THE ROLE OF ENGLISH INSTRUCTOR IN MOTIVATING EFL LEARNERS A CASE STUDY OF ONAIZA COLLEGES- LINGUISTICS AND TRANSLATION DEPARTMENT- GASSIM- KSA

Dr. NOR ALHADI HAMED ALI ABDALLA
Email: noralhadih@yahoo.com

ABSTRACT

This study tries to focus on the role of English instructor in motivating EFL learners and reflect the significance of motivation on the students' learning achievements. One of the main objectives of the study is that it emphasizes teacher's motivation role in developing learning process and suggest useful teaching techniques to enable teachers motivate their students. A teacher's questionnaire is used for the data collection of this study. The samples of the study were taken exclusively from Onaiza Colleges- Gassim- KSA. The questionnaire was distributed to (20) teachers. The questionnaire depended on two hypotheses, and each hypothesis included five statements. The data obtained from the instrument has been analyzed, and finally interpreted. The results of the study revealed that students need extra motivation and encouragement so as to develop their learning and achieve good results; also teachers need to use different teaching techniques in order to motivate their students. As well as motivation is a key to positive and successful learning outcomes. In addition, Teachers need regular training courses in motivation. The researcher recommends that Teachers should assign different tasks to the students in order to increase their motivation. Moreover, Teachers must enhance the learning goals among the students by emphasizing on their positive feedback. At the same time Teachers should help shy students overcome the difficulties and express themselves easily. As well as teachers should have a regular training workshops to discuss the modern motivation techniques in order to use them in their classroom.
Key words: Motivation- EFL, English as Foreign Language- Motivation theories- Learning process- Teaching techniques- Learning outcomes- language learning.

Introduction:

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important factors of having good learning outcomes. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. Students may be unmotivated for a variety of reasons: they may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has learning difficulty and in need of special attention.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate; simply teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

The latest technological developments redesigned and resized the role of lectures, teachers and students in educational environments. Today education in the 21st century is facing big changes based on concepts, theories, principles and methods. Motivation is probably the most important factor that educators can target in order to improve learning.

Motivation

John stone (1999, p. 146), considers motivation as a stimulant for achieving a specific target. To be motivated means to progress or to be in motion to do something. Crump (1995) believes that excitement, interest keenness, and enthusiasm towards learning are the main constituents of motivation. The levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, their kinds of motivation can be also different.

Cook (2000) comes across that language acquisition is not the same in learners. Moreover it has been proposed and recommended that there are three main factors, which concern and influence the Second Language Acquisition, these three factors are age, personality and motivation . he further claims that among the above three issues motivation is the most significant one in second language acquisition.

Motivation and Language Learning

Motivation is a basic and essential part of learning, Gardner, (1985) believes that with the intention of being motivated, the learner necessitates, requires and needs to have something to anticipate, foresee, expect and long for, a reason, principle and or rationale having to do with aim or target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

According to cook, V. (2000) the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. In the same way Ellis(1994) sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this issue, Ellis (1994, p.508) states that:

"Language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation." Ellis(1994,p.715) also suggests that motivation is:

"The effort which learners put into learning L2 as a result of their need or desire to learn it".

Intrinsic and Extrinsic Motivation

Legault, L.(2016) gives a comprehensive explanation to the term of intrinsic and extrinsic motivation, first, intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable. IM is nonstrumental in nature, that is intrinsically motivated action is not contingent upon any outcome seperable from the behavior itself, he gave an example that a child may play outdoors-running, , skipping, jumping for no other reason than because its fun and innately satisfying. Conversely, extrinsic motivation (EM) refers to

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performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, EM is instrumental in nature. It is performed in order to attain some other outcome. For instance a teenager might wash dishes at home in order to receive an allowance. Simalarily, a student may study for a test in order to receive an A.

