

## Analysis of Motivation Level of L2 Learners in Enhancing Speaking Skill

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### Abstract

The present study focuses on the second language (L2) learners' motivation as a substantial factor for enhancing speaking skills at the graduate level. Motivation in L2 learning is a complex phenomenon that had gained the attention of researchers and theorists for many decades. Motivation to learn English as a second language have been described and categorized in several ways. However, the emerging trend of English language learning at a high rate calls forth to answer the question such as why learners are so ambitious to learn this language in the presence of a national language. Secondly, if they are learning the English language, what is the kind of motivation urging them to learn it. At the present scenario, the English language has become a compulsion in both academic and professional career of L2 learners; though, the L2 learners should be reinforced to speak in English inside and outside of the classroom. The hegemony of the English language cannot be refuted at any cost because it has been employed in the domains of power-administration, military, education, and commerce since the making of Pakistan. A random sample of hundred graduate students from University of Management and Technology and hundred from University of Education, Lahore were selected. The close-ended questionnaire was used and total numbers of items were 21. The data were analyzed quantitatively using the content analysis method which suggested that the majority of respondents agreed with the notion that learners motivate them to speak in the target language and they were well-known about the significance of English in Pakistan, despite the fact that English is used as a subject in the ESL context rather than as a language. At last, it can be ensured that the study might be utilized for both the L2 learners and in the same sociological conditions. The study ends with the suggestion that English language teaching curricula and teaching strategies should be designed keeping in view the type of motivation (instrumental motivation) which is driving the Pakistani learners.

**Keywords:** Motivation, L2 learner, enhancing speaking skill, language skills

### Introduction

Many researches show that English language learning is rapidly increasing in Pakistan. This fast-growing trend of English language learning is no doubt, the result of some motivating drive. According to Tahia Khair (2008) most of the time, research on motivation aim at answering the questions such as why people choose to carry out something as they are; that is, motivation is concerned with the direction and magnitude of human behavior. People have several reasons for learning any foreign language. Sometimes people study the language for practical reasons, while other times people have a special affinity for the target language and its people. However, motivation is

the practical reasons for second language learning, while integrative motivation means the special affinity and love for that language and its speakers.

Second Language (L2) learning beyond the classroom is a hypothetical question for language learners as well as a language instructor. So many innovative teaching methods are existing but the effectiveness of the outcome would be different. Learning theories have been reformulated based on the learners need, but all theories focused on enhancing language skills. The current study directed to investigate the role of teachers' motivation in enhancing speaking skill at the graduate level. Definitely, the L2 teacher reserves the most dominant position in the context of the present study; though, the instructor could trigger the interest and attitude of L2 learners towards the target language. There are number of researchers (Alam & Farid, 2011) who have examined that teachers play a very important role in the learning process of students who idealize teachers and try to copy them. As per the current circumstances, proficiency in speaking skill has become a compulsion for L2 learners. A proficient speaker achieves his/her targets as s/he knows the best choice of the words. On the contrary, a non-technical speaker poses many troubles due to incognizance about the standards of speaking. Wardhaugh (2006) addresses there are some professionals who have got such a nice collection of situational vocabulary and style that help them to control others. Though, an active speaker can tackle on his/her recipient as to get social, educational, and professional recognition in the society. Moreover, the language teachers should assign a certain schedule to develop L2 learners speaking proficiency; so, such strategies could be arranged viz. role-playing, debate, listening comprehension activities, and free speech.

