Grammar Teaching

Name

University

Date

The motivation of learners is an essential variable which is of much concern and an issue to the professionals in language classes. The author focuses on highlighting different strategies that may assist in increasing and sustaining the second language learners’ motivation which is also one of the primary predictors of success. Motivations in second language learning have been defined differently by a different school of thoughts and perceptions. Precisely, motivation in second language learning is the dynamically altering cumulative arousal in an individual that initiates, directs, coordinates amplifies, terminates, as well as evaluating the cognitive and motor procedures whereby initial wishes and needs are selected, prioritized, operationalised and either successfully or unsuccessfully acted out. The description is indeed capturing various influential factors that compel learners’ desire or arousal to acquire the English as a second language.

Notably, motivations of students frequently vary due to different endogenous factors or internal and inner inspiration as well as the exogenous factors that are external to human personality factors. These external factors may include the sociocultural situations, career needs and the language desired for the international education. On the other hand, the endogenous factors usually bring pleasure and satisfaction to a learner while the exogenous factors will relate to the substantial advantages attached to a given activity. It is also evident that there is a strong relationship which exists between motivation and the success of learning English as the second language. Language professionals are always faced with various challenges in teaching, and the issues include the motivating the learners as well as sustaining their motivation and there is need to acknowledge the fact that motivation of students as a critical element in teaching language.

Dealing with the motivational variables in the process of teaching English learners will require the employment of several micro strategies and techniques that will be aimed at promoting the students’ goal-oriented behaviors. These approaches are clustered and summarized into the promotion of learners’ involvement in the program, creating a safe atmosphere for the students in the class and making language learning enjoyable and existing. The mentioned micro strategies are essentially the general guiding principles which enhance and sustain learner motivation and will require context-specific adjustments if considered for any other particular ESL or EFL instructional location.

Promotion of learners’ involvement in the program

There will need to involve students in some decisions concerning the ESL program. For example, the setting assignment and the deadlines of the project is a semester-long element of the program. The project will have some procedures including a decision on the research focus, searching the sources and developing an outline. The second week will entail discussion of the set deadlines for all the project stages. The collaborative decision-making style will enable the learners to feel that they are personally setting their targets as opposed to someone else doing for them the same. Besides, the instructor should give the students a clear understanding of the teachers’ expectations, leaving no room for much for uncertainty or missing some critical information. This objective can be satisfied if there is the provision of a comprehensive course outline, an assignment rubric and making changes to the teaching plans in relations to the learner’s thoughtful response. Therefore, the instructor should strive to ensure the ESL teaching a bi-directional system by teacher-learner involvement.

Creation of a safe environment for learners in the class

It is the responsibility of the instructor to ensure there is a conducive learning environment which is characterized by low-anxiety or even anxiety-free classroom atmosphere and this should be tied to the learner-centered approach in language teaching. Besides, the teacher should seek to establish a safe and supportive environment through with the students can learn and practice grammar and the overall language efficiently. This positive learning environment should be maintained by enhancing the relationships between the students and the instructor by engaging in birthday parties of students, field trips, and lunches to build the level of confidence in the classroom community.

Make language and grammar learning enjoyable and exciting.

It is a naked fact that making grammar learning enjoyable and entertaining experience is critical to maintaining learners’ motivation. This assertion should enable every teacher to consider the involvement of various principles which are related to motivation when preparing a strategic teaching plan for a given semester. Firstly, texts, use of the audio visual materials, tasks as well as class activities should always be related to the interests of the students. Secondly, it is recommended that the teacher offers learners an option in assigning a task together with students’ preferences should be given much priority. Thirdly, an extracurricular component in the course is an essential characteristic so that the factors such as music and humor can be effectively included in teaching, thereby improving the opportunities for learning beyond regular class activities. Similarly, it will be necessary to appreciate and recognize the efforts and progress of learners as this is another strategy of motivating them to understand English grammar and language.

In conclusion, even though there might not be a magic formula for motivating language learners, the motivational strategies that are appropriate for a particular population can positively influence the cumulative arousal of the language learners. The three recommended approaches of enhancing learners’ motivation include, promotion of learners’ involvement in the program, the creation of a safe environment for students in the class and making language and grammar learning enjoyable and exciting.

References

Renew, J. (2005). In This Section. *Research and Teaching in Developmental Education*, *21*(2), 10-19.