

## ‘Desire to learn, learn to shine’: Idolizing motivation in enhancing speaking skill among L<sub>2</sub> learners

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### Abstract

This paper aims to analyze the effect of motivation in the development of English speaking skills on second language acquisition. There are so many excellent teaching methods that vary in effectiveness. Motivation is the driving force for learning another language, and integration of that language into the person’s identity. Motivation is the practical reason for learning a second language. Data collection was done from two Indian universities named: Patna University and Patliputra University, from each university 50 students were randomly selected. Speaking English is one of the best needs of individual in both the students’ academic and a professional field. The second language students should be encouraged not only in the classroom but also outside to speak in English. In achieving this goal, motivation can be used as magical catalyst in learning L<sub>2</sub>. With this viewpoint, this research focuses on 3 main motivational factors to analyze the role of motivation in developing speaking skills: identifying the motivation function in promoting speaking skills; researches on motivational factors for English as second language; suggesting impact and strategies in stimulating learners in developing speaking skills. close-ended questionnaires using relevant types of questions are chosen to conduct data collection. For the research, descriptive statistical analysis was performed using SPSS software. The mean value was used to represent the analysis results. Within this paper, the researcher identified several factors that affect students’ motivation to learn second language. Motivation is surely, of great importance in this phenomenon, and is often critical in its development.

Keywords: language skills, L2 learner, motivation, second language; speaking skill;

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## 1. Introduction

According to Jorge Cella (2009), "The secret of learning is the desire to learn." English Language Education has been becoming more and more important as the world's most important living and demanding language with English emerging the world's foremost lingua franca. Numerous studies have shown that in recent years, English language learning is growing rapidly in India. "The importance of the English language cannot be ignored in any field, whether it is science and technology, entertainment or business" (Kumar, 2020 a). The upsurge of English language learning is undoubtedly a fast growing trend. It has been inspired probably by some motivating force. Motivation is important for the development and course of human activity as well as why people carry out things themselves. The justification for the practice of motivation L<sub>2</sub> learning is genuine and practical for it is pertaining to integrative motivation which implies natural affinity for language learning and mastering.

Second Language learning outside of the classroom has always remained major research issues for learners as well teachers. There are so many creative ways of teaching, but the outcome will be different. Learning theories have been reworded on the basis of learners' requirements time to time, but all the theoretical models focus on improving language skills only. This research examines the impact of the motivation of teachers in improving speaking skills of graduate-level students. The teacher certainly occupies the main role in the present study. The teacher could, however, stimulate the attention and mindset of the L<sub>2</sub> learners in using English language.

Many researchers, including Kumar (2020 b), Alam & Farid (2011) and others, have investigated the role of teachers as important for students who idealise and copy their teachers in the learning and teaching process. The propensity to communicate effectively is a must to attain phenomenon for L<sub>2</sub> students in present situation. A competent speaker succeeds in his/her goals in powerful speaking because he/she knows proper verbosity and use of words. On the contrary, a poor speaker faces a number of challenges due to an incognition of the norms of speech. Some speakers have a so wide array of contextual vocabulary and style that allow them to influence others. A successful speaker can, however, know how to address his/her audience in order to gain social, professional, and educational reputation in society. In addition, EFL teachers could design such tasks to improve speaking skills for L<sub>2</sub> learners. Such tasks may be debate, free speech, listening comprehension activities, and role playing, (Wardhaugh, 2006).

### 1.1. Objectives of the study

The present research aimed at the following:

- To explore and study the impact of motivation on students' speaking skills and how it influences students' academic development.
- To examine the connection between motivation and academic factors and their impact on speaking skill.

### 1.2. Research questions

- How does motivation work to L<sub>2</sub> learners in speaking English inside and outside the class?
- What are the significant motivational factors and physical environments responsible for enhancing English speaking in large classroom and public speaking?
- What are the expected strategies those a teacher can use to motivate his L<sub>2</sub> learners in

speaking fluent English?

