

REVIEW: MOTIVATION TYPE, EFFECT AND STRATEGIES IN ENHANCING ESL/EFL CLASSROOMS

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Abstract

Motivation is a theory which is not physically present, we cannot see motivation, but we can see students' interest, attitude, efforts and desire in completing the given task. As an English Teacher, we hope to provide meaningful instruction; we need to consider how to increase the motivational levels of our students in order to ensure student success in learning a foreign or a secondary language. Motivation is clearly a critical factor for second language learning because it affects students' interest in learning and using the language. While teaching English as a secondary or foreign language, a lot of difficulties are faced by the teachers and so different strategies are applied by the teachers to motivate the students in their classrooms. This paper will discuss motivation, different types of motivations and its impacts in the classrooms. We also try a few teaching techniques in the learning process in order to motivate the learner, creating a healthy learning atmosphere while teaching English as a foreign language (EFL) or as a secondary Language (ESL) classroom.

Key Words: Motivation, Extrinsic, Intrinsic, ESL classrooms, techniques,

Introduction

Motivation is that the word derived from the word 'motive' which means wants, desires, drives or drives among the people. This method stimulates people to act to accomplish their goals. The following definitions of motivation were collected from a range of scientific discipline textbooks and mirror the final agreement that motivation is an indoor state or condition (sometimes describe as a need, desire, or want) that serves to activate or energize behavior and provides it direction (see Kleinginna, 1981).

- internal state or condition that activates behavior and provides it direction;
- desire or want that energizes and leads to goal-oriented behavior;
- influence of needs and desires on the intensity and direction of behavior.

Motivation could be a theoretical thought utilized to clarify human behaviour.

The motivation provides the motive for the human beings to react and fulfill their needs. Motivation can also be defined as one's route lead to behaviour, or to the construct that

trigger someone to desire to replicate behaviour and vice – versa (D.A. Cook & A.R. Artino 2016). Motivation is defined as the method to form or to begin, guides, and maintains goal-oriented behaviours. Basically, it leads individuals to take action to attain a goal or to fulfill a necessity or expectation.

As stated by Crookes and Schimts (in Norris, 2001: 2) “Motivation has been identified as the learners’ orientation with the regards to the goal of learning a second language.” In line with the thought of motivation, (Falk in Norris, 2001: 2) expressed that “It is taught that students, who likes the people, who speak the language and spend time with them and even show their interest and likes their culture and wanted to get integrated with their societies in which language is used, are more successful in learning a target language It means that students who are most successful when learning a target language at least will imitate not only the culture itself, but also a desire and integrate into the society in which language is used. (See: Leaver, et al: 2005).

Motivational Types

Intrinsic motivation

Intrinsic motivation can be defined as any task or activity done for the inherent satisfactions instead of some discrete significance. When the student is intrinsically motivated to act for the fun or for challenge instead of external pressures, or rewards is the intrinsic motivation. The developments of intrinsic motivation was recognized first with the experimental studies of animal behavior, where it had been revealed that several creatures engage in exploratory, playful, and curiosity-driven behaviors even within the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, a clearly presents adaptive benefits on the organism, appear not completed for any instrumental reason, instead it had been completed for the positive experiences linked with exercising and extending ones capacities

According to J.E. Brophy,(2004) intrinsic motivation describes an activity done only for own satisfaction without any external expectation. The challenge, curiosity, control and fantasy are the features that activate up intrinsic motivation. In education, positive attitude is one of the important factors to keep motivation. Intrinsic motivation has emerged as a very important development for educators—a natural wellspring of learning which could also be consistently catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Intrinsic motivation results in high-quality learning and creative thinking.

