



PREREQUISITES AND PRACTICAL IMPLICATIONS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) WITH REFERENCE TO THE STUDENTS OF GRADUATION IN THE COLLEGE OF SCIENCES AND ARTS, ALNAMAS, KINGDOM OF SAUDI ARABIA.

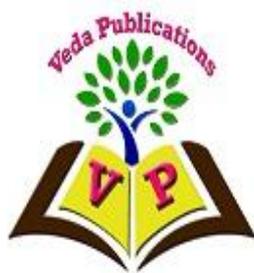
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ABSTRACT



The English language instructors in general and linguists in particular across the kingdom of Saudi Arabia are seriously speculating, debating and engaging their attention with the challenges of how to motivate the ever increasing number of students entering into colleges who are psychologically, socially, and academically unprepared for the demands of college life. Needless to say, one of the important factors in realizing educational objectives in learning English as a second/foreign language is the role of the students' motivation within the educational set up. Motivating students is one of the major challenges language instructors face. The poor performance of students towards educational aims and objectives may be associated to the low motivation of the students.

De-motivation in learning a new language is a natural and common phenomenon. The case of unmotivated students open a Pandora's Box of questions: What are the possible strategies that can be applied in the class to improve the students' motivation? In a broader perspectives what are the factors responsible for affecting on the students' motivation in learning English as a foreign language in the colleges and Universities? The opinions of the linguists as well as the second/foreign language pedagogues are different about the role of motivation in academic achievement. However, the common opinions emerged in the past and a majority of them agreed that most successful techniques ELT teachers can use to motivate students include engaging their interest; demonstrating the relevance of what they're learning; displaying enthusiasm for what we're teaching; establishing challenging, and employing a variety of instructional strategies.

Keywords: *Motivation, De-Motivation, Innovative Strategies, ELT, Factors Effecting Learning English, Motivational Strategies, Need to Re-Think.*

**INTRODUCTION**

Motivation has been a quite interesting and debatable area among the academicians and language instructors in the past as well as in the present. Motivation is a subject that has long interested them seeking to understand human behavior and performance. Since decades, they have developed innumerable theories and have amassed large bodies of applied research investigating motivation across a variety of settings. Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Motivation within individuals tends to vary across prescribed courses, and this domain specificity increases with age. Motivation is identified as a fundamental aspect of learning. (Brewer & Burgess, 2005).

It is noticed that some students seem naturally enthusiastic about learning, but many need-or expect their instructors to inspire, challenge, and stimulate them. I have been investigating since a decade the academic as well as non-academic factors that are responsible for the poor performances of the students in their respective courses.

The purpose of this paper is to apprise the language instructors with a general understanding of students' motivation from practical classroom perspectives and to recommend some effective motivational strategies among others many based on the author's personal experiences to help motivate the students. Furthermore, the language instructors engaged in ELT in the Kingdom of Saudi Arabia that at present should pay attention on this issue and evolve pragmatic and innovative motivational strategies in the class so that the common students could be brought to the main stream of pragmatic learning.

Researchers in the area of second/foreign language pedagogy have found that motivation, self-efficacy and value-expectancy are the most influencing factors on student academic behaviour (Bandura, 1997; Linnenbrink&Pintrich, 2002). Some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: "Effective learning in

the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3).

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci, et al., 1999).

Motivation is identified as a fundamental aspect of learning (Brewer & Burgess, 2005). Excitement, interest, and enthusiasm towards learning are the primary components of motivation (Crump, 1995). Level and orientation of motivation will vary according to situation. Motivation will lead to actions; specifically, motivation to learn is characterized by long-term involvement in learning (Ames, 1990).

The language instructors face an uphill task in motivating target group who are not intrinsically motivated to learn. The instructor wants to see his disciples perfect and most successful in their practical life situations.



However, the question is that how can he do that? Is it possible that by punishing instead of rewarding them he can achieve desired motivational target. The proponents and critics are of the different opinions about these motivational strategies. Consequently most of them agree that the most successful techniques teachers can use to motivate students include engaging their interest; demonstrating the relevance of what they're learning; displaying enthusiasm for what we're teaching in the class; instructing the significance of



their ongoing learning in the future; establishing challenging, but achievable expectations, and employing a variety of instructional strategies.

