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L2 TEACHERS' MOTIVATION: A FACTOR IN ENHANCING SPEAKING SKILL AT GOVERNMENT BOYS DEGREE COLLEGE QASIMABAD, HYDERABAD

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ABSTRACT

The present study addressed the L2 teachers' motivation as a substantial factor for enhancing speaking skills at the Government Boys Degree College Qasimabad, Hyderabad, Sindh. At the present scenario, English language has become 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. A well-known Pakistani linguist Rahman (1996) says the hegemony of 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 randomly selected sample of 21 Higher Secondary Certificate (HSC) level learners from intermediate (n=21) completed a self-produced close-ended questionnaire based on 20 items. The data were analyzed quantitatively using content analysis method which suggested that the majority of respondents agreed with the notion that their teachers motivate them to speak in the target language and they are 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 utilitarian for both the L2 teachers and in the same sociological conditions.

Key Notes: Teachers' Motivation, Enhancing Speaking English Proficiency, Exposure, Intermediate level.

1. INTRODUCTION

The current study directed to investigate the role of teachers' motivation in enhancing speaking skill at the Government Boys Degree College Qasimabad Hyderabad. Definitely, theL2 teacher reserves the most dominant position in the context of 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. The motivation of teacher is, therefore, very important as it directly affects the students.
Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the students. As per the current circumstances, the 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. How do physicians, psychiatrists, lawyers, social workers, teachers, priests, police officers, etc. use language to control others? Does this same power principle apply to parents (in relation to children), men (in relation to women), upper social classes (in relation to lower social classes), speakers of standard languages (in relation to speakers of nonstandard varieties of those languages), and so on? 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 certain schedule to develop L2 learners speaking proficiency; so, such strategies could be arranged viz. role playing, debate, listening comprehension activities, and free speech. According to Qing (2011), role play is defined as the projection in real life situations with social activities (p. 37). Van Ments (1999) says in this communication triggering technique each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group (p. 5).

2. LITERATURE REVIEW

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 goal, and attitude. Through equation, it could be represented as: Motivation = effort + desire to achieve goal + attitudes. Besides, research scholars claim that motivation is the strong source to learn the target language after aptitude.

The present study concerns with the two types of motivations such as: integrative motivation and instrumental motivation. These two types of motivations were presented by Gardner and Lambert (1972). 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.

According to Saville-Troike (2006) the relative effect of one or the other is dependent on complex personal and social factors. The L2 learning by a member of the dominant group in a society may get benefit more from integrative motivation and L2 learning by a subordinate group member may be more influenced by instrumental motivation. 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.

2.1 Speaking Motivation

For an Indian context, Indian linguist Lukiman (1972), states instrumental motivation appeared more effective in the L2 language learning and teaching process than integrative motivation. In 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 instrumental benefits of the target language. As Prophet Mohammad, peace be upon him, said over 1400 years ago in the Hadith, 'He whoever learns other people's language will be secured from their cunning' (Elyas & Picard, 2010). If the L2 learners are lacking at 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. Scholars have thus widely criticized using the L1 in language classrooms because it encourages students to think in the L1 and then translate their thoughts into the L2, which produces deficiencies in students' speaking skills (Richard & Rodgers, 2001; Shaikh, 1993). 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 are possible. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). There are many, not all, mushroom (private) schools in our country that are only English medium by name asL2 learners are not instructed in English language. Keeping that in view, students are not fluent in English language due to inadequate exposure to the target language and non-interactive curriculum. The teaching/learning process is like a triangle inside a circle. Teachers, students and the curriculum form the triangle and their interactions occur within the educational system: The circle. The weakness of one component among these will dramatically affect the entire teaching/learning process (Alharbi. 2015).Besides, Harmer (1991) asserts that the language instructor should react technically upon the mistakes which are made by a student. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. 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.As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996). This statement articulates that teacher needs to employ such 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. Islam and Islam (2012) have opined in their study that the L2 learners should be allocated such circumstances which could uplift their attitude to speak up in English language. However, they suggest that the oral skills could be more flourished when the confident and hesitant novice L2 learners capture chance to role play. This one of the classroom techniques reproduces outer situations within classroom; therefore, learners become capable to react effectively outside of classroom. 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.

