МОТИВАЦИЯ СТУДЕНТОВ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Гончарова О.Н.
преподаватель Харьковский национальный экономический университет им. С. Кузнеца

Abstract

This article investigates the relationship between language learning strategies and second language (L2) proficiency. The present article treats it as both a dependent function of classroom activities and an independent predictor of study time, expected grade, and whether a student will continue to study the language. The motivational types are discussed: motivation about the language, motivation about the class, confidence, external motivation, whether the class feels required, and self-reported motivation. Motivation about the language is found to be of particular importance in predicting outcomes, along with fun activities and activities that promote language use about students' own lives and interests.

It shows integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation.

Keywords: second language, integrativeness, motivation, integrative orientation, instrumental orientation, achievement, feeling of success, communication, language learning, quality instruction, input, interaction, opportunities, meaningful output.

Students motivation in foreign language learning

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

According to Gardner, motivation can influence language learning outcomes independently from language aptitude Therefore, an examination not only of motivation's contribution to learning outcomes, but also of ways to foster such positive motivation among students, is certainly relevant in improving language education for all students. [5]

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make prog-

ress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations.

The purpose of this article is to provide a contemporary portrait of second language learning and teaching, to identify major trends and issues, to show where these trends and issues have come from, and to illustrate ways teachers can incorporate these ideas in their own teaching practice.

The following strategies are effective ways to increase language learners' external motivation. [2]

Create a Friendly Atmosphere in the Classroom

Develop a friendly climate in which all students feel recognized and valued. Many students feel more comfortable participating in classroom activities after they know their teacher and their peers. Creating a safe and comfortable environment where everyone feels like a part of the whole is one of the most significant factors in encouraging motivation. Doing so may take time as students adjust themselves to a new setting.

At the beginning of the school year, you can provide students with a bright and colorful classroom with pictures and projects completed by the previous year's students. This gives students the impression that learning the target language will be easy and enjoyable. It also gives students a chance to learn from what is present in the environment. Pair and group activities can be used from the very outset, reducing the pressure of teacher–student interaction and allowing students to feel recognized by their peers. The feeling of becoming a part of the whole is one of the strongest motivational factors at the beginning of a school year.

One ice-breaker that you could use to start this process is the nickname activity. Students can invent and write down a nickname (or use a nickname they already have). Arranged in a circle, each student has to stand up and explain his or her nickname. Along with introducing themselves, this fun activity gives students a chance to create a friendly and flexible classroom atmosphere.

Encourage Students to Personalize the Classroom Environment

Providing students with a learner-centered, low-anxiety classroom environment has a great impact on language acquisi-

tion. Personalizing the environment can relax the students and enhance the friendly atmosphere, which will increase their desire to learn and develop their language skills. Students who feel safe and comfortable will feel more secure taking chances; they will display greater motivation to read aloud in class or write an essay without the fear of being criticized.

Create Situations in Which Students Will Feel a Sense of Accomplishment

A sense of accomplishment is a great factor in motivating students. Be sure to give positive feedback and reinforcement. Doing so can increase students' satisfaction and encourage positive self-evaluation. A student who feels a sense of accomplishment will be better able to direct his or her own studies and learning outcomes. Positive as well as negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem.

However, giving positive feedback should not be mistaken for correcting mistakes without giving explanations. Some teachers correct students' mistakes without really explaining the reason for doing so. It is very important for teachers to point out the good aspects of a student's work and to provide a clear explanation of his or her mistakes. Students value the teacher's ideas when they feel that their good work is appreciated, and this encourages them to start evaluating themselves for further studies.

Encourage Students to Set Their Own Short-Term Goals

Language learners can achieve success by setting their own goals and by directing their studies toward their own expectations. Students can help themselves achieve their goals by determining their own language needs and by defining why they want to learn the language. Having goals and expectations leads to increased motivation, which in turn leads to a higher level of language competence. We as teachers should encourage students to have specific short-term goals such as communicating with English speakers or reading books in English. No matter what these goals are, we should help students set and pursue them.

Provide Pair and Group Activities to Develop Students' Confidence

Students learn by doing, making, writing, designing, creating, and solving. Passivity decreases students' motivation and curiosity. Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. Small-group activities and pair work boost students' self-confidence and are excellent sources of motivation. Group work can give quiet students a chance to express their ideas and feelings on a topic because they find it easier to speak to groups of three or four than to an entire class. Once students have spoken in small groups, they usually become less reluctant to speak to the class as a whole. Group activities allow students not only to express their ideas but also to work cooperatively, which increases class cohesion and thus motivation.

