

Components that Enhance Class Motivation in a Class Situation

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Abstract

This article examines the application of Communicative Language Teaching (CLT) and its direct impact on student motivation within foreign language classrooms. Grounded in constructivist theory, the study initially reviews existing literature to highlight the comparative advantages of CLT over traditional teaching methodologies. To evaluate its practical efficacy, empirical research was conducted across selected urban and rural schools in the Republic of Kosovo. This field investigation utilized direct classroom observations to closely assess current CLT implementation strategies. Simultaneously, a comprehensive motivation questionnaire was administered in various teaching scenarios to determine which specific pedagogical approach most effectively fosters student engagement in English Language Teaching (ELT). Ultimately, this paper identifies the core components that enhance classroom motivation, offering critical insights for language educators seeking to optimize student acquisition. By bridging theoretical frameworks with empirical data, the study's findings underscore the fundamental role of active communicative interaction in driving sustainable learner motivation and success.

Keywords: component; Communicative Language Teaching Method; Motivation; Teaching; Constructive theory

Introduction

Students' motivation is one of the key elements in their performance. Authors made researches regarding different kind of motivation. They used different names of motivation since used different theories in their studies. At the same time methodologist studied motivation in different aspect and different situations.

In our research we used Communicative Language Teaching as a method of Constructivism, and application of this method with impact on motivation compared to other used methods in Republic of Kosovo.

At the same time we wanted to know the motivation in a teaching/class situation, the reason why we handled a questionnaire with the questions which had to do with course, teacher's and group specific components.

Communicative Language Teaching

Speaking about CLT characteristics (Richards, 2006), emphasis that people learn one language when that use it to do things, rather than by studying its functions, we have a lot of different examples where students learned a second foreign language because of their needs for that kind of language. According to this, we can say that the students' motivation to learn a specific language was because of the need.

Communication method is a method which does not stress practicing the rules. According to scholars of this method it is important to speak a language but not to tell me how language works. There are a lot of people who use the language in real communication and most of them did not follow even a single foreign language course which means that they lack a significant structural and grammatical rules of the language but as Jack Richard points out, mistakes are not important so they are tolerated, the most important thing is to use communication or to speak a language and to understand each other in order to communicate.

English of twenty-first century should be the English of communication, where people want to be able to communicate among themselves and therefore researchers of English language when speaking about English language pronunciation and terminology, use different names for their English language speaking, such as: American English, British English, Chinese English, Albanian English, Russian English, etc. People are not interested in how they are stressing the word or a

sentence, they want to be understood. Therefore, (Richards, 2006) states that language competence is, its usage to the purposes and functions.

How do students learn a language?

Most authors, stated that learning a foreign language in the past considered as mechanical. They also put emphasis on precision and accuracy of a language. This means that students had to compile grammatically correct sentences without even a single grammatical mistake in morphology and syntactic. My opinion is that this method makes student highly dependent from the teacher, not giving much opportunities to students to communicate in a relaxed way, among teachers and students, as well as students themselves. Students would learn things by heart, which they can be known at present but not to be able to produce knowledge at the moment they needed.

The constructive theory with the method of communication has a different point of view compared to some other methods where the student becomes the centre of the class and where the teacher is only a facilitator.

(Richards, 2006) describes learning through Communication method as follows:

Interactivity between language learners and speakers.

Creating a cooperative meaning.

Establish a meaningful interactivity through a language.

Learning through a student participation feedback when they learn or use a language.

Being carefully about the language they hear (the input) and attempt to incorporate new forms with anyone who develops communicative competences.

Attempt of using the language and experiment with various forms the language.

The broad aim of CLT is to apply theoretical perspective of communicative approach making communicative competence a purpose of teaching and accepting interconnection of a language and communication (Diane, 2000).

(Richards, 2006) when speaking about his experience in a class where is used CLT, he speaks according to his class observations. Based on these observations he comes out with the following principles:

Whenever possible "authentic language" should be used – a language that is used in a real context. Being able to convey the goals of speaker and writer, is part of being competent in communication. English as (target language) is a tool for communication in the classroom, and not just the object of study.

A function may have different linguistic forms. Since the focus of the course is the real use of language, then it is presented along with a wide range of varieties of linguistic forms. We should emphasis the process of communication but not on language forms.

Games are important, as they have clear features, shared with real communicative events.

Also, the speaker takes immediate/instant feet back by the listener, no matter if he / she have made a successful communication.

As activity as a goal has the fluency of a language, the teacher does not correct the student but takes notes for the students mistakes and later discusses with the class.

Motivation

Motivation is defined as psychological composition as incentive (stimulus), the behaviour or taken action (Della Chiesa, B.,

J. Scott and C. Hinton(eds.), 2012).

Talking about internal motivations, it is referred to personal motivation, which is a personal engagement in an activity, which has to do with pleasing, interesting or rewarding. (Della Chiesa, B., J. Scott and C. Hinton(eds.), 2012).

Motivated intrinsic behaviours are rewards which come from within, (satisfaction of doing a task, or the satisfaction of curiosity). (Deci, Edward L.& Richard M.Ryan, 1985), quoted by D. Zoltan indicate that intrinsic motivation is potentially the main motive of education processes. But extrinsic motivation is traditionally seen as something that undermines intrinsic motivation. According to the author, studies show that students lose their intrinsic interest in an activity if it has to do with Extrinsic (external) demand such as reading in school.

