both speaking and listening abilities in their second or foreign language, so that they can be able to communicate successfully.

There are some elements of speaking skills that need to be developed in order for students to speak the language effectively. These elements include

learning vocabulary and verifying the meaning of a phrase or sentence, as well as having a clear understanding of what it implies, so that they can grasp what the other person is saying and can respond with appropriate vocabulary. Thus teachers are required to improve their students' ability to learn as much vocabulary as they can through utilizing various strategies. Learning grammar is a necessary step in order for students to convey information in a way that the listener will recognize and understand. Furthermore, to make progress toward successful communication students need to be inspired and motivated. They need to be stimulated to speak the language fluently because the more fluent students are in English, the more interesting, and exciting conversations they can have (Al-Sobhi and Preece, 2018).

It has been argued that motivation and its impact on language learning was a matter of interest to many English language learning scholars and researchers. It is considered a necessary factor that facilitates the process of learning. Various definitions are given to the term motivation. According to Gardner (2006) motivation is making an effort and being willing to learn a language. he confirmed that to have a desire to learn a language can help the student acquire fundamental language abilities like vocabulary, grammar, and pronunciation and being motivated to learn “provides energy and success with high levels of attention and interest for learners” (Field, 2000, p. 137).

Motivation can be interpreted as the ideas and the desire that drive students to act or achieve their goals and it is a significant factor that influences all stages of learning and performance. Students who are interested and motivated to learn a language do not consider failing and will take part in the teaching and learning processes actively. They will work extremely hard to comprehend the material through reading, talking with friends, asking the teacher for guidance or advice from someone with more knowledge, and willing to learn on their own.

2. Purpose of the Study

The present study aims to uncover the impact of motivation on learning oral communication. It displays the opinions and beliefs of both teachers and students towards learning speaking skills. This study also intends to provide some information needed to enhance teaching and learning practices and improve learning conditions. Further, the current study will advance our knowledge of the effects of inspiring and motivating students to take part in

the learning process by offering suggestions and views for using more effective and applicable activities that help students to involve and speak English language.

3. Research Questions

The following are the research questions to be answered:

1. How does motivation influence students' learning?
2. How do university teachers motivate their students to communicate in English?

4. Literature Review

4.1. The Importance of Motivation

Motivation is considered a crucial element to learning any language including English language (Al-Sobhi and Preece, 2018). Students who are highly motivated, and have a good attitude about learning English can learn the foreign language effectively and successfully. However, students who lack motivation may struggle to acquire and build knowledge of a second language, and studying the language will be challenging for them overall (Cook, 2000).

There are many different ways for teachers to motivate their students in the classroom; one of them is by providing students with constructive feedback as well as giving them appreciation and praise for their hard work and participation. This might promote students' achievement and could encourage them to take part in the teaching and learning process (Mitchell & Myles 2004). This notion is supported by Cajkler & Addelman (2000, p.19), who confirm that students may “respond better to rewards than to punishments”.

4.2 . Types of Motivation

It has been argued by Mansfield and Volet (2014), that being motivated is essential for success as it fuels our enthusiasm, brings us happiness when our objectives are accomplished, and offers us hope when we fail. Motivation originates from two sources:

When motivation arises from "internal" sources to satisfy demands and needs, it is referred to as intrinsic motivation and something that is internal to oneself. Thus people do not do things because they have to; rather they do them because they enjoy them. This indicates that a person who is intrinsically motivated pursues an interest, a course of study, or skill development just for the sake of learning and enjoyment. Gardner

demonstrated that the intrinsic motivation develops when a student wishes to join or be a member of a particular group and culture. The other type of motivation, *extrinsic* occurs when a learner has a goal or advantages they want to gain from learning a specific language.

However, extrinsic motivation is the term used to describe motivation that comes from outside sources that are controlled or supplied by other individuals such as reward or acknowledgement. That is to say that your desire to learn or do anything, else stems from an expected and highly valued result rather than from fulfillment, enjoyment, or personal development, you are said to be extrinsically motivated. When these two forms of motivation are compared, Ellis (1994) believes that the integrative motivation is the greatest and most ideal motivator. He believes that integrated motivation is more effective and organized.

4.3. The teacher's role in motivating students

Motivation is considered a crucial element for learning any language, including English. It has been argued that students who have a positive desire in relation to learning a language are highly motivated and can learn the foreign language effectively and successfully. However, students who lack motivation may struggle to acquire and build knowledge of a second language, and studying the language will be challenging for them overall (Cook, 2000).

There are many different ways for teachers to motivate their students in the classroom; one of them is by providing students with constructive feedback as well as giving them appreciation for their hard work. This might promote students' achievement and could encourage them to take part in the teaching and learning process (Mitchell & Myles 2004). Additionally, a strong motivation to study a second language (L2) can play a key role in acquiring a high degree of competence and success in meeting learners' language learning objectives. Furthermore, students that are eager to study become active and innovative in the classroom, which helps them overcome their limitations and inspires them to take ownership of their learning.

