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Teaching Methods and Strategies on Learners' Motivation in  
English Language Lectures in Higher Education in Kenya

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## Teaching Methods and Strategies on Learners' Motivation in English Language Lectures in Higher Education in Kenya

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### Abstract

**Purpose:** This paper sought to determine the teaching methods and strategies increasing learners' motivation in English language lectures at the university level. The study was based on social cultural theory of learning.

**Methodology:** The study adopted quantitative design, descriptive statistics method to understand the problem at hand. The target population consisted of 375 Bachelor of Education Arts students. Simple random sampling was used to sample 100 third year Bachelor of Education (Arts) students in a public university. Questionnaires and document analysis of research articles were used to collect raw data from 100 students. The data was analyzed using SPSS computer package.

**Findings:** The teaching methods that highly motivated students were explanation, discussion, interactive lectures and demonstration, teaching methods that moderately motivated learners were task-based method, case study and communicative language teaching and least motivating was audio lingual method. Highly motivating teaching strategies were group discussion and presentation, CATs and drama and moderately motivating teaching strategies were class assignments, debate, term paper assignments, pair work and dialogues.

**Recommendation:** Based on the study findings the study recommends that lecturers to strive to determine their learner's needs and specific learning styles in order to adopt the correct teaching methods and strategies that motivate them to learn English language.

**Keywords:** *methods, strategies, motivation, English language, higher education*

## 1.0 INTRODUCTION

Students learning English as a second language (ESL) face many challenges varying from language learning difficulties, mother-tongue, low proficiency in English language, lack of intercultural competence, lack of motivation, large number of students in lecture halls, inadequate staff, inconsistent policies from government and lack of teaching facilities. English is an important language because it is the language of technology, industrialization, education, used to conduct government business, language of the media, language of literature, international communication and advancement in profession. Therefore, learners acquiring English as a second language need to be adequately motivated in order to learn English language effectively. Teaching methods and strategies enhancing ESL learners' motivation have rarely been studied in higher education in Kenyan context.

Globally, researchers report that use of interactive teaching methods and strategies in higher education help in motivating ESL learners in any context in the world. However, there is little research that has been carried in higher education to determine the specific teaching methods and strategies that help to increase student motivation. In Kenya English language is taught using integrated approach at all levels of education so that learners achieve communicative competence. The teaching approach has five levels of implementation content level, methods level, strategies level, resources level and techniques level. This paper is focused on the teaching methods and strategies levels. The use of varied teaching methods for instance explanation, interactive lectures, discussion, task based and communicative language learning in a lesson help motivate learners and take care of learners' different learning styles in higher education. In addition, varied strategies including brainstorming, debate, drama, role-play, story-telling, hot seating, are also taught within a lesson so that they complement one another (Oketch, 2005). Although researchers recognize that teaching methods and strategies should be varied within a lesson, these depends on school mission, class dynamics, educational philosophies of the teachers and subject specific teaching methods and strategies (Mehmet, 2020). However, it is not known the teaching methods and strategies that lecturers adopt to motivate ESL learners in higher education during English language lectures for improved learning outcomes.

Motivation is an important aspect in teaching of English as a Second Language (ESL) research globally. Researchers have observed that it is difficult for learners to succeed in learning English language when they lack motivation. Motivation inspire students inspired so that they put effort in language learning to acquire proficiency (Deci & Ryan, 2004). Researchers observe that children learn first language (L1) without being adequately motivated just because it is acquired unconsciously. However, when learning a second language (L2), adequate motivation is a must because it is a foreign language and

the child has already learnt L1 (mother-tongue) which is different with L2 in culture, grammar, spellings and sounds (Alamer, 2016). According to research done in Nigeria by Babikko et al. (2012) found that learners have low English language proficiency which has affected their performance in national examinations for many years. This could also be the problem being realized in Kenya Certificate of Secondary Education (KCSE) thus leading to the problem being carried to higher institutions of learning. This problem has been reported in higher education with researchers raising red flag that university students lack proficiency in English language. However, it is not known how lecturers adopt to motivate their learners at the university level.

In addition, researchers have done many studies on student motivation and second language learning (Gardner, 1985; Bernaus et al., 2009). These researches concentrated on how to motivate English language learners at secondary school level leaving out how learners are motivated in English language lectures at the university level in the Kenyan context. Although the university is a higher level of education and the students are older, they also need to be adequately motivated in order to be able to learn English language with ease. A study done in South Korea by Guilloteaux and Dornyei (2008) found that language teachers' motivational practice helps to increase levels of learner motivation during learning. This shows that lecturers have to strive to motivate ESL learners. However, there is little of research in the Kenyan context which has looked into this important area since most studies were done at secondary school level leaving out learner motivation in higher education in Kenya.

## **2.0 TEACHING METHODS MOTIVATING ESL LEARNERS DURING LECTURES**

Method is the means in which the subject matter is presented to learners. It is an orderly presentation of the subject matter. In this study interactive lectures, explanation, discussion, question and answer, case study, demonstration, communicative language teaching, task based method and audio lingual are discussed.

