

MOTIVATIONAL ISSUES IN LANGUAGE TEACHING

Dil Öğretiminde Motivasyon Konuları

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Öz: Bu makalede dil öğretim sisteminin tâbi tutulduğu dönemsel değişiklikler, deneyimli yaklaşımların ilke ve hedefleri ve öğrencilere yabancı dil öğretiminde motivasyon rolü üzerinde durulacaktır. Bu çalışmada odak öğretme süreci ve öğretim materialer olmuştur. Material tasarımıdaki psikolojik unsurlar, özellikle motivasyona yönelik bir uygulamalar incelenmiştir. Makalede sıradan öğretmenlerin daha yakından bildiği genel konular ele alınmıştır.

Anahtar kelimeler: ESL, Motivasyon, Sınıf ortamı, dil öğrenimi

Abstract: The present article is about the periodical changes in the language teaching system, the principals and objectives of experienced approaches and the role of motivation in teaching foreign languages to the students. The focus is the implementation of psychological elements, motivation in particular, into the process of teaching and the design of materials. The article deals only with general conceptions, which are more familiar to ordinary teachers.

Keywords: ESL, Motivation, Classroom setting, acquisition

INTRODUCTION

Normally, teachers consider learners to be open or obedient from the very beginning of the course. Trying to impress, with confidence and strict demands they sometimes manage to have the authority to always conduct a task or even achieve some higher results. Indeed, impressed learners do prepare all the assignments and accordingly have some idea about the subject. They are always ready to answer questions in the classes, to have all the tasks done, and make some effort to meet the requirements. At first sight, it may look as if the task of a good teacher is undertaken: s/he has the higher rate of attendance, more organized curriculum, less stress and at last to some extent higher results of the term.

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However, can we always say that those results will do much when present students face their first professional challenges in future? Is it possible to say honestly, that they have understood the subject? Moreover, do they feel comfortable with the process and doesn't the complete concern about one subject affect the others? One proverb comes to mind: "A good listener a silent flatterer". Things would be much less complicated if could rely on this this. Especially, in today's rapid development of the educational system in general, and secondly in language teaching and acquisition in particular, flattering a teacher for purpose of just getting your grade seems quite outdated. So conducting a task for the sake of a respect to a teacher is, maybe unfortunately, no more actual.

We teachers, now, are to incorporate more of the senses into foreign language teaching, which means we must call upon learners to use all five senses. Of course, they should keep to the original meaning and serve students' comprehension of task. The greatest distinguishing factor of teaching a foreign or second language now, and all specific methods used during the history of language teaching is the avoidance of mother tongue from the first years. That is focusing on language acquisition but not learning.

In the last decade, numerous changes in the sphere of second language teaching and learning have occurred. The process didn't miss the educational system in Uzbekistan and all the language teachers and learners are from the accustomed process of language learning to the concept of language acquisition. Many institutions and educators have been experiencing the skill-based approaches since the late nineteenth century, when initial European course books were explored by Uzbek learners and educators. Since than many years passed, and the communicative approach which decades ago, was called 'innovational' are almost traditional now. The methodologists have already made sophisticated researches, regularly offering new approaches or moderating the old. Many teachers now have experienced different methodological eras, gaining indescribable practice and invaluable ideas about features of each, as well as the mixture of several. Language teaching system has thoroughly worked out the concept of learning styles, making it an almost common tool for all teachers. Besides, many articles, blogs, discussions and even TV shows were devoted to Functional-conceptual approach, which is more popular as a variation of the communicative method.

However, all above mentioned approaches and methods caused high achievements, making the teaching process much more productive, enabling learners conduct a language in a more useful way, the researches hasseemingly never come to an end. All the methodologists, material designers and course designers are all much or less aware of the constantly upgraded conceptions. No material is now designed without implementation of the idea into the process.

Another issue for educators, books, materials, course designers and assessment specialists at the time being is how to make language classes more comfortable, more productive and assessment more consistent. On the assessment of graduates, many

countries worked out common references, which on its turn match each other's. The next matter to be concerned with is involving learners, bringing up a generation with highly qualified specialists with valuable moral principles. In today's rapidly globalizing world highly qualified specialists meant to be the ones with consistent morality, highly educated, flexible experts who surely have the ability to teach different languages. The interest of language students in languages is quite clear, but what to do with some other directions where the second language is not really appreciated. So matching the demand of the present times, researchers tune their focuses on the problem of motivation. Several models have been worked out long before the communicative approaches were widely brought into practice, but an interest of common teacher into the matter is turned when obvious need for international specialists increased for several times.

Motivation empowers, energizes, directs, and sustains behavior. It makes the learner move, points them in a particular direction, and keeps them active. We often see students' motivation reflected in *personal investment* and in cognitive, emotional, and behavioral *engagement* in school activities (Fredricks, Blumenfeld, & Paris, 2004; Maehr & Meyer, 2004; Reeve, 2006).

Gardner (2001) presents a schematic representation of this model where four sections are given: external influences, individual differences, language acquisition contexts, and outcomes.

In the socio-educational model, motivation to learn the second language includes three elements.

- the motivated individual expends effort to learn the language
- the motivated individual wants to achieve a goal
- the motivated individual will enjoy the task of learning the language.

Schumann developed a theory called 'the interactional instinct', where states that that children are born with a natural tendency to attach, bond and affiliate with caregivers. "They essentially have a drive to become like members of the same species. The child becomes motivated to learn their primary language through this innate interactional instinct." Says Shumann. When I came across this theory that was a great shock. Because for many years I have been trying to assure my students, that all sane people have inborn programs of language acquisition installed and the only thing they should do is to be less tense while dealing with assigned work. Accept it as natural and follow the current. Watch how cheerfully children acquire a mother tongue, how they pass the phase of confusion until they understand the consistent use.

Another obvious idea of providing a student with motivation is perhaps letting know the potential of being multilingual. L.Sherba said, "To know how to learn a

language, one must know what the language is". A new language acquisition cannot change thoughts of people, as laws of thought are universal, but it can change their minds. And acquiring a new information as well new information about different languages – is the process of learning (impossible without thoughts).

Two most popular categories of motivation in language teaching are integrative and instrumental. According to Schumann, Integrative motivation is the motivation to learn a language in order to get to know, to be with, to interact with and perhaps become like the speakers of the target language. And Instrumental motivation is language learning for more pragmatic or practical purposes. Such as fulfilling a school requirement, getting a job, getting a promotion in that job, or being able to deal with customers.

Motivation is 'intended to explain nothing less than the reasons for human behaviour' (Dörnyei, Csizér, & Németh, 2006). Gardner defined motivation as a 'combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language'

Taking into consideration that motivated learners make more concerted effort to understand offered material, to learn it comprehensively and consider how they might use it in their own lives, motivation is a crucial issue which invites to be present in the whole procedure of language teaching. Hence, in order to have our learners motivated during the course, the programs we offer should be:

- related to their needs and interests outside the institution;
- with up to date topics and texts;
- meet the learners' schedule (comfortable);
- providing friendly atmosphere;
- meet the social, moral and national principals of learners;

Thanks to these and many other principals offered by researchers, students interest in language learning can be switched on without any difficulty. However, the main problem is similar to interpersonal relationships: 'sympathy is easily induced, but hardly preserved'. Therefore, our main aim should be providing lively atmosphere in the classroom with long-lasting motivational bias.

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