

Student Motivation And Instructional Strategies In English Learning In Ghana

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ABSTRACT: Motivation has been referred to as the single most important ingredient of learning (Wieman, 2013). However, it does not come by chance, application of appropriate instructional strategies are necessary. The present study conducted in-depth inquiry into the relevance of student motivation and its relationship with higher achievement in L2 learning. Descriptive research design was adopted for the study. Using stratified sampling technique, 60 students were sampled from three public schools in Kumasi Metropolis. Also, by means of purposive sampling, six English teachers were selected in the three schools as participants. Set of questionnaires were the instrument for the study and analysis involved simple frequencies, percentages, tables and Pearson's Correlation Coefficient (r). The study revealed that students can be motivated by simplicity, clarity, practical and insightful analogies, making lessons lively and interesting and most importantly generous use of TLM's. Positive relationship also existed between students' motivation and the use of effective instructional strategies with the attendant proficiency in English. Unequivocally, student motivation is pivotal to facilitating proficiency in English, a key to riding the crest of globalization and technology.

Introduction

Defined by notable psychologists and scholars as a student's willingness, need, desire, and compulsion to participate in, and be successful in, the learning process, motivation has captured the interest of educationists and language instructors for ages (Mehrpour and Vojdani, 2012; Tuan, 2012; Dornyei, 2001). These studies, including Liu (2006), Jackson (2008) studies, demonstrated that motivation is an integral factor in second language acquisition and affectivity. Agreeing with this notion, Pintrich and Schunk (2002) indicated that motivation represents one of the most appealing variables instrumental to deciphering the differences in learners during language learning. Hence, Salvin (2001) sees motivation as an internal process that activates, controls and maintain behavior over time. This means, as Xiaoqing (2002) puts it; motivation is an important factor in determining the extent of achievement or failure in second language learning since it can influence the frequency of using learning strategies. Also, Qin (2003) says that learning motivation influences the learners' autonomous learning ability, and determines the learners' confidence in overcoming learning difficulty. In simple terms, Broussard and Garrison (2004:107) broadly define motivation as "the attribute that moves us to do or not to do something" in effect, as Guay et al. (2010:712) puts it "the reasons are underlying behavior." Corroborating these definitions, Lai (2011:2) described motivation as "reasons that underlie behavior that is characterized by willingness and volition." It "involves a constellation of closely related beliefs, perceptions, values, interests, and action." Essentially, it can be inferred from the above definition that motivation is the force that actuates or impels a student to be desirous of studying a particular subject. It illuminates and provides insight into why people do or study certain things. Literature presented above provides ample credence to the notion that motivation can be very instrumental to influencing L2 learning. In their studies on L2 learning in Ghana, Adade (2014) and Oppong-Sekyere, Oppong-Sekyere and Akpalu (2013) asserted that due to Ghana's colonial past and its unrivaled position as the lingua franca, English is the language of administration, business, medicine, law and other professional careers in Ghana. In fact, according to Kankaaranta (2012), success in any form of education, training and work is determined by proficiency and ample understanding of the English language. Hence, according to Oppon-Sekyere et. al.,