### **Literature Review**

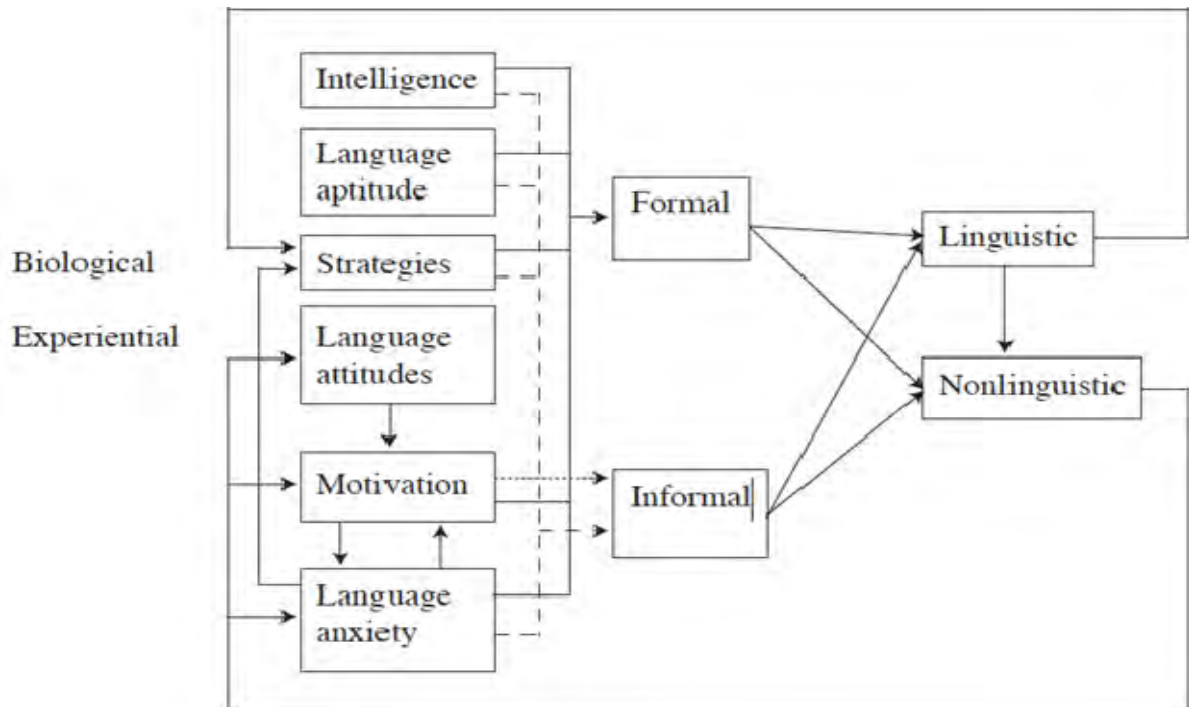
Prabhu (1987) stated that "activity which required learners to arrive at an outcome from given information through some process of thought". Similarly, Nunan (2003) described that "activity based learning is a classroom work, which involves learners in comprehending, manipulating, producing or interacting in the target language". Cummins (1998) stated that learners could communicate successfully in the target language, if they are fully immersed in the target language and its culture. Fisher et al. (2003) stated that speaking skill acts as an essential factor for the success of learners' career. Similarly, Baublitz (2010) examined that technical learners should have good speaking skill. Riemer (2002) affirmed that language exposure along with better communication skills helped the learners to achieve academic and job as well. Technology in the education fields has been improved in recent days (Muyskens, 1998; Warschauer & Kern, 2000; Kirkwood, 2005) especially in L2 learning. Haddad and Jurich (2002) discussed that the use of technology in education will enhance to overcome the learners' barriers such as to update information about recent and essential issues. In recent day's technology plays a vital role in the accomplishment of second language learning and self-motivation towards them (Foulger and Jimenez-Silva, 2007). Meenakshi (2016) did the experimental study, the result revealed that notable changes were observed in the language classroom. So, this study aims to enhance the motivation level of speaking skills of L2 learners.

Gardner and Lambert are famous for pioneering both the discussion and study of L2 motivation. This model is considered to be the most influential as it emphasizes that the attitude and motivation towards the second language have a significant impact on the achievement of the second language learners. In the Gardnerian model, specifically the social aspect of the

The socio-educational model can be viewed as strongly tied to the observation of the individual as social being rather than the interplay of social and cultural factors that help create motivation in the individual. According to this model, there are three components of motivation which are effort, affect and want. Motivation has been described to have two orientations in this socio-

economical model where one is known as instrumental motivation and the other is described as integrative motivation. By instrumental motivation, Gardner meant a type of motivation which drives/inspires the learners to learn a second language for the sake of practical benefits. On the other hand, when learners do not have any practical benefit for earning L2 but they learn it in order to integrate with the speakers of the target language and to express their liking/love for the target language this type of drive is called Integrative motivation by Gardner (1985).

