A Study on Factors Affecting Students' English Language Learning Motivation in a Multilingual Context at a Private University in East Timor

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Abstract

This study examines the factors affecting students' English language learning motivation in a multilingual context at Dili Institute of Technology (DIT) in East Timor. In this study, multilingual context (MLC) refers to linguistic diversity which shows the representation of individual abilities in speaking more than two languages. The objectives were to identify the motivating factors that affect students' English language learning motivation; to determine students' motivation to learn English in the classroom to communicate with speakers of other languages; and to find how English teachers go about motivating their students. This study used Convergent parallel Mixed Methods Design where both quantitative and qualitative data have equal priority *(QUAN and QUAL)*. Purposive sampling technique was used to collect the data using questionnaire, semi-structured interview, and focus group interview as instruments. Descriptive Statistics Analysis was used to identify the motivating factors that affect students' English language learning, and Content Analysis was applied to analyze the data qualitatively.

The results of Research Objective One revealed that students' integrativeness, attitudes toward the learning situation, and motivation in learning English is high. Moreover, they were scored very high in their instrumental motivation. The findings of Research Objective Two and Three indicated that students want to come to learn English because of the

desire to communicate with other speakers of English, developing their English language skills, use English for traveling abroad, and prospects.

Key words: English language learning, Motivation, Multilingualism, Undergraduate students, Convergent Parallel Mixed Methods.

Introduction

In the context of English language learning, English is considered the international language, and is widely used in business and commercial sectors as a tool for communication. It is being used worldwide including multilingual countries. In the case of East Timor as a multilingual country in Southeast Asia, English language learning is a very complex issue to be discussed. People in the country speak different native languages locally, two official languages and two working languages. The issue of language diversity towards language learning motivation in a social and multilingual environment has been raised for native languages in East Timor that are used daily in social life and other aspects as well. East Timor has a long history of multilingualism.

Additionally, Portuguese is strongly encouraged to be used in all schools within the country. However, Dili Institute of Technology (DIT) as one of the private universities has decided to move to using English and Tetun as languages of instruction for all new students in School of Tourism and School of Engineering and Sciences. This idea has become a significant process with the initial of intensive English program which started in 2015. Thus this study aims to identify factors affecting students' English language learning motivation.

Background

The study was conducted at a private university located in Dili, East Timor which provides an intensive English program for undergraduate students in two faculties such as Tourism and Hospitality, and Engineering and

Sciences. The study focuses on students' English language learning motivation which is related to their linguistic backgrounds. The Dili Institute of Technology started an intensive English program for the two faculties in 2015 and 2016 respectively. The university decided to start this program in order to eliminate the use of Indonesian and move to English and Tetun as medium of instruction. As stated in its vision, the university wants to be internationally recognized in 2020. Thus, the intensive English course aims to facilitate students through 15-20 hours per week conducted by English department, DIT in the first year. The language used in the class is English. However, since students are placed into classes according to their levels (based on theentrance test), Tetun is also used when needed. Teachers sometimes use Tetun because of students' needs. It is used to make sure that students understand all instructions or lessons given.

Additionally, students speak different first languages. They learned Portuguese as one of East Timor's official languages when they were in their high schools or vocational training institutes. They also speak Tetun, the main official language. Indonesian is also spoken as most of the TV channels are in Indonesian. Therefore, the study aims to investigate the motivating factors that affect students' English language learning motivation. The conceptual framework of this study is shown in Figure 1.
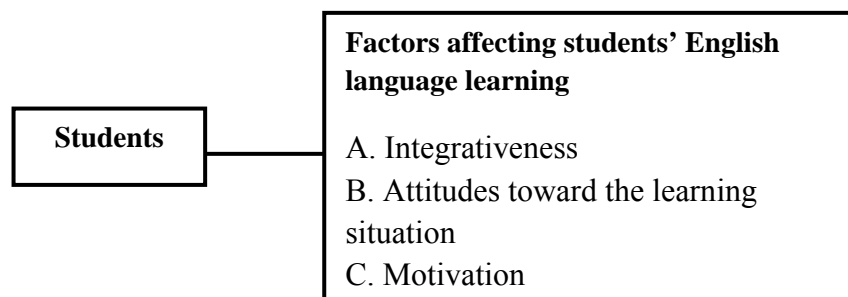

Figure 1. Conceptual framework

Research Questions

The research questions for the study are as follows:

1. What are the factors affecting students' English language learning motivation in a multilingual context?
2. To what extent are students motivated to learn English in the classroom to communicate with speakers of other languages?
3. What do DIT English teachers do to motivate their students to learn English?

Literature Review

Multilingualism

In the context of multilingual classrooms, some students may learn English because they want to pass their English exam, others may learn English because of the enjoyment or their eagerness to learn it. Other reasons that may support learners' choices might be the teaching materials and teachers' teaching methods that will be further elaborated.

Edwards (2012) noted that multilingualism has always been a global phenomenon extensively. There is an increasing interest in analyzing the way in which multilingual speakers communicate in and out of school which shows that multilingual speakers are creative, compared to monolingual native speakers (Rampton, 2006; Auer, 2007; Creese & Blackledge, 2010, 2011; Cenoz & Gorter, 2014; cited in Cenoz & Gorter,2015).

