High School Students' Motivations and Expectations in Learning English in Private Schools in Kosovo

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Abstract

This study aims to understand the motivation, needs, and expectations of Kosovo high school students in learning English in an efficient and effective manner in private English studios/schools. Fifty students participated in completing a questionnaire reflecting their perceptions of learning English, and the factors that motivated them to register in private schools that offer English tutoring. In addition to that, the researcher was also focused in knowing the opinion of the private English schools offering English language courses in order to have a more qualitative approach to the results. In order to identify the Critical Success Factors of private English schools, five interviews were utilized with school directors that are currently operating in Kosovo and that accepted to be part of this research. As such, the school directors stated that a school must provide the customer with an attractive environment of learning, must have qualified staff, must focus on providing great conditions and human resources, must organize in/out activities related to learning the language, consider the best methods of assessing students' progress, invite or recruit native speakers of English in classes and look at the most contemporary teaching methods. The results of this survey contributed in identifying the types of motivation that students possess in learning English. But also, on the identification of the challenges, needs, and opportunities for future growth of the existing and new schools.

Key words: motivation, intrinsic, extrinsic, instrumental, integrative, foreign language learning, critical success factors

Introduction

There is a tremendous number of students (more than 200 hundred in each school), who are continually being involved in English language teaching private schools and courses in Kosovo. The English language is a compulsory subject for students from early stages, starting from the first grade. However, there still seems to be a great market for private schools offering additional English courses which provide students with another form of language acquisition. "The English language, widely considered as a global language, has been identified as the most important foreign language at all national education levels, particularly in higher education, as a result of globalization" (Ngo, 2015: 1). The educational equivalent to "location, location, location", is likely to be "motivation, motivation, motivation," for motivation is probably the most important factor that educators can target in order to improve learning (Olson, 1997 as cited in Vero, 2017). Motivation is "quite simply the anticipation of reward" (Brown, 2000). Hence, the researcher aims to determine the motivations and expectations of high school students in enrolling the existing private English schools (courses), despite having English as a compulsory course in their public schools. Thus, the identification of students' motivation expectations throughout this research also aims to ascertain the Critical Success Factors, as well as their main challenges of English language schools in Kosovo. In addition to that,

existing businesses and new entrants can use this research to identify the most pressing difficulties and strong possibilities to own a business in order to achieve customer satisfaction. In light of this, and given that customer satisfaction is a result of customer-perceived value (Fornell et al., 1996), customer satisfaction should be considered the ultimate aim and measure of service excellence (Milakovich, 1995).

Objectives of the study:

The study, therefore, seeks to achieve the following objectives:

1. To explore the high school students' views, motivations, experiences, and expectations of English learning in private schools;

2. To identify the needs and expectations of high school students in general aspects;

3. To identify the Critical Success Factors as well as their main challenges of English language schools in Kosovo.

Literature Review

The structure of the literature review starts by summarizing theoretical constructs of motivation which include four different types of motivation that serve as factors to enhance learning a second language. It also gives a brief outline of the private English schools that are operating in Kosovo, as well as a better understanding of the CSFs that will be mentioned throughout the research paper.

Until today, there is an unclear picture of how many private language schools are operating in Kosovo, and what kind of courses they offer. Unfortunately, most of these schools are registered under the figure of private companies, not as educational centers, and have a business license; others, on the other hand, work without a business license using houses as premises for their teaching activities. In both cases they do not have an education license; as the Ministry of Education, Science and Technology (MEST) has not begun the process of accreditation with this category. In other words, there is no official data on the private English language teaching industry in Kosovo, and no mechanism that would help clients choose the highest quality language school from the many options offered in the market.

However, after the introduction of reforms in the system of education, and in particular, after the process of accreditation in higher education, the awareness to the public on the importance of quality assurance, by a national body has been raised. It has become evident from the informal discussions with the representatives of some of the private language schools, that accreditation in this sector would be welcomed, considering that the schools which regard themselves as quality providers want to eliminate all sham language schools in order to gain more profit from the business and raise competition in the market (Mustafa, 2009: 1-2).