Motivation Theories

There are many theories of motivation. A study of Rily tells us which are some of the more famous theories like like Maslows' Hierarchy of needs theory (1954), MC-clelland's needs theory (1961), and Herzberg's Two-Factor theory". Rily, (2005,p,3) states that maslow's Hierarchy of Needs Theory is one of the most well known motivational theories. Abraham Maslow's theory identifies five levels of hierarchical needs that every individual attempts to accomplish through out one's life. The needs start with the physiological(hunger, thirst, shelter) and then move upward in a pyramid shape through safety, social and esteem needs, to the ultimate needs for self actualization. His final need of self actualization is defined as one's desire and striving towards maximum personal potential. The pyramid shape to the theory is intended to show that some needs are more important than others and must be satisfied before the other needs can serve as motivators. In the other hands is the theory of MC Clelland's Needs, where the content explains that MC Clelland's Theory explores the idea that there are three major needs, that one will acquire over their life time as a result of the experiences in their careers or in their own personal lives. MC Clelland believed that in order to understand human behavior and how an individual can be motivated you must first understand their needs and inclinations. The need for achievement encompasses the desire to do better, to solve problems and to master complex tasks. Rily, (2005, p.4-5) says that:

> "*The need for affiliation is the desire for friendly and warm relations with others. These are often those passive individuals that try to avoid conflict at all times, even when it might be necessary to fulfill a task, finally the need for power is the desire to control others and influence their behavior*".

According to Rily, Herzberg's Two-Factor Theory divides motivation and job satisfaction into two groups of factors known as the motivation factors and hygiene factors. According to Frederick Herzberg, the motivation factors are the six "job content" factors that include achievement, recognition, work itself, responsibility, advancement and possibility of growth. Hygiene factors are the 'job content' factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status and job security.

Basically the theory differentiates the factors between intrinsic motivation and extrinsic motivation.

Deci, Vallerand, Pelletier and Ryan (1991) discuss that when self-determination applied to the realm of education, it's concerned primarily with promoting in students interest in learning, a valuing of education and a confidence in their own capacities and attributes. These outcomes are manifestations of being intrinsically motivated and internalizing values and regulatory processes. These processes result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment. There are some contextual conditions that will facilitate motivation, performance and development.

MOTIVATING STUDENTS BY RESPONDING TO THEIR WORK

Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge and stimulate them, so one of the methods of motivating students is to respond to their work and their efforts. Cashin, 1979 discuss this idea in several points as fallow:

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Give students feedback as quickly as possible. Return tests and papers promptly, and reward success publicly and immediately. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors.

Reward success. Cashin, 1979 also says,both positive and negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. Recognize sincere efforts even if the product is less than stellar. If a student's performance is weak, let the student know that you believe he or she can improve and succeed over time.

Introduce students to the good work done by their peers. Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:

- *Pass out a list of research topics chosen by students so they will know whether others are writing papers of interest to them.*

- *Make available copies of the best papers and essay exams.*

- *Provide class time for students to read papers or assignments submitted by classmates.*

- *Have students write a brief critique of a classmate's paper.*

- *Schedule a brief talk by a student who has experience or who is doing a research paper on a topic relevant to your lecture.*

Be specific when giving negative feedback. Cashin, also states that negative feedback is very powerful and can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular task or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded.

Avoid demeaning comments. Many students in your class may be anxious about their performance and abilities. Be sensitive to how you phrase your comments and avoid offhand remarks that might prick their feelings of inadequacy.

Avoid giving in to students' pleas for "the answer" to homework problems.   When you simply give struggling students the solution, you rob them of the chance to think for themselves. Use a more productive approach, Fiore, (1985) mentions the points below:

- *Ask the students for one possible approach to the problem.*

- *Gently brush aside students' anxiety about not getting the answer by refocusing their attention on the problem at hand.*

- *Ask the students to build on what they do know about the problem.*

- *Resist answering the question "is this right?" Suggest to the students a way to check the answer for themselves.*

- *Praise the students for small, independent steps.*

    If the instructor follows these steps, the students will learn that it is all right not to have an instant answer. They will also learn to develop greater patience and to work at their own pace. And by working

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through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.

Discussion (Implications for Teachers):

Paying attention to the role of motivation in teaching process and developing, enforcing and strengthening it, can be some effective and helpful factor in the process of learning language. In reality, teacher's awareness about learner's attitude and its relation with teaching process provides a framework by which language teacher can use more useful and more effective methods.