### **2.1 Interactive Lecture Method**

Interactive Lecture method is important in teaching students especially when communicating information at the university level. This method is the most preferred by lecturers because it requires little planning, it is simple to adopt, flexible and enable one to cover a large amount of content within a short time. Teaching at the university is challenging because of large number of students in the lecture halls which require lecturers to identify the teaching methods that work for them in their situation. Marmah (2014) argues that teaching in universities is performed in large groups with more than one hundred students present at a particular teaching session, the most preferred teaching method adopted by most lecturers is lecture method. Similarly, Casado (2000) examined

students' perceptions across six teaching methods: lecture/discussion, lab work, in-class exercises, guest speakers, applied projects and oral presentations. It was found out that students most preferred the lecture/discussion method. The lecturer could use the informal lecture, which is a two-way communication between the teacher and his students (Sullivan & McIntosh, 1996). Interactive lectures result in warm lecturer- student relationship.

In addition, researchers identify the different modes of lecturing in higher education to include lecture hall attendance, live streaming and recorded videos. A research done in Australia by Panos and Shazia (2020) on modes of lecturing showed that students need flexibility when attending lectures. Some students choose to attend lectures in the halls while some choose live streaming but all students highly embraced recorded lectures. These findings show that students' needs have changed in post COVID-19 world since they were exposed to online lectures during COVID-19 pandemic. Lecturers can teach face to face and provide students with recorded lectures. However, lecture method is not advantageous to learners. This has been shown by research done by Khalid et al., (2018) that traditional lecture method does not give learners chances to speak in class thus they become passive and receivers of knowledge as given by the course lecturer and lack of motivation as the learners are not given chances to interact with English language in context. Although this has changed with the use of interactive lectures, in the recent past, it is not known how teachers adopt interactive lectures to motivate learners in English language in higher education Kenya.

## **2.2 Explanation Method**

The word explain originates from Latin word 'ex + planus' which means 'to make plain'. The teacher should always explain terms not only by defining them but also by giving examples which help learners to understand the content. This brings the terms to life as well as reinforcing retention (Donelan, 2003). Explanation of an idea should be clear, leaving no doubt in the minds of the learners and is more than just reporting. Often, some teachers merely report what they have read in books. Yet explanation is more than reporting. Researchers identify rightly three factors that help in making explanation clear continuity, simplicity and explicitness. Continuity involves proper sequence of discourse and fluency. Simplicity is making easier for learners to understand what is being explained. The teacher may use visual aids to achieve this. In Explicitness, the teacher should gradually move learners from simple to complex, from known to unknown. S/he should not assume that learners know what s/he knows. The teacher can use analogy, discovery technique and induction where teachers stimulate students to use the technique to generalise from many examples and ask what they have in common. When this is done proper teacher behaviour is ensured and learners become motivated to learn English language as reported by Omar et al. (2020).

A study done in Turkey by Mehmet (2020) found that students are motivated to learn by an idea, emotion, physical need, desire to learn or a belief. These factors are suggestive that teachers when using explanation method, learner's motivation might be sparked due to one of the factors thus may ask learners to suggest how they want a concept to be explained for instance using examples, using videos or even maps so that understanding of concepts are enhanced and learning is individualized. Another study done in Pakistan by Muhammad et al. (2020) found that students in Pakistan lacked motivation in learning English language due to lack of highly motivated teachers, well equipped classrooms, conducive learning environment and rewards given to students. These could also be the factors that lead to lack of motivation in English language lectures in higher education in Kenya. However, it is not known whether explanation method motivate learners in higher education in Kenya.

### **2.3 Discussion Method**

It involves either large or small groups of learners. Teachers may use this method when they want to encourage and develop among the learners the skills of pooling ideas and analyzing them to come up with certain conclusions or to build up on the knowledge they already have (Otunga et al., 2011). That is, students are able to discuss and make connections between the facts, news, current events and their personal experiences that motivate their thinking. The more the discussion sessions, the greater the participation and the more learning effectiveness are realized. All members of the group should follow the discussion. The teacher should treat everyone impartially; encourage questions, exercise patience and tact, and comment on all responses. Meggo et al. (2013) research indicated that discussion method helps by motivating students to speak thus attainment of fluency in English language. In another study done in Malaysia by Khalid et al. (2018) discussion method help students to develop critical thinking skills, enhance learning, active learner participation in learning, long time retention of information learnt and enable lecturer to check for student understanding. However, it is not known whether it enhances student motivation during lectures in Kenyan context.

### **2.4 Question and Answer Method**

The teacher should use questions in order to get feedback from his students and encourage open ended questions. This will help him determine whether the students have understood the concept that has been taught and whether the set objectives have been achieved. It helps the learners to engage in classroom experience and work collaboratively to seek answers and explanations to questions. In addition, Ganesan (2020) assert that questioning techniques include attention, suitable voice, and appropriate content of the question and even distribution of questions in class. However, this should be done by the lecturers in order to create conducive classroom atmosphere that encourage learners to ask and answer questions without feeling belittled. Questioning is



done well when the course lecturer listens to students' questions and answering them back politely (Cashin, 1995). A recent study done in Malaysia by Ganesan, (2020) found that questioning in class help students to develop critical thinking skills for instance evaluating, summarizing, criticizing and analyzing. Besides, development of knowledge, focus in learning and enhanced motivation. However, it is not known whether question and answer when used during lectures increase student motivation in higher education.

