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On Improving Students' Motivation for Teaching English

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Abstract: Nowadays, with the reform of New English Curriculum Standards, arouse students' motivation is more and more important in English teaching. Though numerous researchers have studied learning motivation in English as a Foreign Language since the 1960s, English learning motivation of students is seldom discussed. The New English Curriculum Standards (2001) definitely point out linguistic knowledge, language skills, learning strategies, emotion and attitude all have a great effect on students' learning. Of them, emotion and attitude includes interest, motivation, confidence, perseverance and cooperative spirit, all of which affect learning process and effects. Of all these factors, if asked to identify the most powerful influence on language learning, almost all language teachers will list learners' motivation high up on their lists, considering it as a crucial and decisive factor in foreign language learning. Stimulating students' motivation, especially intrinsic motivation, and changing it into steady learning motivation is a basic demand for English teachers in the New English Curriculum Standards. The learning effects depend on motivation, so it is necessary and beneficial to do some effort to find out students' positive or negative motivational influence on linguistic competence, which will help keep students' learning interest and improve learning quality.

Key words: improve; students; motivation; English teaching

Introduction

With the development of foreign language education, motivation plays more and more important role in classroom teaching. However, in English classroom teaching, there are still some students who lack motivation and are less interested in learning English. Therefore, whether the teacher can stimulate and arouse students' interest or not becomes the key point to the success of English classroom teaching. This paper analyzes relevant motivation theories, and states the effects of teacher's role and behaviors in classroom teaching through examples, particularly, both teacher's personal factors such as knowledge foundation, teaching attitude, enthusiastic and skills of class management in motivating students effectively. The purpose of the study was to see the improvement of students' motivation in English learning process.

The thesis is made up of: introduction, the necessity of English learning, introduction of motivation, clarification of motivation, factors affecting students' learning motivation, methods of arousing students' motivation in English learning. The first part is introduction which mainly introduces the necessity of learning English well. The second part aims at the introduction of motivation. The third and the most important part presents how to stimulate students' motivation in English teaching. This thesis mainly put forwards many methods and practices to study English. By means of enforcing students' learning motivation, the processes of teaching and learning the best teaching result.

I.Introduction of motivation

With the requirement of economic development, English has become more and more important that people begin to learn English with fully enthusiasm even from younger age. Learning a foreign language is not a simple and easy job but sometimes it is boring and dull. Motivation is critical in English learning, thus, how to effectively motivate students in English learning is an important problem. Motivation is at the heart of many of the most important concerns of teachers. It is one of the most important prerequisites for learning, and it is one of the main factors for different learners to achieve different degrees of success. In an article written over twenty years ago, Girard (See Penny Ur, 2000: 276) in 1997 emphasized that it is an important part of teacher's job to motivate learners. Stimulating students' interest, especially intrinsic interest, and changing it into steady learning motivation is a basic demand for English teachers in the New English Curriculum Standards. The learning effects depends on motivation, so it is necessary and beneficial to do some research to find out students' positive or negative motivational influence on linguistic competence, which will help keep students' learning interest and improve learning quality. Moreover, the teacher's function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance. With the foreign language teaching and research turning from language knowledge to language learners, the study of the differences of study individual become one of

focuses. One important aspect in the curriculum reformation of fundamental education today pays a good deal of attention to the development of the students' effective attitudes, permeating the cultivation of the students' affective attitudes into the teaching and learning of the subject. Affective attitudes refer to the interrelated factors of interest, motivation, self-confidence, will and cooperative spirits ,etc, which affect the students' learning process and result. Therefore, it is very essential for the teacher to make some study and practice of enhancing students' motivation in English learning.

II.The necessity of English learning

2.1 The popularity of English learning

With the opening-up of China, English teaching has been getting more and more attention, especially since Beijing won the bid to hold the 2008 Olympic Games. People are enthusiastic about learning English .As a result, English teaching and reform are coming to a turning point, which predicts a bright future in English education in China. English is a popular language --especially in the new century. As is known to us all, it is the most widely used language in the developing world and it's getting more and more important nowadays. Recent estimates suggest that more than 400 million people speak it as their first language, with more than 1800 million people speaking it as second language. Now, a 9-year voluntary education program is put forward in China. A Standard English course is being used to replace the former teaching outline. The new standard adopts the international system according to which English language education is divided into 9 levels. This has changed the old style of teaching, which attaches importance to grammar and vocabulary. Adopting the new standard helps to develop the students' ability to use English in their daily life, by focusing on arousing their interest, and encouraging their participation.