***Model of Motivation (Gardner & Lambert 1993)***



**Figure 1. Representation Motivational Model**

This model shows that the instructional material and teaching strategies leave a considerable effect on the success/ learning outcome of L2 learners in learning language skills. The most basic factor linked with the language achievement in socio-educational model is motivation components of socio-educational modal are measured with the help of motivational as well as attitudinal scales. Moreover, the model also emphasizes that the learners’ degree of success, i.e. linguistic outcome, influences their feelings i.e. nonlinguistic outcome. Both types of outcome directly affect learners’ attitude and motivation towards the target language. Thus, motivation is considered to be the most powerful drive for the learning of a second language.

The educational researchers have proposed that the motivation embraces such a triggering power which stimulates learners to be involved in the teaching and learning process. The motivation is one of the most significant factors that effect on the continuum of L2 learning. It is sometimes found as intrinsic or extrinsic in one’s victory; however, it is an intangible force/circumstance that makes someone to do something the way asked. A famous psychologist and educationist Gardner (1985) has defined the motivation is the product of three intangible factors such as: efforts, desire to achieve a goal, and attitude. Through equation, it could be represented as: Motivation = effort + desire to achieve goal + attitudes. Besides, research scholars claim that motivation is a strong source to learn the target language after aptitude.

Those L2 learners who are rich at integrative motivation; they learn the foreign language as to be like native speakers, part of their community, culture, and tradition. However, those L2 learners are rich at instrumental motivation they learn the target language for the sake of certain materialistic objectives such as: placement, increase in professional status, business advancement, social respect, and educational status. It is elucidated that the one who belongs to dominant community/state will learn the target language with an integrative motivation, while the one who belongs to progressing state will learn the target language with an instrumental motivation.

Lukiman (1972), states instrumental motivation appeared more effective in the L2 language learning and teaching process than integrative motivation. In the Pakistani context, too, the L2 learners are interested to learn the target language with certain instrumental benefits. In the teaching/learning process, the language teacher has required to motivate L2 learner for the instrumental benefits of the target language. If the L2 learners are lacking in motivation, the language teacher should communicate with L2 learners in such a way that should overcome their negative attitude towards the English language. The speaking motivation is very helpful in upgrading fluency and self-sufficiency of L2 learners because the instructor motivates students that the occurring of mistakes is quite natural in the L2 learning process. The educationists and research scholars have affirmed that the more students have exposure in the target language, the more probability of fluency and efficacy in the target language is possible. There are many, not all, mushroom (private) schools in our country that are only English medium by name as L2 learners are not instructed in the English language. Keeping that in view, students are not fluent in the English language due to inadequate exposure to the target language and non-interactive curriculum. Besides, Harmer (1991) asserts that the language instructor should react technically upon the mistakes which are made by a student. This implies that the teacher should not interrupt due to grammatical errors while interaction in the target language between students; however, teachers should advocate learners to interact in English, as mistakes always occur in the learning process. This statement articulates that the teacher needs to employ such a strategy in the language class which should sustain students' motivation rather than losing interest. Besides, intrinsic motivation should be focused as that seems long-lasting than extrinsic motivation. As some children join the school with an intrinsic motivation, but due to the external setting they lose their interest bit by bit. Consequently, educational researchers have concluded that motivation does not cause success, but it follows it so that it implies that both motivation and success move side by side.

### **Research Questions**

Does L2 learners' motivation enhance while speaking the English language?

What are the advantages of giving the motivation to enhance speaking skills to interact accurately in a large class?

Is there any positive impact of the L2 learners' motivation in speaking performance during the language class?

### **Methodology**

The present study employs mixed methods as it has elaborated both statistically and verbally description of the findings. Moreover, it also decides which tool can be fruitful with respect to the research problem. However, the study described a set of questionnaires based on speaking motivation that is comprised of 21 close-ended statements. Here, the questionnaire statistically investigates whether L2 learners are motivated to speak in English or not. The purpose behind choosing the present tool of data collection is to determine the number of learners who are fluent, worried about

mistakes, and motivated by their facilitators. The data were collected from two universities of Lahore region, i.e. University of Management and Technology, University of Education Lahore, from each university 100 students were selected. The sample of this study comprised 200 students.

The researchers should select the tool of the data collection tool as per the nature research problem because the selection of an instrument for data collection is also a very critical task. As the study relates to quantitative and qualitative approaches; therefore, the present study chose a set of close-ended questionnaire based on 21 statements along with a verbal description as to examine an authentic data within assigned time by the institution.

