A Study on Factors Affecting Students' Motivation in the English Language Classrooms at Maija Yang Institute of Education, Kachin State, Myanmar

Naw Sant, M.A. ELT
Assumption University, Thailand

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ABSTRACT

This paper investigates the influence of factors affecting students' motivation in the English classrooms of Maija Yang Institute of Education Myanmar (MIEd). This employs Renandya (2014) 5Ts of motivation framework. The finding shows that the *Teacher*, *Teaching Methodology*, Text, *Task*, and *Test* have both influenced Kachin students' English language classroom motivation in negative way.

The implication of this study is that, to be able to prepare the next generation of teachers in MIEd, student teachers need to be equipped not only with the capability to teach English effectively but also with teaching and learning materials which are up to date. This should start with the school facilities, such as the library furnished with computers, books and other facilities necessary for students learning. An institution which is lack of learning facilities and resources is likely to contribute students' frustration thus affect their motivation to learn. In addition, the students in MIEd should be taught by English language teachers with greater teaching content knowledge, better perception in classroom events, greater sensitivity to context and respect for students as teachers are considered sources of motivation among English language learners.

Keywords: Motivation, English language learning Motivation, English language classroom, 5Ts motivational factors

Introduction

Historically, the English language was required to use as the medium of instruction at all levels of education during the period of British rule (1886-1948) in Myanmar. In 1948, Myanmar was announced as an independent country from the British colony. After that, the eight-major national ethnic groups (Kachin, Kayah, Karen, Chin, Mon, Burmese, Rakhine, and Shan) were united and ruled by the central administrative government for years. During that time, most of the schools were mainly run as mission schools and few were run as monastic education under the Burmese Buddhist community. As the result, not only native languages but also English language was emerging due to government-funded policy.

Unfortunately, in 1962 the state power was taken by Myanmar military and missionaries were forced to leave from Myanmar territory. The Myanmar military government declared that the Burmese language to be official language while other 135

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native languages were spoken in the state (Ireland & Benthuysen, 2014). As ethnic groups were forbidden to learn their mother tongue in governmental schools, this was the reason why the Burmese language has become the compulsory subject in all levels of education. Furthermore, the regime dictated that all missionary schools in Myanmar would be nationalized and taught in Burmese only.

In 2010, Myanmar had opened its doors to foreign investment throughout the country. There was also a major reform in Myanmar education system as English had become a medium of instruction again at the higher level of education. As a result, many new English language learning schools and institutes had been opened all over Myanmar. Takahashi (2014) stated that Myanmar younger generations see the growing market in tourism as an employment opportunity. This opportunity was one of the reasons why many Myanmar students had become motivated to learn English as they see this language as a ladder for their educational and professional career.

In addition, as helps from various institutions pour in Myanmar through different scholarship programs, many students were given the opportunity to continue their education by studying abroad. Not only that, language teachers professionals come to Myanmar to teach and give English language training or seminar to Myanmar universities as part of educational development. As stated by Paw (2013), assistance in English language teaching provided by Myanmar governments come from different part of the globe, for example, Brunei Darussalam, Japan, the US, and Singapore. Different organizations like Australian Volunteer International, the British Council, Temasek Foundation, and SEAMEO Regional Language Center also provided assistance. The English Language Task Force that was formed in 2000 was upgraded to the National Center for English Language (NCEL) in 2004 with the vision to fulfill the English language skills requirements of Myanmar students. As the result, the new ways of teaching language had been introduced by NCEL and teaching materials were provided to support students' language development skills. These organizations came together with one aim to promote and upgrade the English language teaching styles and strategies to help students. They employed the concepts of group and pair work, role play to motivate students to improve their language. As a matter of fact, the new changes of English language teaching had just been introduced at government-funded schools and universities in capital cities such as Yangon and Mandalay.

In Myanmar, Bilingual education was not formally implemented but the rest of ethnic groups were planning to run their own national schools using bilingual (native language and English) as the medium of teaching in the future. One of these schools was the Maija Yang Institute of Education stood as the leading role that offered diploma programs in Education and TESOL since 2014 in Kachin State, Myanmar. The institute is located on China-Myanmar border, the northern part of Myanmar, where native languages and Chinese language influence people daily life. In this situation, English Language teaching in Kachin context faced many challenges between local languages and Chinese language.

Majority of students were encouraged to study teacher education at Maija Yang Institute of Education in order to be junior and senior teachers at local schools which ran by Education Department of Kachin Independence Organization (KIO). In this situation, students were lack of motivation to study education in English because of their different interests. In addition, teachers' traditional way of teaching lowered students' motivation in

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English language learning as their repeated teacher-led activity in teaching and learning (Foley, 2012; Renandya, 2014; Richards and Bohlke, 2011).

Moreover, in MIEd education context, some teachers were graduated from Teacher Training School and few were from other study fields. In this situation, students were learning with diverse teachers those who had a different educational background, teaching knowledge and experiences. Especially in English language teaching, few teachers had better knowledge of language teaching and long teaching experiences while some were a novice in teaching English (Foley, 2012; Hadfield, 1992; Renandya, 2013, 2014; Richards, 1998). For this reason, students were likely to be motivated in language learning with active or creative teachers who used diverse teaching methods while the rest of language teachers tend to be strict and traditional in terms of teaching and learning. As most of these teachers relied on the textbook to fulfill their teaching hours, rather than helping their students to achieve needs, thus, these results in the use of insufficient teaching strategies, repetitive learning resources which affect students' lack of interest about learning transpire. For example, repeated classroom activities were employed and lessons that do not support learning objectives were applied. Furthermore, paper-based examination or summative assessment was widely practiced in language teaching, even project works were introduced in terms of assessment (Renandya, 2013, 2014). Such method seems to be ineffective as no proper feedback was given rather test. As a result, students who had enrolled in this institution tend to be lacking interest in English language learning. These issues tend to be overlooked and might influence students' motivation to learn. Teachers believe that in terms of learning motivated students to achieve their goal successfully than unmotivated students because they tend to work harder more enthusiastic and goal-oriented. However, to motivate students to learn can be a challenging task for teachers as well as students. According to Dönyei (2001, 2001a, 2001b, 2005) students' high motivation is often linked to success in the language classroom. Additionally, Lamb (2001) has added that teaching material is also one of the components that contribute to students' successful learning. Classroom learning environment, teacher's personality and teaching effectiveness contribute to students learning motivation (Alderman, 2004; Fan, 2012; Richards and Bohlke, 2011; Renandya, 2013, 2014). On the other hand, self-efficacy or expectancy of success, if nurtured adequately while in the classroom might have an influence on students' learning (Ryan and Deci, 2000).