2.2 The importance of English learning

Someone has ever said that people who live in the 21st century should good command of three essential skills, including English computer and drive license .Nowadays, the social tendency has proved what he said is right. We all know

that, English as an international language is used in worldwide .And it enjoyed the majority popularity in the world. Also these years, people come to realize the function of Chinese played in world affairs. However, English will still take the dominant place for a long time. So in order to adapt to the competitive society quickly and effective, we have to learn English well. With the rapid economy growth and the economy globalization, there are increasingly joint-corporations established in mainland. It is one of the working languages at international meetings and most international business letters are written in English. English is spoken not only in England and the United States of America but also in many other countries. English is a bridge to so much knowledge. With the help of English, you will have more chances to learn new things in other fields. English has helped the people of China today; more and more people are studying English. English is required in most schools. It is important and necessary for us to learn English in order to learn advanced experience from other countries and to carry out the open policy. Therefore, English is, no doubt, a very important language for us to learn.

III. Motivation and factors of affecting motivation

3.1 The definition of motivation

There are a number of different interpretations about the definitions of motivation. Such as“Motivation is power especially in English learning”(章志光:,2001:88).The concept of motivation is composed of many different and overlapping factors such as interest, curiosity, or desire to achieve. As Abraham Maslow says, "If we are interested in what actually motivates us and not what has or will, or might motivate us, then a satisfied need is not a motivator. "So motivation is extremely important to the English learners. Moreover, motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action, or, in more technical terms, motivation refers to “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effect they will exert in that respect”

3.2 Clarification of motivation

One of the best-known and historically significant studies of motivation in second

language learning was carried out by Robert Gardner and Wallace Lambert (1972), who extensively studied foreign language learners in Canada, several parts of the United States, and the Philippines in an effort to determine how attitudinal and motivational factors affect language learning success. In the work of Gardner and Lambert, motivation was seen to be divided into two very general orientations: integrative motivation and instrumental motivation.

3.2.1 Integrative motivation

Integrative motivation means wanting to learn a language in order to communicate with people of another culture who speak it. For this kind of motivation, students need to be attracted by the culture of the target language community (TLC), and in the strong form of integrative motivation, they wish to integrate themselves into that culture. A weaker form of such motivation would be the desire to know as much as possible about the culture of the TLC. Studies show that integrative motivation generally accompanied higher scores on proficiency tests in a foreign language. The conclusion from these studies was that integrative motivation may indeed be an important requirement or perhaps absolutely essential for successful language learning (Wang Li-fei, 2000:163)

3.2.2 Instrumental motivation

Instrumental motivation means wanting to learn a language ,because it will be useful for certain” instrumental” goals, such as getting a better job, position or status, reading a foreign newspaper, passing an exam, and so on. Instrumental motivation reflects the practical value and advantages of learning a new language. Sometimes ‘instrumental orientation’ refers to a wish by a learner to benefit practically (usually in some material way) from language learning, for example, by being more successful in business dealings with native speakers of the target language. It is contrasted with integrative motivation. (See also intrinsic/extrinsic motivation and motivation.) (1972). Attitudes and Motivation in Second-language Learning.

3.2.3 Intrinsic motivation

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards or the generalized desire to engage in the learning activities for their own sake, such as grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project. Some theorists (e.g., Combs, 1982; Purkey & Schmidt, 1987; Purkey & Stanley, 1991) maintain that there is only a single kind of intrinsic motivation, which can be described as a motivation to engage in activities that enhance or maintain a person's self-concept. Most theorists (e.g., Malone and Leper, 1987) define the term more broadly. Note that even though the following pages will describe intrinsic motivation as highly desirable, most of the activities in which teachers, students, and other human beings engage are most directly influenced by extrinsic rather than intrinsic motivation (Csikszentmihalyi & Nakamura, 1989).