### **2.5 Case Study Method**

Otunga et al. (2011) state that case studies involve learners working together to analyze a case that has been written about a certain situation then try to find solutions to it. The learners have the opportunity to apply new knowledge and skills in trying to solve the problem at hand, and to exercise their critical thinking, problem solving, analytical skills through discussions, enhanced motivation for students who are not brilliant and are enhance independent learning. It can also be through case-based small group discussions. In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process.

In this method of teaching process, Srinivasan et al. (2007) explain that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points. Case study helps in developing students' critical thinking skills, creativity and increased participation (Roell, 2019). However, the case given to students should be challenging so that they develop higher order skills in Bloom's taxonomy. In total, this method can therefore be said to be an innovative teaching method as it combines varied methods of teaching for instance group discussion, problem solving and task-based methods of teaching English language (Roell, 2019). These contribute to enhanced motivation by learners. Although researchers observe that language teachers do not use this method to teach English language because it is dependent on language level of learners and the rate at which they are able to complete the tasks given, most learners have low proficiency in English language and it helps by enhancing their motivation and acquisition of the basic language skills (Al-Mansour & Hussain, 2014). However, it is not known whether lecturers adopt it to teach English language and whether it enhances learner motivation.

### **2.6 Demonstration Method**

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare them to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya & Olatoye, 2011). Demonstrations are used in teaching to help show students how to carry out procedures which involve the manipulation of tools, equipment and to explain complicated procedures effectively (Matiru, 1996). The teacher has to use actual

objects for purposes of giving learners a hand-on experience. It may necessitate the use of learning aids such as models, mock-ups or the representation of objects themselves by modelling (Otunga, et al., 2011). A research done in USA, China and Bangladesh in both public and private universities by Mazumder (2014) showed differences in student motivation levels and learning styles as a result of differences in geographical areas. However, it is not known whether students learning in public universities also have differences in learning styles and motivation.

Also, demonstration method enhances deep learning and interest in the subject of the study. In a recent study by Sweeder and Jeffery (2013), it was found that demonstrations, if planned properly and effectively integrated in the learning concepts, helps students develop a deep and rich understanding of chemical concepts. Similarly, a study done in Israel by Basheer et al. (2017) found out that use of demonstration made students more interested in learning redox and electrolysis process. It helps learners to focus on details of the lesson, to get an opportunity to answer and ask questions and promote their self-confidence. This motivates them to learn the language. Another study done in Nigeria by Ekeyi (2013) indicated that demonstration method enhances students' academic achievement than lecture method. However, it is not known as to whether lecturers use this method to enhance deep learning.

## **2.7 Audio Lingual Method**

Researchers have reported several factors which are hindering students for achieving communicative competence in English language for instance lack vocabulary, limited knowledge of English language grammar, lack of resources, lack of models to emulate, lack of practice and fear of making mistakes make learners not to achieve communicative competence. Adoption of the right teaching method can help to alleviate the problem. Audio-lingual method has a goal of enabling the students to use the target language communicatively. Students need to overlearn the target language to learn to use it automatically without stopping to think. Students are supposed to form new habits in the target language and overcome old habits of their native language. The teacher should be a good language model for students to imitate. The teacher can present a new language structures through student interaction in chain drills, dialogues and students working in language laboratories. According to research done in Iran by Alemi and Tavakoli (2017) found that Audiolingual method of teaching English language is successful in teaching learners due to memorization, language patterns and repetition of vocabulary. Although this method has been criticized because it does not take cognizance of context and learner experience in language learning (Brown, 2001), language is acquired by habituation and correction of learners' errors enhance learning.



## **2.8 Communicative Language Teaching Method**

This method allows learners chances to practice using language in context as lecturers' role is reduced to that of a facilitator. Canale and Swain (1980) identify four dimensions of communicative competence that have pedagogical influence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. At the level of language theory, Communicative Language teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language are language is a system for the expression of meaning, the primary function of language is to allow interaction and communication, the structure of language reflects its functional and communicative uses, and the primary units of language are not merely grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse. According to Richards and Rodgers (2005), Communicative Language Teaching has the following principles: learners learn language through using it to communicate, authentic and meaningful communication should be the goal of classroom activities, fluency is an important dimension of communication, communication involves the integration of different language skills and learning is a process of creative construction and involves trial and error.

In addition, Johnson and Johnson (1998) identify five core characteristics that underlie current applications of communicative methodology: appropriateness, message focus, psycholinguistic processes, risk taking and free practice. Research done in Indonesia by Basir et al. (2021) showed that the use of CLT in teaching was improving English language learning motivation than the use of Grammar translation method. Similarly, a research done in Saudi Arabia by Sharma (2018) teaching methods that support motivation contribute to students' acquisition of communicative competence. Communicative language teaching is one of those methods that support learners' practice with language. However, it is not known whether language educators adopt it to enhance motivation in English language lectures.

