

Motivating EFL Students at Secondary School

Sevara Ziyaboyeva

EFL teacher of Namangan State University

Zulfiya Fazliddinova

Student of Namangan State University, Uzbekistan

Annotation: The question of how to motivate language learners is proceeding to be a problem in teaching despite various researches, students' lack of motivation is remaining. This article discusses what motivation is, by giving different definitions. Furthermore, it examines how teachers can exert influence on students with their practice of teaching; give brief data about types of motivation (instrumental and integrative). Furthermore, five motivational strategies were given as useful suggestions: (creating basic motivational conditions, setting the personal example with your own behavior, selecting and explaining exercises properly, making the lessons fun or using popular culture to catch students' attention, and giving rewards or encouraging feedback to students) for teachers to encourage their students. This article provides a review of literature on several studies on motivating EFL students at secondary school.

Keywords: motivation, motivational strategy, instrumental and integrative motivation.

Introduction

Motivation is the strong desire to learn and the satisfaction experienced during the learning process and the learning outcomes (Kitjaroonchai, 2016). Motivation plays a key role in efficiently teaching students, without appropriate motivation students cannot accomplish long-term goals or cannot succeed in learning (Dornyei, 2001). Using motivational strategies, teachers can encourage their students to learn English efficiently. According to Dornyei, there are four main dimensions, such as creating basic motivational conditions, generating initial motivation, maintaining and protecting the environment, encouraging positive retrospective of self-evaluation, generating a motivational atmosphere, and controlling students' attitudes (2001).

Instrumental type of motivation outperforms integrative one as students' interests depend on the status of the job that they get from knowing the language or for using language as a communication tool rather than for their inner willingness.

Furthermore, I discuss the influence and role of teachers' motivational practice in changing students' attitudes towards language learning (2001).

Theoretical framework

Teaching English as a foreign language requires special effort from teachers and motivation plays an important role. The term 'motivation' is used widely today and it has various definitions. The Online Oxford Dictionaries explain motivation as "a reason or reasons for acting or behaving in a particular way with interest or enthusiasm" (Online Oxford Dictionary, 2013), while Online Business Dictionary give another meaning of motivation as an "internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal". According to Dornyei and his friend, Gulloteaux's motivation gives the main impulse to provoke second or foreign mastering and later the driving

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force to preserve long and regularly getting to know a process. Without motivation, individuals with the most super skills cannot accomplish long-term goals efficaciously (2014).

Teachers are required to work fairly harder to encourage students and search for new ways of motivating them. Does teachers' role have a big influence on learning the language? To answer this question Dornyei worked on special schemes MOLT and COLT, to observe teachers' behavior during the teaching process and the response was “the significant positive correlations we located between trainer and student measures are specifically robust inside the context of English motivation research, thereby presenting effective proof that the teacher’s practice does matter. Enhancing teachers’ experience on student motivation and motivating students should be a prominent methodological concern”(2001).

There were different practical, theoretical-based motivational recommendations and motivational strategies; however, students' lack of motivation lasted in many schools. According to Cheung students see no need and show little interest in mastering English in schools, as a result, they find learning boring and demonstrate disruptive forms of behavior in classrooms and he suggested using popular culture to engage secondary school students to learn English by watching TV series, radio podcasts or favorite songs. (2002)

To motivate student’s teachers need to have strong motivational practice and correctly use motivational strategies to encourage students. Motivational strategies refer to: a) instructional interventions used by teachers to evoke and spark student motivation. Teachers can use games, cultural social media to gain students' attention during the lesson. b) Self-regulating techniques that are specialized for students. Students also should try to learn language by using special instruments or methods to control themselves, regulating self-discipline can be one solution for students (Dornyei, 2001).