English language as a subject in Ghanaian schools is meant to equip students with the techniques of reading, listening, writing and speaking which are the four essential skills needed for language learning. According to the Senior High School syllabus, English language is taught to facilitate students' communicative and writing skills and to develop avid interest in literary materials so as to be successful in life. However, it is unfortunate that despite the unceasing efforts of Ghana Education Service to achieve the laudable goal of improving students' proficiency in English in Ghanaian schools is often met with unsatisfactory results in the WASSCE. For example, at the "National Forum on the Duration of the Senior High School Programme" Djangmah and Addae-Mensah (2012) intimated that most of the senior high schools perform poorly in the West African Senior School Certificate Examination (WASSCE). Djangmah and Addae-Mensah (2012) indicated that vast majority of students pass with weak grades (D7 and E*) or fail English language. For example, D7 and E8 numbered 35.8 to 47.8%, while those who failed numbered 14.8 to 23.5%. Also, according to Djangmah and Addae-Mensah, out of the 324,998 candidates that registered for the WASSCE, only 62,295 candidates, representing 20.04%, obtained credits in English. Giving credence to the aforementioned, Opoku-Agyemang (2015) stated in her speech on the state of education in Ghana that though students with grade A1 to C6 improved from 12.5% in 2006 to 28.1% in 2014, "there is still a lot of work to be done" by education stakeholder because the remaining 71.9% are performing below expectation. The abysmal performance of students in English has been a source of worry to stakeholders of education because English is an important discipline which poses great challenge to learners irrespective of the level. The challenges become more compelling when students are to move from second-cycle school into tertiary where proficiency in English is highly important. This need awakens urgent desire in the researcher to explore ways motivation can be effectively used to improve students' performance in the English language. It is envisaged that the findings of the study will be relevant to the Ministry of Education, Ghana Education Service, teachers and parent alike. The result of the study will also be relevant to curriculum planners and policy makers so as to improve the quality and use of English language.

Objective of the study

The primary objective of the study is to investigate how instructional strategies can be instrumental in achieving student motivation with concomitant proficiency in English. The Specific objectives are to:

- i. Ascertain what de-motivates students in learning English
- ii. Establish instructional strategies adopted by English teachers in the teaching and learning of English language.
- iii. Ascertain the relationship between student motivation and proficiency in English.

Research Questions

In order to achieve the objectives of the study, the following research questions will guide the study:

1. What de-motivates students in learning English?
2. What are the instructional strategies adopted by English teachers to foster motivation in the study of English?
3. What type of relationship exists between student motivation and proficiency in English language?

Literature Review

Without a doubt, English enjoys the status of a 'language on which the sun never sets' in the Ghanaian society (Dionne, 2014). Bobda (2000) indicated that Ghanaians came in contact with English-speaking expatriates as early as the 16th century. Due to colonization, English has historically enjoyed pre-eminence in the Ghanaian society. Albakry and Ofori (2011) indicated that this dominance in the linguistic ecology of Ghana is as a result of the desire of the British to give a sense of cohesion to the separate political units they had annexed. Hence, English was imposed as the official language of the Crown Colony. Summarizing the general perception of Ghanaians about the English language, Akurugu (2010) stated that the English language plays a unifying role in the country by facilitating contact between Ghanaians of diverse linguistic backgrounds. It is the mark of elitism in the Ghanaian Society. Several researchers have considered motivation from different points of view. From a cognitive viewpoint, two types of motivation are recognized: *extrinsic* and *intrinsic*. Explaining these types of motivation, Slavin (2003) stated that extrinsic motivation is the type of motivation that dwells on rewards and punishments while the latter, intrinsic motivation is self-applied, lying in the affective domain of feelings and emotional responses. In his own view, Dornyei (2001) sees *extrinsic* motivation as doing an action in order to receive an extrinsic reward or to avoid punishment, while intrinsic motivation is about an action that is done for its own sake to experience satisfaction. An example of extrinsic motivation is a student who is fascinated with working and living in China and feels knowing how to write and speak Chinese fluently will assist her to achieve his/her goal, if it were not for that sake, he or she would not study it. Intrinsic motivation on the other hand could be illustrated with an individual who is highly interested in learning English because he/she is interested in it, and nobody has asked him or her to do so. Several psychologists and scholars have used the terms intrinsic and extrinsic motivation in their studies (Balkir and Topkaya, 2009; Lamb, 2007; Liu, 2007; Wei, 2007; Chen et