## 2. Literature Review

This research is the outcome of student centered and teacher-centered opinion based on questionnaire administered survey. Many researches have been conducted in the past enumerating the role of L<sub>2</sub> learner motivation and its relation with English achievement (Al-Qahtani, 2013; Long, Ming, & Chen, 2013; Hong & Ganapathy, 2017; Kumar, 2020 b), however this study is conducted in one of the states of India where speaking English is less emphasized. "Activity which required learners to arrive at an outcome from given information through some process of thought" (Prabhu, 1987). Also "activity based learning is a classroom work, which involves learners in comprehending, manipulating, producing or interacting in the target language" (Nunan, 2003).

Cummins (1998) suggested that if students are actively engaged in the target language and its surrounding community, the students would possibly be good at interacting in second language. Describing further the importance of English speaking for professional, in the study conducted by Fisher et al. (2003) reported that speaking skills are the passport of success in job. A professional will have a strong ability to communicate (Baublitz, 2010). Riemer (2002) also asserted that linguistic competence along with sound language skills is the key factor academic and professional success.

A number of researches done by Muyskens (1998), Warschauer and Kern (2000), Kirkwood (2005), Alotaibi & Kumar (2019) show that in recent years, the influx of new technology brought sea change in education and improved learning outcomes in L<sub>2</sub> learning. Haddad and Jurich (2002) suggested that the usage of Education Technology would enhance the ability of learners to overcome the challenges, such as updating knowledge on recent and relevant issues. Foulger and Jimenez-Silva (2007) asserts that in recent times, technology has been a contributing factor towards self-motivation and the attainment of L<sub>2</sub> learning. The experimental research was done by Meenakshi (2016), to see if better teaching techniques could really strengthen EFL teaching.

The term motivation and its concepts are primarily given by two well-known academicians Robert Gardner and Wallace Lambert Robert. They gave diagram for motivation model and also discovered its two types integrative motivation and instrumental motivation (Gardner & Lambert, 1972). Gardner and Lambert are famous for L<sub>2</sub> motivation research. Their model suggests that the learner's motivation and willingness can have a substantial impact on L<sub>2</sub> learning. Effort, effect and eagerness are three components of motivation. Instrumental motivation is a catalyst that inspires students to learn L<sub>2</sub> for practical purposes. Again, according to Gardner (1985), when learners see no practical value for learning the intended language, but they learn it to show their liking or passion for the intended language, it is known as integrative motivation.

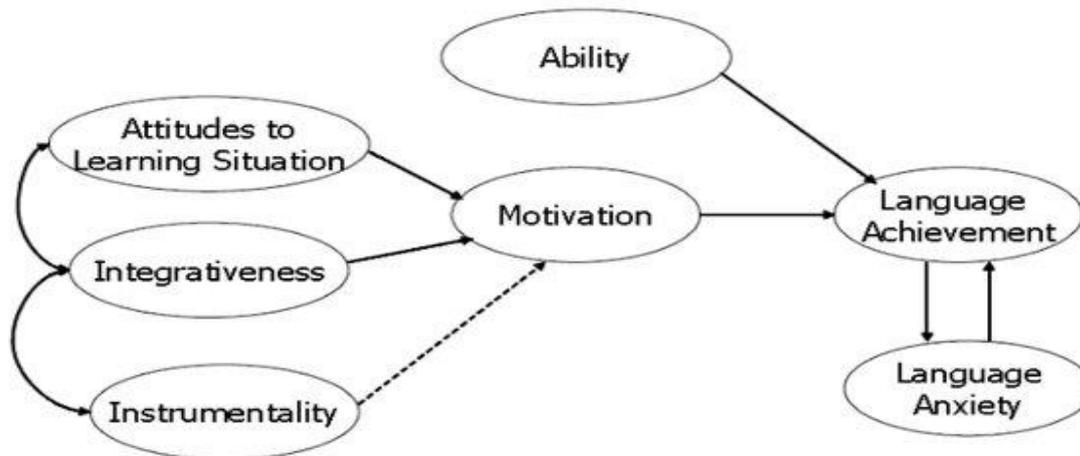


Figure 1. The Socio-Educational Model (Gardner, 2005, p. 6)

