

**A CASE STUDY OF LEARNING MOTIVATION TOWARDS ENGLISH
LANGUAGE LEARNING AMONG FORM FOUR SECONDARY SCHOOL
STUDENTS IN SMK JAYA OF NANGA DISTRICT**

by

MARCHSINDA JONG @ MARCHSINDA YEO

The project is submitted in partial fulfillment of the requirements for
a Bachelor of Education with Honours
(English as Second Language)

Faculty of Cognitive Science and Human Development
UNIVERSITY MALAYSIA SARAWAK

2009

ABSTRACT

Teachers design their instructional design which is irrelevant and fails to cater their students' learning goals. Students who have low academic achievement is labelled as lazy by teachers. Moreover, wrong attitudes among educators and administrators fail to aware of the cause of their students' low progress in academic. These factors have brought a deep impact on students' motivation in English language learning. Thus, the study was conducted to find out students' learning motivation towards English language learning. The study was also conducted as to find out the Form Four Secondary school students in SMK Jaya of Nanga District either integrative or instrumental motivated students. The study was also conducted to find out their preferences in motivational orientation approaches. A total of a hundred and ninety students from science, art and mixed of subject streams participated in this quantitative study. The study revealed that these students displayed high levels of motivation towards English language learning. Their level of motivation towards English language learning remained positive after three years of elementary secondary education. The findings revealed that boarding students were highly motivated than non-boarding students and male students were motivated learners than female students in learning English language. However, there was no significant difference in science, art and mixed subject streams towards learning English language. The study also revealed that these students were instrumental and extrinsic motivated learners. Recommendations made for heads of school, teachers and students to improve and develop language learning motivation towards teaching English language. In this report, areas for future research had been identified and recommended.

ABSTRAK

Para pendidik membangunkan instruksi pengajaran yang tidak relevan dan gagal dalam memenuhi objektif pembelajaran yang dikehendaki oleh para pelajar. Pelajar yang kurang berpotensi dalam pencapaian akademik sering dianggap malas oleh para guru. Malahan, sikap yang kurang memahami keadaan para pelajar dalam kalangan pendidik dan pentadbir serta gagal dalam mencari punca utama yang menyebabkan penurunan pencapaian akademik dalam kalangan para pelajar. Keadaan sedemikian memberi kesan mendalam terhadap motivasi para pelajar dalam mempelajari Bahasa Inggeris. Kajian dijalankan untuk mengetahui motivasi para pelajar dalam mempelajari Bahasa Inggeris. Kajian ini memeri gambaran sama ada mereka bersifat integratif atau instrumental dalam motivasi serta mengkaji pendekatan motivasi yang digemari dalam kalangan pelajar. Sejumlah seratus sembilan puluh pelajar Tingkatan Empat dari jurusan sains, sastera dan campuran mengambil bahagian dalam kajian yang bersifat kuantitatif. Hasil kajian mendapati para pelajar menunjukkan tahap motivasi yang tinggi terhadap pembelajaran Bahasa Inggeris. Tahap motivasi sedemikian kekal positif selepas tiga tahun dalam tahap menengah rendah. Kajian juga mendapati bahawa pelajar berasrama lebih bermotivasi dibandingkan dengan pelajar bukan berasrama dalam mempelajari Bahasa Inggeris. Melalui hasil kajian, mendapati bahawa pelajar lelaki lebih bermotivasi berbanding dengan pelajar perempuan. Walau bagaimanapun, tiada perbezaan tahap motivasi dalam kalangan pelajar jurusan sains, sastera dan campuran dalam mempelajari Bahasa Inggeris. Para pelajar Tingkatan Empat SMK Jaya adalah bersifat instrumentatif dan ekstrinsic dalam motivasi pembelajaran. Cadangan telah dibuat untuk pengetua/guru-guru dan para pelajar untuk meningkatkan dan membangunkan motivasi pembelajaran bahasa. Beberapa bidang telah dikenalpasti untuk kajian masa depan supaya kajian akan menjadi lebih relevan dan komprehensif.

