THE ROLE OF MOTIVATION IN TEACHING SPEAKING IN ESP: A CASE STUDY OF A LEBANESE PRIVATE UNIVERSITY

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Abstract. *In learning any language, speaking plays an essential part in language acquisition. This has been a problematic issue as language teachers aspire to improve students' communicative skills through the use of different techniques such as role play, discussions, simulations among others or by improving students' vocabulary and pronunciation. The study sheds light on the importance of intrinsic and extrinsic motivation in teaching speaking in an English speaking class where English is taught as a foreign language for specific purposes such as business English, aviation English training among others and whether motivation is linked to academic, linguistic and socio-cultural factors. The importance of developing speaking skills in these specific situations has a great impact on students' academic, social and professional development. Our study investigated The University of Balamand (hereafter UoB) 72 diverse participants from different majors who were divided between sophomore, junior and senior students on the one hand and the students' gender on the other. The reason behind this division was to test both intrinsic and extrinsic motivation and which group is more motivated. SPSS statistical analyses show a variation in the results between the two groups. The test revealed (1) that there was a significant, positive and small to medium correlation between extrinsic and intrinsic motivation and academic factors, (2) non-significant correlation between extrinsic and intrinsic motivation and linguistic factors indicating that motivation is not related to linguistic factors and (3) significant, positive and medium to large correlation between extrinsic and intrinsic motivation and socio-cultural factors.*

Key words: *intrinsic, extrinsic, motivation, academic, linguistic, socio-cultural*

1. INTRODUCTION

The teaching of English as a foreign language in Lebanese universities has typically focused on teaching grammar, vocabulary, reading, and writing and marginalized speaking. In learning any language, speaking plays an essential part in language acquisition. This has been a problematic issue as language teachers aspire to improve students' communicative skills through the use of different techniques such as role play, discussions, simulations among others or by improving students' vocabulary and pronunciation. The aim of the study is to examine the importance of intrinsic and extrinsic motivation in teaching speaking in an English speaking class where English is taught as a foreign language for specific purposes such as business English, aviation English training among others. The academic, linguistic and socio-cultural factors play an important role in students' competence and performance when it comes to speaking. According to Light, Cox and Calkins (2009), teaching is not helping students' memorizing and accumulating separate

words from language books; it is how to perform, how to put the words together to form sentences and be able to participate in a conversation. Banks and McGee-Banks (2009) explain that in multicultural educational institutions changing the teaching and learning techniques helps students of both gender with diverse cultural, ethnic and language groups to have equal opportunities to learn.

2. RESEARCH QUESTIONS

The study aimed:
2.1. To investigate and study the impact of motivation on students' speaking skills and how it influences UoB students' academic, social and professional development.
2.2. To explore the relationship between motivation and academic, linguistic and socio-cultural factors and their effect on speaking skills.

3. METHODOLOGY

The study investigated the UoB *72* diverse participants from different majors who were divided between sophomore, junior and senior students on the one hand and the students' gender on the other. The reason behind this division is to test both intrinsic and extrinsic motivation and which group is more motivated. Data was collected by asking students to fill closed-ended questionnaires and SPSS statistical analyses showed a variation in the results between the two groups and this is due to a variety of factors. This study follows an exploratory approach and aims to collect data on students' perceptions on the importance of speaking skills and the reasons behind of their motivation or lack of motivation. Ethical issues were taken into consideration where students agreed to participate in this study.

4. LITERATURE REVIEW

In the English classroom many skills are taught. One of these skills is speaking. Shumin (1997) states that learning how to speak a second language, in this case English, is not only about knowing the grammatical rules of a language, but it is also about knowing how to communicate with native like accuracy outside the four walls of the classroom. Luoma (2004) believes that speaking is a social activity that is used to show a person's personality, thoughts, and his ability to express him/herself to others. She states that it is an essential skill to communicate with others in different social contexts. Therefore, learners improve their speaking skills by sharing ideas, discussing information, negotiating meaning, and understanding what is spoken to them in different circumstances. (Anton, 1999).

