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APPROACHES TO MOTIVATING ENGLISH LANGUAGE LEARNERS IN INTERNATIONAL ENGLISH FOREIGN LANGUAGE PRACTICE

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У статті розглянуті мотиваційні підходи до вивчення англійської мови як іноземної у міжнародній практиці. Автором запропонований план воркшопу «Мотивація» для майбутніх учителів англійської мови перед проходженням педагогічної практики в школі. Крім того, автор порівнює результати використання мотиваційних стратегій з поставленими цілями студентів на практиці. Також у статті обґрунтовано, що мотивація є одним з ключових факторів, що визначають успіх учнів у вивченні англійської мови, а мотиваційні стратегії мають оцінюватися з точки зору їхнього теоретичного аналізу та практичного застосування.

Ключові слова: мотивація, мотиваційні стратегії, англійська мова як іноземна, шкільна практика, майбутні вчителі англійської мови, учні.

In the field of foreign / second language (L2) learning, motivation has long been recognized as one of the key factors that determine L2 achievement and attainment. Actually, without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency, whereas most learners with strong motivation can achieve L2 working knowledge, regardless of their language aptitude or any undesirable learning conditions [2, 153].

Due to its great importance, motivation has been the subject of a considerable amount of research in late 20th – early 21st century. Among them are Canadian researches R. Garder and W. Lambert who conceptualized motivation from a social psychological perspective. Many L2 scholars started to conceptualize motivation and this was reflected in the number of papers (D. Boraie, M. Covington, Z. Dörnyei, A. Elliot, R. Garden R., O. Kassabgy, Schmidt, M. Williams etc.). The new social psychological approach successfully expanded the L2 motivation paradigm by promoting cognitive aspects of motivation, integrating various widespread psychological influential theories, focusing on situational factors relevant to classroom application. Z. Dörnyei offered more than 100 motivational strategies in the language classroom (2001), in which a list of concrete motivational techniques was presented within a comprehensive theoretical framework. Most of these strategies had been found to be effective in certain classroom applications. Also we admit an increasing amount of valuable published sources, offering practical techniques based on solid theoretical considerations (M. Alderman, J. Brophy, M. Covington, W. Freeman, P. Pintrich, R. Scheidecker, D. Stipek etc). It is important to emphasize that researchers accent on the potential usefulness of motivational strategies which had been found to be effective in certain classroom applications (D. Boraie, Z. Dorney, R. Gardner, M. Spratt, T. Murphey, P. Tremblay, C. Wang etc.)

Aim of the issue is to give a plan of «Motivation Workshop» for pre-service

teachers before their English teaching practice at school and check if they achieve aims in using motivation strategies in practice.

What is motivation of pre-service teachers and students? What does it mean when we say that a learner is motivated? What is the role of motivation in language learning? How can language pre-service teachers actively promote their students' motivation? How do pre-service students check if they achieve aims in using motivation strategies in practice?

Before going to Pre-service English teaching practice we suggest to implement a workshop called «Motivation strategies» for BA students. According to our beliefs it will help them to pay more attention to such phenomenon as «students' motivation» and find out their own effective techniques in the course of their probation.

During this workshop BA students work in groups which are formed randomly. At first students share within a group their understanding of what motivation is and what means to be motivated. They admit that teachers and learners use this term when they speak about language learning success or failure.

Then they are given some definitions of motivation and their task is to discuss them and compare with their own understanding. They are as follows:

«Motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it» [4, 519].

«Motivation is an internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way» [3, 1632].

«Motivation is based on three basic dimensions for learning foreign languages, which we label Affect, Goal Orientation, and Expectancy» [7, 9].

«Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa [5].

«Motivation is a term that refers to a process that elicits, controls, and sustains certain behaviors. Motivation is a group of phenomena which affect the nature of an individual's behavior, the strength of the behavior, and the persistence of the behavior» [6, 14] etc.

The next task is to create the definition of motivation based on recommended ones. Students share their thoughts with 4-5 colleagues. Then they chose a speaker to present the definition of motivation in plenary. After discussion a final definition is formulated. (E.g.: Motivation is an extensive and valuable determinant of teachers' and students' behavior to give them the reason for doing something).

