

## **CHAPTER FIVE**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATION**

This chapter summarizes the current study and the results which were obtained from the questionnaires distributed to 134 participants, majoring in English at BARS program in Myanmar. Finally, the pedagogical implications and recommendations for future studies are provided at the end of the chapter.

#### **Summary of the Study**

The objectives of the study were to examine Myanmar EFL students' motivation in a seminary degree program, and to investigate the similarities and differences in motivation to learn English between the first year and the fourth year students. The research questions were 1.) What are the motivation of Myanmar EFL Students? What motivates Myanmar EFL learners the most in learning English? 2.) Is there any difference in motivation between the first year students and the fourth year ones? If so, what are they? This study employed two instruments, a five-point Likert scale questionnaire adapted from that created by Noels, Pelletier, Clement, and Vallerand (2000) and an interview. A pilot study was performed before distributing the survey questionnaire to the students. Data analysis was done using the SPSS software, and the findings had been summarized below.

## **Summary of the Findings**

The findings about students' motivational orientations were summarized according to the research questions.

### **Research Question 1**

The first research question asked, "What are the motivation of Myanmar EFL Students? What motivates Myanmar EFL learners the most in learning English?"

The data analysis revealed that there were nine factors of motivational orientations that motivated Myanmar EFL students in the BARS program to learn English. They were arranged in order of highest to lowest frequency: 1) Identified Regulation, 2) External Regulation (Career), 3) External Regulation (Travel), 4) Intrinsic Motivation (Knowledge), 5) Intrinsic Motivation (Accomplishment), 6) Intrinsic Motivation (Stimulation), 7) Introjected Regulation (Guilt), 8) Introjected Regulation (Acceptance), and 9) Amotivation.

The highest motivational orientations among Myanmar EFL learners in BARS program were Identified Regulation and External Regulation (Career). In other words, the participants had the highest motivation by these two types of orientation and they were the most crucial reasons why the Myanmar EFL students in BARS are studying English.

### **Research Question 2**

The second research question asked, "Is there any difference in motivation between the first year students and the fourth year ones? If so, what are they?"

The analysis of the data retrieved from the questionnaire revealed that both the first- and the fourth-year students had similar degree of motivational factors. The

participants from both groups had the highest degree of motivation in Identified Regulation and External Regulation (career). Both groups had a high degree of motivation in Intrinsic Motivation (knowledge), Intrinsic Motivation (accomplishment), and Intrinsic Motivation (stimulation). Both of the first year and the fourth year had a moderate degree of motivation in Introjected Regulation (acceptance), and had a low degree of amotivation.

However, both groups had different degrees of motivation in External Regulation (travel) and Introjected Regulation (guilt). The first year group had the highest degree of motivation in External Regulation (travel), while the fourth year had a high degree. In addition, the first year group had a high degree of motivation in Introjected Regulation (Guilt), while the fourth year group had only a moderate degree of motivation.

## **Discussion**

Based on the results reported above, identified regulation is the highest motivational factor among Myanmar EFL learners in the BARS program. Learners believed that English was essential and beneficial for them. The results were in agreement with those of a study conducted in Thailand by Taejareonkul (2006). In his study, Taejareonkul also found that external regulation (career) was the highest motivation factor among Thai EFL learners. This implied that both Myanmar and Thai EFL learners perceived that studying English benefited their future careers. This might be a common belief among Asians.

However, in Taejareonkul's study, the mean score for Identified Regulation was lower than that of External Regulation (Career). while in this current study, the mean score of Identified regulation was higher than that of External Regulation

(Career). This is probably caused by the different historical backgrounds of the two participant groups, although they were both Asian countries.

Myanmar once had a very strong relationship with the English language since the country was colonized for over a hundred years by the British. British culture, customs and literature were familiar to Myanmar people. However, after 1962, for some political reasons, English was no longer encouraged in the country. The education systems became weaker and insufficient, thus impacted the overall development of the country. With a deteriorating economy and limited job opportunities, people especially the young ones had to struggle to find ways for a better future. After the 1990s, people became much more active in developing their knowledge in various fields such as Computer Science, English, and other languages. Among these, learning English has become the most popular. People with strong English skills were able to find more decent and highly-paid jobs than those without. People became determined to learn English. The importance of English skills has been firmly entrenched in most of the Myanmar nationals. As a matter of fact, these may be the reasons why Myanmar EFL students in BARS program were highly motivated by Identified Regulation.