3.2.4 Extrinsic motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame

or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

3.3 Factors affecting students' learning motivation

3.3.1 Unawareness of the importance of English

Whether a student learners a foreign language consciously or not depends on his or her task, method and target of learning. However, most students in poor condition schools are not really aware why they should learn English. They regard learning English as a burden. When we visit the students' families, we find that the most parents pay little attention to their children's study because of the family conditions and they think it useless for their children to study English. They think learning English has nothing to do with their children's future work, and that their children can rise in life without it, thus causing their children to become unaware of the importance of learning English.

3.3.2 Lack of interest in English

Many students are not interested in English learning so that they can't learn it well. An English saying goes, "Interest is the best teacher." Without interest as the fish without water, so interest is excessively important to the English learners. However, most students in the rural areas learn English because it is on the school curriculum whether they like it or not. The teacher only in orders to achieve their teaching task and don't care the quality of students' learning. So they spend little time on English than on other subjects, and some of them need strong external pressure and the

teacher's constant pressure. After a short period of time, they find that English is so difficult to learn and they believe that they have no aptitude for foreign language learning, and thus lose interest in it. Many students don't listen to the class because lack of interest in it.

3.3.3 Ineffective teaching approaches

Now, most of teachers just read the books in the class through my teaching practice process especially in the village schools. Most of teachers in English class just read the words, text again and again and don't care if the students like it or not. Moreover, most parents of the students in village schools are peasants. They can't read and write well and pay little attention to students' learning. They think that English is useless for the students to learn. What's more, many parents cannot pay for their children's education fee, let alone afford other reference books, radios, tapes, or computers. The teachers widely adopt traditional teaching methods instead of the communicative method. They have no time to think about changing their teaching methods. So their teaching methods are very traditional and cannot fit in with the requirement now. For example, when I in my teaching practice, I listened to a teacher have a class as following:

T: Open your books and read the new words after me.

S:...(read after the teacher again and again)

T: Ok,read the dialogue after me.

S:...

T: Read it together.

The teachers don't care whether the students like it or not, understand it or not, just read it again and again. I think this kind of the teaching method is ineffective and the students feel very boring. They cannot learn it well.

IV.How to arouse students' motivation in English teaching

4.1 Pay more attention to the students' integrative motivation

Integrative motivation is more powerful than instrumental motivation which has been proved by Gardner and Lambert's famous research. It is reveal that learners who

have integrative motivation are more interests in the target language. So, in teaching activities, teachers should pay more attention to fostering the students' integrative motivation. As we all know, village students have no chance to contact with the foreign culture and no particular interest in it. So how can we stimulate their integrative motivation? Firstly, teachers should impress some ideas upon the students' mind as follow: English will enable him to gain good friends more easily among English-speaking people, help him understand more about the English-speaking and their way of life, allow him to meet and converse with other people, and encourage him to think in English. Secondly, teachers should introduce more English culture to the students, such as their humor, art clothes, shopping and so on. All this will be valuable for the students. Thirdly, teachers should provide more culture knowledge and more interesting materials for the students, which will make the learning more effective.

4.2 Obey the five principles of English teaching

Four main principles based on the theory that can be applied in the classroom setting: 1. Goals should be clear and specific, referring to concrete outcomes. Goal is the direction which guide the students learn English well. 2. Goals should be challenging and difficult, but not outside the range of students' capabilities. The students will lose confidence in English learning process when the goal is too high. Therefore, teachers should propose a reasonable and feasible goal to students according to their actual situation and their ability. 3. The principle of communication should be followed.

Example:

Teacher: Ask me if I am a student.

Student: Are you a student?

T: Tell me-No, You're a teacher.

S: No, I'm a teacher.