An analysis of Gardner & Lambert's model of motivation indicates that the instructional content and teaching methods influence the performance of L<sub>2</sub> learners in acquiring communication skills. The most fundamental element connected with the language proficiency in socio-educational model is thus motivation and attitudes. The model stresses that performance and emotions are affected by each other. Both outcome influences motivation and attitude for learning language. Motivation for second-language learning is an increasingly important feature of applied linguistics. As a conclusion, motivation has assumed to be the most important force that stimulates second language learning.

When attempting to learn a foreign language, researchers argue that the strong key to learning the target language is motivation. Motivation fosters an intangible driving force that inspires learners in the process of teaching and learning for being steadfast. Further, efforts, desire to achieve goal, and attitude are three significant intangible factors for L<sub>2</sub> learners' motivation (Garner, 1985). One of the most important factors influencing the extent of second language learning is motivation. Whether it is intrinsic or extrinsic, it works as magical drive that induces someone to do whatever they wish. According to Crookes and Schmidt (1991), motivation is language learners' orientation regarding how they learn language.

Motivation can be well interpreted by two ways: instrumental versus integrative and intrinsic versus extrinsic. Instrumental motivation relates to the learning of a target language as a way to achieve certain materialistic objectives. The instrument may be career growth, developing professional communication, placement, business growth, social identity or others. Contrary to this, integrative motivation inspires those who want to acquire native like language efficiency and mix up with their community, culture and living style.

Researchers have varying opinions on the uses of motivation types. According to Lukiman (1972), instrumental motivation tends to be more effective than integrative motivation. L<sub>2</sub> learners in India are also motivated to learn the English language because of some instrumental gain. The language teachers should motivate their students time to time for instrumental gain. If the students don't show interest in second language learning, the teacher should come up with a way to speak

to the learners in English that will hopefully shift their attitude toward the language. He should keep in mind that motivation is crucial to learning. In improving the fluency and confident of L<sub>2</sub> students, continuous motivation is quite effective. When the learners feel unmotivated, uninspired or feel their emotional resources are depleted, the teacher can greatly support the demotivated learners by telling them that speaking mistakes during learning stage are very common.

Harmer (1991) also had the view that the language teacher should handle his students tactfully and intelligently, when they commit mistake. The teacher should not correct grammatical errors of the students while speaking in the target language. Teachers must also support and encourage students to communicate in English so that the learners don't lose interest. Also intrinsic motivation should be employed in the class side by side.

According to Moiiinvaziri (2009), both instrumental and integrative motivations are equally important. Together they make uncanny impact on language learning. In light of his study, intrinsic motivation should be given priority, since it would be more effective in the long run. It is to be found that some students show L<sub>2</sub> learning initially because of intrinsic motivation, but over time, they lose their interest, resulting in a lack of external motivation.

A study of Piniel and Csizér (2013) research reveals that Motivation is a key factor in learning and this it is helpful in boost up high performers. Tuan & Mai (2015) revealed that motivation to speak English is assumed to be one of the factors influencing the speaking skills. Ghanbarpour (2016) also stated that one's motivation makes it easier for interlocutors to interact. It is considered to be important to the success of language learning for students.

According to Astuti (2012), motivation is an important factor in psychology and in learning in Astuti (2012). When learners are highly excited about learning, they will learn more. The teacher is also advised to increase the students' excitement for learning English. As a teacher, he sometimes forgets that the learning practices of students are guided through the way he motivates. Students enjoy the movement of the classroom in this way. There is no pulse without the student's inspiration and life in the classroom. A teacher who incorporates Motivation based methods for students into his teaching, he proves to be a better teacher. Motivation thus leads to a good learning of the second language (Anjomshoa & Sadighi, 2015).