ACKNOWLEDGEMENT

I would like to take this opportunity to express thankfulness to Almighty God for He has given me strength, patience and perseverance in completing this research. Thanks for He has given me strength on matters seen and unseen; Who made things possible for me, in my daily life. A special thanks to both my parents and sisters who support me in this research. Thanks also to my aunts, uncles and grandmother for the encouragement given for me.

I would also like to thank my supervisor, Madam Lily for her encouragement and support given to me in doing the research. I wish to thank her for generously sharing her insight into an early draft of this research and guiding me in the grounding of the topics for each chapter and her constant reminders. The insightful questions have helped me to take extra mile into the study.

I would like to express appreciation to Dr. Hong Kian Sam and Miss Agatha Lamentan anak Muda for their statistic guidance and supports.

I would also like to thank the principal, teachers and students for their willingness to assist me in my data collection. A big thanks to the officers from the Ministry of Education and State Education Department for the approval in conducting the study.

As always, my gratitude to my course mates for supporting and sharing insights in the study. Thanks for the cheers as they help a lot to keep me going.

TABLE OF CONTENTS

	PAGES
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGMENT	iii
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
 CHAPTER ONE :	
INTRODUCTION	
1.1 Overview and background of the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	6
1.4 Significance of the study	7
1.5 Definition of key terms	8
1.6 Scope of the study	10
1.7 Chapter review	11
CHAPTER TWO:	
LITERATURE REVIEW	
2.0 Introduction	13
2.1 Language learning motivation	14
2.2 General principles of motivation	15
2.3 Enhancing student motivation for learning	17
2.4 Teacher's role in motivation	18
2.5 Motivational orientations or components	19
2.6 Motivational approaches	21

2.7 Motivation and socio-demographic Variables	25
2.8 Summary	29
CHAPTER THREE	
RESEARCH METHODOLOGY	
3.0 Introduction	32
3.1 Research design	32
3.2 Subjects	33
3.3 Instruments	34
3.4 Procedure	37
3.5 Variables	37
3.6 Proposed analysis of data collection	38
3.7 Pilot study	38
3.7.1 Socio-demographic description of the respondence	39
3.7.2 Objectives of the research study	41
3.7.2.1. To find out overall motivation level of SMK Cemerlang Form Four secondary school students	41
3.7.2.2. To compare integrative and instrumental orientation of SMK Cemerlang Form Four students in in learning English language.	42
3.7.2.3 To compare SMK Cemerlang Form Four secondary school students preferences of motivational approaches towards English language learning.	44
3.7.2.4 To examine differences between motivational orientation approaches with gender, subject streams,	

boarding and non-boarding school background.	45
3.8 Limitation of the study.	49
3.9 Chapter review	49
CHAPTER FOUR	
FINDINGS AND DISCUSSION	
4.0 Introduction	51
4.1 The description of socio-demographic of Form Four students in SMK Jaya	51
4.1.1 The description of gender	53
4.1.2 The description of race	53
4.1.3 Academic streams of Form Four classes in SMK Jaya.	53
4.1.4 The Form Four students' background	53
4.1.5 The boader and non-boarder students of Form Four.	53
4.1.6 The differences of Form Four students in academic level.	54
4.2. The objectives of the study	
4.2.1 To find out overall motivation level of Form Four secondary school students of SMK Jaya	54
4.2.2 To compare integrative and instrumental orientation of Form Four secondary school students towards English language learning.	57
4.2.3 To compare Form Four secondary school students' preferences of motivational approaches towards English language learning.	62

4.2.4 To examine differences between motivational orientation approaches with gender,subject streams , boarding and non-boarding school bacground.	65
4.3 Summary	72
CHAPTER FIVE	
SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	
5.0 Introduction	73
5.1 Summary	73
5.2 Summary of findings from the study	
5.2.1 To find out the overall motivation level of Form Four students	79
5.2.2 To compare integrative and instrumental orientation of Form Four secondary school students towards English language learning.	79
5.2.3 To compare Form Four secondary school students' preferences of motivational approaches towards English language learning.	79
5.2.4 To examine differences between motivational orientation approaches with gender, subject stream, boarding and non-boarding school background.	80
5.3 Implication of findings	80
5.4 Recommendations	
5.4.1 Head of school	81
5.4.2 Teachers	83

