

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some literatures that related with the key terms. They are the definition of teaching styles, the definition of motivation, the definition of English language learning, and the previous studies.

A. The Definition of Teaching Style

Teaching style is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

In addition, according to Wright, one teaching style involves a complex mix of beliefs, attitudes, strategies, techniques, motivation, personality and control.¹ The teachers teaching styles can be seen when they conduct the teaching and learning process. Teaching style is determined by the personal qualities and attitudes. Gregorc says that the teachers' teaching styles are their personal behaviors and the media that they have been using are for transferring data and information to students.²

¹ Wright, T., *The Role of Teachers and Learners*. (Hong Kong: ELBS with Oxford University Press, 1987).

² Anthony, F.G., "Learning Styles/Teaching Styles: Should They Can They Be Match?". *Educational Leadership*, 36, 234-237.

Fauzia & Urusa stated that Education is a beacon for all mankind. It is the right direction to surge. We have to make education a learning process that generates interest in the students and motivate them to stay back in the institutions than to run away from it. Education should be entertaining and fun to students not boredom or just a duty. Teaching is also changing classroom experience. Students actively learn by observing and performing activities, the process of learning is far more accelerated when a practical implementation is associated and the learner is benefited with the applied knowledge and skills and it also involves trial and error at times during self-exploration. It's more effective if the students are made to perform rather just asked to remember some information. The applied and implicit knowledge should be the ultimate goal of the education system.³

This study adopts Teacher's Teaching Styles Questionnaire to classify teaching styles of educators. This questionnaire has four categories: democratic (11 items), authoritarian (9 items), laissez faire (6 items), and indifferent teaching styles (3 items).

1. Authoritarian Teaching Style

The authoritarian teachers are accustomed to having authority. They establish all class rules and specify consequences for rule violations.

2. Democratic Teaching Style

Even though the democratic teachers set firm expectations for student behavior and learning, they tend to be flexible and respond to various

³ Fauzia, K., & Urusa, A., "Effects of Innovative Teaching Styles on Students' Performance". *Global Journal of Human Social Science Linguistics & Education*, 12(1), (Islamabad, 2012), 46-54.

needs of students. Students are given more freedom to make decisions in the teaching and learning environment.

3. Laissez Faire Teaching Style

On one hand, teachers who exhibit this teaching styles are described as caring and nurturing because they provide their students with emotional support. On the other hand, they place more emphasis on independent learning and rarely set expectations for students.

4. Indifferent Teaching Style

The indifferent teachers focus on their personal work. They rarely spend time with or pay attention to students beyond class time. They offer little or no emotional support. Furthermore, these teachers rarely establish rules to control students' learning experiences.

B. The Definition of Motivation

In basic terms, motivation can be defined as the main incentive a person may have to perform a particular action. The first theories of motivation were developed under the influence of behavioral theory in the 1950's. At first, behaviorism emphasized the importance of human drives and needs. Later, the focus shifted to reinforcement as the primary means of shaping behavior. In the classroom environment, various reinforcements are available: praise, high grades, extra points, competitions etc. To be precise, some behaviorists often talked about control rather than motivation. Stimulus control is what reminds learners that a certain kind of behavior will lead to reinforcement. If a desired

behavior is not yet accomplished, gradual improvement is achieved by the means of approximations.⁴ Oxford and Shearin stated that motivation directly influences how students use L2 learning strategies, how much learners interact with native speaker, input they receive in the target language, how well they do on curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language study is over.⁵

Motivation is a key factor for learning a foreign language to what creates motivation and how teachers can nurture it in their students and classrooms. David defined it is a direct determinant of L2 achievement and is in fact one of the individual variables to which more attention has been paid in second language acquisition literature. The language-learning process has both linguistic and non-linguistic outcomes, the former being related to knowledge and competence in the language and the latter to individual variables such as attitudes and motivation. As students' progress in their learning, changes can be expected in their motivation and this leads to individual variations over time. This is one of the reasons why the concept of motivation is difficult to grasp.⁶

Intrinsic and extrinsic motivations were originally used to research what causes motivation in a variety of contexts. Intrinsic motivation is an important

⁴ Aleksandra, O., Nina, I., "Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language". *ELTA Journal*, 2(2), (Sweden, December 2013), 23-38.

⁵ Rebecca, Oxford. and Jill, Shearin. "Language Learning Motivation: Expanding the Theoretical Framework". *The modern Language Journal*, 78(1), (1994), 12-28 cited in Abdur R., et.al. "The Role of Motivation in Learning English Language for Pakistani Learners". *International Journal of Humanities and Social Science*, 4(1), (Pakistan, January 2014), 255-258.

⁶ David, L., "English achievement and student motivation in CLIL and EFL settings". *Innovation in Language Learning and Teaching*, 5(1), (Spain, March 2011), 3-18.

factor when considering language learning. It is present when learners actively seek out and participate in activities without having to be rewarded by materials or activities outside the learning task. Language learners who possess intrinsic motivation are motivated because of the enjoyment of gaining competence and the pleasure that the activities can have producing new language.⁷ Intrinsic motivation refers to tasks that are rewarding in and of themselves, such as the pleasure of solving a puzzle, learning, or playing a game: the motivating factors for taking such actions are not external, but internal. Unlike intrinsic motivation, extrinsic motivation involves engaging in a task due to external factors. This can mean working for money and food, or it can involve taking actions to avoid harm.

