

THE IMPORTANCE OF FREQUENT USAGE OF VARIOUS MOTIVATIONAL STRATEGIES IN SECOND LANGUAGE ACQUISITION

İkinci Dil Ediniminde Değişik Motivasyonel Stratejilerin Yaygın Kullanımının Önemi

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Abstract: *Why do the students of second language acquire it with different level of achievement? Which factors influence better acquisition of L2? What is the role of motivation and motivational strategies in SLA? These questions always bother the ones who are involved in teaching process, and second language acquisition. These questions can be related to the term of motivation. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours, or collective set of ideas and forces that influence people to think in a certain way. So, motivation can, really be considered as a very important factor that has a great impact in students SLA, especially the motivation and the strategies employed by the teachers in the classroom. This paper is concerned about the various motivational strategies that teachers use to motivate their students while acquire the second language. In fact, how often do they use various motivational strategies in their teaching process in order to make the language acquisition and comprehension easier? The research study was conducted to find out how frequently and in which percentage are motivational strategies used by the teachers in the classroom, and which type or the group of the same was used the most. The participants of the research study were the teachers of International Primary Schools of Bosnia and Herzegovina, where English language is taught as a second language.*

Keywords: *Motivation, strategies, teachers, self-confidence, group norms, language acquisition*

Öz: *İkinci dil öğrenen öğrenciler neden değişik başarı düzeyleri gösterirler? Hangi faktörler daha iyi olarak ikinci dil edinimini etkilerler? Motivasyonun ve motivasyonel faktörlerin İkinci Dil Edinimindeki rolü nedir? Bu sorular yabancı dil öğretiminde ve edinimle iştigal eden kişileri sürekli rahatsız edegelmiştir. Bu sorular motivasyon terimi ile ilişkilendirilebilir. Motivasyon, hedef odaklı davranışları sürdürülebilir yapan onlara yon veren ve başlatan bir süreç olarak tanımlanabilir veya insanların belirli yönlerde düşünmelerini sağlayıp etkileyen bütüncül düşünceler ve güçler dizisidir. Dolayısıyla, motivasyon öğrencilerin ikinci dil edinimi ve öğrenciler ikinci dili edinirken öğretmenlerin öğrencilerini motive etmek için kullandıkları stratejileri üzerinde gerçekten çok büyük etkileri olan kuvvetli faktörler olarak sayılabilir. Gerçekten de, öğretmenler ne kadar sıklıkla ikinci dil edinimini ve*

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anlamayı daha kolay kılmak için öğretim süreçlerinde muhtelif motivasyonel stratejiler kullanıyorlar? Bu çalışma öğretmenlerin ne kadar sıklıkla ve hangi yüzdelerde motivasyonel stratejileri sınıfta kullandıklarını ortaya çıkarmak ve benzeri veya en çok hangi tip motivasyonel stratejiler kullandıklarını anlamak için gerçekleştirilmiştir. Araştırmanın katılımcıları Bosna Hersek Uluslararası İlkokulunda ikinci dil olarak İngilizceyi öğreten öğretmenler üzerinde uygulanmıştır.

Anahtar kelimeler: Motivasyon, öğretmenler, özgüven, grup normları, dil edinimi

INTRODUCTION

This paper intends to show and emphasize the importance of learners' motivation while acquiring English as a second language, and wants to show whether the teachers use the motivational strategies in the classroom, and in which percentage.

Motivation is seen as a very important factor which leads to success in acquiring English as a second language. Motivation can be internal, related to a learner self- motivation and works independently of the teacher, and external, related to environmental influence which makes the impact on the internal motivation.

Learners usually have many problems while acquiring English, and experience many obstacles to demotivate them. Different motivational strategies used by the teachers, in a right way, can diminish these obstacles, motivate the learners, and make the acquisition of SL interesting and fun. We can talk about motivated person in the case when desire to achieve the goal and favourable attitudes toward the goal are linked with the effort, or the drive (Gardner, 1985).