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### Results and Discussion

The efficacy and authenticity of the present study is presented below in Table 1.

**Table 1: Descriptive Statistics of L2 Learners' Motivation**

Description	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Mean Value
I can speak in English with fluency.	1	4	1	84	110	4.49
I want to be a good orator.	0	13	5	103	79	4.24
I can speak confidently in front of the class.	4	55	15	51	75	3.66
Vocabulary becomes a problem while speaking in English.	20	22	22	78	58	3.69
During the speech, no one looks awkwardly at me.	1	10	11	78	100	4.33
Teacher motivates for talking in English.	3	25	14	74	84	4.06
I can think in English.	2	12	8	96	82	4.22
I feel ungrammatical while sharing experience in English.	5	41	14	64	76	3.82
I do not care for mistakes while speaking.	8	19	27	104	42	3.77
In English class, I can get so nervous that I forget things I know.	0	9	10	83	98	4.35
It embarrasses me to volunteer answers in my English class.	8	11	7	76	98	4.23
I would not be nervous speaking English with native speakers.	57	76	11	28	28	2.47
I understand what the teacher is cor-	9	27	27	71	66	3.79

Description	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Mean Value
recting.						
Even if I am well prepared for English class, I feel anxious about it.	8	41	24	62	65	3.68
I often feel like not going to my English class.	10	34	16	88	52	3.69
I am afraid that my English teacher is ready to correct every mistake I make.	1	25	13	83	78	4.06
I can feel my heart pounding when I am going to be called on in English class.	1	8	16	93	82	4.23
I do not feel pressure to prepare very well for English class.	3	13	15	74	95	4.22
English class moves so quickly that I worry about getting left behind.	0	13	5	103	79	4.24
I feel overwhelmed by the number of rules I have to learn to speak English.	1	10	11	78	100	4.33

As the focus of the present study is learner-centered knowledge about speaking skill motivation. There is no doubt to say that every learner is a reflection of his/her teachers' instructions and outlook.

Table 1 shows the overall result of the study. Of the 200 respondents, 1 was strongly disagreed, 4 were disagreed, 1 neutral, 84 were agreed and 110 strongly agreed. Description of data in response, I can speak in English with fluency covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 110 (55%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they can speak in English with fluency.

The second response to the question shows a positive impact. Of the 200 respondents 13 were strongly disagreed, 5 neutral, 103 were agreed and 79 strongly agreed. Description of data in response, I want to be a good orator covering the range from strongly disagree option to the option of strongly agree with the majority being agreed as 103 (51.5%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they want to be a good orator.

The third responses of the learners were about confidently. Of the 200 respondents, 4 were strongly disagreed, 55 disagreed, 15 neutral, 51 were agreed and 75 strongly agreed. Description of data in response, I can speak confidently in front of class covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 75 (39%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they can speak confidently in front of the class.

The fourth responses of the learners were about vocabulary becomes a problem while speaking in English. Of the 200 respondents, 20 were strongly disagreed, 22 disagreed, 22 neutral, 78 were agreed and 58 strongly agreed. Description of data in response, vocabulary becomes a problem

while speaking in English covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 78 (39%) of respondents. The Implication of this finding is that the majority of respondents were agreed that vocabulary becomes a problem while speaking in English.

The fifth responses of the learners were about during speech no one looks awkwardly at me. Of the 200 respondents, 21 were strongly disagreed, 10 disagreed, 11 neutral, 78 were agreed and 100 strongly agreed. Description of data in response, during speech no one looks awkwardly at me covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 100 (50%) of respondents. The Implication of this finding is that the majority of respondents were agreed that during speech no one looks awkwardly at me.

The sixth responses of the learners were about teacher motivates for talking in English. Of the 200 respondents, 3 were strongly disagreed, 25 disagreed, 14 neutral, 74 were agreed and 84 strongly agreed. Description of data in response, teacher motivates for talking in English covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 84 (42%) of respondents. The Implication of this finding is that the majority of respondents were agreed that Teacher motivates for talking in English.

The seventh responses of the learners were about I can think in English. Of the 200 respondents, 2 were strongly disagreed, 12 disagreed, 8 neutral, 96 were agreed and 82 strongly agreed. Description of data in response, I can think in English covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 96 (48%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they can think in English.