In this example, "Ask me" means that the student must say a question sentence while "Tell me" shows that the student must say a declarative sentence. But before

doing this, the teacher must explain something about the exchange of interrogative sentence and declarative sentence. During the class, students can make dialogues and act it out and get every student involve in the class and communicate with each other in English. Furthermore, students should practice more in English class. They can study in games, memory in practice; master in practice, such as make sentences one by one, retell the story and so on. 4. Both proximal and distal goals should be set. For example, teachers can design a learning agreement, or a “contract” , with each student that specifies a series of sub-goals that lead to larger goals.5.Teachers should provide feedback that increases students’ self-efficacy for obtaining the goal. Such feedback can involve informational input or extrinsic rewards that are contingent on actual academic performance. Knowing how he is getting on with his study himself is one tremendous encouraging force, and it can further stimulate his desire to learn. Research on feedback has found that simple provision of information on the results of one’s actions can be an adequate reward in some circumstances. However, feedback in time will help students find and correct their errors in time, adjust their study pace, use appropriate strategies to accomplish their tasks and feedback must be clear and specific and given close in time to performance to be an effective motivator. For example, the teacher correct students’ homework everyday in time and let them know the results in time. Next time, they will pay attention to the same kind of questions and don’t make the same mistakes again and make rapid progress in English.

4.3 Build up students’ confidence and curiosity

Emotional factors are also necessary for us to stimulate the students’ motivation. We should transform the students from the passive state of “You want me to learn” to the active state of “I want to learn”, and develop the students’ skills of “autonomous learning” without anybody’s requirement. On how to hold the students’ emotion and guide the students’ learning motivation, different teachers have different ideas. I think teachers should pay more attention to the communication with the students. For example, when the teacher is giving a lesson, he should ask different students to answer his questions. When the student who has a failing history can’t answer them,

the teacher shouldn't give him the answer or ask someone else. Instead, he should try to improve the student's responses by giving some clues or using some other teaching techniques. Also, in the teacher's spare time, he should pay more attention to the students, especially to the failing students. The teacher should have friendly interaction with his students. For example, he can provide eye contact, body gesture to express his respect and positive regard for the students, help them develop pride and self-confidence. Try not to strike the failing students which make them lose confidence. Providing opportunities for students to become curious is one important route to enhancing motivation. Teachers should use a variety of ways to further arouse or maintain the students' curiosity in the course of the lesson. Before or when the teachers are giving a lesson, they can put forward some questions related to the text or some questions combining the text with reality. For example, before teaching the text "School lives", the teacher asked: "Who wrote the first passage? What is John's favorite subject? What does he do during the Reading Week?" Thus a good classroom atmosphere and the students' curiosity were formed. Moreover, the teacher should praise them in time. It is a good idea to use praise frequently with a common student and in classroom with many low-achieving students. When the weaker student is praised by the teacher, he will get confident and encouraged in class. Then make the students read the text and answer the questions or get them fill in a table about the text with five "W" questions during the reading process. Moreover, the teacher can ask some questions about their real school life. At the same time, students will feel curious about life in British or American school. And do not forget to praise the one who answered right. So, we can integrate theory with practice.

4.4 Teach students all the abilities of the four skills

The purpose of English teaching is to improve the students' four skills of listening, speaking, reading and writing, with the base of necessary phonetics, large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let students be able to use the language. Why do we study English? If a man is only good at listening and speaking, can we say that he is good at English? No, If a man is only

good at reading and writing, can we say that he is good at the language? No, If a student is good at English, he should be able to use the language, both in speaking and writing.

Now most of the students do better in reading and writing English than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. This is partially because of our examination system, and partially of the teaching methods. We are not able to change the examination system, but we can improve our teaching method. Most of all the teachers like to provide the students with a lot of knowledge-words, phrases, grammar, usages and so on, They are focusing these thing, especially on the grammar. Yes, the students do need these, but many teachers forget to teach them how to study English, and how to use it. So when you are giving the knowledge to the students, don't forget to teach them all the abilities of the four skills. While you are training these four skills, you'd better make full use of your teaching instrument use varieties of ways to stimulate the students' interests. Generally speaking these four skills can't be separated. People often say "First listening and speaking, then reading and writing". That's right. But I think this way of saying is fit for the beginning stage. For a senior middle school student, reading and writing is more important. Before you are going to have a new lesson, do reading and writing first. Ask students to read the text in advance, and do some exercises connected with the text. Listening and speaking are the major ways while teaching the new lesson. Be sure to let the lesson go on in a foreign language situation. You can ask the students questions about the text, do some discussion, check the students' homework. This helps students raise their ability of listening and speaking. It also helps to understand or comprehend the text and the sentences.

