

Motivation to Learn English language: A Survey on Parents' & Teachers' Influence on L2 learners in Sindh, Pakistan

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Abstract

Motivation is, without question, the most complex and challenging issue faced by English language teachers today (Schiedekr & Freeman, 1999). It is a key contributing factor for L2 learning (Cheng & Dornyei, 2007; Gardner, 1985b). It is an established fact that no motivation means no learning. Motivation comes from different sources. Freeman (1999) holds teachers and parents to be influencing forces for learners' motivation. The present study was conducted at college level in Kambar Shahdaddkot and investigates the influence of parents and teachers on L2 learning. The study is quantitative in nature. The survey was conducted and data was collected through questionnaire. The study found that students were heavily influenced by parents and teachers. Most of the learners learn English language due to the respect they owe to their parents and teachers. The parents and teachers have positive attitude towards English language, thus, they influence L2 learners' motivation and decisions considerably. The study also found that most L2 learners learn English language due to the rewards given to them by their parents. Besides, teachers' positive relation with learners also motivates them to learn English. It was also found that a lack of feedback from teachers contribute a demotivating factor for the L2 learners. The study suggests that teaching methodology plays crucial role in L2 motivation and brings positive results for the learners.

Keywords: Motivational psychology, Motivation, L2 learners, Parents & Teachers: In What way teachers and parents influence on L2 learners motivation

1. Introduction

Dornyei, (2001) in the introduction of his book states with the quote that "motivation is complex in nature." Further he added that "It's a challenging task that is being faced by teachers these days." In every learning motivation is taken as a key role. Without this factor, it seems very hard to learn or teach. Scheidecker and Freeman,(1999:116) are of the view that one thing that remains in the past, in present and in future is the importance of motivation in the practice of education and there is more need of the research in the area of motivation. In L2 motivation is considered key contributing factor (Cheng & Dornyei, 2007 Gardener, 1985 b) It determines the success or failure in second language learning (Li & Pan, 2009 cited in Choosri, 2014c)

It has generally been experienced that students with higher level of motivation do better than students with lower levels (Gardener, 2006:241 cited in Yousif Tahanninen et al,2013) Being teachers ourselves, we have also experienced similar situations when we find our students motivated to learn L2.The task of our teaching becomes easier and some times when we find students demotivated the task of teaching and learning becomes troublesome. This is why we are motivated to know the reasons behind L2 learners' motivation and demotivation.

According to Richard & Schmidt (2002) Motivation is a driving force that triggers someone to take decisions and those decisions are influenced intrinsically and extrinsically by social context when individual is exposed to society. Human as a social being is influenced by motivational factors that are already present in the society (Dornyei, 2000). In the process of L2 learning, the learners have to make certain decisions and those decisions are influenced by social contact with the people in the society. Such social influences impact on L2 learners learning motivation (Decisions).

This study is employed in the light of above stated view of Dornyei, to investigate the social and cultural impact of parental and teachers on L2 learners. As in our personal case we have witnessed the greater influence on our L2 learning.

1.1 Statement of problem

This is very important to examine the key role of parents and teachers influencing L2 learning in the context of the study as this contributes in learning L2 successfully or otherwise.

1.2 Importance of study

This study is helpful to parents and teachers to know how they can motivate L2 learners. Teachers may be beneficiary as they could design their teaching strategies to bring round their students in better fashion.

1.3 Aims and objectives

The study aims to investigate the influence of parents and teachers on L2 Learning. On this basis, the following objectives were set:

- To know how teachers and parents influence L2 learning.
- To find out ways to teach L2 learners in better fashion.

2. Literature Review

The high value and scope of motivation is realized and accepted by teachers and researchers in L2 learning. The success of teachers teaching and learners learning achievement totally rely upon motivation level. This is why Dornyei (1993) stated that motivation is key contributing factor and it determines the L2 learners' success and failure. Basically motivation moves individual to initiate the L2 learning and it has a driving force to direct individual to sustain the long and difficult process to prolong L2 learning. It becomes possible when learner is supported by other factors required to continue L2 learning.