In the context of Maija Yang Institute of Education School, there were obvious differences when it came to students learning outcomes in the target skills such as academic listening, writing, speaking and reading. An attempt to enhance students' motivation somehow was a major challenge. Therefore, finding the right learning approach can be a breakthrough that could lead to a possible attitudinal change when it comes to learning motivation.

This study investigated what influence Kachin students' motivation that affect their language learning achievements so a possible recommendation could be suggested to the institution.

Rationale
As motivation is one of the main determinants of second/foreign language learning achievement, this is the reason why a study on factors that affect students' motivation in English language learning was the focal point of this thesis. Learning is better developed

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when students are motivated to learn (Gardner, 1985; Hadfield and Dornyei, 2013; Dornyei, 1994, 2001, 2001b). So, this study was conducted because of these following reasons:

1. Although bilingualism (Kachin & English) is being used as a medium for teaching and learning in Maija Yang Institute of Education students, the majority of the students had low proficiency in English. Therefore, this study is conducted to fully understand the factors that influence students' performance as this might lead to better understand the specific area of teaching and learning that need improvement.

2. Understanding these factors might help teachers to set the right approach to help students be motivated to learn. So, such awareness can help teachers to be well prepared in balancing the needs and interest of different students in a classroom. As to be able to know how to motivate and engage students in the English language classroom might facilitate their comprehension better.

3. Understanding these factors might help Kachin students to improve the target language skills so that they can experience a successful learning in which their goals and outcomes are holistically and positively developed.

4. Maija Yang Institute of Education (MIEd) had been upgrading the quality of the teaching and learning skills that are required in local basic education schools. So, the students who are junior assistance teachers at local schools today will become the teachers of tomorrow. Therefore, the institute is needed to create not only a safe learning environment for students but also a place nurture learners' positive attitudes towards English language learning to be imparted to their students in the future.

5. The 5Ts (*Teacher*, *Teaching methodology*, *Text*, *Task*, and *Test*) of motivation framework in the language classroom is specifically chosen in this study as this framework is classroom specific (Renandya, 2014). Therefore, in terms of a foundation in the English language teaching and learning, 5Ts of motivation is hoped to help Maija Yang Institute of Education to provide teachers direction that shape students to be a role model teaching trainee in education specifically in the context of English language teaching.

The relationship between teachers and students, ways of teaching, the lessons and activities, and assessments are believed to be the primary factors that affect student's motivation in language classroom, thus understanding the influence of each **T** of motivation, had a huge pedagogical implication in Maija Yang Institute of Education.

Research objective
    The objective of the study was:
        To investigate the influence of 5Ts factors of motivation to Kachin students' learning in the English language classroom at Maija Yang Institute of Education.

Research question
        What are the 5Ts factors of motivation which influence Kachin students' learning in English language classrooms at Maija Yang Institute of Education?

REVIEW OF RELATED LITERATURE
The 5Ts of Motivation in the English classrooms

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According to Renandya (2014) studies on motivation based on the language, classrooms illustrate that the classroom environment, teachers' behavior and actions in the classroom, relationship with the students, the way they teach in class, and how they structure their lessons affect students' motivation. Additionally, teaching materials, the tasks that students do as well as teachers' assessments have also huge implications for student motivation (Dornyei, 2001; Renandya, 2014; Hadfield and Dornyei, 2013).

Understanding teacher as motivational factor

According to Alderman (2004), "Teachers are concerned with their students' self-concepts with their motivation which the effects of learning on peer relationships, and with the development of character, aspiration, and civic virtues" (p. 14). In this situation, teachers need to be skillful in teaching in order to fulfill their motivational roles. In other word, they have to actively plan so as to motivate their students' learning.

Accordingly, Renandya (2014) stated that almost everything about the teacher, including his or her personal characteristics, can have a big impact on student motivation. The following characteristics are often cited as being associated with good teachers and can have positive influences on student motivation (Borg, 2006; Brophy, 1998; Dornyei, 2001; Miller, 2012 cited in Renandya, 2014, p. 12).

1. *Enthusiasm*: Enthusiasm teachers love their subject matter, and teach it with great passion. Their enthusiasm is infectious and acts as an open invitation for the students to enjoy learning the subject matter as much as the teachers enjoy teaching it.
2. *Friendliness*: Students appreciate having teachers who are friendly and approachable, those who they can talk to not only about school work, but also about other things related to their personal and social lives.
3. *Care for students*: Students remember their teachers who are caring and show sincere concern for their learning and also their general wellbeing. Students also feel safe, knowing that the teachers are there to help them when they encounter learning problems.
4. *Humor*: Humorous teachers can make a dry subject interesting. Good teachers use humor skillfully to make their lessons more appealing and make the key points of the lessons more memorable by using anecdotes and hilarious stories.
5. *Fairness*: Students have a deep respect for teachers who treat every student fairly and who do not practice favoritism. In class, these teachers give equal attention to every single student without regard to their ability level, gender, race, ethnicity or social backgrounds.
6. *Patience:* Students enjoy having teachers who are patient and do not show any sign of unhappiness when students make the same mistakes frequently, and who are available to provide extra help even after normal school hours.

Brown (2012) and Mckay (2002) also noted that good language teachers are those who:
- can serve as models of good use of English
- can serve as models of successful learners of English
- are knowledgeable about English
- can explain grammar points efficiently
- can code switch when necessary

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- understand the students' L2 learning needs
- are sympathetic towards students' L2 learning problems
- use socially and culturally appropriate teaching methods

As Renandya (2013, 2014) mentioned being caring, enthusiastic and sympathetic teachers who can explain things clearly in the classroom, effective teachers have deep understanding of motivational factors that can enhance students' learning experience in the classroom. Richards and Bohlke (2011) emphasized, in order to have meaningful learning outcomes, teachers need to provide "a successful experience in language learning" (p.4).

According to Renandya (2014), language teachers tend to be using a variety of teaching methods that reflect their deep understanding of the learning needs of their students. He discussed that how the teachers' choice of teaching methods and the way they plan and implement their lessons can have a profound impact on student motivation.

Motivation teachers are knowledgeable about different kinds of teaching methods. They have a deep understanding of how these methods work with different groups of learners in different learning contexts. They are not dogmatic about certain kinds of methods and do not subscribe to a single method. They believe that there is no single best method that will work with every single student (Renandya, 2014; Hadfield and Dornyei, 2013). As Richards & Bohlke (2011) recommended various ways that might help teachers achieve successful sequence of teaching activities are asking questions to the learners' background knowledge or to develop ideas related to the topic, using brainstorming and discussion activities (p.9).