## **2.9 Task Based Teaching Method**

Task Based Language Teaching (TBLT) is an approach which offers students material which they have to actively engage in the processing of in order to achieve a goal or complete a task. Much like regular tasks that we Perform every day such as making the tea, writing an essay, talking to someone on the phone, TBLT seeks to develop students' interlanguage through providing a task and then using language to solve it (Masoud, 2011). It is a learner- centred approach that draws knowledge from the learner, working through their needs and interests and selecting materials, activities and tasks accordingly. The language is not preselected and then given to learners to practice but it is drawn from the learners with the help of the teacher. The focus is using language in a real-life situation where learners experiment with their store of knowledge using deductive

reasoning and independent language analysis to exploit the situation fully (Richards & Rodgers, 2005).

The overall purpose of task-based methodology is to create opportunities for language learning and skill-development through collaborative knowledge-building. According to Ellis (undated), the following principles can be used to guide these selection of options for designing lessons: ensure an appropriate level of task difficulty, establish clear goals for each task-based lesson, develop an appropriate orientation to performing the task in the students, ensure that students adopt an active role in task-based lessons, encourage students to take risks, ensure that students are primarily focused on meaning when they perform a task, provide opportunities for focusing on form and require students to evaluate their performance and progress. According to research done in China by Yan (2020) task-based method help by developing learners' communicative competence, critical thinking skills, decision making and develop sense of achievement thus increasing motivation. Also, it enables teachers to design authentic tasks which create opportunities for learners to practice using language in context and increase learners' motivation. Similarly, a study done in Indonesia by Saifullah and Syamsuddin (2017) findings showed that task-based method when used to teach English to university students who are majoring in non-English language programmes, it increases their motivation to learn. Also, students doing political and social science improve their English language proficiency thus improve motivation to learn.

Moreover, research done by Chai and Wen (2017) in China found that task-based method helps students to experience the joy of success, power of cooperation, active learning, interaction, innovation, sharing of experiences and learning become fun. However, task-based method ensures learners acquire communicative competence in the classroom if fully adopted by the teachers. In contexts where teachers embrace traditional teaching methods, learners are denied chances to experience language use in context and innovate language. However, it is not known how learners react to task-based learning in higher education in Kenya.

### **3.0 Teaching and Learning Strategies used to Motivate ESL Learners**

This section discusses some of the strategies that are adopted by language educators in higher education in order to help motivate learners in English language lectures.

#### **3.1 Group Discussions, Presentations and Pair Work Strategies**

The students choose their group leaders for instance the Chairperson who chairs the meetings of the group and the secretary who writes down what has been discussed and agreed upon. The students read carefully the question(s) given by their teacher. They work collaboratively determining answers and crafting explanations together. This method improves students' organization skills, their critical thinking skills, helps in

language development, encourages socialization and interaction among group members, motivates students and develops student's self- confidence in speaking. This has been shown in a recent research done in Vietnam by Huong and Huong (2021) which indicated that discussion make students relaxed, low anxiety, enjoy speaking, attentive, active and improve their confidence. Despite these benefits realized when discussion strategy is adopted, it is not known whether it is used in higher learning in Kenyan context.

Also, researchers observe that pair work encourage learners to collaborate during learning. Lin (2010) argues that many studies have soon that cooperative learning has great benefits for enhancement of students' motivation. Pair work plays a significant role in the language class. It promotes learner engagement and development of students' confidence and motivated learners to connect language learning to students' interest outside the class. It also leads learners to perform assigned tasks with more motivation (Baleghizadeh & Farhesh, 2014).

### **3.2 Continuous Assessment Tests (CATs) Strategy**

Continuous Assessment Tests (CATs) provide feedback about the teaching and learning process. They encourage the teaching-learning process as a formative process that evolves over time with input and feedback from both the teacher and the learners. They help improve teacher effectiveness. CATs are both oral and written. They are useful in assessing the verbal language skills (speaking competence), observing practical skills or attitudes and giving regular feedback on learners' performance in term papers among others. According to research done in Mettu University, Ethiopia by Walde (2016) found that continuous assessment is considered as a continuous testing and students understand CATs as assessment methods which their lecturers use in order to help them increase their academic performance. In Addition, a research done in Indonesia found that CATS help learners to brainstorm improving their critical thinking skills, reading comprehension and motivation in English language lectures at the university. However, there is little research in the Kenyan context on skills developed by learners as a result of CATs administration in higher education.

On the other hand, the study done in Ethiopia by Walde (2016) also found that there were no clear guidelines on CATs administration; lecturers lacked adequate training in CAT administration, problems of large class size, lack of resource materials and poor communication system in the university. This is similar to research done in Ethiopia by Abejehu (2016) in primary schools where the research found that there was lack of harmony and consistency in administration of CATs by teachers as a result of lack of clear guidelines and policy on CAT administration. Although the research was done in primary school level the challenges could be the same as those being realized by higher education in Kenya. It is not known the challenges that higher education in Kenya are facing in order to put modalities in place.

