

CONSTRUCTION AND STANDARDIZATION OF MOTIVATION SCALE FOR ENGLISH LANGUAGE LEARNER

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ABSTRACT

Motivation is the energy that pushes us to develop an action or maintain certain behaviour. Motivation will make the individual progress in their skills and abilities, as well as overcome their limitations. Measuring motivation helps a person understand themselves better: it helps them to identify their weaker aspects of life and make them stronger with it. The paper describes the development and standardization of the motivation scale for English Language Learners. 104 students of 10+1 of Govt Schools were taken as a sample. The domains of motivation scale are intrinsic motivation, extrinsic motivation, and eagerness to learn English, self-efficacy for learning and performance and test anxiety. 50 items were retained for the final version. The test retest method's reliability was 0.97.

Keywords: Motivation Scale, English Language Learner, Construction and Standardization

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INTRODUCTION

Motivation is a much discussed topic in the field of education. One of the most difficult tasks of teaching is how to motivate a language student. Most students are eager to learn English because they believe it will benefit them in one way. Without strong motivation, students will fail to achieve success in learning a second language.

Many researchers agree that apart from IQ level, interest and aptitude, the learner's motivation plays an important role in the English language. Students with a stronger motivation are supposed to learn at a higher rate and can achieve a higher level of proficiency than learners with a weaker motivation. Therefore, language teachers should create a motivational environment in order to enhance English language learning. This paper aims to serve a foundation for those who are involved in developing comprehensive language motivation questionnaires for learning English and potentially other languages in a multicultural and multilingual environment.

Justification

The researcher explored various scales of Motivation for English Language Learner Viz; Oxford and Shearin (1994) and Crookes and Schmidt (1989). No scale was found appropriate for the purpose of the present study, which motivated the researcher to construct the Motivation Scale for English Language Learner with dimensions of Intrinsic Motivation, Extrinsic Motivation, Eager to Learn English, Self Efficacy for Learning and Performance and test anxiety in order to attain the objectives of the present study.

REVIEW OF LITERATURE

Hong (2012) concluded that motivation of learning foreign language has included intrinsic and extrinsic motivation. Extrinsic motivation refers to an individual's engagement in foreign language learning activities leads to external material and social rewards or to avoid punishment. In contrast, intrinsic motivation refers to an individual's engagement in a foreign language learning activity because the activity leads to satisfaction and achievement. The pupil wants to engage in the activity with his own interest.

Papi (2010) tested a second language motivational self system model and concluded that this model decreased the English language anxiety and motivated to learn English.

Vandergrift (2005) shows that 57% of Canadian adolescents love to speak their first language instead of English or French. Notably, Vandergrift found that external regulation and all intrinsic motivation subtypes had a strong positive correlation with the average of

39%. Based on these results, the author argued that these motivational scale “may have tapped an identical construct,” which the author attributed to adolescent learners' not yet making “fine distinctions in degree of motivation”.

STEPS FOR MOTIVATION SCALE FOR ENGLISH LANGUAGE LEARNER

1. **Planning:** Planning comprised the objective of the scale that is to measure motivation of 10+1 school students for learning English as a foreign language and it also weighed different components like-items included, time duration, no of items, test size, marks, and instructions of scoring, its implementation and final blue print of scale.
2. **Writing:** Items for testing motivation among English learner students were 56 and it was specifically designed for 10+1 students. All items included followed the 7 C's of writing.
3. **Construction:** Motivation Scale was framed with the help of experienced colleagues, college teachers, subject experts, school principals and psychologists.

First Draft of Motivation Scale for English Language Learner

In the first draft, 65 items were constructed for 10+1 students in the form of statements. The rating scale was made of 5 items in which students' responses were to be marked on a five point scale as “strongly agree”, “agree”, “not sure”, “disagree” and “strongly disagree”. The test items were scored accurately by hand and no scoring key or stencil will be used so far. There were favourable as well unfavorable statements in the scale. The dimensions of the test items of motivation scale were given in table-1

Table-1: The dimensions of the test items of the Motivation Scale for English Language Learner

No.	Components/Domains	Item Number	Total
1	Intrinsic Motivation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.	14

2	Extrinsic Motivation	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33.	19
3	Eager to Learn English	34, 35, 36, 37, 38, 39, 40.	07
4	Self Efficacy for Learning and Performance	41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53.	13
5	Test Anxiety	54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65.	12
	Total		65

Table-2: Allocation of positive and negative statements for the initial draft of Motivation Scale for English Language Learner

Statements	Items	Total
Positive items (+)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53.	52
Negative items (-)	24, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65.	13
Total		65

Table-2 shows the distribution of all the 65 items for the first draft of the motivation scale, out of which 52 were positive and 13 were negative items.