According to Renandya (2014, p. 9), there are 5Ts of motivation which are classroom-specific factors that influence students' language learning, *Teacher*, *Teaching methodology*, *Text*, *Task*, and *Test*.

Teaching Methodology as motivational factor

According to Renandya (2013, 2014), language teachers should use a variety of teaching methods that reflect their deep understanding on students' learning needs. He argued that the teachers' choice of teaching methods and the way they plan and implement it can have a profound impact on student motivation.

Teachers should be knowledgeable about different kinds of teaching methods, unfortunately, that is not always the case. As some of the English teachers might lack abilities how to utilize different teaching methods, this can be an issue when applies to certain group of learners. Hence, teachers should know how to be flexible and try not to be dogmatic about certain kinds of methods, as teachers are normally employed eclectic method to teach. Researchers (Richards and Bohlke, 2011; Hedge, 2000; Donyei, 2001; Fan, 2012; Alderman, 2004) believe that there is no single best method works with every single student. As Richards & Bohlke (2011, p.19) recommended various ways that might help teachers achieve successful "sequence of teaching activities" which help to scaffold learners' background knowledge which develop ideas related to lessons being discussed, for example the use of brainstorming and discussion activities using video clip or stimulating activities that interest learners (Richards and Rogers, 2001).

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The Text as motivational factor

It is hard to imagine a language class without instructional materials because many of the tasks and activities of a language lesson are often organized around course books or other instrumental materials (Renandya, 2014, p. 25). He mentioned that from a motivational point of view, the chosen text should be within the learners' background knowledge and cognitive maturity because the text contains too complicated structures that are beyond students' comprehension might turn negative impact their learning (p. 26). The text or teaching materials (print and electronic; oral and written) include course books and their accompanying resource materials (e.g., CD, DVD, webpage), teacher-developed materials or any other supplementary materials that we use in the language classroom (Renandya, 2013). Instructional materials that enable students to process the information effectively and efficiently are more likely to be more motivating. Such materials normally are both considerate and compatible (Grabe, 2009).

Renandya (2013) articulated that a considerate text is one that contains language and text features that are within the processing capability of the students. The text does not contain too many words or expressions that are beyond the reach of the students, the grammatical structures are not too complicated, and the contents are organized in a manner that facilitates learners' comprehension. A compatible text is one that is well aligned with the learners' background knowledge and cognitive maturity (Richards and Bohlke, 2001; Richards and Rogers, 2001; Hedge, 2000).

The Task as motivational factor

Renandya (2014) said that students can become more motivated when they experience success in completing classroom tasks. The more success the students experience, the more likely they will be motivated to do the tasks. Learners may feel motivate only when they can accomplish challenging tasks with some assistance from a more skilled person (Hapsari, 2013). He mentioned that according to the expectancy-value theory of motivation, a good task is that it is should be designed in such a way that it allows students to experience success (Renandya, 2014).

This motivation theory is particularly useful from a teacher's perspective when designing language tasks is the expectancy-value theory (Day and Bamford, 1998; Feather, 1982, cited in Renandya, 2014). Students can become more motivated when they experience success in completing classroom tasks. Learners may feel motivate only when they can accomplish challenging tasks with some assistance from a more skilled person (Hapsari, 2013). Student motivation is seen as having two components: expectations and value. Students will strive to do the task if they know that they have a good chance of successfully completing the task, and will avoid a task that they feel they cannot accomplish successfully (Renandya, 2013, 2014).

The Test as motivational factor

The tests serve as a learning tool help learner to see their progress in a non-threatening manner (Hapsari, 2013). There are two ways we can assess student learning: with tests and without tests (Genesee and Upshur, 1996). The former is known as traditional tests

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while the latter is often referred to as alternative or authentic assessment. Both serve a useful pedagogical purpose, but traditional tests can negatively affect student motivation with their focus on the product rather than the process of learning. Examination-oriented classroom becomes a source of frustration, fear of failure, feeling of anxiety, and a fertile breeding group for the development of an excessive spirit of competition and other negative fillings and attitudes towards learning Renandya (2014).

On the other hand, alternative assessment is considered more learner-friendly and can be more motivating because the goal is not only to test but also to teach students (Jacobs and Farrell, 2003; McTighe and Connor, 2005). They suggested that the test should be closely related to how language used in classroom outside so that students can see more clearly the link between what they learn and what they are tested on. In terms of assessment formats, students should "see clearly what they have learned and how they are assessed" which make them more motivated in language learning (Renandya, 2014, p. 37).

Motivation in the English Language Teaching and Learning in Myanmar

The English language has become a powerful and globalized language because of the empire building of Britain and the economic domination of the USA. By the time the British Empire was the largest in history, Myanmar had been also colonized under British. During that time, the English language was mainly used as an official language in Myanmar. The primary aim of education in the colonies became the acquisition of the English language and the future academic and financial success of those living in colonized countries came to depend mainly on their English language ability (Philipson, 2003). In this way, during colony time English language widely influenced in several fields in Myanmar. Before the British colony time, the monastic education influenced Myanmar education at the early days. As said by Lorch (2007, cited in Lall, 2010), at independence Myanmar had the highest literacy rate in its own language across the former British Empire. This was not only due to the Myanmar schools, but largely to the monastic schools who had always, and continue to play, a major role in educating the poorer section of society. The memorization method is widely practiced in Burmese Buddhist community for a long time. Traditionally, the Buddhist monks are expected to memorize the sacred script that Buddha addressed since his time. Likewise, it is said that monastic education is the foundation of today's Myanmar education and students are supposed to memorize everything that they are taught at school.

In this way, English is taught as a foreign language in Myanmar. The way of teaching mainly focuses to meet with the particular course. Then the course seems to be taught and finish in the time frame. Teachers are traditionally encouraged to be strict discipline in terms of classroom management. Students' interests are considered after requirements are established. In this framework, students learn passively and rarely to think deeply about the lesson which offered by teachers. Takahashi (2014) and Lall (2010) mentioned that most of Myanmar students tend to be unmotivated and not interested in learning. Even they started learning the English language from primary to a higher grade, they could not communicate well enough because of they are taught English as a subject rather than communicative skills. In this situation, the effective English language teaching methods are required to be adopted from a learner-centeredness approach in language teaching and learning.