It is felt that the standard approach is to address the problem as an academic issue through remedial or developmental instruction. Developmental education programs however do not address the whole problem. Lack of motivation is not limited to the academically weak student. Successful remedial and study strategies courses aimed at the underprepared student have demonstrated that students who really want to improve their skills can do so when motivated. However, even the best remedial instruction programs have failed to positively affect the students who are both underprepared academically and unmotivated. When students have both a lack of academic skills and lack motivation, the greater problem is motivation (Kelly, 1988). The teachers in general don't pay attention to address difficult motivational issues in the classroom. Consequently, the tasks of trying to effectively motivate such students are failed.

2. Motivation Defined and Explained in a Broader Perspective:



The scholars in general have defined it in their own perspectives. Rod Ellis defines motivation as referring to “the efforts which learners put into learning an L2 as a result of their

need or desire to learn” (1995). A teacher has to provide a supportive environment and establish a trusting bond." Motivation is the feeling nurtured primarily by the teacher in the learning situation” (Ellis, 1994). A teacher has to greet his students, interact with them, and indicate a personal concern about them as individuals.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990)

defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413).

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971). To encourage students to become self-motivated independent learners, language instructors can do the following:

- ✓ Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- ✓ Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- ✓ Help students find personal meaning and value in the material.
- ✓ Create an atmosphere that is open and positive.
- ✓ Help students feel that they are valued members of a learning community.
- ✓ Respect the students and let them feel confident in their self-endeavor.

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. The concept is interlinked with human behavior. A serious and hardworking target groupstry their level best for getting A+ in all the



courses in all the tests in a semester. This group may be described as being "highly motivated". Motivation can be defined as a concept used to describe the factors within an individual that arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is a goal-directed behavior. One of the scholars David



Myers (1996: 297) stated that “motivation as a need or desire that serves to energize behavior and to direct it towards a goal.” According to this definition, motivation is a source to move the person to the task. Harmer write in his book “English Language Teaching” that motivation is some kind of internal drive, which pushes someone to do some things in order to achieve something (Harmer, 1988: 51). Harmer explain the motivation motivate the person to reach the goal. Jones, Jennifer George (2000: 427) defined motivation as “psychological forces that determine the direction of a person’s behavior, a person’s level of effort, and a person’s level of persistence in the face of obstacles”. Motivation differs from individual to individual. People that are driven by an inner motivation do things because they think that what they do is interesting, entertaining or challenging Deci & Ryan (1985). Those who are driven by inner motivation do things for their own self-satisfaction. People that are driven by an outer motivation are motivated by having a grade, recognition or other rewards. An outer motivation can be there because the individual wants to avoid some negative consequence.



Motivation in learning is generally defined as the psychological forces that determine the direction of a person’s level of effort, as well as a person’s persistence

in the face of obstacles. The direction of a person’s behavior refers to the many possible actions that a person could engage in, while persistence refers to whether, when faced with roadblocks and obstacles, an individual keeps trying or gives up. Atkinson and Feather (1966) states correctly that motivation is typically a non-conscious process in which a decision how to act or not to act is made. Spencer (1983) and Wlodkowski (1985) state that achievement can often bring benefits, and failure can often bring shame. Motivation is the sine qua non factor in any second/foreign language educational programme. Primarily, the students must be highly motivated to learn. It is a fact that any problem with learning English as a second/foreign language can be



overcome if the students' motivation is at the desired level. Similarly, the language instructors must also be highly motivated to give sufficient time to plan their lessons and be well prepared before the class. A teacher has no right to enter into class without preparation. They must have feelings from their inner core of the heart to impart the knowledge in the class in a way students can acquire in a very natural and informal way. The language instructors must be active and lively in the class. The instructors intermittently assess the contents acquired by the students. Consequently, if the students do face problems, the instructor must be motivated enough to spend some time in the class to ensure that the students eventually comprehend the delivered contents during his lectures. This can be a very challenging task since students' aptitude levels vary. Questions that worry the language instructors about motivation are:

- How do I encourage and push the students to be active/interested?
- How do I deal with poorest of the poor students in the class?
- How do I get my students to prepare for class?
- How do I motivate students who are not interested in the concerned course?
- How do I deal with target groups who are not functioning well together?
- How do I get students overcome the anxiety about the course?
- How can I recognize different learning abilities and work with them individually?
- How do I create assignments as well as blackboard assignments that are challenging?
- How can I make sure my students have done the reading and writing at home?
- How will I know that my students are learning from their inner core of the heart?
- How can instructor promote excellence and rigor in an encouraging environment?
- To what extent should I care if the class likes or dislikes my teaching style?



- How do I empower the target group in the classroom?
- What should I do bring the natural as well as effective learning in the class?

3. Significance of Motivation:



Motivation plays an important role in second/foreign language educational programme. Due to motivation, students can do any task and achieve the goal. Motivation increases speed of work and a person is doing everything to achieve the goal. Motivation increases the performance of learning. It provides energy and learners achieve the task because he/she has a direction and performance of learner increases. In education level of motivation (high or low motivation), effect on students success.

Motivation in learning is to achieve the prescribed learning and educational objectives. Motivation influences on the teaching process and the instructors use it as a weapon for successful teaching (Brown, 2001: 75).Some



students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3).Every student is less or more motivated before coming to the class. Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn

(Bligh, 1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants.

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971). To encourage students to become self-motivated independent learners, instructors can do the following:

Give frequent, early, positive feedback that supports students' beliefs that they can do well.

- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

The studies have shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Ericksen, 1978). Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus, activities you undertake to promote learning will also enhance students' motivation.

4. The Objective of the Study:



The main objective of the present study is to pin point the innovative, practical and workable motivational strategies based on author's decades of

observations and experiences as a student of linguistics as well as an instructor of English as a second /foreign language. The instructors can use these motivational strategies in and outside the class. It is hoped that these motivational strategies will be in the wider interests of the students' community in general and the students of University of Bisha in particular. The impact of the motivation has a very positive effect on students' learning in education. Without motivation, proper and effective learning is not possible. The motivational strategies are sine qua non in any language learning/teaching situation because it is due to the motivation the students do their class and academic activities and try to achieve the goal prescribed in the in the syllabus/curriculum.

5. Review of Related Literature:

Researches in the past have shown the significance of



motivation as it relates to students' success. Many studies have been conducted to discover what motivates students (Atkinson, 1999; Atkinson and Feather, 1966; Spence, 1983). With these studies came ideas on how to predict an individual's task performance (Atkinson and Feather, 1966; Grabe, 1979; Mukherjee, 1964). Other studies have been conducted to increase student motivation. These researches generated new ideas on motivation (Accordino, Accordino, & Slaney, 2000; Atkinson, E., 1999; Bar-Tal, Frieze, & Greenberg, 1974; Grabe, 1979; Latta, 1974; McClelland & Alschuler, 1971; Rathvon, 1999; Simons, VanRheenen, & Covington, 1999). Atkinson and (Feather, 1966) proposed one theory of Achievement Motivation. They stated that a person's achievement oriented behavior is based on three parts: the first part being the individual's predisposition to achievement, the second part being the probability of success, and third, the individual's perception of value of the task.

The study showed a percentage of students would work hard to achieve a task they do not enjoy, solely to maintain their high grade point average or high class rank. This reflects back on the student's attitude toward success. Those students who hold a high attitude of success work hard to achieve success, regardless of the task (Atkinson, 1974) High achievement motivation and high achievement may be associated with normal perfectionism (Accordino, et al, 2000).



Researches in the past have shown that there is an interest in Achievement Motivation as it relates to students. Many studies have been conducted to discover what motivates students (Atkinson 1999; Atkinson & Feather 1966; Spence, 1983). With these studies came ideas on how to predict an individual's task performance (Atkinson and Feather, 1966; Grabe, 1979; Mukherjee, 1964). Other studies have been conducted to increase student motivation. These studies also have spawned new ideas on motivation (Accordino, Accordino, & Slaney 2000; Atkinson, E., 1999; Bar-Tal, Frieze, & Greenberg, 1974; Grabe, 1979; Latta, 1974; McClelland & Alschuler, 1971; Rathvon, 1999; Simons, VanRheenen, & Covington, 1999).