### **3. Research Methodology**

#### **3.1. Research Design**

The researcher has used both statistical and verbal descriptions to analyze and interpret the collected data. The mixed methods seem most appropriate for this research as they topic is concerned with inner drive. With this view, this research used a set of 15 questionnaires on speaking motivation, divided uniformly raising three research problems. The main objective of choosing the current data collection method is to determine the number of learners who are fluent and confident, willing to commit errors and well-inspired by their teachers.

#### **3.2. Research Population**

A total of 100 first year graduate from different subjects students were selected randomly from two

Indian universities, namely Patna University and Patliputra University. Selection of the respondents was done in the way that from each university 100 students were chosen to take part in the research.

### 3.3. Data Collection Tools and Process

The present research uses both quantitative and qualitative methods. For this, a set of close-ended questionnaires comprising 15 statements were designed for this research to examine accurate information from the data collected. The data were collected through Google Drive Electronic Media during the year 2018-2019. In order to analyze the collected data, the SPSS programme was used for statistical analysis. However, the standard deviation was measured to rationalize the findings of the research.

## 4. Results and Findings

This research focuses on learner-focused awareness on the formation of motivation of speaking skills. No doubt every student reinforces the instructions and viewpoint of his/her teachers.

Table 1. The way motivation effort to L2 learners in speaking English

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Standard Deviation
I like English and can speak fluently.	1	2	1	42	54	4.49
I can elaborate clearly and precisely in English.	0	6	3	51	40	4.23
I can communicate with great confidence to inside and outside the class	2	28	7	25	38	3.63
I am able to imagine and think in English while speaking.	1	6	4	48	41	4.19
I don't get nervous and stressed in front of native speakers while speaking English.	28	38	6	14	14	2.44

In the aforementioned study, the validity and credibility of the study is listed in Table 1. The above table provides descriptive statistics of the L<sub>2</sub> Learners' motivation to enhance speaking English language.

To the respond of first question, out of the 100 respondents 54 were strongly disagreed, 54 were agreed, 1 neutral, 2 were disagreed and 1 strongly disagreed. In response to statement, 'I like English and can speak fluent,' 54 (54%) of respondents seems strongly agree. The main point of the study is that the majority of the population can speak English fluently.

The second statement is about speaking English in clear and precise language. The response of this question shows positive impact. Of the 100 respondents, the majority are agreed as 91 (91%) of respondents. This observation indicates the fact that most of the respondents desire to speak English in clear and precise language.

The third statement in under the first research query is about the confidence of the students in speaking English. In response to this statement, 'I can communicate with great confidence to inside and outside the class' covering a strongly disagreeable to strongly agree that 38 (38%) of respondents are strongly agree with the majority. As a result the number of respondents believes that they are able to communicate with confidence both inside and outside of class.

The fourth statement is: 'I am able to imagine and think in English while speaking'. The response of this statement is encouraging as 48 respondents are agreed and 41 are strongly agreed, making it a total of 89 (89%). According to the survey, a large number of respondents claimed that they can conceptualize and think in English.

The fifth statement is again students' centered. After data collection, it was found that 14 each were strongly agreed and agreed, 6 students, 38 students, and 28 students were neutral, disagreed, and strongly disagreed respectively. In response to the statement which covered from strongly agree to strongly disagree with the majority of respondents (38 %) were strongly disagreed. The conclusion is that the majority respondents accepted that they were not anxious.

**Table 2. The motivational factors for enhancing English speaking in large classroom and public speaking**

Statements	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Standard Deviation
I get nervous and forget things in English class.	2	4	6	37	49	4.35
I get confuse and embarrass to answer in English class.	4	5	4	38	49	4.23
I feel upset and anxious even after full preparation in class or public speaking.	4	20	12	31	33	3.68
I can get a job if I have good communication in English.	0	2	8	46	45	4.23
I can study, work and live overseas if my English speaking is good.	0	12	3	51	40	4.24

In the above descriptive statistics in table 2, analysis of major factors and classroom environment for L2 learners' motivation to develop speaking skills has been done statistically.