According to Foley (2013, p.122), attitudes towards multilingualism and language diversity are important in general as multilingual itself is a world phenomenon. Foley also added that multilingualism has always been encouraged at social elite levels. In 2015, Cenoz & Gorter noted that multilingualism can give better opportunities, particularly in the job market, but it is was also a link to identity and belonging to one or more speech communities. Individuals in multilingual societies may learn and use languages of wider communication such as English or Portuguese (in the case

of East Timor), but they may also learn languages used in their sociolinguistic environment. As mentioned, learners in East Timor especially DIT students do not only learn to speak English but also using different indigenous languages daily based on their specific ethnic groups from different municipalities in the country.

Motivation in English language learning

In the 21st century, English language has enormously broadened its crucial role in many fields that are inclusive of business. It has become a world language that most people use to speak even though some people as not speaking 'good English' or 'proper English' but these are social judgments that are made about the language that these people possess (Foley, 2013:9). The fact remains that whatever we may think about the kind of language that some people speak, they still have a language. They use their abilities to communicate socially even though there are dominant languages everywhere.

In the language-acquisition theories and teaching methodologies, Ur (2012, p.6) defines language as a skill. Any learner learns a language in school just as he/she learns other skills. They must put an effort and time in order to learn from teachers. Students need to maximize their efforts so that they may experience new learning. Vygotsky's view of language learning as cited in Foley (2012, p. 122), "language is an actual mechanism for thinking", means, that language makes abstract thinking possible.

In second language learning, motivation is a complex phenomenon which can be defined in terms of learners' attitudes towards the second language community, and their communicative needs (Lightbown & Spada, 1993). These two factors tend to show that if learners need to speak the L2 to fulfill their ambitions of professionalism or in a wide range of the situations socially, the communicative value of the second language will be perceived and will therefore be motivated to acquire proficiency in it.

In addition, motivation helps learners to attain their learning objectives because "goals direct the students' performance towards the task at

hand and away from tasks that are incidental" (Reeve, 1996). Compared to when they have no goal in mind, goal-minded performers pay more attention to the task (Kahneman, 1973; Locke & Bryan, 1969; cited in Reeve, 1996). Hence, "motivation is the process whereby goal-directed activity is instigated and sustained" (Pintrich & Schunk, 1996). Goals may not be well formulated and may change with experience, but the points that individuals have something in mind that they are trying to attain. This means that motivation plays a vital role in the learners' achievement.

On the other hand, a number of studies have defined motivation into intrinsic motivation and extrinsic motivation. According to Ariani (2013), intrinsic motivation is driven by curiosity, enjoyment, deep interest, or a personal sense of challenge and involvement in the work. This means that intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. However, extrinsic motivation is the power of reward anticipation from outside. Deci & Ryan (1985; cited in Murray, Gao and Lamb, 2011), extrinsic motivation "refers to doing something because it leads to separable outcome which also means learning has its own reward (Arnold, 2000, p. 14; cited in Wimolmas, n.d.).

Additionally, Gardner (2010, p. 114) defines motivation into integrative orientation and instrumental orientation (integrativeness and instrumentality). Integrativeness refers to a desire or willingness that serves as an important influence on the individual's motivation to learn a second language. Instrumentality refers to an individual that might study a second language to get a good job, satisfy a university requirement, or to please his parents (p.127).

Attitudes toward the learning situation

Generally, language learning in schools is not separated from English language teaching. In English language teaching world, the activities associated with learning have traditionally been used, and when successful, to result in knowledge about the language studied. Gardner (2010, p. 119) examined that learning situation is a significant component in second language learning and considers the motivation to learn the language to be

influenced by the learning context. Learning context in this case includes the objective nature of the curriculum, the teacher, the individual course, the views and regulations of the school authorities, the materials, the time and importance allotted to language instruction, and the quality of instruction. Additionally, the role of attitudes and motivation in second language learning which shows that positive attitudes and motivation are related to success in second language learning (Gardner, 1985; cited in Candlin & Mercer, 2001). Unfortunately, the research cannot indicate precisely how motivation is related to learning. It is not clear whether it is the motivation that produces successful learning or successful learning that enhances motivation or whether both are affected by other factors.

In the socio-educational model, learning situation is an important element in learning a second language and considers the motivation to learn the language to be influenced by the learning context which includes teachers, courses, materials and the curriculum. Gardner (2010, p. 119) argues that evaluative reactions to both teacher and the course are necessary.

Firstly, English teacher evaluation. It is important to give thoughts to how teachers' behaviours, instructions and responses are being interpreted by students in the class (Ellis and Tod, 2015). In language teaching classroom, teachers need to have an aim of modeling motivated behavior from the beginning of the class in order to make learners being enthusiastic for the topic, having a sense of purpose and direction, and anticipation of learners' enjoyment and success. The teaching of English in East Timor where other languages are dominant, English itself is taught as a Foreign Language. Hence, the exposure to the language enable learners to experience the adding of English to their linguistic repertoire and considering English as a foreign or even an international language which does not necessarily replace their first languages.

Another evaluative reaction is the English course evaluation. In the Self-Determination Theory (SDT), Hall (2016, p. 328) noted that SDT's main perceptions are well-known to language teaching methodologists, who have long emphasized the distinction between intrinsic and extrinsic

motivation. Hall (2016) added that "intrinsically motivated learners are said to study a language because they like it; that is, they are stimulated by new knowledge, enjoy the challenge of learning tasks or gain satisfaction from their increasing mastery of the subject. Extrinsically, motivated learners do it in order to gain some other kind of benefit distinct from the process of learning" (p. 328). In the case of language learners in East Timor, English language teaching cannot be separated from learning because of learners who speak different local languages. Thus, it requires teachers' efforts in the motivation of teaching and learning in the context of multilingual classrooms.