2.2 Research Questions

RQ1: Does L2 teachers' motivation/inspiration enhance learners speaking proficiency?
RQ2: What are the advantages of giving motivation to enhance speaking skills to interact accurately in a large class?
RQ2: Is there any positive impact of the L2 teachers' motivation in speaking performance of the students?

3. RESEARCH METHODOLOGY

In any research study, methodology is the most significant chapter that requires a conscious effort as to have generative findings. 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. If this segment of the study is not taken seriously then the whole study will be flopped. The present study has employed a set of questionnaires based on speaking motivation that is comprised on 20 close ended statements. Here, the questionnaire statistically investigates that whether the 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.

3.1 Participants of the Study

The study has selected randomly a sample of 21 students who belong to HSC Part II, Government Boys Degree College Qasimabad, and Hyderabad. However, there have been 45 students and the total number questionnaires' set have been 21.

3.2 Measuring Instrument

The researchers should select the tool of 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 20 statements along with verbal description as to examine an authentic data within assigned time by the institution. For the justification of the tool, the questionnaire is adjusted in the appendix A of this study.

4. DISCUSSION AND RESULTS

The efficacy and authenticity of the present study may be seen below in Table 1.

Table 1: Descriptive Statistics of the L2 Teachers' Motivation

Targeted Questions	Strongly agree	Agree	Don't know	disagree	Strongly disagree	Un attempted
1. I can speak in English with fluency.	0	15	1	4	1	0
2. I can think in English.	3	7	3	2	4	1
3. I want to be a good orator.	10	7	2	2	0	0
4. I do not care for mistakes while speaking.	2	7	3	6	3	0
5. I can speak confidently in front of class.	4	10	3	4	0	0
6. I feel ungrammatical while sharing experience in English.	3	7	5	4	1	0
7. Vocabulary becomes a problem while speaking in English.	1	9	2	7	2	0
8. During speech no one looks awkwardly at me.	2	5	8	5	1	0
9. Speaking English language gives respect in society.	18	2	0	0	1	0
10. Teacher motivates for talking in English.	12	3	0	3	2	1
11. Teacher suggests speaking inside and outside of the classroom in English.	8	6	2	3	2	0
12. Teacher suggests for thinking in English.	5	8	2	4	2	0
13. Language teacher instructs in English language.	5	7	2	4	2	1
14. Teacher says mistakes are part of the learning process.	3	10	2	1	4	1

15. Teacher prohibited using mother tongue in the class.	5	5	3	5	2	1
16. Teacher does not point out while interaction.	0	7	5	6	2	1
17. Teacher arranges different conversational activities inside and outside of the classroom.	4	9	0	5	3	0
18. Teacher suggests for listening English talk shows and news channels.	8	6	2	2	3	0
19. Teacher asks to participate in declamation.	9	2	4	2	4	0
20. Teacher tells the scope of English.	9	6	3	0	3	0

As the focus of the present study is student-centered knowledge about speaking skill motivation. There is no doubt to say that every learner is reflection of his/her teachers' instructions and outlook. The study is divided into two parts such as: the first part commences from the first statement to the ninth statement that asks about the students' personal knowingness about English, and the second part commences from the tenth statement to the twentieth one statement that asks for the students' observation about the English language teachers.

The present analysts have enquired, in this part, about students' ratio at: fluency, thinking in the target language, oration, mistakes, confidentiality, ungrammatical, vocabulary, and awkward setting. The first part of the study is analyzed as: the highest number of responses i.e., 112 out of 186 agreed with the statements than those who disagreed with the statements i.e., 47out of 186 responses and only 27out of 186 responses replied that they don't know. Besides, one respondent did not attempt third statement.

 The statements of the second part commence from the tenth statement to the twentieth one that ask for the students' observation about the English language teachers. This part is comprised on teachers' methodology and techniques for enhancing speaking skill and it encompasses these areas: discussion setting, thinking in English, realizing mistakes as a natural learning process, prohibiting L1, avoiding interruption, L2 as media of instruction in the language class, listening activities, and futuristic ken about English.