al., 2005), some researchers have identified other motivational patterns based on the contextual features or other aspects related to specific participants or groups of participants. *Required motivation*, according to Warden and Lin (2000), is a term referring to some participants in their research who were motivated by certain requirements. In another study in the same setting, Warden (2000) found that social expectations emphasizing standard requirements are likely to be motivating for Chinese students. Chinese imperative was another term first used by Chen et al. (2005) to emphasize their findings that among Chinese and Taiwanese people, strong adherence to traditional values like obtaining good grades will bring social respect. Therefore, being respected by others can motivate individuals in such settings to do their best. Ghanaians felt as much regarding the English language, as indicated by Bobda (2000), several believes that the knowledge of English language bring social respect, as a result, students in schools would strive to attain a good grade in the subject. Julkunen (2001) mentioned other forms of motivation, such as *situation-specific motivation* and *task motivation*, Julkunen believed that motivation depends on context and task. Accordingly, individualistic; cooperative; and competitive situations might affect motivation differently. Another scholar, Nakata (2006) indicated that there are three sequences in motivation which could be described as (i) attitude and needs (preactional phase) (ii) stimulation and affection (actional phase) and (iii) competence and reinforcement (postactional phase). Within the first stage, the teacher's job is to create a positive attitude in L2 learners thereby whetting the student's interest in the subject via a conducive and collaborative classroom setting to foster learning rather than a competitive environment that undermines the students' interest. At the next stage, learner's attention should be stimulated and a positive atmosphere should be created and lastly, at the third stage, the teacher should have the students engage in activities that give them a sense of accomplishment, such as praising them for making progress. The finding of this study underscores the relevance of student motivation, which is both extrinsic and intrinsic, in the creating a positive attitude among L2 learners. In recent times, several studies have also been conducted in relation to instructional strategies for achieving student motivation in the teaching and learning of the English language. A thorough examination of these studies on motivation revealed that they primarily focused on describing motivational patterns of English language learners on the one hand, and locating a viable instructional strategy in learning English on the other hand. The studies are basically drawn from pedagogical perspective, for example, Liu (2007) discusses a new plan for teaching listening comprehension; Wang (2007) focused on the impact of instructional materials, Ajibade and Ndububa (2008) dwelled on learner's levels of English proficiency, while Balkir and Topkaya (2009) included specific learning programs in their study. However, investigations of strategic variables, like motivational and metacognitive strategies (Feng & Chen, 2009; Guilloteaux & Dörnyei, 2008), and psychological variables, such as anxiety and self-identity changes, have also been the subject of scrutiny (Wei, 2007; Yihong et al., 2007). Other variables that have come under investigation include

learning environments and power of choice (Wu & Wu, 2008) and goal setting (Melendy, 2008). Some studies were devoted to orientation, either describing it or finding a relation between orientation and another variable, i.e. self-evaluation skills (Lamb, 2007; Chen, et al., 2005; Rahman, 2005). Few conceptual studies were found to review theories and concepts through a critical lens (Feng and Chen, 2009; Ebata, 2008; Samaie, et al., 2006). According to Nagmeh (2012) several studies within the temporal period of the past 10 years were conducted in Asia and one was performed in Nigeria (Ajibade and Ndububa, 2008). Most of the physical settings of the studies were universities, where university students were recruited for inquiry participation (Balkir & Topkaya, 2009; Melendy, 2008; Wu & Wu, 2008; Liu, 2007; Wang, 2007; Wei, 2007; Yihong et al., 2007; Rahman, 2005). Only one study was performed at an institute (Wu Man-fat, 2007), and the rest were conducted at high schools with adolescents (Ajibade & Ndububa, 2008; Guilloteaux & Dörnyei, 2008; Lamb, 2007; Takase, 2007). Most of these studies especially the ones performed in high school context, revealed that the students possessed instrumental, rather than the integrative orientation (Liu, 2007; Wei, 2007; Wu Man-fat, 2007; Rahman, 2005). In conducting their study, Balkir and Topkaya (2009) included a training program while Melendy (2008) used the power of choice and goal setting. In his study, Liu (2007) employed L2 proficiency while Guilloteaux and Dörnyei (2008) conducted their study by means of motivational strategies, such as enjoyable tasks. Wu and Wu (2008) study was very successful in terms of instructional strategy because they employed the collaborative learning settings which included 'the physical environment, instructional arrangements, and social interaction'. It is interesting to note that all these variables might influence motivation in the learning of the English language. In particular, the studies reviewed showed that English teachers' motivational practice could increase students' motivation. It was also discovered that classroom atmosphere might be positively correlated with L2 learners' motivation. The study conducted in Nigeria by Ajibade and Ndububa (2008) revealed that the use of games; songs; and stories might also influence motivation in English language. However, up until now, according to Nagmeh (2012), there is no agreement among researchers on the superiority of one type of instructional strategy over the other. In fact, the findings of a study conducted by Lamb (2007) even contradicted that of a previous study done on a similar subject in the same context. Several factors as enumerated above are supportive of the urgent need for student motivation in the study of English in Ghanaian schools, in view of the perennial poor performance of students in the English language. Much has been said and done, yet little is accomplished, hence, the present study will conduct extensive inquiry into the role of student motivation in higher academic achievement in the English language.