Moreover, researchers suggest some of the important CATs strategies that lecturers could adopt in lectures. A study done in Ghana by Ababio and Dumba (2013) found that CATs has strategies which include take home assignment, recap exercise and written tests in class help learners to understand difficult concepts in their subject areas, learners are able to master content taught, become more confident and prepare them for end semester examinations in geography in University of Cape Coast, Ghana. In addition, there are other CATs strategies which can also be used by the lecturers. These include projects, observations, interviews, questionnaires and checklists. These are proved by facts in a research done in Saudi Arabia by Rana and Zubair (2019) in Jabal University and Mustaqbal university which found that CATs help learners to understand difficult content areas and that EFL teachers adopt take home assignments, recap exercises and written tests to help evaluate their learners. However, it is not known the CATs strategies that are adopted by language educators in higher education in Kenya.

### **3.3 Drama Strategy**

Drama helps generate a greater output of authentic language through interactive, hands-on activities, that are of great relevance to learners, with the teacher as a guide and an observer (Ballantyne, et al, 1997; Gill, 1996; 2000). Drama increases students' self-motivation, self-esteem, spontaneity and empathy while their sensitivity to rejection is reduced. The students become more creative with the target language, classroom activities are learner-centred (Stern 1980, 1983). A study done in Spain by Soler (2020) found that theatre is used in class because it promotes learner centered learning, integrates verbal and non-verbal cues, develop communicative competence and improved confidence.

In addition, drama gives learners chances to practice using language in context. Ong'ondo (2006) observes that drama enhances the learners' writing and speaking abilities in English language and recommends that there should be more drama activities in classrooms in addition to other teaching methods such as questioning technique, group discussions and assignments. According to research done in Indonesia by Paidi, Aspiriani and Syafryadin (2020), it was found that when role-play is used to teach English student motivation is enhanced for instance student motivation in control group was 57.27% in pretest and this increased to 70.20% in post test meaning that motivation is improved in speaking lesson when role-play is used. However, researchers report that sometimes policies could be advocating for drama but in practice it is not achieved due to the context of practice and classroom dynamics. Wu (2021) research in China found that in the policies they advocate for creativity and learner centered strategies which have proved difficult to achieve as a result of lack of concrete situations of personal experience and practice. However, it is not known whether role play is used to teach students in higher education in Kenya.

### **3.4 Class Assignment Strategy**

Assignments of a teacher's daily lesson plan and are important in form of short-range planning that needs special treatment. They help to give direction to learning and facilitate transition from one lesson to another. Written assignments help in organization of a linear assimilation of facts and a better preparation of examinations. There are four main types of assignments. First, preparatory assignment which prepares learners for work that will follow in the next lesson. Second, study assignment which is given to reinforce what has already been taught. Third, revision assignment which assesses learners' understanding and retention of taught facts. Lastly, remedial assignment is given as a follow up to the earlier assignments in order to give further practice.

Teachers also give learners homework but because they fear doing it at home, the teacher should discuss the assignment in class first to help motivate and gain confidence before telling them to go and do. Also, learners should be allowed to do homework in class. According to a study done in China by Jing (2013) teachers of English language do not take cognizance of development of intelligence of students. This is because multiple intelligence is developed when the teachers use multiple activities and different types of assignment in class thus developing confidence, cooperation, active participation and autonomy. However, it is not known whether language educators adopt different types of assignment when teaching in higher education.

### **3.5 Debate Strategy**

The teacher of English should organize for debates on topical and emerging issues in the course. This will help enhance students' discussion, speech delivery and public speaking skills; self-confidence; note making and taking skills; teamwork and collaboration skills; critical thinking; motivation towards the subject, innovation and improvement of language learning. A study done in Italy by Indire (2019) findings showed that debate strategy is effective in developing language skills and soft skills in learners. However, different finding was reported in research done in Wolverhampton University by Brown (2015) findings show that 14 out of 15 do not like debates to be used in teaching childhood study degree. This difference could be due to contexts of practice as a result of the policies, school mission, learning styles and cultural dynamics.

### **3.6 Term Paper Assignment Strategy**

A term paper is an assignment set in college or university classes that students are required to write complete and hand it in before the end of semester. This paper is on one of the topics in the course(s) s/he is undertaking. The student should budget for his/her time well, do research, look at the topic from both sides and analyze it in details. A student can prove his/her efficiency in achieving the academic goals. To begin with, term papers help students to develop proper communication skills. They learn how to express

themselves logically and correctly. Two, they improve their logical thinking through presenting logical arguments and counterarguments. Three, they learn how to be concise and clear in presenting their thoughts. Four, they motivate students in their studies through thorough analysis of the topics and generating their own opinions about the problem. Finally, the learners develop professionally in the subject/course by doing thorough research on the topics given. In a research done in Syria by Assaf (2018) project-based language learning enhances motivation and improved performance in oral presentation, team work, planning skills and organization skills.

