

The Effects of Motivation on Listening Skills of ELT Students in Georgia (IBSU Case)

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Abstract

Motivation has an important role in ELT, particularly in listening skills because motivation fosters and encourages students during learning foreign language process. It also gives them particular direction and keeps them going. The aim of this research is to identify the students' motivation and its connection with listening skills and also how students are motivated, intrinsically or extrinsically. This study attempted to find out the effects of motivation on listening skills of 61 ELT freshmen students in Georgian University (International Black Sea University (IBSU)), during the 1st term of 2015\2016 academic year. The result of the study showed that students had different motivation factors towards listening skills. The findings of the research revealed that there is relationship between motivation and listening skills and the most frequently type of motivation is external motivation.

Keywords: Motivation, Motivation Factor, Undergraduate Students, Listening Skills

Introduction

It is a reality that the motivation in EFL classroom is a very important issue. With the help of motivation their opinion can change impressively. However, some teachers, school managers or parents be aware of the importance of motivation or not, it is unknown. "Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents" (Lile, 2002 p.2). So, teachers, counselors, school administrators, parents and lecturers in universities, concisely all stakeholders in education, should be in cooperation and work together for motivation of students. Only, this way the student achieves to fully success in the class. Dornyei (2002) stated that the learner's enthusiasm, commitment and persistence were the key determinant of success or failure.

Teachers and lecturers ought to know or find out the the students` enthusiasm, commitment and persistence, in order to make them successful in their subjects.

Literature Review

According to Eggen and Kauchak (1994), motivation in psychology, is a force that energizes and directs behavior toward a goal. Just as a force moves an object, motivation moves a person. More visualized, if individuals are machines, motivation is as the very engine that powers and directs individuals` behavior.

Motivation is a unique encouragement factor in the all process and stage of life, in our job, home, family life etc. It can be said the motivation is a sparks of success and happiness. It is also the same in language learning, especially in ESL/EFL classroom. In this research I focus on the impact of the motivation on ELT students`listening skill. Motivation is an important factor in learning a second and foreign language (Gardner,1985b; Scarcella & Oxford, 1992).

It is defined as the individual`s attitudes, desires, and effort (Gardner, Tremblay & Masgoret, 1997). Moreover, Ryan and Deci (2000) define motivation as concerning energy, direction, persistence and equifinality-all aspects of activation and intention.

In terms of language learning Gardner (1985) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language”.

Intrinsic motivation and extrinsic motivation

Different studies and researches have shown that there are various factors affecting the language teaching and learning process. Among these different factors, one of the most effective one in general is motivation and in particular it plays an important role. Furthermore, motivation has been widely acknowledged by both teachers and researchers as one of the key factors that influences the rate and success of the second or foreign language learning, and it is identified into two basic classifications.

Intrinsic and extrinsic motivation, which affect learning and the desire to improve and enhance studedents` learning skills during the process. Intrinsic motivation comes from the learners themselves. For example, students might enjoy classroom games, or they like to write because they are eager to do these activities. Perhaps they enjoy speaking activities, because they enjoy the sound of English. Intrinsic motivation must come from the learner`s inner world. On the

other hand extrinsic motivation, relies on an external driving force or a means to an end. Sometimes students work hard on something even when they're not interested in the activity itself, because completion will lead to some kind of benefit, like a good grade in an examination or a promotion at work. Individual learners may have stronger extrinsic than intrinsic motivation, or it may be the other way around.

In any case, the better we understand our learners' motivations the more we can work towards providing a learning environment and activities that they enjoy, and which help them to achieve their goals. Because of the importance of these two both intrinsic and extrinsic motivation, I took them into consideration separately with more information.

Intrinsic motivation

Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth (Eggen & Kauchak, 1994). It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not (Spaulding, 1992). In other words, intrinsic motivation is a prototype of autonomous internal motivation. In this type of motivation you are being motivated to do some activities because you find the activity interesting and profoundly valuable so you are there completely what you want to do and it satisfies the basic psychological needs. It is the prototype really willingness and choice. Intrinsic motivation promotes learning and revitalization not only for students and their learning but across the lifespan. You feel real sense of willingness and valuation about doing this activity.

Extrinsic motivation

In contrast to intrinsic motivation, Spaulding (1992) states that, extrinsic motivation is an outward force in the form of expectation, praise and rewards powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. Extrinsic motivation is precisely doing activity or learning new things because the activity leads to some separable consequences such as rewards, avoidance of punishment, trying to gain social approval

When students work hard to win their parents' favor, gain teachers' praise, or earn rewards such as pocket money, we can rightly conclude that their motivation is primarily extrinsic, their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards in order to gain self-esteem. And the outward praise and rewards encourage students to study more actively.