It is useful in vocabulary practice to put students in small groups, to distribute

them vocabulary words on flashcards, and each student must choose one of the flashcards without showing the word to fellow group members. Then, each student explains his or her word by giving three clues to the group without using the actual word. Using the clues, the other students must draw pictures that reflect the meaning of the word. This activity gives students flexibility to use other skills for their language development. It also gives quieter students a chance to express themselves within their groups, even when they are not confident to express themselves in front of the entire class.

Connect Language Learning to Students' Interests Outside of Class

In today's high-tech learning environment, it would be unfair to limit students to traditional methods. Encouraging students to relate their classroom experience to outside interests and activities makes developing language skills more relevant. For example, computer-assisted language learning could be linked to playing computer games, or to computer programs that the students are interested in using. Listening to English language songs, watching English language films or videos, and reading English language Web sites can lead students to broaden their perspective on their language acquisition process.

Motivational teaching strategies such as these can easily increase language learners' motivation levels. The idea that student motivation is a personality trait and that students are either motivated or unmotivated is incorrect. Without sufficient motivation, even individuals with the most remarkable abilities cannot achieve their long-term goals. As instructors, we may be the most important factor in influencing our students' motivation, which is a key element in the language acquisition process. [2]

The study of academic motivation is generally explained by researchers as pertaining to some other psychological domain: as a subset of identity development, Self-Determination Theory, goal-directed behavior [1], or interest development, to name a few. Dörnyei (2005) provides a nice overview of the various phases of the study of motivation as it pertains to second-language learning specifically.[3] The social-psychological period (roughly 1959-1990), as the name suggests, was concerned with the social-psychological aspects of language motivation. Work from this period suggests that, unlike other content fields such as science and math, language learning is not a socioculturally neutral field of study because it is influenced by language attitudes, cultural stereotypes, and geopolitical considerations towards the second-language (henceforth, L2) group. Following this research phase came the cognitive-situated period, which is characterized by the application of cognitive theories to educational psychology (late 1990s), and most recently the process-oriented period, which is characterized by an interest in motivational change and evolution. Several of these theoretical constructs and periods are discussed in further detail in the following sections.

Types of Motivation

Several theories and categorizations contribute to an understanding of academic motivation generally and second-language motivation specifically. These include the theory of integrative motivation introduced during the social-psychological period, as well as Self Determination Theory, its extensions, and the general categorizations of intrinsic and extrinsic motivation developed during the cognitive-situated period. As mentioned above, the social-psychological period posited that L2-learning motivation is profoundly impacted by attitudes towards the L2 group. Although positive attitudes towards the people who natively speak a language can positively influence a learner's motivation to learn 4 that language, negative attitudes towards the group can likewise negatively influence motivation. The work of James Gardner and associates characterizes this conceptualization of motivation. As defined by Gardner, integrativeness is one of two major factors that influence overall motivation. It is a complex construct that reflects an interest in learning a foreign language in order to become closer to the L2 community. Thus, the term denotes not only attitudes towards learning foreign languages and towards the L2 group generally, but also the learner's willingness to interact with members of that L2 community [3]. Attitudes towards the learning situation constitute the second component of Gardner's two-pronged theory of motivation. Gardner (2001) explains that, in a classroom context, this term subsumes attitudes towards the teacher, classmates, course-work, activities associated with the course, and all other facets of the situation in which the language is learned. Integrativeness and attitudes towards the learning situation together contribute to overall motivation to learn the language. In this conceptualization of the term, a motivated individual makes an effort to learn the language (i.e. does their homework, participates in class, etc.), wants to learn the language, and will enjoy learning the language (Gardner, 2001). The theories of motivation developed during the cognitive-situated period, although certainly distinct from those described above, nevertheless do not negate that social psychological work. Rather, those foundations are still accepted, and the newer perspectives about how motivation functions in the real world (e.g. in classrooms) can be studied in conjunction with the earlier models [3]. Self Determination Theory (SDT) is not specific to the study of motivation as it pertains to language. Rather, it is a more general psychological theory which suggests that intrinsic motivation and internalization, and ultimately identity development, are molded by three basic 5 psychological needs: autonomy, competence, and relatedness. According to this theory autonomy refers to actions that a learner initiates and regulates himself. Autonomous actions are willingly engaged in, whereas participating in non autonomous behaviors make the learner feel compelled or controlled. Competence refers to a learner's feelings of content mastery or intellectual challenge, and is expressed in curiosity, exploration of new or difficult material, etc. Relatedness is