Specific Motivation Components in Learning Situations

If we refer to Dorney, Z. we can see that there are three components of motivation.

Specific motivational components of course, which include syllabus, teaching materials, teaching methodology and exercises.

Specific motivational components of teachers, which has to do with teachers' personality, teaching style, feedback and relationship with the students.

Specific motivational components of the group which has to do with dynamic teaching group (Dorney, 1994).

In our research we were interested in class motivation so we conducted a questionnaire which had to do with only specific components of course which include syllabus, teaching materials, teaching methodology and exercises.

Results

According to our class observation, we came to a conclusion that Constructive theory with CLT as a teaching method is very attractive in English language teaching. As a result we have also our empirical study which shows the CLT impact on Class Motivation.

The data which are shown in the table 1.below include specific motivational components of course, such as syllabus, teaching materials, teaching methodology and exercises.

Table 1. Percentage Distribution of Students' Opinions for Control and Experimental Groups

	Q1		Q2		Q3		Q4		Q5	
	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.
1.00	28.6	4.1	9.5	8.2	21.4	8.2	21.4	14.3	31.0	8.2
2.00	11.9	4.1	28.6	2.0	23.8	4.1	19.0	8.2	40.5	34.7
3.00	9.5	12.2	9.5	14.3	21.4	22.4	33.3	10.2	21.4	12.2
4.00	40.5	30.6	45.2	53.1	19.0	30.6	23.8	34.7	7.1	24.5
5.00	9.5	49.0	7.1	22.4	14.3	34.7	2.4	32.7	0.0	20.4

The numbers 1 to 5 are the categories of students' opinions presented in the methodology of this article above, and we have extracted the results for each question from Q1 to Q5 as you can see in "Table 1".

For question 1, we saw that over 49.0% of experimental students declared that they strongly agree with teaching methodology and 9.5% of the rest of the students declared that they agree with the methodology, compared to the control group where the percentage is very low for the 5th category.

We can say that almost the same positive results were gained for the rest of the questions for the experimental group as seen from the "Tab. 1".

Table 2. Control and Experimental Group Responses on Teacher Personality, Style, and Feedback

	Q6		Q7		Q8		Q9		Q10	
	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.
1.00	9.5	4.1	31.0	10.2	26.2	18.4	26.2	14.3	26.2	24.5
2.00	21.4	0.0	21.4	2.0	16.7	12.2	11.9	10.2	33.3	22.4
3.00	16.7	18.4	14.3	26.5	21.4	16.3	23.8	22.4	14.3	22.4
4.00	40.5	44.9	21.4	34.7	19.0	16.3	26.2	32.7	11.9	18.4
5.00	11.9	32.7	11.9	26.5	16.7	36.7	11.9	20.4	14.3	12.2

Numbers 6 to 10 are the categories of students' opinions presented in the methodology of this article for Specific Motivational Components of Teacher which has to do with the teacher's personality, teaching style, teacher's feedback and teacher – student relationship as seen in "Table 2".

For question 6: If the teacher is sensitive and helpful? We can conclude that experimental group is highly more motivated compared to control group. Respectively, the difference between the two groups is almost 2/1 for the category "fully agree".

Question 7: How independent are you without the teacher's interference? The data shows that the experimental group is highly better compared to control group.

Question 8: If teacher allows you to express the knowledge of what you learnt during the class? The statistics show that experimental group is slightly in a better condition in all categories compared to control group.

Question 9: If the teacher encourages you to speak with foreigners in English? We can see a very small difference between the two groups. The experimental groups with 53.1% in categories such as "fully agree" and "agree" compared to the control group with 38.1%.

Question 10: If your teacher speaks English all the time and if you use communication more than the textbooks? The data show that experimental group for the category “fully agree” and “agree” is slightly in a better position than a control group.

Table 3. Control and Experimental Group Responses on Learning Group Dynamics

	Q11		Q12		Q13		Q14		Q15	
	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.
1.00	21.4	18.4	21.4	12.2	35.7	12.2	57.1	46.9	7.1	12.2
2.00	23.8	14.3	11.9	6.1	21.4	12.2	9.5	20.4	14.3	8.2
3.00	21.4	20.4	26.2	8.2	16.7	12.2	16.7	20.4	16.7	8.2
4.00	23.8	18.4	26.2	22.4	19.0	40.8	11.9	6.1	19.0	32.7
5.00	9.5	28.6	14.3	51.0	7.1	22.4	4.8	6.1	42.9	38.8

Referring to tab.3, questions 11 to 15 which have to do with the specific motivational components of the group which has to do with the dynamics of the learning group.

In general statistics show that specific motivational components of the group are better for the experimental group compared to control group.

Discussion and Conclusion

After the empirical research about motivation and literature review that includes the CLT and other applied methods in our schools, we came to a conclusion that the class motivation using CLT is significantly higher using CLT compared other methods which are used in Kosovo schools.

The experiment shows that data for experimental groups in urban area are higher compared to control group.

The research shows that almost all specific motivational components such as course, teacher's and groups are increased using the CLT as teaching Method compared to standard methods used by teachers where the research was committed.

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