5.4.3 Students	84
5.4.4 Researcher	84
5.5 Conclusion	85
References	89
Appendix A: Questionnaire	96
Appendix B (A): Language learning Questionnaire	111
Appendix B (C): Strategy inventory for Language Learning (SLL).	111
Appendix C: Raw data of 190 Form Four students.	112
Appendix D: Letters of Approval	117

LIST OF TABLES

Table 1: The questionnaire	35
Table 2: The socio-demographic description of the rspondence.	39
Table 3: The overall level of motivation among Form Four secondary students	41
Table 4: The comparison of integrative and instrumental orientation of SMK Cemerlang Form Four towards English language learning.	42
Table 5: The comparison of SMK Cemerlang Form Four students' preferences of motivational approaches towards English language learning.	44
Table 6: The differences of gender, boarding and non-boarding school background in motivaional orientation approaches.	45
Table 7: The comparison of subject streams in motivation orientation approaches.	48
Table 8: The socio-demographic description of the respendence	52

Table 9:		
The overall motivation level of		
Form Four students		54
Table 10:		
The comparison of integrative and		
instrumental orientation among		
Form Four.		57
Table 11:		
Students' preferences of		
motivational approaches towards		
English language learning.		62
Table 12:		
Gender, boarding and non-boarding		
school background in motivation		
orientation approaches of		
differences.		65
Table 13:		
Subject stream in motivational		
orientation approaches.		71

LIST OF FIGURES

Figure 1:

The below conceptual framework is displayed between motivation orientation and motivation approaches with students.

12

LIST OF ABBREVIATION

- L2 Second Language
- EFL English as Foreign Language
- ATMB Attitude Test Motivation Battery
- TCL Target Community Language.

**A CASE STUDY OF LEARNING MOTIVATION TOWARDS ENGLISH
LANGUAGE LEARNING AMONG FORM FOUR SECONDARY SCHOOL
STUDENTS IN SMK JAYA OF NANGA DISTRICT.**

CHAPTER 1

INTRODUCTION

1.1 Overview and Background of the study

Motivation (Gardner, 1985 cited in Coleman, Galaczi & Astruc 2007) defined as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. Motivation played a prominent role in developing self-positive concept towards learning the English Language as well as transformation of views among society and students towards the language.

Learning has been described (Child 1981 cited in Downey& Kelly 1986) whenever one adopts new or modifies existing , behaviour patterns in a way which has some influence on future performance or attitudes. On the other hand, Stoll, Fink and Earl (2003) argued that learning is about understanding, cognitive process, social and emotion. Students underwent the process of learning to accomplish their goals. Thus, they are also proposing that motivation has been described as the starting point for learning.

Learning did not only about the ability to recall facts and information on what the students' had learned. The learning involved the capacity for development where the students applied on what they have learned for better understanding and evaluating of information in utilize it. Students made use of the information in learning activities and reconstruct their previous knowledge to new ideas. Apart from that, students expressed their emotions and thoughts throughout the learning process.

Initially, students' learning motivation towards language learning is positive (Donato, Tucker, Wudthayagorn & Igarashi, 2000, cited in Munoz, 2006). They have discovered that attitudes towards modern languages in Primary school are largely positive. Their research findings had found out that the awareness among the students in learning modern languages as it is an important life skill. In addition, the Indonesian students showed that they have positive attitudes towards learning English in their first year at high school (Age 11 – 12) to their perception of English as a means of acquiring a global identity. However, they did not report that learning English as a school curriculum was a source of pleasure (Lambert, 2004 cited in Munoz 2006) .

However, the students' degree of learning motivation began to deteriorate. The learning motivation among the Spanish students of aged between 10 and 15 is deteriorating (Masgoret & Gardner, 2003 cited in Munoz. 2006). The study is conducted in a Summer language programme. In a nut shell, the decrease of motivation (Munoz, 2006) towards learning of English where the decrease of learning motivation degree is higher than in lower secondary education.

