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MOTIVATION AND ATTITUDES AS THE CONTRIBUTING FACTORS IN SUCCESSFUL FOREIGN LANGUAGE LEARNING

The role of motivation and attitudes in the process of learning a foreign language has been studied. Three types of motivation have been given and analyzed. Each type is independently significant and is based on particular reasons although all the types are interrelated. It has also been shown that attitudes and emotions are closely connected with motivation.

Key words: *types of motivation, instrumental and integrative motivation, developmental or personal motivation, attitudes, relationship between attitudes and motivation, emotions.*

Problem setting in general and its connection with important scientific and practical tasks. The English language has become de facto the international language of science and technology. Nowadays it plays a significant role in the engineering community as well as in academic and professional lives of engineering students.

There are various factors influencing the process of learning English and motivation is considered to be defining for successful mastering this language and enhancing its learning. Lifrieri [8, p. 4] points out that “when asked about the factors which influence individual levels of success in any activity – such as language learning, – most people would certainly mention motivation among them”. Why is motivation of paramount importance in learning English? If the people concerned found the answer to this question, they would solve the practical tasks how to become successful in language learning.

The latest papers and publications on the problem. The role of motivation as a determinant of successes and failures in language acquisition has always been the subject of research. [See 1-10]. Among the recent works written on this topic we can mention the ones by Arnold, Gardner, Lifrieri [1;4;5;6; 8]. So, for instance, Gardner posits that “students with higher levels of motivation will do better than students with lower levels” [6, p.241]. Then, he adds that “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc” [6, p.243]. For Harmer, motivation is the “internal drive” that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivation” [7, p.3].

At first sight the role of motivation may seem to be thoroughly investigated in all its aspects. However, as it is seen from many researches on this problem, motivation in foreign language learning is quite complicate to study, so it is always possible to find a sphere which requires further research. **This sphere may include types of motivation and their impact on learning processes. In addition, students’ attitude towards language learning is worth attention too.**

The aim of the present paper is to investigate the influence of different types of motivation on gaining new knowledge and skills and to determine the attitude of students towards learning English. Attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning.

The body of the article. Definition of the term. The term “motivation” has been viewed differently by schools of thoughts. That is why it is difficult to give a simple definition of this phenomenon. From the behaviouristic perspective, motivation is “quite simply the anticipation of reward” [2, p. 160]. However, the cognitivists view the term motivation as being more related to the learners’ decisions as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect”. In the constructivists’ definition of motivation, they place “further emphasis on social contexts as well as the individual’s decisions” [ibid]. Despite the differences, in all the definitions of motivation given by the three schools of thoughts the concept of “needs” is emphasized, that is, “the fulfilment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context” [ibid, p.161].

From the practical point of view, motivation is an important component or factor in the learning process where motivation reveals itself. Learning provides academic and practical gaining of linguistic abilities and motivation, in its turn, pushes or encourages learners to go through the learning process.

Types of motivation.

Mainly, two types of motivation are distinguished: instrumental and integrative. **Instrumental motivation** involves the concepts of purely practical value in learning the foreign language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school [10, p. 86]. **Integrative motivation** is defined as "learning a language because the learner wishes to identify himself with or become integrated into the society" of the target language [4, p. 203]. Therefore, learners are integratively motivated when they learn a language because they want to know more of the culture and values of the foreign language, to make contact with the speakers of the languages or even to live in the country concerned.

Besides these types of motivation some researchers mention a third type termed **developmental or personal**. This type of motivation refers to learning without any external reward [1, p.14]. It denotes personal development and personal satisfaction [3, p. 243]. Personal motivation means that learners are willingly and voluntarily (not compulsorily) try to learn what they think is worth or important for them. When students have this type of motivation, they have the internal desire to learn and they do not have the need for external outcomes. The need for learning is innate or comes from inside or depends on their own will.

As all three types of motivation are closely interrelated, it is difficult to specify which one dominates in the learning process. The key factors defining the governing type of motivation can be both internal and external. The internal factors are influenced by learners themselves and their attitude to the learning process; whereas the external factors depend on the surroundings, global or local, and the demands these surroundings make on learners.