Extrinsic motivation

Behavior that is determined by external rewards like rewards ,compulsion and punishments etc. is called extrinsic motivation .This type of motivation arises from outside the individual not from inside .Extrinsic motivation always arises when the activity is done in order to get some external results it is not meant just for fun or enjoyment

According to K. Kitchroen, the motivation can be cultivated extrinsically at the initial stage and transform it as intrinsic motivation in the learning process as it goes deeper. This kind of motivation provides a high level of will power and engagement yet it would not able to sustain longer than the intrinsic motivation can do. If they’re continuously motivated through the practice of external rewards or compliments, it might be habitual for apprentices to perform only to gain the rewards and not for own sake or to mastery skills or knowledge.

Achievement motivation

One classification of motivation differentiates among accomplishment, power, and social factors (McClelland, 1985; Murray, 1938, 1943).

In the space of accomplishment motivation, the work on goal-theory has differentiated into three separate kinds of goals: mastery goals (also referred to as learning goals) that target gaining competency or mastering a brand new set of information or skills; performance goals (also referred to as ego-involvement goals) that target achieving normative-based standards, doing higher than others, or doing well while not heaps of effort; and social goals that target relationships among individuals (Ames, 1992; Dweck, 1986; Urdan & Maehr, 1995)

1. If the individual are motivated the team will be empowered.
2. If it is done as a team work and each individual contribution, it will lead to success
3. During the time of amendments, there will be more adaptability and creativity.
4. Motivation can result in optimistic and challenging attitude at work place.

“Motivation is that the effort, the drive, the desire, and also the energy an individual uses to activate and maintain goal driven behavior.” — Murray Johannsen

Motivation is one of the very important factor either intrinsic motivation or extrinsic motivation, each have its own distinctive options to encourage students.

Both intrinsic and extrinsic motivation is needed in a learning process .Learning is a complicated process and motivation is the hard rock of this process .Hence, students have to be extremely encouraged to face the challenges, understand the process and able to apply in real circumstances. Intrinsic motivation results in self-motivation in following the education on the other hand extrinsic motivation provides the aim to pursue the education (T. Li, and R. Lynch,2016).

Impacting motivation in the classroom

According to Stipek (1988) there are several reasons why individuals may be lacking in motivation and provided us with the specific behaviors list which is related with high academic achievements this list is can be used as a checklist to help students to improve thinking components in their lives. Moreover, it is stated in the previous material, teacher efficacy is a powerful input variable related to student achievement (Proctor, 1984).

There are several ways which teachers can increase students motivation in the different activities performed in the class commonly , these fall into the two groups discussed above: intrinsic motivation and extrinsic motivation.

Intrinsic

- Explain the importance of learning particular skill or content
- Create and continue to maintain curiosity
- Provide a variety of activities and sensory stimulations
- Provide games and simulations
- Established goals for learning
- Link learning to student needs
- Assist student in the development of planed of action

Extrinsic

- Provide clear expectations
- Give constructive feedback
- Provide valuable prizes
- Make prizes accessible

One of the most important functions of teachers is to create willingness among their students to perform the best of their abilities. Therefore the role of a teacher is to arouse interest in performance of students in their studies.

As a general rule, lecturers are required to use the maximum amount of the intrinsic recommendations as feasible whereas should also recognizing that not all students are motivated by them. The extrinsic recommendations can work, however it should be remembered that they are doing this solely as long the students are beneath the management of the teacher. When it goes beyond the control of the teacher, unless the specified goals and behaviors are internalized, the learner can stop the specified behavior and operate in keeping with internal standards or other external factors.

Motivation is a very important for any organization .It provides a lot of benefits for the students and enhance their learning process and Improves students level of efficiency For getting best of students work performance teachers should try to fill the gap between ability and willingness which helps in improving the level of performance of students. This will result into Increase in learning,

The teacher can achieved all the learning goals only when There is best and adequate utilization of resources ,cooperative learning surroundings all the students should be goal oriented and participate in positive manner .Goals can be achieved if all the students work in coordination and cooperation which can actively achieve through motivation.

Here are few of helpful tips and techniques that you simply as an ESL/EFL teacher can implement within the classroom to assist and to motivate their students.

