



## **Theories, Techniques and Factors Affecting to Motivation for English Language Teaching**

**Mr. Vanraj Parmar**

Assistant teacher ( English), Sri Maljinjva primary school  
Junagadh,(Gujrat), India

***Abstract:***

*English language is known as an international language. It is spoken in the whole world as a communicative language. It is useful in establishing international relations with different countries of the world. It is important from educational point of view as English is a direct source of acquiring knowledge of modern arts, science and technology. In the words of Dr. Radhakrishnan,*

*“English is the wonton assassination of a valuable source of world culture.”*

*Therefore, the importance of motivation in our schools teaching-learning process is very necessary. Different psychologists have emphasised different aspects of motivation. They have developed several theories of motivation to explain and understand the nature of motivation, namely as,*

- *Kurt Lewin’s Theory of Motivation*
- *Mc Dcugal’s Instincts Theory of Motivation*
- *Mc Clelland’s Theory of Achievement Motivation*
- *Maslow’s Theory of Motivation*
- *The Hygiene Theory of Motivation by Fredrick Herz-berg*
- *Maslow has classified the motivation into three categories :*
  - (1) *External Motivation*
  - (2) *Internal Motivation and*
  - (3) *Internal-external Motivation*

*Techniques of motivation is also based on this classification for English language learning. Like,*

- *Reward and punishment*
- *Praise and reproof*
- *Success and Failure*
- *Competition and Cooperation*
- *Knowledge of result of progress*
- *Novelty*
- *Level of aspiration*

*The major function of motivation for English language learning is to control and regulate behaviour of the students of English. The teaching-learning activities of English are oriented towards learning of objective by the use of appropriate techniques of motivation for English students. These techniques facilitate the learning conditions and help in achieving the learning objectives of English. The learning objectives like knowledge understanding and application can be used as criteria for selecting the appropriate techniques of motivation for English students.*

*The factor which are affects to Motivation for English language learning students are namely as, maturation and Motivation, purposive striving goals and ideas, knowledge of results on Motivation, law of effect, punishment negative, positive rewards, praise and blame, working for self (rivalry, competition) versus working for the group, participation through participation, interest, audio-visual aids, enlisting the total personality.*

### **1.The Term Of Motivation**

The word motivation had been derived from the Latin word Motum. It means to move, motor and motion. The term motivation refers that to existence of an organized phase sequence of teaching-learning process to its direction and content and to its persistence in given direction or stability of concert. According to Atkinson :

“The term motivation refers to the arousal of tendency to act to produce one or more effects.”

Motivation is an internal force or energy or need which initiates, sustains, directs and regulates the behaviour of the learner.

### **2.Classification Of Motivation**

Maslow has classified the motivation into three categories. Like,

- External motivation
- Internal motivation
- Internal-external motivation

#### *2.1.External Motivation*

An external motivation means to present a thing, object or environment before an English students which can encourage or motivate their behaviour. It is useful for lower classes and dealing with small children.

#### *2.2.Internal Motivation*

An internal motivation means self-motivation which the students receive from content and their own activities. The English learner's responses and activities are controlled and regulated by an internal motivation. This type of motivation concerns with the ego involvement learning. It is useful for higher classes of English language learning and dealing with grown up English students.

#### *2.3.External-Internal Motivation*

This type of motivation concerns with both external environment and content. This form of motivation is partially concrete and partially abstract. It is more useful for developing the social efficiency of English students.

### 3.Theories Of Motivation

Home environment, social philosophy and social norms and values are the significant factors which contribute in developing motivation of the students of English. It also regulates the human behaviour. Psychologists have developed several theories of motivation to explain and understand the nature of motivation.

### 4.Kurt Lewin's Theory Of Motivation

Kurt Lewin considered psychology a science, closely related to everyday life, the pivot of Kurt Lewin psychology was in the motivating condition of a students environment situation. Further more he was extremely in democratic practice and principle, although the field psychology appliances all fields of psychology, it is particularly useful in social personality and educational psychology Kurt Lewin's goal was to make the concept of field psychology of sufficient scope of applicable to all kind of behaviour and yet specific enough to permit representation of a person in concert situation. He observed that S-->R association psychology are base an statistical prediction may apply to the average of students. Kurt Lewin's field theory is more precisely called topological vector psychological. We can understand topological and vector theory by applying to English by these two diagrams.