Alsagoff, McKay, Hu, & Renandya (2012) argued that the non-English speaking world learns and uses English for communicational purposes and not for cultural identity formation. The summary for this argument is that some learners really learn a language (not LI) because the learning aims to enable learners communicate with other language users that might create some possibilities of forming habits because language is considered as tool of communication.

On the other hand, Coulthard (1985, p. 146; cited in Strobelberger, 2012), claimed that whether any learner *can* learn from each lesson will depend on what happens in the course of classroom interaction, and on whether or not that learner bothers to pay attention to the different learning opportunities that arise.

English language teaching materials

The importance of English Language Teaching (ELT) materials in English language learning class plays an important role in the teaching and learning process. Thus, Stipek (1998) argued that it is necessary to examine evidence of students' emotional expressions as well as their behaviors. In a language learning class, teachers' awareness of students' emotions need to be taken into consideration because teachers' purposeful teaching methods may not be successful without appropriate, contextualized and useful materials.

In developing materials for language teaching, Tomlinson (2014) suggested that the selection of materials necessarily takes place before classroom use. Selected materials need to reflect on the learners' needs, the context and the place where they are. In other words, contextualization of materials is important to be considered as it is related to learning environment and the culture of learners themselves. Parallel to his, having appropriate materials also needs both appropriate teaching methods and students' involvement in classroom activities because Larsen-Freeman & Anderson (2011) stated that teachers' role in a communicative language teaching approach is to facilitate the learning.

In the case of materials used for students at DIT especially in the intensive English program, *Speakout* textbooks and *Technical English* text books are useful. As students from the two faculties need to complete 9 levels of English in the first year, they need to pass all the levels from beginner level up to upper level. For this, students in the Tourism faculty will continue using *Speakout* textbooks. However, engineering students in this level will move to *Technical English*. From the result of the entrance exam, if some students start with elementary level, they are encouraged to do technical English 2. These textbooks are very useful and related to students' needs.

Research Methodology

This research project took a form of Convergent Parallel Mixed Methods Design (Creswell, 2012: 541; 2014) as shown in Figure 2.
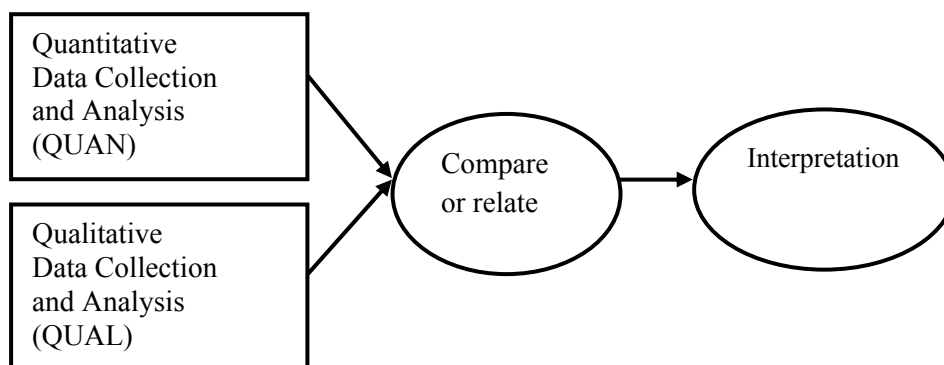

Figure 2. The Basic Mixed Methods design

This mixed methods research was collected concurrently with its focus on the meaningful integration of both quantitative and qualitative data. Moreover, the equal priority is given to both quantitative and qualitative data (QUAN and QUAL). Quantitatively, the researcher utilized questionnaire to respond to the first Research question which aimed to identify the motivating factors that affect students' English language learning in a multilingual context. To answer the second Research question qualitatively, a semi-structured interview was conducted to determine if students are motivated to learn English in the classroom to communicate with speakers of other languages.

Qualitatively, to respond to the third Research Question, the study applied a semi-structured interview and a focus group interview with 8 teachers to find out how they actually go about motivating their students. In this approach, the researcher collected both quantitative and qualitative data simultaneously, analyzed them separately, and then compared the results to see if the findings confirmed or disconfirmed each other.

Subjects of the Study

Two hundred (200) undergraduate students in the academic year 2016 and 2017, and eight (8) English teachers participated in the study. They were purposively selected based on their linguistic backgrounds.

Research Instruments

There were three research instruments employed to gather the data namely; a 5-Point Likert Scale questionnaire, semi-structured interview with both students and teachers, and a focus group interview with teachers.

Questionnaire

For Research Question 1, a set of 40-item questionnaire was applied. The questionnaire was written in Tetun and consisted of 5 parts: students' demographic information (part I), and the four domains with a 5-Point Likert Scale ranged from strongly agree to strongly disagree; integrativeness (part II), Attitudes toward the learning situation (part III), Motivation (part IV), and instrumentality (part V). The questionnaire for

this study was adopted from Gardner, Tremblay, and Masgoret (1997: cited in Gardner, 2010, pp. 114-128).