LITERATURE REVIEW ON MOTIVATION

Motivation is a subject of different researches through the years. The conceptualization of motivation can be seen as: -promotes cognitive aspects of motivation related to learner's "self" (need for achievement, self-confidence/ efficacy), - focusing on a situational factor relevant to classroom application (characteristics of language course or language teacher) (Dörnyei, 1990. Tremblay, Gardner, 1995, Williams, Burden 1997, cited in Dörnyei 2007). One of the most popular psychological theories of motivation is Maslow's Hierarchy of Needs which wants to explain what motivates people. Hierarchy of needs includes five motivational needs, often depicted as hierarchical levels within a pyramid: psychological needs, safety needs, love needs, esteem needs, self-actualization (Hoffman, 1988). Gardner (1985) proposed three key components of L2 motivationin socio-educational model which consists of: motivational intensity and effort, desire to learn the language, attitudes toward learning the language (Gardner 1985).

According to Self-Determination approach to motivation, there are two types of motivation:

1. Intrinsic motivation- represents the inner desire to perform an action because it is enjoyable and satisfying. Learners achieve the success in acquiring the language because they find certain task interesting, and in that way they are intrinsically motivated.

2. Extrinsic motivation- is related to various external factors which influence learning in the way to get the reward, or to avoid the punishment. The learner has some external reason for studying: understanding the importance of acquiring L2, parental influence, a certain prize, or the influence of the teacher. Deci and Ryan,(1985), Vallerand (1997), propose three levels of self-determination within the intrinsic motivation:

1. Knowledge, motivation, activity,
2. Accomplishments and sensation,
3. Stimulation, fun, excitement, and self-determination within the extrinsic motivation: External regulation, introjected regulation, identified regulation (cited in Noels, 2000).

THE ROLE OF THE TEACHER IN MOTIVATIONAL PROCESS

"My skills are to motivate my kids, to make them learn, to give them the desire to do something, to make them believe they can learn" (Escalante cited in Meek, 1989).

It is not easy to motivate students. Teachers themselves must have strong personality, and must know a lot about different aspects of motivation. The role of the teacher is the most important clue in employing different motivational strategies and activating students to learn. Teachers must show that they care about the students because students perception of whether the teacher cares for them have meaningful effects on their performance and behaviour (Vasquez, 1988). The teacher is initiator, motivator, mentor, consultor and mental supporter, and an ideal model of the target language speaker (Al Kaboody,2013). This clearly shows that the role of the teacher is to make acquiring happen in a way that will induce the best performance of the students. To achieve this, the teachers should be the best example in the classroom, because they have their day-to-day judges—learners. Teachers can motivate the students by using various strategies in the classroom. One of them can be the teachers interaction with the students.

If you cannot interact with the students, you cannot teach them. The reason why many teachers cannot interact with their students is that they haven't developed respect for the students (Brown, 1988).

As it is said, teachers' role is to establish the atmosphere in the classroom where every simple person will be respected, and where everybody will trust each other. Teachers set up the communication with the learner inside and outside the classroom, show tenderness, positive attitude and enthusiasm toward the learners. They also create a pleasant atmosphere in the classroom because if the students do not feel good, accepted, trusted in the classroom, they will be anxious and demotivated for doing any task, especially to communicate in L2. Classroom should be a kind of a shelter which will provide effective motivation for each student. The students have to feel secure, and safe of being exposed to laughter or embarrassment, but again to have some rules and principles by which the teachers establish some common norms for everybody. Inside the classroom, the teacher has to think about other important strategies like having humour in the class, think which tasks will be presented during the lesson and in which way as well, to develop students' independence and self-confidence. Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom (Davis,1993).

THE OVERVIEW OF THE PREVIOUS AND PRESENT STUDIES

The importance of the motivational strategies in acquiring second language is the topic that occupies many research papers. The term motivational strategies in second language acquisition tries to find out how teachers motivate their students through their SLA, which methods, techniques, strategies they utilize in the teaching process.