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English Language Teaching and Learning in Kachin Context

Nowadays, the English language is used as the global language when we connect people around the world. It is recognized as an international communicative language by the majority of people. Speaking frankly, English is most probably learned as the second language or foreign language in Kachin State, Myanmar. In this way, English language teaching is emerging in Myanmar because of upgrading the policy of higher education.

Most of the Kachin national institutes are located on China-Myanmar borderline where native languages and Chinese language are very easy to use. Consequently, the institutes use bilingual (Kachin & English) as the medium of teaching. In teaching context when students are given classroom instructions in English for school activities, teachers are supposed to use gestures and demonstrate what he/she wants them to do. Likewise, when the students were taught with the 'Direct Method', they tried to keep quiet in class and unable to communicate because of their language barrier. After the teacher gave time and encouraged them to practice in pair and group work, they were in developing a capability to speak in the target language (Larsen-Freeman and Anderson, 2016). However, it takes time.

When the lessons are conducted with the 'Grammar-Translation method', the students are easier to use mother tongue and quickly learn the language structure. Their understanding the structure is helpful in reading and writing. On the other hand, speaking and listening have under progress condition. In this way, Grammar-Translation method is still popular in basic and higher education. Bilingual is used when grammar rules are explained. Actually, it saves time and students are good at accuracy skill but weak in fluency (Larsen-Freeman and Anderson, 2016; Harmer, 2007). As the result, higher education students could not communicate in English well. Moreover, well-trained teachers and teaching materials are fundamentally as much as necessary so far. The basic need is more classrooms which can offer a library with reliable books and e-resources. In this situation, to be solved the challenges government is primarily expected to support and equip with modern technology not only the government-funded schools but also the national schools in remote areas.

RESEARCH DESIGN

An explanatory sequential mixed method was employed in this study as this method is not only used in the social science fields but also applied linguistics. Also, this design is a straightforward application to research. In this study, the method was used to analyze "the results and then builds on the results to explain them in more detail" (Creswell, 2014 p. 8).

I.   Questionnaire and the Development of Questionnaire

For research question 1, the questionnaire was adopted and adapted from the work of Renandya's (2014). According to the Griffiths and Oxford (2014) encouraging the researchers to adopt the pre-existing questionnaires to fit with the contexts of the study is better as developing a new questionnaire using various tools may not yield validation. The questionnaire was carried out in both local language (Kachin) and English to make sure the participants would have a better understanding on the survey questions.
There were two main parts in the questionnaire.

Part I: The questionnaire comprised demographic questions related to the participants' gender, age, education level, and study program.

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Part II: The 5 Ts of Motivation

In this part, the questionnaire consisted of 5 domains with total 36 items related to the factors that affect students' motivation in language learning and categorized into five domains (Renandya, 2014).

(1) Teachers' motivational characteristics: this domain was focusing on certain characteristics of the teachers that likely to create a motivating classroom atmosphere.
(2) Motivational Teaching Methodology: this domain was focusing on a variety of teaching methods that might influence a more successful L2 learning engagement.
(3) Motivational Teaching Materials or Text: this domain was focusing on both oral and written classroom materials that motivate students' comprehensible learning.
(4) Task: this domain was focusing on students' tasks or activities which help boost students' motivation
(5) Test domain focused on tests that help students to see their progress in non-threatening manner and motivates them to work harder to achieve their learning goal.

The (36) items were arranged in the format of a 5-point Likert scale ranging from Always to Never. Students were asked to rate either 'Always,' 'Often,' 'Sometimes,' 'Rarely,' or 'Never' on each statement. The positive statement was given the weight of 5, 4, 3, 2 and 1 for scoring and interpretation purposes. And, the evaluation criteria of the questionnaire were as follows;

1	means	*Never*	(Never apply at all)
2	means	*Rarely*	(Applied occasionally)
3	means	*Sometimes*	(Maybe or Not sure)
4	means	*Often*	(Applied when needed)
5	means	*Always*	(Apply every class)

ANALYSIS OF FINDINGS
Findings of the Analysis of Research Question: What are the factors affecting Kachin students' motivation in English language learning?

In order to answer the research question 1, the quantitative data analyses were executed by manual counting, as well as, the mean and standard deviation. There are 36, 5-points Likert scale statements' questionnaire that consists of 5 domains: *Teacher, Teaching Methodology, Teaching Materials/Text, Task and Test* distributed to 120 students. The interviews were also employed in qualitative part to reinforce the quantitative. The results of the findings are presented in the tables and analyzed supported by the theory discussed in the literature review. The analysis of the findings is based on 5Ts, T1: *Teacher*, T2: *Teaching Methodology*, T3: *Teaching Material or Text*, T4: *Task*, and T5: *Test*.

Teacher

Table 4.1: Frequencies and Percentage of the First T (Teacher) assessment based on the findings

Statements	Frequencies and Percentage					Descriptive Statistics	
	N	**R**	**S**	**O**	**A**	M	SD
1. I am motivated because my English language teacher is caring and shows sincere concern for students learning and general wellbeing.	11 (9%)	29 (24%)	**58 (48%)**	16 (13%)	6 (5%)	2.81	0.95

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	N	R	S	O	A	M	SD
2. I enjoy learning because my English teacher creates a low stress classroom environment so I participate without fear of losing face when I make mistake.	21 (17%)	37 (30%)	**42 (32%)**	10 (8%)	10 (8%)	2.59	1.12
3. I am motivated because my English teacher is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life.	21 (17%)	24 (20%)	**47 (39%)**	25 (20%)	3 (2%)	2.72	1.08
4. I am motivated because my English teacher uses comprehensible language so that everyone, including the less proficient learners, can follow his/her lesson and participate fully in class.	15 (12%)	30 (25%)	**52 (43%)**	16 (13%)	7 (5%)	2.75	1.03
5. I enjoy learning because my English teacher treats every student fairly and does not practice favoritism.	17 (14%)	21 (17%)	27 (22%)	**34 (28%)**	21 (17%)	3.18	1.30
6. I am motivated because English teacher is patience and does not show unhappiness when students make mistakes. He/ She is available to provide extra help even after normal school hours.	21 (17%)	32 (26%)	**42 (35%)**	19 (15%)	6 (5%)	2.64	1.09
7. I enjoy learning because my English teacher loves the subject matter and teaches it with passion.	13 (10%)	26 (21%)	**50 (41%)**	23 (19%)	8 (6%)	2.92	1.06
8. I am motivated because my English teacher provides modeling and scaffolding to ensure that students are well prepared before they perform a task on their own.	11 (9%)	**45 (37%)**	37 (30%)	23 (19%)	4 (3%)	2.70	0.99
Overall Assessment	**13%**	**25%**	**36%**	**17%**	**6%**	**2.78**	**0.74**

Note: *N: Never = 1, R: Rarely = 2, S: Sometimes = 3, O: Often = 4, A: Always = 5, M = Mean, SD = Std. Deviation*

The Table 4.1 illustrates the findings based on the students' assessment on their teachers at MIEd that affect the English classroom motivation.