With regard to the **relationship between attitudes and motivation**, one may say that an interpretation of the role of attitude and motivation in foreign language learning is somewhat interrelated rather than totally distinguished from each other. Success in mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learners' attitudes towards the process. The learners' motivation for language learning would be determined by their attitudes and readiness and orientation to get involved into the process of learning a foreign language.

Attitudes are strong predictors of motivation in any area of life, and especially in language learning. Just as attitudes affect motivation, attitudes and motivation work together to influence language learning performance itself. Such attitudes equally involve desire to do a foreign language, efforts to achieve the goal of learning a language, time which learners have, can and want to spend on learning. Positive language attitudes let learners have positive orientation towards learning English. Learners with positive attitude become successful in acquiring knowledge; they are fast and active in learning English. Similarly, positive attitudes are reinforced when students experience success. Moreover, attitudes can be modified by experience and effective language learning strategies can also encourage students to be more positive towards the language they are learning.

Learners' beliefs, ideas, opinions and emotions also belong to attitudes. Emotions have a great impact on learners' attitude. Positive emotions (joy of cognition and mastering new skills, exciting expectation of appraisal, satisfaction from effective responses and so on) contribute to successful language learning. On the other hand, emotional states such as tiredness, depression, boredom obstruct the learning process. Negative emotions can be caused by different conditions. Some of them are:

1. Physical condition which means the atmosphere in class. For example, if students have to study in overcrowded classrooms with poor facilities, they can lose their motivation and their attitudes can become worse.

2. Out-of – date teaching technologies. Whenever the learners feel bored at the teacher's method, their attitude to the subject and, consequently, to the teacher would likely change for the worse.

3. The teachers as the most powerful variable determining the emotional climate in class can also provoke negative emotions. So, if they are not the sources of modern information or technologies or do not have enough qualification, or perhaps they do not like their job, then the students can develop negative emotions towards the subjects taught by such teachers.

4. Too high or too low difficulty of work and activity, that is inappropriate level of challenge designed by the teachers can lead to negative emotions and can have negative effects on motivation.

5. Anxiety and fears. Learners can typically be worried about their linguistic abilities fearing that others may be more competent and proficient than themselves. In such stressful environments learners experience general anxiety and language anxiety. All this can be coupled to a lack of confidence, a restricted identity and certain awkwardness [11].

To implement successfully goals and ambitions concerning language acquisition the emotional factors of any kind should be taken into account in order to create educational community which is low stress, does not cause anxiety and ensures a high level of outcomes in language learning.

Conclusion. There are three types of motivation which determine the students' desire and need to master a foreign language. Since motivation itself is a rather complex phenomenon, it is not easy to specify a particular type of motivation playing the dominant role in the language acquisition. All the types are interrelated and dependent on a certain situation. Motivation is indispensably connected with students' attitude to the learning process. Attitudes can be positive and negative. They are closely correlated with emotions which are one of the components of the language cognition.

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Мотивація та відношення як чинники, що сприяють успішному вивченню іноземної мови

Розглянуто роль мотивації та відношення у процесі вивчення англійської мови. Наведено та проаналізовано 3 типи мотивації. Кожен тип незалежно значущий та обумовлений певними причинами, хоча всі типи взаємодіють. Наведено характеристику взаємодії мотивації з відношеннями та емоціями.

Ключові слова: типи мотивації, інструментальна та інтегративна мотивація, розвиваюча або персональна мотивація, відношення, зв'язок відношення та мотивації, емоції.

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Мотивация и отношения как факторы, способствующие успешному изучению иностранного языка

Рассмотрена роль мотивации отношений в процессе изучения английского языка. Даны и проанализированы 3 типа мотивации. Каждый тип независимо значим и обусловлен конкретными причинами, хотя все типы взаимодействуют. Дана характеристика взаимодействия мотивации с отношениями и эмоциями.

Ключевые слова: типы мотивации, инструментальная и интегративная мотивация, развивающая или персональная мотивация, отношение, связь между отношением и мотивацией, эмоции.