Historically Gardner and his associates initiated work on L2 motivation. They succeeded to invent (A M T B) Attitude motivation test battery to measure the L2 learners' attitude towards L2. This was ground breaking contribution on their part. Gardner's socio – educational model remained unchallenged for a long time but later the need felt by researchers to look for more appropriate and pragmatic approach to “education centered approach” in motivation. In this respect much extended work was presented by Dornyei. This study is based on their contribution.

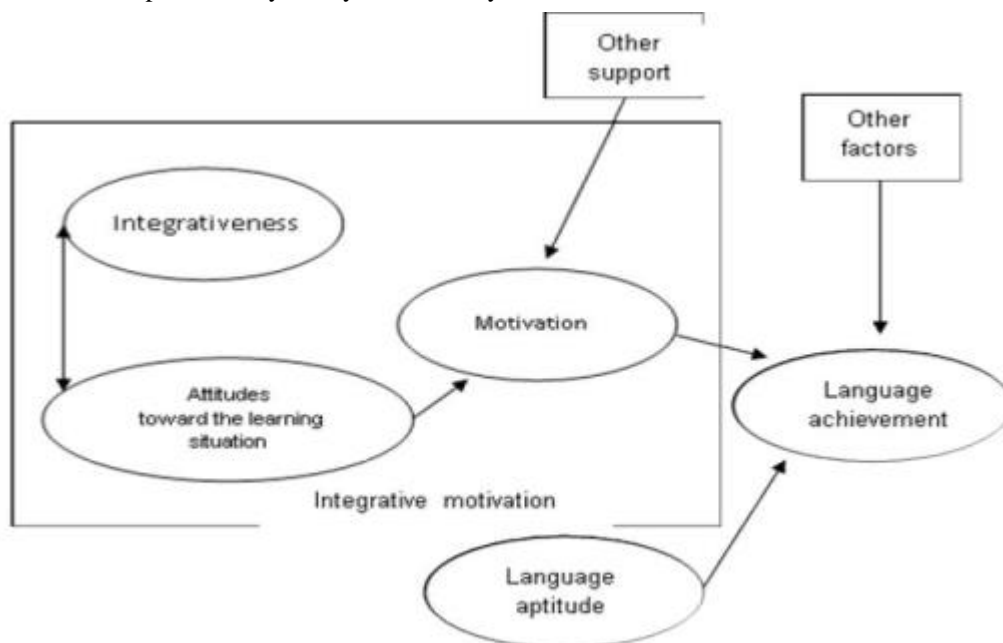


Figure 1. Gardner's (2001) basic model of the role of attitude and motivation in second language learning

Gardner in (1982) in his socio – educational model highlighted the importance of social and cultural milieu of the language communities. He opines that where L2 learner seeks motivation from social context and suggested that where target community has little contact with target language community, there target language is not supported at home or school. (Chambers, 2001)

Dornyei, (2001b:78) and Zhu, (2007) pointed out that Gardner's (1985) socio – educational and cultural model highlights key importance to parental influence on L2 motivation. Chamber (2001) states that influence of parents on L2 motivation is on two ways; firstly, when parents actively play their role in which the parents directly involve themselves in the study of children. They encourage, monitor and support them in their learning. Secondly, passive role when parents of L2 learner reflect upon their attitude to L2 learning and L2 community.

While investigating on Secondary School students William @ Bruden@ Al.Baharna,(2001) found that opinions of parents have high value in L2 motivation language learning.

2.1 Extended Motivational Framework of Dornyei in (1994)

Chamber (2001) suggested that Dornyei extended motivational framework may give the answers of those critics who raised criticism on Gardner's socio –educational model. As researchers were looking for more logical, cogent, pragmatic education centered approach to motivation, as related to satisfy modern practicing teachers demand in educational psychology research. (Dornyei, 1994, cited in Chambers, 2001:07)

Dornyei's much improved framework has assimilated many researchers concepts, such as Gardner, Lambert, Keller (1983) Crooks and Schmidt,(1991) Bandura(1983) Clement (1985), Weiner, (1992).