When speaking about the motivational strategies of SLA, Dörnyei (2001), has classified a hundred motivational strategies and divided them into four main categories:

1. Creating the basic motivational conditions (e.g.appropriate teacher's behaviour...)
2. Generating initial motivation (e.g. increasing learners' expectancy of success...)
3. Maintaining and protecting motivation (e.g. making learning stimulating and enjoyable..)
4. Encouraging positive self- evaluation (e.g. providing motivational feedback..)

In the literature there are the studies on teachers' beliefs, attitudes and motivation(Tragant, 1996; Kassabgy, Boraie, and Schmidt, 2001), teachers' use of strategies in L2 classrooms (Donitsa-Schmidt, Inbar and Shohamy, 2004; Madrid, D., 2002), and students' motivation, strategy use and pedagogical preferences in FL learning (Schmidt and Watanabe,2001). Few studies, however, have thoroughly

evaluated student and teacher factors together.(cited in Gardner, Bernaus, Wilson, 2009.) 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).

Since there is obvious importance of the usage of different motivational strategies in the classroom the present study wants to inquire which motivational strategies of SLA do teachers use in classroom settings and to which strategies they give the precedence while teaching English as a second language.

RESEARCH QUESTION AND HYPOTHESIS

The research question and the hypothesis of this project are the following:

Question 1: How often-frequently do the teachers of English language who work at International Primary Schools of Bosnia and Herzegovina use motivational strategies of SLA in their teaching process?

Question 2: In which percentage do these teachers employ the specific strategy or the group of strategies in their teaching process?

Hypothesis: The teachers of English language at International Primary Schools of Bosnia and Herzegovina very often use various motivational strategies in their teaching process.

METHOD

Participants

The participants in this study were the teachers who teach English as a second language at International Schools of Bosnia and Herzegovina. They teach at International Primary Schools in Sarajevo, Tuzla, Zenica, Bihać and Mostar. There were 40 participants in this study.

Measures

The selection of the strategies which are included in this questionnaire was based on Dörnyei's (2001b) motivational techniques and strategies. As it is previously said, he proposed the list of more than 100 strategies, which was, in this questionnaire, reduced in the number of 45 motivational strategies divided into 10 strategic clusters based on their content similarities (Dörnyei, Cheng,2007). The purpose of the

inventory is to organize the self-reported teacher responses into thematic domains or categories which will show the percentage of the motivational strategies used in the classroom.

Procedure

The participants were given a motivational strategies questionnaire (Cheng & Dörnyei, 2007). The teachers accepted to participate with their free will. The questionnaire of 45 questions was given to the teachers of International Primary Schools of Sarajevo, Zenica, Mostar, Bihać, and Tuzla.

Data analysis

In administrating this project and research some analysis through SPSS system were conducted.

Those analysis were: the Reliability Analysis for statements in the questionnaire. We found Mean, Standard Deviation . In the research, the frequency between genders was measured, and also the average of the teachers years of work. Later on, the percentage of the usage of the each motivational strategy was found, and the percentage of the 10 clusters in which motivational strategies were sorted.

Results

Gender

There were 40 participants: 15 male participants (37.5%), and 25 female participants (62.5%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	15	37.5	37.5	37.5
Valid female	25	62.5	62.5	100.0
Total	40	100.0	100.0	

Table 1: Gender

Experience

This table shows that most of the employees at International Primary Schools are very young teachers where 60% goes to the level from 0-5 years of experience. 17.5% with 6-10 years and 22.5% over ten years of experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2 years	11	27.5	27.5
	3-5 years	13	32.5	60.0
	6-10 years	7	17.5	77.5
	over 10 years	9	22.5	100.0
	Total	40	100.0	100.0