Briefly, motivation can be defined as a physical, psychological or or social need which motivates the individual to reach or achieve his goal and fulfill his need and finally, feel satisfied owing to achieving his aim. We can come to this idea that the amount, range and type of motivation have important and determining role in the learning process. Moreover, the language teacher has a significant function and role in giving motivation to the learner for learning language.

They are high attitude which has a positive, efficient, and useful effect, and the second one is low attitude which makes blocks and causes weakness for learning language.

As it was mentioned before, Motivation, indeed, involves two main classifications as below:

1. Intrinsic motivation

2. Extrinsic motivation

Relating to the previous discussion, briefly, intrinsic motivation is mental satisfaction which is achieved by others' praise, while, extrinsic motivation is an incentive activated by external factors such as good marks and getting reward.

It is, indeed, important the teacher knows that the two types of motivation which are intrinsic, and extrinsic, relate to each other and they are inter-relative. In addition, the personal, psychological, and social factors have effect on increasing or decreasing any mentioned type of motivation. In fact, it is essential and important for the teacher to know what the type of motivation is and how it is formed, captured, and, finally, displayed in the learner. Both intrinsic and extrinsic motivations can have two subgroups that can activate the learners; The intrinsic motivation in an extroverted is in such a way that the learner takes advantage from and feels satisfy by communicating with others, while, in an introverted, the learner uses language for meditation and personal thinking in addition to personal activities and affairs. Indeed, rely on intrinsic and extrinsic motivations, and for creating and developing either of them, the teacher should make the classroom quiet and without any anxiety. Providing educational and academic advantages, encouraging students, and asking simple and easy questions at the beginning of class (before asking difficult questions) will increase motivation for learning. Besides, the mentioned issues will fulfill the need of progress for the learner.

On the other hand, sometimes, motivation is an instrument for the student. In this sense, the learner uses for example English language in order to fulfill his need. In fact, the teacher should know that English language as an instrument should have the worth of attempt for the learner. The aims of the class should be in such a way that motivates the learners who have instrumental motivation in order to become aware of and realize the value of the learner who thinks about the English language as an instrument for reaching a particular goal such as achieving grades of passing examination. Also it should be mentioned, as a reality that intrinsic motivation causes the learner to think that whether learning a specific issue (subject) is worth of

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effort and attempt or not. That is, if the learner in his judgment comes to the conclusion that learning a language is not worthy or does not have functional value, he becomes disappointed and gives up learning that language.

Methods of the study:

The research is based on descriptive analytical approach aims to analyze the role of English instructor in motivating EFL learners, which will help students, motivate and develop their English language.

The Results of the Study:

Hypothesis One: EFL teachers motivate students in different ways.
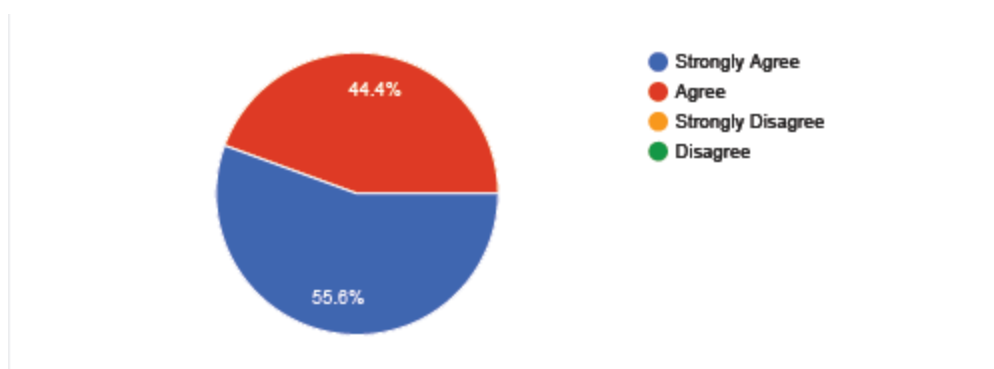
Figure No. 1: Teachers using praise inside the classroom