Table 1: Scoring interpretation

Rating	Score	Scale	Interpretation
Strongly agree	5	4.51-500	Very high
agree	4	3.51-4.50	High
neutral	3	2.51-3.50	Moderate
disagree	2	1.51-2.50	Low
strongly disagree	1	1.00-1.50	Very low

Semi-structured interview (students' individual interview)

To answer Research Question 2, the main point of the semi-structured interview was to engage with respondents to try to understand the English language learning motivation based on their linguistic backgrounds in a multilingual environment. It was simply a narrative approach that allowed 20 respondents to tell a story to explore more what was on their minds, what they thought, how they felt about the motivation of learning English with people who speak different first languages. The language used in this individual interview was Tetun, the main official language of East Timor and back translated into English. There are 10 questions for the interview (see page 17).

Semi-structured interview (teachers' individual interview)

For Research Question 3, there were 8 English teachers purposively selected based on their linguistic backgrounds. The objective of interviewing teachers individually was to find out how they actually go about motivating their students to learn English at Dili Institute of Technology, East Timor.

Teachers were engaged to tell about their experience motivating students, their thoughts on materials, teaching methods and other related information regarding students' motivation to learn English. The language used in the interview was English and there were 10 interview questions.

Focus group interview (teachers)

This focus group interview aimed to answer Research Question 3. To get more clarifications for the third research question, a focus group interview was conducted to 8 English teachers as suggested by Patton (2002, p. 385), groups are typically 6 to 10 people with similar backgrounds. The focus group interview aimed to obtain a wide range of information from the English teachers who also participated in the semi-structured interview. In this part, the interviewer referred to as the moderator which reflected the fact that the researcher's role differs from that in one-to-one interviews. Thus, teachers were asked to think and reflect on the current teaching of English, syllabus design and lesson planning, including English activities. They were interviewed in English and they were allowed to discuss within the group based on suggested guided questions as discussed with the supervisor and validated by three experts. Patton added that in a focus group, participants get to hear each other's responses and to make additional comments as they hear what other people have to say (p. 386). In this part, the objective was to get high-quality data in a social context where people can consider their own views in the context of the views of others. English was the only language used in the interview and 8 questions.

Pilot Study

In order to get the instruments valid and reliable for data collection, the process of checking and testing instruments was applied. Firstly, questionnaire and guided questions for both semi-structured interview and focus group interview were checked by three different experts at Assumption University. The questionnaire was tested with 6 English teachers then got them translated into Tetun because of issues raised by the teachers. The translation was checked by a Tetun expert and piloted it in Tetun, the main official language of East Timor. After the testing, the result showed that

Tetun could be used for the real data collection because there were no issues raised regarding the Tetun content of the questionnaire.

Data Collection

Since the study employed Convergent Parallel Mixed Methods (Creswell, 2012, pp. 541; 2014), the researcher collected both quantitative and qualitative data simultaneously. Quantitatively, the data collection was carried out with 200 undergraduate students from the School of Tourism & Hospitality and School of Engineering & Sciences, academic year 2016 and 2017 based on their linguistic backgrounds. Questionnaire was distributed to students after getting permission from the university especially deans and head of departments from the two faculties. They were asked willingly to participate in the survey and returned after 20-40 minutes. This duration of time included introduction and explanation of the research project.

Qualitatively, the data was gathered from two groups of participants. The first group was 20 students selected for a semi-structured interview (individual interview) to answer Research Question 2. In this interview, Tetun, the main official language was used. The second semi-structured interview was conducted with 8 English teachers. In this individual interview, English was the only language used to collect the data. This interview aimed to respond to Research Question three. To explore the qualitative results more depth, a focus group interview was applied to 8 English teachers. In this group interview, teachers were advised to share their ideas and give opinions in English regarding the questions given. The interviewer in this interview became moderator.

Findings

Part I. Demographic Information and English language learning history

The data shows that 53.5% of the participants are females and 46.5% are males. From the total number of the participants, aged 18-22 (78.0%), 23-27 (21.0%), and 28-33(1.0%). These participants are from the faculty of Tourism and Hospitality and Faculty of Engineering and Sciences.

Moreover, they are all from different districts and speak different first languages. The data reveals that 42.0% of the participants speak Tetun as their first language, Mambae (10.5%), Tetun-Terik (7.0%), Fataluku (5.5%), Makasae (5.0%), Bunak (5.0%) and others are below five percent. Apart from their first languages, they can also speak other languages such as 43.0% of the participants can speak 3 languages, 32.0% can speak 4 languages, 14.0% can speak 2 languages, 7.0% can speak 5 languages and 4.0% can speak 6 languages.

Regarding the English language learning history, most of these 2016 and 2017 intake students started learning English in 2010 onwards. During the period of their English language learning process, 3.0% of the total participants spend greater than 3 hours speaking English every day, 5.5% spend 1-3 hours, 40.0% spend less than 5 minutes, and 42.5% spend 5-30 minutes speaking English every day. It shows that only a few students who spend more than 3 hours speaking English. Besides that, 31.5% of the participants spend 5-30 minutes, 27.5% spend 30 minutes to one hour, 21.5% spend 1-3 hours, 10.0% spend 5 minutes and 9.5% spend more than 3 hours listening to English every day which means that only few people who consider the importance of listening to English as part of their language learning habits.

Finally, to know the reason why participants chose to study at the Dili Institute of technology, the data indicates that most of the participants which is 41.5% choose 'It offers the faculty that I need for my future job', 30.5% choose 'It can prepare me for a better future', 16.5% choose 'It provides one year intensive English program for new students', 9.5% choose 'It is an accredited institution', and 2.0% choose 'Other' which are their own reasons. This information confirms that most of the participants decided to study at DIT because DIT offers the faculty that they need for their future jobs and prepares them for a better future which is extrinsically motivated.