Table 4.1 indicates that the total mean score of the first T: *Teacher* was (M= 2.78, SD= 0.74). The indication is that, the first motivational factor *Teacher* has low motivational influence to Kachin students in MIEd's English language learning.

The table shows that most students rated 'Sometimes' as the highest scaling such as items 1,2,3,4,6,7 except the item 5. 'Sometimes' suggests neutrality therefore this rating hardly tells the real judgment of the students. However, combing the 'Rarely' and 'Never' the total percentage of students who think otherwise were still more than 40%, meaning, favoritism is likely practiced and students were still not treated fairly in which item 5 is indicated. This also shows that there is a considerable effect why MIEd students are lacking learning motivation. The table also suggests that, the motivation of the students in *Maija Yang Institute of Education* (MIEd) is quite low as students scaling indicates that teachers tend to illustrate that they are lacking the criteria on what a good teacher motivator should be.

According to Renandya (2013, 2014) to be a good motivator, teachers supposed to show sincere concern for students learning, create a low stress classroom environment, be friendly, use comprehensible language, patience, and love the subject matter. Additionally, he explored the most important criteria of a being a language teacher was to know how *'to*

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provide modeling and scaffolding to ensure that students are well prepared before they perform a task on their own,' but according to almost 50% of students their teachers 'Rarely' or 'Never' provided a modeling or scaffolding to help their learning, as indicated in item 8. This finding therefore is likely to have a negative consequence to students learning in the classroom.

An excerpt from one of the students' interview supported this particular result. According to him:

> *Extract 1: I thought my English teacher <u>loves the subject and well prepared</u>. We need a teacher who can <u>use variety of activities</u> to meet students' needs better (Male Student).*

Based on the interview, this student tends to feel disappointed as what he thought his teachers have (expertise) was not what he/she exhibited. Although this particular student did not state explicitly what he thought of his teachers but the indication is, his teachers are lacking the quality of motivating teachers. In addition, the data illustrates that besides from the *lack of the interest and unpreparedness in teaching*, the majority of the students in MIEd have indicated that teachers are *lacking knowledge to use comprehensible language* and *lack of patience to provide extra help*. This might also explain why students at MIEd could not perform well in the English classroom. According to Richards and Bohlke (2011), teachers who are lacking professionalism and content knowledge have a tendency to contribute to students' poor performance in the English classrooms.

Nevertheless, the data showed that there are teachers who possess characters which are needed in the English classrooms. The item 5, *my English teacher treats every student fairly and does not practice favoritism*, the agreement among students had indicated a positive result as 45% indicated that teachers are 'Often' or 'Always' *friendly* and *fair* to his/her students. This particular assessment was supported by the interview given by students.

An excerpt from one of the students' interview is provided below.

> *Extract 2: My English teacher is friendly and fair-minded to every student. She is available to provide extra help whenever students talk about school work. The language used in the class is quite comprehensible to help us follow her lesson (Female Student).*

Meaning, although the data illustrates a negative assessment with regards to 'teacher' as contributing factor to students' learning motivation, based on the interview students' thought teachers are 'fair' in dealing or treating them in the English classroom.

Therefore, with regards to 'TEACHER' to be a good motivator in the English language classroom in MIED, teachers need to find ways to develop students' positive attitude towards the English language learning and create a sense of learning community among students (Richards & Bohlke, 2011).

To be a language teacher, s/he needs to possess certain standard and abilities in language classrooms as these posters confidence and promotes motivation to students. In

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addition, teachers have responsibility to develop not only students' motivation also help them to be self-regulated learners so in the future, they will be able to process information or decipher certain problem related to the area of their study (Alderman, 2004). As a teacher, s/he should know how to engage students to try not to feel bored even it means s/he needs to repeat the discussion many times. Perhaps this is the essence of being a teacher. As a language teacher need to exercise certain standard this is also means, s/he needs to exhibit certain characteristics that defines a motivating teacher (Wlodkowski, 1999; Richards and Bohlke, 2011; Renandya, 2014).

Teaching Methodology

Table. 4.2: Frequencies and Percentage of the Second T (Teaching Methodology) assessment based on the findings

Statements	Frequencies and Percentage					Descriptive Statistics	
	N	R	S	O	A	M	SD
9. I enjoy learning because my English teacher uses different methods in teaching.	22 (18%)	37 (30%)	**47 (39%)**	12 (10%)	2 (1%)	2.46	0.96
10. I enjoy learning because my English teacher carefully selects and structures learning activities that support the attainment of lesson objectives.	12 (10%)	**45 (37%)**	**45 (37%)**	15 (12%)	3 (2%)	2.60	0.92
11. I enjoy learning because my English teacher uses variety of activities to keep students' interest levels high and engage their attention and interest.	16 (13%)	**42 (35%)**	41 (34%)	19 (15%)	2 (1%)	2.56	0.94
12. I am motivated because my English teacher uses variety of instruments, both formal and informal to find out how much students have learned from the lesson.	11 (9%)	45 (37%)	**46 (38%)**	12 (10%)	6 (5%)	2.64	0.96
13. I enjoy learning because my English teacher signals clearly when moving from one activity to another.	17 (14%)	33 (27%)	**48 (40%)**	15 (12%)	7 (5%)	2.68	1.05
14. I enjoy learning because my English teacher includes fun as well as serious activities to avoid students' boredom.	22 (18%)	34 (28%)	**46 (38%)**	15 (12%)	3 (2%)	2.52	1.01
15. I enjoy learning because my English teacher uses different teaching aids such as, visual images, video, songs and movements, etc. to assist students learning comprehension.	45 (37%)	**39 (32%)**	31 (25%)	3 (2%)	2 (1%)	1.98	0.92
Overall Assessment	17%	32%	36%	10%	2%	2.49	0.66

Note: *N: Never = 1, R: Rarely = 2, S: Sometimes = 3, O: Often = 4, A: Always = 5, M = Mean, SD = Std. Deviation*

As illustrated in the table, the Mean score of second T (M=2.49) and the Standard Deviation (SD=0.66), illustrates that the second motivational factor has the lowest motivational influence affecting Kachin students' motivation in English language learning. this indicates that the *Teaching Methodology* contributes to the highest factor that contributes to students' lowest motivation as the findings illustrated.

