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THE IMPORTANCE OF MOTIVATION AND SOME SPECIALTIPS TO AROUSE STUDENTS' MOTIVATION IN ENGLISH TEACHING

Abstract: This study overviews current research on the role of motivation in second or foreign language learning. Motivation is an important factor for explaining the success or failure of any complex task. In this paper, the researcher defines the term motivation, explains different types of motivation, reviews previous studies about the role of motivation in language learning, mentions conditions of motivation, and in all states key factors of motivation. The review of literature indicated that motivation has a very important role in learning English as a foreign or second language successfully.

Key words: motivation, types, role, conditions, factors, encourage, participate, demonstrate, collaboration, interest, enthusiastic.

Language: English

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Introduction

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are. What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.

Dornyei (2001) believes that the complexity of the idea of motivation lies in its attempts to elaborate person's actions on behavior which cannot be explained by just one approach. The difficulty as Dornyei (1996) states is not the lack of theories to explain motivation but the plenty of theories and models. Fortunately, there is now a lot of research

literature available on the role of motivation in language learning[1].

According to Pourhosein Gilakjani, Leong, and Saburi (2012), the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so. Generally people refer to this psychological factor –the impulse that generates the action –as motivation. It is a motive force that arouses, incites, or stimulates action. Motivation is an important factor in specifying the readiness of learners to communicate.

Motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated [2].

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in

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language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. As Huit (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

The aims of this paper are to define motivation, explain different types of motivation, review previous studies about the role of motivation in language learning, mention conditions of motivation, and finally state key factors of motivation.

Analysis of Subject Matters

Definition of Motivation. There are many different definitions for the term motivation. Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. According to Elliot and Covington (2001), motivation gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Pardee (1990) said that a motive is what encourages the person to act in a certain way or develop an inclination for particular behavior.

According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin (1994) defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior. Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something[3].

Role of Motivation in Language Learning

Researchers have different views toward the different types of motivation. Lucas (2010) said that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and achievement. According to Guthrie (1997), intrinsic motivation has a significant impact not only on reading comprehension but on the other aspects of reading such as reading breadth. Tercanlioglu (2001) stated that Turkish learners have positive attitudes towards reading because they read both for intrinsic and extrinsic motives.

According to Dital (2012), learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integratively motivated. Chang (2010) expressed that class group impacted learners' motivation and they

felt relaxed with the motivated classmates. The other finding was that the inattentive learners demotivated their classmates. Moskovsky and Alrabai (2009) said that instrumental motivation plays more important role than the integrative motivation in EFL learning. The other result of this study indicated that integrative.

Conditions of Motivation

What are the conditions that increase motivation? According to Gardner and Lambert (1972), learners are motivated to learn when they think of themselves as competent persons, deal with materials arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition, and acceptance, think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure.

Key Factors of Motivation

There are three key factors of motivation. They are positive attitude towards L2 community, the enjoyment of learning, and external pressures. These factors are explained in the following section.

Positive Attitude towards L2 Community

Attitude towards the L2 community is very important in learning the L2. Gardner and Lambert (2008) expressed that to learn an L2, one must have an attitude towards that community. According to Gardner and Lambert (1959), motivation to learn an L2 depends on the attitude toward the L2 community and the desire to become a member of that community. These opinions suggest that motivation to learn an L2 depends on the attitudes towards such community.

The Enjoyment of Learning

If learners wish to be motivated they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the L2. Correspondingly, integratively motivated students enjoy learning the L2 and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the L2 (Wu, 2003).

S. Krashen has added to all these the importance of :

- making sure the students comprehend every dialogue, utterance, the gist of the reading passage;
- giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items;
- correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying - listen and giving the correct answer;

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- letting them either grade their own papers or do so with a partner;
- showing concern for school or community problems of individuals;
- making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals [7].

Integrative motivation is more powerful than instrumental motivation which has been proved by Gardner and Lambert's famous research. It is revealed that learners who have integrative motivation are more interested in the target language. So, in teaching activities, teachers should pay more attention to fostering the students' integrative motivation. As we all know, village students have no chance to contact with the foreign culture and no particular interest in it. So how can we stimulate their integrative motivation?

Research Methodology

Firstly, teachers should impress some ideas upon the students' mind as follows: English will enable him to gain good friends more easily among English-speaking people, help him understand more about the English-speaking and their way of life, allow him to meet and converse with other people, and encourage him to think in English.

Secondly, teachers should introduce more English culture to the students, such as their humor, art clothes, shopping and so on. All this will be valuable for the students. Thirdly, teachers should provide more culture knowledge and more interesting materials for the students, which will make the learning more effective.

Five main principles based on the theory that can be applied in the classroom setting:

1. should be clear and specific, referring to concrete outcomes. Goal is the direction which guides the students learn English well.