According to scholars, there are instrumental and integrative types of motivation. Integrative motivation refers to the interest or inner willingness in learning a foreign language to understand the culture, traditions of that language. Instrumental motivation is an interest in learning the language for passing the examination, for studying requirements in high education or to build a future career. In 2013 Thailand has created a survey to find the motivational level of students and according to research overall level of students was high($x=4,39$), the average instrumental score was very high ($x=4,51$) while the average mean score for integrative motivation was slightly low then instrumental one($x=4,22$). Students learn English in order to be able to communicate with foreign neighbors($x=4,56$), to understand the traditions and culture of foreign countries ($x=4,44$) mostly as an integrative motivation. However, studying English can be important to get an ideal job and build a great future career, for further studies in science, to travel abroad, and to show them as a knowledgeable person ($x=4,68$). (Nakhon Kitjaroonchai, 2013)

Suggestions

A. Creating motivational conditions.

First of all, creating convenient motivational conditions was a major problem, to teach effectively teachers need to organize a specific teacher-student rapport, growing, and supportive classroom environment, generate a cohesive learner team, and appropriate classroom rules. This dimension was admitted by most scientists (Dornyei and Gulloteaux2014; Kata Cziser and Dornyei 1998; Gulloteaux 2013a). To exemplify, Sri Puji Astuti investigated the students’ opinions about the classroom environment, teachers' relationship with them. As a result, Indonesian students wanted a variety of getting to know environments they expected to experience gaining knowledge of in open areas such as school playgrounds or parks. Moreover, students wished to learn English with native speakers or at least to test their speaking with natives. The four teachers had been heating and

friendly to their students. The study room surroundings were relaxed, the students sense free to ask questions and they enjoyed learning with their teachers. The teachers appeared to have an accurate feel of humor and let students discuss social needs. This point emphasized that a supportive relationship between students and teachers, a relaxed atmosphere, and an informal style of communication while teaching can influence students' motivation (2016).

B. Showing a personal example with your behavior.

The best way of teaching something is by showing how to accomplish it. In teaching, teachers are the most prominent model or key factors of English learning. The teacher determines whether or not the learning is interesting and meaningful. According to students' views, the best teachers are friendly, approachable, and show warm personal expressions, respectful relationships, and smiles. Proper teacher behavior helps students to feel comfortable, not afraid of making mistakes or speaking English in the classroom or delivering their opinion to teachers directly. Listening to students' opinions and letting to express their feelings can make the class more comfortable and joyful (Sri Puji Astuti,2016).

C. Select and present tasks properly.

Tasks can reinforce the topic that teacher had explained, or by doing different exercises students can increase the level of understanding and teachers can predict whether or not students comprehend the topic properly. While selecting tasks teachers must pay attention to their group level and choose interesting and challenging tasks within the learners' reach. (Guilloteaux,2013). It is easy to find textbooks and different sources of activity on social media, but also selecting one best can be challenging. Presenting tasks is a powerful tool in motivating the activity and highlighting the relevance of tasks can be an effective strategy in teaching.

D. Make lessons fun for the students.

Being a good teacher does not mean being strict or serious in teaching it is essential to have a sense of humor as students are children and they love fascinating games. In order to motivate students teachers should try to incorporate the sense of surprise and mystery into the classroom, which makes students wait impatiently for your lesson and giving students freedom can be one way to make class interesting, by letting students choose tasks or games that they want you can make students interested in the lesson. Offer different types of games to play with students such as charades, hangman, bingo, puzzles, or scatter-gories.

Using popular culture can be one way to add life and variety to lessons notes. As said in Cheung's study TV schedules popular songs and movies are learned by students easily and teachers can use recent songs or movies to teach more effectively. Moreover, popular culture touches the lives of students and grows out of their natural experiences and interests. If teachers can make use of popular culture in the teaching context, students find a need to learn and have something to (Cheung, 2001).

E. Giving positive feedback and rewards.

Korean teachers believe they can help students appraise and react to their past Performances adaptively. The way students process their past actions largely determines the kind of activities they will be motivated to pursue in the future.

Encouraging positive retrospective self-evaluation is one of the most important macro strategies were noted down by Gulloteaux in his research,(2013). Additionally, students get motivated to study more on receiving praise or positive reaction from the teachers. By offering small incentive acts as teachers can motivate their students as rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

Conclusion

As conclusion, we can assume that the terms of motivation and motivational strategies as they control the students' willingness to learn the language, and discovered that teacher's motivational practice does matter to students' motivation. Then, we examined two types of motivation. Instrumental and integrative motivation. Instrumental motivation outperformed integrative one as learners wanted to learn English to find an ideal job or to travel abroad and appear as a knowledgeable person in the future. Furthermore, we offered 5 powerful motivational macro strategies (creating basic motivational conditions, setting the personal example with your own behavior, selecting and explaining exercises properly, making the lessons fun or using popular culture to catch students' attention, and giving rewards or encouraging feedback to students) to encourage English learners.

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