

The Creative Launcher

URL: <https://www.thecreativelauncher.com>


ISSN: 2455-6580

Vol. 6 & Issue 4, (October-2021)

Publisher: Perception Publishing

Published on 30th October 2021

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Role of Motivation in English Language Learning: A Real Challenge

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DOI: <https://doi.org/10.53032/tcl.2021.6.4.33>

Pages: 224-229

Abstract

One of the most important Laws of Learning is the Law of Readiness. It is a big challenge for the teachers to kindle a strong desire in pupils to learn English Language swiftly which is not their Native Language. Motivation plays a very important role in the process of learning a Language. Intrinsic Motivation is a kind of motivation that comes from inside. Extrinsic Motivation emanates from external pressures such as essential for job or any other obligation. The differential success of ESL learner proffers us to examine the strategies utilized by successful Language Learners. The teachers can help students improve their performance laying more focus on learning strategies which proved fruitful. Language teachers can effectively teach by virtue of developing interest in students for Language Learning. Passion is very key to Motivation. Passion establishes a link between intrinsic goals and aspirations. Successful Language Learning can be achieved by means of passion. The role of ELT teacher is to devise ways and means to connect to this Passion. Learners need quality instruction, feedback, interaction and chance to have progress and to maintain Motivation for Language

Learning as well. A good instructor must utilize the sources of Intrinsic Motivation to establish a connection with Extrinsic factors that can be brought to a classroom setting. It is also very significant for instructors to identify student's motives and needs etc and thereby evolving proper motivational strategies. Motivation may erode during designing a Language course. The Teachers have to bear in mind that Learners differ in interest expectations from one another.

Keywords: Motivation, Passion, Attitude, Behavior, Readiness, English Language Learning

The Problem of Learning language is basically a problem of linking the meaning with the appropriate language form. Meaning stems from situation. To understand the expression, situation has to be taken into consideration. When a learner listens his native language, he unconsciously finds a link between the situation and expression. Sans seeking any explanation, he grasps the language with ease. Therefore, it is imperative to give learners enough opportunity to hear the language used in meaningful situations and thereby enabling them to exploit such situations. M.A.K. Halliday is of the view, "Teaching a language involves two essential features: First, the learner must experience the language being used in meaningful ways, either in its spoken a written form; and secondly, the learner must himself have the opportunity of performing, of trying out by own skills, of making mistakes and being corrected. These are the essence of learning" (*The Linguistic Sciences and Language Teaching*, 9).

One of the most important laws of learning is the law of Readiness. Motivation plays a significant role in the process of learning a language. It is a psychological quality that spurs the disciple achieve what they cherish for. Intrinsic Motivation is an art of motivation which originates from inside. Extrinsic Motivation, on the other hand, emanates from external pressures such as requirement for the jobs or to cater any other obligation. However, the differential English Language learner suggests a need to examine the strategies to bring fruitful results for learners. Language teachers can effectively teach by virtue of motivation.

Motivation exerts a major influence on our behavior. It is a concept to describe the factors within an individual that enable behaviour in achieving goal. Thus Motivation proves a goal-oriented behavior. It may be divided into two basic types: Integrative and Instrumental. Integrative motivation is marked by the learner's positive attitude towards target language group and desire to integrate into the target language community. Instrumental motivation characterizes the learner's attitudes to gain same social, or economic fulfillment through language achievement.

Gardner (1982), in his socio-educational model, described a number of factors which interconnected during learning a second language. His model looks exclusively at S.L. acquisition in a structured setting rather than a national environment. It lays focus on the foreign language classroom. It aims "at interrelating four features of S.L. acquisition - social and cultural milieu, individual learner differences, setting a classroom and linguistic references" (Gardner, 103).

The social or cultural milieu determines the beliefs of the learners towards other cultures and languages. These beliefs cast positive impact on the learner. In the mono-cultural setting of Britain, we witness that minority groups assimilate and become proficient in the dominant language of the country. Gardner's model also introduces “four individual differences proved most influential in SL acquisition. They are the variables of intelligence, language aptitude, motivation and situational anxiety” (Giles and Coupland, 95).

In the final phase, the model reflects the linguistic and non-linguistic inferences of the learning experience. Linguistic inferences refer the actual language knowledge and language skills. Non-linguistic outcomes show an individual's attitudes concerning values and beliefs. Ellis (1997) opines that the learners who are motivated to integrate both linguistic and non-linguistic reasons of the learning experience will attain a higher degree of proficiency in language learning. Thus motivation is the collage of effort, desire and effect (71). Motivation plays a vital role in the process of learning a language. Devoid of Motivation Language Teachers can't teach with élan. Passion is the core of motivation which relates to a person's intrinsic goals and desires.

Successful learning is directly proportional to the learner passion and teacher's role is to find the ways to connect to this passion. Learners require quality, instruction, input, interaction and opportunities for meaningful output to progress and to maintain motivation for language learning. Motivation fluctuates and it is actually a challenge for teachers to keep language learner's motivation high all the time.

It is really an uphill task for teachers to inculcate interest in the students whose native language is not English. We can say that Teaching ESL is about 1/3 knowing the ins and outs of the English, 1/3 being a good communicator and 1/3 being a good actor. Here are some tips for motivation environment for everyone engaged.

Tip-1: To tell the students, the importance of language.

The most powerful reasons for low enthusiasm in our student for learning English is that they do not see the use of the language beyond its requirement for passing a definite examination. The teachers must impress upon the students the importance of the language and the benefits it is going to reap. To cater this desire, we must have a good collection of interesting story books in the library. The teachers must teach the some interesting aspects of the stories in these books and ask them to explain the rest for themselves. The good ambiance should be provided for the students. They should be seated according to a plan that determines the dynamics of the lesson. The teacher must personalize the environment, which may relax the student and enhance the friendly atmosphere. Thus their desire to learn and develop, their language skill will increase.

