

Moe Moe Win, 2018

Volume 4 Issue 3, pp.224-237

Date of Publication: 20th November 2018

DOI-<https://dx.doi.org/10.20319/pijss.2018.43.224237>

This paper can be cited as: Win, M. M., (2018). Motivational Factors to Promote Students' Interest and Involvement in Teaching-Learning English. *PEOPLE: International Journal of Social Sciences*, 4(3), 224-237.

This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

## **MOTIVATIONAL FACTORS TO PROMOTE STUDENTS' INTEREST AND INVOLVEMENT IN TEACHING-LEARNING ENGLISH**

**Moe Moe Win**

*Technological University, Sagaing, Myanmar*  
[moemoemdy04@gmail.com](mailto:moemoemdy04@gmail.com)

---

### **Abstract**

*There are many problems in English language teaching as Second Language Learning. Among them, the most common problem found in students is lack of motivation and lack of student's interest. To be effective teaching and learning, student's emotion and tendency is necessary. As teacher understands how important the motivation and their interest are, various kinds of teaching methods and strategies have been applying in the foreign language educational field. Therefore, this paper suggests how to arouse the student's interest through wholehearted support classroom environment and relevant activities. External motivational factors such as teacher's teaching style, understanding of students' level and their difficulties, relevant lesson plans, positive teacher-student relations are helpful for teacher to reduce students' anxiety and negative attitude in learning. Similarly, activities such as Warm-up activities, creating Story with the students (for writing and speaking skills with role play), and activities in teaching learning English help them to activate. Improving motivation makes students and teachers good learning outcome.*

## **Keywords**

External Motivational Factor, Students' Emotion, Activities

---

## **1. Introduction**

Nowadays, it is difficult for teachers just only using traditional teaching methods to achieve success in teaching and learning if learners do not interest in language learning. Therefore, learners' interest is the most important factor in English learning as second language. There are various kinds of reasons why students are lack of interest in their language class.

In our country, the majority of students are fear of reading and speaking in front of people or class and they regard English is so boring that they could not pay attention to teaching or learning. Some students are worried about making mistake within their task although they have idea and vocabulary. This leads to avoid taking part in activities and they are less self-confident. Actually, it is responsible for teacher to encourage students to involve in the class activities by treating them positive manner even they make mistakes in the activities and by praising them they have ability to do the task (Xiao, F. 2013). In other words, some students have no idea about the topic or they would be shy to participate in the activities. For those students, teachers make them remember some words and phrases taught them in the previous lecturer or reading passage. At that time, teachers must be helper for slow learners and take initiatives in an activity until they involve in it. By doing this again and again, they gradually improve their motivation and lessen their fear. Teachers use intrinsic motivation and extrinsic motivation strategies to stimulate learners to perform in the classroom activities (Zhao, 2014).

Occasionally, applying pictures, games and activities related to their real lives and creating warm learning environment are useful for teachers to persuade learners not to be stressed and pressure. Moreover, it gives them more real and it is easy for them to remember long and familiar words and its usage.

## **2. Theoretical Background**

Without motivation, students' second language learning does not achieve success even though they have surprising language acquisition skills.

There are various kinds of motivation theories in language teaching and learning. According to researchers and psychologists, the most well-known motivation theories in psychology are

expectancy-value theory, achievement motivation theory, attribution theory, self-efficacy theory, self-worth theory, goal setting theory, goal orientation theory, self-determination theory, social motivation theory and theory of planned behavior (Weiner, 1979).

In general, all these theories lead to motivate learners from external interest to internal interest. Expectancy-value theory is the expectancy of learners' achievement and quality rather than quantity (doing many tasks in the language class) (Oteir, 2017). Achievement motivation is related to expectancy-value theory. There are also two types of motivation like internal influence and external influence. Internal influence is desire for success and for escape from punishment. External influence is the expectation to succeed and to get rewards from someone for doing something.

Psychologically, Attribution Theory deals with the reasons why learners fail (ed) or achieve (d) the language acquisition at present or in the past. The nature of learners' attitude and their belief applies to the second language culture and teacher (Ng CF, 2015). In this case, language teacher's feedback or responsibility is very important as teacher's behavior and attitude could effect on student's attributions (Feng, 2009). For example, learners think that if they do not progress in learning because of their inability to learn, they will become demotivated. In contrast, learners believe that if their failure is because of their lack of effort or attention, they will easily overcome that situation. Therefore, students' attribution is soft power to improve their motivation intrinsically.

