

The Effects of Teacher Motivation as Innovation in Teaching English

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Abstract-*Innovative teaching can inspire learning with interest. Teachers are supposed to be very innovative and agents of real change. A teacher's teaching methodologies should be able to assimilate new techniques springing up in the realm of teaching in general and in teaching English in particular. A teacher should revise his/her stratagem of delivering his approach to succumb students' interest in each of the academic sessions. The present study explores how the teacher motivation can enhance the standards of language learning and how innovative effective their interactive approach could be if the theoretical methods of teaching are replaced by practical ones.*

Key words- *Innovation; Teacher Motivation; English Teaching; ELT; Language Classrooms.*

1. INTRODUCTION

Motivation is rich treasure in teaching. The students are better responsive when a teacher is motivated. A demotivated teacher can deflate the spirits of the students and the real motive of teaching and learning is lost. Innovative methodologies in teaching are like the oxygen that cause teachings breathe in a healthy way. Motivation is the only key which can get the teacher innovative in class. A healthy atmosphere of teaching is developed with the teacher's innovative style. If a teacher is motivated, he must be energetic to exert all his efforts and applications towards the students.

The successful imposition of teaching innovations generally relies on teachers' motivation par takes into this innovation. From innovation research point of view it can be asserted that 'teacher motivation is an important influencing factor in the spread of innovations' (Gräsel, Jäger, & Willke, 2006).

The role of a teacher has been revolutionized from a dictator to a facilitator (Akram, 2013). He can be an actor in teaching a story or a play. He can put the students into dialogue for making their comprehension better. He can engage them in a physical and mental activity in solving different problems of grammar and comprehension and creative writing. He can use technological aids like OHP and realia etc. which would definitely help the teacher in teaching different things in language classroom. The use of internet also plays an emphatic role in making a connection of students and teachers. Stockwell (2013) emphasizes the importance of technological aids, particularly the social technology in motivating L2 learners, as they get an easy access 'to a wide range of authentic resources and they interact using English as a Lingua Franca'.

There are a number of researchers (Williams & Burden, 1997; Dörnyei & Csizér, 1998) who have proposed ways and means in order to motivate the teachers as well the students. Any innovation in the teaching methodology that adds to teacher motivation results in better language proficiency of the students in the language classroom. Teachers recognize the significance of their role in motivating the students, and in language classroom, students also realize the importance of their role.

The teacher can also enhance the motivation of the students in a number of ways. He may give awards and grades to the students in terms of their performance. Raffini (1996) shows in his study that 'rewards, as motivational tools, help teachers control student behaviour'. In a motivational way, teachers can present an interesting task to keep students motivated. According to Covington (2000), 'Grades could be related to the self-worth of students, as students equated their self-worth with the grades they attained'. The students, who fail in the examination, should also be given chances. Students should be allowed to assess themselves (Brophy, 2004; Dörnyei, 2001a).

A number of studies (Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013) throw light on the significant bond between the teachers' motivation in motivating the students. Guilloteaux & Dörnyei, (2008) examined the link between 'the teachers' motivational teaching practice and the language learning motivation of their classes'. The study indicated positive correlation between teacher's motivational teaching practice and the language learning motivation. Jacques (2001) measured both teachers' and students' orientation and motivation for classroom activities and found interesting correlation between motivation and use of motivational strategy.

2. AIM OF THE STUDY

The main aim of this study is to find the possible effects of teacher motivation as innovation in teaching English. The study highlights the significance of teacher motivation in motivating the students, the role of a teacher in innovative teaching and teacher motivation in language classrooms.

Research Questions

1. What are the effects of teacher motivation in language classrooms?
2. What is the role of teacher motivation in innovative teaching?
3. How does teacher motivation enhance students' motivation to learn language?

Kubanyiova (2015) has shown in her study that for craved future selves language teachers have to confer multiple images, which may take shape by their previous experiences, imposed or evoked either by their teaching worlds or by their participation in several interactional research events.