2. Goals should be challenging and difficult, but not outside the range of students' capabilities. The students will lose confidence in English learning process when the goal is too high. Therefore, teachers should propose a reasonable and feasible goal to students according to their actual situation and their ability.

3. The principle of communication should be followed.

Example:

Teacher: Ask me if I am a student.

Student: Are you a student?

T: Tell me-No, You're a teacher.

S: No, I'm a teacher.

In this example, "Ask me" means that the student must say a question sentence while "Tell me" shows that the student must say a declarative sentence. But before doing this, the teacher must explain something

about the exchange of interrogative sentence and declarative sentence.

During the class, students can make dialogues and act it out and get every student involved in the class and communicate with each other in English. Furthermore, students should practice more in English class. They can study in games, memory in practice; master in practice, such as make sentences one by one, retell the story and so on.

4. Both proximal and distal goals should be set. For example, teachers can design a learning agreement, or a "contrast", with each student that specifies a series of sub-goals that lead to larger goals.

5. Teachers should provide feedback that increases students' self-efficacy for obtaining the goal. Such feedback can involve informational input or extrinsic rewards that are contingent on actual academic performance.

Knowing how he is getting on with his study himself is one tremendous encouraging force, and it can further stimulate his desire to learn. Research on feedback has found that simple provision of information on the results of one's actions can be an adequate reward in some circumstances. However, feedback in time will help students find and correct their errors in time, adjust their study pace, use appropriate strategies to accomplish their tasks and feedback must be clear and specific and given close in time to performance to be an effective motivator.

For example, the teacher corrects students' homework everyday in time and let them know the results in time. Next time, they will pay attention to the same kind of questions and don't make the same mistakes again and make rapid progress in English.

Emotional factors are also necessary for us to stimulate the students' motivation. We should transform the students from the passive state of "You want me to learn" to the active state of "I want to learn", and develop the students' skills of "autonomous learning" without anybody's requirement. On how to hold the students' emotion and guide the students' learning motivation, different teachers have different ideas.

We think teachers should pay more attention to the communication with the students. For example, when the teacher is giving a lesson, he or she should ask different students to answer his questions. When the student who has a failing history can't answer them, the teacher shouldn't give him the answer or ask someone else. Instead, he should try to improve the student's responses by giving some clues or using some other teaching techniques.

Also, in the teacher's spare time, he should pay more attention to the students, especially to the failing students.

There are several facets of creating initial student motivation. B. Spolsky has divided these into five broad groups [8].

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1. Enhancing the learners' language-related values and attitudes. Our basic value system greatly determines our preferences and approaches to activities. We can distinguish three types of language-related values:

- intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning;
- integrative value, related to our attitudes toward the L2, its speakers, and the culture it conveys; and
- instrumental value, related to the perceived practical, pragmatic benefits that the mastery of the L2 might bring about.

2. Increasing the learners' expectancy of success. We do things best if we expect to succeed, and, to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.

3. Increasing the learners' goal-orientedness. In a typical class, too many learners do not really understand or accept why they are doing a learning activity. Moreover, the official class goal (that is, mastering the course content) may well not be the class group's only goal and in extreme cases may not be a group goal at all.

4. Making the teaching materials relevant for the learners. The core of this issue has been succinctly summarized by M. Finocchiaro [2, 38]. Educators think students do not care, while the students tell us they do care about learning but are not getting what they need.

5. Creating realistic learner beliefs. It is a peculiar fact of life that most learners will have certain beliefs about language learning, and most of these beliefs are likely to be (at least partly) incorrect. Such false beliefs can then function like time —bombs at the beginning of a language course, because of the inevitable disappointment that is to follow, or can clash with the course methodology and thus hinder progress. Once the main aspects of creating initial student motivation have been identified, it is possible to generate or select a variety of specific classroom techniques to promote the particular dimension [7].

Maintaining **Motivation** is one thing to initially whet the students' appetite with appropriate motivational techniques, but unless motivation is actively maintained and protected, the natural tendency to lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions will result in the initial motivation gradually petering out.

Therefore, motivation needs to be actively nurtured. The spectrum of motivational strategies relevant to this phase is rather broad and the following areas appear to be particularly relevant for classroom application:

1) Give students a true and clear aim

Students cannot control themselves very well, which need the teacher gives them a clear aim. They are in the period of growing up both in body and in mind. They are still unstable. Sometimes students have difficulty knowing where to start and how to study. Therefore, teacher should give them a true and clear aim in the study process. Students have an "interest" in English only because they are driven by their fantasy and they do not have a clear aim. If they aren't guided correctly in time, they will lose interest and confidence.

To avoid this, we should make them understand the social significance of learning English, for English learning is not only an individual demand, but also a national demand for the "four modernizations". With development of our country, English is getting more and more important in our work and life. Besides, in the course of teaching English, we should make the students know, it is not an easy thing to learn English well, but when they've learned it, they will find it a bridge to so much knowledge. And they will find, they can enjoy so many more books, if they learn English. They can make great achievements in English learning if they interested in it. And the students no longer feel it is difficult to study English. Gradually, their interest will be more and more intense.

