

УДК 378,016:811

MOTIVATION AND THE TEACHER'S ROLE IN INCREASING IT

Gabashvili N.

У статті висвітлюється ключове питання в процесі навчання іноземній мові – мотивація. Вивчення мови та мотивація тісно пов'язані одне з одним, отже потрібно завжди підтримувати мотивацію студента, розвивати її й навіть підвищувати. Всебічно розглянуті основні типи мотивації – внутрішня і зовнішня. Проаналізовано погляди Бурдена та Рівера щодо мотивації вивчення мови.

Ключові слова: мотивація, вивчення мови, Грузія.

В статье освещается ключевой вопрос в процессе обучения иностранному языку – мотивация. Изучение языка и мотивация тесно связаны друг с другом, следовательно, необходимо всегда поддерживать мотивацию студента, развивать её и даже повышать. Всесторонне рассмотрены основные типы мотивации – внутренняя и внешняя. Проанализированы взгляды Бурдена и Ривера относительно мотивации изучения языка.

Ключевые слова: мотивация, изучение языка, Грузия.

The article deals with the core issue in the language teaching process - motivation. Language learning and motivation are directly connected to each other, thus, student motivation must be always preserved, elaborated or even heightened. Basic types of motivation – intrinsic and extrinsic are thoroughly discussed. We have reviewed River's and Burden's attitude towards language learning motivation.

Key words: motivation, language learning, Georgia.

The assumption that motivation and learning are directly connected to each other has been supported by teachers, researchers and psychologists for a long period of time. They have pointed out that motivation can be regarded as the key issue in the language learning processes, thus student motivation must be preserved, elaborated or even heightened.

Motivation, or more specifically human motivation, can be defined as “an inner state of need or desire that activates an individual to do something that will satisfy that need or desire.” In educational psychology, the definition of what it is to be motivated is quite simple: “to be motivated is *to be moved* to do something” (Ryan & Deci, 2000.)

Motivation refers to a desire or need internal to the individual, thus it is not possible for others to actually motivate an individual but others must manipulate environmental variables that may result in an increase or decrease of motivation.

Educational psychology has identified two basic classifications of motivation – intrinsic and extrinsic.

Intrinsic motivation is defined as performing an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated a

person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, R. W., 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities.

Specifically, because operant theory (Skinner, B. F., 1953) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task characteristics make an activity interesting. In contrast, because one of the learning theories (Hull, C. L., 1943) asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be the ones that provided satisfaction of innate

psychological needs. Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviors.

A theorist by the name of Abraham Maslow has concluded that before we can be intrinsically motivated we must first satisfy some of the more basic human needs. According to Maslow there are five basic levels of human needs: physiological needs; safety needs; social needs or love and belonging; esteem needs; need for self-actualization.

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated.

This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility not for intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each grade. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment itself, rather than for its instrumental value.

Extrinsic motivation comes from outside. This is the motivation which gets you to plough on with something you don't like all that much ... because you know there'll be a reward at the end. Think of a time in your life when you stuck with something in order to reach a particular goal: maybe you studied hard in college not because you loved studying, but because you wanted to get a degree. Or perhaps you had a boring job because you needed the paycheck. On a daily basis you probably clean your house because you want it to be a pleasant place to live – not because you really love cleaning.

Sometimes, people think that extrinsic motivation is shallow or false – but it can be a very powerful force. Most difficult things become more bearable when you've got something to look forward to at the end.

With extrinsic motivation, you'll find that:

- It might be hard to concentrate – you may be tempted to procrastinate;
- You want to do the task to a high enough standard to get the reward or achieve the goal at the end, but you don't care much about it being perfect or excellent;
- You'd be much more reluctant to do it if there was no reward.

External motivation is easier to manufacture than intrinsic motivation. If you have a string of tasks which need to be done, but which don't interest or excite you in any way, can you find extrinsic motivation? That might mean:

- Promising yourself a reward at the end (e.g., a cookie, a new DVD, some "me time" to indulge);
- Focusing on the goal rather than on the process – the finished result;
- Finding a way for the completed task to give you public acknowledgement or acclaim (easier said than done – taking a qualification would be one way, or joining an organization focused on that particular area).