The number of responses shows that the learners are capable to speak in English with fluency. Thus, the number of responses shows that the learners are capable to think in English. The eighth responses of the learners were about I feel ungrammatical while sharing experience in English. Of the 200 respondents, 5 were strongly disagreed, 41 disagreed, 14 neutral, 64 were agreed and 76 strongly agreed. Description of data in response, I feel ungrammatical while sharing experience in English covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 76 (38%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they feel ungrammatical while sharing experience in English.

The equal number of participants has agreed that they do not care for the mistakes while speaking in English. Thus, this area needs to be taken seriously as there are three more L2 learners in this sample who left the blank empty. In the ninth student centered-statement, 8 students have strongly disagreed, 41 students have disagreed, and 14 students have attempted that they don't know, while 64 agreed and 76 were strongly agreed. Description of data covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 76 (38%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they do not care for mistakes while speaking.

The equal number of participants has agreed that they do not get nervous while speaking in English. Thus, this area needs to be taken seriously as there are seven more L2 learners in this sample who left the blank empty. In the tenth student centered-statement, in English class, I can get so nervous that I forget things I know, 9 students have strongly disagreed, and 10 students have attempted that they don't know while speaking, 8 students have strongly disagreed, 41 students have disagreed, and 14 students have attempted that they don't know, while 83 agreed and 98 were strongly agreed. Description of data in response, I do not care for mistakes while speaking covering the range from strongly disagree option to the option of strongly agree with the majority being

strongly agreed as 98 (49%) of respondents. The Implication of this finding is that the majority of respondents were agreed that in English class, they can get so nervous.

Here, the teachers need to accommodate L2 learners that they should answer positively in English language class. In the eleventh student centered-statement, 8 students have strongly disagreed, 11 students have disagreed, and 7 students have attempted that they don't know the statement while 76 agreed and 98 were strongly agreed. No doubt, lacking confidence needs to be taken seriously in the ESL context. Thus, the instructor should provide the list of words which will be part of the learning session.

In the twelfth student centered-statement, 57 students have strongly disagreed, 76 students have disagreed, and 11 students have attempted that they don't know while 28 agreed and 28 were strongly agreed. Description of data in response covering the range from strongly disagree option to the option of strongly agree with the majority being strongly disagreed as 76 (38%) of respondents. The Implication of this finding is that the majority of respondents were agreed that they would not be nervous. Thus, this area also needs to be taken practically as the students could speak in class without any critical feedback.

In the thirteenth teacher-centered statement, i.e. I understand what the teacher is correcting, 9 students have strongly disagreed, 27 students have disagreed, and 27 students have left the statement blank while 71 agreed and 66 were strongly agreed. The number of responses shows that their learners have motivated what the teacher is correcting in the classroom. Description of data in response, I understand what the teacher is correcting covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 71 (35.5%) of respondents.

In the fourteenth teacher-centered statement, 8 students have strongly disagreed, 41 students have disagreed, and 24 students have responded that they do not the statement while 62 agreed and 65 were strongly agreed. Description of data covering the range from strongly disagree option to the option of strongly agree with the majority being strongly agreed as 65 (32.5%) of respondents. The implication of this finding is that the majority of respondents were agreed that they feel anxious.

In the fifteenth teacher-centered statement, 10 students have strongly disagreed, 34 students have disagreed, and 16 students have responded that they do not the statement while 88 agreed and 52 were strongly agreed. Description of data covering the range from strongly disagree option to the option of strongly agree with the majority being agreed as 88 (44%) of respondents.

The majority of the responses show that teachers motivate learners in the class to correct the mistakes in the classroom. In the sixteenth teacher-centered statement, 25 students have disagreed, 13 students have responded that they do not the statement while 83 agreed and 78 were strongly agreed. The majority of the responses show that their teachers motivate learners to think in English for enhancing speaking skills. In the seventeenth teacher-centered statement, 8 students have disagreed, 16 students have responded that they do not the statement while 93 agreed and 82 were strongly agreed.