4.1. Speaking

The students' communicative skills are today's goal of teaching speaking. A speaking skill in class is given importance by Baker and Westrup (2003) who state that a classroom is a place where students can practice using the language in a supportive environment and not only a place where they learn about the rules of language. The success in language learning and the effectiveness of the English course are evaluated by learners according to how well they feel they have improved in their spoken language proficiency.

4.2. Speaking Anxiety

Lake and Pappamihiel (2003) clarifies the complexity of the anxiety concept which depends upon not only one's feelings of self-efficacy but also appraisals regarding the potential and perceived threats inherent in certain situations. Horwitz, Horwitz and Cope (1986: 132) pointed out that "since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student". Horwitz, Horwitz and Cope (1986) argue that most people when learning a new language feel reduced to a childlike state when asked to use their second language. They add that learners of a foreign language are often subjected to threats to their self-perception in the foreign language class-room setting.

5. MOTIVATION

5.1. Definition

Deci & Ryan (2000) explain the term motivation as the feeling of a person who is energised or activated towards an end, thus to be motivated means to be moved to do something. The authors clarify that people vary in the type of motivation (orientation) and not only in the amount of motivation (level of motivation).

5.2. Types of motivation

When motivation is discussed, a distinction is made between amotivation, extrinsic and intrinsic motivation. (Harmer 2001). Amotivation happens when a person has very low levels of motivation towards any given task. Extrinsic motivation, on the other hand, is external where students are motivated because of external factors such as passing an exam, applying for jobs etc... By intrinsic motivation, students are motivated for self-fulfilment purposes, it is an internal feeling and they want to feel satisfied.

5.3. Motivation to learn

In defining 'Motivation to learn' Brophy (1983) explained its general trait and its situational-specific state. The author elaborates that motivation to learn, as a general trait, refers to an enduring disposition to value, learning for its own sake- to enjoy the process and take pride in the outcomes of experiences involving knowledge acquisition or skill development. In the specific situation, the writer says that a state of motivation to learn exists when students engage themselves purposively in classroom tasks by trying to master the concepts or skills involved.

5.4. Lack of effort/motivation

5.4.1. Definitions

Deci and Ryan (2000) explain the term *amotivation* as the relative absence of motivation that is caused by the individual's experiencing feelings of incompetence and helplessness when faced with activity and not by a lack of initial interest. Another definition of lack of motivation was given by Dornyei (2005:143) who explains it as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action".

5.4.2. Demotives

Dornyei (2005) listed reasons for a learner to lose his/her interest in class which he called demotives. The author explains that demotives are the negative counterparts of motives; and whereas motives increase action tendency, demotives de-energize it. Gorham and Christophel (1992) summarised the rank of order of the fluency of the various demotives, with first five categories as dissatisfaction with grading and assignments; the teacher being boring, bored, unorganized and unprepared; the dislike of the subject area; the inferior organization of the teaching material and the teacher being unapproachable, self-centered, biased, condescending and insulting.

6. ANALYSIS

6.1. Preliminary analysis

Preliminary analysis was examined before conducting the main data analysis. The preliminary analysis involved missing value analysis, reliability analysis, analysis of univariate and multivariate outliers and inspection of normality of variables.

6.1.1. Missing value analysis

The missing value analysis revealed that all the variables had less than 5% of missing values except for gender (6.9%) and item number four (6.9%) and item number seven (5.6%) of the socio-cultural scale. The Little's MCAR test was conducted to test whether the data was missing completely at random or not. The results of the Little's MCAR test was statistically not significant indicating that MCAR (missing completely at random) can be inferred; X^2 (786) = 823.93, p = .17, *ns*.

6.1.2. Reliability analysis

The reliability analysis revealed that all the scales were reliable. Precisely, the three scales, intrinsic motivation, amotivation and linguistic factors had very good reliability with α = .89, α = .82, and α = .86 respectively. The two scales, extrinsic motivation and the academic factors had good reliability with α = .77 and α = .73 respectively. Finally, the socio-cultural factors had acceptable reliability with α = .59 (see Table 1).