Provide student with Self-confidence Maintaining and Protecting Motivation

There are different ways to maintain motivation and to increase self confidence in the learner in the classroom and there are several approaches to support their level of confidence which will motivate the students to perform their best.

- Teacher can foster the belief that competence is a changeable factor of improvement.
- Favorable self-concept in second language competence is often promoted by providing regular experiences of success.
- Everyone is more curious about a task if they feel that they create a contribution.
- A small personal phrase of encouragement is sufficient.
- Teacher can reduce classroom anxiety by making context of the lesson less stressful.

Creating learner autonomy: There are four kinds of practice fostering the improvement autonomy:

- Resource-Based Approaches, which is emphasized on independent interaction with studying material.

- Technology-Based Approaches, which is emphasized on independent interaction with educational technology.
- Learner-Based Approaches, which is emphasized on the direct production of behavioral and psychological changes in the classroom.
- Classroom-Based Approaches, which is emphasized on changes in the relationship between learners and teacher in the classroom.

We as teachers want to challenge our students– we want them to pass and move to the next level we try our best to make our lesson interesting and our worksheets challenging to keep our students engage and to make them grow and learn we want to push them to the next level and excel. But this should be applied by using interesting and appropriate ways , for example as we find student struggling with spoken English show less interest and doesn't seem to be confident we should reduce the level slightly at the beginning ,so the students will feel less pressure and will be motivated to speak and will get some confidence.

Stimulate student's interest by making appropriate curriculum

Teacher should try finding out students goals and try to incorporate topics they need to learn into their curriculum this will inspire learners to focus and actively participate themselves with most learning activities, which are on their favourite topics.

According to Chambers (in Thanasoulas 2002: 4), “If the teacher is to motivate pupil to learn, then relevance has to be the red thread permeating activities.”

To create realistic learners beliefs students should develop understanding of the character of second learning and should understand the fact that mastery of second language can be achieved in different ways, employing a diversity of strategies, and key factor is for learners to get for themselves the optimal method and techniques.

If the ESL student will realistically relate to what has been asked and has the knowledge to answer regarding it, they'll have a great deal of additional confidence in answering the question, therefore, it is important for the teacher to modify the teachings and adapt the course book material. Imagine a student's discussing their favorite subjects at college – it simply doesn't work. the teacher has taken this thought of students need, and interests and has to enclosed the material in their lessons and them somehow within the lesson. This will motivate the students once they see that Teachers doing this. Teachers are advised to gather data via desires need analysis and surveys at the start of a session for variety of reasons, for checking out what their students already know, checking out their interests and requirements to base their lessons on

Encouraging Communication Skills

It is very common scenario when we see students those who are reluctant to speak or take part in different activities in the ESL classrooms, while they excel in the other skills, they find it difficult to speak, not as a result of that they do not have knowledge to do so, but because they are afraid to do so. This is even more difficult when teenagers and adults are the learners as there's the common concern of creating a fool of themselves before of their peers. There are, after all there are those additional learners in the classrooms those who knows how to speak these students try and dominate the ESL classroom once it involves speaking, however, more often this is not the case and once it will happen it additionally limits confidence of the student.

What they should have more than instruction is confidence and therefore the motivation to speak and not be afraid to try to do so.

Our duty is not only to teach as ESL teachers, but it is also our duty to motivate our learners to speak out and participate. We need to assist them in cutting down their fears and create an atmosphere at ease and make them feel happy and relaxed. Speaking is universally important skill required once it involves ESL learning. Speaking is all over in reality and although the learners is also ready to avoid skills like reading and writing English is in reality, it is not the case with speaking. So how will inspire and motivate our students to actually love speaking English? What will we do to assist them and will help them to cut back concern and provide them the boldness they very need? Those students who have more of a positive attitude when it comes to language learning are going to be less likely to suffer from performance and learning anxiety thus making them participate more