the need to feel acceptance by, and importance to, others (e.g. teachers, parents, peers). SDT as a whole suggests that people are likely to devote their energies to activities that promote these three psychological needs; in other words, they are likely to be motivated by people, situations, and undertakings that support those needs. Within this SDT framework arise the concepts of intrinsic and extrinsic motivation. Intrinsic motivation, based in autonomy and competence, describes a situation in which material is engaged in for its inherent interest and the satisfaction and enjoyment it engenders. An example would be a person who enjoys learning a language because of the satisfaction felt when new concepts are mastered (competence) or because of the inherent interest and joy associated with learning the language. Extrinsically motivated activities, on the other hand, are engaged in in order to accomplish some goal that is separate from the activity in and of itself: for example, a person who wishes to learn a language because they believe bilingualism to be a valuable job skill, or because they believe it will make travel easier and more enjoyable. Activities can be initiated extrinsically and later be internalized to become intrinsically motivated, or they can begin out of intrinsic interest and be perpetuated in order to obtain other (extrinsic) outcomes. Thus, there is a continuum of behaviors, ranging from those that are completely extrinsically to completely intrinsically motivated. On the controlled, extrinsic end of the scale, externally 6 regulated behaviors are done in order to avoid punishment or

obtain reward. Introjected behaviors are somewhat more internalized and are performed not to avoid punishment or gain reward per se, but rather to avoid the shame or guilt one would feel if the behavior were not done or to feel pride and worth in the eyes of others. More internalized, autonomous, and intrinsic, identified behaviors have been accepted and are valued as one's own (e.g. because a student understands their usefulness), and integrated behaviors are the most intrinsically motivated. An integrative orientation such as that described above is most closely correlated with intrinsic motivation. Noels, Pelletier, Clément and Vallerand (2000) extend this model to language learning specifically and expand upon the traditional intrinsic-extrinsic categorizations with their seven point Language Learning Orientations Scale. In this characterization, a motivation is characterized by a feeling that there is no point, or that material is beyond the student's interest or capabilities. External, introjected, and identified regulation have definitions consistent with those above. Intrinsic motivation is then broken into three separate parts: intrinsic motivation for knowledge (doing the activity for the intrinsic pleasure of exploring ideas and learning new things), for accomplishment (the pleasure associated with mastering a task or achieving a goal), and for stimulation (feelings such as fun and excitement).

Motivation and Student Outcomes

Studies of various age groups in a variety of content areas support the idea that intrinsically motivated students perform better in the classroom. Evidence suggests that these students, as well as students who receive autonomy-support from teachers to enhance their intrinsic motivation, perceive themselves to be more competent and have more interest in and 7 enjoyment of material. Instructor autonomy-support also predicts academic performance. Autonomy-support here refers to instructors who understand and empathize with students' perspectives and allow students to make choices and initiate activities. Likewise, Miserandino (1996) finds that students with high perceived competence receive better grades in some subjects. Those who are more intrinsically motivated are more involved and persistent, participate more, and are curious about school activities, whereas more extrinsically motivated students report feeling more angry, anxious, and bored at school and therefore tend to avoid school activities. [7] Again, more autonomous/intrinsically motivated students receive better grades than their extrinsically motivated peers. Motivation quality has also been linked to high school retention rates, with extrinsic motivation and a lack of autonomy-support from teachers and administrators leading to higher dropout rates. Autonomous, as opposed to controlled, motivation has been linked to higher grades and achievement in school, and intrinsic motivation and autonomy-support to persistence, test performance, and deeper processing of concepts. Specific goal contents can be intrinsically or extrinsically oriented, just as people can be, and studies show that intrinsic goal framing leads to deeper engagement in learning activities, more persistence in learning material, and deeper understanding of concepts. Conversely, controlled behavior has been associated with negative learner outcomes and extrinsic goal framing was found to undermine conceptual learning, although it did not harm rote learning. Although intrinsic motivation is generally considered superior in terms of interest-enhancement and learner outcomes, externally regulated behaviors too can have their place in the classroom. For example, one study indicates that perceived importance of current class work to future success– 8 an internalized, but extrinsic goal orientation–can contribute to motivation in the classroom.