Despite the fact that students may have an innate desire to learn, the teacher's external support has a significant impact on students' learning. The teachers' role is vital in creating a safe learning environment for motivation, and they are required to establish a productive learning environment for their students

and help them to feel that they are at ease to increase their students' motivation to learn (Harmer 2007). As a result, students are more likely to have high expectations when they are properly supported and when they are given the encouragement they need to complete any work (Cook).

5. Methodology

In order to answer the research questions about what obstacles university students face in learning speaking skills, a mixed method approach was used. A quantitative approach was chosen for this study because of its adaptability and the data produced are particularly suited to the current study. This type of method presents numerical data and countable objects which can be displayed by using tables, and charts. Therefore, in order to obtain additional information from the participants, the questionnaires served as a supporting tool for the other instrument which is semi-structured interviews.

While, applying qualitative research was aimed to comprehend the current social phenomena and discover teachers' views towards the topic under study. The interview's ethical concerns were carefully considered. Each interview began with the researcher outlining the goal and purpose of her study before highlighting the importance of maintaining the anonymity of the data that the participants would provide. Both quantitative and qualitative methodologies were deemed appropriate for the target group of this research. Additionally, both approaches could aid the researcher in developing a deeper comprehension of the topic under investigation (Cohen 2007; Bryman, 2008).

5.1. Questionnaire

The questionnaire is arguably the most widely used instrument for gathering data in social research. One of the benefits of using questionnaires is that a researcher may obtain a lot of responses in a consistent format, which is easy to verify. In addition, questionnaires are simple to distribute and analyze, as well as help the researcher save time Dörnyei, (2010). According to Willman, (2011). by using questionnaires, researchers can obtain responses without speaking with each respondent. On the other hand, despite being an extremely flexible instrument, questionnaires must be used carefully to meet the needs of a specific study.

In this paper, the questionnaire was used as a tool for data collection to elicit information about the topic under investigation. Through the use of a questionnaire, the researcher would be able to collect a significant amount of

data from a big sample while saving money, time, and effort. Additionally, she can investigate the kinds and frequency of motivation that is expressed by the sample.

5.2. Interviews

In order to better understand the issue and learn more about the perspectives of both teachers and students, it was determined that interviewing teachers would be the most effective way to address the research question and comprehend the phenomenon under investigation. Gillham (2000, p. 12) illustrates that “Any research which aims to achieve an understanding of people in a real-world context is going to need some interview material, if only to provide illustration, some insight into what it is like to be a person in that setting”.

The most common and adaptable kind of interview is the semi-structured one, which uses a set of fundamental questions to direct the conversation and gives the interviewee time and space to consider their response. Hence, a semi-structured interview with a sample of 5 teachers at secondary schools was conducted in this research to have a better understanding of the problem and gain insights into their perceptions. Additionally, the interviewee's anonymity and confidentiality are taken into account, which encourages greater freedom of expression and more open responses (Collis & Hussey, 2009, p.46).

6. Participants

One of the fundamental approaches to a research study is sampling. A sample is merely a portion or group that symbolizes the entire population. Researchers extrapolate and derive data from a smaller group as it is not always practical to obtain measurements from the whole population due to factors such as cost, time, and accessibility (Bryman, 2008). After establishing his or her aims, the researcher should identify this group because it is the one to which researchers would most like to generalize their findings. That is to say those participants must be properly chosen because sampling techniques are crucial to every study. They must be willing to participate in the planned study and have the ability to communicate and take part in the study.

Additionally, Cohen et al. (2007) state that, participants need to provide their comments and should be knowledgeable so that researchers can enhance their understanding of issues that are important to their study's goal. Thus, in the

study at hand, a suitable sample was chosen which could accurately reflect the population's characteristics. Ten teachers were interviewed and interviews were set up by contacting teachers who expressed a strong desire to take part in the study.

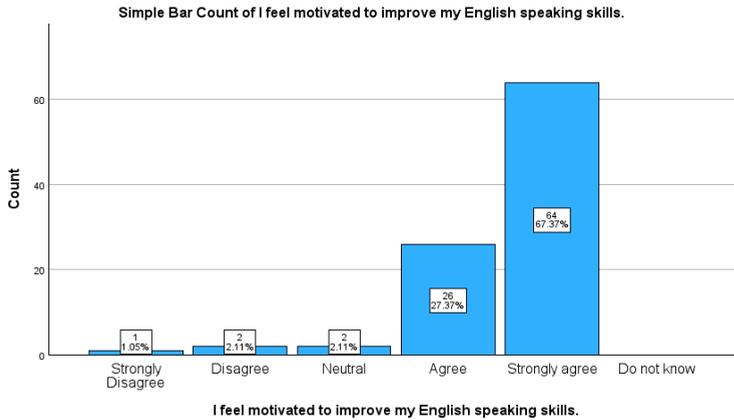
To begin with, each teacher was made aware of the purpose of the study and in order to get rich and truthful data, interviewees were encouraged and made to feel comfortable and at ease. In other words, every interviewee was reminded that they could end the interview at any moment or withdraw. In addition to selecting their chosen language of communication (English or Arabic), each interviewee was asked to select the time and location of the interview in order to ensure a smooth process.