Self-efficacy reveals how confident the learner about their ability to do the tasks and how anxious about their target language learning are. Self-worthy is the most essential need for each student (Campbell, 2015). If students have no self-esteem, self-image, self-respect and self-confidence, they never promote their motivation in the language class. Even though students have low ability, they believe themselves that they can achieve it if they have self-worth or they make an effort. Goal setting relates to personal choice and personal involvement (Locke & Latham). To set a personal goal, personal factors such as previous performance, actual ability or skill level, self-efficacy, casual attributions need to be measured (Feng, 2009).

Intrinsic and extrinsic motivation is type of self-determination theory. Intrinsic motivation is motivation that comes from someone's mind in order to experience pleasure, enjoyment and satisfaction by doing activities without being other encouragement (Amjah, 2014). It means that interest is emotion or tendency to know either new or old thing, and love

some activities. If someone emphasizes on doing a thing for a long time, that person becomes interested in it more and more. Moreover, that person arouses learning interest or develops his/her skill and intelligence, his/her learning ability and critical thinking becomes improved (Κανταρίδου, 2004).

Extrinsic motivation is motivation that someone does something to get or receive some rewards (Cheng, 2007). For example, some learners take part school activities due to incentive such as getting better grade, avoiding punishment, expecting job opportunities, being chosen scholar and so on. Therefore, extrinsic goal could change from short time goal such as good great, prize from teacher or parent and participation in competition to long term one like winning scholarship, better job opportunities and higher social status (Dörnyei, 1998).

### **3. Motivating Students through External Factors**

Motivation through external factors is significantly affected on learner in second language learning. A few students are intrinsically involved in activities. Therefore, to motivate students, the best motivation plans is external factors (reinforcement from other people or other situation) in the classroom.

#### **3.1 Teacher's Instruction and Teacher's Teaching Style**

In our country, most of classes are large and mixed level classes. Therefore, in the class, there are both clever students and poor level students.

Applying teaching method in the class is mainly dependent on students' level and their interest. For example, if the teachers give instruction to students with direct method, slow learner or low level students could feel overwhelmed by the new language and certain emotional state such as anxiousness, frustration and anger or confusion. Most teachers accept that direct method (instruction in English-to-English) is the most suitable for students to make progress learners' skills. However, slow learners and inactive students feel pressure and dissatisfied in the class because of their less practice in listening. Therefore, if necessary, teachers should alternate grammar translation method. It does not mean teacher relies on the grammar translation method in the whole semester. It means that integrating the teaching methods should be applied in the language classroom. To give clear discussion about the lecture, learning objectives and course goal, teacher should apply both direct method and grammar translation method in a form of integrative method.

Teacher's teaching style is directly affected on students' motivation. One of the measurable factors to determine students' success or failure is teacher's teaching style like teacher guideline, advice, manner and teacher's attitude. Students are attracted to motivate their learning with teacher's teaching technique. For example, before starting the lesson or a topic in the textbook or material, teacher introduces his/her experience related to the lesson he/she is going to teach at present. And then, teacher asks them "what your experience about it is or asks them to talk about it or to write it in their sheet". In this way, teacher gives opportunities to students to interest in the learning.

### **3.2 Understanding of Students' Level and Their Difficulties**

Different students have different language level and background knowledge and ideas as they come from different societies and environment. In our country, individual's English language skills are much difference between the urban and the rural. Especially, some students in rural are less practices in open task activities and weak in grammar structure. They were too much reliance on teacher and they were able to follow teacher's lecture. They regard that their responsibility is to follow teacher's lecture and answer. For those students, one of the most motivational strategies is to guideline how to get idea and how to approach the task with positive teacher attitude (attribution theory) towards them without neglect. In this condition, warm-up activities are suitable for them.

Some students are good in writing skill and critical thinking, some are good in speaking skill or expressing ideas verbally, and some are good in reading and listening skills. According to Self-efficacy theory, one of teacher responsibilities is to be aware of all students' strength and weakness trying to encourage and to give a fair chance to every student by using teaching and motivation technique. While stronger students could give feedback promptly, weaker students could feel stressed or pressured. If so, teacher should not give up on those weaker students and should show contempt of behavior to them. Even though their leaning outcome is poor, teachers encourage or reinforce them by saying "you have ability to do the task well and you could improve your skill gradually". On the other hand, teacher should praise strive learners' achievement and then, should arrange other challenge task. From their activity and their self-assessment, students are self-aware their own language ability, their strength and weakness. For example, they could keep records of mistakes. Less and less making mistakes or errors helps

them motivation and interesting the learning or studying the lesson. They could cultivate the habit of self-assessment (Ng CF, 2015).

