

Motivation as a Tool of Teaching Foreign Languages

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Abstract:

As it is always regarded that teaching and teaching effectively are different things to train a foreign language learners' absorbing a language content. Learning a foreign language highly depends on the complexity of various skills at once. However, there are many peculiar functions of teachers in the way of conveying knowledge on mastering language. In order to educate well-developed language specialists motivation is a key aspect of teaching. Therefore, a foreign language teacher of our times should have appropriate strategies to facilitate students. Learners' motivation and encouragement in picking up an aspect are estimated to be one of the substantial facilities in performing well-organized skills in education progress. By learning and analyzing many ways of teaching strategies there should be found one accessible method for researchers' needs. Motivating children is a vital thing in teaching any subject including foreign languages, if it is established productively. The influence of motivation upon success in language learning is acknowledged by a significant number of psychologists

and pedagogues. In our country a special attention towards teaching and learning foreign languages is making it a tough need to be skilled in learning. In this article the meaning and advantages of the usage of motivation in teaching languages will be discussed.

Key words: inertia, stamina, internal, external motivation, affect, achievement, agency, activities.

Introduction.

Motivation is described as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence in order to sustain an activity for a long period of time. [Melissa Hurst. 2003]. Motivation is an internal impulse that brings us to complete an action. Without motivation, there is no action. It is sometimes regarded as a stamina for life. It should be born with enthusiasm. Motivation is important because it is what causes us to actively look for resources to guarantee our success. Some primitive motivation requires a conscious effort,



others, like looking for food, eating, and finding a friend are innate motives that we are born with and allow us to stay alive. Secondary motives keep us motivated to do activities and learn, which depend on each person's culture. Anyone who has struggled through the dreaded ways of learning History, Chemistry, Math, or English class knows that not everyone is motivated to learn the same things. Even for language learning interest in a field or outside force is crucial. A key success to any achievement is belief and endurance. Believe in yourself! Have a faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy. A sense of inferiority and inadequacy interferes with the attainment of your hopes, but self-confidence leads to realization and successful achievement in your chosen field [Norman Vincent Peale 1978]

1. *Connie Fith (2010) Agizo Magazine "What motivation is and why it is important in classroom situation" page 77.*

2. *Melissa Hurst (2003) Education horizon, "What is motivation" e-magazine page 16.*

3. *Norman Vincent Peale (1978 Saarland University "Motivation second language" p44*

To begin with the theories of outstanding educators, like Connie Firth, an expert on Educational Communication Technology in the University of Saskatchewan, provoking students' interest is defined as an internal drive that directs behavior towards some end. In learning process, it is delved by teachers. It should be carried out as a research. The same subject has also been defined by Linda S. Lumsden, as cause for an organism's behavior or the reason that an organism carries out some activity. Motivation is known to be crucial not only for pedagogy but also in the neighbor fields such as psychology too. The following is a mix of points taken from different educators on the same subject: The role of motivation in the teaching-learning process: Human behavior is complex and people are naturally curious, which means people can be easily motivated towards the things if they are forced to do so. Therefore, instructional designers should meet the challenges of designing instruction assisted by motivation; because it is of paramount importance to student success. Students work longer, harder and with



more vigor and intensity when they are motivated than they are not. In other words, motivation helps individuals overcome inertia. Inertia means when no one wants to do anything to change a situation. Overcoming inertia happens so because in the teaching-learning process, as in other various activities, there should be something that hinders their mind or dangles in front to make them more active and gotten involved to a particular activity, in classroom teaching, the major task is to nurture student curiosity as a motivation for learning. This is important because curiosity is motivation that is intrinsic to mastering to a chosen special sphere. Language learners often admit that they were motivated by strong desires to achieve something important for them. [Conny Fith.2010]

The source of motivation is complex. It was categorized into external and internal ones, which means inner and outer factors. The second sustains behavior or an attitude towards a notion. It can be suggested by teachers, parents, society. Sometimes learners are forced to have a goal by his closes. But there is a bad side of this situation, it can eventually lead to the disappointment of learners from learning. It will harm the process of learning and even to the psychology

of an individuals. Intrinsic and extrinsic motivations are two types of motivation that affect achievement of students. But, the value of external motivation, for example , reinforcement, is learned from those who suggest that once it is withdrawn the behavior stops for some time. [Ibragimov X.I. 2009] There are some critics continuing to say that students should have intrinsic motivation to accomplish the required activities. Because it is irrefutable, the inner requirements of people can be satisfied by not others but by themselves. In intrinsic motivation the “doing” is the main reason for finishing an activity whereas in extrinsic motivation the “value” is placed at the end of an action. By delving into the details of motivation, teachers are to have a broad knowledge on a purpose.

Interest in learning new subjects can be varied on different ages. Children grow, their passion for learning frequently may be like to decrease. Learning often becomes associated with boredom. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning or they have problem with socializing with their peers or pairs at school. Awareness of how students’ attitudes

and beliefs about learning develop and what facilitates learning for its own performance can aid to educators in reducing student ability towards learning. Therefore, the role and importance of motivation is worth looking at in this regard.