There are some ways in which teachers can improve levels of motivation in the L2 classroom by focusing on two factors. The first is intrinsic factors that related with; relevant materials and activities. It is evident that the extent of a teacher's influence on these particular intrinsic factors is significant. By selecting materials and activities relevant to students' interests and needs, teachers can go a long way in shaping students' attitude towards L2 learning. Increase Learner Confidence, Fostering Learner Competence, and Fostering Learner Autonomy. The second factor is extrinsic and instrumental factors that related with Internalization and promotion of the ideal L2 self.⁸

⁷ Aja, D., Key Motivational Factors and How Teachers Can Encourage Motivation in their Students. Modules 2 Assessment Task. Birmingham (Birmingham: University of Birmingham, 2009), p. 9-10.

⁸ Simon, J. N., "Influencing Motivation in the Foreign Language Classroom". *Journal of International Education Research - Third Quarter 2013*, 9(3), (South Korea, 2013), 277-286.

There have been a number of educators who have proposed ways in which motivation can be developed and supported. Merc'e & Robert explain that these styles could be grouped into four categories. The first category concerns conditions in the classroom. The second category focuses on generating student motivation by enhancing their language-related values and attitudes, increasing their goal orientation, making the curriculum relevant, and creating realistic learner beliefs. The third category involves maintaining motivation by setting *proximal sub-goals*, improving the quality of the learning experience, increasing student self-confidence, creating learner autonomy, and promoting self-motivating learner styles. The fourth category deals with encouraging positive self-evaluation by promoting attributions to effort rather than to ability, providing motivational feedback, and increasing learner satisfaction.⁹

In this study, researcher adopts The Motivated Strategies for Learning Questionnaire (MSLQ) to assess students' motivational orientations and their use of different learning strategies for course. Motivation scales in MSLQ consists of 6 categories (31 items).¹⁰

1. Value Component: Intrinsic Goal Orientation

Goal orientation refers to the student's perception of the reasons why she is engaging in a learning task. On the MSLQ, goal orientation refers to student's general goals or orientation to the course as a whole. Intrinsic

⁹ Merc'e, B., Robert C. G., "Teacher Motivation Styles, Student Perceptions, Student Motivation, and English Achievement". *The Modern Language Journal*, 92(3), (Spain, 2008), 387-401.

¹⁰ Paul, R. P., et.al. *A Manual for the Use of the Motivated Strategies for Learning Questionnaire (MSLQ)*, (Michigan: The University of Michigan Ann Arbor, 1991), p. 7-15.

goal orientation concerns the degree to which the student perceives herself to be participating in a task for reasons such as challenge, curiosity, and mastery. Having an intrinsic goal orientation towards an academic task indicates that the student's participation in the task is an end all to itself, rather than participation being a means to an end.

2. Value Component: Extrinsic Goal Orientation

Extrinsic goal orientation complements intrinsic goal orientation, and concerns the degree to which the student perceives herself to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition. When one is high in extrinsic goal orientation, engaging in a learning task is the means to an end. The main concern the student has is related to issues that are not directly related to participating in the task itself (such as grades, rewards, comparing one's performance to that of others). Again, this refers to the general orientation to the course as a whole.

3. Value Component: Task value

Task value differs from goal orientation in that task value refers to the student's evaluation of the how interesting, how important, and how useful the task is ("What do I think of this task). Goal orientation refers to the reasons why, the student is participating in the task ("Why am I doing this?"). High task value should lead to more involvement in one's learning. On the MSLQ, task value refers to students' perceptions of the course material in terms of interest, importance, and utility.

4. Expectancy Component: Control of Learning Beliefs

Beliefs Control of learning refers to students' beliefs that their efforts to learn will result in positive outcomes. It concerns the belief that outcomes are contingent on one's own effort, in contrast to external factors such as the teacher. If students believe that their efforts to study make a difference in their learning, they should be more likely to study more strategically and effectively. That is, if the student feels that she can control her academic performance, she is more likely to put forth what is needed strategically to effect the desired changes.

5. Expectancy Component: Self-Efficacy for Learning and Performance

The items comprising this scale assess two aspects of expectancy: expectancy for success and self-efficacy. Expectancy for success refers to performance expectations, and relates specifically to task performance. Self-efficacy is a self-appraisal of one's ability to master a task. Self-efficacy includes judgments about one's ability to accomplish a task as well as one's confidence in one's skills to perform that task.

6. Affective Component: Test Anxiety

Test anxiety has been found to be negatively related to expectancies as well as academic performance. Test anxiety is thought to have two components: a worry, or cognitive component, and an emotionality component. The worry component refers to students' negative thoughts that disrupt performance, while the emotionality component refers to affective and physiological arousal aspects of anxiety. Cognitive concern

and preoccupation with performance have been found to be the greatest sources of performance decrement. Training in the use of effective learning strategies and test-taking skills should help reduce the degree of anxiety.