No doubt, the majority is agreed upon that their teachers instruct them in English, but the learner should increase the exposure as much as possible in the target language as to promote L2 skill particularly speaking skill. In the eighteenth teacher-centered statement, 13 students have disagreed, 15 students have responded that they do not the statement, and one student has left the blank empty while 74 agree and 95 strongly agreed. This number of responses is very dutiful as many of the learners know that mistakes are part of the learning process. In the twentieth learner-centered statement, 13 students have disagreed, 5 students have responded that they do not the statement, and one student has left the blank empty while 103 agreed and 79 were strongly agreed.



In the last learner-centered statement, 10 students have disagreed, 11 students have responded that they do not know the statement and one student has left the blank while 78 agreed and 100 students were strongly agreed. The number of responses shows that learners have to take it critically; otherwise, the learning process can be hampered.

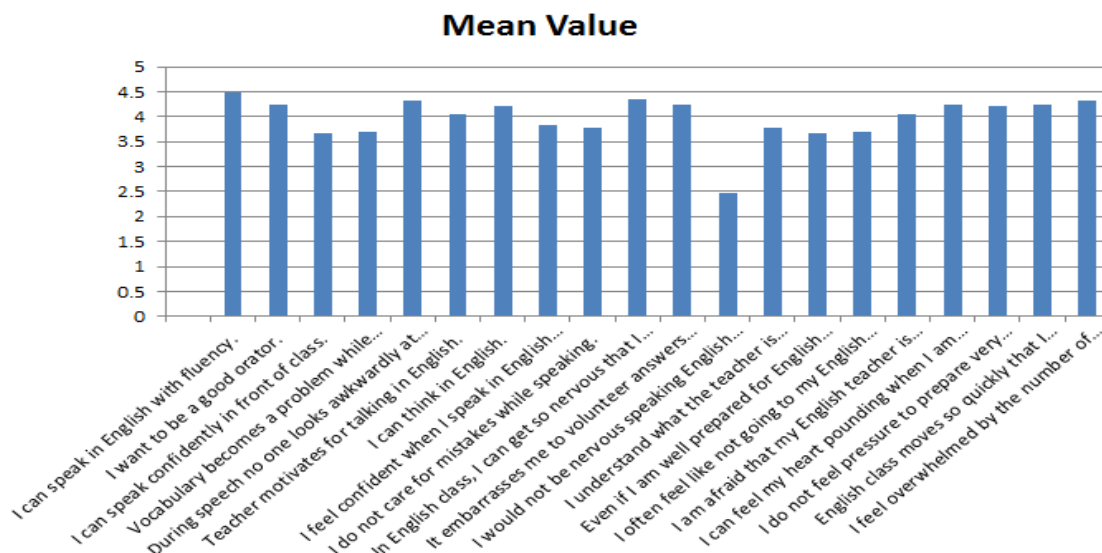


Figure 2. Mean Value

The mean value shows the overall outcome of the study. However, the findings of the study suggest that learning the English language is motivation based which implies that there is a need to adopt certain motivational strategies in the teaching language. Motivated learners tend to surpass those who are less motivated or receive no motivation at all from their teachers.

**Limitations of the Study**

The limitation of the study lies in its being a small scale project. The variables such as classroom size, environment, time are given to practice and the relationship between motivation and language success have not been considered in this study. In addition, the items in survey questionnaire were restricted to motivation and could not analyze learners’ attitudes, their cognitive and affective domains as the respondents were supposed to give a limited opinion in the form of agree and disagree options via statements in the questionnaire.

**Area for further Research**

Among various factors influencing the L2 learning process, motivation is one such factor which is of considerable importance and which is most directly related to this phenomenon. Along with investigating the type of motivation (instrumental or integrative), there is an extreme need to conduct research to further explore what kind of correlation exists between the type of motivation and the learning outcome of the learners.

**Conclusion**

Investigating the role of L2 learners’ motivation in enhancing speaking skill has been the prominent concern of this study. The importance of oral skill cannot be denied in both academic and professional career of L2 learners. Especially, in developing ESL contexts speaking has not given such importance as given to reading and writing skills; however, the findings of the present study are quite interesting because the understudy public and private sector universities have asserted that their English subject specialist instructors motivate them to speak in the target language. Hence, the

study asserts that the majority of the L2 learners in the specified universities are duly motivated by their teachers and their subject specialist teachers are themselves motivated to ask students to communicate in English during class time. The study ends with the suggestion that English language teaching curricula and teaching strategies should be designed keeping in view the type of motivation (instrumental motivation) which is driving the Pakistani learners.

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