The idea of classroom motivation often carries with it strategies that are used to provide incentives for students do something or do it with greater intensity. Yet motivation is not always something that is added to the situation. It can be something that comes from within us (Ryan & Deci, 2006). While making an absolute distinction can be tricky or difficult, we might refer to some motivators as coming from the outside, or being extrinsic; and others coming from within, or being intrinsic. Extrinsic forms are those in which there is something added that comes from an external agent, such as a reward from the teacher (Alberto & Troutman, 2003). Contrastingly, intrinsic forms tap into internal sources. These forms of motivation may reflect the meeting of a basic need or can come from an inner source of satisfaction such as personal fulfillment.

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan & Deci, 2000). Shindler (2010) outlines some of the fundamental distinctions between intrinsic versus extrinsic sources of motivation at Table 1.

Love of Learning—Intrinsic	Desire for Reward—Extrinsic
Assumes the learning activity itself is satisfying	Assumes that an extrinsic motivator is necessary
Transferable to other contexts and situations	Not transferable outside the context in which the reward is present
Can take time to support and cultivate	Can be relied on after only a short period of introduction
Primarily process focused	Primarily product focused
Implies that the learning or task itself has value and meaning	Implies the learning or task is a means to an end (the reward)
Natural condition	Manufactured condition
Has long-term benefits	Benefits are short term
Promotes a mentality that is useful when transferred into the context of building relationships	Promotes a mentality that may hinder the inclination to invest in the relationshipbuilding process
Promotes ever-increasing levels of self-motivation	Promotes an ever-increasing need for rewards

Can be difficult to rely on with a new group of students who are not accustomed to using these sources of motivation	Can be useful for motivating a behavior that is unfamiliar or unformed
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Table 1. Comparison of Intrinsic Versus Extrinsic Motivation

Listening Skills and Motivation

Motivation is very important to get success in learning language. Dörnyei (2011) stated that motivation plays more important role in the second language learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In their seminal work, Gardner and Lambert (1972) emphasise that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. However, there are two distinct types of motivation concerned with second language learning; integrative motivation and instrumental motivation (Mun, 2011). Motivation from two aspects can increase the students' learning process in foreign language. This research concerns with the listening skills. Listening is the basic of communication in learning foreign language. Particularly, learning listening comprehension is assumed more important place in foreign language teaching and learning process, and is probably one of the most difficult tasks of language learners. Motivation is one important element directly influencing their achievement. As cited in Nguyễn (2011), Littlewood, (1984) stated that motivation is the crucial force which determines whether the listener embarks on a task at all. In listening learning process needs motivation that can support and improve their skill. The appropriate motivation is the key to get succeed to be a good listener. The primary motive for learning a language is that it provides a means of communication.

There is a close relationship between motivation and interest. Motivation is something that encourages the student to achieve a certain goal and interest is the desire the student has to give attention to something. Motivation and interest are important in language learning and when student is learning listening comprehension he/she must be stimulated. we must try to avoid boring or over-theoretical subjects, using as far as possible ones we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them. Often the

student is not motivated because the topic is irrelevant; the activity is not appropriate to the student's level; or the content of the class is not related to student's reality. When any of these constraints occurs the student may not feel interested, i.e., he/she may not pay attention to the class and consequently, he/she will not participate in class.

According to Byrne (1988) "sometimes the length of time we are required to listen for, without participating, may cause memory problems or even fatigue, so that in the end we simply no longer listen with understanding . Hence a teacher who wants the student to be motivated and interested in a listening class should select activities that are attractive, give him/her a purpose for listening, and pick up topics according to student`s school level and reality. All of this is interesting to the student and positive to the teacher too. Using interesting passages and doing the right sort of exercises in a coherent sequence are essential to a effective lesson.

Methodology

Procedures of the study

This study attempted to find out the effects of motivation on listening skills of ELT freshmen students in Georgian University (International Black Sea University (IBSU), during the 1st term of 2015\2016 academic year. The data collection instrument chosen was the questionnaire. The Likert scale questionnaire was prepared on google sheets and was sent to participants via mail or other smart phone applications such as whatsapp and viber. Target students were informed about the purpose of questionnaire before it delivered.

This questionnaire was held to find out whether those students were intrinsically or extrinsically motivated in learning process in terms of listening skills.