The Findings of Research Objective One

To answer Research Objective one, a set of questionnaire was used and the results are shown below.

Part II. Integrativeness

Table 2: Descriptive Statistics of Integrativeness

Domain (Integrativeness)	N	Mean	Standard Deviation	Interpretation
Integrative orientation				
13. Studying English with speakers of other mother tongues is important so that I will be able to meet and converse with variety of people.	200	3.44	1.097	Moderate motivational factor
14. For me, studying English is important because it will enable me to understand and appreciate other cultures.	200	4.16	.737	High motivational factor
15. Studying English is important because it will allow me to be part of an English speaking community.	200	4.47	.679	High motivational factor
Total	*200*	*4.0233*	*.57542*	*High motivational factor*
Attitudes toward English speaking people				
16. If I had no contact with English speaking people, I feel it to be a loss.	200	3.70	.973	High motivational factor
17. I want to have native English speaking friends.	200	4.44	.677	High motivational factor

18. I want to know other people who like speaking English.	200	4.37	.724	High motivational factor
Total	*200*	*4.1667*	*.62962*	*High motivational factor*
Interest in English language				
19. I want to read newspapers and magazines in English.	200	4.04	.773	High motivational factor
20. I want to learn English well.	200	4.67	.595	Very high motivational factor
21. If I plan to stay in another country where they use English, I will try to learn English.	200	4.57	.631	Very high motivational factor
22. I enjoy meeting people who speak English.	200	4.22	.645	High motivational factor
Total	*200*	*4.3725*	*.48274*	*High motivational factor*
Overall assessment for Integrativeness	200	4.2060	.44975	High motivational factor

The findings of domain Integrativeness with its sub-domains indicate that the majority of respondents' answers are dominated with **'agree'** and the total mean score is Mean (M = 4.2060, Standard Deviation (SD = .44975) which illustrates that students have **high** motivational factor on their English language learning at the Dili Insttitute of Technology, East Timor.

Part III. Attitudes toward the learning situation

Table 3: Descriptive Statistics of Attitudes toward the learning situation

Domain (Attitudes toward the learning situation)	N	Mean	Standard Deviation	Interpretation
English teacher evaluation				
23. I looked forward to going to class during the intensive English course at DIT, because my English teachers were creative.	200	4.19	.719	High motivational factor
24. My English teachers had interesting teaching styles, making me interested in attending class.	200	4.09	.731	High motivational factor
Total	*200*	*4.1400*	*.65770*	*High motivational factor*
English course evaluation				
25. I would rather spend more time in my English class and less in other classes.	200	3.23	.867	Moderate motivational factor
26. I enjoyed the activities of our English class more than those of my other classes.	200	3.36	.930	Moderate motivational factor
27. Tetun and Portuguese are used as the medium of instruction in Basic and Secondary schools in East Timor. DIT has decided to use Tetun and English. This is a good decision.	200	4.19	.697	High motivational factor
28. My English has improved from speaking English during group discussions in the classroom.	200	4.12	.689	High motivational factor

29. English is one of my favorite courses.	200	4.37	.659	High motivational factor
Total	*200*	*3.8520*	*.52677*	*High motivational factor*
Overall assessment for Attitudes toward the learning situation	200	3.9343	.49318	High motivational factor

This table illustrates that students' dominant answers for the second domain, Attitudes toward the learning situation, English teacher evaluation and English course evaluation items 23-29 fall on **'agree'**. The mean score for overall assessment is (M = 3.9343, SD = .49318) which clearly illustrates that students have **high** motivational factor in English language learning through their evaluation on both teacher and the course itself.

Part IV. Motivation

Table 4: Descriptive Statistics of Motivation

Domain (Motivation)	N	Mean	Standard Deviation	Interpretation
Desire to learn English				
30. I really want to know all aspects of English.	200	4.28	.703	High motivational factor
31. If possible, I would spend all of my time learning English.	200	4.01	.821	High motivational factor
32. I want to learn English so well that it will become natural to me.	200	4.28	.701	High motivational factor
33. I want to learn English well so I can access information	200	4.45	.632	High motivational factor

through internet.				
Total	*200*	*4.2525*	*.51424*	*High motivational factor*
Attitudes toward learning English				
34. I love learning English.	200	4.49	.576	High motivational factor
35. I enjoy learning English with people who have different mother tongues.	200	3.76	.828	High motivational factor
36. For me, English is an important part of DIT's curriculum.	200	4.22	.688	High motivational factor
37. I have a plan to learn more English.	200	4.33	.681	High motivational factor
Total	*200*	*4.2013*	*.47994*	*High motivational factor*
Overall assessment for Motivation	200	4.2269	.44607	High motivational factor

It can be seen that most of the respondents' ratings on the 5-point Likert Scale in domain Motivation fall on **'agree'** and the total mean score of all items is (M = 4.2269, SD = .44607). This mean score indicates that students have **high** motivational factor on their desire and attitudes toward learning English at the Dili Institute of Technology, East Timor.

Part V. Instrumentality

Table 5: Descriptive Statistics of Instrumentality

Domain (Instrumentality)	N	Mean	Standard Deviation	Interpretation
Instrumental orientation				
38. For me, studying English is important so I can use it overseas in the future.	200	4.62	.527	Very high motivational factor
39. For me, studying English is important because it will make me an educated person.	200	4.38	.699	High motivational factor
40. For me, studying English is important because it will be useful in getting a good job.	200	4.64	.551	Very high motivational factor
Total	*200*	*4.5433*	*.49148*	*Very high motivational factor*
Overall assessment for Instrumentality	200	4.5433	.49148	Very high motivational factor

The table shows that students have **very high** motivational factor in terms of instrumentality. It indicates that they are rated very high on English language learning at the Dili Institute of Technology, East Timor.