In addition to that, below we have the mission statements of two well-known schools that offer English classes in Kosovo. According to its mission statement, the American School of Kosovo, for instance 'seeks to join the best practices in teaching and learning, with effective business strategies to offer the highest academic program possible to students at an affordable cost to Kosovo and International families. ASK is committed to offering each student a quality education in a safe and supportive environment that encourages self-reflection, self-discipline, collaboration with others, and excellence in learning' (American School of Kosovo, n.d).

Moreover, Oxford Studio, states that it 'cultivates quality English language teaching and learning, prepares students to face new challenges in their educational path and enables students to meet the request and necessity of the language in today's world. Commitment, encouragement and support towards each student in order to gain the required skills and interpersonal development are the main objectives of our school. The learning process in Oxford Studio is always dynamic and all-

embracing. Continuous professional development and encouragement in using modern methodology offers creativity, variety and quality in teaching' (Oxford Studio, Vision and Mission, para 2).

Gardner (as cited in Wimolmas), "in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are an effort, desire, and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language and affect means the learner's emotional reactions related to language study" (2013: 906).

Krashen's work (as cited in Wilmolmas, 2013) mentioned the following factors, which are rather related to motivation that will attempt to relate the second language ability to these two functions.

1. *Integrative motivation*, Integrative motivation, which is described as a desire to be a part of a group or culture where people who speak the second language are acknowledged or important. It is motivated by a desire to learn about, associate with, or interact with others who speak the second language, or by a desire to participate or integrate in the second language by speaking the same language as those in the community.

2. *Instrumental motivation* entails notions of solely practical usefulness in learning a second language in order to further learners' jobs or commercial possibilities, give them greater status and authority, get access to scientific and technical knowledge, or simply pass a school course. (Saville-Troike, 2006, as cited in Wilmolmas, 2013).

Furthermore, motivation is divided in two other categories:

1. *Extrinsic motivation* in Harmer's work (as cited in Wilmolmas, 2013) refers to a desire to get a reward and avoid punishment. "It emphasizes an external need to persuade the learner to take part in the learning activity such as assignments, grading, or doing something in order to please teachers" (Arnold, 2000: 14). "Both integrative and instrumental motivations belong to the group of extrinsic motivation" (Wilmolmas, 2013: 907). It must be mentioned that extrinsic motivation is based on external outcomes, such as rewards and punishment. However, this kind of motivation could bring a negative impact to the students.

2. *Intrinsic motivation* refers to "learning itself, having its own reward" (Arnold, 2000: 14).It suggests that learners desire to study what they believe is valuable or essential to them willingly and voluntarily (rather than being forced to). Students that are intrinsically motivated have an innate drive to study and are not dependent on external outcomes. Teachers, according to Lightbown and Spada, should play a significant part in making the classroom attractive, but they must also strive to treat each student equally and provide a supportive environment for the students. Because students come from a variety of backgrounds, teachers must make an effort to understand their needs and desires (Wimolmas, 2013). 'Motivation is generally considered to be one of the primary causes of success and failure in second language learning' (Richards, 2010: 378).

Empirical Study

Research Questions:

For the purpose of this study, the following questions will be addressed:

1. **What** motivates Kosovo high school students to learn English?
2. **What** are the needs and expectations of high school students to learn English in an efficient and effective manner?
3. **What** are the CSFs that lead to a private school's growth and development?

Participants:

*Table 1. Statements which include **instrumental type of motivation***

50 RESPONDENTS Question 1 to 4	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
INSTRUMENTAL MOTIVATION					
1. English will be helpful for my future career.	45 90%	4 8%	0 0%	1 2%	0
2. I want to study English language and literature after high school.	14 28%	21 42%	10 20%	5 10%	0 0%
3. English will broaden my future options.	23 46%	21 42%	6 12%	0 0%	0 0%
4. I learn English for practical purposes.	14 28%	17 34%	11 22%	7 14%	1 2%

The sample of this study consisted of 50 high school students who were attending English language courses. The students were mainly in the Upper- Intermediate and Advanced level of English language. The overall research was conducted in five English Language Schools (courses) located in Prishtina and Gjilan. The targeted schools were: New Age school, Cambridge School, Zaz Trade, Britannica School, and Oxford Studio.