Participants

The participants of the questionnaire were in first year ELT classes with an average of around 20 students in each groups. The total number was 61 freshmen students. They were also studying other skills such as reading and vocabulary, composition, advanced grammar. Listening skill is one of the most challenging subjects comparing other skills. That's why I tried to internalize the peculiarities and the functions of intrinsic and extrinsic motivation on listening skill.

Data collection and Analysis

Having collected data, questionnaire results, were assessed by SPSS PASW Statistics 18 software program. All values and the percentages are shown at the tables. Besides, the results are also shown by graphics explicitly. In the further part I made analysis of the research. The participants were informed about the purpose of the research and the information obtain will be confidential, anonymous and voluntary. This also helped to diminish researchers' bias.

Questionnaire and Results

All questions were analyzed in order to find out the frequency and the percentage. Results were also shown with tables explicitly.

1. I am motivated to listen attentively in class.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	More or less disagree	3	4.9	4.9	6.6
	Do not have opinion	2	3.3	3.3	9.8
	More or less agree	11	18.0	18.0	27.9
	Totally agree	44	72.1	72.1	100.0
	Total	61	100.0	100.0	

Table 2. Analysis of Question 1

The first question is related to listening at the class carefully, 44 of the students were totally agree and 11 of them were also more or less agree that they are motivated to listen attentively, however few of them disagree. In general students are obliged to listen attentively otherwise they may have difficulties for comprehension. It is clear that they are motivated extrinsically.

2. I am motivated to listen to audio and watch TV and video in English out of class (not as part of the lesson).					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	3	4.9	4.9	4.9

More or less disagree	3	4.9	4.9	9.8
Do not have opinion	3	4.9	4.9	14.8
More or less agree	18	29.5	29.5	44.3
Totally agree	34	55.7	55.7	100.0
Total	61	100.0	100.0	

Table 3. Analysis of Question 2

In this question, it is clear that quite amount of students are motivated to listen English not as part of the lesson, but for pleasure.

3. I listen at home in English only for homework.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	20	32.8	32.8	32.8
	More or less disagree	21	34.4	34.4	67.2
	More or less agree	13	21.3	21.3	88.5
	Totally agree	7	11.5	11.5	100.0
	Total	61	100.0	100.0	

Table 4. Analysis of Question 3

Table 4 shows that the students have different thoughts listening English just for homework. We can figure out that they are also listening some other things in English.

4. I like listening to songs, TV and radio programs in English.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	Don't have opinion	9	14.8	14.8	16.4

More or less agree	4	6.6	6.6	23.0
Totally agree	47	77.0	77.0	100.0
Total	61	100.0	100.0	

Table 5. Analysis of Question 4

Question 4 related to listening for fun and pleasure which is an inevitable tool for listening that teaches some important skills of English surreptitiously. Most of the students do this activity which motivates them intrinsically.

5. I regularly practise listening to pass the English course (to get a high grade in English).					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	More or less disagree	21	34.4	34.4	36.1
	Do not have opinion	5	8.2	8.2	44.3
	More or less agree	9	14.8	14.8	59.0
	Totally agree	25	41.0	41.0	100.0
	Total	61	100.0	100.0	

Table 6. Analysis of Question 5

Participants of questionnaire have variable answers for this question which is precisely related to extrinsic motivation in listening skills.

6. I practise listening because I will need listening skill in my future job.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	Don't have opinion	13	21.3	21.3	23.0
	More or less agree	22	36.1	36.1	59.0

	Totally agree	25	41.0	41.0	100.0
	Total	61	100.0	100.0	

Table 7. Analysis of Question 6

For question 6, 41% of students are totally agree and 22 students are more or less agree, it is weird that why 13 students do not think anything about the query.

7. I listen to TV programs, videos on internet in English to develop my general knowledge.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	More or less agree	26	42.6	42.6	44.3
	Totally agree	34	55.7	55.7	100.0
	Total	61	100.0	100.0	

Table 8. Analysis of Question 7

As we see in the table, all participants totally agree or somehow agree listening English to develop their general knowledge which completely depends on students` themselves.

8. For me listening is one of the best ways to learn Language.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	Do not have opinion	15	24.6	24.6	26.2
	More or less agree	16	26.2	26.2	52.5
	Totally agree	29	47.5	47.5	100.0
	Total	61	100.0	100.0	

Table 9. Analysis of Question 8

There are some students who can not decide whether listening is one of the best way of listening or not, however, 45 of the participants, in a manner, think listening is one the best tools to learn English.

