

Role of Motivation in English Language Learning in Secondary Schools in Sheikan Locality in North Kordofan State, Sudan

¹Mohammed AL Hassan Madani AL Faki*²Magzob Al Said Ahmed ³Abubaker Hassan Mohammed Eldaw and ³Abdu-Elrahman Elshreef Abdu-Elrahman

¹Department of English Language, Faculty of Science and Arts, University of Kordofan, Sudan, ²Centre for Peace Studies and Development, University of Kordofan, Sudan,

³Faculty of Education, Department of English Language, University of Kordofan, Sudan

Abstract: This study was conducted in North Kordofan State Shiekan Locality of secondary schools in Elobied Town during the period (2017-2018). The study aimed to show the role of motivation in English Language learning. The study used the descriptive analytical approach. The data were collected through questionnaire as a primary source and references as a secondary source. The sample of the study was (40) teachers chosen randomly from the study population of 120 English Language teachers. The data were analyzed using descriptive statistical analysis. The results showed that motivation plays a great role and closely related to the language learning success (100%). Teachers help in influencing students' motivation (97.5%). Also teachers' attitude and behavior affect students' motivation (95%). The study recommended that: teachers of English language should use different methods and techniques in order to increase students' motivation, to praise students' verbally for their effort instead of their performance and finally, to create activities that are relevant to students.

Keywords: Motivation, Descriptive Statistics, Random Sample, North Kordofan.

I. INTRODUCTION

This study is about the role of motivation in English Language learning in secondary schools of Shiekan Locality in Elobied Town. English language as a foreign language is a language learned that is not generally spoken in, it is considered to be an internal process that gives behavior, energy, direction and persistence in research learning a new language takes time and dedication. Motivation refers to a process that starts with a need and desire leads to a behavior that moves an individual towards achieving goal. Motivation has a significant role in the process of language learning. It is important to understand its theoretical evolution in this field to be able to consider its relevance in the learning and teaching of a foreign language

Objectives of the study

The main aims of this study are:

1- To know the role of motivation in language learning success.

2- To determine the influence of teachers in students' motivation.

3- To show whether teachers' attitude and behavior affect students' motivation.

The concept of motivation

Dorneyi, Ushioda (2011:3) stated that the word motivation derives from the Latin verb *movere* meaning to move, what moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart and persist in action – such basic questions lie at the heart of motivation theory and research. Remarkably, however, these deceptively simple questions have generated a wealth of theory and research over the decades, provoked considerable debate and disagreement amongst scholars, spawned numerous theoretical models encompassing different variables and different understanding of the construct of motivation, and produced few clear straight forward answers.

Characteristics of motivated learners

Penny, (1996:275) explained that the authors of a classic study of successful learning come to the necessarily those to whom a language comes very easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

1- Positive task orientation. the learner is willing to take task and challenges, and challenges, and has confidence in his or her success

2- Ego-involvement. The learner finds it impotent to succeed in learning in order to maintain and promote his or her own (positive) self image.

3- Need for achievement. The learner has a need to achieve to overcome difficulties and succeed in what he or she sets out to do.

4- Leigh aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5- Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

6- Perseverance. The learner consistently invest a high level of effort in learning, and is not discouraged by setbacks or a apparent lack of progress.

7- Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding will come later various other personality traits have been studied, such as field – Dependence or independence, empathy, introversion or Extraversion, but results been less conclusion.

Types of Motivation

Instrumental and Integrative motivation.

Brown, (2002:162) mentioned that two different clusters of attitudes divided two basic types of what Gardner and Lambert at that time identified as "instrumental" and "integrative" motivation.

The instrumental side of the dichotomy 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 inter change in the group. It is important to digress here for a moment to note that in 1972 instrumentality and integrativeness were referred as types of motivation. A number of years later, Gardner and Macintyre (1991) more appropriately referred to the dichotomy as a case of orientation. That is, depending on whether a learner's context or orientation was (a) academic or career – related (instrumental), Different needs might be fulfilled in learning foreign language. The importance of distinguishing orientation, one can have either high or low motivation. One learner may be only mildly motivated to learn within, say a career context, while another learner with the same orientation may be high driven to succeed. Gardner and Lambert (1972) and Spolsky (1969) found that integrativeness generally accompanied higher scores on proficiency tests in a foreign language. The conclusion from these studies was that integrativeness was indeed an important requirement for successful language learning. But evidence quickly began to accumulate that challenged such a claim.