Based on the questionnaire statement "Teachers should use praise inside the classroom to motivate students" The results of the study revealed that most of the participants in a percentage of (55.6%) strongly agree on the statement, while (44.4%) agree on the statement. From the responses of the participants, it is clear the hypothesis of the study is successfully achieved and that using praise is important to motivate students and it's the role of teachers to use the positive praise at the suitable time.
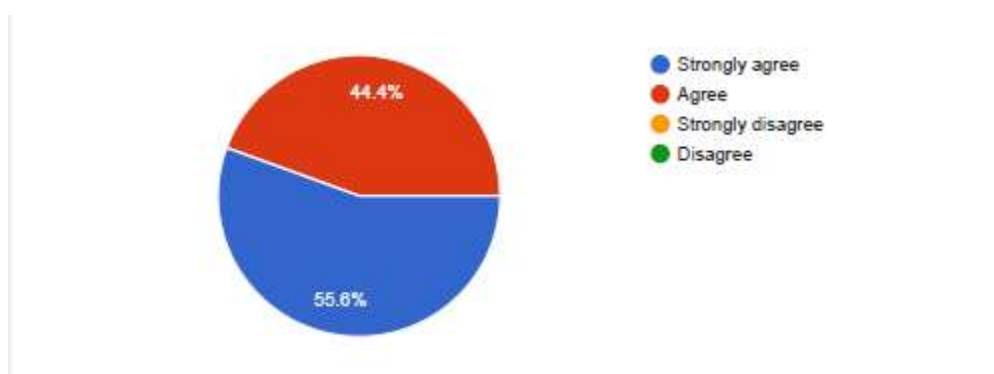

Figure No. 2: Students' need of continuous motivational support.

Based on the questionnaire statement "Students need continuous motivational support" the results of the study revealed that most of the participants with a percentage of (55.6%) strongly agreed with the statement, while (44.4%) agreed and it's clear that students really need continuous motivational support either inside or outside the classroom to motivate them, in order to achieve the learning goals, as most of the educators

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agree that continuous motivational support is a key to success in the learning and teaching process. From the positive responses, the hypothesis of the study is achieved successfully.
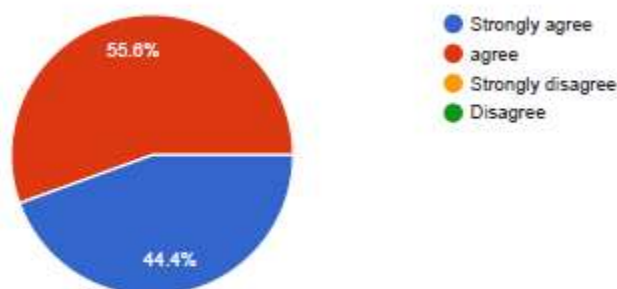

Figure No. 3: Relating lessons to students' everyday life

Based on the questionnaire statement "Relating lessons to students' everyday lives is one of the significant ways of motivating students" The results of the study revealed that most of the participants in a percentage of (55.6) agreed , while (44.4%) strongly agreed that relating lessons to students' everyday life is important for motivating students. It is clear from the positive responses that the hypothesis is achieved successfully. Teachers should concentrate in most of their lessons to relate their teaching to students' everyday life in order to facilitate and encourage their learners.
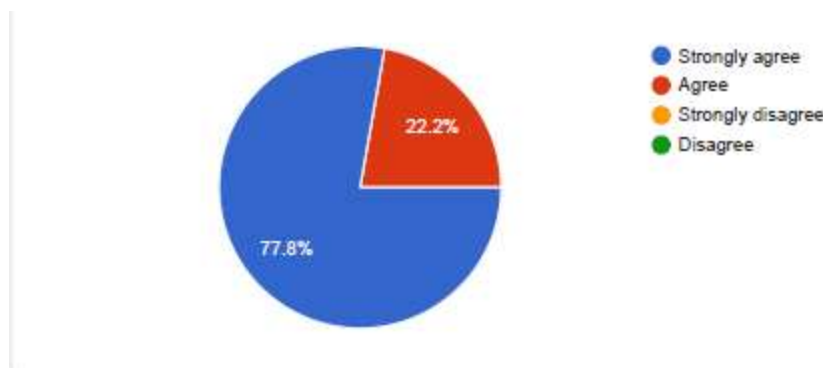