First Try-Out and Evaluation

The first drafts of motivation scale items were examined by subject experts, educationists and psychologists to examine the content for easy execution and their suggestions were incorporated in it.

Table-3: Allocation of modified and dropped statements of initial draft of Motivation Scale for English Language Learner

Sr. No.	Form of Response	Item Number	Total
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1.	Modified Items	8, 9, 12, 20, 26, 28, 34, 35, 38, 42, 41, 45.	12
2.	Dropped Items	13, 14, 32, 33, 39, 40, 52, 53, 65.	9

Table-3 indicates that out of 65 statements of the initial draft, 9 statements were dropped and 12 were modified.

Table-4: Allocation of positive and negative statements for the second draft of Motivation Scale for English Language Learner

Sr. No.	Item No.	Total
Positive items (+)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51.	44
Negative items (-)	24, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64.	12
Total		56

Table-4 indicates that out of 56 statements of the second draft in which 44 positive and 09 negative statements were retained for the next draft of the Motivation Scale for English Language Learner.

Second Draft of Motivation Scale for English Language Learner

The second draft of the Motivation Scale for English Language Learner consisted of those statements which were included as per experts' opinion.

Table-5: Allocation of statements for dimensions of second draft of Motivation Scale for English Language Learner

NO	Components/Domains	Item Number	Total
1	Intrinsic Motivation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.	12
2	Extrinsic Motivation	15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31	17
3	Eager to Learn English	34, 35, 36, 37, 38.	05
4	Self Efficacy for Learning and Performance	41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51.	11

5	Test Anxiety	54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64.	11
	Total		56

The table-5 shows the distribution of items of the second draft of the motivation scale in different dimensions such as: Intrinsic motivation, extrinsic motivation, Eager to learn English, self efficacy for learning and performance and test anxiety covered 12, 17, 5, 11 and 11 items respectively.

Second Try-Out and Evaluation

The second draft of the Motivation Scale for English Language Learner consisting 56 items was administered to a sample of 104 students of Government Senior Secondary School, Lalru Mandi, Distt SAS Nagar Mohali in Punjab for item validity. The purpose of administration of this scale was explained to the students and all the instructions regarding their marking of responses were made clear. The respondents were asked to go through the scale properly and answer accordingly, not to give multiple responses of one statement. It was also made clear that there is no right or wrong answer to the referred statements. After collecting the filled sheets of respondents the investigator did scoring as per decided scheme. On the basis of the total score of each respondent, high and low groups were formulated according to Kelley's (1939) criteria of taking up top 27% and bottom 27% as high and low groups respectively. After that t-test was computed between high and low groups course with respect to each item as shown in table -6.

Table-6: t-ratio of the items of the second draft of Motivation Scale for English Language Learner

Sr. no.	t-ratio	Remarks	Sr. no.	t- ratio	Remarks
1	2.91	Accepted	29	0.85	Rejected
2	3.68	Accepted	30	3.56	Accepted
3	1.94	Rejected	31	2.48	Accepted
4	2.53	Accepted	32	3.49	Accepted
5	4.62	Accepted	33	5.07	Accepted
6	3.39	Accepted	34	4.05	Accepted

7	1.95	Rejected	35	2.57	Accepted
8	4.31	Accepted	36	3.69	Accepted
9	3.30	Accepted	37	3.46	Accepted
10	4.48	Accepted	38	3.20	Accepted
11	3.62	Accepted	39	3.65	Accepted
12	4.89	Accepted	40	2.70	Accepted
13	4.64	Accepted	41	2.60	Accepted
14	4.21	Accepted	42	2.68	Accepted
15	1.13	Rejected	43	5.38	Accepted
16	4.97	Accepted	44	3.09	Accepted
17	2.25	Accepted	45	2.96	Accepted
18	1.78	Rejected	46	6.75	Accepted
19	2.86	Accepted	47	6.86	Accepted
20	6.43	Accepted	48	7.64	Accepted
21	4.70	Accepted	49	4.03	Accepted
22	2.04	Accepted	50	8.89	Accepted
23	4.45	Accepted	51	6.23	Accepted
24	2.69	Accepted	52	6.86	Accepted
25	0.92	Rejected	53	5.32	Accepted
26	3.57	Accepted	54	5.65	Accepted
27	3.95	Accepted	55	4.92	Accepted
28	3.274	Accepted	56	5.395	Accepted