The Findings of Research Objective Two

Research Objective two was to determine if students are motivated to learn English in the classroom to communicate with speakers of other languages at

the Dili Institute of Technology in East Timor. Qualitatively, this second objective corresponds to the individual interview which was conducted with 20 students. The language used for the interview was Tetun, the main official language of East Timor and back translated from Tetun to English and English to Tetun.

Based on the data taken from the interview, the findings illustrate that from the 20 respondents interviewed, five (5) of them speak Tetun as their first languages, three (3) speak Galolen, two (2) speak Makasae such as, Fataluku, Sa'ani, Tokodede, and Tetun Terik. Moreover, there were four (4) respondents who speak two (2) first languages such as; Mambae and Kemak, Tetun and Fataluku, Tetun and Waima'a, and Tetun-Terik and Bunak. Finally, there was respondent who speaks three (3) first languages namely Tetun-Terik, Idate and Lakalei. They can also speak more than two other languages.

The findings indicate that English is considered as a key and fundamental language for students in their faculties or areas of study which can prepare them to get the future better set and better future job opportunities, opportunities to go abroad and use it to communicate with foreigners. It is also because people now need job seekers who can speak English as shown in the following extract.

> *Extract: I want to learn more English because there are many hotels that have workers who can speak English with guests. I want to learn English because Portuguese and Tetun are East Timor's official languages but people speak English for many times at hotels (Student: 03).*

However, some students stated that learning English with other local language speakers in the class depends on them to focus and improve their English language learning because speaking mother tongues in the class also affect the learning process. Other students mentioned that learning English with Speakers of different mother tongues does not motivate them because English is only spoken in the classroom. But, they also recognized that teachers use their own ways to help them learn through speaking and try to

accustom themselves to speak English in the class and get rid of their mother tongues. This is because teachers use English in the class and sometimes use Tetun if needed.

Regarding English teachers' teaching methods in the class, most of students' answered that English teachers' teaching methods are good because they come with different characteristics and various methods with their own manners that can make students practice a lot in the class, especially developing the 4 language skills. These methods include pair work, and group discussion. Almost all of the students liked the textbooks and they were happy because contents are really related to the needs of their specific area in their departments. Some students stated that the books they used are very good materials because books are designed based on different levels from starter to the upper level.

On the other hand, students decided to study at DIT because of the faculty/department or area which is related to their needs for their future jobs after graduation. Some students mentioned that their decision for studying at DIT because it is an accredited institution with the implementation of the Intensive English Program which they can learn to speak and improve their English language capability. Their other reasons were good service quality, good facilities that the university has such as laboratory, good program, and qualified lecturers with good teaching methods. Other students argued that they decided to study at DIT because of the relationship between their previous studies and the chosen area at the university which is instrumentally oriented. All of the students had got English classes before coming to DIT. They started learning English from Junior high School and Senior High School in different years. Apart from studying at their previous schools, some students took English courses at some local and international organizations before coming to DIT.

Finally, students agreed with the implementation of intensive English program at DIT because they think that it gives them opportunities to learn English in all departments at the faculty of Tourism and Hospitality, and the faculty of Engineering and Sciences. They also mentioned that the one year intensive program facilitates to deepen their English language skills and abilities which are related to their future jobs. Another reason is that learners

may use English in order to converse with English speakers and compete with other workers because English is an international language and has become the center for all languages. It is also because DIT wants to be internationally recognized. However, one student suggested that it is good if the contact hours are reduced.

The Findings of Research Objective Three

Research Objective three was to find out how teachers actually go about motivating their students at the Dili Institute of Technology in East Timor. To respond to this research objective, a semi-structured interview and a focus group interview were conducted with eight English teachers selected based on their first languages. The language used for the interview was English.

The findings illustrate that among the eight teachers, there are 3 teachers who speak Tetun as their first languages, two of them speak Bunak, I speaks Galolen, I speaks Makasae, and the last one speaks Fataluku. These teachers can also speak more than two other languages. They thought that teaching English is important for them. It can help them improve their English daily and gives them scholarship opportunities. More importantly, most of the teachers argued that English is not East Timor's official language and people in Dili have their languages to communicate but it is important to teach English because DIT needs and wants it to be the medium of instruction, and to be internationally recognized in 2020. They have been teaching English for 4-10 years. They also mentioned that English is used during teaching and learning process but sometimes they use Tetun depending on the level of students and their needs.

In their point of view, lesson plan is important for teachers and they need to have it. Since they work in team, the lesson plan is prepared by a team. The only thing they need to do is to make sure that they are well prepared. They also argue that teaching effective and helpful teaching methods are also important. Teachers have different methods of teaching such as Student-centered learning, Communicative teaching, Grammar

translation, and others. These methods are used to make classes alive through group discussion, pair work, role play, problem solving, icebreakers and other activities that may involve students which can facilitate them to learn. Moreover, some teachers mentioned that team teaching is helpful because it helps students to not feeling bored in the class. From this can make both students and teachers feel comfortable and be part of the learning process.