### **3.7 Dialogue Strategy**

Dialogues promote analysis of course content and encourage critical thinking and reflection. They provide a means where all learners are actively engaged in the classroom. They also spark engaged learning through an open exchange of ideas that deepens the students' understanding of a topic. Through dialogue, the teacher can provide immediate feedback, guidance and motivation to the learners. A study done in USA by Dogbey, Kumi-Yeboah and Dogbey (2017) on the use of dialogue strategies in online interaction found that there are three sets of interaction; student – instructor interaction, student-student interaction and student – course content interaction. These sets of interactions can also be found in lecture halls in face to face lectures. However, it is not known the type of interactions that lecturers use during lectures to enhance motivation.

### **3.8 Social - cultural Theory**

Fagan (2008) observe that there is a belief that learning takes place when a learner socially collaborates with another in lecture halls, outside lecture halls and in community resulting in this theory. According to this theory, a lecturer can dominate the lectures providing expert guidance by providing information. After students have internalized the concepts presented then interaction between lecturer and students, students and students become important in problem solving. In this study, the teaching methods and strategies were learner centered. Therefore, there was a lot of interaction between the teacher and the learners as She/he taught English language thus increased motivation. In addition, there was also a lot of collaboration between the learners because of the strategies which enabled them to become problem solvers, critical thinkers, innovative and proficient communicators in English language lessons.

### **4.0. Methodology**

The study adopted the quantitative research approach and descriptive survey design to understand the problem at hand. Data generation technique used was use of questionnaires. The study was conducted in Uasin Gishu County, in one of the Public Universities. The County was chosen because it has manifested the problem of lack of motivation by university students. One public University was purposively sampled. In



addition, simple random sample technique was used to sample 3rd year Bachelor of Education (Arts) English and Literature students because they had been taught using the methods and strategies for the past three years and were experienced. One hundred students were sampled to participate in the study using table of random numbers. The data was collected using questionnaires for students. The data was analyzed using SPSS computer package.

## 5.0 Findings and Discussion

### 5.1 Teaching Methods used to Motivate ESL Learners

According to the student's responses, the teaching methods that *highly* motivated students to learn were explanation method at 97% with a mean of 4.58, discussion method at 96% with a mean of 4.61, lecture and demonstration methods each at 92% with a mean of 4.35 and 4.23 respectively and question and answer method at 84% with a mean of 4.14. Methods that motivated students *moderately* were task -based methods 66% with a mean of 3.66, Case study method at 52% with a mean of 3.76 and Communicative Language Teaching at 51% with a mean of 3.40. The methods that motivated learners *minimally* were community language learning at 45% with a mean of 3.46 and Audio-Lingual method at 43% with a mean of 2.99.

**Table 1: Teaching Methods used to Motivate ESL Learners**

S. NO	Teaching Methods	Level of Motivation	RANK	TOTAL	MEAN
1	Explanation method	97%	1	100	4.58
2	Discussion method	96%	2	100	4.61
3	Interactive Lecture method	92%	3	100	4.35
4	Demonstration method	92%	3	100	4.23
5	Question and answer Method	84%	5	100	4.14
6	Task based Method	66%	6	100	3.66
7	Case study Method	52%	7	100	3.76
8	Communicative language teaching	51%	8	100	3.40
9	Audio lingual method	43%	9	<b>100</b>	<b>2.99</b>

The current research found out that over 80% of the participants perceived that use of discussion, explanation, lecture-discussion, demonstration, question and answer with the

means of 4.61, 4.58, 4.35, 4.23, and 4.14 respectively were the methods that *highly motivated* university students of English and Literature to learn their course. In addition, the methods that *moderately* motivated the learners were case study, task based, and communicative language teaching with the means of 3.76, 3.66, 3.46 respectively. The method that *minimally* motivated learners was Audio lingual with a mean of 2.99.

From the study explanation method is the highly motivating method to students in higher education. This is similar with study done in Algeria by Guen'd (2015) which reported that teachers use explanation method to help explain difficult concepts in mother tongue in order to help their learners to understand concepts in English language especially where learners have low proficiency in English language. A student said: 'when we don't understand, she explains to us in Arabic and French'. In the Kenyan context, English is taught as a second language and the medium of instruction is English from all schools beginning from Standard Four, colleges and university and rarely do teachers switch to their mother to explain a concept.

A research in Kenya by Muriungi and Mbui (2015) recommended that learners should be taught using teaching methods that are learner- based for instance explanation method due to the way it encourages learner participation and enhance motivation levels. Besides, Dolelan (2003) also found out that use of explanation method helps by bringing terms to life as well as reinforces retention of knowledge by the learners. Active use of explanation method by using varied examples to explain difficult concepts enhance learners' high motivation in the learning process. In addition, discussion method is the second highly motivating in lectures. This method offers learners many gains for instance learner autonomy, deep learning, innovativeness, critical thinking, problem solving and improving learning outcomes of students in English language. This is the same as the research done in Malaysia by Khalid et al (2018).