Teaching practices also play an important role in teaching and learning. Researchers have shown in the past that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Ericksen, 1978). Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus, activities you undertake to promote learning will also enhance students' motivation. Motivation is a subject that has long interested researchers and practitioners seeking to understand human behavior and performance. Over the course of the 20th century and into the new millennium, scholars have developed sweeping theories and have amassed large bodies of applied research investigating motivation across a variety of



settings. Motivation has been studied from the grassroots level up to higher level.

Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. In later research, studies, Crookes and Schmidt (1991), and Gardner and Tremblay (1994) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behavior.

Sass (1989) asks his classes to recall two recent class periods, one in which they were highly motivated and one in which their motivation was low. Each student makes a list of specific aspects of the two classes that influenced his or her level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation. In over twenty courses, Sass reports, the following characteristics that emerge as major contributors to students' motivation:

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students

6. Quality Based Motivation and Teaching:

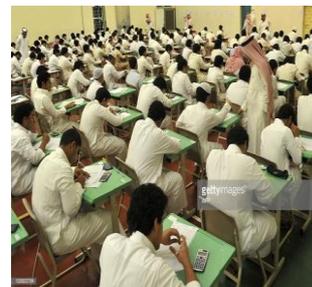
The quality of teaching has a significant impact on students' behavior, motivation and success. Motivation is an unconscious, psychological process that varies by individual over time, and its degree usually depends on attitude. Both attitude and motivation are also social processes and they are influenced by individual experiences and cultural background of students. I have been teaching English as a foreign language to the native speakers



of Arabic in the Kingdom of Saudi Arabia for the last 9 years. I can conclude in the light of my constant teaching experiences that the real motivation can be generated through teachers' sincerity and interests in the students; his serious concern about the failure of the de-motivated peer group; good learning materials and teaching strategies. The teacher must gain the students' attention by supplying them with stimulating activities and using a range of effective teaching strategies. In the light of my decades of experiences and observations, the problems of the students in general can be put into two main categories.

1. The problems related to communication, and 2. Specific problems related to language teaching and learning. The general problems are common to teachers of all subjects: Blackboard Assignments; class quizzes, class participation, homework, complaints, cheating etc. Specific problems are related to peculiarities of a subject: ways of teaching listening comprehension, speaking, reading, writing, instructional and remedial materials, testing and assessment. The language instructors have to deal with both categories of problems at each and every level in each semester.

7. Motivation in the ESL/EFL Classroom:



Motivation has long been a major problem for most instructors of English as a Second /foreign Language (ESL/EFL) not only in the Arab countries but also elsewhere in the world. Motivation in

the ESL/EFL classroom is easily one of the most important factors and surely most language instructors would agree with. Our students possess low motivation to learn English. The students generally do not realize the importance of a foreign language in this global era and are reluctant to adopt it in their today practical life situations.

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning, William Littlewood (1987: 53)



observes: In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a



complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation. "Students' motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour" (Reeve, 1996). The teacher has to inculcate and activate these motivational components in the minds of his students.

The studies in the past have shown that language acquisition is the result of interplay between cognitive mechanism and environmental conditions (Spolsky, 1985; Sivert & Egbert, 1995). Understanding and creating optimal language learning environments thus becomes a primary concern of the language teacher. Teachers can observe circumstances under which the target groups acquire language and can make adjustments toward creating optimal learning conditions. In designing learning activities, the language teacher should remember that because language learning focuses on both the accuracy and appropriateness of application in various contexts of use, learners must be given opportunities to participate as language users in multiple contexts. These opportunities will result in learners heightened motivation and awareness of the intricacies of language use.

Motivation plays a significant role in the process of learning a language. Language instructors cannot effectively teach a language in the class unless and until they perceive the relationship between motivation and its consequential effects on language

acquisition. The core of motivation is what might be called passion, which relates to a student's intrinsic goals and desires. The best students in the class are aware of their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the student's passion. It is imperative on the part of the instructors to work in this direction to search and find ways and means to link to this passion.

