

The Teacher's Role on Motivation in Phonetic Sounds Learning for the School Children

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Abstract

Motivation is a force that is a hypothetical factor for human tendencies and improves people's learning and performance. Classrooms are the best place to use this factor to improve the level of knowledge of young learners' language (for the purposes of this research, young learners are defined as children between age 5-10). A second language requires a strong interest in learning. Teachers in these classes can motivate students to make a healthy and enthusiastic effort. In this paper, the factors related to this topic are examined. Pronunciation and motivation are defined, and the age function in learning is briefly introduced. Previous studies on motivation and pronunciation by other psychologists are described in addition to phonetics and its effect on teaching pronunciation as an important factor in learning a second language along with the fact that children learn English as a second language. This paper sheds light on the differences between teaching situations and the methods required for each situation and discusses the role of motivation and the factors that can affect motivation, besides the types of stimuli and the whole theory of motivation.

Keywords: Phonetic sounds, Motivation, Teachers, School Children, Pronunciation

1. Introduction

Because English has become a global language, an increasing number of people are attempting to study it in order to accomplish various objectives. These objectives can be economic, political, intellectual, or even technological. The English language has become the most widely spoken language of commerce, technology, and politics, and it is increasingly important in people's education, employment, and daily lives. Besides all of that, students studying English as a foreign language, on the other hand, do not have the ability to use it behind the class boundaries; therefore, teachers must apply new ways to encourage them to use the language as much as possible with their peers or professors. Regardless of how gifted the teacher is, the feedback obtained in the classroom is rather artificial (Oxford & Shearin, 1994).

Second language or foreign language is one that is taught in a location where it is not often used as a form of everyday communication and this will have a major impact on the accent and phonics of the second language. Phonetics is the study of human speech patterns or sounds also phonetics are the smallest units that make up a spoken language, it requires students to generate words they are written language units that represent phonemes in the spelling of words (venezky,1970,1999). Other studies analyzed by NRP, instructions encourage teaching children to manipulate onsets and rimes in words (Fox & Routh, 1984; Lovett, Barron, Forbes, Cuksts, &Steinbach,1994; Terimen &Baron, 1983; Wilson & Friderickson, 1995). However, teachers are advised to focus on inspiration and know if the students are motivated or not because it is beneficial to teaching as Pintrich highlighted (1994).

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The generation of youth it is more difficult to teach them a foreign or second language especially KG learners because their minds are fresh to learning and the first things they learn will stick with them, that's why teachers of young learners should be careful and focus on their accents while teaching the second language and speak slowly because, Understandable pronunciation is one of the basic aims of language learners, and for ESL teachers, Educating and instructing before teaching phonics to ESL students is an important thing, teachers must first gain knowledge of their student's skill, needs, interest and then use this knowledge in curriculum preparation to ensure that students are motivated to learn.

2. Pronunciation

Phonetics can be used to achieve the acquisition of any foreign language by conducting two aspects according to Victor Spiers (1900) :

1. The teacher learned phonetics in the language that he teaches and had a clear pronunciation.
2. During the lesson, the teacher needs to make sure that he uses his knowledge in pronunciation to help his students get the perfect pronunciation.

The common idea is that a young learner has to master the alphabet at the begin then the pronunciation of these letters as well as practicing that from a very early age. Alexander Melville represented the difficulty of pronouncing a foreign language. Although we are endeavoring to comprehend our language, it is problematic. This occurs only because there is no phonetic training for learners. Older learners, on the other hand, usually imitate the language, they may fail to accomplish that since it is easy to imitate in adulthood but much harder to do that during childhood. The articulators, at a very early age, try to adapt the pronunciation, so young learners are able of pronouncing whatever they hear from their teacher much easier. Scovel (1969) explains that the perfect time to learn a foreign language is at a very early age of childhood since the process becomes harder during adulthood. However, adults, as teachers, can use phonetics to teach their young learners accurate spelling and pronunciation. Many studies have focused on the importance of teaching accurate pronunciation to young students of a foreign language because without that the learner is going to be definitely a stranger to the society of that foreign language.