The present analysts analyze the data as: the highest number of responses i.e., 144 out of 233 agreed with the statements than those who disagreed with the statements i.e., 64 out of 233 responses and only 25 out of 233 responses replied that they don't know. Besides, two respondents did not attempt eleventh and sixteenth statement. In addition, the present study also expresses description of each statement that connects the study with the qualitative research method. The present analysts have taken strongly agree and agree as a one option, similarly disagree and strongly disagree are also taken as one option and the remaining two choices remain the same. Thus, the description of the attempt as follows: In the first student centered-statement, 15 students have strongly/agreed, 5 students have strongly/disagreed, and 1 student has strongly disagreed with this statement.

The number of responses shows that the learners are capable to speak in English with fluency. In the second student centered-statement, 10 students have strongly/agreed, 6 students have strongly/disagreed, 3 students have attempted that they don't know, and 1 student has left the choice blank. Thus, the number of responses shows that the learners are capable to think in English. In the third student centered-statement, 17 students have strongly/agreed, 2 students have strongly/disagreed, and 2 students have attempted that they don't know. Thus, again the number of responses shows that the learners are interested to be good debaters. In the fourth student centered-statement, 9 students have strongly/agreed, 9 students have strongly/disagreed, and 3 students have attempted that they don't know.

The equal number of the participants has agreed upon that they do not care for the mistakes while speaking in English. Thus, this area need to be taken seriously as there are three more L2 learners in this sample who left the blank empty. In the fifth student centered-statement, 14 students have strongly/agreed, 4 students have strongly/disagreed, and 3 students have attempted that they don't know. Thus, the most of responses shows that many of the learners are extrovert in the classroom. In the sixth student centered-statement, 10 students have strongly/agreed, 5 students have strongly/disagreed, and 5 students have attempted that they don't know the statement. Here, the teachers need to accommodate L2 learners that grammatical errors should reason of their silence; however, it always occurs in the learning process.

In the seventh student centered-statement, 10 students have strongly/agreed, 9 students have strongly/disagreed, and 2 students have attempted that they don't know the statement. No doubt, lacking in vocabulary needs to be taken seriously in the ESL context. Thus, instructor should provide the list of words which will be part of the learning session. In the eighth student centered-statement, 7 students have strongly/agreed, 6 students have strongly/disagreed, and 8 students have attempted that they don't know. Thus, this area also needs to be taken

practically as the students could speak in class without any critical feedback. In the ninth statement, 20 students have strongly/agreed, except only 1who has strongly/disagreed. Thus, the number of responses shows that the learners are quite aware about the need of English.

The second part of the questionnaire starts from 10th statement onwards that is teacher-centered questions from L2 learners; thus, as we have: In the tenth teacher-centered statement, 15 students have strongly/agreed, 5 students have strongly/disagreed, and 1 student has left the statement blank. The number of responses shows that their teachers have motivated them to speak in English in the classroom. In the eleventh teacher-centered statement, 14 students have strongly/agreed, 5 students have strongly/disagreed, and 2 students have responded that they do not the statement. The majority of the responses show that teachers motivate learners to speak in English inside and outside of the classroom. In the twelfth teacher-centered statement, 13 students have strongly/agreed, 6 students have strongly/disagreed, and 2 students have responded that they do not the statement. The majority of the responses show that their teachers motivate learners to think in English for enhancing speaking skills. In the thirteenth teacher-centered statement, 13 students have strongly/agreed, 6 students have strongly/disagreed, and 2 students have responded that they do not the statement.

No doubt, the majority is agreed upon that their teachers instruct them in English, but teacher should increase the exposure as much as possible in the target language as to promote learners' skill. In the fourteenth teacher-centered statement, 13 students have strongly/agreed, 5 students have strongly/disagreed, 2 students have responded that they do not the statement, and one student has left the blank empty. This number of the responses is very dutiful as the many of the learners know that mistakes are the part of the learning process. In the fifteenth teacher-centered statement, 10 students have strongly/agreed, 7 students have strongly/disagreed, 3 students have responded that they do not the statement, and one student has left the blank empty. Almost half of the participants' responses show that teachers motivate learners to speak in English rather than their mother tongue.