Kubanyiova & Crookes (2016) conducted a study on 're-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice'. Their study stressed the perennial hope of need for reflexive self-examination as well as development: "If we are serious about fostering an environment that encourages our teacher candidates to take action and teach for change in the roles as teachers, we must not only facilitate environments that encourage such practice, but also model what we envision in our own daily practice as teacher educators" (Gillette & Schultz, 2008, p. 236 cf. Kubanyiova & Crookes, 2016).

Al Zadjali, et al (2016) focused on the intrinsic link between teacher identity and beliefs about self and learners' motivation in ESL context. This study particularly focused professional identity of language teachers which signified the interrelationship between language learning motivation and their teaching practices. The findings of study implied that there was a very strong relationship between professional identity development of the teacher and his self-image.

Harris (2016) conducted a research on teachers' beliefs regarding task based language teaching in the Japanese context. He investigated Japanese teachers' beliefs about TBLT in Japanese classrooms. He conducted an online survey for data collection for this study. This study highlights the significance of TBLT in language classroom. His findings show that for teaching English in Japan, TBLT is being used as potentially powerful language teaching tool.

3. METHOD

The researcher designed a questionnaire which has two parts i.e. demographic information and 10 question items based on five point likert scale varying from poorly motivated (1) to highly motivated (5). The items referred to innovative motivational constructs that teachers use in language classrooms. The questionnaire was distributed

among 47 (22 males and 25 females) teachers who were asked to rate. The alpha reliability of the questionnaire was calculated 0.71.

		Age in Years			Total
		20 - 30 years	30 - 40 years	40 - 50 years	
Male/Female	Male	3	15	4	22
	Female	5	6	14	25
Total		8	21	18	47

Table 1 Number of Participants with regard to Gender and Age

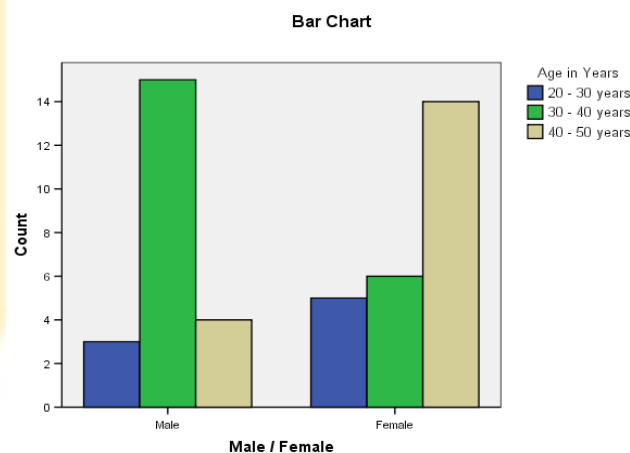


Figure 1 Number of Participants with regard to Gender and Age

4. FINDINGS AND DISCUSSION

The results of the study have been discussed as under.

Result of Independent Sample T-Test

	Male/ Female	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Motivation Total Score	Male	22	45.41	4.707	1.004	.004
	Female	25	40.40	6.468	1.294	

Table 2 Result of Independent Sample T-Test with regard to Gender

The result of independent sample t-test clearly indicates that mean score of male participants is 45.41 where as the mean score of female participants is 40.40. The value of P has been calculated as $p < .05$ which means there is statistically significant difference between and gender and motivational constructs. The male teachers have been found more motivated than female teachers.

Result of ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.258	2	21.629	.553	.579
Within Groups	1719.678	44	39.084		
Total	1762.936	46			

Table 3 Result of ANOVA Test with regard to Teaching Experience

The result of one way ANOVA (analysis of variance) shows that teaching experience does not have any significant effect on teacher motivation i.e. teaching experience does not count for teacher motivation. The experience may count in tackling with classroom management and disciplinary terms but it does not have valuable significance in teacher motivation.

