

# MOTIVATIONAL STRATEGIES OF ENGLISH LANGUAGE TEACHERS AND LANGUAGE LEARNING MOTIVATION OF STUDENTS

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**Abstract:** This study determined the Motivational Strategies of English Language Teachers and Language Learning Motivation of Students. There were twelve (12) English teachers and one hundred seventy-three (173) students of Basilan State College chosen as respondents via stratified random sampling. A descriptive-quantitative method was used. The results show that female is very much capable to execute/accomplish the task and male is much capable to execute/accomplish the task. Those teachers below 31 years old or more than 30 years old are very much capable to execute/accomplish every task given to them. Similarly, those teachers with above five years of service in teaching are very much capable to execute/accomplish the task. On the language learning motivation of the students, regardless of gender, ethnicity, and courses, students are much capable to be motivated both integrative and instrumental motivation. Moreover, gender and age of teachers have no significant differences on motivational strategies but has significant difference according to the teacher's length service in recognizing teacher behavior and presenting tasks properly.

Furthermore, gender has no significant difference on students' motivation in learning English language but specifically significant on instrumental motivation. Ethnicity and student's courses have significant differences on both integrative and instrumental motivations in learning English language.

**Keywords:** Basilan State College, Integrative Motivation, Instrumental Motivation, Learning English Language, Motivational Strategies.

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## I. INTRODUCTION

Motivation has been a central area for empirical research and theoretical work within the context of learning the second language. Hence, motivation represents one of the most appealing, complex variables used to explain individual differences in language learning. Guilloteaux and Dörnyei in [5] contend that students' degree of motivation is major issue that researchers need to shed some light on. Generally speaking, a comprehensive understanding of students' motivation to language learning can help teachers to increase students' achievement and long-term persistence in learning abundantly.

Teaching and learning English language have long been a difficult task for both teachers and students respectively. As observed, as a language teacher, few of these difficulties are due to some reasons such as lack of motivation of both teachers and students towards teaching and learning the English language, the insufficiency of teaching resources, little amount of use of English language in and outside classroom premises, and students as well as teachers are more comfortable using their home language during their casual conversation, and the like.

In an introductory statement of Cheng & Dörnyei in [1] in their study about motivation state that in the field of second language (L2) learning, motivation has long been recognized as one of the key factors that determine L2 achievement and

attainment. Motivation serves as the initial engine to generate learning and later functions as an on-going driving force that helps to sustain the long and usually laborious journey of acquiring a second language. Without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any useful language proficiency, whereas, learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions.

Moreover, there have been a number of educators who have proposed ways in which motivation can be developed and supported. The importance of the teacher in the learning process and that the contributions of the teachers to motivate their students to learn the L2 are of paramount important in the language learning environment. A more education-friendly approach to language teaching help the teachers understand that motivation may encourage students' language learning development and maintenance. Teachers' motivation is often seen as the key learner variable because without it, nothing much happens. Learning usually does not take place without motivation from the teachers. In line with this thought, teachers' strategies in motivating learners should be explored as one of the essential variables for triggering learners' motivation [2]. Accordingly, to Masgoret & Gardner in [6], motivated students would be more eager and enthusiastic to devote the time required to language learning. Moreover, having a specific goal and desire to learn a language aids student put forth their best effort and maintain their motivation.

Further, the studies in [7] which dwell on language learning motivation and motivational strategies correspondingly, which the present study is similar in terms of variables used by the latter. However, despites of all similarities in some variables between the previous and the present study, differences are clearly seen in some of the aspects of the previous from the present study such as the respondents, methods, locale, and other sub variables of the study.

Hence, with motivation being one of the key factors that determine success in L2 learning, teachers' strategies in motivating language learners should be seen as an important aspect of language teaching. Language teaching motivation can be as important component as it is in language learning. Evidently, the researcher of this present study has observed that teachers with sufficient amount of motivational strategies in language teaching have contributed a lot to success of students' language learning. However, with the low performance of the students in L2 learning as shown in their actual use of L2 during class recitation, presentation of output, oral discussion, and other related communicative activities in and outside the classroom premises, most of the students in like manner show a low performance in the use of L2. Hence, in order to determine the veracity of the above-mentioned observation, the researcher has thought of coming up with this interesting reason to conduct this present study.

## II. METHODOLOGY

This study investigates what motivational strategies in English language teaching of the teachers and language learning motivation of the students at Basilan State College. Specifically, aims to determined differences on teacher's gender, teacher's age and length of service of teachers in teaching English language, and differences on student's gender, ethnicity and courses.

A descriptive-quantitative research design was used with respondents composed of 12 English teachers teaching in Education, Nursing, Social Sciences Departments, and 123 students in these departments enrolled during the school year 2016-2017 (see Table I).