5 reasons you should learn English [6]

1. English Is the World's Common Language. If you meet someone who speaks a different language from your own, it helps to have another language in common. his common language (lingua franca) used to be French in many parts of the world, but it is undoubtedly English now. With a good level of knowledge in this language, you can travel just about anywhere in the world and find someone who will understand you.

2. English Gives You a Business Advantage. It is considered a big advantage by many employers when a potential employee can speak a foreign tongue. It is even better when that language is one that

is spoken by well over a billion people all over the planet.

3. English Gives You a Geographical Advantage.

Although English isn't the most widely spoken first language on Earth, it is widely dispersed. It is an official or main language in over 50 countries. These include many exciting destinations such as the United States, Canada, the United Kingdom, Australia, New Zealand, and South Africa.

4. Using English Is Just Plain Fun.

new forms of entertainment If you love films, games, music, or the internet, then you are missing out on a lot of extra fun when you avoid the English language. It is such a widely accepted language that you will find English-language TV shows and films shown all over the world. Having a good grasp of English can allow you to find.

5. Yes, It Is Possible for You to Learn It!

How difficult you find the English language will depend upon a number of factors, such as your mother tongue. However, although some of the grammatical rules can be frustrating, English is far from being the most difficult tongue to learn. In fact, with so many English words being borrowed by other languages now, it is more than likely that you already know a decent amount of vocabulary

Simple Ideas to Improve Students Motivation

The best lessons, books, and materials in the world won't get students excited about learning and willing to work hard if they're not motivated. Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course that's much easier said than done, as all students are motivated differently and it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing

themselves to excel. Even the most well-intentioned and educated teachers sometimes lack the skills to keep kids on track, so whether you're a new teacher or an experienced one, try using these methods to motivate your students and to encourage them to live up to their true potential. [2]

1. Give students a sense of control.

While guidance from a teacher is important to keeping kids on task and motivated, allowing students to have some choice and control over what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more.

2. Define the objectives

It can be very frustrating for students to complete an assignment or even to behave in class if there aren't clearly defined objectives. Students want and need to know what is expected of them in order to stay motivated to work. At the beginning of the year, lay out clear objectives, rules, and expectations of students so that there is no confusion and students have goals to work towards.

3. Create a threat-free environment.

While students do need to understand that there are consequences to their actions, far more motivating for students than threats are positive reinforcements. When teachers create a safe, supportive environment for students, affirming their belief in a student's abilities rather than laying out the consequences of not doing things, students are much more likely to get and stay motivated to do their work. At the end of the day, students will fulfill the expectations that the adults around them communicate, so focus on can, not can't.

4. Change your scenery

A classroom is a great place for learning, but sitting at a desk day in and day out can make school start to seem a bit dull for some students. To renew interest in the subject matter or just in learning in general, give your students a chance to get out of the classroom. Take field trips, bring in speakers, or even just head to the library for some research. The brain novelty and a new setting can be just what some students need to stay motivated to learn.

5. Offer varied experiences.

Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention. Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others

may love to read books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention.

6. Use positive competition.

Competition in the classroom isn't always a bad thing, and in some cases can motivate students to try harder and work to excel. Work to foster a friendly spirit of competition in your classroom, perhaps through group games related to the material or other opportunities for students to show off their knowledge

7. Offer rewards

Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class.

8. Give students responsibility

Assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. Most students will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other students, are meeting expectations. It can also be useful to allow students to take turns leading activities or helping out so that each feels important and valued.

9. Allow students to work together.

While not all students will jump at the

chance to work in groups, many will find it fun to try to solve problems, do experiments, and work on projects with other students. The social interaction can get them excited about things in the classroom and students can motivate one another to reach a goal. Teachers need to ensure that groups are balanced and fair, however, so that some students aren't doing more work than others.

10. Give praise when earned.

There is no other form of motivation that works quite as well as encouragement. Even as adults we crave recognition and praise, and students at any age are no exception. Teachers can give students a bounty of motivation by rewarding success publicly, giving praise for a job well done, and sharing exemplary work

11. Encourage self-reflection.

Most kids want to succeed; they just need help figuring out what they need to do in order to get there. One way to motivate your students is to get them to take a hard look at themselves and determine their own strengths and weaknesses. Students are often much more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals.

12. Be excited.

One of the best ways to get your students motivated is to share your enthusiasm. When you're excited about teaching, they'll be much more excited about learning. It's that simple.