What was the position of English Language subject from gender aspects? Surprisingly, that there is evidence that some academic domains are sex-typed as "masculine" and "feminine" (Eccles, Adler, Fullerman, Goff & Kaczeela 1993 cited in Stipek, 2002) . The subjects of mathematics and science were touted as male domains. Furthermore, the females' perceptions on mathematics course as masculine activity contribute the deterioration of mathematics achievement. There werre several reasons of females' student poor performance in mathematics. It was

believed that females' tendency to keep to specific methods that have been approved by their teachers and "blindness to the real world". In addition, girls are "less alert" to thoroughly implausible solutions. There was another reason where girls are consistent failure to follow a problem through to its conclusion. When problems involved a number of steps for their solution, girls are more likely to stop at the first stage (Wood 1986 & Armstrong 1980 cited in Entwistle, 1995). In addition, the masculine content within mathematical problem is irrelevant to their interest (Carey 1985 & Milton 1959 cited in Entwistle 1995).

The lack of spatial ability forces the girls to rely upon an inappropriate verbal strategy in solving mathematical problems (Werdilin, 1985 cited in Entwistle 1995). However, a debilitating anxiety (Tobias 1978 cited in Entwistle 1995) prompts them to grasp at a problem solution before thorough consideration of alternatives. Do similar situation occur among Form Four secondary school students of SMK Jaya in learning English Language?

A well-developed and positive relationship prompts the learning motivation among the students and teachers in classroom setting. It is important to notice that the teachers' characteristic, are not merely as students' role-model but provide learning support to their students (Nausheen, Stoll & Muschamps 2001) described a good teacher as follows:

- A fun, bright, nice, helpful, funny and encouraging teacher is a good one.
- One that's helpful, kind, generous, understanding, does not shout and can have a good laugh.
- A good teacher is someone who cares for the people's needs and who understands if people have problems.

Teachers' support for learning and relationships with pupils is associated with greater engagement with school (Stoll, Fink & Earl, 2003 cited in Thomas, Smees, Macbeath, Robertson & Boyd, 2000). In addition, there was a link between pupils demonstrating greater academic progress and teachers showing a personal

interest in them (Stoll, Fink and Earl 2003 cited in Mortimore 1988). Did Form Four secondary school students receive learning support from their teachers in learning English Language?

Louise Stoll, Dean Fink and Lorna Earl (2003) stated that because of school attendance is compulsory and the curriculum is not based on their interest or wants, pupils are not always motivated. In addition, the main attention was meeting the demands of the stakeholders rather than students' benefit of learning. Teachers played vital role in keeping their students' learning motivation. Teachers provided meaningful learning via teaching strategies on which cater the needs and interest of their students. Stoll, Fink, and Earl (2003) elaborated that meaningful learning will foster self-awareness and provide support in understanding their learning (meta-learning), strategies for successful learning, making connections among learning activities and future goals, demonstrating and modeling reflection on learning.

Students needed to be engaged in learning motivation consistently. Apart from that, students required learning support and develop their learning motivation towards English Language learning.

1.2 Statement of the problem

English Language has been given a Second Language status in Malaysia (Curriculum Development Centre .Ministry Of Malaysia Education 2000). In addition, the learning of English Language enables the students to use English in certain everyday situation and work situations. It was also allowing the students to pursue higher education in the medium of English. The worldwide of globalization and liberation process had prompted us to take serious steps in engaging the students' motivation towards English Language learning. Students do not view the prospect neither aware of prominent role in learning English Language. On 5th February 2001, in conjunction with UKM's Career Day, Prime Minister, Datuk Seri Abdullah Bin Haji Ahmad Badawi (Cited in Mohamad Kamil Abd Majid & Rahimin Affandi Abd Rahim, (2001) stated that as below;

“ Kita harus terima hakikat bahawa bahasa Inggeris merupakan bahasa perantaraan pemiagaan dunia pada masa kini dan dipercayai merupakan bahasa utama dunia untuk jangka masa yang panjang. Di samping itu bahasa Inggeris juga merupakan bahasa Internet sehingga lebih 80 peratusa daripada kandungan cyberspace yang penuh dengan segala jenis maklumat itu adalah bahasa Inggeris. Maka kalau kita hendak bersaing dengan jayanya dalam dunia global ini kita tidak boleh lari dari penguasaannya.”

