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HOW TO MOTIVATE ADULT LEARNERS TO LANGUAGE LEARNING?

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Abstract. The demand for learning a foreign language continues to rise in our rapidly developing world. One of the most important requirements for both educational and employment prospects is proficiency in foreign languages. Therefore, this article provides some advice on how to encourage young learners to begin learning new languages.

Keywords: language acquisition, competence, intrinsic, extrinsic, manageable goal, authenticity

It takes a long time to learn to communicate in another language. It is one of the most difficult tasks that people learning a foreign language will likely have to do, and it is easy for them to become discouraged and bored with it. The findings of classroom analyses of teacher motivation are presented in this section, along with strategies that language teachers can employ to keep their students interested and motivated by assisting them in comprehending the process of language acquisition, connecting language learning to their larger educational and life objectives, and achieving success as language learners.

The importance of teacher behavior that should be effective in fostering student motivation in the classroom is revealed by a survey related to the study of motivation in the classroom. Minute-by-minute analyses of how teachers led their classes and how students behaved during the lesson were provided by the evaluation of the motivational component of the instructional behaviors.

Motivation is a tricky subject. Even if you want to do something and are aware that it is, for some reason, very important to you, it may not always be easy to take action. If you have ever attempted to learn a language, you are aware that this holds true for



the language learning classroom as well as your students, particularly adult learners. Your students may not always be as motivated as you would like them to be to learn English, even if they know it is important to them and want to do so. Because of this, you need to use the right words at the right time and take the right actions.

First things first, we need to define the different types of motivation. There are two types of motivation: intrinsic and extrinsic. When we are motivated to do something because we want to receive a reward for it or simply avoid a punishment, this is called extrinsic motivation. However, when it comes to extrinsic motivation, we have a genuine desire to perform actions not for the sake of rewards or other goals but rather for our own genuine benefit, and this behavior itself is its own reward. As a result, we are aware that all of these motivations should be present in our classroom of foreign languages. The majority of adults are already intrinsically motivated to learn foreign languages regardless of the actual need. Young people sometimes want to learn a new language in a short amount of time and set unrealistic goals, which eventually demotivates them because they won't get the results they want. Inadequate time management and high levels of productivity are additional causes. Therefore, if we are able to solve these kinds of issues, we will be able to demonstrate to them effectively the true path to learning and progress.

People generally dislike doing things that aren't good for them. They want to know whether their actions are easy or hard because they want to know why they do them. Communication is one of the main reasons to learn a language. The majority of people learn new languages for a variety of reasons, including improving their communication skills and integrating with a wide range of nationalities. Instead of constantly teaching grammar structures, teachers should instead focus on communication in their classes. Students will be more motivated, want to study, and be more engaged in the classroom if teachers foster a communicative atmosphere. There would be more time to give students a chance on a daily basis if teachers reduced their talk time, and students' communicative skills would improve.

Inspiring students and dispelling their apprehensions about learning a new language is another crucial aspect. Teachers should show students the correct way to improve their target language because students always try to avoid making mistakes and prefer to remain silent when they should speak and try to understand everything in their source language. However, they are not competent enough to practice, so they



should be shown how to do so. Even though anyone can practice and get a result, only perfect practicing can lead to a perfect result. As a result, students should be motivated to speak despite any issues they may have with pronunciation or accuracy. Students' only concern should be their excellent grades, not the opinions of others about their mistakes, and teachers should provide a secure environment for their students.

One important issue is creating a real atmosphere, while the other is creating a safe environment. Motivation fluctuates. It's quite contagious. The less you care about your target language and the less you have to deal with it, the more likely it is that you will lose motivation. This explains the rapid acquisition of a language by those who are completely immersed in it. They are constantly challenged, drawn in, and surrounded by it. When selecting materials for young learners, authenticity should be taken into consideration. The materials should be appreciated by learners. Bring the language of your choice into the classroom. Media is the most straightforward approach to this. Because adulthood is a time when one's focus is on a choice between two options, all of the materials chosen should be interesting and engaging. Audio-visual materials provide students with a lot of active vocabulary while also teaching them how to use it correctly.

One must experiment differently in order to achieve novelty. Therefore, it is beneficial to incorporate language learning into the learners' daily routine. It is also essential to strike a good balance between the learners' established learning activities and new experiences.

In addition, providing feedback is an important part of making communication safe. The way teachers provide feedback has a significant impact on the relationship between teachers and students. Student alienation will occur if the teacher corrects every mistake made by the student. Giving constructive criticism is just as important as doing so. In the event that there are any shortcomings that need to be addressed, teachers should also provide some encouraging feedback for later use. However, the teacher does not have to be the only person providing feedback. When it comes to self-assessment and peer feedback, students should be encouraged.

Students should never be allowed to compare their results in front of each other or alone. The correct approach is to compare the current level to the previous level. last month or last year, as opposed to comparing my level to that of other language



learners. They are more motivated because they can track their progress. The opposite effect can result from constantly evaluating oneself in relation to other people.

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