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## **MOTIVATION AND ENGLISH LANGUAGE PEDAGOGY: A STUDY ON UNDERGRADUATES' PERCEPTIONS OF LEARNING AND TEACHING ACTIVITIES USED**

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### **ABSTRACT**

With the increasing demand of proficiency in English Language, student-centered pedagogies are rapidly evolving. Along with that, 'Motivation' is a factor that is required in language learners who aspire to become proficient in the language/s they learn. Consequently, motivation lays a foundation to any English language learner as well. However, the level of motivation towards learning English may differ according to the age, the brain capacity, attitude and level of exposure to the language. They can make the circumstances varied. Therefore, the pedagogies should be made considering those variables. This study has specifically focused on finding out what activities; which are already being used in teaching English, can motivate the undergraduates the most and what English Language pedagogies should be more weighed at the university level. The motivational levels triggered through an existing set of activities are identified using a questionnaire with closed ended questions, which was circulated among 40 undergraduates of a state university. According to the analysis of quantitative data gathered, it can be observed that there is a tendency that students get motivated to learn English when there are interactive sessions (pair or group activities, peer led teaching etc) and technology based activities (using audios/videos, computer study games, online discussion forums etc). It infers that most of the students are highly or averagely motivated through student centered methods used. On the other hand, it is also proved that traditional pedagogies like traditional lectures, reading comprehension still have its value in motivating students to learn English. The only activity which is less effective in motivating them is speaking impromptly about a given topic. Hence, these perceptions on activities should be considered in determining effective English Language pedagogies for undergraduates. Certain activities can be directly adopted while some others should be altered sufficing the high level of motivation and promoted among undergraduates.

**Keywords :** Motivation, Pedagogy, Student-centeredness, Undergraduates