Instruments

A quantitative method was used for this research which was to identify students' motivations and expectations in learning English as a Second Language. The data for this study are obtained through questionnaires distributed to five English language schools (courses) operating in Kosovo, especially in Prishtina. The questions were compiled in English, keeping in mind that the students already have some background in English. The total number of the questions was twenty-five, three of them were open-ended questions structured by the researcher, whereas the other questions were partly adapted and edited from Saheb's (2014). The questions consisted of a five-point Likert scale ranging. Additionally, 5 school directors who allowed the researcher to distribute the questionnaires to their students, were also interviewed. The reason why the school directors were interviewed for this research paper, was to understand the Critical Success Factors of private English schools operating in Kosovo. This way, having a clear picture on how they manage to attract so many students with their services. For more information about the interview questions.

Study Results

The first instrument that served in the process of data collection was the questionnaire distributed to fifty students in five private English schools. The aim of the questionnaire was to explore the high school students' views, motivations, and expectations of English learning in private schools.

Hence, these tables' best illustrate and summarize students' responses both in number and in the percentage. As you can see, statements were divided into sections providing information from different types of motivation that students have in learning English as a second language. Statements

were organized under umbrellas of motivation of these kinds: instrumental, integrative, intrinsic motivation including (confidence and integrative motivation), extrinsic motivation (with instrumental motivation), those of the external encouragement and finally personal assessment.

In the set of the instrumental motivation statements, it can be seen that students have a positive attitude towards learning English. 98% of them agreed with the statement that ' English will be helpful for my future career'. In the second statement ' I want to study English language and literature after high school' only 5 students out of 50 disagreed and 10 other students were undecided. In the third statement ' English will broaden my future options' only 6 students neither agreed nor disagreed in comparison with 44 others were of the positive opinion. More than 50% of the students agreed in the fourth statement' I learn English for practical purposes'.

Table 2. Statements which include integrative type of motivation.

50 RESPONDENTS Question 5 to 10	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
INTEGRATIVE MOTIVATION					
5. English helps me meet foreigners.	30 60%	12 24%	7 14%	1 2%	0 0%
6.English helps me learn about other cultures/values/ thoughts	23 46%	16 32%	9 18%	2 4%	0 0%
7. English will help me travel overseas.	33 66%	9 18%	4 8%	2 4%	2 4%
8. I learn English to know more about the world.	15 30%	23 46%	6 12%	6 12%	0 0%
9. I learn English to communicate with others.	30 60%	14 28%	3 6%	3 6%	0 0%
10.When I speak English, I don't mind making mistakes	7 14%	16 32%	15 30%	6 12%	6 12%

There were also statements related to integrative motivation, and the results were as in the following. In the fifth statement ' English helps me meet foreigners' 42 students or 84% of the total number agreed about it, 7 of the students neither agreed nor disagreed and only 1 disagreed. In the sixth statement 'English helps me learn about other cultures/values/thoughts' 39 students or 78% of the total percentage agreed to this statement. In the seventh statement ' English will help me travel overseas' only 4 students disagreed with this statement and 4 others neither agreed nor disagreed. In the eighth statement ' I learn English to know more about the world', interestingly only 6 students circled the disagree option. In the ninth statement ' I learn English to communicate with others' more than 80 % agreed on it. Also, students were given the statement ' When I speak English, I don't mind making mistakes' 12 of the students disagreed with this statement.

Furthermore, statements related to intrinsic motivation are drawn on the table below:

Table 3. Statements which include integrative type of motivation.