The first statement in this group for analysis is 'I get nervous and forget things in English classes'. After data collection, it was found that 49 students were strongly agreed, 37 students were agreed, 6 students were neutral, 4 students were disagreed, and 2 students were strongly disagreed. The result shows that 49 % students are strongly believe that they consider English a tough subject and consequently they get nervous and forget things while speaking.

One of the important aspects of English language class is that it needs active participation of the students. It is teachers' role to make student engaging through interaction. The second statement reading 'I get confuse and embarrass to answer in English class.', analyses students' comfort in answering questions. After collecting data it was discovered that a total of 49 students were strongly

agreed, 38 students were agreed, 4 students were neutral, 5 students were disagreed, and 4 students were strongly disagreed. There is no doubt that the lack of confidence in the English learning needs to be taken gravely. The teacher should therefore provide vocabulary and glossary of terms during teaching. Off course this is teacher-centered question.

The third statement is again teacher-centered, which analyses uneasiness of students in large class and public speaking. 33 students have strongly agreed, 31 students have agreed, 12 students have neutral, 20 students have disagreed, and 4 students have strongly disagreed. The result of this data analysis is that most of the respondents felt nervous in large classroom and public speaking.

The fourth statement is about one of the important factors for almost common to maximum students. The statement reads as: 'I can get a job if I have good communication in English.' The analysis shows that 45 students were agreed, 46 students were agreed, 8 students didn't react to the statement, while 2 students were disagreed and none was strongly disagreed.

In the fifth learner-centered question, 40 students were strongly agreed, 51 were agreed, 3 were neutral, 12 were disagree and none was strongly disagreed. This data analysis is for the motivation factor which is about students' perception of studying, working and living overseas.

**Table 3. Motivational strategies used to motivate his L<sub>2</sub> learners in speaking fluent English**

Statements	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Standard Deviation
I fail to use appropriate vocabulary to the context.	10	11	11	39	29	3.69
I can't follow grammar rules while speaking in English.	2	21	7	34	36	3.82
Teacher uses various motives and activities for motivation in speaking English.	2	12	7	37	42	4.06
I am afraid my teacher is correcting my mistakes while speaking.	1	11	7	42	39	4.06
I feel confused to remember different rules related to spoken English.	1	4	5	40	50	4.33

Table 3 discusses about the expected strategies those a teacher can use to motivate his L<sub>2</sub> learners in speaking fluent English through the analysis of five well drafted statements.

The first statement reads as: 'I fail to use appropriate vocabulary to the context'. Of the 100 respondents, it was found that 29 students were strongly agreed, 39 students were agreed, 11 students were neutral, 11 students were disagreed, and 10 students were strongly disagreed. This implies that many students are not able to speak English because of poor vocabulary.

The second student-centered statement reads as: I can't follow grammar rules while speaking in English. The analysis of 100 respondents through SPSS reflects that 36 students were strongly agreed, 34 students were agreed, 7 students were neutral, 21 students were disagreed, and 2 students were strongly disagreed. The analysis of data collection refers that moist of the students don't follow

grammatical rule while speaking English and consequently commits error.

The third statement is teacher-centered, which has stated as: 'Teacher uses various motives and activities for motivation in speaking English.' Data analysis indicates that 2 were strongly disagreed, 12 were disagreed, 7 were neutral, 37 and 42 were agreed and strongly agreed respectively. The analysis implies that teachers motivate their students in English class. Motivated students thus look forward to learning and participating

The fourth participants' response was about the teacher who corrects the student's mistake while speaking. The statement thus reads as: 'It makes me afraid that my English teacher is correcting my all mistakes'. Out of 100 students, it was found that 39 students were strongly agreed, 42 students were agreed, 7 students were neutral, 13 students were disagreed, and 1 student was strongly disagreed. The result shows that most of the students are afraid of intervening teachers while speaking English. That's why a teacher should be intelligent enough in correcting errors.

The fifth and last statement is concerned with learners. Upon analysis it was found that 50 students were strongly agreed, 40 students were agreed, 5 students were neutral, 4 students were disagreed, and 1 student was strongly disagreed. The result and analysis shows that learners should learn rules critically and logically to save learning a boring experience.