Table-6 shows that t-ratio for six statements 3, 7, 15, 18, 25 and 29 were not found significant even at 0.05 level of significance and 50 statements were found significant at 0.05 and 0.01 level of significance. Hence, six statements were deleted and 50 statements were retained for the final draft of the Motivation Scale for English Language Learner.

Final Draft of Motivation Scale for English Language Learner

The final draft of the motivation scale consisted of 50 statements. The allocation of positive and negative statements in the final draft of motivation scale has been given in table -7

Table-7: Showing allocation of positive and negative items for the final draft of Motivation Scale for English Language Learner

Statements	Item Number	Total
Positive items (+)	1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 16, 17, 19, 20, 21, 22, 23, 26, 27, 28, 30, 31, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51.	38
Negative items (-)	24, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64.	12
Total		50

Table-7 shows that out of a total 56 statements, 50 were retained for the final draft of the motivation scale. It consists of 38 positive statements and 12 negative statements.

Scoring

All the items of Motivation Scale for English Language Learner have been framed as rating scale type in which respondent responses to five point Likert's Scale as 'strongly agree', 'agree', 'not sure', 'disagree' and 'Strongly disagree'. To find the overall score on this Scale, total points are added. The scoring pattern of Motivation Scale for English Language Learner has been shown in table-8

Table-8: The scoring pattern of Motivation Scale for English Language Learner

Items	Score Assigned				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Positive Items (+)	5	4	3	2	1
Negative Items (-)	1	2	3	4	5

Norms of the Scale

Kelly's formula was used to set the norms of the scale. The scores of the Motivation Scale For English Language Learner were divided into three categories i.e., high motivation level, average motivation level, and low motivation level,. According to this criterion, top 27% cases were considered in high scores and bottom 27% scores were considered in low scores. The rest of the students came under average scores.

High Motivation Level Scores	(208 and above)
Average Motivation Level Scores	(183 - 207)
Low Motivation Level Scores	(182 and below)

Reliability

Guilford (1967) suggested different methods to determine reliability such as: Alternative forms reliability, Test-retest reliability and internal consistency reliability or simply internal consistency. The test-retest reliability criterion was found to be the most suitable for determining the reliability of this scale. The scale was administered to Government Senior Secondary School, Lalru Mandi, Distt SAS Nagar Mohali in Punjab for establishing the reliability of the administrative effectiveness scale. To the cluster of students, the same scale was administered after the gap of fifteen days for the test-retest reliability. The product moment coefficient of correlation between two sets of scores was found 0.97. This was fairly high to testify the reliability of the scale.

Validity

The content validity of a scale involves the systematic evaluation of verified content to determine whether it covers an appropriate sample of the behaviour to be measured. The scale was gone through by experts for obtaining their verdict on validity and only those items were included on which the experts agreed. Besides this, items of the scale were selected after carefully scrutinizing the definitions of internet addiction and its various aspects; hence scale has a fair degree of content validity.

CONCLUSION

These entire suggestions may create motivation in the classroom. If a student has the desire to learn, then the student is receptive to learn. A student may be motivated to learn by an idea, emotion or physical need. Sometimes physical motives may stimulate a person or student to learn. Student's beliefs and behaviors might be a major target of teaching and at the same time, they affect the probability that change will occur. That is, when we discuss motivation we are primarily concerned with: (i) What energizes human behaviour (ii) What directs or channels such behaviour (iii) How this behaviour is maintained or sustained. Each of the terms represents an important factor in our understanding of motivation. Therefore, the teacher should give attention to ideas or beliefs that motivate a person to learn the English language and should apply the motivational factors to the teaching plan.

RECOMMENDATIONS

The scale developer recommends based on the quality of the scale that (i) Prospective researchers who want to investigate the strategies used by students to manage learning resources in studying English language should make use of this scale. (ii) Teachers and counselors should use this scale to assess the extent students manage their learning resources to enhance English language learning. (iii) Prospective researchers should adapt this scale for the other subjects.

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