In the sixteenth teacher-centered statement, 7 students have strongly/agreed, 8 students have strongly/disagreed, 5 students have responded that they do not know the statement and one student has left the blank. The number of responses shows that teachers have to take it critically; otherwise, learning process can be hampered. In the seventeenth teacher-centered statement, 13 students have strongly/agreed, and 8 students have strongly/disagreed. Keeping the number of the responses in view, teachers are doing well but s/he should come up the lacking of learners. In the eighteenth statement, 14 students have strongly/agreed, 5 students have strongly/disagreed, and 2 students have responded that they do not know the statement. The majority of the responses show that teachers have suggested learners to listen English exposure, that's appreciative for the learning and teaching process.

In the nineteenth statement, 11 students have strongly/agreed, 6 students have strongly/disagreed, and 4 students have responded that they do not know the statement. Thus, the teacher might allot a specific time for declamation type of activities in the class and inter-classes as to enhance talking power of the L2 learners. And in the last statement, 15 students have strongly/agreed, 3 students have strongly/disagreed, and 3 students have responded that they do not know the statement. Fortunately, the majority of the responses show that teachers have known about the scope of English; therefore, they are capable to combat in this advanced era.

4.1 Limitations and Future Directions

The present study lacks in these areas: At first, due to insufficient time the analysts have employed the tool (close-ended questionnaire i.e., forced one) rather than an unstructured questionnaire format, controlled group interviews or adding some open-ended questions. Secondly, the sample is taken that represents a fixed number of participants of a particular institution; therefore, it cannot be generalized to a larger population of Taluka Qasimabad. Thirdly, with comparative research, the study might be more effective when a substantial number of girl participants taken from the nearest Government Girls Degree College, Qasimabad, Hyderabad. Fourthly, the data needed to be analyzed through SPSS software/ MS excel as to fulfill the requirements of quantitative research studies. Fifthly, the study does not give any graphical representation. And last but not least, the questionnaire needs to be reviewed by expertise before piloting.

5. CONCLUSION

Investigating the role of L2 teachers' 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 on reading and writing skills; however, the findings of the present study are quite interesting because the understudy public college has asserted that their English subject specialist teachers motivate them to speak in the target language. Such findings using an open-ended questionnaire have been extracted through pilot study on the 21 respondents of HSC part II at the Government Boys Degree College, Qasimabad. Hence, the study asserts that the majority of the L2 learners in the specified college are duly motivated by their teachers and their subject specialist teachers are themselves motivated to ask students to communicate in English during class time.

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Appendix A:

MOTIVATIONAL SPEAKING QUESTIONNAIRE

Name: _____   **Date**:_____

Class: _____   **Institute**: _____

Objectives: The study proposed to know whether during English language class language teacher motivates you to express your ideas or raise questions in English or not.

Instruction: Please, put an appropriate code number between the brackets which suits your experience as to have successful findings.

(5= Strongly agree,   4= Agree,   3= Don't know,   2= Disagree,   1= Strongly disagree).

1. Speaking English language gives respect in society.   (_____)
2. I can speak in English with fluency.   (_____)
3. I can think in English.   (_____)
4. I want to be a good orator.   (_____)
5. I do not care for mistakes while speaking.   (_____)
6. I can speak confidently in front of class.   (_____)
7. I feel ungrammatical while sharing experience in English.   (_____)
8. Vocabulary becomes a problem while speaking in English.   (_____)
9. During speech no one looks awkwardly at me.   (_____)
10. Teacher motivates for talking in English.   (_____)
11. Teacher suggests for speaking in English inside and outside of the classroom.   (_____)
12. Teacher suggests for thinking in English.   (_____)
13. Language teacher instructs (lectures) in English language.   (_____)
14. Teacher says mistakes are part of the learning process.   (_____)
15. Teacher prohibits for using mother tongue in the class.   (_____)
16. Teacher does not point out while interaction.   (_____)
17. Teacher organizes different conversational activities inside and outside of the classroom.
                                                                           (_____)
18. Teacher suggests for listening English talk shows, audio books, and news channels.
                                                                           (_____)
19. Teacher suggests for participating in the speech competitions.   (_____)
20. Teacher tells about the value of English.   (_____)

Thanks a lot for your precious opinion.