Table 2: Experience

Reliability Analysis

At the beginning of the research study, a reliability analysis was conducted in order to prove that the questionnaire is reliable for this purpose. Table 3 shows that all ten clusters of questions taken are valid and reliable to be measured. So Cronbach's Alpha for the clusters is: Proper teacher behaviour **.877**, Recognise student effort **.888**, Promote self-confidence **.877**, Pleasant classroom climate **.894**, Presents tasks properly **.890**, Increase goal-orientedness **.891**, Make tasks stimulating **.877**, L2 related values **.879**, Promotes group norms **.890**, Promotes learner autonomy **.893**

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Proper teacher behaviour	37.9779	10.865	.817	.877
Recognise student effort	38.2229	10.819	.614	.888
Promote self-confidence	38.0629	10.562	.780	.877
Pleasant classroom climate	38.0442	11.485	.507	.894
Presents tasks properly	38.0379	10.442	.601	.890
Increase goal-orientedness	38.5879	9.981	.629	.891
Make tasks stimulating	38.2463	10.573	.778	.877
L2 related values	38.8079	10.464	.735	.879
Promotes group norms	38.2029	11.756	.605	.890
Promotes learner autonomy	38.4254	11.475	.513	.893

Table 3: Reliability Analysis

Frequency and Percentage Analysis

In this part we wanted to find out how frequently do the teachers use various motivational strategies in their teaching process. We found out the percentage of 10 clusters, and each one of them separately. The answers will be given in the Table 4 and in the appendix tables at the end. First table shows the Mean-the average score of each cluster in the table.

Descriptive Statistics			
	Mean	Std. Deviation	N
Proper teacher behaviour	4.5350	.40859	40
Recognise student effort	4.2900	.52808	40
Promote self-confidence	4.4500	.48105	40
Pleasant classroom climate	4.4688	.45003	40
Presents tasks properly	4.4750	.61966	40
Increase goal-orientedness	3.9250	.69614	40
Make tasks stimulating	4.2667	.48009	40
L2 related values	3.7050	.52426	40
Promotes group norms	4.3100	.32957	40
Promotes learner autonomy	4.0875	.44775	40

Table 4: Mean

	Cluster	Frequency				
		Never	Rarely	Sometimes	Often	Very often
1.	Proper teacher behaviour	-	-	10%	65%	25%
2.	Recognise students' effort	-	-	25%	55%	20%
3.	Promote self-confidence	-	-	12.5%	60%	27.5%
4.	Present tasks properly	-	2.5%	10%	45%	42.5%
5.	Pleasant classroom climate	-	-	10%	67.5%	22.5%
6.	Increase goal orientedness	-	12.5%	25%	60%	2.5%
7.	Make tasks stimulating	-	-	22.5%	65%	12.5%
8.	L2 related values	-	5%	57.5%	37.5%	-
9.	Promote group normes	-	-	5%	95%	-
10.	Promote learner autonomy	-	-	15%	85%	-

Table 5: Frequency

We can see that the frequency of L2 related values, and increasing goal orientedness showed the low percentage of teachers' usage in the classroom, or some specific question decreased the percentage value within the group. Table 6, shows the frequency results of each question given in the questionnaire, but separated within the clusters that represent them. In this way , we found out which items decreased the percentage and which motivational strategy teachers omit to employ in the teaching process.

The questions with the low results on the scale are:

1. Regularly remind students that the successful mastery of English is beneficial to their future

2. Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.
3. Encourage students to select specific, realistic and short-term learning goals for themselves
4. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.
5. Invite some English-speaking foreigners as guest speakers to the class.
6. Give students choices in deciding how and when they will be assessed/evaluated.

CONCLUSION

This paper intended to show that motivational strategies employed by the teachers in their teaching process, play a very important role in SLA. Another thing proved here is that the teachers who participated in this research use a big number of motivational strategies which are divided into 10 clusters. The strategies whose frequency level was not that high represent the strategies which are not easy to apply in a classroom setting, without the natural environment while acquiring second language. The paper proves that these teachers are aware of the importance of the motivational strategies used in SLA, and that motivation is seen as a very important factor which leads to success in acquiring English as a second language.

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