### **3.3 Motivation through Free Lesson (Choice of materials on Their Own Way)**

Self-determination Theory proposes that students have to get autonomous to increase motivation intrinsically. But, this strategy should be used occasionally, not always. Most of students are unwillingness to concentrate on brainstorming (for too much challenge task) to get the ideas in their writing and speaking activities. Planning the lesson (open tasks) with images, picture and photograph is helpful for them to get the ideas without too much brainstorming. For example, teacher takes a photo anywhere, and then asks them to write and read in group. As there are large classes with large number of students about 50 to 70 in our country, it is difficult to provide every student's need and requirement. Therefore, group activities and pair activities are more effective than individual in order to correct mistakes and errors. If the lesson is heavy for them or it is challenge, students are asked some question about the image before writing.

Another plan is to invite a student each group to create the material (to choose the picture or to take a photo as they like) on their way. Allowing the students to make lesson on their own is an amazing way to stimulate learners' emotion and tendency in teaching-learning process. It also is a way to provide opportunities to display their ability with reasonable effort. Moreover, students could be enjoyable and comfortable, and less dependent on teacher. They improve their motivation and self-reliance from the classroom to their real lives.

The benefits of free lesson are:

- Making learning relevant and meaningful
- Helping students develop self-esteem
- Promoting high level of analysis reasoning and questioning
- Supporting creative thinking

### **3.4 Relevant Lesson Plan**

Alternative materials make learners become less demotivated. Almost all of students could demotivate studying the lessons unrelated to their real lives. It is certain that they are not interested in lecture, and they do not make progress in their language learning. To be active learning, it is important to take into account making lesson plan for students' motivation (self-efficacy). For example, some most significant lesson plans to motivate students are hobby

discussion lesson plans, lesson plans on quiz and dialogue lesson plans which are appropriate for the first day of the classroom.

### **3.5 Positive Teacher-Student Relations**

To become self-esteem for a student, social support such as teacher, family and friend is essential, which involves teachers' appraisal and emotions that they carry the positive attitude and behavior (Rajesh kumar, 2014)

One of the most important motivation approaches is to be good relationship between teachers and learners. For example, teachers need to try communion of interest with students both in and outside the classroom. Through communicating with their teachers on an informal condition, learners could feel familiar and friendship and so they dare to ask what they want to know and what they do not understand about their lesson (Oletić, 2014). During their activities, even if they face problems and difficulties, they would not lose their specific goal. As motivation is emotional feeling, teacher's attitude treated to the students could impact on the learner's learning. The more active the teachers, the more they create interactive learning. If the teacher only teaches them without any emotion, the classroom will become static to lessen the learning enthusiasm of the learners (self-determination theory). If the learners admire teacher or know that teachers have ability to compromise, they will probably desire to learn those teachers subject by performing well in the class. In contrast, if they dislike teachers or feel panic those, learners never interest in learning until the end of the year.

Different kinds of students have different kinds of motivation although they study the same lecture in the same class, according to their absorbed ability. Therefore, it is important for teacher to guide and help them positively depended on each need. In the class, teacher should be initiator, facilitator and motivator, ideal person.

Teacher should show an interest in his/her students' personal lives. According to some research, most of students are absent the class due to negative feeling to the teacher and course. Therefore, teachers' behavior and attitude help students develop their motivation.

## **4. Motivation through Innovative Activities**

Some students could feel bored doing the same activities in the classroom. If they are not interested in activities, they would not progress much in their language learning. In spite of traditional activities, teachers should vary their activities. To motivate learners, it is important to

know background knowledge and abilities. Teachers have to plan the activities which provide learners with opportunities for their early success and gradually increase the degree of difficulty with the assignment and exams as the semester progress. Therefore, teachers select the activities such as short video clip activity, warm-up activities (icebreaker activities), and story performance activities with group.

#### **4.1 Power Point Presentation**

Presenting a topic may be the most difficult activity for students because in our country (tertiary level), the majority of students are little experience in speaking or giving presentation in front of the class. However, supporting them facilities such as computer to prepare their presentation in the computer lab makes them activate to do the task (Shirani, 2013). I had worked at Computer Universities and so I found that students prefer doing or preparing their presentation in the computer lab to traditional classroom. I have collected the data form the students before this paper. There are approximate 90% of students who want to use computer and mobile phone to support their learning, but about 10% of students disagrees it because computer is a lot of fortune and they have less computer skills. Actually, learners could prefer having or doing their lesson in the computer lab because they can easily search for what they want to know by only one click with the help of computer that is connected with internet.