C. The Definition of English Language Learning

The language is very much important for communication. In case if our communication language is same and understood by everyone then mutual language should be used with the help of which we can communicate with the other people. The first language one learns as a child is the mother tongue. Reading and writings of other languages enable us to communicate with other people. The learning of a new language has a great scope in our lives. English has been used as a communicating language for many years as it's an international language which helps us to interact with different people and situations.

The use of English language in the academic and professional life of the students is of paramount importance. It is an effective tool to improve the performance of students in oral and written communication. The others who have passed English as a subject they always found it very difficult to mark English as an interesting subject therefore students are advised to improve their communication skills in English to increase their chances and opportunities in professional life. In the study of language, teachers reported most frequent success in the following areas: sentence analysis, ten practices;

sentence synthesis, eight practices; vocabulary, fifteen practices; usage, nine practices; dialect study, five practices.¹¹

Nine of the ten accounts of sentence analysis reflected applications of the new grammar. Grammatical function was determined by position, affix, word signals, etc., rather than by meaning. Analysis of nonsense sentences underlined this approach and was mentioned in two instances of sentence analysis. Four accounts called for inductive teaching. All eight effective techniques having to do with sentence synthesis used the terminology and rationales of traditional grammar. Sentence building was accomplished by the addition of lexical, phrasal, and clausal elements to basic sentence units of the fifteen vocabulary practices, ten stressed word study in some sort of context, seven provided for student exploration of newspapers, magazines, TV, and current reading to establish their own lists.

Seven practices required lists to be supplied by teacher or texts. Three suggested vocabulary games; three called for simultaneous spelling-vocabulary consideration, and eight incorporated quizzes or tests into vocabulary instruction. Violations of accepted usage were treated in nine practices. Three stressed class correction of sentences produced by the students. Three stressed class discovery and correction of violations found in outside sources, the novel *Babbitt*, the recording of *My Fair Lady*, and newspapers and magazines. Of the five practices concerned with dialect, two emphasized student field work in the community and two stressed study of

¹¹ Arthur, D., "Theory, Practice, and Effective Teaching of English". *National Council of Teachers of English (NCTE) Journal*, (Connecticut, 1967), 67-81.

dialect encountered in literature and in special units on dialect found in certain textbooks.

In order to be a great ESL teacher, one must not only teach, but inspire and empower. The goal is to excite the students about learning, speaking, reading, writing, and comprehending English. Moreover, teachers will face some common classroom problems when teaching English as foreign language. Sometimes, students do not understand something what to do, or do the wrong thing. It is important to make clear instruction. Teachers must speak clear and strong or use picture, mime, and gestures. As an ESL teacher, it is important to encourage students to use English, and only English. However, if students begin conversing in their first language, teachers can move closer with them and ask question. Another idea is to establish a set of class rules and develop a penalty system for when students use their first language.

D. The Previous Studies

In the previous studies, some researchers have found some good representative literature discussing about teaching styles and motivation in learning English. The idea of teaching style is quite different from the method of instruction used by a teacher. It refers to a classroom mode, a pervasive way of approaching the learners that might be consistent with several methods of teaching. Two teachers may both use lectures, small group discussions, and audiovisual devices, and still differ identifiably from each other. Related to teaching styles, Farrukh and Atiq strongly recommend that the curriculum of

the teacher training courses must be revised by adding special topics about understanding of students' perception of teaching style. Students' point of view must be taken into account while assessing teachers' performance in classrooms.¹² Furthermore, education department should have to launch coaching programs for the guidance of the students about selection of appropriate strategies to solve their academic problems. Teachers should change their teaching styles in accordance to the needs of the students.

Other study has asserted that motivation is undoubtedly an important factor in foreign language learning success. Qashoa conducted a study in Dubai that aims to investigate the instrumental and integrative English motivation of secondary school students and hence to recognize factors influencing learners' motivation.¹³ The finding shows that learners have a higher degree of instrumentally than integrativeness. It also confirms that difficulties learners' encounter with English aspects such as spelling words, memorizing vocabularies or forming correct sentences tend to be the most demotivating factors for students. Elizabeth also stated that Motivation also can influence choice and use of learning strategies.¹⁴ Throughout the language experience, learners use and reject a number of strategies, sometimes linked to their own learning style or to the specific task at hand.

¹² Farrukh, M., Atiq U. R., "Most Frequent Teaching Styles and Students' Learning Strategies in Public High Schools of Lahore, Pakistan". *Institute of Education and Research*, 28(2), (Pakistan, 2016), 1669-1674.

¹³ Qashoa, S. *Motivation among Learners of English in the Secondary Schools in the Eastern Coast of the UAE*. Unpublished Master thesis (Dubai: British University, 2006) cited in Shahinaz A. Bukhary., Dalal A. Bahanshal, "Motivation and Learning Strategies in a Foreign Language Classroom, A Look at Learners of Saudi Arabia", *International Journal of Applied Linguistics & English Literature*, 2(5), (Australia, September 2013), 192-200.

¹⁴ Elizabeth, R., *Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean*. (Minneapolis: University of Minnesota Press, 1999), p. 26, 43.