No.	Motivational Constructs	1	2	3	4	5	MS
1	I am motivated because of my flexible attitude.	0	13	0	07	27	4.02
2	I am motivated as my achievements are recognized in society.	0	01	0	11	35	4.70
3	I am motivated because the authorities trust me and have confidence in me.	0	25	03	04	15	3.19
4	I am motivated because I am paid a handsome salary.	0	06	02	10	29	4.32
5	I am motivated because I give importance to moral values.	0	0	0	06	41	4.87
6	I am motivated because I am fully satisfied with my job and job atmosphere.	0	04	0	12	31	4.49
7	I am motivated because the appreciable result in itself is incentive for teacher.	0	07	0	06	34	4.43
8	I am motivated because I am committed to my profession and institution.	0	0	0	05	42	4.89
9	I am motivated because I determine my goal and rush to get at it.	0	18	04	07	18	3.53
10	I am motivated because student feedback works as reinforcement.	0	03	0	03	34	4.30

Table 4 Motivational Constructs Frequency and Mean Score

According to Pintrich&Schunk (2002), 'virtually everything, the teacher does, has potential motivational impact on students'. The appropriate behaviour of the teacher has been acknowledged very effective in teacher's being motivated and in student motivation. Students feel a sort of emotional affinity with their teacher if s/he is applying comprehensible methodologies and rudiments with genteel attributes and flexible attitude. And when such students ask to give a description of their teacher and his teaching, they are found greatly positive. Such positivity works as a catalyst to motivate a teacher. A teacher should boost up the self-confidence in students in order to maintain their learning motivation. Teachers must, believe in students' efforts to learn English and appreciate them. To make learning an enjoyable experience, specific learning techniques could be employed to increase L2 learning (Oxford, 1990).

Social prestige also works as a great motivation for a teacher. Social recognition adds to the respect and honor of the teacher. The teacher feels highly motivated and uprighteous if the society acknowledges his services in teaching.

Little (1995) stresses that 'learner autonomy becomes a matter for teacher education', in that teachers should be trained 'with the skills to develop autonomy in the learners

who will be given into their charge'. Trust and confidence is much needed to make a task a success. A teacher is highly motivated when trusted by the authorities. He should be given ground to exhibit his potentialities to raise up the standard of education in general and teaching English in particular. It should be kept into notice that any kind of reservations on the part of the teachers should be removed. He should not be imposed on any kind of restrictions other than the capacity of discipline. Students' trust on teachers' abilities and diligence can also prove to be a back up for motivation. The autonomy of innovative teachers paves the way for student autonomy (Little, 1995; Ushioda, 2003; McGrath, 2000).

Finance is the fundamental need. Teacher can be motivated if they are paid with handsome lucrative salaries. The want of lucrative befits greatly de-motivate the teachers. So this lapse should be come up first.

Moral lectures on teaching profession should be a part of teacher training. In such lectures, teachers' moral values as human beings and as teachers should be aroused as it is a profession of prophets and saints, honesty comes as a founding stage in teaching. There should be an honest bond between the teachers and the students. Teacher should not restrain his talent and energy to incorporate in the teaching process. He should groom and culture himself decently to be a paragon of ethical and moral values for the students to follow him. The more he exercises the cultured values, the better outcome is extracted. He should be honest to himself and the students to be an honest teacher.

The present study support Kassabgy, Boraie, and Schmidt (2001) who examined values and goals of language teachers, their perceptions of job and job satisfaction and rewards. If a teacher is well acquainted with the atmosphere around, with the skills required for teaching and with the benefits he is reaping from his job, he feels satisfied. This satisfaction is greatly essential to work constantly and consistently at a place. With no job satisfaction, all the efforts and techniques go waste. It becomes one of the major tools to motivate a teacher. If a teacher feels pleasure in doing his job, it means he is enjoying his efforts and quite satisfied with the job.