4. *Ibragimov X.I.(2009) Tashkent (1978) Pedagogika asoslari p13.*

Motivation in among learners can be categorized in 5 types:

1. Negative- absence or lack of motivation.
2. Indifference - lack of motivation, but can be changed.
3. Positive (level A)- motivation exists but not developed well.
4. Positive (level B)- knowledgeable, strong comprehension.
5. Positive (level C)- responsible, active, deep realized. [Ibrahimov X.I 2009]

In order to develop language skills of the learners some methods should be put into practice. First of all, classroom climate is important. It should be motivating. Because students experience the classroom as a caring, supportive place where there is a sense of belonging and one the one hand everyone is valued and respected by their classmates and on the other hand they will tend to appreciate more enjoyable in the

process of learning. Various task parts can also foster encouragement to learn. Precisely, tasks should be challenging but interesting and achievable. Relevance also promotes motivation, as does “contextualizing” learning and others, helping students to see how all language skills can be applied in the real world or usage. Tasks that involve “moderate amount of discrepancy or incongruity are beneficial because they stimulate students’ curiosity”, and this is an intrinsic motivator. [Linda. S 2010] Extrinsic rewards at times, should be used with attention, for they have the potential for decreasing existing intrinsic motivation. It is tough at first. What takes place in the classroom can seem to be critical; but “the classroom is not an island”. The goals of motivation retraining are to help students to:

-concentrate on the tasks rather than becoming distracted by fear of failure;(Students are to be taught to learn when they make mistake while learning a language)

- respond to frustration by retracting their steps to find mistake or figuring out alternative ways of approaching a problem instead of giving up; (Giving up is caused by the lack of motivation in learning)



- attribute their failures to insufficient effort, lack of information or reliance on effective strategies rather than to lack of ability. (Only reliable information should be conveyed during the lesson, due to the fact that students should not be let down when they face to irrelevant way of learning)

Other potentiality useful strategies include: portray effort as investment rather than risk; portray skill development as incremental and domain specific and focus on mastery. Because the potential payoff-having students who value learning for its own sake-is priceless, it is crucial for parents, teachers, and school leaders to devote rekindling students' motivation to learn. [Conny Fith, 2010]

As a skilled teacher how it could be an effective way to promote motivation? It is necessary for the teachers to show a positive and exciting appearance in learning a language. He should tie and connect with his students. Students are to be aware of their teacher's care to their academic success. When students make mistake in learning vocabulary or grammar they should not feel

5.Linda. S (2010) *The expectancy*

“Value Theory of Motivation” page 121.

Embarrassment or criticism. Motivational teacher should have strategies to teach effectively for instance: to value learners' effort. it is much more important to value effort, endeavor rather than the final product. Finished work should not be put at the first place. Tell more rewarding words such as: "You are learning vocabulary quickly", "Your grammatical features are getting better", "Well done". They will help to your students to try to learn more. Then, when all students are kept involved to the lesson it is more interesting to their partners too. It helps learners to feel usefulness and involved, they feel responsible and motivated. In order to keep them involved it is useful to make them work together, give tasks, keeping the classroom organized. If they work in pair it is helpful for them to learn collaborative skills. Little wins recognition and reward for them is important for young learners. Stickers can be a special privilege for their success. When a student learns all vocabulary by heart it can be given as a gift. But their level and age should



be taken into consideration. If they are little it is better to reward every day. But if it is about older learners it is acceptable to reward once a week. Additionally, in our modern era children are inquisitive in everything, they are easily distracted by the things around them. It is vital to be creative during the lessons, using activities and making them interact with each other is a good way to motivate them. [William Tierney 2006]

We forget that initial motivation to learn may be weak and die; alternatively, it can be increased and directed into new channels [Rogers 1996:61].

According to the quotation by Rogers about motivation, an assertion is made that teachers are able to have an effect on students and their motivation. Harmer (2007:100-103) suggests five stages on which teachers can create interest for their lessons and keep their students motivated. These steps can be introduced to the classroom management. Before conducting the lesson teachers should consider all knowledge in methods of motivation.

Affect.

The first point it is mentioned that the impact on which teachers can have on students if they want their

students are interested in learning. For instance, to know a little bit more than names of schoolchildren help teachers to understand the characteristic features of students. Another thing to consider is the offer for help with tasks if they are in need of the teacher's favour. It shows that teachers care for students and their needs of help. Certainly, trying to help and give feedback and not just leave students alone with their tasks keep the interest in what is going on. Thus, pupils will stay longer motivated. It is a key of training language learners to speak in target language rather than their mother tongue. It helps them to create more linguistic environment for learners. Accent of the teacher is a big influence on students interest.

Achievement.

Next point in stages is implementation of students during the task giving stage. Success inspires and repeated failure demotivates. All the time with the same failure may hinder students from learning. However, without attempt and with too easy tasks students will stop being motivated. If tasks are too difficult for the students level the same thing happens. The most commonly used task for teachers



is to find and give only suitable tasks for their class.

Attitude.

Teaching is the individual opinion of learners about teachers. The first time teachers enter a classroom a decision is made by students if they show respect or not. Respect should be achieved at first stage, making students learn something new is done consciously in classroom. The clothing, standing point and kind of talking show students how confident teachers are. In other words, competence of a subject is required to give pupils enough tasks. Foreign language teachers are often regarded as having an ideal appearance in front of students, because they believe that their teacher have a broad outlook.

Activities

Another point in motivation stages is projects and tasks which students like to do. They should be not only suitable but relevant to their interests too. When it comes to choosing activities teachers should be cautious.

Agency

The last stage is agency. Students have to be encouraged to be more active player in their learning process. Therefore, teachers task is to give

their learners the opportunity to opt for by themselves. For instance, each student should decide in a fluency activity if a correction is desirable or not. This will help to your students to take gain some responsibility for their learning and to stay motivated over a long time even if their teacher is not motivating them.

Teachers are the most influential person in developing all features of learners, including characteristic, psychologic and also mental. When it comes to language teachers it is very important to teach and help to facilitate students. Motivation is a driving force of learners, so they should find a way to be motivational specialist in their own sphere.

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