Managing Language Teaching and Developing Teachers by Analysing Motivation of Learning English

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Abstract: English learning is now one of the most important subjects in any country. English is the most widely used international language and without the knowledge of this language. Since English is a global language, it has become an inseparable part of language teaching process.Motivation is a motivational tendency that can effectively stimulate and maintain students' learning behavior, and steer their learning activities towards certain learning goals. Its essence refers to students believing that learning activities are meaningful, valuable, and attempting to derive expected benefits from them. Learning English plays a crucial role in the career development of teachers, so this paper aims to analyze how to improve teachers' motivation to learn English. This paper is divided into four parts. The first part is the introduction chapter. The second part mainly analyzes the advantages of English in the overall environment. The third part introduces motivation and its importance. The fourth part analyzes how to improve teachers' motivation to learn English. The last part summarizes.

Keywords: Learning English; Motivation; Language Teaching

Introduction

English learning is now one of the most important subjects in any country (Gardner, R.C. 2009). English is the most widely used international language and without the knowledge of this language, none can remain in this competitive world, they would lag behind. Since English is a global language, it has become an inseparable part of teaching learning process. Teachers in the schools of secondary levels devote nearly five 40-minute English period each week. Irrespective of the shifts from the conformist methods of teaching to forthcoming language education, maximum of the classrooms of English language endure to be place to obligate textbook to the memories instead of practice communication and English is still to be preserved as a school subjects that need to be learned and verified instead of a device for communication.

1. Context

For the teachers' development, it is very important to learn English. First, in the United States most English teachers at the secondary level generally need to be able to offer instruction in both composition and literature. (At the college level instructors are most likely specializing in one focus or the other). This means that teachers need to be knowledgeable about grammar and rhetoric and need to be able to help students understand and appreciate the artistry and cultural achievements of great writers in the English language.

If one observes the development of languages to a Global status, the following things play significant role. People who speak English have more job opportunities. The very first demand of at professional world is fluent English speak employees. Businesses need employees who can communicate fluently with English-speaking partners and clients. In addition, entrepreneurs can access a far wider range of customers online by using English. (Adamson, J. 2004). In the U.S. or other English-speaking countries, people who can't speak English are at a real economic disadvantage. Since English is the language of science and technology. While the children are learning English at schools, parents who are English speaking are in a better position to help their kid's progress. Because English is spoken as a first or second language in many different countries, a high-level knowledge of English is a prerequisite to passing international level entrance exams. English language gives teachers access to information and research. Since many of the top academic journals are published in English, teachers and academics need strong English reading and writing skills. (Cushing W. 2011). All higher studies are English based. Use of English as the main language beside Hindi should be strongly recommended in all educational institutions. Hence, English remains an integral and inevitable part of the teaching process.

2. Literature Review

2.1 Definition of Motivation

Motivation is psychological mechanism that governs the way, strength and determination of action not owed exclusively to distinct difference in the ability or to irresistible ecological demand that force or energize actions. Actually learning and teaching English as a second

language is no exception or elimination in this phase. Motivation is professed by Dornyei (2001) as recurrent, increasing and decreasing, affecting language achievement and being exaggerated by it. He also stated that a demotivated individual is somebody who firstly has had motivations to achieve the objective or to include in any action and has lost the inspiration to do so due to unenthusiastic external factor which linked to the surrounding in which learning takes places for example the schoolroom and college.

2.2 Importance of Motivation

By now, the learner would have reached a sufficiently high degree of motivation, inspired by the discovery of opportunities for new learning opened by friendship with a new language. The motivator's real reward is watching that learner motivating others to learn the same language, sometimes even better than the original motivator (Nagode, Pizorn and Jurisevic, 2014). Most studies led in the ground of motivation and demotivation as its reverse found out that the personality of the educator, teaching method, learning contexts in addition to the learners' attitudes towards Second Language could play a vital role in the teachers' motivation or demotivation on the road to learn language.

Dornyei (2001) argues that motivation is one of the key factors of second language learning. And the most vital demotivating issues for all the age group were linked to the learning situation like material, teaching methods Dornyei (2001) added more that the factors had great significance on language. From the perspective of Second Language Acquisition, there is only one key factor in "learning" or acquiring a language: Comprehensible Input, i.e. hearing or reading messages in the target language that they understand. Acquiring through Comprehensible Input requires exposure to the language over time (Benson, P. 2016). From a psychological or socio-cultural point of view, motivation will play a role because it is what will motivate them to continue getting the necessary exposure to the language.

3. An analysis of motivational factors among teachers learning English

The strength of teachers' work motivation directly affects teachers' work and then affects teachers' work behavior. Therefore, in practice, the study of teachers' motivation can provide psychological basis for Motivating Teachers' behavior, help teachers reflect on their daily behavior, and guide teachers to improve the quality of education. In this sense, there may be a multidimensional structure of teachers' work motivation. This paper will discuss the strategies of enhancing teacher motivations.

Promotion is also an appropriate means to motivate teachers. The results of this study show that teachers have power motivation to a medium level. Since it is a fact that teachers are eager to be promoted, and effective management emphasizes „managing according to the needs and applying the right medicine to the case", the incentive mechanism for teachers to be promoted is feasible in principle. School administrators should make full use of this and improve teachers' work enthusiasm by understanding and meeting teachers' needs.

To establish a good interpersonal relationship is an important means to maintain teachers' mental health and a reliable guarantee for teachers to work smoothly. If there is no good interpersonal relationship, it will cause teachers' anxiety and dissatisfaction, lead to teachers' psychological abnormalities, thus affecting the quality of teachers' life and work. Respect teachers: improve teachers' loyalty to their work. To improve teachers' loyalty to their work, school leaders need to give reasons for teachers' loyalty, which is to fully respect teachers. In schools, respect for teachers covers a wide range, including listening to teachers' opinions, establishing a fair reward and punishment system, and building a teacher oriented school culture.

It is said generally what one can imagine he or she can achieve. Memory is actually different activation of brain cells in the brain to the image that is made from the word and words and sentences. Imagination is faster than light. People can imagine being on the Sun in a second but the light would take about 7 minutes to get there. So imagination is really speeding the learning. And if people see motivation in learning it is the same as they can imagine the use of the grammar and the words in real life. So what they can imagine from language in use in real life situations they can learn and remember much better than anything else (Van, De and Kuiken, 2012). It is like to have a dream about country of the language they are learning. And all the words, grammar, and sentences are summoned around that dream or imagination. If they had no motivation to learn other language then nothing would make them to imagine dreaming and imagining that place where people use the language they are learning. So then would be no progress in learning it. And what is more, they have to want to teach the language as well.

4. Conclusion

Teachers' teaching motivation refers to the internal psychological state that directly promotes teachers to engage in teaching activities to meet their psychological needs. Teaching motivation can be divided into internal motivation and external motivation. When we were young, each of us had more or less colorful career ideals. Maybe not all teachers aspired to be people's teachers from childhood. Those who become a member of the teacher family may choose to be teachers because of their love for education; The reason may be that teachers' working hours, holidays, salary and social status are relatively loose, while the reason may be that they have better employment access. No matter what kind of motivation choice, the study of teachers' teaching motivation will help to strengthen teachers' Ideological Education and promote the majority of teachers to establish correct professional goals and values.

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