**Table I: Distribution of the Teacher/Student Population and the Respondents/Sample Size of the Study**

Course	No. of English Teachers		No. of Student population		No. of Student-Respondents	
	Male	Female	Male	Female	Male	Female
Bachelor in Elementary Education (BEED)		3	13	51	6	26
Bachelor in Secondary Education (BSED)	1		8	33	4	17
Bachelor of Science in Nursing (BSN)	1	3	6	28	3	14
Bachelor of Arts in Political Science (ABPS)	1	1	68	100	34	51
Bachelor of Arts in English (ABEng)		2	6	30	3	15
<b>TOTAL</b>	<b>3</b>	<b>9</b>	<b>101</b>	<b>242</b>	<b>50</b>	<b>123</b>

There were two instruments used in this study using a five-point likert scale. The first instrument is for the teacher-respondents. It is a survey questionnaire on the English language teaching motivational strategies of the teachers developed by Dörnyei and Csizér in 1988 [3]. The second instrument was used for the student-respondents to determine the English language learning motivation of the students which was developed by Gardner in 1985 [4].

### III. SUMMARY OF FINDINGS

The following are the summaries of the findings in the study. On the overall level of motivational strategies in English language teaching of the teachers, the data indicate that female respondents are very much capable to execute/accomplish the task compared to male with just much capable to execute/accomplish the task. In particular, both male and female show a very much capable to execute/accomplish the task in areas such as proper teaching behavior, recognizing students' effort, and promoting group cohesiveness and norms. Other areas coincide with the overall level of motivational strategies. Male is very much capable to execute/accomplish the task on proper teaching behavior followed by recognizing students' effort but moderately capable to execute/accomplish the task on creating a pleasant classroom climate. While female is very much capable to execute/accomplish the task on recognizing students' effort followed by promoting learner's linguistic self-confidence and proper teaching behavior.

On the age group, the data indicate that regardless of age group, respondents are very much capable to execute/accomplish the task. In particular, both age group shows a very much capable to execute/accomplish every task except on proper teaching behavior and creating pleasant classroom climate on which those with age group under 30 years old and below are just much capable to execute/accomplish these tasks while those above 30 years old are very much capable to execute/accomplish these two tasks. For teachers who are 30 years old and below, they are very much capable to execute/accomplish the task on recognizing students' effort followed by promoting learners' linguistic self-confidence while they are much capable to execute/accomplish the task on creating a pleasant classroom climate. For teachers above 30 years old, they are very much capable to execute/accomplish the task on the proper teaching behavior followed by presenting task properly while much capable to execute/accomplish the tasks on familiarizing learners with L2-related values.

On the length of service of English teachers, the data indicate that those with five years and less of service are much capable to execute/accomplish the task while those above five years of service shows very much capable to execute/accomplish the task. In particular, number of years in service varies in some specific tasks except on recognizing students' effort and promoting learners' linguistic self-confidence on which regardless of their number of years in service, the teachers are very much capable to execute/accomplish the two tasks. On the following tasks such as proper teaching behavior, creating a pleasant classroom climate, increasing learners' goal-orientedness, and promoting group cohesiveness and group, those teachers with at least five years in service are much capable to execute/accomplish these tasks while those with more than five years of service are very much capable to execute/accomplish these tasks. On the following tasks such as making the learning tasks stimulating, familiarizing learners with L2-related values, and promoting learners' autonomy, those teachers with six to ten years of service are very much capable to execute/accomplish these tasks while the rest are just much capable to execute/accomplish these tasks. For those teachers with at least five years in service, they are very much capable to execute/accomplish the task on recognizing students' effort and promoting learners' linguistic self-confidence but much capable to execute/accomplish the task on increasing learners' goal-orientedness and creating a pleasant classroom climate and presenting tasks properly. For those teachers with six to ten years in service, they are very much capable to execute/accomplish the task on presenting tasks properly followed by recognizing students' effort and promoting group cohesiveness and norms and creating a pleasant classroom climate. For those teachers with eleven years and above in service, they are very much capable to execute/accomplish the task on proper teaching behaviour followed by presenting tasks properly but much capable to execute/accomplish the task on familiarizing learners' with L2-related values.

On the overall level of the language learnig motivation of the students, when students were grouped according to gender, the data indicate that regardless of gender, respondents are much capable to be motivated both integrative and instrumental motivation. Overall, female is much capable to be motivated than male. In particular, male is much capable on integrative motivation while female is much capable on instrumental motivation. In terms of student's ethnicity, Tausug students are much capable to be motivated than those who belong to the other ethnicity which is not specified in

the context. In particular, the data indicate that regardless of ethnicity, respondents are much capable to be motivated both integrative and instrumental motivation. Much capable for integrative motivation are those students who belong to Tausug ethnic group to be followed by those who belong to other ethnicity not specified in the context. IN terms of student's courses, the data indicate that regardless of course, respondents are much capable to be motivated as a whole and also on both integrative and instrumental motivations. On integrative motivation, all courses have the same response on much capable to be motivated while on instrumental motivation, all courses are much capable to be motivated except BSED on which they are very much capable to be motivated. Moreover, in particular, BSN students are much capable to be motivated than AB Political Science on integrative motivation. However, students who are enrolled in BSED are very much capable on instrumental motivation than those who are enrolled in AB Political Science.