13. Know your students.

Getting to know your students is about more than just memorizing their names.

Students need to know that their teacher has a genuine interest in them and cares about them and their success. When students feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals.

14. Harness student interests.

Knowing your students also has some other benefits, namely that it allows you to relate classroom material to things that students are interested in or have experienced. Teachers can use these interests to make things more interesting and relatable to students, keeping students motivated for longer.

15. Help students find intrinsic motivation.

It can be great to help students get motivated, but at the end of the day they need to be able to generate their own motivation. Helping students find their own personal reasons for doing class work and working hard, whether because they find material interesting, want to go to college, or just love to learn, is one of the most powerful gifts you can give them.

16. Manage student anxiety.

Some students find the prospect of not doing well so anxiety-inducing that it becomes a self-fulfilling prophecy. For these students, teachers may find that they are most motivated by learning that struggling with a subject isn't the end of the world. Offer support no matter what the end result is and ensure that students don't feel so overwhelmed by expectations that they just give up.

17. Make goals high but attainable.

If you're not pushing your students to do more than the bare minimum, most won't seek to push themselves on their own. Students like to be challenged and will work to achieve high expectations so long as they believe those goals to be within their reach, so don't be afraid to push students to get more out of them.

18. Give feedback and offer chances to improve.

Students who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In these situations it's critical that teachers help students to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where students want to be can also help them to stay motivated to work hard.

19. Track progress.

It can be hard for students to see just how far they've come, especially with subjects that are difficult for them. Tracking can come in handy in the classroom, not only for teachers but also for students. Teachers can use this as a way to motivate students, allowing them to see visually just how much they are learning and improving as the year goes on.

20. Make things fun.

Not all class work needs to be a game or a good time, but students who see school as a place where they can have fun will be more motivated to pay attention and do the work that's required of them than those who regard it as a chore. Adding fun activities into your school day can help students who struggle to stay engaged and make the classroom a much more friendly place for all students.

21. Provide opportunities for success.

Students, even the best ones, can become frustrated and demotivated when they feel like they're struggling or not getting the recognition that other students are. Make sure that all students get a chance to play to their strengths and feel included and valued. It can make a world of difference in their motivation.

So one of the main contributions of the study to the literature is the identification of specific motivation types as they apply to language learning. Of particular interest is the distinction between Motivation about the Language and Motivation about the Class, and, to lesser extent, Confidence, which under a traditional system might be lumped together under the heading "intrinsic motivation." This study is also relatively unique in its treatment of motivation as a dependent, as well as an independent, variable. It is interesting to note that when treated as dependent variables, these relatively intrinsic motivation types can be marginally predicted by the frequency of certain activity types (Personalized Language Use and Fun). It may be possible for teachers to affect their students' motivation through curricular design. Because Motivation about the Language in particular is positively associated with several outcomes of interest (notably Study Time and whether a student will choose to Continue Next Semester or Major or Minor in the language), the potential ability to influence such motivation is particularly noteworthy.

References

1. Boekaerts, M., de Koning, E. & Vedder, P. Goal-Directed Behavior and Contextual Factors in the Classroom: An Innovative Approach to the Study of Multiple Goals..- Educational Psychologist, 2006. 41(1), 33-51.

2. Debra W. Hawke's Portal article "Improving Academic English at Outdoor Nature Centers",Essential Teacher, June 2008

3. Dörnyei, Z. The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. 2005

4. Educational Psychologist . 2006. Volume 41, - Issue 1:[Электронный ресурс]. –Режим доступа: http://dx.doi.org/10.1207/s15326985ep4101_4 (Дата обращения: 20.11.2017).

5. Gardner, R. and Lambert, W. Attitudes and Motivation in Second-Language Learning. Rowley, MA: Newbury House. 1972

6. Gooding,J. 5 Reasons You Should Learn English. 2012

7. Journal of Educational Psychology. 1996 Vol. 88, No. 2:[Электронный ресурс]. – Режим доступа: http://www.apa.org/pubs/journals/edu/index.aspx (Дата обращения: 20.11.2017).

MONOGRAFIA

POKONFERENCYJNA

NOWY SPOSÓB ROZWOJU
PEDAGOGIKA

Poznan (PL)

30.11.2017

WSPÓŁORGANIZATORZY:

The East European Scientific Group (Azerbaijan, Belarus, Poland, Serbia, Ukraine),

Virtual Training Centre «Pedagog of the 21st Century»,

Global Management Journal.