Figure No. 4: Varied and different class activities

Based on the questionnaire statement, "Varied and different class activities increase students' motivation and engagement". The results of the study revealed that the majority of the participants in a percentage of (77.8%) strongly agreed, while the rest of the participants in a percentage of (22.2%) agreed on the statement. So the participants' responses are going on the positive direction of the statement and the hypothesis is achieved successfully. The results reflect the importance of using different class activities in order to motivate students and it's the teacher' role to focus on the activities that can help them love their subject and reach their learning goals.
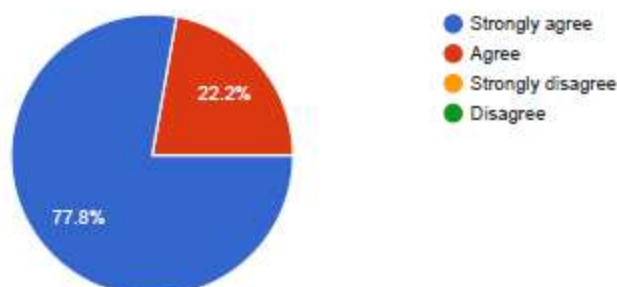
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Figure No. 5: Co- operative learning is one of the inspiring methods of motivating students.

Based on the questionnaire statement, "Co- operative learning is one of the inspiring methods of motivating students". The results of the study revealed that the majority of the participants in a percentage of (77.8%) strongly agreed on the statement, while the rest of them in a percentage of (22.2%) agreed of the importance of using co-operative learning. From the results, it's clear that the responses are on the positive direction of the statement and the hypothesis is achieved successfully. The co-operative learning is one of the motivational methods in the learning process. As well as co- operative learning is considered as a practical motivation for all students levels.

Hypothesis Two: "Continuous support and backup help teachers motivate their students".
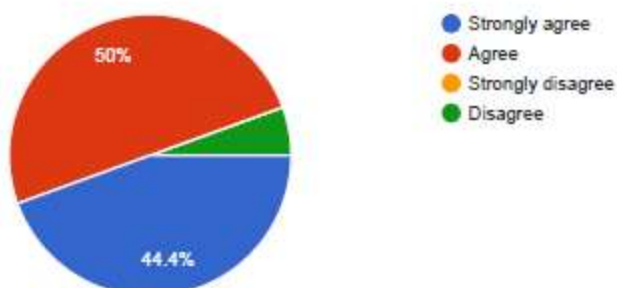

Figure No. 6: Using positive competition in the classroom

Based on the questionnaire statement, "Using positive competition in the classroom motivates all students". The results of the study revealed that (50%) of the participants agreed on the statement, while (44.4%) strongly disagreed and just (5.6%) disagreed that using positive competition in the classroom motivates all students. From the results above its clear that the responses go on the positive direction of the statement because most of the participants were strongly agreed and agreed. It reflects also that teachers should use positive competition so as to motivate their students. It is clear from the positive responses that the hypothesis achieved successfully.
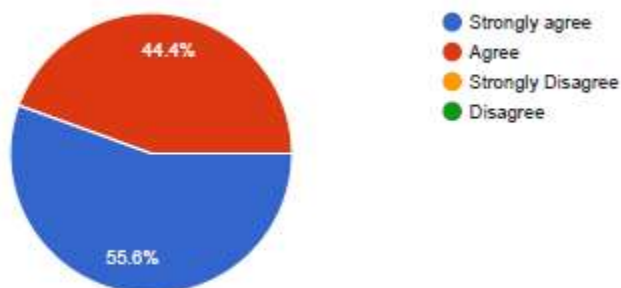
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Figure No. 7: Using different teaching styles

Based on the questionnaire statement, "Using different teaching styles is a good way of motivating students". The results of the study revealed that most of the participants were strongly agreed on the statement with a percentage of (55.6%) while the rest of them with a percentage of (44.4%) agreed. It is clear that all the participants agreed that using different teaching styles is one of the important techniques for motivating students. The responses prove that the hypothesis is achieved successfully.
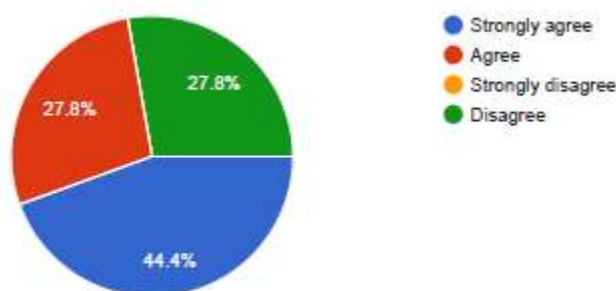