According to Dr Fah Campbell, blended instruction with the use of ICT aids is a significant and positive teaching style in Students' English learning achievement compared with their achievement of participating in traditional face-to-face classes (Campbell, 2015).

#### **4.2 Creating Story Related to Lecture (or Culture) with the Students**

It is group work activity. In this activity, students' responsibilities are to create the story (based on true story, love story, made-up story), to write dialogue, to perform it in front of the class, and so on. Teacher's responsibility is to separate the students into group in stronger student to stronger and weaker student to weaker student. The causes of development of motivation are:

- Increasing students' talking time and decreasing the teacher's talking time
- Getting more opportunities for communication and friendship
- Brainstorming ideas and improving critical thinking
- Developing self-reliance
- Sharing opinions, experience and knowledge with each other

### **4.3 Warm-up activities**

It is comfortable and short term activities that takes about five or ten minutes. It makes students activate in learning target language. To do warm-up activities, teacher's responsibility is to understand what students already know about the topic before students are asked the short questions about their experience. For example,

How do you prepare for your birthday?

Who are invited in your party?

Where will you hold your party?

Have you prepared food and drink?

What kinds of things are decorated in the place or room?

Those questions introduce the topic to the students to write an essay or to talk about a topic. Warm-up activity (short-term activity) is preparatory stage of other long-term activity (Ashia Akther). Warm-up activities help the learner to involve in different activities easily to develop their language skill. It also gives students opportunities to show their prior knowledge acquired from educational institute or from encountered knowledge.

### **4.4 Activities with Short Video Clip**

It is not involved in lesson plan. However, to avoid stress and negative feeling during non-stop lecture in the classroom, watching short video activity and analyzing it are useful. The purpose of teaching and learning English is to communicate to each other. Therefore, while the students are watching the video, they become recognized the vocabulary and pronunciation. Sometimes, they may write down their feeling about it in their workbook. Some expend their idea to create a story by imitating the video or songs (music) (Machancela, 2016) they have watched.

Ibrahim Oteir proposed that some students are anxious for listening comprehension. Their anxiety of listening exercises makes them negative effective on learners' performance and involvement (Oteir, 2017). Therefore, to reduce their anxiety, persuading them with music (English songs with performance) is one of the most effective ways

The benefits of applying short video clip are,

- developing Memory
- improving Concentration
- causing learning English to be fun

- reducing stress
- improving motivation

Choice of activities is one of the main factors in the English language classroom. Some research reported that students showed their enthusiasm and interest if the activities and content chosen by teacher for them relate to their daily lives.

## **5. Results and Discussion**

In my research, there are 65 participants who were engineering students in technological university (Sagaing, Myanmar). They were between 20-23 years old and fourth year (tertiary level). They have been studying English for over a decade.

According to my finding, they were lack of interest in the lecture and activities when the teacher's treatment on them was not very well or negatively. Moreover, they felt bored or dull teaching and learning English when materials and tasks were repetitive. As they were introduced difficulties or challenge activities and lesson at the very first day at the opening stage of that lesson. Without being aware of students' background knowledge and difficulties (physically or mentally), choice of tasks made learners become less confident and unwillingness to emphasize the language acquisition. The most another noticeable facts teacher always made was correcting students' error or mistakes during the activities. Correcting their mistake discouraged learners not to want to take part in next activities

The result shows that learners prefer alternative materials to traditional materials (repetitive tasks) in the second language classroom. After I had found out learner's problems about demotivation, I tried to encourage them with the help of motivational factors and innovative activities. Therefore, I collected the data with questionnaire. There are seven statements of questionnaire for participants.

**Table 1:** Results of questionnaire distributed to the learner and the percent of learner data

statements	Strongly agree	Agree	Disagree	Strongly Disagree
1. I am more confident in class activity because of student's autonomy	72%	14%	8%	6%
2. I feel more relaxed in involvement of tasks because of teacher's positive comment (feedback).	68%	25%	7%	0%
3. I easily set the goal or get the idea in essay writing and speaking because of warm-up activity.	81%	12%	5%	2%
4. I am more interested in learning English because of own creation of material	58%	37%	0%	5%
5. Power Point presentation is helpful for me to speak English in front of the people.	70%	20%	10%	0%
6. Positive teacher-student relations effect on student' achievement in target language.	45%	40%	15%	0%

## 6. Conclusion

Motivational factors in English teaching are fundamental. Free lesson gives learners amusement and opportunity to increase interest and develop their creativity. According to free lesson, it is possible to measure students' ability and achievement because their choice or task is not the same to each other. Their responsibilities are not for listening or following teacher's

lecture. They involve and create the task as they want. A teacher cannot achieve his learning without students' interest in learning process. Therefore, teacher must create interactive learning and motivate his/her student by applying different motivational factors. Although teachers have difficulty of time limitation to cover the syllabus, they should vary the activities which can make student enjoyment, entertainment and satisfaction in the class. They should also do pair work activities or group work activities whether the class is large or small.