Basically, every individual is motivated to do at least something, but this motivation is not necessarily directed to learn, at least not to learn at school. When it comes to the learning processes one has to differentiate between various kinds of motivation that lead to a positive learning effect. In order to learn, one must want something, notice

something, do something (Neal Miller and John Dollard, 1941); without the first, the other three cannot follow. To want something is to be motivated, and motivation initiates and sustains involvement in learning; it offsets fatigue and sometimes even lack of ability.

Wilga Rivers (Wilga M. Rivers, 1964) discusses motivation in terms of three stages of foreign language study, "launching out, getting to grips with the language, and consolidating lasting language habits at an advanced level." Rivers believes motivational problems are different at each of these stages. It is my opinion that while the scene is set for premature termination of foreign language study during the launching out stage, the basic motivational objectives apply throughout the whole period of language acquisition. Readiness, psychological "set" to learn, and anxiety reduction are crucial elements of motivation at every stage. To establish readiness and psychological set to learn, the goals, objectives, and methods of learning must be clearly spelled out and discussed with students. Students must know where they are going and how they will get there. While the principle of spaced practice relates most precisely to retention, it strongly affects the psychological set to learn. They must be reminded more than once that while the road to fluency is long and difficult, it is not impossible.

Emotional factors are associated with all learning but in the case of foreign language learning they are of tremendous importance. Tension is a universal problem because students are forced to behave childishly and in ways they may interpret as humiliating in front of the instructor and their peers. Anxiety which is too intense is debilitating rather than stimulating. Tension cannot be avoided in the foreign language classroom, but it can be managed by creating a relaxed environment. Students must feel in contact and at ease first with the teacher and eventually with peers. The teacher should be present, monitoring, and offering individual help during every laboratory period. Anxiety is most likely to attend oral work. While there are other reasons for introducing reading, writing, and some grammar early into language learning, anxiety reduction is not the least of these. The use of varied techniques also meets the needs of students of varying abilities and motives. Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success (Ellis, R., 1994). Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.

Burden offers (Burden, P. R., 1995) ***Six strategies for motivating students to learn:***

1. Capture student interest in the subject matter.
 - Take student interest into account.
 - Capitalize on the arousal value of suspense, discovery, curiosity, exploration, and fantasy.
 - Try to make study of the subject matter as active, investigative, adventurous, and social as possible.
 - Use questions and activities to capture student interest in the subject matter.
 - Use games, simulations, or other fun features.
2. Highlight the relevance of the subject matter.
 - Select meaningful learning objectives and activities.

- Relate the subject matter to students' everyday experiences and backgrounds.
 - Call attention to the usefulness of the subject matter.
 - Have students use what they previously learned.
3. Help students maintain expectations for success.
 - Have students set short-term goals.
 - Help students assess their progress toward their goals.
 - Allow students a degree of control over their learning.
 - Draw attention to the successes students have achieved.
 4. Design the lesson to maintain interest and promote student success.
 - State learning objectives and expectations, and provide advance organizers.
 - Vary instructional approaches and present the subject matter in interesting, novel ways.
 - Plan active student involvement.
 - Select stimulating, appropriate tasks.
 - Occasionally do the unexpected.
 - Use familiar material for initial examples, but provide unique and unexpected contexts when applying concepts and principles.
 - Design activities that lead to student success.
 - Provide an appropriate level of challenge and support.
 - Plan for individual, cooperative, and competitive activities.
 - Adapt tasks to match motivational needs.
 - Promote feelings of control by giving students a voice in decision making.

- Communicate desirable expectations and attributes.
 - Minimize performance anxiety.
 - Establish a supportive environment.
5. Express interest in the content and project enthusiasm.
 - Model interest in learning and motivation to learn.
 - Model task-related thinking and problem solving.
 - Project enthusiasm.
 6. Provide feedback and rewards for performance.
 - Provide frequent opportunities for students to respond and to receive feedback about their academic work.
 - Offer rewards as incentives.
 - Give some rewards early in the learning experiences.
 - Help students attribute achievement to effort.
 - Help students recognize that knowledge and skill development are incremental.
 - Provide remedial socialization for discouraged.
- Thus, as you plan a lesson, also plan for motivation, and plan that each time phase of the learning sequence includes positive motivational influences. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students, all have a large effect on student motivation.

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