Although the result of the analysis shows that the majority of the students who participated in the study, rated 'Sometimes' on scaling (as shown in item 9, 12, 13, 14) the results still point out that students are unmotivated or lack motivation on teachers' inability to

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use variety of teaching method in the classroom. The students also indicated that their teachers hardly used varied teaching methods. The implication therefore can be understood that teachers are lacking ability to use variety of teaching methods that can motivate students in the language classroom. Thus, though students indicate that 'Sometimes,' has the highest rating, 36%. The overall assessment of 'Rarely (32%)' and 'Never (17%)' is 49%. This means, students have negative views on the teaching methodology employed by the teachers.

Another explanation why Teaching Methodology has the lowest motivational impact to students English language learning is illustrated in item 15, 37% of the participants stated that their teachers 'Never' '*use different teaching aids such as, visual images, video, songs, and movements, et. to assist students learning comprehension*' while 32% stated 'Rarely'. The findings therefore indicated that the majority of the teachers in MIEd have no clear pedagogical knowledge as part of motivational variables that contribute to the essence of teaching and learning. As mentioned in questionnaire, the negative assessment stems from the frequent teacher-led activity used regularly. Hence, students have no other choices in the classroom but to listen and back to the 'audio-lingual approach' to English language learning (Larsen-Freeman and Anderson, 2016). Teachers in the 21st century are expected to have knowledge how to use variety of teaching methods and activities to keep students' interest in language learning. Hence, teachers' lack of knowledge on how to employ different methods in teaching have a tendency in failing to carry out appropriate teaching methods in the English classroom.

According to one of the students being interviewed:

Extract 3: There are no changes in teachers' teaching methodology since I started learning here. Teaching mainly focuses on oral explanation. Teacher leads the class by giving instructions. Students are supposed to listen to the explanation and take notes. Additionally, video clip related to lessons is occasionally used to meet students' interests in listening and speaking session only. (Female Student)

The student statement indicates that the teachers are still using the traditional method of teaching, 'audio lingual' and tend to be just use single method of teaching in MIEd education context. The students also expressed frustration on the repeated activities that they had undertaken. Based on the negative assessment (see overall assessment), this can be understandable as repeated methods are likely to make students feel bored and unmotivated.

Below are some the excerpts of students' interview.

Extract 4: Our group work is normally paper-based lesson exercises in the classroom in which we are assigned to accomplish the task in the classroom. These are the teaching activities that we are repeating every time which are so demotivating and frustrating for us as students who really want to learn. (Male Student)

The interviews have shown that there are issues that need to be resolved. Teachers should realize that there are many teaching methods that are likely to help students depending on their level of understanding and needs. Also, a language lesson should consist of sequence activities that could lead their goals and objectives in the class (Richards & Bohlke, 2011).

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A teacher's way of planning and implementing their lessons, therefore, can have profound impact on students' motivation. As the result implied, TEACHING METHODOLOGY employed by MIEd teachers is very likely to be problematic in which MIEd institute needs to address because this has big significance to students lack of motivation in the English language classroom.

There are several methods of English language teaching and teachers are expected to be knowledgeable about those different kinds of methods in language teaching. In a language classroom, a teacher's choice of teaching methods is likely to influence students' motivation. According to Renandya (2014), language teachers should know how to use variety of teaching methods that reflect deep understanding their students learning. Therefore, MIEd needs a thorough consideration on their part how to rectify this situation as the institution has big responsibility to their teachers and students alike.

Teaching Material or Text

Table. 4.3: Frequencies and Percentage of the Third T (Teaching Material/Text) assessment based on the findings

Statements	Frequencies and Percentage					Descriptive Statistics	
	N	R	S	O	A	M	SD
16. I enjoy learning because teaching and instructional materials are varied, this includes print, electronic, oral & written.	**55 (45%)**	44 (36%)	18 (15%)	3 (2%)	2 (1%)	1.75	0.83
17. I am motivated because the chosen texts used in class enable learners to process information effectively and efficiently.	7 (5%)	35 (29%)	**52 (43%)**	19 (15%)	7 (5%)	2.88	0.94
18. I am motivated because the texts used in the class contain language and text features that are within the processing capability of the students.	3 (2%)	35 (29%)	**42 (35%)**	31 (25%)	9 (7%)	3.07	0.97
19. I enjoy learning because the materials used in language class help learners make connections with the lives of the people in their surroundings.	21 (17%)	**45 (37%)**	39 (32%)	11 (9%)	4 (3%)	2.43	0.99
20. I am motivated because the texts used in the class do not contain too many words or expressions that are beyond the reach of the students.	20 (16%)	39 (32%)	**42 (35%)**	15 (12%)	4 (3%)	2.53	1.02
21. I enjoy learning because the grammatical structures are not too complicated and the contents are organized in a manner that facilitates learners' comprehension.	7 (5%)	24 (20%)	**55 (45%)**	27 (22%)	7 (5%)	3.03	0.94
22. I am motivated because the materials used in class provide ample opportunity for students to learn what they really need or want to learn.	29 (23%)	**40 (33%)**	34 (28%)	11 (9%)	7 (5%)	2.40	1.11
23. I enjoy learning because the materials used in class help learners see the connections between what they learn in class with what they need in the real world.	16 (13%)	38 (31%)	**45 (37%)**	19 (15%)	3 (1%)	2.61	0.96
Overall Assessment	16%	31%	34%	14%	5%	**2.58**	**0.65**

Note: *N: Never = 1, R: Rarely = 2, S: Sometimes = 3, O: Often = 4, A: Always = 5, M = Mean, SD = Std. Deviation*

Table 4.3 illustrates that the majority of the answers are dominated with 'Sometimes,' 'Rarely' and 'Never'. The findings indicate that the total mean score of the third T: Teaching

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Materials/Text was (M= 2.58, SD= 0.65). Accordingly, it means that the motivational factor T3 is affecting Kachin students' low motivation in the English language learning. The table 4.3 shows, 45% of the students' respondents rated the highest on the scale 'Never' such as the item 16. The results explain that students have low motivation in English language learning because teaching and instructional materials are not varied. Consequently, the materials used in language classroom could not help students to meet their interests and needs. Teachers are assumed to be well trained before they are assigned the subject matter. Teachers are supposed to prepare materials to help learners make connections with the live of the people around them. Tomlinson and Masuhara (2004) stated that materials should engage emotions of the learners, as students learn more from the materials which is interesting, relevant and affectual.