50 RESPONDENTS Question 11 to 15	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
INTRINSIC MOTIVATION (CONFIDENCE)					
11. When someone speaks to me in English, I tend to be nervous.	0 0%	4 8%	6 12%	14 28%	26 52%
12. Knowing English helps me become a better person.	12 24%	6 12%	15 30%	2 4%	15 30%
INTRINSIC MOTIVATION(INTEGRATIVE MOTIVATION)					
13. I study English because I like it.	32 64%	15 30%	2 4%	1 2%	0 0%
14. If I could not go to an English school, I would learn English by myself.	13 26%	23 46%	14 28%	4 8%	0 0%
15. Learning English is easy.	9 18%	23 46%	14 28%	4 8%	0 0%

Moreover, in the eleventh statement which includes confidence, students were given the statement ' When someone speaks to me in English, I tend to be nervous'. In a very positive note, 40 students or 80 % of the total number, disagreed, which means that they feel quite confident and do not worry about mistakes. Whereas, in the following statement ' Knowing English helps me become a better person' students have answered almost in the same percentage, which means 18 students agreed, 15 neither agreed nor disagreed and 17 students disagreed with this statement. Additionally, more than 90% of the students stated that they study English because they like it. At the same time, more than 70% have answered positively to the statement ' If I could not go in an English school, I would learn English by myself', whereas in the fifteenth statement related to intrinsic motivation, it must be claimed that 4 students disagree with the statement that ' Learning English is easy'. It is considered that language learners who have intrinsic motivation have more chances to achieve their career goals and be successful in the future. Those who possess this quality can easily achieve competence and be independent through their lives (Dailey, 2009).

Table 4. Statements which include Extrinsic Motivation

50 RESPONDENTS Question 16 to 19	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
EXTRINSIC MOTIVATION (INSTRUMENTAL MOTIVATION)					
16. English is essential for personal development.	12 24%	18 36%	17 34%	1 2%	2 4%
17. Others will have a better opinion of me if I speak English.	9 18%	17 34%	18 36%	3 6%	3 6%
18. English gives me a feeling of success.	16 32%	26 52%	5 10%	2 4%	1 2%
EXTRINSIC MOTIVATION (TEACHER AND PEER STUDENTS)					
19. In an English class, the group is important.	16 32%	24 48%	7 14%	1 2%	2 4%

Moreover, two other sets of statements given above are related to extrinsic motivation. This way, the majority of the students or 30 of them, agreed on the statement that ' English is essential for personal development', also, interestingly enough, more than 50% of the students agreed with the statement that ' Others will have a better opinion of me if I speak English.' Additionally, 84% of the students agreed on the statement ' English gives me a feeling of success'. At the same time, 30 students agreed that ' In an English class the group is important'. Brown's work (as cited in Dailey, 2009) "In a language course, extrinsic pressures are most often manifested in foreign language requirements set by the institution and in established standardized test scores that must be achieved"(2007, p.181).

Table 5. Statements which include External Encouragement

50 RESPONDENTS Question 20 to 22	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
EXTERNAL ENCOURAGEMENT					
20. My family and friends encourage me to learn English.	21 42%	11 22%	10 20%	5 10%	2 4%
21. Outside the class, I watch films, listen to songs or read in English.	21 42%	12 24%	4 8%	3 6%	0 0%
PERSONAL ASSESSMENT					
22. I wish my English class would be different.	1 2%	8 16%	9 18%	10 20%	22 44%

In addition to it, students were given statements related to external encouragement for learning English. More than 60 % of the students agreed with the statement ' My family and friends encourage me to learn English', and 34 or 68 % circled the strongly (agree) option for the statement ' Outside the class, I watch films, listen to songs or read in English'. Finally, only 9 of the students agreed with the statement ' I wish my English class could be different', which means that a great number of students are satisfied with the services that are offered to them. Veronica said in her study article, Motivation in Language Learning (2008), that when teachers assist students in developing an internal sense of control as well as emotions of efficacy in their capacity to carry out

activities, students are more likely to be driven to learn. External reinforce such as prizes, high grades, or simply praise, are frequently seen to be effective motivators for underachieving or unwilling students. Extra homework, punishment, or other consequences, on the other hand, were not only ineffectual in bringing about good change, but had the exact opposite impact.

