

THE RELATIONSHIP BETWEEN MOTIVATION AND OTHER DIMENSIONS OF CLASSROOM MANAGEMENT AND FOREIGN LANGUAGE ACQUISITION

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ABSTRACT

Motivation is an important ingredient to success in every attempt to achieve a goal, and so it is for the teaching and learning of English as a foreign language. The way the teacher motivates students, and the way students are motivated to learn the language, effects their language acquisition. This scenario stands for every subject and every type of knowledge to be acquired but for the learning of a foreign language motivation plays a role that is even more important than in other subjects because behind the language there is culture, history and attitudes towards the language itself and what it represents. The main aim of this paper is to show the relationship between teachers' motivation skills and other dimensions of classroom management. It will be investigated how motivation increases students' level of perception on dimensions like effective implementation of lesson plans, knowledge of the subject matter and teachers' personality. For the analysis of the data of this quantitative study the SPSS (version 21) program was used. The participants of the study were 1020 students of secondary schools in three cities of Albania, Tirana, Elbasan and Durrës. From the statistical analysis of the data it was found that teachers' motivation skills have a strong positive correlation with all other dimensions of classroom management. In this paper only the three strongest correlations will be presented. So, from eleven dimensions the three dimensions that have the strongest correlation with teacher's motivation skills are; effective implementation of lesson plans ($r_s = .787$, $n = 813$, $p < .005$), knowledge of the subject matter ($r_s = .772$, $n = 850$, $p < .005$), and teacher's personality ($r_s = .770$, $n = 823$, $p < .005$).

Keywords: Motivation, classroom management, language acquisition.