

The Role of Teachers' Motivation on the Language Learner's Strategies

Ceylani Akay* and Akbarov Azamat Anvarovich

English Department, International Burch University
Sarajevo, Bosnia and Herzegovina

*Corresponding author's email: aakbarov [AT] ibu.edu.ba

ABSTRACT---- *Motivation in the second language learning has been widely studied from different perspectives recently. Mostly the student's motivation was the main concern to study and an issue of improvement.. In this article I will have a look from the teachers' motivation perspective and how this effects the students learning. Teachers' motivation plays a very important role in language teaching and learning process, as a result of teachers' positive approach, the learners can develop positive strategies for language learning.*

The more we motivate the language teachers to improve themselves and apply new methods and techniques in their classes the better our students learn the target language and develop good language learning strategies.

1. INTRODUCTION

Harmer (2001) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". Brown (1994) uses motivation as a term that is used to define the success or the failure of any complex task.

Steers and Porter (1991) deal with some factors in their discussion of motivation; mentioning that motivation is ; (a) what energizes human behavior, (b) what directs or channels such behavior and (c) how this behavior is maintained or sustained. The factors which motivates people and the potentials which directs them should be sustainable in order to achieve the person's goals in learning the language.

Motivation is the psychological quality that leads people to achieve a goal. In our case for language learning the learners should be quafied to learn the target language. Ellis (1997) reasons that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes.

Gardner (1982) mentions that motivation is perceived to be composed of three elements such as effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study .

2. SOME FACTORS AFFECTING THE LANGUAGE LEARNING

Language learning can be affected by many factors. Some learners might be successful by virtue of their determination, hard work and persistence, some can have some inborn capabilities for language learning On the other hand there are other important factors influencing the language learning process. We can mention these factors as internal and external.

Internal factors

- Age: When the main issues of the of the language is considered such as intonation, pronunciation, reading and writing skills the second language acquisition is influenced by the age of the learner.
- Personality: More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

- Motivation: Students who enjoy language learning and take pride in their progress will do better than those who don't.
- Experiences: Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't.
- Cognition: In general, it seems that students with greater cognitive abilities will make the faster progress.

External factors

- Curriculum: Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency
- Instruction: Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.
- Culture and status: There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- Motivation: Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.
- Access to native speakers: The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage.

3. TEACHERS' OWN MOTIVATION

It is not easy to motivate students to learn languages, there can many obstacles which affect the learning and the students can easily lose their motivation. At this point the teachers can play an important role helping the students to form some good learning strategies.

The teachers can help students to make a relation between what they learn and what the results of the learning will contribute in the real life. The value of learning and the expectations of the students should match in order to improve the students' motivation.

To improve the students' learning strategies, there is a need to motivate the second language teachers. Ineffective behaviour resulting from wrong strategies can be either from the student's or teacher's way of implementing language learning methods. As a matter of the fact that we need to improve the learning strategies of the students we will take the improvement of teacher's motivation. In this way the language teacher will have a chance to change his behaviour for the better learning of students.

Oxford and Shearin (1994) mention five implications for the role of the teacher in motivation. They suggest that teachers should

- figure out learners' real reasons for learning the L2
- help students build challenging but achievable goals
- show students the benefits of learning the L2
- create a safe, welcoming, and non-intimidating teaching environment
- motivate students to develop high but realistic intrinsic motivation.

If the teacher is motivated to create a good classroom environment, the learning will be more effective and the students will have more motivation to learn the target language. In this way the classroom will provide a safe environment for the students to express their opinions without hesitation, students will be encouraged to develop their learning skills and finally they will have opportunities for gaining some good learning strategies.

Teachers are the key factors in the language learning. Being a model that will form the students' language foundation needs a lot of effort and hard work. If the teachers are not motivated the result will be not sufficient enough for the language learning. That is why I believe that motivation of the teachers is more important than the other factors.