Three Different Levels of Motivation in Table:

Language level	Learner level	Learning situation level
Integrative &	Self –efficacy Bandura(1983)	Course specific (IREF)
Instrumental	Self-confidence	Teacher specific(Task presentation Modeling
	Need for achievement	Group specific Norm and reward Class room goal structure
	Language use anxiety	

First at language level:

Under this level comes integrative and instrumental motivation which was already discussed by Gardner and Lambert. It encompassed different components associated with L2, such as the culture of the community in which L2 is spoken.(Dornyei, 2001b) or the practical benefits that targeted language i, 1b)

It is defined as the talent of any language learner at the time of learning. This concept was given in Bandura's self-efficacy theory in (1983). It is about forming self-judgments, prepared in the light of past failures and successes that affects L2 learning (Chambers, 2001) if L2 learner has

past good record it enhances self confidence level if its contrary it decreases and causes anxiety. The concept of Clements self-confidence also comes under this level. This suggests that teachers are required to do is simply to encourage and praise L2 learners as they could become self-confidence. In order to promote L2 students' self-efficacy teachers have to play their part by giving them attainable goals as they could raise self-efficacy. Teachers are also suggested to give them problem solving strategies and help them build realistic expectations.

Teachers should help the learner to build the positive self-perception. For that teachers should encourage the learner to learn by doing mistakes and let them know that mistakes are not bad, it is an essential part of learning. In this way teachers can reduce the anxiety of students and cultivate healthy ambience for L2 learners.

Dornyei, (2001a) includes intrinsic and extrinsic motives related to three areas in classroom setting. These are (1) Course-specific (2) Teacher-specific and (3) Group-specific motivational components (Dörnyei, 2001a) firstly Keller's (1983) proposed three course specific motivational conditions and later on Crooks and Schmidt(1991) simplified it as (a)interest (b)relevance (c)expectancy (d)satisfactory outcomes.

Findings of many researchers such as Chamber, Dornyei, and Csizer found teacher as a strong motivating agent in the process of learning. Teachers are hold responsible for failure and success of learners and considered as powerful to produce cultivating learning ambience (Dörnyei, 2001b) Clark and Trafford (1995) found research that the teacher-learner relationship is considered to be the most important variable in second/foreign learning by both teachers and learners. The teacher specific motivational component relates to the teacher- student relationship, the teacher's behavior, personality and management, promotion of sharing of ideas and views between pupils as well as teacher and pupils, the provision of motivating feedback (Chambers, 2001).

This study is based on above studies to investigate in the context of study to examine at what extend L2 learners are influenced by parents and what strategies their parents and teachers use to influence on L2 learners.

3. Method and Procedure

This is quantitative study. Closed ended questionnaire was used to document the record of L2 learner's responses from 12th grade (boys and girls) from collegiate side. Participants were equally selected from two colleges of Shahdadt. One hundred from degree college "Boys" and one hundred from "Girls College" equally shared "50" from medical group and "50" from pre- Engineering group and participants were randomly selected. The aim of this study was to find

at what extent parents and teacher influence on L2 learners learning. For data collection "Questionnaire was used. It was based on four Likert scale. Strongly agree=4 and Agree=3, Disagree=2, strongly disagree=1. Questionnaire consists of 11 items to measure parents and teachers influence on L2 Learners. In order to prepare the questionnaire item help is taken from the Gardner's (1985) AMTB model and the researchers who undertook research study on the socio-educational model, and three stage model presented by Dörnyei.

3.1 Research Questions

RQ1: TO what extent Parents and teachers influence on L2 learners motivation at distt: Kamber Shahdakot Collegiate boys and girls?

RQ2: What are the ways to teach L2 learners in a better fashion?

4. Data Analysis and Interpretations

The data was analyzed with the help of SPSS 20th version for presenting descriptive results of statements used in questionnaire. Under given questionnaire items are reflecting upon the attitude of participants to their teacher.

Table 1. Analysis of opinion of students on teachers influence on their L2 learning motivation

Item no	Statements	No of participants	Mean	Std. Deviation	Ranking
3	My English teacher tries to relate his teaching with daily life.	200	3.32	.554	1
1	I like the way my English teacher teaches me.	200	3.24	.5878	2
2	I am at ease with my English teacher.	200	3.24	.601	3
5	I get along well with my English teacher.	200	3.10	.610	4
4	My English teacher encourages my participation in the class, and gives the meaningful feedback.	200	2.95	.560	5
Over all mean and std					
Valid N (list wise)		200			
Over all Mean and Std. Deviation		200	15.83250	2.13084	

(Strongly agree=4, Agree=3, Disagree=1, strongly disagree=1)

Table 1 indicates the most agreed ratio in ascending order according to mean and std. Deviation score, the least mean score is awarded to the statement no 7 that teachers encourage students' participation and give meaningful feedback and highest mean is given to the statement that teacher tries to relate his teaching with daily life.