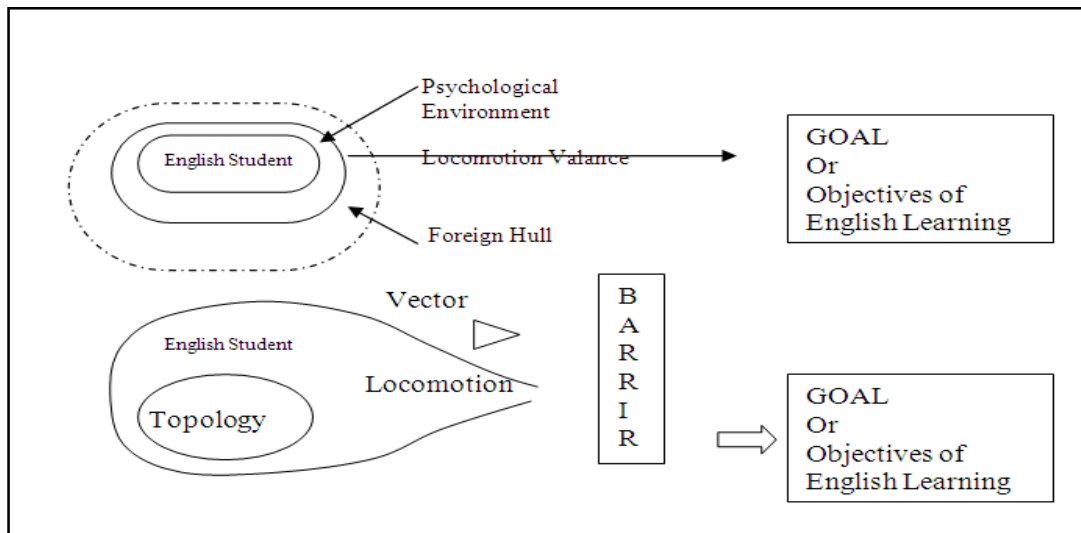


Figure 1

### **5.The Instincts Theory Of Motivation By Mc Dougall**

Mc Dougall has developed Instincts Theory in the beginning of the twentieth century. He was of this view that instincts are the spring of human behaviour. He has defined the term 'instinct' as complex inherited tendencies common to all members of a species compelling each individual.

- To perceive and pay attention to certain objects and situation.
- To experience positive and negative emotional excitement on perceiving them.
- To act in a way which was likely in the long run to preserve the individual.

The instincts are inborn and unlearned response tendencies which determine the behaviour of an individual. It cause the occurrence of behaviour Mc Dougall proposed that every instinct is followed by specific emotional behaviour or disposition as fear with escape anger with pugnacity.

Mc Dougall prepared a list of twelve original instincts which was extended to eighteen instincts, such as parental, gregariousness, mating, self assertion, submission and acquisitiveness etc.

Thus, the awareness of instincts is essential to an English teacher to make use of these concepts in organizing teaching in classroom and to motivate his students.

### **6.Theory Of Achievement Motivation – Mc Clelland**

Mc Clelland, John Atkinson and their associates are pioneers of this theory during the mid of present century. These psychologists thought that an individual psychology is greatly influenced by social, political and economic problems. Mc Clelland holds the view that psychology of an individual and the nation can contribute to understand these problems. Mc Clelland holds this view that human beings differ from one another with regard to the

strength of achievement motive. He defines the term motive. "A red integration of a change in a fact by a cue and anticipation of a future change in affect contingent upon certain actions."

#### *6.1.The Two Factors*

- Environmental cues events and
- Affective aroused in the individual

are important for motivation of English students.

Mc Clelland has attempted to make use of the fantasies to measure achievement motivation. He has used the projective technique for measuring achievement motivation. He has used thematic apperception tests to collect information on the fantasies of the subjects with the help of pictures. The assumption underlying TAT pictures is that when a picture is presented to a person in social setting under unstructured situations and he is asked to tell a story about what is happening in the picture. In doing so he may often reveal about himself or his fantasies. The TAT stories written by the subject are studied qualitatively and quantitatively. The technique is reliable and promising development in the field of measuring motivation.

Mc Clelland suggests a course for teachers he may teach students how to develop the motive to achieve, especially these students who are not ably deficient in the desire to meet challenges to master and generally to succeed.

The English teacher should...

- Make clear understanding of achievement motive in life by telling the stories of great persons and their achievement.
- Provide a proper environment in the classroom and in school. The conducive environment develop achievement motive among students.
- Make the clear to the students that new motives will improve their self image.
- Emphasize upon the fact that new motive is an improvement of prevailing social and cultural values.
- Make an effort to develop conducive social climate in the classroom. So that every student should feel elevated and the belongs to high group of students.
- Make students committed to achieve concrete goal in life related to the newly developed motive.
- Ask the students to keep the record of their progress towards their goal. The teacher should emphasize on self study of students of English.