Table 1 Reliability of the Scales: Cronbach's alpha

Scales and subscales	Cronbach's alpha	N of items
Intrinsic Motivation	.89	12
Extrinsic Motivation	.77	12
Amotivation	.82	4
Academic Factors	.73	11
Linguistic Factors	.86	8
Socio-cultural Factors	.59	9

6.1.3. Univariate and multivariate outliers

Univariate outliers were inspected using z-scores. Any case with z-score above ± 3.00 standard deviations is considered as a univariate outlier. The results revealed that no univariate outliers were found with z-scores above ±3.00 standard deviations on the predictor variables (intrinsic, extrinsic and amotivation) and the outcome variables (academic, linguistic and socio-cultural factors). Multivariate outliers were inspected through Mahalanobis distances. No cases were found to be multivariate outliers, $\chi2$ (3) = 13.86, $p <$ .001, (critical value = 18.47).

6.1.4. Normality analysis

The normality of variables were tested by examining the z-scores of skewness and kurtosis. The normality analysis revealed that the predictor variable (extrinsic motivation) and the outcome variables (academic, linguistic and socio-cultural factors) had z-skewness scores and z-kurtosis scores below the ±1.96 significance level, indicating that these variables were normally distributed. The normality analysis, however, revealed that the predictor variables (intrinsic and amotivation) had z-skewness scores and z-kurtosis scores above the ±1.96 significance level, indicating that these variables were not normally distributed.

6.2. Sample characteristics

The final sample of the study was composed of $N = 72$ participants with $N = 30$ males (44.8%) and $N = 37$ females (55.2%; see Figure 1). The means and standard deviations of the scales are presented In Table 2. On average, participants had high levels of intrinsic motivation ($M = 3.44$, $SD = 0.68$) and extrinsic motivation ($M = 3.96$, $SD = 0.52$). Participants, however, on average had low levels of amotivation ($M = 2.09$, $SD = 1.06$). Finally, on average, participants had high levels of academic ($M = 3.60$, $SD = 0.56$), linguistic ($M = 3.45$, $SD = 0.85$) and socio-cultural factors ($M = 3.54$, $SD = 0.55$).
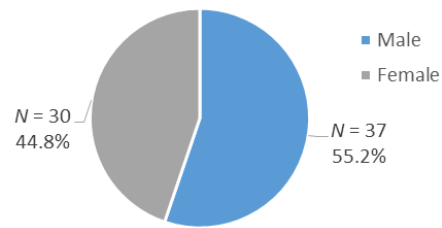

Fig. 1 Number of students

Table 2 Scale descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic	72	1.42	5.00	3.44	.68
Extrinsic	72	2.42	5.00	3.96	.52
Amotivation	72	1.00	5.00	2.09	1.06
Academic	72	2.55	4.91	3.60	.56
Linguistic	72	1.00	4.88	3.45	.85
Socio-cultural	69	2.44	5.00	3.54	.55
Valid N (listwise)	69				

6.3. Correlation between predictors and outcome variables

Since the normality of the predictor variable extrinsic motivation was met, then a Pearson test was conducted to study the relation between extrinsic motivation and the outcome variables; academic, linguistic and socio-cultural factors (see Table 3). However, since normality of the predictor variables intrinsic motivation and amotivation was not met, then Spearman Rho's tests were conducted to study the relation between the predictors intrinsic motivation and amotivation and the outcome variables academic, linguistic and socio-cultural factors (see Table 4).

6.3.1. Correlation between extrinsic, intrinsic and amotivation and academic factors

The Pearson Correlation test revealed that there was a significant positive and medium correlation between extrinsic motivation and academic factors; $r = .29$, $p = .006$ (*one-tailed*); indicating that participants who had higher levels of extrinsic motivation tended to have higher levels of academics. In addition the Spearman Rho's correlation test revealed that there was a significant positive and medium to large correlation between intrinsic motivation and academics; $r_s = .38$, $p = .001$ (*one-tailed*); indicating that participants who had higher levels of intrinsic motivation tended to have higher levels of academics. Finally, the Spearman Rho's correlation test revealed that there was a significant negative and medium to large correlation between amotivation and academic achievement; $r_s = -.42$, $p < .001$ (*one-tailed*); indicating that participants who had higher levels of amotivation tended to have lower levels of academic achievement.