Chambers, (2001) stated that teacher related motivation depends upon the relationship between teacher and his pupil that how teacher maintains his relationship to his students. How he behaves and manages his teaching plan to promote learners learning and provides encouraging feedback to learners.

Summing up over all results of the statements, this research data suggest that teachers at district Kamber Shahdadkot. They are trying to keep good relations with their students by giving them encouraging feedback and relating their teaching with their daily life. They also arrange their lesson plans carefully, systematically so the result of the data indicates that most of the learners are at ease with them. It is also reported that most of students are able to keep pace with them and like their teaching style. Least agreed ratio as compared to other statements in the questionnaire is of the statement "My English teacher encourages my participation in the class, and gives the meaningful feedback." 07 participants picked up the choice of strongly disagree, it is 3.5 percent. 16 participants ticked the option of disagrees, and it is 8.0 percent. 158 participants chose the option of agree it is 79.0 and rest of remaining 19 chose the option of their choice strongly agree it is 9.5 percent. In a way 177 participants gave the consent of validity of statement that their teachers encourage their participation and give meaningful feedback. And remaining 23 cases out of 200 participants were of the view that their teachers do not encourage them and also not giving them meaningful feedback. The mean of this statement is 2.59.

4.1 Parental Motivation

According to Dörnyei (2001b: 78) and Zhu (2007: 78) the influence of parents on L2 learners learning plays a key role and was fully realized by Gardner (1985) because parents play the role of bridge between two cultures and language. It is socially observe that students are sensitive to the opinions of their parents and teachers. Therefore Gardner studied parental opinion related to L2 language.

Table 2. Analysis of opinions of students on parental influence on their motivation for L2 learning

Item no	Statements	No of participants	Mean	Std. Deviation	Ranking
13.	My parents think English is important.	200	3.49	.549	1
15.	My parents motivate or convince me to learn English.	200	3.41	.568	2
12.	My parents feel proud in Pakistan society, if they talk about my proficiency with their friends and relatives.	200	3.36	.650	3
14.	My parents feel proud when I speak to them in English.	200	3.31	.726	4
16.	My parents reward me, when I get good marks in English subject.	200	3.23	.640	5
17.	I learn English to make my parents happy.	200	2.84	.760	6
	Over all mean and Std. Deviation	200	19.6482	2.54988	
	Valid no (list wise)	200			

Table 2: indicates the results of parental influence on L2 learners, according to the mean and std. deviation score awarded to the statements by participants of study. It is ranked in descending order according to the mean score awarded to the statements. Highest mean is awarded to the statement “my parents think English is important and the least score is given to the statement that “I learn English to make my parents happy”

Findings of this study are fully aligned with the research findings of Chamber and the concept shared by Gardner in his Socio-educational model. Suggesting the two roles of parents in L2 learning, active role when parents are directly involved, in this role parents encourage, monitor and support directly their children, in passive role indirectly is done that all. Results of this study also indicates that parents not only monitor their children language but they are also actively involved to boost up their children to learn English by offering them rewards when their children get good marks in English. They think English is important and feel proud when their children speak English .this is how they play active and passive role. It is also reported that respondents learn English to please their parents.

5. Conclusion and Recommendations

This study found that participants of study were heavily influenced by parents and teachers. They owe great respect to their parents and teachers view. Results of study are aligned with the concept of Gardner given in his Socio-educational model. Teachers are partially succeeded to adopt their teaching as explained by Dornyei in his extended model that is discussed in detailed in this paper.

5.1 Recommendations and suggestions

Making ground on the basis of these research findings, it is recommend to Sindh Govt to take initiative to make further improvement in English syllabus keeping in view the current demands of L2 learners. L2 learners are more motivated to learn English that help them to use in daily life. Therefore teachers are suggested to make their lessons and teachings more related to the learners’ daily life and further recommended to encourage learners by giving them encouraging feedback. The role of parents is vital therefore it is recommended that they should play their active role in L2 learners learning.

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