On the significant difference in the English language teaching motivation of the teachers. Using t-test for two independent samples with confidence level of  $\alpha=0.05$ , statistically, it is not significant on all areas of motivational strategies except on familiarizing learners with L2-related values. It shows that gender is significant on familiarizing learners with L2-related values. It shows that female teachers are more capable to execute/accomplish in familiarizing with L2-related values. Overall, gender is not significant on teachers' motivational strategies. Similarly, it is not significant on all areas of motivational strategies according to age group of teachers. Overall, age group is not significant on teachers' motivational strategies. According to the teacher's length of service, using One-Way Analysis of Variance (ANOVA) with confidence level of  $\alpha=0.05$ , statistically, it is not significant on all areas of motivational strategies except on recognizing teacher behavior and presenting tasks properly. It shows that length of service is significant on recognizing teacher behavior and presenting tasks properly. Since the mean response of teachers is increasing according to their number of years in service, it follows that the higher number of years in service is the more capable to execute/accomplish in recognizing teacher behavior. Moreover, those teachers with length of service between five and eleven are more capable to execute/accomplish in presenting tasks properly followed by those teachers with more than eleven years in service and those with at least five of service has less capable to execute/accomplish in presenting tasks properly.

On the significant difference in the language learning motivation of the students. In terms of gender, using t-Test for Two Independent Sample with confidence level of  $\alpha=0.05$ , statistically, gender is not significant on integrative motivation while it is significant on instrumental motivation. Overall, gender is not statistically significant. It shows that gender does not influence the students' motivation on English language learning that includes integrative motivation but it has on instrumental motivation. Similarly, ethnicity is not significant on both integrative and instrumental motivations in particular, this shows that in particular motivation, ethnicity does not influence the students learning motivation. Overall, Tausug is more capable to be motivated followed Sama. Those who belong to other ethnic group not specified in context are less capable to be motivated in learning English language by the teachers. In terms of student's courses, it is significant on English language learning motivation both overall and specific. Students enrolled in BSN is more capable to be integratively motivated in learning English language followed in sequence by AB English students, BSED Students, BEED Students, and AB PS Students. On instrumental motivation, BSED Students is more capable to be instrumentally motivated in learning English language followed in sequence by BSN Students, BEED Students, AB Eng Students and AB PS students. Overall, BSN Students are more capable to be motivated in learning English language followed in sequence by BSED students, AB Eng Students, BEED Students, and AB PS Students.

#### IV. CONCLUSION

Based on the findings enumerated in this study, the following were concluded: On the overall level of motivational strategies in English language teaching of the teachers, females are very much capable to execute/accomplish the task and male is much capable to execute/accomplish the task. Grouping the age of teachers, at most 30 years old and those above 30 years old are very much capable to execute/accomplish every task given to them. In accordance with the teachers length of service, those with at most five years of service as teacher are much capable to execute/accomplish the task but those teachers with above five years of service as teachers are very much capable to execute/accomplish the task.

On the overall level of the language learning motivation of the students, regardless of gender, students are much capable to be motivated both integrative and instrumental motivation. On ethnicity, the result shows that regardless of ethnicity, respondents are much capable to be motivated both integrative and instrumental motivation. Moreover, regardless of

courses where the students enrolled, they are much capable to be motivated as a whole and also on both integrative and instrumental motivations.

Overall, gender is not significant on teachers' motivational strategies. Similarly, it is not significant on all areas of motivational strategies according to the teacher's age group. Moreover, those teachers with length of service between five and eleven are more capable to execute/accomplish in presenting tasks properly followed by those teachers with more than eleven years in service and those with at least five of service has less capable to execute/accomplish in presenting tasks properly.

Overall, gender is not significant on integrative motivation of students while it is significant on instrumental motivation of students. It shows that gender does not influence the students' motivation on English language learning that includes integrative motivation but it has on instrumental motivation. However, ethnicity of student is significant on English language learning motivation as a whole, while, ethnicity is not significant on both integrative and instrumental motivations in particular. Similarly, student's course is significant on English language learning motivation both overall and specific.

Based on the findings of the study, it is recommended that the school administrator should implement relevant programs or activities to sustain and stimulate a more motivating learning atmosphere among students and teachers with adequate motivation for the students regardless of their gender, ethnicity, and courses; and for the teachers regardless their gender, age, and length of service to become more efficient language learners and teachers with ultimate language proficiency among students. The students' inclination toward instrumental and integrative motivation could be of great value to the institution much more to the English teachers to look other motivational strategies in English language teaching apart from what they already have so that students' language learning motivation is thoroughly enhanced. The institution should take into account the teachers' potentials and language teaching motivational strategies for the students' integrative and instrumental motivations to learn English and for the students to realize that learning English language is not just a requirement to finish their course of study but ultimately improve their English proficiency for their professional needs. The institution has to implement extra – curricular language programs or activities involving both faculty members and students to encourage interaction and enhance their exposure and understanding on the importance of English language for their future career.

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