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**RESEARCH PAPER**

**Motivation towards Oral Proficiency in English as Second Language: Evidence from Higher Education**

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Current study analyzes the role of motivation towards oral proficiency in English as Second Language ESL. Language is based on four skills and speaking excels all the skills. Oral proficiency of learners in English as Second Language (ESL) is heavy impediment. For, they are less motivated to enhance their speaking. So, the very purpose of this paper was to analyze the motivation towards oral proficiency in ESL. Henceforth, literature review supports that both motivation and language have relation with each other. And if motivation increases than oral proficiency is also developed. So, it was recommended that teachers while teaching ESL must focus on motivation and its role in developing oral proficiency

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**Introduction**

Language, especially English, is a significant instrument in the fields of science, communication, business, cultural interchanges, and politics (Nunan, 2003, Pineda, 2011; Ryan, 2006; Ushioda, 2011). This is, indeed, deep rooted notion about English language that whosoever having mastery over this language in the context of communication than destination is not far off. So, one can get ones cherished goals of his life. In fact, there are many essential components which enhance English language generally and oral proficiency specifically. English, without any doubt, has raised its status across the globe and has compelled the whole world to accept its significance at international level (McKay & Bokhorst-Heng, 2017; Noreen, Ahmed, & Esmail, 2015). So, one can claim that English has been recognized as an international language and enjoying its supremacy in the domain of languages across the globe. All the disciplines are run, nurtured and nursed with English language namely education, business, technology, science and international relations (Yasmin, & Sohail, 2018).

Proficiency in English has been regarded as the principal determinant of upward and outward mobility. In today's world with easy access to travel, globalization of business and industry and the desire of alien to English language to utter, say and exchange people whose English is their own mother tongue

### **Literature Review**

At very outset, let us know the deep-rooted concept of English as Second Language ESL. It is language which is never first language of learner because it is learnt after ones first language known as mother tongue. There are some natural instincts which push people to do the desired work in effective way and it happens only due to motivation. It is instinct which directs and guides behavior. And in this regard, there are major three stages of it, and these are associated with second language learning: psychological, process and cognitive.

This is very common to all that second language creates anxiety and English as second language is not exception to it particularly oral proficiency. Whenever chance is given to speak another language, then, they witness a lot of anxiety which prohibits them to take part in conversation (Horwitz, Horwit ,& Cope,1986). Students mostly do not speak in language classroom due to some common and different reasons; the fear of committing mistakes, feeling embarrassment if colleagues laugh even unintentionally due to minor mistakes, self-esteem, dearth of confidence, paucity of words of second language teachers' discouraging and ill attitude (Cutrone, 2009; Ariyanti, 2016; Liu & Jackson,2008). Keeping in view the mentioned reasons, teachers must opt for amiable environment and adopt different effective modern lines of teaching second language strategies and activities; games, role playing, pair and group work, collaborative learning, jigsaw technique and task-based language teaching (TBLT). Since the teacher is no longer repository of knowledge. So, he must perform his teaching like facilitator and participant in the class. To encourage them repeatedly to communicate in targeted language (Larsen-Freeman & Anderson, 2013).

Students and teachers are of the opinion about acquisition of language motivation decides the victory and defeat. For example, if someone is motivated or de-motivated about learning language, he can win or lose(Dörnyei,2001;Dörnyei& Csizér, 1998). And due to this high significance of learning English, a lot of study is done across the globe. Thereafter, researchers may know the crux of motivation about language and thereafter devise some plans for better learning outcome (Gardner, 1988; Guilloteaux & Dörnyei, 2008; Noels, 2001). After a glance over the history of motivation and learning second language, dynamic views have been adopted by studies. Notwithstanding, self- determination theory (Deci & Ryan, 1985) emerged in the world of learning ESL and its concern was the magnitude of motivation.

The trainer's task is to get the scholars do fun activities that boost studying. This process in teaching is called motivation (Clark and Starr, 1986: 74). One of the

traits of properly coaching English as a Foreign Language is motivation; Motivation of students should be maintained prior the learning process (Kemp, 2002).

According to Gardner (1975) motivation includes 4 aspects: a purpose, effortful behavior, a choice to acquire the purpose and favorable attitudes in the direction of the pastime, and motivation is a diffuse idea and is frequently tied to different elements that affect the power and route of conduct element along with hobby, want, fee, mindset, aspiration, and incentives.