The following excerpts about Teaching materials or texts used in MIEd' language classroom are taken from the interviews of the students' respondent of this study. According to one of the students' being interviewed;

> *Extract 5: Audio aids, printed paper, supplementary handout, course books, and video clips are mainly used in order to meet students' needs. Though, the materials used in class could not help students' comprehension because vocabulary in text is beyond students' language proficiency level. (Female Student)*

The indication of the interview is that texts used in the classroom tend to be complicated and beyond the reach of the students. So, students found that difficult to process information effectively and efficiently. To make sure that teaching materials are in the processing capability of the students, teachers need to understand their students understanding level so generalization can be avoided. From a motivational point of view, the chosen text should be within the learners' "background knowledge and cognitive maturity" because the text contains too complicated structures that are beyond students' comprehension might turn "negative impact to students learning" (Renandya, 2014, p. 26).

An additional comment from the interview an excerpt from one of the students was provided below. According to him:

> *Extract 6: Some audio aids, video clip, and supplementary paper which are related to general knowledge is used in teaching. However, the chosen texts are not related to lesson objectives. (Male Student)*

From the student interview, he mentioned that one of the problem related to teaching materials was, the chosen texts were not related to lesson objectives thus, the information provided might be confusing to the learners. As the majority of the students in MIEd indicated, the teaching materials used in class have 'Rarely' provided ample opportunity for the students to learn what they really need or want to learn. This issue might contribute to students' failure in language learning because the materials used hardly meet the lesson objectives. As Krashen (2011 cited in Renandya, 2014) said materials should be more than just interesting, they should be compelling.

The assessment is supported by an excerpt from one of the students during the interview.

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Extract 7: I think, the chosen texts used in class <u>much not help students to see connection between real world</u>. (Female Student)

From the questionnaire to the interviews the data collection illustrate that students show their negative assessment to 'teaching materials/texts'. This is also found as one of the negative contributing factors that influence students' low learning motivation. Therefore, for teachers to develop motivation in the English classroom, deeper understanding on what students need can help to develop teaching material relevant to the context of the learners.

Richards & Bohlke (2011) suggested that teachers need to find out students need and interest, as well as, what setting and for what purposes in order to link appropriate materials to students' language use in the world.

The resource materials, including audio and visual aids such as CD, DVD, and webpage etc. are necessary in the language classroom. Without sufficient teaching materials, it can be hard to motivate students' learning because a language lesson should not be taught from course books alone. Therefore, materials which might help to produce holistic language learning are required. Accordingly, motivating teachers need to develop supplementary materials to let their students see the relationship between the language lessons and students' real world around them is being encouraged. As Renandya (2014) articulated a language class without instructional materials in which tasks and activities of a language lesson are often from course books can be hard to imagine.

Task

Table. 4.4: Frequencies and Percentage of the Fourth T (Task) assessment based on the findings

Statements	Frequencies and Percentage					Descriptive Statistics	
	N	R	S	O	A	M	SD
24. I enjoy learning because my English teacher provides sufficient assistance before, during and after the task.	19 (15%)	37 (30%)	**52 (43%)**	9 (7%)	3 (2%)	2.51	0.94
25. I am motivated because students are allowed to seek assistance from their equal or more capable peers before, during and after the task.	10 (8%)	32 (26%)	**41 (34%)**	24 (20%)	13 (10%)	2.99	1.11
26. I enjoy learning because my English teacher provides rubrics for accomplishing the tasks successfully.	2 (1%)	28 (23%)	**45 (37%)**	36 (30%)	9 (7%)	3.18	0.93
27. I am motivated because students are assigned the tasks to meet their different needs.	15 (12%)	46 (38%)	**47 (39%)**	12 (10%)	2 (1%)	2.48	0.86
28. I am motivated because students are allowed to choose the tasks that meet their interests.	22 (18%)	42 (35%)	**45 (37%)**	9 (7%)	2 (1%)	2.39	0.92
29. I enjoy learning because my English teacher explains the linguistic and communicative value of the task clearly.	11 (9%)	41 (34%)	**47 (39%)**	14 (11%)	7 (5%)	2.71	0.99
30. I am motivated because my English teacher explains the socio and cultural and other instrumental value of the task.	9 (7%)	41 (34%)	**58 (48%)**	10 (8%)	2 (1%)	2.63	0.81
Overall Assessment	10%	31%	35%	13%	4%	**2.69**	**0.63**

Note: *N: Never = 1, R: Rarely = 2, S: Sometimes = 3, O: Often = 4, A: Always = 5, M = Mean, SD = Std. Deviation*

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For the fourth T: Task shows that the total Mean (M) scores of 2.69 and Standard Deviation (SD) of 0.63. According to the scale of interpretation, it means that the motivational factor T4 has a low motivational effect to students in English language classroom. It also shows that the overall assessments of the students tend to be negative. As the table illustrated, that majority of the students rated 'Sometimes' as the highest score. This implies that the Task is neither motivating nor unmotivating on every statement. This rating is followed by 'Rarely', such as, the item 27 where 38% was garnered among students. The indication is that students want teachers to give certain task which meet their different needs, and interests. Accordingly, students expect their teachers to explain the socio and cultural and other instrumental value of the task. As presented in item 30, more than 40% of the students assessed this item negatively.

Nonetheless, it is also found that 30% of students rated that their teachers 'Often' provide rubrics for accomplishing the tasks successfully, as illustrated in item 26.

Thus, English teachers need to explain the linguistic and communicative value of the task clearly so this can be fully appreciated.

Based on the interview:

Extract 8: Debate, writing assignments and oral presentation in individual, pair, group and lessons exercises are often done in class. Among them, I love presenting individual the most because I believe that learning independently helps me more effective in learning. In addition, the rubrics are not clearly provided and it is doubts that we are given marks are unsatisfied even students accomplishing the tasks successfully in group. (Male Student)

According to him, students' tasks are normally done in group arrangement. However, the rubrics for accomplishing the tasks successfully were hardly explained. The lack of providing sufficient explanation how the task should be done and assessed, therefore, this might let the students feel confused and viewed unfinished task as a sort of disappointment. Based on Hapsari (2013) learners may feel motivated only when they can accomplish challenging tasks with some assistance from a more skilled person.