Methodology

Materials and instrument

The study employed descriptive research design and was undertaken at the Adansi North district in the Kumasi Metropolis of the Ashanti Region of Ghana. A total number

of sixty (60) students and six (6) teachers participated in the study. In all, thirty-four (34) boys and twenty-six (26) girls were sampled from the Senior High School of Kumasi High School, Kumasi Academy and Knust Senior High School. SHS 2 were selected for the study because they have less academic load in comparison to SHS 3 students. Self-designed questionnaires (for teachers and students) comprising close and open-ended questions were the instrument for collecting data. Three (3) sections of the questionnaire (A, B and C) were based on the four-point Likert-type scale since the study is attitudinal which often goes with strong emotional components, Likert-scale allows participants to express the degree or intensity of feelings and permits greater spread of variance. The last section (D) contained open ended questions for both teachers and students so as to gain insight into participant's feelings on how to improve the level of proficiency in English.

Sample and Sampling procedures

A sample population was selected out of the named Senior High Schools. Participants selected for the study was sixty students and six teachers. The first step in sampling procedure was the selection of the schools which was purposively done. Using simple random sampling technique, the students were selected, each member of the population, both boys and girls, had an equal chance of being selected to participate in the study, ensuring that no biases were employed in selecting participants. In all, twenty students were selected from each school in addition to 2 teachers who were purposively selected so as to cross-examine students' response to the questionnaire. In order to achieve success in the administration of the questionnaires, teachers assisting with data collection were provided ample information regarding the objectives of the study and the researcher took time to explain vital aspects of the questionnaires to the students so that accurate information will be given.

Data Analysis

Analysis was done in relation to the three research questions. First, simple frequencies and percentages depicted by tables were run for research questions. Second, research question three was tested using the Pearson's Correlation Coefficient (r) at a significant level of 0.05. This was carried out so as to establish the kind of relationship (if any) that exists between student motivation and proficiency in the English language.

Results

In all, sixty students and six teachers responded to the questionnaires. Data were collected from two groups of

respondents, teachers and students and they were analyzed based on the research questions.

Table 1: Teachers' Personal/Demographic Data

S/N	Item	Option		
		Gender	Frequency	Percentage%
1.	Gender	Male	4	66.7
		Female	2	33.3
		Total	6	100
2.	Age	20-25	2	33.3
		26-30	3	50
		31-36	1	16.7
		37 and above	0	0
		Total	6	100
3.	Qualification	Non-professional	1	16.7
		Professional	5	83.3
		Total	6	100

n=6 (Source: Fieldwork, 2015)

Analysis of preliminary data for teachers

This section of the analysis dealt with the biographic data of the respondents which included sex, age and qualification. Depicted in table 1 is the sex of the respondents. Out of the six teachers, 4 (66.7%) were male while 2 (33.3%) were female. Table 1 also showed that out of 6 respondents, 3 (50%) were between the ages of 26-30 and 2 (33.3%) were

between 20-25 years of age. Only 1 teacher was within the 31-35 years range. Lastly, Table 1 depicted the qualifications of the teachers. The table shows that 5 (83.3%) of the respondents possesses first degree while only 1 of the teachers had Post-Secondary (Certificate 'A') Certificate.