Intrinsic and Extrinsic Motivation

Deci, (1971: 113) stated that it is possible to distinguish between two broad classes of motivation to perform an activity: intrinsic motivation and extrinsic motivation. A person is intrinsically motivated if he performs an activity for no apparent reward except the activity itself. Extrinsic

motivation, on the other hand, refers to the performance of an activity because it leads to external rewards.

Deci,(1971:113) reported that external reinforcements do affect intrinsic motivation, and he suggested the initial elements of a cognitive evaluation theory to account for the changes in intrinsic motivation following an experience with extrinsic rewards – the theory focuses on a person,

Interrelationships between teacher and student motivation.

Dornyei & Ushioda. (2011: 185) stated that the amount of research that has explicitly examined this relationship is still rather little. Never the less, there is a small but growing body of evidence and associated theorizing available to confirm that teacher motivation has direct impact on student motivation and achievement. And can be seen in three subtitles suchas:

Teacher Expectation and Student Achievement

Dornyei and Ushioda,(2011:185)illustrated that one component of the ' motivation to teach ' complex involves the teacher's expectation about the students, learning potential a factor that can be (teaching) success. Expectation factor has been shown to affect the students, rate of progress, functioning to some extent as self – fulfilling prophecy, with student living up or ' down' of their teachers' expectations. There is a lists of eight concrete ways by which negative expectancy – driven teacher behavior can reduce student motivation:

- 1- Giving up easily on low – expectation students.
- 2- Criticizing them more often for failure.
- 3- Parsing them less often following success.
- 4- Parsing in appropriately.
- 5- Neglecting to give them and feed back following their responses.
- 6- Seating them in the back of the room.
- 7- Generally paying less attention to them or interacting with them frequently
- 8- Expressing less warmth towards them or less interest in them as individuals

Teachers need to be very careful about the psychological acceptance and evaluation of their students: non – subject - matter – related biases and stereotypes can easily be transformed into disadvantageous learning conditions along lines, even without teachers being conscious of the fact that they are transmitting expectation - mediated discrimination.

Teacher Enthusiasm and learner Enthusiasm.

Dornyei and Ushioda, (2011:187) pointed out that the most influential teachers - those who are remembered and who make a real difference in their students' development: are not even by the most intelligent or knowledgeable instructors a student has. Instead, they are usually the ones who love what they are doing, who show by their dedication and their passion that there is nothing else on earth they would rather be doing. They are the 'nutcases' whose involvement in the subject matter is so excessive that it is bordering on being crazy. 'yes' the author goes on, 'it is such fools who keep the fabric of knowledge from unraveling between one Generation of the next: If it weren't for them who would believe that knowledge really mattered?. The general assumption that students who perceive their teachers as passionate and enthusiastic will feel more intrinsically motivated has also been supported by some empirical research. In an interesting study, Wild et al (1992) has shown that if a teacher is perceived as more intrinsically motivated, this enhances the student's enjoyment of the lesson and interest in the instructional material.

The Interactive Relationship between Teacher and Student Motivation

Dornyei and Ushioda,(2011:189) suggested that teacher enthusiasm and passion function more as antecedents rather than consequences of student motivation and adaptive behaviors. This complexity perspective on teacher motivation has not yet been the subject of much empirical investigation and clearly merits research attention. One angle of enquiry that may prove fruitful is the interactive analysis of autonomous or self-determined forms of motivation in teaching and learning and their associations with classroom practices and contextual factors. In sum in past research teacher motivation has been seen either as an antecedent or (less frequently) as an outcome of student motivation. The reality, however, is that this is not either/or situation because teacher motivation functions in both roles simultaneously in an ongoing manner

II. METHODOLOGY

Sampling Technique and Sample Size

The study used simple random sampling technique to select sample of 40 teachers out of 120 English language teachers in the study area.