“ We should accept the fact that English Language is a lingua franca for world trades today and it is believed that it is an important of world language for a long term. In addition, English Language is internet language where eighty percent of cyberspace informative content is English Language. Thus if we want to compete successfully globally, we cannot run away from mastering it.”

Motivation (Wagner 2002) was viewed as to learn as an internal guidance system that attempts to maintain a child's focused in the direction of learning but stand on its own and compete against all the other attractions of daily existence. Teachers' belief brought greater influences in their teaching styles in teaching English Language. Thus, their beliefs affected students' learning motivation on English Language. In addition, their negative views on English Language learning caused the learning achievement low as the students' motivation is depressed and

partly because the teacher offers little to stretch their abilities (Downey 1977 cited in Downey and Kelly, 1986).

Culture (Thompson 1990 cited in Hinkel. 1999) defined as the pattern of meanings embodied in symbolic forms including actions, utterances and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences , conceptions and beliefs. Malaysians viewed English Language as colonial language. Thus, English Language had no position within local culture as it belongs to foreigners. In addition, Hashim Musa (Cited in Mohamad Kamil Abd Majid and Rahimin Affandi Abd Rahim (2001) stated that in his study, the economic value of English Language will increase and it sidelines the status of Bahasa Malaysia as nations' Official and National Language. He elaborated that the intellectualization process of Bahasa Malaysia will be congested as knowledge medium instruction and unable to be developed in line with the modern knowledge of development.

Kismet Oz (2007) stated that the problem is that in many ESL/EFL learning environments, there is an attitude among educators and administrators that “it is up to the student to be successful”. Students will be considered as lazy or lack of aptitude when they are falling behind or not progressing in their academic achievement. In addition, the educators and administrators do not take insightfully on the source of their students' study difficulties. The given instruction is incomprehensible and irrelevant to students' learning goal. The design instruction is outdated where the current instruction design is generating students' motivation through effective instruction design and teaching strategies.

1.3 Objectives of the study

The purpose of the study is to find out the learning motivation among SMK Jaya of Form Four secondary school students in learning English Language in Nanga District.

The objectives of the study are listed as below:

- 1.4.1 To find out overall motivation Level of Form Four Secondary School students.
- 1.4.2 To compare integrative and instrumentative orientation of Form Four Secondary School students towards English Language Learning.
- 1.4.3 To compare Form Four Secondary School students' preferences of motivational approaches towards English Language learning.
- 1.4.4 To examine correlation between motivational orientation approaches with gender, subject stream, boarding and non-boarding school background.

1.4 Significance of the study

This research study was to demonstrate the motivational level of language learning towards English Language among Form Four Secondary School students of SMK JAYA (*not the real name*) in Nanga District (not a real name) . On top of that, the research study provided a closure look on the development of the students' learning process and their personal growth.

The research studied will be documented for future reference. It provided guidance and records for future studies concern with learning motivation in English Language learning. The level of awareness among students and society in learning English Language will change in the future. Learning English Language does not mean the sideline of Bahasa Malaysia status in jeopardy. Both languages are given well-equal in medium instruction as well as language of knowledge.

The study examined the Form Four students' in gender, subject stream, boarding and non-boarding of SMK JAYA in language learning motivation towards English Language. In addition, the Form Four students are made available for research tudy as this group is not involved in any public examination like Sijil Pelajaran Malaysia (SPM).

The case study is conducted to fouth form of students. Thus, the probability for generalisability of findings may perhaps be quite minimal. A total number of 190

Form Four students of SMK JAYA in Nanga District was definitely desirable and the findings reveal some evidence that helped to explain the motivation level of English Language learning among students.

1.5 Definition of key terms

There are several distinct terms used in this research as stated below:

1.5.1.1 English as Second Language (ESL)

In the Malaysian context, the teaching – learning of English Language is widely applied in education settings. English Language is needed to be taught due to its value in terms of economic, political and culture. Teachers teach the language as to enable their students to be proficient in the language for better prospect in life apart from Bahasa Malaysia as national language and mother tongue.

