

Private School (boys) Versus Private School (girls) In Respect Of Motivational Factors in EFL Classrooms

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Keywords: private school, motivational factors, environment, gender, single sex education, mixed sex

Abstract. This study investigates reasons for motivational factors, which vary internally and externally in a private school's environment where the recent demands for learning English language has increased and those demands are met by these schools. It is evidently proved that motivations of students are always changeable and quite important to enhance their learning in the classrooms, on the contrary, it becomes challenging for teachers.

The study employs a quantitative approach for collecting data by a survey that has questionnaire aiming to measure the motivational factors of the students in single-sex environment and its fruitful results related to English language teaching.

The recent demands for learning English language in classroom environment of the private secondary school is analyzed on the base of the motivational factors for obtaining the better command of English language.

In this paper, schools' environment was compared within the frame work of gender difference in order to find out motivational factors in EFL.

This study provides some substantial evidences that only all boys' school and only all girls' school have positive effects for motivation in learning in English language. This study also highlights some of these motivational factors relate to the schools' environment and gender issues; especially, the gender issues is treated differently.

Some of academic research indicates that single-sex schools are more successful than the mixed sex schools concerning in learning in English language. There are other comparative researches on the success of private and public schools' success on this issue.

This paper findings show that whether or not, single-sex schools are more effective otherwise less effective in respect of concurrent and long term academic achievement. When the study looks at the part of motivational factors, such as schools' environment and gender difference then it can be summarized more productive and efficient than mixed sex educational environment. Therefore, it may be suggested that for the good and betterment of teachers and students, educational institutions should start to impart only boys or only girls' education separately that is conducive to long term academic achievement.

1. Introduction

Motivation affects students' performance in language learning environment. This present study deals with instrumental motivation and the gender in English language learning process. The

findings will be discussed and views will be put forward.

Albania increases its relations with other countries, and the importance of an international language such as English appears essential for improving those relations with the world. Actually, an international language is called a lingua franca. As lingua franca, English language learning becomes a must for international relations. That's why, many people wanted to learn this language, and motivation of the learners started to play an important role not only in Albania but also in the world too.

Motivation might be instrumental and integrative, and necessary in teaching environment where the latest demands in relation with learning English language augmented and also private schools try to meet the demands for learning that language. Increasing the motivation of the learners is needed to make learning process easy. Otherwise, this learning process is likely to be challenging for teachers.

In this study, quantitative method was used for collecting data. Besides, questionnaire methodology was regarded for comparison of single-sex schools to collect data. Single-sex teaching environment seems more productive in language teaching. The latest demands regarding learning English is analyzed in private school environment in relation with motivational factors that require better learning for better command of English. Therein, gender difference was considered and integrative and instrumental motivation was compared in EFL environment.

Evidences demonstrate that single sex schools have fruitful impact for motivation of the students. The gender is considered differently through taking into account the learning environment. In fact, motivation is an abstract issue. Dörnyei, Z. (2001, p:1) states that 'motivation is an abstract, hypothetical concept that we use to explain why people think, behave as they do.'

This study suggests that for long term academic achievements, single sex schools should be established. Because, single sex schools are expected and demanded from existing parents to meet the demands for learning this lingua franca. As a result, instrumental approaches motivate learners' more than integrative motivation.

2. Literature Review

The existing literature enables necessary data for this research. Regarding motivation, Muhammad, A., et. al., (2013), states that "The most effective way to get insight into the learning process is to study the learners' attitude and motivation towards learning English language." Besides, Mehmet N. G. (2001), says "learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner."

Instrumental and integrative motivations explain this study effectively. Actually, teachers need to find ways to motivate their respective students. Mehmet N. G. (2001), expresses that "Motivation depends on the social interaction between the teacher and the learner." and says more about it such as; "The success of a teacher in second language acquisition in school affects directly the success of learners."

On the other hand, Mehmet N. G. (2001) expresses that "The choice of teaching strategy has an effect upon the motivation and interest of the student. The manner in which the teacher approaches the teaching strategy will have an effect upon motivation: an enthusiastic approach is more likely to motivate than a dull approach."

Cavallo, Rozman, Blinkenstaff, & Walker, (2003) says that "Achievement motivation is students' motivation toward performance goals (such as earning high grades, getting praise, or performing better than other students) or toward learning goals (such as learning something new, learning for the sake of learning, or improving oneself)." Mehmet N. G. (2001), says that "Achieving motivation lets the learner a desire to learn a language."

Glynn, S.M., et, al., (2007) states that the female learners are "more likely to attend class on time, sit in the front of the class, take notes, study the textbook, and study in an organized way—all

behaviors associated with a relatively high motivation to learn.” More than that, Muhammad, A., et. al., (2013), expresses that “girls’ tend to demonstrate significantly more positive attitudes than boys do, recognizing also that they are more successful in learning languages than boys.”