4.5 Use body language

Body movements and gestures are another way we communicate meaning. It is important that teachers learn how to use natural body movements when talking in front of a class of the students. With the continual reform of language teaching and learning methods, teachers are in great demand to organize the classes in English and

create English-learning circumstances. However, with the limitation of students' vocabulary, teachers have to simplify their teaching language with the help of facial expressions and body movements. As far as the English teaching in schools is concerned, teachers have to arouse the students' interest so that they may learn better. In the English teaching, body language is frequently used to improve the teaching effect and the students' ability. For example, when a teacher gives an instruction, "You two, please come to the blackboard." The students can easily understand it if the teacher looks at (or points to) some two students. Then, the teacher points to the blackboard. The students will carry out the order without obstacle even if they don't hear the key words "blackboard" clearly. Furthermore, teachers usually have to explain some language points, and at this time, they have to differentiate the classroom expressions and the examples. Take it for example, we ought to use the form 'have done' such as 'Have you finished that job yet?'" To make the students understand clearly, a teacher has lots of ways. To do it by speed, he uses a common speed when reading "we ought to use the form 'have done'", and reads slowly when giving examples; he can also get the effect by repeating the example 'Have you finished that job yet'; a more frequent way is to use gestures to lay emphasis on the key points when he said "have done"(emphasizing it in voice at the same time), he reaches out his index finger, pauses in the air, and then gives out the example. This action will usually give the students a deep impression. From the above we can learn, the use of body language in English teaching is necessary and practical. In the English teaching in middle schools, body language is frequently used to improve the teaching effect and the students' ability. The Greek philosopher Epictetus ever wittily said: "Nature has given man one tongue and two ears that he may hear twice as much as he speaks." From the saying we can learn how important the listening is in our daily life. To understand others is a basic purpose in English teaching, and teachers often train the students' listening accordingly. In this process, if the body language is used, the effect will be better. So the 45 minutes in class is very precious and should be cherished, during which the students should practice as much as possible. To exert the

limited time, teachers are required to adopt some effective methods. The use of body language can not only attract the students' attention, but also deepen their impression and imagination. The use of body language is completely up to the standard of audio-visual teaching principle, so teachers should try to teach in English from the beginning to the end, together with the corresponding body language. In the end, the students' ability of English will be certainly and greatly improved.

4.7 Holding tests and competition activity

A test is one acceptable way of raising short-term motivation to learn the specific material. The motivating power of tests appear clear: learners who know they are going to be tested on the specific material next week will normally be more motivated to study it carefully than if they have simply been hold to learn it. But if it is used very often, there may be long-term negative results. So we can test students casually. For example, after a lesson, we can have a dictation of new words or sentences last class learned, after a unit, we can have a test to see how well the students master the material. Most learners like to know how well they did on a test, and the assessment is perhaps most conveniently expressed as a number. Moreover, people believe that competition will arouse the learners' enthusiasm. Learners will often be motivated to try their best not for the sake of the learning itself but in order to win everything. In a competition, their enthuasim and achievement mentality will be greatly aroused. Therefore, the teacher must make full use of this advantage. In class, the teacher can hold some contests to draw the students' attention. This method can make the class lively and interesting and can make the students have a good result of learning. Class-contest can be: word-spelling, dialogue, reciting texts, answering the quizzes, etc. These contests can be marked scores, at the end of the semi-term or final term be summed up and awards can be delivered to the winners. And in the course of the contest, they learn what they have to learn, and what's more, they have a new motion to learn more.

4.8 Maintain interest in English learning

4.8.1 Give students a true and clear aim

Students cannot control themselves very well, which need the teacher give them a clear aim. They are in the period of growing up both in body and in mind. They are still unstable. Sometimes students have difficulty knowing where to start and how to study. Therefore, teacher should give them a true and clear aim in the study process. Students have an “interest” in English only because they are driven by their fantasy and they do not have a clear aim. If they aren’t guided correctly in time, they will lose interest and confidence. To avoid this, we should make them understand the social significance of learning English, for English learning is not only an individual demand, but also a national demand for the “four modernizations”. With development of our country, English is getting more and more important in our work and life. Besides, in the course of teaching English, we should make the students know it is not an easy thing to learn English well, but when they’ve learned it, they will find it a bridge to so much knowledge. And they will find they can enjoy so many more books, if they learn English. They can make great achievements in English learning if they interested in it. And the students no longer feel it difficult to study English. Gradually, their interest will be more and more intense.