6.3.2. Correlation between extrinsic, intrinsic and amotivation and linguistic factors

The Pearson Correlation test revealed that there was no significant relation between extrinsic motivation and linguistic factors; r = .03, p = .41, ns (one-tailed). Similarly, the Spearman Rho's correlation test revealed that there was no significant relation between Intrinsic motivation and the linguistic factors; rs = -.04, p = .37, ns (one-tailed). Finally, the Spearman Rho's correlation test revealed that there was a significant negative and medium to large correlation between amotivation and the linguistic factors; rs = -.43, p < .001 (one-tailed); indicating that participants who had higher levels of amotivation tended to have lower levels of linguistic factors.

6.3.3. Correlation between extrinsic, intrinsic and amotivation and socio-cultural factors

The Pearson Correlation test revealed that there was a significant positive and medium to large correlation between extrinsic motivation and socio-cultural factors; $r = .33$, $p = .003$ (*one-tailed*); indicating that participants who had higher levels of extrinsic motivation tended to have higher levels of socio-cultural. In addition the Spearman Rho's correlation test revealed that there was a significant positive and medium to large correlation between Intrinsic motivation and socio-cultural factors; $r_s = .35$, $p = .001$ (*one-tailed*); indicating that participants who had higher levels of intrinsic motivation tended to have higher levels of socio-cultural factors. Finally, the Spearman Rho's correlation test revealed that there was a significant negative and medium to large correlation between amotivation and socio-cultural factors; $r_s = -.38$, $p = .001$ (*one-tailed*); indicating that participants who had higher levels of amotivation tended to have lower levels of socio-cultural factors.

Table 3 Pearson Zero Order Correlation Matrix

	Academic	Linguistic	Socio-cultural
Extrinsic Motivation	.29**	.03	.33**

**. Correlation is significant at the 0.01 level (one-tailed).

Table 4 Spearman Rho's Zero Order Correlation Matrix

	Academic	Linguistic	Socio-cultural
Intrinsic Motivation	.38**	-.04	.35**
Amotivation	-.42***	-.43**	-.38**

**. Correlation is significant at the 0.01 level (one-tailed).
***. Correlation is significant at the 0.001 level (one-tailed).

7. REGRESSION ANALYSIS: PREDICTORS OF ACADEMIC FACTORS

The F-test revealed that the regression model which contained the predictors (intrinsic, extrinsic and amotivation) was significantly better than the mean in explaining the variance in the outcome variable (Academic), $F(3, 68) = 10.11$, $p < .001$. Moreover, the regression model which contained those predictors explained 30.8% ($R^2 = .308$) of the variance of the outcome variable (Academic) at the sample level. The adjusted R square for the regression model was $R^2adj = .278$, indicating that this regression model explained 27.8% of the variance of the outcome variable (Academic) at the level of the population. In addition, when moving from the sample to the population, the shrinkage $\Delta R^2 = 3.0\%$; indicating that the sample is a good representation of the population (see Table 5).

By inspecting the table of coefficients, the t-test revealed that out of the three predictors, extrinsic motivation and amotivation were significant predictors of academic with amotivation being the highest predictor. Precisely, the t-test revealed that amotivation was a significant negative and medium to large predictor of academics; $b = -.22$, $\beta = -.41$, $t(68) = -4.08$, $p < .001$. This indicates that participants who had higher levels of amotivation tended to have lower levels of academics. The t-test also revealed that intrinsic motivation was a significant positive and medium predictor of academics; $b = .24$, $\beta = .29$, $t(68) = 2.57$, $p = .012$. This indicates that participants who had higher levels of Intrinsic motivation tended to have higher levels of academics. However, there were no relation between extrinsic motivation and academics (see Table 6).

Table 5 R, R square, Adjusted R square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.56	.308	.278	.48	.31	10.11	3	68	.000	1.65

Table 6 Regression parameters

Model		B	SE B	β
1	(Constant)	2.62	.46	
	Intrinsic Motivation	.24	.09	.29[*]
	Extrinsic Motivation	.15	.12	.14
	Amotivation	-.22	.05	-.41[***]

Note: For model 1; $R^2 = .31$, $\varDelta R^2 = .03$, [*] $p < .05$, [**] $p < .01$, [***] $p < .001$