Data Sources

To accomplish the objectives of the study, both secondary and primary data were collected using various tools. Primary data was collected using questionnaire. Structured questionnaire was designed, tested and administered to the teachers selected on random basis; Secondary data was collected from different institutional sources.

Tools of analysis

Statistical, descriptive analysis (SPSS) was used to analyze the collected data; to separate between the frequencies, means and percentages..

III. RESULTS AND DISCUSSION

Table and Figure (4.1): clarify that the item; Attitude and motivation are closely related to success in language learning. The whole respondents (100%) agreed. This shows that both attitude and motivation help the learners in learning language, because they are related to success in language learning.

Table 4-1 Motivation closely related to language learning success.

Valid	Frequency	Percent%
Agree	40	100
Not sure	0	0
Disagree	0	0
Total	40	100

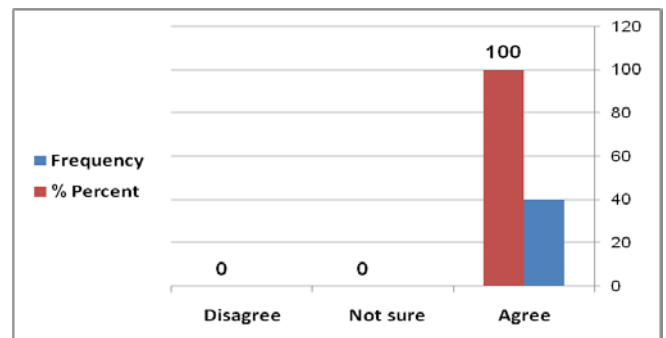


Figure (4.1): Attitude and motivations are closely related to success in language learning

Table and Figure (4.2): Illustrated that the item; Without motivation learners cannot learn language. The majority of the respondents (77.5%) agreed, while the fewer minorities of the respondents (10%) not sure and the minority (12.5%) disagreed, this shows that motivation is the door for learning language.

Table (4.2): Without motivation learners cannot learn language.

Valid	Frequency	Percent%
Agree	31	77.5
Not sure	4	10
Disagree	5	12.5
Total	40	100

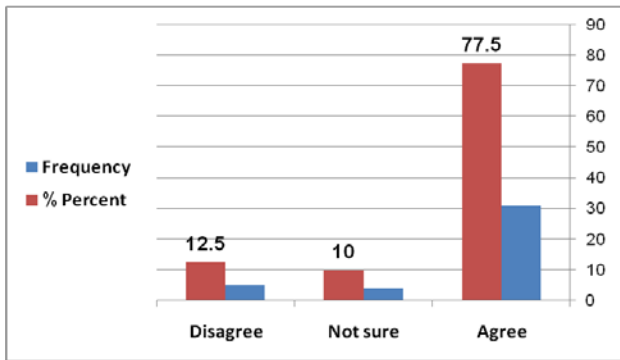


Figure (4.2): Without motivation learners cannot learn language

Table and Figure (4.3): Showed that the item; Motivation make learners gain knowledge. The majority of the respondents (87.5%) agreed. While the minority of the respondents (10%) not sure and the least minority (2.5%) disagreed. This shows that surely with motivation learners gain knowledge

Table (4.3) Motivation make learners gain knowledge:

Valid	Frequency	Percent%
Agree	35	87.5
Not sure	4	10
Disagree	1	2.5
Total	40	100

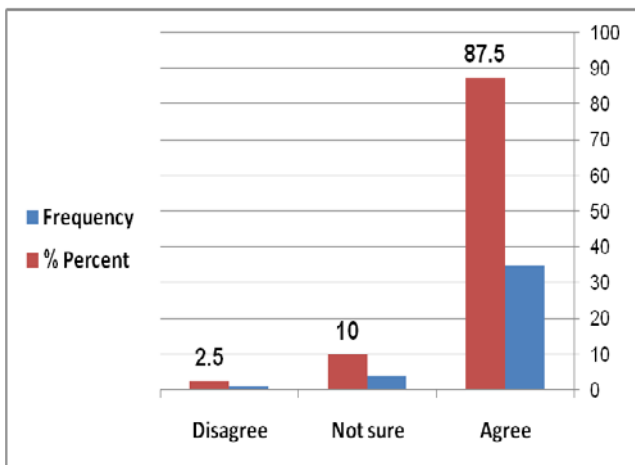


Figure (4.3) Motivation make learners gain knowledge

Table and Figure (4.4): Stated that the item; Teachers' promote self-perception of competence in English language as a foreign language. The majority of the respondents (85%) agreed, while the minority of the respondents (10%) not sure and the least minority (5%) disagreed. This shows that teachers developed self-perception of competence in the second/foreign language.

Table (4.4): Teachers promote self-perception of competence in English language as a foreign language.

Valid	Frequency	Percent%
Agree	34	85%
Not sure	4	10%
Disagree	2	5%
Total	40	100%

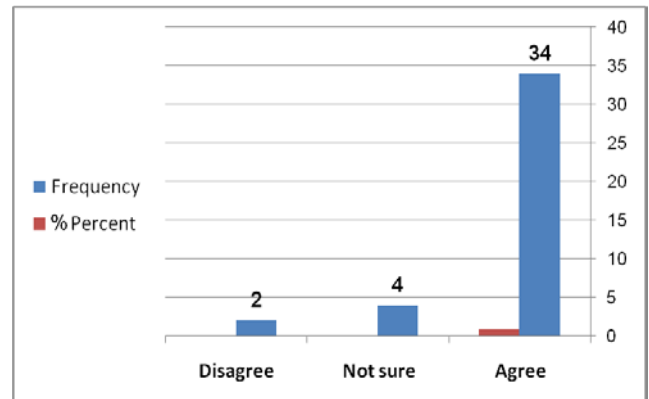


Figure (4.4) Teachers promote self-perception of competence in the second/foreign language

IV. CONCLUSION

The study concluded that:

- Motivation plays a great role in language learning. It was found that 100 percent of the respondents agree, this proves that motivation is closely related to language learning success.
- Teachers play a significant and great role in influencing students' motivation. It was found that 97.5 percent of the respondents agreed.
- Teachers of English Language should increase demotivated learners by bringing some positive points in order to motivate them to learn the language. 85 percent of the respondents agreed.
- Teachers' attitude and behavior affects students' motivation and facilitate the process of learning the language. It was found that 95 percent of the respondents agree.

RECOMMENDATIONS

This study recommended that:

- 1- Teachers of English Language should use different methods and techniques in order to increase students' motivation.

2-Teachers of English language should be a guide, controller, observer and organizer inside the classroom in order to facilitate the process of learning language

REFERENCES

- [1] Brown, H. Douglas .(2002). Principals of Language Learning and Teaching .San Francisco State University. Addison Wesley Longman, Inc.
- [2] Deci, E.L.(1971). Effects of Externally of Mediated Rewards on Intrinsic Motivation .Journal of Personality and Social Psychology.
- [3] Deci, E.L.(1975). Intrinsic Motivation –New York :Plenum.
- [4] Deci, Edward .I. 8 Richard M.Ryan (1985) .Intrinsic Motivation and Self. Determination. in Human Behavior . New York : plenum .
- [5] Dornyei ,Z (1994). The Modern Language Journal , Blackwell Natural Federation of Modern.
- [6] Dornyei , Z (2005) .The psychology of the Language Learner : Individual Different in S.I.A Mahwah, N J : Lawrence Erlbaum.
- [7] Dornyei, Z Ushioda, E (2011). Teaching and Researching Motivation. Harlow England, Longman. England, Longman.
- [8] Gass, S.(2008). Second Language Acquisition Taylor & Francis . Library. New and London.
- [9] Harmer, J (1991) .The practices of English Language Teaching. London : Longman
- [10] Harmer, J (2003). The practice of English Language Teaching. London. Cambridge k. Longman.
- [11] Penny, Ur (1996). A Case in language Teaching practice and Theory. United Kingdom at the University Press, Cambridge.
- [12] River. W.M (1983) .Communicating Naturally in a Second Language. Cambridge New York: Cambridge University Press.