Another excerpt from the students' interview stated that:

Extract 9: Students are assigned to present in individual, pair, and group work. And I love participating in group work most because they help students to learn from diversity. We can seek assistance from friends who are equal or more capable in group. Though, sometimes it is not easy to get the common agreement and engage with different views and ideas in a short time. (Female Student)

From the interview, the student expressed that she and her friends preferred to work with friends because she can learn from peers. The indication also is that, because they could not get sufficient assistance from their teachers how to accomplish the tasks, they relied on their friends. According to Richards & Bohlke (2011), there are four possible ways to arrange a class with each offering different learning potentials: whole-class teaching, individual work, group work, and pair work. They suggested that when using a particular grouping

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arrangement, it is important to make the purpose of the grouping arrangement clear to the students such as individual work, group and pair work. Teachers need to realize that they have important role in building a sense of cooperation rather than competition among students while they are organized in grouping arrangement. Therefore, teachers are required to build students' opportunities by ensuring a task is at appropriate level of difficulty. As Borg's (2006) argues, teachers tend to use tasks that are cognitively undemanding with cognitively mature learners of English. Hence in a language classroom where students learn submissively and not have chance to choose the task that they want to perform lowers students' learning motivation (Ryan and Deci, 2000). As the expectancy-value theory of motivation states, a good task should be designed in such a way that allows students to experience success and to meet with the different needs of the students (Ryan and Deci, 2000; Donyei, Donyei, 2001; Alderman, 2004; Hadfield and Donyei, 2013). If teachers give students empowerment to choose tasks they want to do during lessons, these are likely to motivate them to perform the tasks better.

Test

Table. 4.5: Frequencies and Percentage of the Fifth T (Test) assessment based on the findings

Statements	Frequencies and Percentage					Descriptive Statistics	
	N	R	S	O	A	M	SD
31. I enjoy learning because students are given alternative assessments such as project works and other activities in the classroom, besides from the examination.	7 (5%)	26 (21%)	**58 (48%)**	23 (19%)	6 (5%)	2.96	0.92
32. I am motivated because students' assessments are administered on an on-going basis, rather than concentrated on a single day, week or end of the term.	12 (10%)	38 (31%)	**50 (41%)**	17 (14%)	3 (2%)	2.68	0.92
33. I am motivated because my English teacher provides feedback, guidance and advice to the students on an on -going basis.	10 (8%)	**42 (35%)**	40 (33%)	21 (17%)	7 (5%)	2.78	1.02
34. I enjoy learning because my English teacher uses marking rubric that are carefully calibrated to avoid subjectivity.	13 (10%)	**35 (29%)**	**35 (29%)**	25 (20%)	12 (10%)	2.90	1.15
35. I am motivated because my English teacher has necessary skills to design alternative assessment.	8 (6%)	**45 (37%)**	40 (33%)	25 (20%)	2 (1%)	2.73	0.92
36. I enjoy learning because my English teacher shows that he/she is willing to accept newer forms of assessments rather than just focus on traditional form.	10 (8%)	30 (25%)	**43 (35%)**	25 (20%)	12 (18%)	2.99	1.09
Overall Assessment	8%	30%	37%	18%	7%	2.83	0.73

Note: *N: Never = 1, R: Rarely = 2, S: Sometimes = 3, O: Often = 4, A: Always = 5, M = Mean, SD = Std. Deviation*

The total Mean score (M) of the fifth T: Test is 2.83 with the Standard Deviation (SD) of 0.73. According to the scale of interpretation, is that the motivational factor T5 has low influence to Kachin students' motivation in English language learning simply because the majority of the students rated 'Sometimes.' However, as 'Sometimes' could not specifically point the real assessment of this component, thus the rating of 'Rarely' and 'Never' would be

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taken into consideration in order to understand the whole picture on how *Test* influence students' motivation.

As table 4.5 indicated, the test seems to have negative assessment that lowers learning motivation, for example the statement 32, 33, 34, and 35. 41% stated that their teachers are 'Rarely' or 'Never' give alternative assessments, 43% 'Rarely' or 'Never' provide feedback, guidance and advice to the students on an on-going basis, 39% 'Rarely' or 'Never' uses marking rubric that are carefully calibrated to avoid subjectivity and 46% of the students rated that their teachers 'Rarely' or 'Never' show willingness to accept newer forms of assessments but rather than focus on traditional form only. However, 50% of students believe that their teachers give on-going basis alternative assessments and show the willingness to accept newer forms of assessments in language teaching. This implies that with better training, issues on assessment can be resolved if they have sufficient knowledge on how to conduct other assessment.

The following excerpt is taken from one of the students' interview. According to the students one of the problems that related to the test was, it is traditional form of exam.

Extract 10: *In exam, students are asked to <u>fill in the blank</u> most. <u>Paper based testing form</u> takes place in every session of Subject. Project works are rarely done as assessment. (Female Student)*

Extract 11: *Test mainly focuses on paper such as <u>making sentences</u>, <u>face to face conversation</u> with teacher in <u>oral test</u>. <u>Writing assignment</u> and <u>presentation</u> are also included in grading but the <u>marking rubric</u> is not clearly explained. (Male Student)*

The data illustrates and the interview supports the outcome of assessment that Test is being viewed negatively and affects students' lack of learning motivation as students were hardly given alternative assessments, such as, project works and other activities in the classroom, besides from the examination.

If alternative assessment is considered, it might motivate students to learn better as alternative assessment such as project work and other activities reflect closely to what they have taught in class. According to Renandya (2013, 2014), if students see what they have learned and how they are assessed this might boost their moral and be motivated in the English language classroom. TEST should serve as a learning tool and help students to work better and see their progress in a non-threatening manner thus serve as a motivation to achieve their learning goals (Hapsari, 2013)

Conclusion
The outcome of this study shows that motivation is central to students learning especially in the English language classrooms as it encourages students to become more active and involve in taking charge of their own learning. However, change can be a challenge as moving from traditional teaching into a more learner- centered approach requires a systemic change. Meaning change should come from the institution down to the English classroom practices. Therefore, through this study the recommendations to provide teachers' proper training with regards to English language learning might be able to help MIEd to improve the English classrooms. To have teachers who are good motivators in the English

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language classrooms and know how to employ different teaching methods which are inspiring and meet students' different needs and interests should be viewed as a goal. The implication is that, teachers need to learn how to employ appropriate teaching materials in order to achieve a task and create engaging discussions that encourage students' participation. The 21st century English learning does not rely on books alone, those the institution needs to make sure that a contemporary English teaching practice can be taught or made use in the English classroom. For example, the use of technology and other materials that can be found in the internet that support students' English language learning should be promoted as this practice or approach will not only promote students' motivation but encourage self development and individual empowerment.

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Mr. Naw Sant, M.A. ELT
Assumption University
Soi Ramkhamhaeng 24
Khwaeng Hua Mak, Khet Bang Kapi
Bangkok 10240
Thailand
nawsanmaraw@gmail.com

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