### **Motivation**

Every era has its own learning and suggestions, simultaneously; there is another era termed as social and psychological era and it puts light on learners' performance regarding its relation and interaction with society. The period from 1959 to 1990, Gardner in 1985 introduced the notion a model and named it as socio-educational model. And this very model speaks about two vital factors of learning language: aptitude and feelings. For, one can assume that people with better and positive aptitude and feelings will be better in performance to that who lack in this regard. Those learners are goal oriented and more attentive, interested, and keen to learn language.

Motivation is a complex psychological phenomenon that cannot be defined precisely. It is often considered an internal power and energy to encourage people towards their goals. As mentioned, motivation is a reason as some children perform better than others and some work efficiently while others give up. The psychological process of motivation is also important in learning any language. So, to get a vivid understanding, how shall we define motivation?

### **Motivation and its Types**

There are various types of motivation since our study is associated with basic types of motivation namely intrinsic and extrinsic motivation Richard and Edward (2000). These both are of the opinion that "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (p. 55).

World is full of linguistics and some of them have analyzed and proposed the orientations of motivations in dynamic methods. The most popular division motivation is given as one is extrinsic and second is intrinsic. Harmer (2008) too inspected two orientations of motivation which revolves around the educational psychology in this manner; any work take place within class is intrinsic and whatever the factors associated outside of the class is extrinsic.

Sheyholislami (2001) tells that whenever someone wants to learn another language for the sake of fun and enjoyment and have no intellectual insight than

intrinsic motivation performs role. And here are another Deci (1975) terms "feeling of competence and self-determination". When someone learns language to get reward and for getting handsome job and to earn livelihood that is the person who is extrinsically motivated. Therefore, it covers both types of motivation one is integrative and second is instrumental.

### **Intrinsic Motivation**

The factors they identify as increasing intrinsic motivation include: Natural inspiration is critical theme in instruction. Instructors and directions originators endeavor to create learning situations that are naturally fulfilling. Tragically, numerous conventional ideal models propose that most understudies discover learning boring so they must be outwardly urged into instructive activities. In "Making Learning Fun: A Scientific classification of Natural Inspirations for Learning," creators Thomas Malone and Stamp Leeper propose that this does not have to be the case.

They distinguish a few diverse ways to create learning situations that are intrinsically rewarding.

Activities are inherently motivating if "individuals lock in in it for its claim purpose, instead of in arrange to get a few outside remunerate or maintain a strategic distance from a few outside disciplines."

### **Extrinsic Motivation**

Outward inspiration is reward-driven behavior. It is a sort of operant conditioning. Operant conditioning could be a frame of behavior modification that employments rewards or disciplines to extend or diminish the probability that behaviors will recur. In outward inspiration, rewards, or other motivating forces — like laud, notoriety, or cash — are utilized as inspiration for exercises. Not at all like inborn inspiration, has outside had components driven this shape of motivation. Being paid to do a work is a case of outward inspiration. You will appreciate investing your day doing something other than work, but you are persuaded to go to work since you wish a paycheck to pay your bills. In this case, you are extrinsically motivated by the capacity to manage your day-by-day costs. In return, you work a set number of hours a week to get pay.

Extrinsic motivation can be used to motivate you to do various things. If there is a known reward tied to the task or outcome, you may be extrinsically motivated to complete the task.

### **Instrumental Motivation**

1. Task or goal-oriented, this sort of inspiration primarily centers on growing, coming to and growing.
2. Always looks ahead and outside.
3. Those whose inspiration is basically instrumental will set and seek after objectives and destinations more than anything else.

### **Integrative Motivation**

1. The inspiration of perpetual quality and stability
2. Always looks inside.
3. Will reinforce the company's values and logic and will look for each opportunity to make more prominent inside Cohesion and group spirit.
4. Risk will be their number one adversary, paralyzing them.
5. They culminate constrain when stabilizing a modern company or in circumstances of crisis Used in divisions looking for to solidify the company: human assets, bookkeeping and so on.

### **Motivation and Oral Performance**

Motivation plays a significant role in language learning mainly because it works to determine the range of learner's engagement into it. The learners are encouraged to communicate with the native speakers, under higher motivation, that let them intake higher knowledge than they could ever receive (Krashen, 1982; Scarcella and Oxford, 1992). Motivation encourages learners to adopt more than one language learning strategy.