Regarding teaching materials, students argued that textbooks contain a lot of good activities. The findings show that there are two text books such as *Speakout* and *Technical English*. These textbooks are designed step-by step and used based on students' level from basic up to pre-intermediate level. The Speakout textbook is used for all students from the two faculties. However, only students from Engineering Faculty whoever reaches pre-intermediate level, they need to use Technical English textbook. Some teachers claimed that Speakout textbook is more about grammar and general English but Technical English textbook focuses on English as Specific Purposes. Moreover, teachers do not only focus on the textbooks but also getting other related materials from internet because of mixed of cultures that the textbooks have. So, contextualization of the materials based on students' situation is one of teachers' concerns to help students learn better in the class.

To answer question 8, some teachers stated that they motivate their students by advising and telling them the importance and benefit of learning English as a global language for their future jobs as shown in the following extract.

> *Extract: 8. "Motivation is a part of my job even though it is not written in my job description. But, as a teacher I need to motivate my students to learn not only for English but also for something else. I motivate them by telling them the importance of English; when you can speak English you can easily get a job, you can apply for a scholarship and you may get chance to study abroad. Another way to motivate my students is by telling them motivational story in order to encourage them to learn. I also use my own experience to tell them to*

learn English. For example; in the past I found it hard to learn English and no body motivated me to learn but I tried many ways by watching motivational videos, by reading motivational words from experts and finally I am able to stand up in front of you **(Teacher: F)**.

Others claimed that using easy language in the class can make students understand and interpret what they have learned. Teachers also need to make classes alive because team teaching also motivates learners to learn. Moreover, the data illustrated that setting rules for students not to speak other languages can also motivate them to learn English. It also helps if teachers teach using pictures as part of motivation for learning. Another way is to encourage them and build a good relationship with them when they are down so that they think that teachers do care about them. They added that the things that most motivate students to learn English are getting jobs and considering English as an international language.

The findings of focus group interview are summarized based on the above questions.

According to teachers, the current teaching of English at Dili Institute of Technology is good and improving. It is better than before. Why? They only had 2-4 hours in a week compared to the intensive program which is 15-20 hours in a week. Other reasons of improvement are students come to the university with good English, materials are related to students' area, and teachers have been teaching in this intensive program for more than two years. So, they have been dealing the Speakout book and Technical English book which also help them learn a lot from the program. The number of teachers is increasing and they have been trained for teaching as part of professional development by outsiders from Australia, Netherlands, USA and New Zealand. A part from training the teachers, trainers were also able to develop the curriculum. Thus, teachers now know how to deal with the textbooks and students because they are well prepared to teach. They also argue that if they were asked to design the syllabus, they would focus more on students' needs and make them related to local context. This may help

weak students with more activities so that they can learn English effectively and be successful in the future. Teachers only use English in the class but sometimes there is a shifting from English to Tetun because of students' needs.

Regarding teachers' motivation towards students to learn English, teachers indicated that encouraging students and providing helpful activities such as pair work and group discussions in the class may motivate students to learn English as supported by the following extract.

Extract: I think to motivate students to learn English, it depends on us teachers. I sometimes encourage students to study hard, and speak English every day. I know that Tetun is our lingua Franca and we need to speak it but if you want to speak English well, you need to practice it. It also depends on students whether they like it or not because some of them are lazy but I always tell them the importance of English for their future jobs as well. I also motivate them by providing helpful activities in the class like group discussion, pair work and so on **(Answer no. 1)**.

Some teachers asserted that giving students a precise and clear instruction when doing an activity would motivate them to learn. If teachers ask students to write about something, asking them to do pair marking would help a lot. They can talk about their marks with their partners so that they learn from each other but if they do not agree on the result of pair marking then the solution should be from the teacher in the class. Another thing is that when they speak, teachers should not interrupt, just listen and let them speak. Teachers may only intervene for the whole class after their talking. This is called student-centered learning. Additionally, text books have a lot of helpful and relevant activities. So, involving every student to be part of the learning process is needed in order to make them express their ideas including asking and answering questions in the class. Finally, the teaching of English in this intensive program is very satisfying and helpful for both students and teachers because DIT is the only university that runs this kind of intensive English program. So, it's very good. Teachers have done their best to help and motivate students to learn for their successful future even though some of them still fail.

Discussion of Findings

1. The motivating factors that affect students' English language learning in a multilingual context based on integrativeness, attitudes toward the learning situation, motivation and instrumentality

The findings illustrated that most of the participants were females; many of them are on their eighteenth to twentieth. These different first language speakers who can speak more than two languages are encouraged to speak English and listen to English every day as much as possible.

Firstly, integrativeness; based on the findings, students were rated high which shows that they have the desire to learn the language in order to integrate into the English speaking community (Ur, 2012, p. 10). Secondly, students' attitudes toward the learning situation were found to be high. Thirdly, students' motivation especially the desire to learn English, attitudes toward learning English were found to be high. Finally, students' ratings on instrumentality were very high compare to other domains. The data illustrated that students very highly considered the importance of studying English to get jobs, to be more educated people and they can use English when they go abroad in the future.

2. Student' motivation to learn English in the classroom to communicate with speakers of other languages

Based on the findings, different first language speakers who can speak more than two languages want to learn English because of its status as an international language that can be used to communicate with any English speakers as well as using it for job opportunities and other reasons related to life. They use English in the class with Tetun if needed. Teachers' teaching methods are helpful as they use different techniques to make students learn in the class effectively. Their teaching materials are related to students' needs and designed based on students' level of English. However, some of teachers' teaching methods and some contents of the textbooks need to be adjusted to meet students' needs. Overall, students decided to study at DIT because they

think it is an accredited institution which offers intensive English program that can prepare them for a better future, related area of study with good service quality and qualified English teachers.