7. Results and Discussion

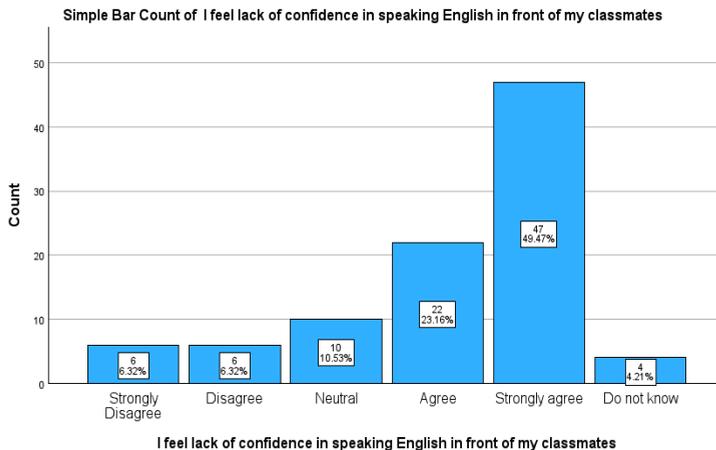
In order to analyse the quantitative and qualitative data which were gathered, it was important to select an appropriate approach (Cohen et al., 2007). In the current study, two distinct approaches were used to evaluate the information collected from the quantitative and qualitative data (questionnaires and interviews). The research applied qualitative analysis as it focuses on gaining a thorough understanding of the phenomenon, whereas quantitative analysis measures the data gathered to produce statistical results. The questionnaire's data were analysed statistically, using the SPSS software, and descriptive statistics to make the data collection process easier. The findings of the questionnaire revealed that the students' statements regarding their motivation to advance their English-speaking abilities were highly consistent. Students acknowledged that their teacher's constructive criticism encourages and motivates them to take part in their learning during oral activities. In addition, the results showed that group activities provide a considerable number of chances for language practice in communicative context.

This suggested that student performance and behaviour will be influenced by motivation in that students who are motivated are going to approach learning and the classroom activities, with greater positivity and enthusiasm as well as they will be more willing to take part in their learning and overcome any encountered challenges. Additionally, the quantitative findings revealed that more than 67% of the students' questionnaire responses stressed their motivation to develop their speaking abilities as shown in Figure (1) below.

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Regarding the results related to the statement (I feel lack of confidence in speaking English in front of my classmates), the majority of the students 72.63% responded that they are unable and hesitant to speak in front of their classmates. Generally, the results emphasized that the majority of students were unwilling and insecure enough to engage in any classroom-speaking discussion because they were either nervous, worried, or scared of making a mistake in front of their peers.



In this respect, the results gained from qualitative data analyses revealed that both teachers and students agree that many factors can influence students' oral communication. According to the teacher responses motivation, excitement,

and desire for learning a language are essential for overcoming any obstacles during the learning process. Those interviewees' responses assume that some students feel demotivated to study English, which prevents them from being inspired to overcome any learning challenges.

This is evident from Teacher No. 5's response, in which she stated that some students tell her that they only study English in order to satisfy and please their parents and that they do not enjoy studying the language. Some other teachers emphasized this view, as can be seen from the following extract:

Some of my students, not all of them to be sure, tell me that they do not like to learn English and they find it difficult. They study it only because their parents wanted them to do so.

Further, the teachers provided different views about motivation and how it inspires students to perform well. Generally, most of them believe that, whenever students are interested in learning a subject, this can help build their confidence and push them to work harder. This is evident from the response of teacher No. 4

I think being confident is an essential issue. Most of my students find speaking in class stressful and students are hesitant to participate. I believe that they are worried about making mistakes in front of their colleagues

The qualitative findings supported the quantitative results as both teachers and students confirmed the significance of being motivated to learn a language and how it stimulates and reinforces students to achieve better learning and overcome learning difficulties.

8. Conclusion

Based on the results, it was found that both teachers and students had concerns about the teaching and learning of speaking skills. They gave many justifications for the significance of teaching and learning oral communication. They claimed that mastering the English language was essential for a variety of reasons, including advancing their education and communicate with others as English language is considered the language that is spoken by many people all around the world.

In spite of the fact that the results showed that the majority of instructors understood the value of students becoming able to speak English, it can be said that students with little exposure to the second language have difficulty in communicating using it. Among many factors that can impact learning the

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English language is being motivated to learn this language. According to the teachers' earlier comments, some students struggle to speak out or participate in class because they are anxious and unmotivated. This, in their opinion, is clear evidence of a psychological issue that may be impeding their ability to learn and communicate successfully.

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