Oxford (1984) suggested that motivation was one of the most important affective factors because it helped determine the extent of involvement in learning. Dornyei (1998) agreed, proposing that learners without sufficient motivation would not succeed in the long process of learning a second language even if their language aptitude and intelligence levels were high. As a matter of this fact to motivate the learners, the teachers themselves must be motivated as well.

There are three types of pressure that affect teachers' self-determined motivation (Pelletier and et. al, 2002).

Being responsible for students' behavior and students performing up to standards.

Being forced to follow colleagues' teaching methods or involvement in school activities.

Having limited freedom in determining the course's curriculum or following a certain curriculum decided by the school's administration.

4. CONCLUSION

Foreign language learning is also affected by the teacher's motivation. Love for being a teacher and love for teaching a language is very crucial. As it is known language teaching differs in many ways. Otherwise the teaching and learning process fails. Teachers form the characters of the students and help them to form the students' learning strategies.

The language teacher should be open to new methods and materials. Every year new methods and materials are discussed by the language experts. Classical methods should be mixed properly with the modern techniques and materials by the teachers. This is a part of readiness of the teacher to improve.

Visiting other schools in the city where we are teaching can open new doors to us. As a part of education visiting other teachers' lessons can give the teachers some useful ideas about the techniques of other teachers. Because everybody is unique so we can get new ideas by observing other teachers' lessons. For instance in the school where I work as a teacher must visit at least 4 lessons of another teacher in one term. This gives a chance to observe other teachers techniques and methods.

Another important thing to motivate teachers is to organize staff meetings. In these events activities that will be done during the lessons, ways of teaching, syllabus, marks and many issues can be discussed and studied by the teachers. The meetings can be organized in the school and among the schools in one city or country. These meetings contribute to the teachers' motivation a lot so that they can see samples of lessons and other teachers' work and can be motivated

The teachers need to have a good relationship with the parents to give information about the students' improvement. The more the students learn the more the parents are happy so that this will definitely motivate the teachers and they will work hard to help the students.

Joining some seminars related to teaching a language are very essential for the language learners. So they can see the changes and some new applications of language teaching in these seminars and workshops.

The schools should organize some activities with other teachers apart from the lessons such as picnics, excursions to different historical and cultural places, some port activities. By joining these activities I believe that teachers will store a lot of energy and they will teach better.

5. REFERENCES

- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 1 (78): 12-28.
- BROWN, H. Douglas. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- DÖRNYEI, Zoltan. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- DÖRNYEI, Zoltan. (2001). New Themes and Approaches in Second Language Motivation Research. *Annual Review of Applied Linguistics*, Vol.21, 43-59.

- DÖRNYEI, Zoltan. (2001). *Teaching and Researching Motivation*. Essex: Pearson Education Limited.
 - HARMER, Jeremy. (2001). *The Practice of English Language Teaching*. Essex: Longman Press.
 - STEERS, Richard, M. and Lyman W. Porter. (1991). *Motivation and work Behavior*. New York: McGraw-Hill.Inc. Lincoln.
 - Cenoz & Valencia, 1994, *The influence of multiculturalism*
 - Krashen, 1988 , *The theory of second language acquisition*
 - Segalowitz, 1997, *Automaticity in Bilingualism*
 - Skehan, 1998, *Learner differences*
 - Gardner & MacIntyre, 1993 , *Cognitive variables. Language Teaching*
 - Ellis, R. (1997). *The study of second language acquisition*. Oxford University Press.
 - Gardner, R.C. (1982). *Language attitudes and language learning*. In E. Bouchard Ryan & H. Giles, *Attitudes towards language variation* (pp. 132-147). Edward Arnold.
 - Noels, Pon, & Clement, 1996, *Acculturation mode, identity variation*
 - PELLETIER, Luc G. and et al. (2002). *Pressure From Above and Pressure From Below as Determinants of Teachers' Motivation and Teaching Behaviors*. *Journal of Education Psychology*, 94/1, 186-196.
-