After that they are asked to fill in the questionnaire offered by prof. Hsing-Fu Cheng from Ming Chuan University (Taiwan) and prof. Zoltan Dörnyei from the University of Nottingham (UK). It is a list of possible motivational strategies for

motivating language learners [1].

Using their own experience of learning students individually have to decide about each strategy how important they believe it is in class. The authors of this questionnaire set a scale from 1 to 6 (the continuum between «hardly ever» to «very often»). We decide to simplify it and propose only 1-5 gradation where 1 corresponds to «never», 2 – «hardly ever», 3 – «sometimes», 4 – «often», 5 – «very often».

The next step is to discuss in groups of 4-5 how often should teacher use each strategy and if necessary change the number of points in the questionnaire. Subsequently they should count points for each strategy adding the points of each member of the workshop. Thereafter they formulate the list of 20 motivation strategies which are of extreme importance due to their beliefs and amount of points. The following list is created by the pre-service students according to the results of their discussion.

Possible motivational strategies
1. Show students that their effort and achievement are being recognized by you.
2. Show students that you respect, accept and care about each of them.
3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).
4. Familiarize the learners with the cultural background of the English language.
5. Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or English speaking pen-friends).
6. Monitor students' accomplishments, and take time to celebrate any success or victory.
7. Encourage students to select specific, realistic and short-term learning goals for themselves (e.g. learning 5 words every day).
8. Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programs, pop stars or travelling).
9. Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. puzzles, fun games).
10. Show your enthusiasm for teaching English by being committed and motivating yourself.
11. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).
12. Invite some English-speaking foreigners as guest speakers to the class.
13. Notice students' contributions and progress, and provide them with positive feedback.
14. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching).
15. Give good reasons to students as to why a particular activity is meaningful or important. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.
16. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a presentation).
17. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.
18. Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.

19. Bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials.
20. Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.

We are convinced that after all these activities it is necessary to have the students' feedback in plenary. They have an opportunity to share their thoughts, feelings, beliefs, expectations due to this workshop.

Pre-service students also get a task to bring completed motivation strategies questionnaire filled in by students from class in which they will have school practice. They will have a possibility to do it at the end of a five-week probation just to check yourself if all motivation strategies they include into a list of highly important strategies are used. Through this activity pre-service students are able to assess their progress in motivational strategies implementing at school practice counting the results of survey. It should be taken into account that undervalued students can lose their motivation that's why it extremely important to notice pre-service students' contributions and progress, and provide them with positive feedback.

Also they should think individually and share their thoughts and new experience with 3-4 mates how to change «minuses» into «pluses» in their questionnaire. Students chose the speaker to present the summary of their discussion in plenary. They believe that:

1. Motivation is a key factor in learning English language.
2. Individual needs are important motivators (learner-centered approach).
3. Each teacher has own motivational strategies which are based on existing ones or creates new strategy.
4. Motivating students teachers become more self-motivated.
5. Using motivational strategies is a good way of improving teaching process (Thinking about the ways of making classes more interesting and motivational students exploit the following: some kind of a challenge, some elements of freshness, curious and personalizing content etc.).

Afterwards students give feedback in plenary.

To sum up we propose the procedure of «Motivation Workshop» for pre-service students before their school English teaching practice in brief.

1. Share the understanding of motivation in groups.
2. Discuss existing definitions of motivation.
3. Give own definition of motivation.
4. Fill in questionnaire of possible motivation strategies individually.
5. Discuss how often should a teacher use each strategy in groups.
6. Count points for each strategy adding the points of each member of the workshop.
7. Formulate the list of 20 motivation strategies which are of extreme importance due to students' beliefs.
8. Feedback I.

After pre-service English teaching practice.

9. Activity called «How to change «minuses» into «pluses» in their questionnaire».

10. Feedback II.

Motivation is one of the key factors that determine success in EL2 learning, strategies in motivating language learners should be seen as an important aspect of their theoretical analysis and practical implementation. Motivation is undoubtedly viewed from the point of teachers' own experience and their self reflection. Only the chain starting with increasing pre-service teachers' motivation can result in increasing students' motivation in the classroom both during the school practice and in-service activities.

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