Attending Language classroom with completely foreign language

Imagine you are attending your firstclass and you have to introduce yourselfwitha language which is completely a foreign language for you – impossible? You will naturally feel insecure, uncomfortable and depressed during such situations most of the students in such classes will be quiet and will be reluctant to speak or. In lower levels of any language the learners don't have enough of the language to speak and clearly and present their ideas or opinions. Although this goes against the most plan of ESL teaching, it will hold some truth – allow them to speak a number of their native language. There are some lecturers who do not have any alternative language aside from in English within the classrooms as a result they have quiet classroom. Teachers need to be a touch bit a lot of compassionate and tolerant once learners use their native language, particularly if they're attempting to grasp through another student. If we tend to create the learners feel embarrassedof using their native language to assist their second or foreign language .However, there are of course some possibilities when learners take advantage of the situation and use their native language when it is not necessary – in this case, it is the task of the teacher to guide the students to speak in English.

Time Factor: Give time to think and act

Time is animportant factor need to be considered when we talking about ESL OR EFL students .Always consider the level of the student s, think of something in other language ,process it and he speak it.It is very important for the teacher to keep in consideration that learning new language is a development stage. Mistakes are very common to occur when you are leaning or acquiring the new language. Sometime lack of patients make ESL teacher jumps and finishes the sentence in between or immediately redirect the question to another student this lead student in a situation of more insecurities when it comes to foreign language classrooms. Time is what they have and tell them this. Use the phrases “take your time” or “Let’s try I’ll it give you a moment to try again” Such phrases will take the pressure off and they will be able tothink more clearly

The student must be taught how correct themselves, so do this the instructor should demonstrate—how to check that the verbs agree with the subject,for example—rather than simply creating the correction herself, from which the student learns nothing.It is, of course, ultimately the goal for the learner to use English individually, which implies observation and correcting his own language production.

Discussion and Conclusions

English, as a second and foreign language, has its own importance in education and learning. Brown (2001: 72) wrote; One of the sophisticated issues of second languages learning and teaching is of applying of constructive motivation within the classroom. One way, it's a simple easy watchword that provides educators a straightforward answer to the mysterious of language learning. Motivation is what pushes a learners to try and learn, within the ancient language of the teacher, "to motivate," mean to inspire that to urge the learner to use the language and learning at hand (Wingo and Morse, 1986: 287). Motivation may be a thought while not physical reality, we tend to cannot see motivation; we see behavior. Thus, the activity of motivation is indirect, even as activity of different psychological construct likes attitudes, interest and values or need.

Gardner (1985: 50-51) stated, motivation involves four aspects: a goal, Effortful behavior, a desire to attain the goal and satisfactory approach towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior factor like interest, need, value, attitude, aspiration, and incentives.

Motivation is a process that that initiates, guides and maintains goal- oriented behaviors. In the context of ESL learning, which involves operating in a relatively structured situation; students with mastery goals overtake students with either performance or social goals. However, to be successful in life, it seems critical that individuals have all three types of goals in order to be very successful.

One side of this theory is that people either try to avoid failure (typically related to performance goals) or win success (more typically related to mastery goals). In the former scenario, the individual is more likely to pick easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter scenario, the individual pick moderately tough task which is able to offer a motivating challenge, however still keep the high expectations for satisfaction or success.

Motivation is the cause and manner of the institute that force individuals to try and do positive behaviors. It stimulus desires and also makes an attempt to involve to deal competency Motivation isn't the behavior, one issue or a particular event or often directly discovered. Two aspects of behavior included in motivation are the one that explained the target behavior and the other is learned behavior during which energy is spent. In different words, motivation is driven behavior determined to pursue a particular goal.

There are several motivational factors that has been discussed in this paper. The entire idea was to determine the strategies that are able to contribute to motivation in learning. Learning is a complicated process and it needs guidance to successfully achieve the target. Theories play a significant role in accomplishing the committed efforts. If not, the effort would stray far from the objective that needs to fulfill. Motivation is useful in a learning method it also makes s strong to face the challenges in world.

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