

**SIGNIFICANCE OF MOTIVATION IN TEACHING SECOND LANGUAGE**

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**Abstract:**

*It is obvious that anything can be learnt and done at any time can be possible only with motivation. Of course, a teacher can fill the brains of the students with a lot of information but if there is no ability to translate it into action, it has no sense. So, what basically requires a kind of stimulate to make it true, I mean in the form of action. This is what the motivation is. English language teaching does need effort to impart to the non-natives as it is a foreign language. Virtually, motivation is of two types. Internal and external. Internal motivation is an innate trait in certain learners, where as external motivation must be done through various sources. Teachers, parents, friends, technology etc. come under external motivation. However, in classroom situation in India particularly as most of the students are familiar with mother tongue, are unable to pay much attention to capture the spirit of second language. The reason being, disinterestedness or reluctance. Sometimes with fear the learners may not evince much interest. In such circumstances it is most essential for a teacher to employ the technique of motivation to induce the learners to equip themselves with the competence of speaking and writing in target language. The present paper throws a light on various factors that entail in motivating the stakeholders to master a second language with much agility and enthusiasm.*

**Key words:** *Information, stakeholders, external and internal, learners, competence, reluctance, technique, competence.*

Language is a human system of communication that arbitrary signals such as voice sounds, gestures or written symbols. Language is the dress of our thought. It is a communication coding system. Good communication is possible only with good number of words. A person who is a reservoir of vocabulary can express himself without groping for words. Using right word in the right context embellishes language. To be able to communicate oneself with ease and elegance one has to make conscious effort to learn four basic skills of language-LSRW. To acquire these four skills the learners are to be motivated by dispelling their phobia.

Motivation is the psychological quality that leads people to achieve a goal. For the learners of the second language, acquiring fluency and mastery over it may be a goal. The motivated person expends effort to learn the language. Self-improvement is the key element of motivation. Motivation performs two important functions: it firstly arouses interest and secondly helps people to sustain their enthusiasm. So motivation has been widely accepted as one of the key factors that influences the rate and success of language learning, especially a foreign language like English. Motivation provides impetus to initiate learning. Without sufficient motivation, even individuals with the most remarkable accomplishments cannot achieve long term goals. High motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. Motivation is inspiration. Motivation is ignition of interest. Motivation is instilling confidence. It is purely a psychological, multifaceted activity. It is responsible for human behavior by energizing it and giving it direction. Pintrich and schunk, the researchers opine that Motivation involves various mental processes that lead to the initiation and maintenance of action. They defined motivation as "the process whereby goal-oriented activity is instigated and sustained." The

internal factors that ignite self Motivation are

- 1: Curiosity to learn
- 2: Urge to withstand challenges
- 3: Personal relevance
- 4: Feeling of competence
- 5: Awareness of developing skills and mastery in a chosen area.
- 6: Awareness of personal strengths and weaknesses in skills required.
- 7: Personal judgments of success and failure.
- 8: Fixing target on learning.

The external factors that motivate the individuals towards learning a language may be listed as:

- 1: Parents teachers and colleagues.
- 2: Learning experiences, appropriate praise or punishments.
- 3: Learning environment such as facilities, resources available, time of the day, social relationships, curriculum etc.,

Internal motivation is everlasting and effective. Mere theoretical motivation may not yield expected results. Motivations whether internal or external is to be sustained in order to learn a language completely and thoroughly. The objectives of motivation can be achieved by active involvement of the teacher since 'example is better than a precept'. Hence the teacher cannot remain a mere instructor. Instead he has to act as a mentor, guide, friend and a beacon light in imparting language skills. Actions speak louder than words. It is not out of context to recall the famous conviction of Mahatma Gandhi. He used to say, "I have not asked anyone to do anything that I have not practiced myself." So the teacher is an eternal motivator. Pleasant and relaxed atmosphere in the classroom is another essential requirement for learners.

The learners can be drawn towards learning the second language by way of narrating interesting stories, anecdotes, fables, legends, jokes, quotations, axioms, historical events, inspiring lives of saints, sages, spiritual leaders and even personal experiences. The conversational technique of narration naturally draws the attention of learners. If the teacher makes the learners listen attentively, he may be called a successful motivator. Body language such as postures, gestures, eye contact also motivate the learners and keep their attention alive throughout the class. Use of simple and lucid language sustains the interest of the learners. Pronunciation of words with correct stress, intonation and proper pauses keep the class alive. Group discussions, role play, elocution and essay writing competitions keep the learners motivated. Spelling tests, dictation, assignments and seminars are part of motivational activities. Appreciation of the achievement of students keeps their zeal at the zenith.

The language tasks may be provided to students by preparing proper foreground. High priority may be given for the learner's linguistic self-confidence. When a student falters while speaking, his mistakes/errors may be pointed out after due acknowledgement of the merits of his language. Acquiring proficiency in language is a matter of experience. Hence motivation plays a pivotal role in promoting the skills of language. When the learning process is personalized, the students start thinking creatively. Influential motivation leads to independent thinking on the part of learners.

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