Good and appreciable results are themselves an incentive in motivating the teachers. Teachers' remarkable performance is apparent from his results. Many As in class substantially prove him an A class teacher. Then he needs to be awarded accordingly. This award can be in case of allowance or promotion and definitely it is a motivation factor for the teacher.

Teacher should always look over and scan himself every time he goes into the class. A groom personality gives confidence and steadfastness. His appearance should be eye catching so that students may develop inclination towards their teacher. On the other hand, he should keep in view his liabilities as teacher (as his timely presence in the class, a little wittiness and sprightliness in behavior, to focus on what he is going to teach with a well-planned lesson and to wind up within the given time with a pleasant ending, etc.). He should make his presence sure in the

institutional meetings and trainings. To get motivated, he should grow a balanced attitude with a compatibility between what he is trained in the trainings and what he delivers in the class. He should be committed to his profession and institution.

Teaching is fruitful when it is target oriented. Target orientation plays a role of a trunk in teaching on which the rest of the parts rely. To achieve the target and to solidify the edifice of teaching, a teacher instinctively puts his best efforts in to practice and tries to bring forth new and innovative ideas as a revolution. In setting the target, both teacher and students determine their goal and rush to get at it. In this scenario, their energies are focused and centered and they are not derailed from their course. So, the motivation retains and never comes down.

Without motivation, teaching is good for nothing. Student feedback about teacher can be reinforcement in motivating a teacher. Students' feedback is a quick review of what a teacher has learnt and how he has leveled him up. Their feedback can also work as a survey that what a teacher needs to improve in a personal way. As they want to see their mentors (teachers) more focused and adaptable to the changes they see in the world of teaching. So their feedback serves as an input device for teacher motivation.

5. LIMITATIONS OF THE STUDY

In spite of the obvious limitations of the present study, there are implications for future research. Teacher's strategy use has not been investigated. In the present study the researcher has used most frequently effecting motivational constructs – FEMC regarding teacher motivation as innovation in teaching English based on 10 single items. The study has been conducted on a small size sample. The increase in sample can provide more valuable results.

6. RECOMMENDATIONS FOR FUTURE RESEARCH

Future research would strengthen the findings of the study that role of teacher motivation as innovation in the language classroom plays a very significant part. The influential effects of teacher motivation on students' motivation in learning English can be measured on a larger scale by replicating this study in future. Future studies can be conducted on teacher's perceptions of innovative use of motivational strategies in language classrooms.

7. CONCLUSION

The results of this study attest to the significant role of teacher motivation as innovation in teaching English. It also adds to the student motivation in language classrooms. 'If teachers are motivated, students are more actively involved in class activities and feel more motivated' as Bernaus, Wilson & Gardner (2009) believe. The study suggests that teacher motivation is connected to teachers' use of motivational strategies in

language classroom which relate to student motivation and their proficiency in English.

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Appendix (Questionnaire regarding Teacher Motivation)

Demographic Information

1. Gender:

☐Female

☐Male

2. Age:

☐From (20-30) years

☐From (31-40) years

☐From (41-50) years

☐More than 51 years

3. English language teaching experience.

- ☐ Less than 5 years ☐ From 5 - less than 10 years
- ☐ From 10 – less than 15 years ☐ 15 and more

Question Items

No.	Motivational Constructs	1	2	3	4	5
1	I am motivated because of my flexible attitude.					
2	I am motivated as my achievements are recognized in society.					
3	I am motivated because the authorities trust me and have confidence in me.					
4	I am motivated because I am paid a handsome salary.					
5	I am motivated because I give importance to moral values.					
6	I am motivated because I am fully satisfied with my job and job atmosphere.					
7	I am motivated because the appreciable result in itself is incentive for teacher.					
8	I am motivated because I am committed to my profession and institution.					
9	I am motivated because I determine my goal and rush to get at it.					
10	I am motivated because student feedback works as reinforcement.					

1. Poorly Motivated
2. Slightly Motivated
3. Neutral
4. Motivated
5. Highly Motivated