4.8.2 Changing the old methods of teaching

The methods used by teachers should have effect on students’ motivation. If they find it deadly boring, they will probably become de-motivated, whereas if they have confidence in the method, they will find it motivating. So, one of the main tasks for teachers is to provide interest and involvement in the subject even when students are not initially interested in it. Stimulate students’ interest and motivation by using modern means. For example, it is extremely useful for the teachers to use the multimedia give students effective visual. 1) Using different kinds of methods in a class. 2) Concentrating attention on students’ need. 3) Putting the knowledge into the practice. 4) Designing different kinds of activities 5) Creating a pleasant and equal environment. Everyone loves a teacher with an infectious sense of humor. Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the

material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. So, teachers and students are easy to study and learn well.

4.8.3 Create a harmony studying environment

Classroom teaching is not only the process of transformation of knowledge, but also an exchange of feelings between the teacher and the students. It is often the case that the students' love of a teacher causes them to like the subject that this teacher teaches. Check the affection of your teach through asking students whether they like your subject or not. If the teacher wants to establish a harmony study environment, they should create an equal relation with the students at first. Doubtlessly, the teacher's attitudes towards students are very important. If the teacher treats students unfairly and unequally, it will cause anxiety to students. It has been shown that either too high or too low anxiety or can have had effect on learning motivation and innovative thinking. So , English teacher should know what students' difficulties are, and what their needs are. When they face the difficulties, teachers should help them overcome them and give the way of solving these problems rather than criticize them. Moreover, we must make sure the classroom is a safe and pleasant place by creating an environment of a "positive self-image" among students. We must care for every student whether he is a excellent or weak one, not only for their study, but also for their spare time, and help them smooth away their difficulties. For example, we can provide some useful materials, such as reference books, tapes, etc, for the students. In the morning or in the afternoon, we can do more coaches, such as answering the students' questions, helping students practice speaking English, playing the tapes or teaching them English songs for the students. Thus a harmony learning environment is created.

Conclusion:

Helping individuals of to set learning motivation is a crucial element, for teachers, there is a need, therefore, to encourage learners to talk about their aims and set goals for themselves. Teachers need to make learners aware of the significance of the

learning task so that they can see the value of it to them personally, and in a broader culture context. In presenting learners with any learning task, teachers should convey them precisely what they want them to do by providing a clear set of instructions. At the same time, it is essential to ensure that learners understand exactly what is required of them, and that they will approach the task in a focused and self-directed way. Thus, the most important implication for the teacher is to be acutely aware that language learning depends as much on the emotional eagerness of learners as on their cognitive abilities. The teacher must accept responsibility for fostering the emotional eagerness of learners. Students must have a greater degree of involvement with language instruction, and teachers must help establish this involvement by addressing the emotional needs of language learners. Students must also be encouraged to develop and employ learning approaches consistent with their individual learning styles, needs, and comfort levels. In this way, motivation can be maintained, anxiety decreased or at least controlled, and inappropriate learning strategies avoided. Finally, an instructional approach which seems to have particular promise for increasing motivation and decreasing anxiety should be noted: small-group and cooperative conversational activities. In the course of foreign language learning, students are active participants playing a key role, while teachers are designers and promoters in teaching, and are organizers and supervisors in classroom management, and are safe guardians for students, healthy mind. The learning motive is a complicated psychological activity. If we want the students to learn English well, we should try our best to raise the students' interest in learning it, combine motivations of different types with one another, and make the students take delight in learning. Motivation is the key in teaching. Whether in teaching listening, speaking, reading, writing or grammar, if motivation is not aroused, the expected teaching results will not be gained. Therefore, not only for village schools, but also for any kinds of schools and levels and subjects, the first and foremost important thing is to arouse the students' consciousness for anticipation.

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