Another factor that motivated Myanmar students to learn English is External Regulation (Travel). This is a high motivating factor for Myanmar EFL learners in BARS. In Taejareonkul's study (2006), this factor was the third most important orientation. Belmechri and Hummel (1998) also found this factor to be the most important orientation among their Francophone students for learning English. They explained that their participants came from a middle class, so they were able to afford to travel. In this current study, students were from different socio-economic groups. Even though some students were from a lower socio-economic group, they still had

strong determination and high aims and goals. That is why External Regulation (Travel) was among a high orientation category. In contrast, Wang's study (2008) found that Chinese college students did not have a strong desire to go abroad or to integrate in the English-speaking community. In this case, the cultural context may be the cause of the difference.

The other factors that were also in the high motivational orientations of the participants in the current study were Intrinsic Motivation (Knowledge), Intrinsic Motivation (Accomplishment), and Intrinsic Motivation (Stimulation). The underlying reason was the students' self-pleasure in learning English; the activities were enjoyable and satisfying for them. They were highly motivated to learn the language for the reasons that to be able to use internet, to listen to English songs, to watch English movies, read English newspaper and magazines. They gained pleasure from the accomplishment in the language. Furthermore, they had a high impression and feeling when hearing English language spoken or while speaking in English. These reasons were from their individual preferences that influence from Internal and External factor.

According to the results from an analysis of the interview and the compared data analysis, there were two differences in External Regulation (Travel) and Introjected regulation (Guilt). Based on the interview, students expressed their strong desire for further study. There were a few fourth-year students who mentioned the uncertainty and impossible situation due the financial difficulties and other problems. However, when they were asked if there were no difficulty, would they go to study abroad, they replied that they would definitely go. Nevertheless, there were students who did not want to live in any other countries for good. These reasons were assumed to be based on the individual differences and also the factors that affect the

individual motivation; internal and external factors. The second difference was in Introjected Regulation (Guilt). Many of the first year students were worried to make mistakes in producing the language, while the fourth year students were more confident and did not worry about mistakes.

### **Pedagogical Implication**

Dornyei (2002) claimed that as motivation is one of the key issues in language learning, the skills to motivate learners are essential for language teachers. Ebata (2008, p. 2) cites Hussin, Maarof, and D’Cruz (2001) that “teachers need to find creative ways to teach the language and increase the student’s motivation to learn the language and to eventually appreciate the language”. There is a famous quote of Albert Einstein that says, “I never teach my pupils. I only attempt to provide the conditions in which they can learn” (Glavanis, 2008, p.1). The best way to educate students is to create an environment where they can learn effectively.

Indeed, the most responsible person is the language teacher who works together with language learners in the classroom. Teachers must provide a learning environment in which their students are motivated and can learn effectively. In order to do so, teachers must determine their students’ learning orientation and motivation. In the same manner as a doctor must diagnose a disease before they can treat a patient. In language education, the teacher must find out the students’ needs and motivational orientation to be able to enhance students’ learning.

Dornyei (2001, p. 59) states that “the official class goal (i.e. mastering the course content) may well not be the class group’s only goal, and in some cases may not be a group goal at all!” From time to time, in learning languages, it is possible that the students’ goals of learning and the teachers’ expectations are different.

Educators can create a better learning environment for both language teaching and learning. Ebata (2008) suggests that teachers need to comprehend students' different backgrounds, interests, future goals, aims and personalities. Then teachers will be able to apply "specific teaching and communication strategies tailored to each student, thereby creating a trusting relationship between a teacher and student" (Ebata 2008, p. 2). By understanding the students and providing for their needs and wants, it will make the classroom comfortable and enjoyable enough for students to learn positively.

