

Motivation: A Necessity to Teach English Language

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Motivation is a force of energy to stimulate any person to get things done. It can also be called a driving force to activate dormant spirits. As such, it is a positive energy for a human being to do anything with ease and enthusiasm. Khera (2002:111) is of the view, "Motivation is a drive that encourages action or feeling. To motivate means to encourage and inspire. Motivation can also mean igniting the spark for action." Motivation is of two kinds: internal and external. Internal motivation means having an innate desire to learn things. Of course, one may say it is a natural life force which helps us to do any deed creatively. External motivation connotes an external force in any form providing a prop to venture to exercise anything. The objective of this article is to evaluate how motivation enables a teacher to teach the target language to students to learn with precision.

The upsurge of IT sector and multinational marketing coupled with science and technology have brought about a sea change in thinking and attitude towards language. English language as a medium of communication has received an impetus and generated curiosity and interest to learn the language. At the same time, the word 'motivation' has become a catchword in every sphere of activity, especially in mastering the language to confront challenges in one's career path. Al Kaboody (2013:45), in his article, quotes Dornyei:

"Motivation provides the primary impetus for learning the second language and later the driving force to sustain the long and often tedious learning process."

In learning a language, it appears to be important, especially for non-native speakers, to learn the target language well. Of course, there are many plausible reasons to attribute. It may be because of mother tongue influence or a sign of apprehension to capture the spirit of a foreign language. Yet another reason seems to be that most of the students hail from a rural background deprived of much exposure to the language. However, motivation will turn out to be efficacious to impact the learning of the target language.

In classroom situation, though a few students may have internal motivation, even they badly need external motivation, which is considered to be essential. While teaching the target language, for motivational purposes, fact sheets or a trigger, a newspaper, just-a-minute, brainstorming, debates, storytelling, and elocution competition are preferable along with ICT to tap the latent desire or interest in students to improve their communication skills.

As a part of motivational activities, a fact sheet or a trigger is displayed to drive home the theme of the lesson to highlight the

designated outcomes to the students. Students are expected to respond to the display to the level of comprehension in a way it enables the student to understand the lesson to be taught in the classroom.

Another inspiring motivational tool is the newspaper. It serves many purposes. It induces the learners to learn vocabulary, sentence formation, etc. and helps them to make out a variety of news items with much interest. It allures them to read the newspaper as a habit to promote reading ability with which they can improve their language. In addition to that, it provides an opportunity to refer to the dictionary to add to the fund of vocabulary and communication. Implicitly, students endeavour to speak on their own without any inhibition. Besides, it is a source to garner idioms and phrases, quotations, speeches of great personalities which would boost up their courage and confidence to express their feelings without any inhibition.

Following newspapers, brainstorming is regarded as an apt exercise to promote thinking ability among the students. It is another technique used in the class to motivate the students to express their ideas on a given topic. Their understanding ability, speaking ability and thinking ability can be promoted to ensure clarity of expression in using the language.

Debates play a prominent role in encouraging the students' ability to express their ideas in response to the other participants. It gives an opportunity to argue convincingly, positively or negatively

according to the thinking of the students involved. It serves as a source of exposure to the language to enrich their personality. It disciplines their way of thinking and scholarly learning on any topic that is initiated. Besides, it enhances leadership qualities.

Significantly and interestingly, storytelling also provides an opportunity to strengthen their speaking ability and listening skill, which are felt to be necessary to acquire knowledge. Earlier, most of the legends (epics) were compiled in the form of books only by listening to their mentors in time immemorial. Subsequently, as age advanced, books, narrating certain stories to inculcate moral behaviour among the students came into existence. Hence, teachers can take the opportunity to motivate the students to read story books during story time which serves as a way of improving their students' language skills. Books like *Chandamama* (English version), *Comics*, *Magic Pot*, and *Champak* may be recommended to the pupils for reading.

Besides storytelling, elocution competitions in the classroom encourage the students to present their ideas on any topic given. As a result, students make an effort to compose their thoughts systematically and to express them freely in job interviews in later life.

In the process of teaching through motivation as a part of ICT, PowerPoint presentations can be used in the classroom. Students will show interest in learning the language. The internet also serves as a source of teaching language by stimulating

the students to surf the net to learn the different aspects of the language and to understand different topics. The Language Lab can also be put to optimum use to motivate the students to get acquainted with online examinations to cope with the competitive modern world confidently. As the internet resources relating to LSRW are easily accessible, stakeholders can benefit by utilizing the facility in a proper manner. For instance, through YouTube, learners can visualize and listen to know about the speeches of great personalities to widen their knowledge in English. According to Hariharan et al. (2010:77), “A good motivational speaker is a pleasure to listen to and can inspire us to keep pushing when things go wrong.”

Thus, motivation is a potent aid to teach

English language to all levels to make the students master the language easily. Though the term implies a psychological aspect, it is necessary in the modern world to get complex things solved easily and effectively.

References

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Some useful web tools for speaking skills

Voki (<http://www.voki.com>)

Voki lets you create customized speaking characters. Voki can be an effective tool to practise speaking skills in literature classes. It encourages creativity and interactivity in your classes.

WhatsApp groups

Whatsapp offers another opportunity for language learners to practise their speaking skills. Teachers can create a WhatsApp group for their classes. Learners can record their speeches (up to 1 minute) and can share them in the group. This allows interactivity and peer support in your speaking skills class.

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