

## THE IMPORTANCE OF MOTIVATION IN THE. FOREIGN LANGUAGE TEACHING

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**Abstract:** *This article discussed one will be able to get an answer to the question why students are not enough motivated in language learning and what is the reason of their indifference during the lessons. The proper ways of choosing activities for better results in motivating students are given as new approaches. Motivating EFL students to develop in the target language is quite complex. In many cases, these students face difficulties in learning English and are often demotivated to learn. Research in classroom motivation has found that certain strategies can help these students adopt more positive attitudes and become more motivated in the learning process. This exploratory study investigates the perceptions through interviewing students and surveying teachers' views in an EFL Program of the problems that hinder these students' learning in the English classes related to motivation. Findings show that learners are not motivated to learn English because of an over-focus on writing skills with very little new learning experiences, uninteresting materials, and unclear links between language courses and their majors or future careers. Results also indicate that teachers complain of unmotivated students and pre-structured syllabi leaving little room for communicative methods. Giving motivation is essential part of studying.*

**Keywords:** *motivation, influence, rewarding, giving opportunities, value.*

A classroom is a great place for learning, but sitting at a desk day in and day out can make school start to seem a bit dull for some students. Motivation is considered as an integral part in the achievement of any goal. An important factor has a positive influence in any educational learning process especially in learning second language. Gardner defines "Motivation as an internal state that arouses directs and maintains behavior". Cristina Cabal, author of the article "How to keep your students motivated", believes that teachers should not correct their students too often. The author advises teachers to listen to the student's speech to the end, giving them the opportunity to express their opinions, and then to thank him for sharing his thoughts with groupmates, and then you can point out one or two mistakes. She says: "You can then remind students that making mistakes is a natural part of learning and that everybody makes mistakes, you know, even the teacher". The teacher should help students set realistic, timely, and step by step goals for their work or revision. Most kids want to succeed, they just need help figuring out what they need to do in order to get there. One way to motivate your students is to get them to take a hard look at themselves and determine their own

strengths and weaknesses. Students are often more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals. There may be no other form of motivation that works quite as well as encouragement. Teachers can give students a bounty of motivation by rewarding success publicly, giving praise for a job well done, and sharing exemplary work. Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class. It can be great to help students get motivated, but at the end of the day, they need to be able to generate their own motivation. Helping students find their own personal reasons for doing classwork and working hard, whether because they find material interesting, want to go to college, or just love to learn, is one of the most powerful gifts you can give them to improve student motivation. Students, even the best ones, can become frustrated and demotivated when they feel like they're struggling or not getting the recognition that other students are. Make sure that all students get a chance to play to their strengths and feel included and valued. It can make a world of difference and improve student motivation..

Introduction

Motivating students in the English as a foreign language classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors, but most English teachers will attest to the important role motivation plays in the teaching learning process. While motivation has been defined in many ways, in this paper it is simply used by the authors to refer to effective strategies that could help the learners develop their English language skills. How to go about this is a long story with many ups and downs shared by many teachers in staff rooms. This paper, quite unique in the view of the authors, attempts to tackle the problem of 'motivation' in the EFL Program at one American affiliated university in Lebanon. This is part of our story. First we give some background of the context and some main related research. Lebanon is a pluralistic country where multilingualism and multiculturalism prevail . Although Arabic, French, and English are the three main languages used in the country, many more languages are heard and taught in the different educational institutions. The school systems at both the private and the public sectors teach a minimum of three languages. Arabic, the native language, is only taught in Arabic language classes. English or French, depending on the school medium of instruction, is taught as a language and is used to teach all school subjects. Again either English or French is also taught as the third language. Despite the importance attached to the second/foreign language, when some students reach university, they still face difficulties coping with English for academic purposes. In this paper, we present the recurrent problems students face in these language

classrooms. We elicited students and teachers' views of the In addition, research in L2 motivation by Dornyei and Williams revealed a need for a more pragmatic education centered approach, examining classroom reality and identifying and analyzing classroom specific motives. For example, an empirical survey of motivational strategies in language classrooms in

Hungary resulted in ten commandments for motivating language learners : teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self confidence, ensure that language classes are interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. The study was replicated on Taiwanese students , but the results differed due to the differenbackground, tradition, identity and culture of the participants. Cortazzi and Jin also found that culture and identity are two essential variables in motivating L2 learners. Other researchers also argued that L2 involves the development of an L2 identity and incorporating elements from the L2 culture and contains environmental factors, cognitive factors, featured personality, and social dimensions . Simard and Wong support this development of second language awareness as it not only improves second language learning, but it also promotes greater cross cultural understanding among the second language learners. Taking this identity theory further and not excluding previous motivation theories, Dornyei has recently described this new approach in second language learning as the 'L2 motivational self esteem' which links the learning of the foreign language to one's personal 'core' or identity. This has implications for learning a foreign language in that the learner develops 'self maturity' and thus 'self motivation' in acquiring thtarget language.

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