It is sure Video clip activity makes learners relaxed and interested in English culture and customs. Motivational factors help teacher be applicable in motivating students in their teaching. In the second language acquisition, learner is key players. Having good teacher-student relation can reduce fear and demotivation. Teacher can stimulate learner to involve in learning with teacher's positive behaviour. The responsibility of the teachers is to encourage their students in the learning process. The higher the students' interest in English learning is, the better the learning outcomes.

This research is very helpful for teacher to arouse students' interest. However, I collected the data from the mechanical engineering students who studied in a university in Myanmar. Moreover, the study did not involve questionnaire for teachers in motivating students. Therefore, the research should have collected the data from teacher to know how much achievement they can reach by using these motivational factors and teacher satisfaction in teaching that effects on students' motivation.

Further research can be done by finding teacher satisfaction in teaching that effects on students' motivation and social impact related to students' interest in teaching learning English.

## **References**

- A Oletić, N Ilić. 2014 Dec. Intrinsic and Extrinsic Motivation for Learning English as Foreign Language, *ELTA Journal*,: 2(2), pp. 23-38.
- Amjah, D. Y. P. H. (2014). A Study of teachers' strategies so develop students' interest towards learning English as a second language. *Procedia-Social and Behavioral Sciences*, 124. 188-192. <https://doi.org/10.1016/j.sbspro.2014.04.238>
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (Vol. 79). Multilingual matters.

- Brown, H. D., & Lee, H. (1994). Teaching by principles: An interactive approach to language pedagogy (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.
- Campbell, F. (2015). Teaching English in 21 Century: A Thai University. *International Journal of Scientific and Research Publications*.
- Cheng, H. F., & Dörnyei Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 153-174. <https://doi.org/10.2167/illt048.0>
- Covington, M. V. (1992). Making the grade: A self-worth perspective on motivation and school reform. Cambridge University Press. <https://doi.org/10.1017/CBO9781139173582>
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135. <https://doi.org/10.1017/S026144480001315X>
- Farmand, Z., & Pourgharib, B. (2013). The effect of English songs on English learners' pronunciation. *International Journal of Basic Sciences and Applied Research*, 2(9), 840-846.
- Feng, R., & Chen, H. (2009). An analysis on the important of motivation and strategy in postgraduates English acquisition. *English Language Teaching*, 2(3). 93. <https://doi.org/10.5539/elt.v2n3p93>
- Κανταρίδου, Ζ. (2004). Motivation and involvement in learning English for academic purposes (Doctoral dissertation, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (ΑΠΘ). Σχολή Φιλοσοφική. Τμήμα Αγγλικής Γλώσσας και Φιλολογίας).
- Kumar, R., Lal, R., & Bhuchar, V. (2014). Impact of social support in relation to self-esteem and aggression among adolescents. *International Journal of Scientific and Research Publications*, 4(12), 1-5.
- Machancela, I. J. M., Velerina, B., Acosta, L., & Stagg, G. I. (2016). Applying English Songs and Their Effects on English Language Learning. *Revista Científica Ciencia y tecnología*, 2(10).
- Ng CF, Ng PK. . 2015. A review of intrinsic and extrinsic motivations of ESL learners. *International Journal of Languages, Literature and Linguistics* June 9;1(2):98-105. <https://doi.org/10.7763/IJLLL.2015.V1.20>

- Oteir, I., & Aziz, N. H. A. (2017). Effects of Listening Comprehension Anxiety from Saudi EFL Learners' Perspectives. *International Journal of Linguistics*, 9(5), 113-125. <https://doi.org/10.5296/ijl.v9i5.11792>
- Shirani Bidabadi, F. (2013). Motivational English Language Learning Strategies Through Computers Among EFL Learners. *International Journal of Foreign Languages Teaching and Research*, 1(2), 91-100.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of educational psychology*, 71(1), 3. <https://doi.org/10.1037/0022-0663.71.1.3>
- Xiao, F. (2013). Motivational Strategies in Teaching English as Foreign Language----- Applying Motivation plan in TEFL. *International journal of humanities and social science*, 3(18), 257-262.
- Zhao, Y. (2014, June). On How to Arouse the Students' Learning Interest in Foreign Language Teaching. In *International Conference on Education, management and Computing Technology*.