

MOTIVATION FOR IMPROVING WRITING SKILLS OF ENGLISH LANGUAGE LEARNERS

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Annotation: The aim of this article is to show the issues related to motivation learners in writing classes and how to develop effective piece of writing. In the study of academic motivation in a language-learning setting, motivation has traditionally been considered an independent variable. The present study treats it as both a dependent function of classroom activities and an independent predictor of study time, expected grade, and whether a student will continue to study the language. Six distinct motivational types are discussed: motivation about the language, motivation about the class, confidence, external motivation, whether the class feels required, and self-reported motivation.

Motivation is defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the various motivation theories discussed in this chapter, is create the circumstances that influence students to do what you want them to do. Many factors determine whether the students in your classes will be motivated or not motivated to learn. You should not be surprised to discover that no single theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn than others. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for motivating students in the classroom. Several theoretical interpretations of motivation - some of which are derived from discussions of learning presented earlier - will now be summarized. Extrinsic and intrinsic motivation models have been used to explain the importance of attitudes and beliefs for enrollment, success, and attrition rates in foreign language classes. Extrinsic motivation refers to an individual's external motivation that comes from outside an

individual with rewards such as money or grades. These types of rewards provide satisfaction and pleasure that the task itself may not provide.

Motivation about the Language in particular is positively associated with several outcomes of interest. Writing has always been seen as an important skill in English language acquisition produce a well-thought-out piece of writing goals of ESL students is to learnt. Because one of the important It is also a complex process and can lead to learner frustration. Learning to compose an effective piece of writing can be rather difficult unless students are given instruction as to what effective writing involves and also offered practice chances to apply the basic conventions of writing. Any writing program which is merely based upon a certain view may not reflect the true nature of writing. Additionally ,writing skill can be developed when the learners interests are acknowledged and when they are given frequent opportunities to actually practice writing. As with speaking, it is necessary to provide a supportive environment for the students and be patient.

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