Dörnyei and Schmidt (2002) are of the opinion how important motivation is for second language acquisition. The questions that are raised are: What kinds of different motivation are there and how do these different types of motivation occur? What can the teacher do to have motivated students? McGroarty (2002: 69-89) writes that motivation for L2 learning is created from people. She suggests that motivation also can come from the different surroundings and the environment of schools and the places where the teaching takes place. She also says that it can be good for the motivation of learning a second language to have different kinds of groups that work together. She suggests that it is important that learners see the things they learn as meaningful, that they have some level of choices and that it is something that they need to work for to master.

8. Motivating the Students During the Course of Teaching/Learning Process:



It is true that the the quality of teaching has a significant impact on students' behaviour and motivation. Motivation is an unconscious, psychological process that varies by individual over time, and its degree usually depends on attitude. Both attitude and motivation are also social processes and they are influenced by individual experiences and cultural background of students. It is to be pointed out here that motivation can be generated through effective curriculum, good

rapport between teacher and the target group, good learning and instructional/remedial materials and teaching strategies. The teacher can stimulate the target group by using a range of effective teaching strategies. Motivation is surrounded by innumerable class activities such as learner-centered activities, face-to-face interaction with the students in the class, cooperative learning, informal assessments, reading and understanding a topic in the class and thereafter responding to the teachers' query concerning it, encouraging even if the response is not correct and freedom in communication. The instructor must explain the significance of a topic in practical life situation.

The problems in general faced by the target group can be grouped into two for our common understanding here, general problems related to communication, and specific problems related to language teaching and learning. General problems are common to teachers of all subjects/courses: class participation, homework, complaints, blackboard assignments cheating and sometimes behavior management, such as aggressiveness. The specific problems are related to peculiarities of a subject: ways of teaching speaking, reading, listening, writing, instructional materials design, testing and evaluation. All language instructors come across both categories of problems at the colleges/universities levels.

It has been noticed in second/foreign language teaching programme that the students' creativity is generally not encouraged or promoted. The learners' potentialities must be utilized during the course of teaching and learning. This ignored aspect must be given due weightage in teaching and learning. It is said that creativity is one of the most under-utilized human characteristics in the context of language learning. The language instructors must intermittently remind the students in the class and outside the class, that creativity is an important aspect of learning. They should pose some questions related to problem solving to promote and enhance this aspect. They should also create a situation in the class so that students become argumentative on a particular topic. It is very important in writing as a factor in paraphrasing, developing and combining ideas, bringing new ideas while writing paragraphs, essays, letters, applications, stories. As a result, this

trait will finally help the students in discarding plagiarism in their academic works. It is a fact that creativity also plays an important role in oral production because even with a limited vocabulary, creative use of language will help facilitate meaning. The creative use of language makes the class quite argumentative and explanatory. Furthermore, it also promotes a smooth functioning of the communication. The creative target group can manage their communication goals. They can communicate their ideas and feelings in one way or other way. Keeping in view the preceding contention, the students must be encouraged to utilize their own hidden potentialities and use the language creatively to express themselves. It will be quite beneficial for the students in the near future.

9. Prerequisites and Practical Implications in the Class to Enhance Language Students' Motivation:



1. Creating a friendly, supportive and positive teaching and teaching/learning environment
2. Arranging the class to promote effective learning
3. Reinforcement
4. Providing students with a learner-centered, low-anxiety classroom environment
5. Understanding students' needs and goals
6. Personalizing the teaching;
7. Creating a positive impression
8. Being cool and passionate
9. Being energetic and lively in the college campus
10. Always being vocal, attentive, energetic, sincere, impressive and distinct in the class
11. Maintaining rapport with the students in and outside the class
12. Demonstrating your competence before the students
13. Showing Loyalty to the students
14. Always encouraging lively class discussion
15. Goal Internalization;
16. Providing choices in teaching/learning as well as in the examination
17. Positive Motivation in the Form of a Reward Structure
18. Creating a threat-free environment
19. Using positive competition
20. Familiarity with the students
21. Give feedback and offer chances to