3. Motivation

The learner's motivation is described as the willingness to learn a foreign language. Individuals who are learning a language in various ways may be affected by a variety of factors and various methods of inspiration. Learners of a foreign language are introduced to the language in real-life circumstances and must master it in order to meet their needs; in order to be successful members of the society of international language students. However, if the foreign language has become a requirement, the learners lose the motivation to learn in and it becomes a conditional motivation.

4. The function of age

Age is one of the main factors in learning a second language in language learners and research has been done in it and they have statistically examined the level of mastery of the second language. Research supports the success of language learning at an early age, and despite this, there are cases of language learners who have had successful learning at an older age (Birdsong, 2006). In 2001, a study was conducted and the result was that the effect of age on second language learning varies from person to person, and this study seems to provide the most logical answer to this issue. This study states that adults have more memory to learn and also have an efficient perceptual system that can show good capabilities by interpreting and understanding a second language (Singleton, 2001).

5. The Problem of the Present Study

Many teachers don't motivate the students, during teaching or when are students making pronunciation errors, so can students understand phonetics sounds if they are not motivated? does motivation have an effect on students while teaching phonetic sounds? here are few points about the problem of this study:

- The teacher is unable to use fitful and different ways to motivate students
- Most of the teachers think motivation is not needful to use in ESL classroom
- Teachers inspired challenged and motivated students enough to be memorable while teaching phonetic sounds.

6. The Aims of the Study

The aim of this study is to determine the significance and impact of motivation that teachers use in class on students who have difficulty pronouncing phonetic sounds, to show the different ways of motivation to be effective in teaching phonetic sounds to young learners.

7. Objectives of the study

This study aims to achieve the following objectives:

- The teacher will be able to know the importance and benefits of motivation.
- The phonetic sounds that mostly EFL learners have problems with.
- How to motivate EFL learners.

8. Literature Review

Morley (1991) states that motivation is a power that pushes people to gain the highest stages of any accomplishment and overcome any obstacle that can face. In this case, teachers who teach pronunciation act like a facilitator of the learning process. A facilitator can be considered as a speech coach that has an important role in the production and performance of the target spoken language.

The most fundamental skill of phonemic awareness is the ability to manipulate phonemes in spoken language. Phonemes are blended and segmented with letters in phonics. Reading motivation has a positive impact on reading behavior, but students may be less inspired to learn and read in the classroom if teaching is presented as boring drills and pointless worksheets (national reading panel 2000). In most languages, such as English, words are very broad and pronunciation errors can affect the meaning of the word and the meaning of the whole sentence. Therefore, the correct pronunciation is an important part of learning, and one of the consequences of motivation is to be precise in this important part of learning a second language (Smit, 2002).

Anita Kwiatkowska (2008) shows that nothing motivates students more than a healthy dose of affirmation by complimenting them on even the little things they say or do correctly. It could be that the young learners are not able to understand the praising words like (excellent, great job, very good), but they can surely get the body language gestures such as smiling, thumbs up, clapping, drawing a happy face to indicate gratitude, stars or use stamps or stickers, and placing posters with the names of the students on the walls to document their positive work. Young learners definitely would comprehend that they have done a good job.

There is no pause between instruction and the transmission of controlling prompts when the learner is first learning a skill. The teacher then offers a blueprint of the goal right away. Constant time delay training has been shown to be an efficient teaching technique for developing stimulus regulation in students (Sawin, Lane & Gast 2015).

9. Method of the Study

The study was designed with qualitative research method and in phenomenological research technique. Phenomenological studies deal with every individual's lived experiences within the world and how all people think about the events they have faced with them. Making these perceptions understandable, investigating phenomena deeply and presenting a whole approach are basic principles of qualitative research (Yildirim and Simsek, 2013). In this study phenomenological technique has been preferred to determine the views of teachers role on motivating the students in learning phonetic sounds.