Figure No. 8: Allowing students to choose the class activities

Based on the questionnaire statement, "Allowing students to choose the class activities increase their motivation for learning". The results of the study revealed that (44.4%) of the participants strongly agreed and (27.8%) agreed, while (27.8%) of them were disagreed that allowing students to choose their activities inside the classroom increase their learning motivation. It is clear that most of the responses were in the positive direction of the statement, as well as some responses were in the negative direction and they can reflect that the hypothesis is achieved successfully.
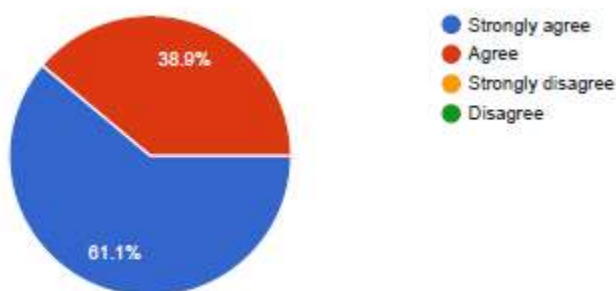

Figure No. 9: Giving shy students an opportunity to share their views

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Based on the questionnaire statement, "Giving shy students an opportunity to share their views with the class has a great role in motivating them". The results of the study revealed that the majority of the participants in a percentage of (61.1%) strongly agreed on the statement, while the rest of them in a percentage of (38.9%) agreed that giving shy students an opportunity to share their views with the class motivate them. So the highest percentage is going to positive direction of the statement and it is clear that the hypothesis is achieved successfully.
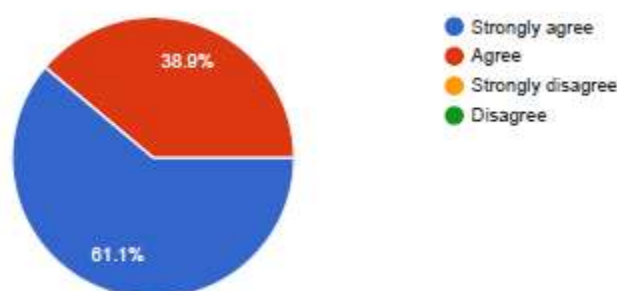

Figure No. 10: Classroom jobs are good ways for developing students' motivation

Based on the questionnaire statement, "Classroom jobs are good ways to develop students' responsibility and motivation". The results of the study revealed that most of the participants in a percentage of (61.1%) strongly agreed, while (38.9%) agreed on the statement and that classroom jobs and giving students roles to present their views through some activities motivate them and develop their personalities in learning.

Discussion

The above discussion reveals that motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance and its types. They should also realize and get familiar with the character as well as the personality of each student. Afterwards, according to the specific personality type, they should identify and recognize the form of motivation relating to that and perform it in their teaching process. In this case, they can have practical, useful, and effective langue classroom in addition to a positive outcome in their teaching context. The study statements analyzed above also revealed that teachers need to apply different teaching techniques in order to help their students in learning and keep them motivated all the time.

Findings of the Study:

The researcher has come out with the fallowing endings:

1. Students need extra motivation and encouragement so as to develop their learning and achieve good results.
2. Teachers need use different teaching techniques in order to motivate their students.
3. Motivation is a key to positive and successful learning outcomes.
4. Teachers need regular training courses in motivation.

Recommendations:

The researcher has come out with the fallowing recommendations:

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1. Teachers should assign different tasks to the students in order to increase their motivation.

2. Teachers must enhance the learning goals among the students by emphasizing on their positive feedback.

3. Appreciation, encouragement and motivation together increase the educational attainment of the students.

4. Teacher should use different teaching techniques and methods to motivate their students.

5. Teachers should have a regular training workshops to discuss the modern motivation techniques in order to use them in their classroom.

6. Teachers should help shy students overcome the difficulties and express themselves easily.

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