## 5. Discussion

In the above research analysis, the Standard Deviation or Mean Value refers the average result of the research. The result shows that English learning is based on motivation, which means that motivating strategies need to be implemented in the language teaching. One of the challenging teaching practices is how the students are motivated. Students lacking motivation cannot learn language effectively. They will not preserve knowledge, engage enthusiastically, and some may even be disturbing. Motivated students seem to outshine the less or no motivated students in learning English language.

Students who have been motivated are more willing to learn. Teaching a great variety of motivated students in classroom is an exciting experience for both the mentor and the mentee. Some learners are natural learners, self-motivated, and willing to learn. But a great teacher can also make learning enjoyable and motivated for the students to achieve their full attention and potential.

Kitjaroonchai and Kitjaroonchai (2012) found that student motivation and academic achievement have a considerable positive relationship. Motivation as a 'smart processor' to help learners, increase learning performance and achieve an aim for the curriculum. It also helps students to determine in the target language what they have stored, what they can do and the ability to gain. Similarly the researcher finds Motivation is characterized as the attitudes, desires, and effort of the person. For all aspects of activation, it is a constructive energy and realistic path in fostering learning achievement. Someone is driven to participate in the related activities, expends effort, persists in the activities, attends to the tasks, demonstrates a willingness to accomplish the aim, enjoys the activities, and obviously their motivation for English learning cannot be differentiated by the like.

This research is limited to specific space, number and setting. The statements in the questionnaires for survey are directly focused on motivation. They don't evaluate students' attitudes, cognitive and behavioral aspect in details as the questionnaire is designed using close ending questions. Furthermore, in this analysis, variables such as classroom size, physical environment, time

provided to practice and the correlation between motivation and language performance were not taken into account.

## 6. Conclusion

In this paper, the researcher examined a number of factors that influence students' motivation when speaking a foreign language. Other issues will be left for further investigation. Skills, such as reading and writing, will be studied to determine the influence of academic, linguistic and socio-cultural factors on them. In addition, demotivation will be researched, emotional intelligence will be examined in relation to the outcome variables and finally, a diversified sample across universities will be distributed for the study. However, the primary concern of this research was to investigate the role of the motivation of second language learners in improving speaking skills.

In both the academic and professional careers of L<sub>2</sub> learners, the relevance of oral skills cannot be sidestepped. One of the essential skills in ESL contexts is speaking. However, In particular, speaking has not taken on such priority as reading and writing skills in ESL teaching. The results of the study are therefore very significant, because the students of the researched universities have argued that they are motivated by their English teachers to speak the second language. This study therefore states that their language teachers motivate the large number of second-language students in the above mentioned universities. These practices have been found to engage students in their learning and thus increasing their motivation and success in university. In the support for first research question, the teacher does timely encouragement. Students have great desire their work to be approved and appreciated, and they are more excited about learning when they have confidence in their abilities. As their teacher, one should promote open communication and listen their opinions and ideas. A teacher should treat them positive, compliment and acknowledge them for their achievement. They would be more motivated to learn if the classroom is a congenial place where students feel recognized and appreciated. Thus learning attitude matters a lot.

Motivation is a significant factor, among many signifying factors that influence Second Language learning. The second research question was pertaining to the factors responsible for motivation for second language learners in language learning. There is an immense need to perform research to further investigate what sort of relationship persists between the various kinds of motivation and the learning outcome of the students, in addition to examining the type of motivation. The language teacher can offer incentives to incline to learn target language. To provide realistic goals and logical rewards helps students to become active participants in the class however need to be pushed in the right direction often. Language learning will be fun and inspire the students and make them want to learn if teachers offer prizes and incentives.

The third and last research question is about motivational strategies used in language classroom for developing skills. For this, teachers can get creative and get students involved. Teachers can save class from getting monotony by changing the norms of classroom. Instead of traditional lectures, activities based teaching, games and discussions, debates and visual aids such as colorful charts, diagrams and videos.

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