Table 2: Students' Personal/Demographic Data

S/N	Item	Option		
		Gender	Frequency	Percentage%
1.	Gender	Male	34	56.7
		Female	26	43.3
		Total	6	100
2.	Age	16-18	53	88.3
		19-21	6	10
		21 and above	1	1.7
		Total	6	100

n=60 (Source: Fieldwork, 2015)

Analysis of preliminary data for students

Depicted in table 2 is the sex of the respondents. Out of the 60 students, 34 (56.7%) were male while 26 (43.3%) were female. Table 2 also showed that out of 60 respondents, 53 (88.3%) were between the ages of 16-18 and 6 (10%) were between 19-21 years of age. Only 1 student was over 21 years of age.

Answering research questions

There are three research questions and respondents responded 'Strongly Agree', 'Agree', Disagree and Strongly Disagree to the statements under the research questions. For clarity purpose, responses to 'Strongly Agree' and 'Agree' statements were collapsed into the 'Agree' category whilst those of 'Strongly Disagree' and 'Disagree' were placed in the 'Disagree' category. A sample of sixty (60) students and 6 English teachers responded to the questionnaires.

Table 3: Teachers' and Students' responses on factors that de-motivates students in the study of English

Statement		Agree		Disagree		Total	
		Freq.	%	Freq.	%	Freq.	%
Long and difficult English passages put student's off	T	4	66.7	2	33.3	6	100
	S	48	80	12	20	60	100
English language is several students' weakest subject	T	1	16.7	5	83.3	6	100
	S	8	13.3	52	86.7	60	100

Students do not have any desire to read in English even if the content is interesting.	T	4	66.7	2	33.3	6	100
	S	49	81.6	11	18.3	60	100
Students will not voluntarily read in English unless it is required as homework	T	5	83.3	1	16.7	6	100
	S	53	88.3	7	11.7	60	100
Students prefer Twi to English because it is their mother tongue	T	4	66.7	2	33.3	6	100
	S	51	85	9	15	60	100
English grammar are too difficult and complex for students	T	6	100	0	0	6	100
	S	56	93.3	4	6.7	60	100
English class is often boring and difficult to participate	T	5	83.3	1	16.7	6	100
	S	52	86.7	8	13.3	60	100
Students do not attend English class because teachers will make them a laughing stock.	T	1	16.7	5	83.3	6	100
	S	41	68.3	19	31.7	60	100

n=66 (T=Teacher, S=Student)

Source: Field Survey, 2017

Results

Table 3 above revealed that majority 48 (89%) of the students agreed that long and difficult passages put students off, although 12(20%) disagreed with the notion. The response of the teachers tally with the students perception because 4 (66.7%) of the teachers agreed that long and difficult passages de-motivate students, only 2 (33.3%) disagreed with the notion. Table 3 also revealed that 52 (86.7%) of the students disagreed with the notion that English language is most students weakest subject, although, 8 (13.3%) of the students agreed. The teachers were affirmative in their disagreement with the notion that English is the weakest subject for most students because 5 (83.3%) disagreed with the notion and only 1 (16.7%)

agreed. Table 3 also showed that majority 49 (81.6%) of the students agreed that a demotivating factor is that students do not have any desire in reading English, the remaining 11 (18.3%) disagreed. The response of teachers tally with the students because majority 4 (66.7%) agreed that students have no desire in reading English, although, 2 (33.3%) of the teachers disagreed. Table 3 also revealed that almost all 56 (93.3%) of the students indicated that English grammar is too difficult and complex for them and all the teachers 6 (100%) responded in similar manner. However, it should be noted that while most of the students 41 (68.3%) were of the opinion that teachers made them a laughing stock in classroom, majority 5 (83.3%) of the teachers disagreed.