Although Al-Hoorie and MacIntyre (2019) stressed the superiority of integrative motivation to instrumental motivation in their later study (1972) they realized that integrative motivation is not responsible for language expertise. These results led Gardner and Lambert to alter their idea about giving more importance to integrative motivation over instrumental motivation. They deduced that, " an instrumentally oriented learner can be as intensively motivated as an interactively oriented one". However, it must be acknowledged that integrative motivation can be stronger in certain situations from instrumental motivation, encourage in learning second language.

### **ACTFL**

It has been common to all that if someone speaks one language, he used to be American. And in this regard this notion developed and took pace everywhere. Its stages rules are portrayals of what people could do with dialect in terms of talking, composing, tuning in, and perusing in real-world circumstances in an unconstrained and non-rehearsed setting. For each ability, those rules recognize of stages: Recognized, Superior, Advanced, Halfway, and Amateur. The important stages Progressed, Halfway, and Amateur are subdivided into Tall, Mid, and Moo sub-stages. The stages of Its Rules portray the continuum of stages from that of the profoundly express, well-educated dialect client to a stage of small or no utilitarian ability. Those Rules show the stages as ranges and portray what a person could and could not do with dialect at each stage, in any case of where, when, or how the dialect was procured. Together those stages frame a pecking order in which each stage subsumes all lower stages. The Rules are not based on any specific hypothesis, academic strategy. They not one or the other neither portray how a person learns a dialect nor endorse how a person ought to learn a dialect, and they ought to not be utilized for such purposes. They are an instrument for the assessment of useful dialect capacity.

The ACTFL stages Rules were to begin with distributed in 1986 as an adjustment for the scholastic community of the U.S. Government's Interagency Dialect Roundtable (ILR) Ability stage Depictions. This third version of stages Rules incorporates the primary modifications of Tuning in and Perusing since their unique distribution in 1986, and a moment amendment of its talking and composing Rules, which were changed to reflect real-world evaluation needs in 1999 and 2001 individually. Modern for the 2012 version are the expansion of the important stage of Recognized to the Talking and Composing Rules, the division of the Progressed stage into the three sub-stages of Tall, Mid, and Moo for the Tuning in and Perusing Rules, and the expansion of a common stage portrayal at the Progressed, Halfway, and Amateur stages for all aptitudes.

## **Findings**

1. Motivation plays greater role to develop oral proficiency in ESL
2. Communication in ESL is considered as the backbone, but it has not been developed as it ought to be. Never withstanding, it has been official language.
3. Learners are taught course of speaking but they are not involved in real situation for speaking.
4. Curiosity of learners' speaking is seen at the peak. However, they are encouraged and motivated towards it.
5. Teachers have put a line of demarcation between motivation and oral proficiency in ESL. Resultantly, it has badly affected the speaking ESL.



## **Conclusion**

Literature review reflected that motivation and oral proficiency in ESL are interwoven; so, one cannot segregate them. Specifically, the role of intrinsic motivation had great impact on learner. And it had been the best element which enhances stimulus to achieve the determined aim. So, much focus was done on the environment related to the intrinsic motivation, consistency of learning in the environment, relevant material for teaching, cooperation of teacher and provision of various opportunities to make fruitful decisions were some basic elements. Besides, teachers assist and create learner centered approach environment. Thereby, to enhance learning, confidence, participation, and apply relaxing techniques. Resultantly, all these different factors encourage and motivate learner to develop oral proficiency in ESL. Thus, teachers have to consider various elements which motivate learner to enrich one's oral proficiency in ESL.

## **Recommendations**

1. It is recommended that learners should be given conducive environment for developing their confidence to speak.
2. It is recommended that curriculum design should be changed and introduce 1/4<sup>th</sup> part of speaking.
3. It is recommended that assessment for speaking should be based on separate parameters.
4. Teachers must be trained to motivate learners for enhancing oral proficiency of ESL
5. It is recommended that foundations of oral proficiency of ESL are deeply rooted in motivation. Therefore, different motivations; extrinsic, intrinsic, instrumental, and integrative cannot be neglected. So, teachers have to teach and enrich oral proficiency by keeping these types of motivation in real setting of classroom.



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