Tip-2: To Encourage cultural dialogue.

Nobody wants to learn the language of the people, he doesn't like. Therefore, the teachers should try to inculcate in the minds of the people a good and healthy attitude towards English people. We must tell the learners that we all possess the same emotions and sentiments despite the differences in the ways of living. Learners be given the literature depicting the life of English people elaborately. The teachers must unravel some important aspects of the lives of eminent and distinguished English men and woman. Simultaneously,

the students must bear in mind that English people are as equal fellow human beings and not superiors or inferiors. Thus, we can create a conducive atmosphere for the learners.

Tip-3: To Engage with Students' special occasions and interests.

The teachers must develop specific activities for holidays; special occasions and past-times etc. We must ask the students to show their own holidays and interests and put these ideas into classroom. We must ask them about their personal life. We must encourage the students to personalize the classroom environment. They be given handout which has something meaningful to their lives and thus it will strengthen their interest in the classroom community.

Tip-4: Utilization of scaffolding techniques to help the students accomplish tasks.

Scaffolding is the support provided during the learning process that is designed to cater the needs of the students. This may be divided into three categories:

1. Verbal scaffolding: Slowing the tone of the speech, coining new words, paraphrasing, rephrasing etc.
2. Procedural scaffolding: one-on-one teaching, coaching, modeling, partnering and paring; and
3. Instructional scaffolding: use of pictures, regalia, graphs, graphic description, audio-visual and so forth.

Tip-5: To encourage inter student interaction.

A sense of accomplishment is a big factor in motivating students. We must praise the students, for appreciation boosts students self confidence, competence and self-esteem. Language can be taught more effectively through the close collaborations and communication among students. Student's enthusiasm involvement and willingness to participate increases the quality of class discourse as an opportunity for learning. Small group activities and pair work boost student's self-confidence. Co-operative learning has proven effective for ESL learners. Students feel awkward in front of the whole class or a teacher but they usually feel more comfortable interacting with their fellows. This kind of interaction will enhance their chances to practice English in more extensive way.

Tip-6: To encourage students to set their own short term goals.

The Teacher must speak candidly to the students what is expected of them. Language learners can attain success by having their own goals and plans. Students can help themselves achieve their goals by determining their own language requirements. Setting goals and having expectation leads to increased motivation which resultantly leads to a higher level of language competence. While starting activity, the teachers must go over both the content and language objectives. While ending the lesson, the teacher must review the objectives to ensure they have understood everything. The teacher must not use extravagant and unnecessary words.

Tip-7: Use of hands-on and project based activities.

Students prefer hands on and project based activities and efficient instructors utilize these devices to help their students engage in learning through exploration. Hands on activities generally include scaffolding components and project based activities often imbibe students own interests and cultural backgrounds. Most of the teachers do experiments in their

own way, some use music in the class room, sing pop songs together, create songs for vocabulary lists and so forth.

Tip-8: To encourage students to speak in their native language.

The students must be encouraged if they use their native language in communicating their ideas and views. Maintaining and developing the native language actually helps acquisition of academic English. According to a 1996 study by Virginia Collier and Wayne Thomas, dual language models of school have a substantial effect on student's progress. By adopting this model, the students can easily grasp the second language and carve niche for themselves.

Tip-9: Timely checking and Evaluation.

All Teaching-Learning process has three fundamental and inter-selected aspects: The objectives, the teaching learning activities and evaluation. The nature of any teaching activity must be viewed with respect to the learning outcome. Evaluation is continuous process and should go parallel to teaching. Thus the teachers can assess their progress by careful observation and short evaluating questions on all stages of teaching. The teachers should give the learners a space so that they can formulate ideas.

Tip-10: How to deal with pupil's errors.

The first and foremost things in language teaching is to make the pupils open their mouths i.e. use the language. The teachers should correct their errors very carefully and compassionately. He should deduct only those errors which are crucial. And in rectifying the errors he has also to recognize the value of errors, in learning Pupil's error can be broadly divided into types:

1. Errors resulting from carelessness (i.e. slips), and
2. Errors resulting from a systematic violation of the rules of the language code.

It is apparent that the errors of the second type are much more serious and therefore must have more attention. The error may usually be in the four broad areas of language, namely (i) Pronunciation (articulation, stress etc.) (ii) Vocabulary (words order, inflection) (iii) syntax and (iv) Orthography (spelling, punctuation).

Tip-11: Use of substitution Tables.

A useful teaching device known as substitution Tables enables the learner to make sentence by substituting different words in the fixed positions in a sentence frame.

Table-A

1	2	3
The student	killed	a mouse
The teacher	caught	a deer
The old man		a tiger
The hunter	shot	a snake
Hari		a lion

It is also possible to construct a table where the learner is required to select the items in accordance with the grammar or the sense. For example:

The Creative Launcher

An International, Open Access, Peer-Reviewed & Refereed Journal in English
Vol. 6 & Issue 4, (October-2021)

Table-B

1	2	3
I	is	reading
We	am	playing
She	are	singing
John		

In the end, we may say that motivation is very pivotal in language acquisition process. Sans motivation the learners can't achieve their long term goals. Teachers can influence the students' motivation in a remarkable way which is a key element in the language acquisition process. Encouragement, empathy and enthusiasm will increase the sensitiveness of the students and thereby building a more healthy relationship between learners and the teacher.

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