Research Question Two

Table 4: Instructional strategies adopted by English teachers in the study of English

Statement		Agree		Disagree		Total	
		Freq.	%	Freq.	%	Freq.	%
Generous use of teaching and learning materials (TLMs)	T	5	83.3	1	16.7	6	100
	S	57	95	3	5	60	100
Lively and conducive classroom condition	T	4	66.7	2	33.3	6	100
	S	49	81.7	11	18.3	60	100
Mistakes of students are not overstretched rather teacher work collaboratively with students	T	6	100	2	33.3	6	100
	S	58	96.7	2	3.3	60	100
Appreciation and generous reward for good academic performance in English	T	4	66.7	1	16.7	6	100
	S	51	85	9	15	60	100
Simplify difficult and complex aspects of classroom study	T	5	83.3	2	33.3	6	100
	S	55	91.7	5	8.3	60	100

n=66 (T=Teacher, S=Student)

Source: Field Survey, 2017

Results

In responding to the issue of using TLMs generously as depicted in Table 4, majority 57 (95%) of the students indicated approval of this form of instructional strategy, although, 3 (5%) disagreed. The teachers sided with the students because 5 (83.3%) indicated their agreement regarding the use of TLMs, although 1 (16.7%) disagreed. Table 4 also showed that 49 (61.7%) of the students agreed that lively and conducive classroom fosters motivation, although 11 (18.3%) disagreed with the notion. Most of

the teachers 4 (66.7%) also agreed that classroom should be made lively and conducive for learning English, although 2 (33.3%) disagreed. Majority 51 (85%) of the students also indicated that due cognition and reward of good academic performance will foster motivation and 4 (66.7%) of the teachers agreed. Finally, on the issue of simplification of difficult and complex aspects of learning English, majority 55 (91.7%) of the students agreed and most of the teachers 5 (83.3%) concurred with this notion.

Research Question Three

Table 5: Zero-order correlations between student motivation and proficiency in English

		Student motivation	proficiency
Student motivation	Pearson Correlation	1	.809
	Sig. (2-tailed)		.097
	N	5	5
Proficiency	Pearson Correlation	.809	1
	Sig. (2-tailed)	.097	
	N	5	5

****Correlation is significant at 0.05 levels (2-tailed)**

(Source: Field Survey 2017)

Result

Depicted in Table 5 is the result of the bivariate correlations between student motivation and proficiency in English. Based on the results of the study, student motivation is strongly related to proficiency in English because $r=.809$ and $p<.05$.

Discussion

Gender, according to Power (2011) is an important social, cultural and psychological construct, which describes the expected attitudes and behaviours a society associates with sex. Findings of the study revealed that majority of the students are males (56%) and it is similar to the teachers because 66.7% of the teachers are males. Male dominance over the females in secular and educational settings could be due to societal stereotype that women are only meant for the kitchen and cannot do things very well like men (Alhassan, 2011; Amaoteng, 2013). This factor could also be contributory to de-motivating students, because if male students, who are viewed as superior, are not proficient, they may become shy and not participate in classroom discussions while the female students may be demotivated due to being looked down upon as less important. Finding of the study also showed that the majority 3 (50%) of the teachers were between 26-30 years of age. This means they are relatively young and the vibrancy associated with youthfulness could be instrumental in facilitating their effort to adopt practical instructional strategy to foster motivation. Majority 53 (88.3%) of the students were between 16-18 years of age indicating their responses could be relied upon since they are within the statutory age for an adult and could provide rational response relevant to the study. Findings of the study also revealed that majority 5 (83.3%) of the teachers had first degree. This means the teachers can effectively motivate students since they are aware of varied instructional strategy to facilitate motivation.

Research Questions One

Teachers and students' response in Table 3 revealed that most students are de-motivated due to long and difficult passages in English learning. Underscoring this factor, Wallach (2008) indicated that deficits in language ability, particularly receptive language, and low abilities in key language areas, such as grammar, syntax and, perhaps most importantly, vocabulary knowledge, are contributory to de-motivating a students. Findings revealed that majority of the teachers (83.3%) and students (86.7%) disagreed with the notion that English is the weakest subject. The researcher cross-examined the compilation of WASSCE result in English and other subjects in 2008 and it was shown that only 14.8% of the students failed English Language compared to 44.8% in Mathematics. Though, English is not the weakest subject, there is still much work to be done in line with Opoku-Mensah (2015) in view of the perennial failure in English Language among Senior High School students. Other factors (Table 3) such as English classroom are boring, students are made laughingstock by teachers, and students prefer Twi to speaking English were demotivating factors.