9. Listening exercises are one of the most enjoyable English lesson activities.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	Don't have opinion	21	34.4	34.4	36.1
	More or less agree	9	14.8	14.8	50.8
	Totally agree	30	49.2	49.2	100.0
	Total	61	100.0	100.0	

Table 10. Analysis of Question 9

We can see at table 12, almost half of the students reckon that listening exercises are one of the most enjoyable English lesson activities.

10. I believe that listening skill is one of the most important language skills.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	Don't have opinion	9	14.8	14.8	16.4
	More or less agree	19	31.1	31.1	47.5
	Totally agree	32	52.5	52.5	100.0
	Total	61	100.0	100.0	

Table 11. Analysis of Question 10

Almost every participant considers listening skill as one of the most important skills in ELT. But 9 of them do not have any opinion about importance of listening skills or they are not sure which skill is the most important one.

11. I am afraid of failing the listening part of Language Certificate Exam. This is why I practice listening whenever I can.					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	17	27.9	27.9	27.9
	More or less disagree	13	21.3	21.3	49.2
	Do not have opinion	3	4.9	4.9	54.1
	More or less agree	14	23.0	23.0	77.0
	Totally agree	14	23.0	23.0	100.0
	Total	61	100.0	100.0	

Table 12. Analysis of Question 10

Results of this question are really distinctive from others, since almost half of students are not afraid of failing the listening part of LCE.

12. I realize the difficulty of listening exam. This is why I pay much attention to listening drills.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	More or less disagree	4	6.6	6.6	8.2
	More or less agree	4	6.6	6.6	14.8
	Totally agree	52	85.2	85.2	100.0
	Total	61	100.0	100.0	

Table 13. Analysis of Question 12

As indicated in table 13, 85.2 percent of participants considers listening part is one the hardest part comparing the others and that's why they study listening skills. It is obvious that students are afraid of being unsuccessful.

13. Development of listenig skills is more enjoyable for me than the other skills

(writing, reading and speaking)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	1.6	1.6	1.6
	More or less disagree	9	14.8	14.8	16.4
	Do not have opinion	13	21.3	21.3	37.7
	More or less agree	16	26.2	26.2	63.9
	Totally agree	22	36.1	36.1	100.0
	Total	61	100.0	100.0	

Table 14. Analysis of Question 13

Table 16 shows us various responds for this query which is about whether development of listening skills is more enjoyable than other skills or not. There are quite remarkable amount who do not think listening skills is more enjoyable than other skills.

14. I want to study in English abroad, that's why I pay much attention to listening.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	3	4.9	4.9	4.9
	More or less disagree	11	18.0	18.0	23.0
	Do not have opinion	9	14.8	14.8	37.7
	More or less agree	10	16.4	16.4	54.1
	Totally agree	28	45.9	45.9	100.0
	Total	61	100.0	100.0	

Table 15. Analysis of Question 10

Question 14 is precisely related to extrinsic motivation on listening skill. Because in this question there is a need to study English well in order to continue studying abroad.

Findings and Results

As I referred in research, there are two types of motivation in English teaching-learning process. The questions of the survey were both related to intrinsic and extrinsic motivation on listening skills. Students were both intrinsically and extrinsically motivated on listening skill. Meanwhile, students were affected by extrinsic motivation more than intrinsic. There are some external factors which motivate students such passing listening exam or getting high grades and studying for it, for their homework, continue studying abroad, necessary listening for their future profession.

There are also some cases which bolster and motivate students intrinsically on listening skill, listening not only as part of listening class but also listening for pleasure, some students think listening is one of the most enjoyable language skills comparing the others. However, impact of intrinsic motivation on listening is less than extrinsic motivation.

Limitations of the Study

One of the limitation of the research is its small sample size with 61 participants, which may not be representative for all the ELT students in Georgia. Future study with a larger group of students may be needed to confirm the consistency of the study. The survey was just implemented in one university, for the further study, it is possible to include some other universities from different parts of region.

Conclusion

Motivation is a crucial factor in learning and teaching a foreign language, precisely in listening skills. In fact, it is essential and important for an English teacher to know what the type of motivation is and how it is formed, captured, finally displayed in the learner of foreign language. Both intrinsic and extrinsic motivations can activate the learners; The extrinsic motivation in an extroverted is in such a way that the learner takes advantage from and feels satisfy by communicating with others, while, in an introverted, the learner uses language for meditation and personal thinking in addition to personal activities and affairs. Students with requisite motivation may become effective language learners with ultimate language proficiency. In this research, I tried to internalize the students awareness to listening skills whether they are intrinsically motivated or extrinsically motivated through questionnaire. Thus, teachers of English and lecturers ought to realize and give heed to the personality and interests of their students. They also should wise up to their motivation, particularly, its types.

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