TEACHER’S ROLE AS A FACILITATOR OF MOTIVATION

by:
Gina W. David
Teacher III, Tucop Elementary School

We are all accustomed to thinking of teachers as the leader in the classroom. Essentially there are the people who tell us how to think and what to think about. They show us how to relate a subject matter and give us examples to understand their messages. While this is a common view we have when considering the role of a teacher in a classroom setting, it is not accurate whom we hear about a teacher as a facilitator of learning. I believe, especially for young learners, a parental figure can be a major factor of whether or not a pupil is motivated to learn. Parents have the power to instill their children a positive future self-image, set examples for their children to have a positive attitude towards the community, and not apply excessive external pressure on their children. However, this is not always the case and the teachers must do this instead. At any rate, teachers must be in charge of the second key factor in encouraging enjoyment in learning the language. Learning is often different from learning another school subject. For instance, in an environment parents may be less likely to speak the language. Therefore, the parents might not be able to help the pupil with his or her homework, which could cause a lack of environment in the language by the parent, and may lead to low motivation from the pupil. In this manner, the teachers’ role is very important; it helps a lot to shape the total
learning development of every pupil. Their acquisition of learning depends on the motivational approach used by their teachers. It is likely to happen that their total growth - - their abilities, potentials, skills, talents, knowledge, thinking, self – esteem and the like are mostly developed.

References:

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