Further, results show that when language educators use demonstration method learners are highly motivated in English language lectures. This method enables language lecturers to show learners vividly how to pronounce certain sounds in English language practically. In addition, learners are able to practice pronouncing sounds using mirrors in pairs or in tapes and play back as to whether the sound has been pronounced correctly. Intonation and stress patterns in words and sentences are also practiced using this method. This finding is the same with research done by Basheer et al (2017). Also, Mautiri (2015) contend that demonstration method offers experimental learning which enable students to make sense of the whole learning experience in English language lessons.

The finding that interactive lectures highly motivate learners also agree to a great extent with Casado (2000) who examined students' perceptions across six teaching methods: lecture/discussion, lab work, in-class exercises, guest speakers, applied projects and oral presentations and found out that students most preferred the lecture/discussion method of

teaching because it highly motivates them. This is because interactive lectures enable learners to use language actively which enable them to develop language skills, enhance communicative competence, active participation in the learning process, development of student lecturer rapport as well as enhanced motivation. Apart from these, the modes of lecturing are also diverse for instance videos, online live streaming, attending of lectures allowing students to choose the mode that is supporting their learning styles. This calls for language educators to vary their mode of lecturing to enhance learner motivation and reduce boredom in English language lessons.

Moreover, the study reports that Communicative language teaching when adopted to teach moderately motivate learners in English language lectures. This research is the same with the study done in Research done in Pakistan by Ahmed et al (2015) indicated that motivation in English language lessons bring about communicative language class. Mahdi (2015) did research in Saudi Arabia and the findings indicated that when the teacher enhances communication in English language lessons, the students are highly motivated. Rothes et al (2016) in Portugal showed that groups of learners who have high autonomous motivation in the beginning of a course score higher in self –efficacy and deep learning strategies. Motivation also creates powerful communicative factors by making learners to become self-confident (Ahmed et al 2015). In the current study, Communicative Language Teaching is not rated as a method that highly motivates the students. This may be because the students do not see the lecturers using it regularly and also it may not be favoured by the lecturers who feel that it is time- consuming yet they need to cover the course in time.

However, there are reports from different contexts that Communicative language teaching has not been embraced because of the requirement of a lot of time for planning, teaching principles and cultural underpinnings. According to Itu, (2002) teachers in Taiwan have not embraced communicative teaching method despite the active promotion done by the education sector. He argues that this is so because the demand it places on teachers in terms of linguistic competence, pedagogical expertise and classroom management. However, in some contexts of teaching like China, the teacher is the centre of authority thus the teacher centred methods of teaching encouraging ‘parrot learning’ and grammar translation (Wang, 2002). According to Cheng and Durayei (2007), a research done in Taiwan indicated that Taiwanese test-driven culture and the perception that learning should be serious and hard work does not support communicative and game-like teaching activities in Taiwanese ESL settings. These practices in the different contexts Taiwan and China does not give learners chances to practice language use in context thus lack of motivation in learning English language. Also, a research in Kuwait by Al Othman and Shuqair (2013) which showed that teachers employ non-enthusiastic approaches to English language learning thus resulting into poorly motivated teachers and learners of English language.

## 5.2 Strategies used to Motivate ESL Learners

The research ascertained that group discussions and presentations at 93% with a mean of 4.58, continuous assessment tests at 84% with a mean of 4.07, drama at 74% with a mean of 4.01 and continuous assessment tests rated at 84% with a mean of 3.96, debates rated at 70% with a mean of 3.82 and term paper assignments rated at 72% with a mean of 3.73 were the *most* preferred strategies that motivated students in learning English. Those that moderately motivated students to learn English and improve in performance were pair work rated at 73% with a mean of 3.52 and dialogue rated at 61% with a mean of 3.50.

**Table 2: Strategies used to Motivate ESL Learners**

S. NO	Teaching and Learning strategy	Level of Motivation	Rank	TOTAL	MEAN
1	Group Discussions & presentations	93%	1	100	4.58
2	Class Assignments	84%	2	100	3.96
3	Continuous Assessment Tests	84%	2	100	4.07
4	Drama	74%	4	100	4.01
5	Term paper Assignments	72%	5	100	3.73
6	Debates	70%	6	100	3.82
7	Pair work	73%	7	100	3.52
8	Dialogues	61%	8	100	3.50
<b>AV.MEAN</b>	<b>3.898</b>				

The study found that the strategies that *highly* motivated students to learn English language were group discussion and presentations, continuous assessment tests and drama with means of 4.58, 4.07 and 4.01. The strategies that *moderately* motivated students to learn English were class assignments, debates, term paper assignments, pair work and dialogue with means of 3.96, 3.82, 3.73, 3.52 and 3.50 respectively. Group discussion and presentations, giving assignments and continuous assessment tests were good strategies that highly motivated students to work hard and improve in their academic work. This agrees with findings of Xu and Wu (2013) who found out that homework is a powerful tool that motivates learners to improve in their language skills as well as giving students further practice on language items taught thus making them concrete. Besides, Amiryousef (2016) who found out that giving assignments help improve reading, writing, vocabulary, grammar and language learning as it increases students' learning immersion time in Kuwait. In other contexts, researchers reported findings that contradict this finding, Loveless (2014), and Khn (2006) argue that homework is a waste of time, energy and is detrimental to students' health and learning.