2) Changing the old methods of teaching

The methods used by teachers should have effect on students' motivation. If they find it deadly boring, they will probably become de-motivated, whereas if they have confidence in the method, they will find it motivating. So, one of the main tasks for teachers is to provide interest and involvement in the subject even when students are not initially interested in it. Teachers should stimulate students' interest and motivation by using modern means. For example, it is extremely useful for the teachers to use the multimedia, teachers should give students effective visual:

- Using different kinds of methods in a class.
- Concentrating attention on students' need.
- Putting the knowledge into the practice.
- Designing different kinds of activities.
- Creating a pleasant and equal environment.

Everyone loves a teacher with an infectious sense of humor. Humor strengthens the relationship between a student and a teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. So, teachers and students are easy to study and learn well.

Create a harmony studying environment

Classroom teaching is not only the process of transformation of knowledge, but also an exchange of

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feelings between the teacher and the students. It is often the case that the students' love of a teacher causes them to like the subject, that this teacher teaches. Check the affection of your teach through asking students whether they like your subject or not. If the teacher wants to establish a harmony study environment, they should create an equal relation with the students at first. Doubtlessly, the teacher's attitudes towards students are very important. If the teacher treats students unfairly and unequally, it will cause anxiety to students. It has been shown that either too high or too low anxiety or can have had effect on learning motivation and innovative thinking.

So, English teacher should know what students' difficulties are, and what their needs are. When they face the difficulties, teachers should help them overcome them and give the way of solving these problems rather than criticize them. Moreover, we must make sure the classroom is a safe and pleasant place by creating an environment of a "positive self-image" among students. We must care for every student whether he is an excellent or weak one, not only for their study, but also for their spare time, and help them smooth away their difficulties. For example, we can provide some useful materials, such as reference books, tapes, etc, for the students. In the morning or in the afternoon, we can do more coaches, such as answering the students' questions, helping students practice speaking English, playing the tapes or teaching them English songs for the students. Thus a harmony learning environment is created.

Using "Pair work" or "Group work"

One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "Group work" appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc... Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their peers and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which "Pair work" or "Group work" can provide.

5) The seating of the students

The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can

make an incredible difference to group coherence and student satisfaction, and I've seen many other cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern you use may, in some cases, not be fully under your control – if for example the desks are fixed to the ground or the school has strict rules about not moving the furniture. Student numbers are also going to be an issue. We'll talk about average size classes – anything from 6 to 25. Teachers have different preferences for seating arrangements – groups seated round small tables is often one choice. This is probably the best option for the larger classes in this range, but for smaller numbers and with adult or teenage students we think the horseshoe shape, which we find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow centre, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind:

a) *Try and maximize eye contact.* Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop. This is the main reason we personally think the horseshoe shape to groups is better.

b) *Make sure students are seated at a comfortable distance from each other.* Make sure you don't have one student sitting alone or outside the groups. Besides, try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a "muted" atmosphere, low pace, and less active student participation in the lesson.

c) *Think in advance about how you will organize changing partners or changing groups.* This is a stage of the lesson which can potentially descend into chaos if it's not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

6) The Error Correction

It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner-centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea

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expressed. Concerning the ways of how to correct errors, there are several techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among these ways of correction we can state: self correction, peer correction and teacher correction.

7) Role play

This is another technique to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role-play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student's book are followed by a role-play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc...

8) Using flash cards, stories and songs in teaching

Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc... Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills. Actually, creating stories is grounded in the students' ability to create a story from their personal experience. In creating stories some issues are revealed such as: a) fluency, b) whether the students have enough language to create the story, and c) accuracy.

Teachers are able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

9) Using audio visual materials

Our schools are equipped with various audio visual materials such as cassette recorders, videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material

to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening, while we need to include a computer in any e-lesson or a lesson about designing a website or an internet page about your school. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read.

10) Using the L1 in the EFL/ ESL classroom

Analysis and results

Should we or shouldn't we use the students' first language (L1) in the classroom? This is one of the questions which most divides EFL/ESL teachers, whether they are for it or against it. The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language (L2). But there are other, historical reasons why the use of the students' mother tongue went out of favour. Initially it was part of a reaction against the Grammar-Translation method, which had dominated late 19th and early 20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

But, we can say that there are a few cases when we can resort to the student's mother tongue such as:

- When there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice.
- It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar.
- It can be used with beginners, when students are trying to say something but having difficulty, they can say it in their own language and the teacher can reformulate it for them.
- When students need to combine the two languages, for example in those lessons whose focus evolve around translation and interpreting.

In conclusion, motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. High or low student motivation can be influenced by some factors. **First**, it is influenced by social life where students life. **Second**, it is influenced by the teacher. **Third**, it is influenced by the method used. **Fourth**, it is influenced by the learning environment.

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