8. REGRESSION ANALYSIS: PREDICTORS OF LINGUISTIC FACTORS

The *F*-test revealed that the regression model which contained the predictors (intrinsic, extrinsic and amotivation) was significantly better than the mean in explaining the variance in the outcome variable (linguistics), $F(3, 68) = 7.15$, $p < .001$. Moreover, the regression model which contained those predictors explained 24% ($R^2 = .24$) of the variance of the outcome variable (linguistics at the sample level. The adjusted R square for the regression model was $R^2adj = .206$, indicating that this regression model explained 20.6% of the variance of the outcome variable (linguistics) at the level of the population. In addition, when moving from the sample to the population, the shrinkage $\Delta R^2 = 3.4\%$; indicating that the sample is a good representation of the population (see Table 7).

Table 7 R, R Square, Adjusted R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.49	.24	.206	.76	.24	7.15	3	68	.000	1.68

By inspecting the table of coefficients, the t-test revealed that out of the three predictors, only amotivation was found to be a significant predictor of linguistics. Precisely, the t-test revealed that amotivation was a significant negative and medium to large predictor of linguistics; $b = -.38$, $\beta = -.48$, $t(68) = -4.48$, $p < .001$. This indicates that participants who had higher levels of amotivation tended to have lower levels of linguistics. However, there were no relations between the predictors Intrinsic and extrinsic motivation and Linguistic factors (see Table 8).

Table 8 Regression Parameters

Model		B	SE B	β
1	(Constant)	4.30	.73	
	Balanced cohesion	-.12	.15	-.10
	Enmeshment scale	.09	.19	.06
	Gender	-.38	.09	-.48[***]

Note: For model 1; $R^2 = .24$, $\varDelta R^2 = .034$, [*] $p < .05$, [**] $p < .01$, [***] $p < .001$

9. REGRESSION ANALYSIS: PREDICTORS OF SOCIO-CULTURAL FACTORS

The *F*-test revealed that the regression model which contained the predictors (intrinsic, extrinsic and amotivation) was significantly better than the mean in explaining the variance in the outcome variable (socio-cultural factors), F (3, 65) = 9.17, p < .001. Moreover, the regression model which contained those predictors explained 29.7% (R^2= .297) of the variance of the outcome variable (socio-cultural) at the sample level. The adjusted R square for the regression model was R^2adj = .265, indicating that this regression model explained 26.5% of the variance of the outcome variable (socio-cultural) at the level of the population. In addition, when moving from the sample to the population, the shrinkage ΔR^2 = 3.2%; indicating that the sample is a good representation of the population (see Table 9).

By inspecting the table of coefficients, the t-test revealed that out of the three predictors, only amotivation was found to be a significant predictor of socio-cultural. Precisely, the t-test revealed that amotivation was a significant negative and medium to large predictor of socio-cultural; b = -.20, β = -.40, t (65) = -3.82, p < .001. This indicates that participants who had higher levels of amotivation tended to have lower levels of socio-cultural. However, there were no relations between the predictors Intrinsic and Extrinsic motivation and socio-cultural (see Table 10).

Table 9 R, R Square, Adjusted R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.55	.297	.265	.47	.297	9.17	3	65	.000	2.25

Table 10 Regression Parameters

Model		B	SE B	β
1	(Constant)	2.41	.47	
	Balanced cohesion	.17	.09	.22
	Enmeshment scale	.24	.13	.23
	Gender	-.20	.05	-.40***

Note: For model 1; R^2 = .297, ΔR^2 = .032, * p < .05, ** p < .01, *** p < .001

10. FUTURE RESEARCH AND CONCLUSION

In this paper, we examined a number of factors that influence students' motivation when speaking a foreign language. Other issues will be left for further investigation. Skills, such as reading and writing, will be studied to determine the influence of academic, linguistic and socio-cultural factors on them. In addition, demotivation will be researched, emotional intelligence will be examined in relation to the outcome variables and finally, a diversified sample across universities in Lebanon will be distributed for the study.

In conclusion and in the light of the results, there is an impact of academic, linguistic and socio-cultural factors on motivating students. It is important to mention here that further research is needed to explore the effect of High Impact Practices (HIP) on students' motivation. These practices have been found to engage students in their learning and thus increasing their motivation and success in university.

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