### **7.The Hygiene Theory Of Motivation**

Fredrick Herz-berg has formulated a new theory of motivation for the students. It was presented. For industry and trade but it has been influenced by the teaching-learning activities of English. The English teacher can use effectively the hygiene factors in his teaching of English. The hygiene theory helpful in organizing teaching activities and creates appropriate situations for motivating the students activities. He classifies human need into two categories.

- Hygiene factors and
- Motivators

### *7.1. Hygiene Factors*

These hygiene factors are involved in the learning environment and situation. The hygiene factors refer to components of learning environment namely as,

- Working conditions
- Administration norms of the school
- The form of supervision of the school and
- The safety and standard of school

These factors provide the encouragement to the student to work hard. If these factors are of lower standard, the students would not be happy and it would result the poor learning out come. The students develop the negative attitude towards the work. The hygiene factors function as pre-requisite for an effective motivation in English. These factors are related to the environment or working conditions rather than work or task and form the organizational climate of the school. The principal and English teacher should be careful about these factor, because the environment of school influence directly on the students achievement.

### *7.2. Motivators*

The motivators are related to the activities and behaviour of the learners rather the environment of learning. The motivator provides the happiness to the student to increase their level of achievement and develops the positive attitude towards the work. It develops of the feelings of satisfaction and facilitate for better learning. The motivators are organized in teaching-learning activities, such as reward, praise, recognition, success, knowledge of result and novelty etc. These motivators are helpful in realizing the facts like.

- Achievement and performance
- Recognition and responsibility
- Advancement and freedom and
- Personal growth.

The motivators have permanent influence on the change of behaviour of the English students where as hygiene factors have temporary effect. The motivator is included in the activities of teaching content. The hygiene factors and motivators are not contradictory to one another but they are supplementary to one another. The creative approach of teaching can be followed with the help of these motivators and higher motivators provide the self satisfaction and feeling of self realization. The equipments of a classroom, laboratory and library and motivators encourage the students for learning. Therefore working conditions and norms of the education instructions should be conducive to learning. These should be good rapport between teacher and students of English and among students of English. The internal motivations are more effective than external one. The teacher should be use an appropriate technique of motivating in dealing with different types of students.

### 8. Maslow's Theory Of Motivation

Maslow has classified the human needs in a hierarchical order. This hierarchical order of need is useful and meaningful for teaching learning situation.

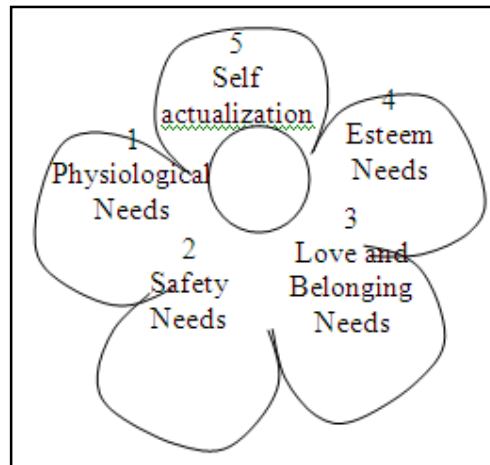


Figure 2

The first three types of needs are known as lower level needs need last two types are considered as higher level needs. It is difficult to difference between esteem and self-actualization needs. English teacher's work is to identify the level of need so that he may select appropriate techniques of motivation of the English students.



### **9. Techniques Of Motivation For English Students**

- Reward: The reward is given for good and correct work of the English students. It is an external type of motivation. The students get encouragement for their work.
- Punishment: The punishment is an opposite technique of reward. The students are punished for their undesirable behaviour, so that they would not repeat the same behaviour. In this way undesirable behaviour is restricted.
- Praise: The praise is also an external motivation. The excellent work and correct behaviour are praised by the teacher. So that the probability of desirable behaviour is increase. They get encouragement for their good performance.
- Reproof: The reproof or criticism of wrong work is also a technique of motivation. The proper use of this technique has the positive effect and undesirable behaviour probability may be reduced. This technique is most effective and useful for bright students and this should not be used for poor students of English.
- Success: The success develops the self confidence among English learners. The success is the most effective for average student but it provides motivation to everyone.
- Failure: The failure is an opposite to the success techniques. Sometimes failure functions as a motive whenever a learner accepts its as a challenge and gets force and reinforcement for his work. It can be internal as well as external.

### **10. Competition and Co-operation**

It is a social motivation, hence it is more useful in classroom teaching, we observe the feeling of competition and cooperation among the students in English schools one student intends to perform better than others. The teacher encourages the students by this technique.