improve 22. Promoting cooperative learning during the course of teaching 23. Motivate the Students for Success in the future 24. Showing concern and attachment to the students 25. Always be Unbiased in teaching and evaluating the students 26. Make the concerned subjects interesting and full of fun and humor 27. Positive attitudes toward difficulties and failures of the students 28. Providing opportunities in and outside the class for success 29. Encourage Students to set their own short-term goals 30. Connecting Language Learning to Students' Interests Outside of Class 31. Maintaining rapport with the students in and outside the class 32. Promoting effective teaching/learning in the class 33. Provide choices to the students during the course learning 34. Encourage students to take ownership in learning 35. Course specification before the start of the semester of the first and second one 36. Variation in teaching methods and not to stick to traditional one 37. Provide autonomy to the students by encouraging them to develop four primary skills on their own 38. Creating assignments that are appropriately challenging and interesting 39. Proceed with simple to complex way of teaching 40. Preparations of relevant instructional materials 41. Making the students happier in the class during teaching and learning 42. Avoiding intensive competition in the class 43. Providing constructive, timely feedback to the students etc. Apart from these listed strategies, the instructor should avoid creating intense competition among students. Intense competition among the students would result in high frustration, disappointment, anxiety, which can interfere with learning. Nevertheless, he should create a very congenial and positive teaching/learning atmosphere in the class so that the whole classes feel lively and energetic during the course of learning. The comparison of the grades of the students in the class must be avoided. This tendency and practice will demotivate those students whose grades are low. The grades should be shown to each student separately off the class. Moreover these low grades students should also be given extra attention and counselling by the instructors in the office during office hours. Bligh (1971) reports that students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method

when they work cooperatively in groups rather than compete as individuals.

The motivation of the instructor in his own course also plays a quite significant role in the output of the teaching /learning. Self-motivation of the instructor in the class creates confidence among the students. They realize that the teacher is doing hard work for us. It is advisable here that he must be enthusiastic about his concerned courses. An instructor's enthusiasm is a crucial factor in student motivation.

Motivation is a constant challenge for the language instructors in general because historically there has been minimal focus on it while teaching English as a second/foreign language in the class. In conclusion, as it is hoped that an ideal study would include each of the above motivational strategies in order to determine which strategies are most effective for the group as a whole.

Keeping in view the empirical evidences available on motivation, we can conclude that motivation among the target groups tend to vary in accordance with the courses, age, family backgrounds, socio-economic factors, etc. Furthermore, collaborative or cooperative learning methods may increase students' motivation and task engagement in and outside the class.

Motivation refers to those reasons that



underlie behavior that is characterized by willingness and volition. The language instructors are required to do a lot with their students' motivational level. A student may arrive

in class with a certain degree of motivation. However, the instructor's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on students' motivation. It is important to acknowledge that students' motivation in learning is dynamic and must be given due weightage. Students' interests and their basic needs are very important and must not be ignored. The more we care about this matter the more we improve and upgrade their knowledge of the concerned language.



My decades of teaching as well as research experiences in the area of second/language pedagogy guided me a number of things that a language instructor should try to accomplish for his students in the class: These are:

- The teacher should speak at appropriate volume in the class.
- The teacher must make an eye contact with individual students.
- The teacher has to deliver at a good pace.
- The teacher should apprise with the clear cut idea about the course and deliver clear explanations.
- The teacher has to make a good use of black board including clear writing.
- The teacher should establish good rapport with students in and outside the class.
- The teacher should encourage the students to ask questions and/or make contributions.
- The teacher must answer students' questions well.
- The teacher should appreciate the students' questions.
- The teacher should give respect to all the students.
- The teacher must command respect and attention of students.
- The teacher should organize instructional materials and activities well in advance.
- The teacher should display good understanding/knowledge of material in this area.
- The teacher should deliver valuable instructional materials of interest to students.
- The teacher should explain clearly structure of lecture or exercises in advance.
- The teacher should clearly state his expectations of students.
- The teacher should never use a biased language.

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