However, a research done by Kendagor and Rotumoi (2016) in Kericho County, Kenya indicated pre-service teachers at the university had poor reading culture, poor oral and writing skills. This problem of poor oral skills could be solved by teacher using communication exercises to stimulate learners' motivation through using language to communicate for instance undertaking classroom tasks for instance group discussion and presentations, debates, dialogues, poem recitation, drama, question and answer, oral drills among others (Els et al, 1984). University lecturers described student worsening essay writing skills and poor speaking skills.

Moreover, in this research, pair work and dialogues are strategies at the lower end of those that moderately motivated students to learn language. This finding agrees with the findings of Lin (2010) and Baleghizadeh and Farhesh (2014) who contend that pair work has great benefit of enhancing students' self- motivation in language learning. These strategies motivate learners moderately because they are rarely adopted by lecturers in Kenyan universities though they are commonly used in higher education in other contexts in the world. Researchers argue that the use of varied learner centered strategies make learning more meaningful and effective by involving learners in communicative tasks, problem solving and information seeking (Syomuene, 2016).

Further, this study reported that drama strategy motivates students to learn English language. This strategy is good in encouraging learners to use play and authentic language in context. Similarly, a study done in Japan by Matsuaaloto (2016) indicated that 'flipped classroom based on gamification is helpful in improving learners' motivation and their understanding level. Also, in research done by Lasaga (2011) in Basque Country in Spain, students are more motivated when language is taught in context and discussion groups were used in teaching learners learning English as a Foreign Language. In other contexts, in Kuwait researchers found that students had positive attitudes towards English language and high motivation because their native EFL teachers were cheerful, hardworking democratic, kind, friendly and intelligent (Al Othman & Shuqair 2013). Teacher characteristics can also help in motivating learners.

Moreover, the findings indicate that students are motivated when given term paper assignments which they research, compile and hand in to their lecturers. This finding is similar to a recent research done in Iran by Amiryousef (2016) giving students assignments is an important part of the teaching and learning process. These assignments can be class assignment, research and homework. It is believed to have beneficial effects, such as increasing students' learning motivation, development of language skills, helping them consolidate their learning, get better scores in tests, become self –regulated, develop good study habits and practically use their knowledge. Although there are researchers who argue that homework is a waste of time, energy and can be detrimental to students'

health and learning (Loveless, 2014). Homework is a powerful tool to help students to improve their language skills (Xu & Wu, 2013). However, the assignments should be marked and returned to the students in order to help them do corrections and to motivate them. This is because the scores attained increase motivation and self- confidence. According to Al-Bustan and Al-Bustan, (2009) learners acquiring high scores in tests is a prevailing motivation for most learners in Kuwait.

Discussion and Debates motivate learners in English language lessons. Similar research done in Kenya by Muriungi and Mbiu (2015) recommended that teaching strategies like debates and discussions help build confidence in students and should be encouraged in class. Ahmed et al. (2015) argue that use of discussion and debates by the teacher help to make the classroom environment student- centred, improve teacher- student relationship, self-esteem, self-respect, enhance willingness to communicate and students feel valued. Ahmed et al. (2015) argue that it is the responsibility of the teacher to make classroom environment student- centred because when a student feels valued in class, he or she would be more interested in learning a second language. In addition, use of more than one teaching strategy help to appeal to learner learning styles. According to Kabilan (2000), the teacher should use varied teaching and learning strategies to take care of the cultural backgrounds and learning styles thus a teacher should be creative in order to take care of diverse learners. According to Champan and Aspin (1997), the major source of motivation is passion. Learners need to have passion because of the goals they have set and want to achieve. Research done in Iran by Rahimi and Karkami (2015) indicated that effective teachers manage their classes by using strategies including involvement, recognition, creation of learning opportunities, interaction, learner autonomy, language awareness, authentic language use, integrating the four language skills and integration of culture (Alemi & Daftarifard, 2010).

## **6.0 Conclusion and Recommendations**

Findings of this study indicate that a majority of the methods and strategies that highly motivated the learners were learner-centred ones like explanation, interactive lectures (lecture-discussion), discussion, demonstration and question and answer. The highly motivating strategies included discussion and presentations, continuous assessment tests and drama. These have the implication that lecturers could mostly employ the learner-centred methods and strategies in order to motivate the learners to learn English language easily. Successful lecturers may employ a mixture of teaching methods and strategies so that the weaknesses of one method or strategy may be overcome by the strengths of another. This is called the eclectic approach. The lecturer uses his/her discretion to decide on the choice of the appropriate teaching methods and strategies for teaching English language. The choice of methods will be dictated by the content to be taught, objectives of the lesson, choice of resources, learners learning styles, the facilities



at lecturer's disposal and the time allocated to teach the subject. Thus, every lecturer should strive to determine learner's needs and specific learning styles in order to adopt the correct teaching methods and strategies that motivate them to learn English language.

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