

**The impact of teachers' motivation on ELL students' academic performance.**

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EDG 500 Educational Research and Statistic

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February 7, 2023

### **The impact of teachers' motivation on ELL students' academic performance.**

This topic was selected out of interest in the teachers' capacity to motivate ELL pupils to put in a lot of effort and succeed. This topic is vital because it highlights how crucial it is to have a motivated teacher in the ELL classroom. The main focus will be on how teachers' enthusiasm stimulates ELL students to participate in class, encourages them to engage in conversation, and involves them in both individual and group work. predicated on the belief that people require the inspiration to get engaged or devoted to the learning process through acquiring ideas, skills, and concepts for general development.

- A. The study will focus on the effect of the teacher's motivation on Ell's students' performance. It will also focus on how to find a solution to the issue of the Ell's students falling behind due to a lack of support and enthusiasm in the classroom. This study will aid educators in better comprehending the effects of their own motivation in an Ell's classroom environment as well as the significance of adopting positive motivation in the classroom. Education is a learning process that involves teacher-student interactions.

Once the Ell's students have picked the right way, they will be able to learn. Being taught by an excellent teacher has a major impact on student achievement. Yet teachers, on the other hand, appear to be the most crucial aspect of the classroom.

- B. On the other hand, teachers will have a concrete understanding of their role in a student's educational journey. In his article on self-efficacy, ( Bandura, 1994 ) discusses the idea of perceived self-efficacy, which is defined as a person's belief in their own capabilities – capabilities that are used to “produce designated levels of performance that exercise influence over events that affect [student's] lives. According to Bandura, individuals who believe in their own capability are able to monitor and take on difficult tasks. Motivation also affects their psychological perspective regarding certain tasks – choosing to approach these difficult situations as challenges rather than roadblocks. In other words, a person's motivation is their secret weapon in battle. Bandura wrote, “They set themselves challenging goals and maintain a strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks” ( Bandura, 1994, pp71-81)
- C. Cooperative learning structures, in which students work together and help one another also tend to promote more positive self-evaluations of capability and higher academic attainments than do individualistic or competitive ones. Schunk, D. H. (1989, pp 13-44)
- It is crucial for teachers to pair the English speaking students and the Ell's students in a group, together they can learn and the Ell's students will be able to understand better, students do work better together.

Learning to teach is a process that lasts a lifetime. In-service training for teachers that updates their knowledge and instructional techniques is essential to delivering high-quality instruction. When pre-service education has established a solid foundation, in-service training is most effective. In many regions of the world today, teachers are still hired despite their lack of training. It is acceptable to hire unqualified teachers as long as it is done so as a temporary and transitional measure. (ORJI FRIDAY OKO. 2014, 14pp)

**What is the teacher's motivational behavior, and what is the role of a teacher in motivating students to learn?**

One of the most extensively studied subjects in education is motivation, which has long been regarded as a tool or stimulant that encourages individuals to act. Achievement, initiation, improvement, or endurance are terms used to describe a student's dedication to learning. Teacher motivation is characterized as "what draws humans to instruction, how long they persist in their education and training courses and, ultimately, the educational system, and the extent to which they collaborate with their core subjects and the educational sector" in terms of emotional connection, engagement, and focus. ( ORJI FRIDAY OKO, 2014 ).

Continually, says Bandura (1988, pp. 37-61). The acts that lead to success and those that lead to failure are revealed to pupils as they work on tasks. Students are encouraged to persevere by the expectation of positive outcomes. Rewarding students for their achievements and communicating their learning progress increases efficacy. The types of progress information communicated through rewards for task completion differ. Rewards

are a possible tool for extrinsic motivation. Verbal praise, such as "good job," "you did fantastic," and "thank you" are also acceptable forms of reward. Rewarding behavior can also take the form of gifts. The benefit is that one is getting something in exchange for what they accomplished, or that they are being compensated.

## References

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