Research Question Two

As indicated above (Table 4), majority of the teachers (83.3%) and students (95%) agreed with the notion that generous use of TLMs are very instrumental to motivating students and this tally with Yara and Otieno (2010) expression that the use of TLMs often result in motivating students which often translate into good academic performance in the chosen subject. Findings also revealed that lively and conducive classroom was agreed upon by teachers and students as very relevant in motivating students. This tally with Stronge, Tucker and Hindman (2015) expression, that when furniture, learning centres, and materials are strategically arranged it optimizes student's learning experience and reduce distractions.

Another interesting finding during the study was that teachers should simplify difficult and complex aspects of classroom study. Majority of the teacher (83.3%) and students (91.7%) agreed with the notion. Underscoring the importance of simplicity as a motivating factor in English learning, Tharby (2014) indicated that simplicity enhances learning because extraneous, unnecessary and complicated items are removed leaving the fertile ground beneath which is core to English learning. Other instructional strategies such as refraining from overstretching students' error and focusing on their strong points, appreciation and generous reward for good academic performance in English were clearly identified by teachers and students as very instrumental to fostering student motivation.

Research Question Three

As earlier indicated the result depicted in Table 5 revealed that there is a strong relationship between student motivation and proficiency where Pearson's Correlation Coefficient (r) is .809 at 0.05 level of confidence. This shows that when students are motivated via the application of appropriate instructional strategy their level of proficiency in English will improve, however, when the students are demotivated due to impractical instructional strategies; student will not be interested in studying English leading to incompetency in English. This finding tally with the result of Standslause, Malto and Ochiel (2013) study that many teachers are unaware of the fact that their approach to teaching and how they interact with students could be more important than what they teach. Hence, application of relevant and practical approach to teaching in the form of instructional strategies will foster student motivation leading to proficiency in English.

Conclusion and Recommendation

The investigative study carried out during the course of this research shows that the foremost factor that de-motivates

students in the study of English is long and difficult passage coupled with complicated and often unfamiliar rules in English. Findings also revealed that the complicated rules and subjective connotations in English and teachers' approach to teaching are also demotivating factors. Finally, the study has distinctly revealed that there is a strong and positive relationship between students' motivation and proficiency in English. When students are motivated, they enjoy higher academic achievement with attendant improvement in the standard of English Language among students. In view of the emerging results from the in-depth inquiry conducted during this study, it is recommended that teachers should improve their manner of approach to teaching by simplifying difficult terms and thoroughly explain complicated rules. They should also strive to make the class very lively and interesting, interlaced with insightful and practical analogies. Teachers should highlight the relevance of proficiency in English to students being a veritable link to virtually all subjects and fields of endeavor in Ghana and in the modern world. English also allows for interesting accessibility to over a billion people around the world, hence, Mydan (2007) called it the "King of Languages."

APPENDIX A

QUESTIONNAIRE FOR TEACHERS ON STUDENTS' MOTIVATION IN THE STUDY OF ENGLISH LANGUAGE, KUMASI

This questionnaire is being used for a study on student motivation and instructional strategies on the study of English in Ghana. It is meant for academic purpose and nothing else. You are therefore assured of confidentiality. You are, however, kindly requested to provide your opinion on the items that follows as frankly and as you can. Thank you in advance.

SECTION A

DEMOGRAPHIC/PERSONAL INFORMATION

1. Gender: Male Female
2. Age : 25-30 30-40 40 and above
3. Qualification: Professional non-professional

SECTION B

DE-MOTIVATORS IN THE STUDY OF ENGLISH LANGUAGE

S/N	Items	Agree	Strongly Agree	Disagree	Strongly Disagree
1.	Long and difficult English passages put student's off				
2.	English language is several students' weakest subject				
3.	Students do not have any desire to read in English even if the content is interesting.				
4.	Students will not voluntarily read in English unless it is required as homework				
5.	Students prefer Twi to English because it is their mother tongue				
6.	English grammar are too difficult and complex for students				
7.	English class is often boring and difficult to participate				
8.	Students do not attend English class because teachers will make them a laughing stock.				