Teachers can help strengthen and maintain the students' motivation founded in this study. Based on the results, one of the highest motivations among Myanmar EFL learners' in BARS is identified regulation. The findings of the present study revealed that students believed that English was beneficial and good for their personal development. Teachers may reinforce the students' belief and desires by pointing out the advantages and encouraging them to maximize their use of English. According to one interview, one of the participants mentioned that she was demotivated when she spoke in English and someone replied to her in Myanmar. Teachers must be careful that the students are highly motivated by the identify regulation. Teachers should encourage students to use the target language and they should not forget to use English in their communication with students. Teachers may intensify their belief with positive reinforcement and promote the use of English.

The result also showed that students' second highest motivation was External Regulation (Career). Again, teachers can strengthen students' motivation by providing the information of the advantages of knowing English on their job opportunities. Students believe that knowing English can give them a more prestigious job and a higher salary later on. The teachers just need to remind them

and prepare them for that goal. By providing ways to reinforce this belief, teachers can let them experience the real situation in a workplace and inquire the information from different level workers how English benefit them.

The third most important reason for students learning English is to travel abroad, to study abroad after having graduated from the university and to live in English speaking countries. These stated goals influence their desire to learn English. Dornyei (2001) gives some suggestions on how to bring English culture into EFL classroom.

1. Use English cultural products such as magazines, music and movies as course material.
2. Invite some English guest speakers to the class.
3. Encourage students to have some English speaking pen-friend.
4. Arrange some school trips or an exchange program to an English speaking country.

These suggestions offer teachers ways to enhance students' motivation to learn the target language.

The last three factors are those categorized as Intrinsic Motivation. The reasons that stimulated their motivation to learn English were to be able to use the internet, access information from the world wide web, to listen to English songs, to watch English movies, and to read English newspapers. They were also motivated when they got to find out new things, acquired knowledge about the English community and their ways of life. when they accomplished difficult exercises in English. when they spoke English and heard English being spoken by native English speakers. Intrinsic motivation happen within the learners and it is the learners enjoyment in learning English itself. Therefore teachers must plan the classroom to



meet students' preferences, needs, and goals. This suggests that the materials must be attractive and interesting for the learners' group, the method that a teacher employs must meet the students' learning style and the classroom atmosphere must be supportive for the students to learn the target language positively. In order to fulfill these needs, a need analysis should be done even before the teacher writes a syllabus for the course. In this way, the teacher can increase students' intrinsic motivation.

Education can affect overall development of the country. As teachers are the multi-generational bloodline of education, they play an important role in a country. Teachers must be properly trained not to be the one who demotivate students but to be able to maintain student' motivation to learn. Moreover, teachers should always find ways to improve themselves, to update their professional knowledge and skills. Richards and Farrell (2005) lift their voice for the teachers to take part in professional development, to engage themselves in self-reflection and evaluation, to develop their specialized knowledge and skill about many aspects of teaching, to expand their knowledge base about research, theory, and issues in teaching, to take on new roles and responsibilities, such as supervisors or mentor teachers, teacher-researchers, or material writers, and to develop collaborative relationship with other teachers. Teacher training, teacher seminar and conference are some ways to support teachers' needs in professional development. Indeed, through educating people with the right attitude and belief, the country's future will be brighter, and everyone will be able to march onto the path of development.

### **Limitation and Recommendation for Future Research**

One limitation of the study was the participants of the study. Since the study only involved English major students, the results can only be applied and valid for Myanmar EFL English major students in the institute. Therefore, future research would be useful to investigate the motivation of students in other major fields of study. The results can also be compared with the study.

Second, the current study was conducted to investigate Myanmar EFL learners' motivation in a seminary degree program. A survey questionnaire was the main instrument for data collection. The interview was included merely to confirm the results from the survey. A qualitative research should be conducted to investigate Myanmar EFL learners' learning motivation in better details.

Third, in the current study, the participants were from different socio-economic groups and they comprised of different ethnic groups. The findings may have been different if the participants were from same socio-economic or ethnic groups. The results could be compared as well with the current study.

Another suggestion is that an action research could be carried out to give insightful information into how far the suggestion would work for the improvement of language education.