### **11. Knowledge Of Result Or Progress**

The knowledge of progress satisfies the ego of a learner and accelerates the speed of the learning. There are various devices to employ the technique of motivation for the English students. The technique is mainly used in programmed instruction material. The learner has to confirm his own response when he finds that response or happiness. In this way,

his behaviour is reinforced for the next task. Generally in schools, the progress report is prepared for every student, to provide the awareness about their knowledge of progress.

- **Novelty** The student has to adjust his own environment and novelty satisfies his need. The students get motivation by novelty and take more interest in new work. It is an essential in using this technique that new thing should be related to the old one or familiar things. The change and variation which is related to life situation is called the novelty. The proper use of this device encourages the student's behaviour.
- **Level of Aspiration** A student aspire to achieve a thing which is related to the goal of his life which is known as level of aspiration. The level of aspiration of a student depends upon his past achievements and abilities. The person gets success in his life, if he fixes his level of aspiration considering the reality of his life. The level of aspiration depends upon the previous achievement of a person. It is form of motivation. The main task of a teacher is to raise the level of aspiration of his students.

## **12.Learning Objectives And Techniques Of Motivation**

The teaching-learning activities are oriented towards learning objectives by the use of appropriate techniques of motivation. These techniques facilitate the learning conditions and help in achieving the learning objectives.

- **Knowledge objective** : This objective is achieved to develop the recall and recognition abilities. It is the lowest learning objective and concerns with the environment of objects. The reward, praise, punishment and reproof techniques of motivation may be employed to achieve knowledge objective.
- **Understanding Objective** The understanding objective is realized by developing the abilities of seeing relationship, discrimination, cite example and generalization. The environment and content both are equally important for providing appropriate learning experiences to the students. The praise, success, punishment and failure techniques of motivation can assist in achieving this objective.
- **Application Objective** : An application objective is achieved by developing the abilities of reasoning, hypothesizing, inferring and prediction. The perception and expectancies of the students play the significant role. The success and failure,

cooperation and competition knowledge of result and attitude, techniques of motivation can help in realizing the objective of application.

### **13.Factors Affecting Motivation**

#### *13.1.Maturation And Motivation*

To demand more than can be delivered physically, mentally or emotionally is worse than useless. Maturation and motivation should be synchronized. "Be your age" is the popular version of recognized correlation between stages of maturation and concurrent behaviour.

#### *13.2.Purposive Striving Goals And Ideas*

Experimental data proves definitely that when the learner has a dynamic purpose, dearly perceived goals. This learning is more effective. Every effort to make the goal more vital and vivid is a step in the direction of effective motivation.

#### *13.3.Knowledge Of Results In Motivation*

It enhances the incentive for greater effort, stimulates and extra-zest and creates a more favorable atmosphere. Sears and others have pointed out that informing of progress is desirable as long as he is making progress.

#### *13.4.Law Of Effect*

It is based only in part on psycho-hedonism. Almost every act is coloured with feeling of pleasantness or unpleasantness. The law tends to select or repeat these acts which have a pleasant accompaniment.

#### *13.5.Punishment Negative*

The art of inflicting pain deliberately with the purpose of the future conduct of the one being punished. It is based on fear the fear of physical pain embarrassment and loss of status, cast. But is destroys initiative and develops inferiority complex. The severity does not count as much as the certainty and consistency count.

### *13.6. Positive Rewards*

It calls forth initiative, energy, competition, self-expression and some creative ability. It appeals to ego-maximization a that comes with success, It suggests security and status. It may be material, social or spiritual, Hartshorne and may in their study of honesty, hold that reward leads to dishonesty for shadow rather than for substance.

### *13.7. Praise and Blame*

the praise and blame are other forms of reward and punishment considerable studies prove that praise is superior than blame or reproof which is another indication that rewards are better than punishments.

### *13.8. Participation*

In addition to the tremendous appeal for status, it calls for creativeness, originality and initiative and affords the ideal outlet for the gregarious impulse. This implies greater democracy in the home and in the school.

### *13.9. Interest*

An interest is halfway between motive and attitude. It grows by what it feeds upon.

### *13.10. Audio-Visual Aids*

The audio-visual aids are great allies to motivation, helping to set the stage saving time and energy and makes the test more interesting and vivid.

### *13.11. Enlisting The Total Personality*

Enlisting the total personality calls for total mobilization and challenge to the whole self voluntary willing and enthusiastic acceptance of in do so that, most effective motivation of all in line with.

## **14. Conclusion**

Thus, the English teacher should have knowledge of theories of motivation. It can be useful for encouragement of the English students with the above discussed techniques and factor's which are affecting to motivation of the English teaching-learning process.

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