10. Difficulties in Pronunciation for Young Learners

Learning a foreign language could be easier for some people more than for others. This variation can be clearly noticed even under the same circumstances. Some young learners have the ability to progress quickly in the first stage of learning a new language while others struggle to achieve any progress. This contradicts the famous myth which is young learners acquire a foreign language easier and more quickly than older learners. However, this does not underestimate the great impact of learning the pronunciation of the target language at a very early age (birdsong, 1999). Moreover, young learners of the English language, natives or non-natives, have difficulty pronouncing some phonemes like /r/ and /θ/ since their articulations have trouble.

11. Teaching Style and Motivation

Teachers' teaching styles are different from each other; it depends on his/her personality, School mission statement, theory of teaching, classroom demographic. If teachers' teaching styles are different it means the

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motivation of teachers also is different from each other. But even if the style is different, they all must communicate with their students no matter what happens cause interaction between teacher and student will affect the students' behavior, especially for young learners if they learn a foreign language. Teachers of young learners should provide the necessary care to meet children's basic physical and psychological needs so that they can thrive and focus on learning. Teachers seem like masters of the subject and students are viewed as empty vessels who passively receive information from teachers. Some students will understand faster while others slower; in this situation, motivation should be used during teaching, especially for young learners. If you want to teach and educate a child, it is necessary to provide a lively, moving, and full of motivation environment rather than provide a talkative environment. This helps the teachers to get students' attention longer and faster and it helps students to understand easier.

That's why it's important for a teacher to know how to motivate a student and keep him/her enjoying the lesson; especially at teaching phonetic sounds. Teaching the English language as a second or foreign language depends on the country's pronunciation, such as Australian – British accent – American accent, the teachers could choose any accent that they prefer to speak with, and the accent that students hear affects their English pronunciation. Especially the pronunciation affection will be on the KG-1 students because the students are very young and it's not an easy task to teach them. Some researchers represent that job motivation that the teacher has a great impact on their and the students' commitment even if the plan is not moving forward according to the procedure.

12. Phonetics and Pronunciation

Phonetics is a branch of linguistics that is very close to phonology and the boundary between them is difficult to identify. In fact, there is a number of sounds in each language that are highly similar and are called phonemes. The science of phenotype is concentrated on three parts, which are the central parts of speech (Brown, 2014). These parts of the brain show focused activities during speaking. In phonetics, the sounds of speech are carefully examined and they are related to the physical properties of speech and can be said to be related to the material context of words. Phonetics connects sounds with symbols and there is an international alphabet. According to IPA (International Phonetic Alphabet), each symbol is associated with a specific sound, which it is possible to understand how each word in a foreign language is pronounced; this helps to improve the pronunciation of words and greatly reduces the possibility of pronunciation errors (Kissling, 2013). Phonetic symbols are fully used in dictionaries and provide vocabulary training to readers in a very simple way; this shows a more prominent role in cases where the written form of the word is different from its pronunciation. Phonetic symbols fall into several distinct categories. These categories include loud, long, short, and light sounds. In teaching pronunciation using phonetic symbols, all categories of sounds must be learned. In this type of teaching, the symbols and sounds related to each symbol are taught and after learning them, the pronunciation of words becomes easier (Lord, 2005).

13. Methods of Teaching Phonetic Sounds

English is known as the language of science in today's world and access to any source requires knowledge of English. In many countries where the mother tongue is not English, the language is taught in schools, or parents begin focusing on English to practice with their child before the child reaches school age. according to research conducted by Singleton and Johnsten separately (Lan and Oxford, 2003), learning foreign languages and English as a second language can have a negative impact because the child at this age is not able to analyze grammatical points and only memorizes the material, but it is undeniable that the child in this the ages pronounce words more accurately. Learning English gives the child a sense of skill, and also learning English properly as a second language gives the child more confidence, and attitude, and social relationships (Jack C, 2002).