According to Glynn, S.M., et, al., (2007), the “motivation to learn is “a student’s tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them.”

This present study suggests instrumental motivation while teaching/learning language. Muhammad, A., et. al., (2013), says more and states that “Gender is supposed to have an important effect on attitude and motivation and learning process.”

3. Discussion

English Language is as a Lingua Franca and plays a very important role everywhere, since it is essential for international relations for each country. Therefore, learning a lingua franca requires attention and motivation for learners, and also the contribution of that language is certain for national economy.

With the help of this study, we can easily say that Albanian students are motivated instrumentally while learning English. But, girls demonstrate more motivation than boys. Through instrumental motivation, Albanian students aim to attain their academic goals, besides, Students show more attention for learning language due to instrumental reasons. In fact, lingua franca contributes too much for their future lives.

The Albanians are sure that lingua franca might bring many opportunities for international relations. Day by day, learning English becomes a must for citizens of Albania. Therefore, private educational institutions are ready to meet this demand from parents.

Albanian students are aware of English language. In case the students have plans for going abroad, they consider English medium schools for better command of English. But there are limited numbers of those private educational institutions in Albania. As a result, we say that Albanian students learn English instrumentally.

4. Research methodology

Two private schools; one for boys and the other for girls were sampled. 235 non-English students were selected to do the questionnaire that was developed by Glynn, S. M., & Koballa, T., R., Jr. (2006). But, in this study, especially instrumental and integrative questions were regarded for findings of this research. Questionnaire research was used as methodology. Both primary and secondary approaches were regarded to collect data. Besides, SBSS statistics 21 version was used to collect data. When considering demographic information, boys and girls were regarded in two separate prestigious schools that requested anonymity.

Research Hypotheses:

1. Single-sex schools affect learning process of boys and girls in terms of successful outcomes.
2. Albanian students are more motivated instrumentally than integratively.

5. Findings

This present study examined gender difference in terms of motivation for learning English language. According the collected data, Albanian students demonstrate instrumental motivation towards learning English, since it is likely to give more opportunities for their future.

Mael et. al., (2005) states that single-sex schools draw interest and attention of the students and give more effective performance for students’ academic success.

Frequency-1

Table 1-A					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	1	.8	.8	.8
	2	1	.8	.8	1.7
	3	17	14.2	14.2	15.8
	4	20	16.7	16.7	32.5
	5	79	65.8	65.8	98.3
	F	1	.8	.8	99.2
	I think about how the English Language I learn will be helpful to me.	1	.8	.8	100.0
	Total	120	100.0	100.0	

Table 1-B					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	1	.8	.8	.8
	2	5	4.2	4.2	5.0
	3	12	10.0	10.0	15.0
	4	38	31.7	31.7	46.7
	5	62	51.7	51.7	98.3
	I think about how the English Language I learn will be helpful to me.	1	.8	.8	99.2
	M	1	.8	.8	100.0
	Total	120	100.0	100.0	

According to frequency data determined as in Table-1-A and Table-1-B, regarding “instrumental motivation”. The percentage is 79 for the female students who express that “I think about how the English Language I learn will be helpful to me.”. When compared to male students, the percentage appears as 62. It means that female students are motivated more instrumentally than boys.

Frequency-2

TABLE 2-A					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	1	.8	.8	.8
	2	2	1.7	1.7	2.5
	3	12	10.0	10.0	12.5
	4	14	11.7	11.7	24.2
	5	89	74.2	74.2	98.3
	F	1	.8	.8	99.2

	I find learning the English Language interesting.	1	.8	.8	100.0
	Total	120	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	1	.8	.8	.8
	2	2	1.7	1.7	2.5
	3	10	8.3	8.3	10.8
	4	40	33.3	33.3	44.2
	5	65	54.2	54.2	98.3
	I find learning the English Language interesting.	1	.8	.8	99.2
	M	1	.8	.8	100.0
	Total	120	100.0	100.0	

As it is observed in frequency data determined as Table 2-A and Table 2-B, regarding “integrative motivation”, the frequency value is shown as 89 percent for female students who wish that “I find learning the English Language interesting”. But, the percentage for male students is seen as 65 when compared to female students.

6. Conclusion

Because of instrumental motivation, Albanian students are motivated for learning Lingua Franca in terms of better future career. Mehmet N. G. (2001) expresses that “Studies on motivation show that motivated learners are more successful in second language acquisition.”

According to the indication of this study, mix-education is not a good option for better motivation. This study suggests single-sex schools motivate students more when comparing to mix-schools. As a result, this study reveals that while designing curriculum to teach English, the designers should consider instrumental reasons to motivate students for better command of English. Besides, Educational institutions should consider single-sex school, due to long-terms academic achievements

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