

# **RESTRUCTURING CLASSROOM ENVIRONMENT AND USING COGNITIVE AROUSAL TO MOTIVATE L2 LEARNERS**

**STARS JASMINE**

Assistant Professor, Department of English, Anna University, Tamil Nadu, India, Chennai

## **ABSTRACT**

Second language learners across the globe face difficulty in acquiring L2. One of the factors identified among learners for their poor performance, is their lack of motivation. We all agree that 'Motivation' is what moves one to act. It is a goal directed behaviour that presses everyone to achieve the goal. This article tries to identify the significant role of motivation in L2 acquisition along the lines of the theories that govern in achieving motivation. The student in L2 classroom needs to be motivated to acquire the skills of the language. An attempt has been made to identify the lack of motivation among the students and steps have been taken to assist them to adopt to the type of instruction that offers learner training and learner development. During the process, I had moved away from a conventional setting to restructured language setting wherein everyone has a role to play. The conventional setting fails to motivate the language learner, but the restructured environment has scope for students' intrinsic motivation. The article also has a task devised for innovative methods to motivate students to achieve L2 literacy and critical thinking. Such student-centred tasks motivate students, make them feel involved and engaged and help them to be creative and critical thinkers.

**KEYWORDS:** Integrative Motivation, Intrinsic Motivation, Instrumental Motivation, Restructured Environment