Certainly, teaching foreign languages requires different teaching methods, which vary according to the teaching situation, the level of literacy of the learner, and their level of understanding of words. In teaching foreign languages, there are different teaching methods that have their application depending on the teaching situation. GTM, DM, ALM, SW, CLL, CLT, etc. can be named as the main methods in teaching. Among these (Sanjaya *et al.*, 2014). GTM (Grammar Translation Method) is mostly used in situations where the teacher prefers to teach grammar and teach translation based on grammar (Seraj, 2010). DM (Direct Method) is a method of teaching in which the learner is directly related to the second language and the use of the mother tongue in these classes is not allowed. ALM (Audio-Lingual Method) is more useful for situations where the language of the learners in the classes are young people and adolescents. In these classes, there is not much emphasis on grammar and vocabulary, but everything that is taught is transferred to the second language through conversation (Çakır and Kafa, 2013). SW (Silent Way) is a teaching method used in situations where

learners have taken conversation courses and attend free discourse classes for ongoing practice. Other methods also have their own applications according to different situations and conditions (Tiğli, 2014).

14. Motivation as a Theory

The role of motivation in foreign language learning has been examined and confirmed in many studies. This powerful mental arm is a stimulus for faster learning and can be considered as an effective variable in teaching and learning. In fact, "motivation to learn a language" has two parts. The first part is the desired goal and the second part is the desire to achieve that goal (Cardelle-Elawar and Nevin, 2003). The purpose of learning the language is to communicate more broadly for cultural identity and participation with the target language. Motivation can be considered as a tool for learning that creates interest in progress and desires to achieve its goal (Zaman, 2015). The importance of motivation in language learning is so high that it has been classified by scientists. (Noels *et al.*, 2000) categorized motivation into internal and external categories, each of which is divided into several categories, all of which address the role of motivation in learning. Internal motivation is due to the feeling of inner satisfaction and external motivation is caused by external stimulus factors such as the need for a second language, interest in the destination culture, and so on.

The theory of motivation was first formally explored by Abraham Maslow and he played an important role in the American education system today. This psychologist believed that the satisfaction of individual needs provides the basis for human development, and the most important factor affecting motivation was the various interests of human beings, which are constantly being updated and these interests never end (Maslow, 2019). In every success, man seeks to apply what he has learned, and this general principle is also very important for learning a foreign language. Encouragement and environment are very helpful in this matter; learners who are encouraged by what they have learned or who have the environment to apply what they have learned will become more confident and try to learn more (Sepora, Mahadi, and Jafari, 2012).

Ryan and Desi, (2000) argued that motivation can be divided into three categories: 1. Unmotivating 2. Internal motivations 3. External motivations. Unmotivating casts doubt on the existence of purpose. Lack of motivation means that the person is not committed to their goals and still has doubts about their interest in them. Intrinsic motivation means the learner's feeling of satisfaction and peace of mind from learning a foreign language and originates from within the person and is due to satisfaction with the activity he does. It lies within each individual. The learner feels that by learning a foreign language, he or she satisfies these desires. Intrinsic motivations are a set of external factors that make a person learn. These factors may arouse the learner's desire to learn, but in most cases, it is like coercion and is not very satisfying. In fact, these matters can be summarized in one sentence. Motivation is necessary to learn a foreign language, and the more intrinsic this motivation is, the greater the learner's power to learn and the faster the teaching speed.

15. Conclusion

Motivation is a hypothetical factor that psychologists consider as a variable that affects most of the behaviors of the organism. One of the most important of these behaviors is learning. Learning a foreign language requires motivation more than any other aspect, and teachers are the starting point for this motivation. Learning with personal interest and desire increases the durability of the material and the best way to make learners interested is to improve the learning conditions as well as to raise the quality level of teaching and teaching methods (Liu, 2015). Creating more interest will lead to language learning. Motivational orientations in the two main categories of external and internal motivations can create a system by which the amount of foreign language learning is predicted. However, lack of motivation has significantly shown its negative relationship with learning. In short, motivation is a good solution for teachers who have sweeter and more energetic teaching in the classroom, and learners will have a more accurate pronunciation with the desire and interest they find in a foreign language, especially English (Bernaus and Gardner, 2008).

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