Findings from the interviews with school directors.

The main reason why the school directors/ managers and teaching coordinators were interviewed was that it was a need to know how they manage to attract students in such a big number (as claimed more than 400 students). Above, it has already been provided with a general view of the constructs of motivation, the reasons why students feel motivated to attend such courses, however, getting more information from the school management in fulfilling students' needs and wants gives the reader information from another perspective.
 The school directors were asked four questions:
1. What do you offer to your students, what does your curriculum include? What might motivate high school students to enroll in your school?
2. What are some of the most important CSFs for your growth and development so far?
3. Do you have a Strategic Plan in how you seek to grow your business activity? If yes, what are the strategic objectives of your Plan?
4. How are your students informed of your school?
5. Can you please describe how do you work with quality management (assurance) issues? More specifically, do you focus on continuous learning of your service delivery? If yes, how do you do it? Do you arrange for customer surveys or feedback? Also: are you open to your staff's and parents' suggestions and recommendations (their feedback) so to improve your activities?

The five school directors/managers answered that they do not use a special curriculum like the public sector, but they answer to students' needs and wants based on their English background. One school, for instance, mentioned that they take books from the Express Publishing, and SIDI Education. These books are suitable texts to be used because they have many additional materials, a teacher's resource pack such as posters, flashcards, CDs, vocabulary and grammar practice books, plays, recommendation reading list for the appropriate level, smart board CSs etcetera. The school director mentioned that almost each school has a teaching coordinator that looks for the most suitable, innovative, up-to-date books to adapt for all the ages.

All of the school directors mentioned that each student sits for an entering test to set him/her in the appropriate level of English. To the question 'What might motivate high school students to register to your school?' The Zaz Trade school director, for instance, claimed that the quality of teaching that our school offers is one of the key factors that motivates the students to come in our school. Also, he mentioned that Zaz Trade prepares them really well for the job market in the future, broadens their general knowledge, and pays additional effort in giving information about various cultures in the world. He also pointed out that the majority of the high school students are attending the English language course from primary school which gives them a feeling of success because they customer is satisfied with the results gained in the respective school.

Secondly, the five schools were asked to give the researcher an answer to the question ' What are some of the most important CSFs for your growth and development so far?' Interestingly, all of the respondents seemed to have a similar view and opinions in regard to this question. They mentioned that some of the CSFs are having a qualitative management, having qualified teachers, Zaz Trade mentioned that he employs only teachers with 0-5 experience of work, novice teachers because they bring innovations to the school. Moreover, 4 of the school directors mentioned that the business (school) location is another factor which leads to attracting more students in their services. Others

stated that using suitable literature, having suitable teaching resources, advanced technology, an attractive environment of learning, organizing different activities such as trips to England are just some of the CSFs that a school must possess in order to motivate students to trust their services.

Conclusion

In conclusion it must be asserted that studies suggest that students possess integrative motivation type mostly. That is why students consider that by learning English they may meet foreigners, learn more about other cultures, values, and thoughts, travel overseas, expand their general knowledge about the world, and be able to communicate with foreigners. This is something that the public schools still do not offer, as such they have found that private schools have a better teaching plan.

Furthermore, there are also some aspects mentioned including intrinsic motivation such as considering the English language essential for personal development, and that by knowing English students think that others might have a better opinion of them as well as it gives them a feeling of success. Also, it must be concluded, that there is this kind of motivation that even if there would not be chances of going in an English course, students would put efforts in learning the English language by themselves. To some extent the schools are addressing to student motivations/expectations. The findings suggest that the English schools may need to review their teaching curricula and ensure that it provides sufficient and adequate teaching classes that can develop their English speaking skills. This research as a result drew some important relevant information for further curricula development (improvement) for the English schools. By addressing them accordingly, the schools will be able to generate more income as they will show that they are customer (student) focused and that they are able to adjust their teaching content and methodology to satisfy their costumer. The approach is in line with some of the literature findings mentioned above when it comes to customer focus approach.

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