Please, place a tick in the box corresponding to the item that best describes your response.

STRATEGIES FOR MOTIVATION

Please, place a tick in the box corresponding to the item that best describes your response.

SECTION D

RECOMMENDATIONS/SUGGESTIONS TOWARDS STUDENT MOTIVATION IN THE STUDY OF ENGLISH LANGUAGE

S/N	Items	Agree	Strongly Agree	Disagree	Strongly Disagree
	Generous use of teaching and learning materials (TLMs)				
1.	Lively and conducive classroom condition				
2.	Mistakes of students are not overstretched rather teacher work collaboratively with students				
3.	Appreciation and generous reward for good academic performance in English				
4.	Simplify difficult and complex aspects of classroom study				
5.	Generous use of teaching and learning materials (TLMs)				
6.	Lively and conducive classroom condition				
7.	Mistakes of students are not overstretched rather teacher work collaboratively with students				

Please answer the following questions as frankly as possible. Thanks.

- Do you feel that the teachers made English language too difficult to understand, if so, what would you recommend?
.....
- As a teacher would you suggest the availability of more teaching and learning material as a means of improving proficiency in English?
.....
- Do you feel if students' efforts are appreciated and rewarded it would make them perform well, hence a raise in the standard of English?
.....
- In your opinion would you say it is better to study mathematics or Geography instead of English?
.....
- In your opinion do you feel the teachers are doing their best but the students are not ready to learn?
.....

APPENDIX A

QUESTIONNAIRE FOR SHS 1 AND SHS 2 ON STUDENTS' MOTIVATION IN THE STUDY OF ENGLISH LANGUAGE, KUMASI

This questionnaire is being used for a study on student motivation and instructional strategies on the study of English in Ghana. It is meant for academic purpose and nothing else. You are therefore assured of confidentiality. You are, however, kindly requested to provide your opinion on the items that follows as frankly and as you can. Thank you in advance.

SECTION A

DEMOGRAPHIC/PERSONAL INFORMATION

- Gender: Male [] Female []
- Age : 16-18 [] 19-21 [] 21 and above []

SECTION B

DE-MOTIVATORS IN THE STUDY OF ENGLISH LANGUAGE

S/N	Items	Agree	Strongly Agree	Disagree	Strongly Disagree
9.	Long and difficult English passages put me off				
10.	English language is my weakest subject				
11.	I do not have any desire to read in English even if the content is interesting.				
12.	I will not voluntarily read in English unless it is required as homework				
13.	I prefer Twi to English because it is my mother tongue				
14.	English grammar are too difficult and complex for me				
15.	English class is often boring and difficult to participate				
16.	I do not attend English class because our English teachers will make me a laughing stock.				

Please, place a tick in the box corresponding to the item that best describes your response.

STRATEGIES FOR MOTIVATION

Please, place a tick in the box corresponding to the item that best describes your response.

SECTION D

RECOMMENDATIONS/SUGGESTIONS TOWARDS STUDENT MOTIVATION IN THE STUDY OF ENGLISH LANGUAGE

S/N	Items	Agree	Strongly Agree	Disagree	Strongly Disagree
8.	Generous use of teaching and learning materials (TLMs)				
9.	Lively and conducive classroom condition				
10.	My mistakes are not overstretched rather my teacher work collaboratively with me				
11.	Appreciation and generous reward for good academic performance in English				
12.	Simplify difficult and complex aspects of classroom study				
13.	Generous use of teaching and learning materials (TLMs)				
14.	Lively and conducive classroom condition				

Please answer the following questions as frankly as possible. Thanks.

- Do you feel that the teachers made English language too difficult to understand, if so, what would you recommend?
.....
- As a student would you suggest the availability of more teaching and learning material as a means of raising the standard of English?
.....
- Do you feel if students' effort are appreciated and rewarded it would make them perform well, hence a raise in the standard of English?
.....
- In your opinion would you say it is better to study mathematics or Geography instead of English?
.....
- In your opinion do you feel the teachers are doing their best but the students are not ready to learn?
.....

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