1.5.1.2 Motivation

Motivation (Brown 2001 cited in Molinvaziri, M. 2001) refers to the intensity of one's impetus to learn. An integrative orientation simply means the learner is pursuing a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low (p.75). Motivation has greater influence to students in academic performance.

1.5.1.3 Integrative Orientation

Integrative orientation (Molinvaziri, 2001) means the learner is pursuing a second language for social and / or cultural purposes and within that purposes a learner could be driven by a high level of motivation or low level.

1.5.1.4 Instrumental Orientation

Instrumental orientation (Molinvaziri, 2001) is described as learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low.

1.5.1.5 Motivational approaches

Motivational approaches (McCombs, 1996) is a goal-directed process which is concerned with satisfying certain conditions that would enable a learner to personally finds and relevance of a particular learning opportunity ; a need to understanding one's own natural capacities for self-regulation and to have a self – determination to participate in learning for leaning's sake.

1.5.1.6 Extrinsic Motivation

Extrinsic motivation (Meihua Liu, 2007 cited in Noels et. al.,2001) like instrumental orientation , refers to the desire to learn a second / foreign language because of some pressure or reward from the social environment (such as career advancement or a course credit), internalized reasons for learning on L2 (such as guilt or shame), and /or personal decisions to do so and its value for the chosen goals.

1.5.1.7 Intrinsic Motivation

Intrinsic motivation (Liu, 2007 cited in Noels et, al. , 2001)like integratively motivated ones, learn an L2 because of the inherent pleasure in doing so; they are expected to maintain their effort and engagement in the L2 learning process, even when no external rewards are provided (Liu, 2007 cited in Oxford & Shearin, 1994)

1.5.1.8 Competence Motivation / Motive

Competence motive (Stipek, 2002) is a natural disposition to engage in tasks and activities that contribute to learning and development.

1.5.1.9 Achievement Motivation

Achievement motivation (Howe, 1984 cited in McClelland, 1953) is described that all human beings have some sort of ambition or need for achievement which motivates them to aspire to standards of excellence and mastery, although some have a far greater need for achievement than others

1.5.2 Social Motivation

Social motivation (Howe, 1984) refers to the whole social context in which teachers and pupils are interacting. He elaborates that the establishment of a social atmosphere in which children will feel relaxed and will want to work and where they know that their effort will be valued and judged fairly.

1.5.2.1 Student Motivation

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ (Lumsden, 1994).

1.5.2..2 Motivation To learn

The term *motivation to learn* has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner--regard-less of whether or not they are intrinsically interesting" (Lumsden, 1994, cited in Hermine Marshall 1987). Another notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning (Lumsden, 1994).

1.6 Scope of the study

This study was conducted on a total of 190 fourth form students of SMK JAYA in Nanga District. They had passed their Penilaian Menengah Rendah (PMR)

in 2008. English Language is a core subject in primary and secondary schools education. Thus, the subject is a compulsory subject to be taken by all students.

The researcher distributed the questionnaire to investigate the fourth form students on their learning motivation towards English Language will be conducted. The questionnaire provides students' motivation level of learning English Language.

1.7 Chapter review

Motivation and learning was interrelated where motivation is one learning aspect towards academic performance. Everyone played a vital role in maintaining the consistency of learning motivation in English Language. The administrators, teachers and community leaders should lend their support in maintaining consistency among secondary school students in English Language learning. The principals should be able to identify the needs among teachers, particularly professional development. Teachers will be well-equipped with new pedagogical knowledge in teaching English Language.

English Language enabled the students to be more competitive and knowledgeable. In the era of Information age, English Language was widely used for disseminating valuable knowledge. Students who were knowledgeable are able to compete in the globalisation and liberalisation. In addition, knowledge seeking and competitiveness were part of human capital development.

Students applied their previous knowledge or schemata in completing the learning task. Learning promoted thinking skill where the students generate ideas in solving the problem. Teachers developed appropriate teaching strategies by applying their previous knowledge. The teaching strategies should accommodate their students' interest as well as their level of proficiency of English Language. Thus, their degree of motivation was increasing.