3. Teachers' ways of motivating their students

According to Stipek (1998:12), intrinsic motivation theorists frequently measure motivation in terms of individuals' voluntary activities. In the context of East Timor as a multilingual country, providing students with more autonomy in doing their classroom activities would be helpful because it refers to their abilities to respond successfully to the tasks they set themselves (Hopkins, 2002, p. 146) but to make sure they can succeed with tasks and will feel competent only when they feel motivated by their teachers in the class. Hence, the findings of Research Objective three for both individual teachers' interview and focus group interview with 8 English teachers at Dili Institute of Technology, East Timor are discussed below.

It was also found that, teachers who speak different first languages are capable to speak more than two other languages including English. They use English in teaching and sometime Tetun when needed. These teachers are committed to help students through teaching what they think is important. They are equipped with varieties of teaching methods and planning with relevant teaching materials in order to help students learn. Helping weak students are also considered important as they need to make sure that all students have equal opportunities in learning. The importance of English is not only from its status as an international language and one of the working languages in East Timor but for the development of language skills, future job opportunities and English for life. Thus, teachers motivate students by encouragement and telling them the importance of English for a better future. This advice has become an important part of motivation to help learners achieve their goals through the intensive English program at DIT even though adjustments for materials and some teaching methods need to be taken into consideration.

Additionally, the findings illustrated that the current teaching of English is improving because of students' level of English, good and helpful

teaching materials, and effective teaching methods with well-designed lesson plan. Teachers are very familiar with the materials because of the professional development training they have got and 15-20 contact hours a week within a year. This reality brings them to realize that the intensive program is helpful. However, the data shows that some students are still poor in English. This indicates that students need to consider the importance of independent learning, helping themselves in learning but teachers do need to motivate them especially those who are kind of weak to be successful in the future. This effort will have to go together with the quality service that DIT offers, establishing good relationship between teachers and students for an effective learning environment.

Pedagogical Implications

Learning or teaching a language is an intense experience, and required a lot of concentrations. Learners may have expected to enjoy learning new things from their teachers in the class in order to develop their language skills. Teachers in all probability ready to share their knowledge and teach well based on what they have prepared before beginning the class. If students' concentration is on the learning process, then they will learn but it depends on how the lesson is delivered.

Firstly, learner training that aims to explicitly teach language learning strategies needs to be done at least in the beginning of the term, preferably during orientation week. Telling students "please study hard" while teaching in the class may be part of motivation but it does not really convince students' eagerness to learn because they have not been trained to study effectively or they do not have the learning skills yet.   On the other hand, teachers' intervention towards students' motivation to learn English in a tertiary education level is helpful but autonomous learning needs to be promoted.

Secondly, teachers are actively involved in building relationships with students for learning. They will always need to be mindful of how what they are saying and doing is being received and interpreted by their students. If students are actively engaged in the class, they will ask and answer questions or demonstrate interest in what teachers are saying just as they would if they were actively relating to another person.

Thirdly, some teachers may feel more comfortable with certain activities than with others. There may even be some they cannot imagine themselves using at all! Obviously they must select in the first instance activities that they feel comfortable using. The selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of both teachers and learners who work within it, to find the best possible fit between them. This calls for teachers' major strategic decisions based on informed judgment and professional experience, and forcing teachers to identify their priorities.

The last implication lies on giving motivational feedback for students' English language learning. The feedback is not only inclusive of correcting students' English, but also of informative feedback. It is useful for students to know what is incorrect and why it is incorrect. Furthermore, telling students about the importance of English in their lives especially for their future jobs is needed. Feedback can encourage and motivate students to first think and reflect on what should be the priority for them to do as students.

Recommendations

The following points are recommended for teaching and learning at Dili Institute of Technology.

1. More related textbooks should be provided at the library including internet access in order to help both students and teachers for more resources.
2. Students should be involved in all classroom activities so that they may feel comfortable for learning.

3. Building a good relationship for an effective learning environment and motivating students to learn English daily are needed because motivation and good relationship are keys to a successful learning.
4. Students should be empowered to take control over their own English language learning as part of autonomous learning.
5. Adapting useful and relevant materials from other sources is recommended because using varieties of materials may help teachers to enhance students' language skills.
6. The research should cover the identification of students who have experienced failing a course in the intensive English program at DIT in order to know the reasons of why they failed.

Conclusion

Students may have the desire to learn English at universities in East Timor's context but they may not acquire necessary skills needed for university level. Motivation plays an important role in English language learning. It is also influenced by the way the individual thinks and feels and whom they are learning with. Learning English in a multilingual country like East Timor can be challenging because learners have more than two languages to communicate with each other. Motivation also arises from appropriate and relevant teaching materials, as well as, qualified teachers with effective teaching methods may help them to get better future jobs. Motivation from teachers' side may enable students to use English well through creating an engaging classroom activities that they need, develop their English language abilities as well as preparing them for a better future through motivational feedback. Even though students' motivation to learn English is high, they still need to manage their time to use English effectively and make it practical in their daily lives. Thus, it is necessary for teachers to find helpful ways to encourage students to learn and try to build a good relationship in the class so that they may feel involved in learning.

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