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APPROACHES TO MOTIVATING ENGLISH LANGUAGE

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 [1, 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. Gardner 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. Gardner 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.)

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. They have an opportunity to share their thoughts, feelings, beliefs, expectations and give feedback in plenary.

The procedure of «Motivation Workshop» for pre-service students before their school English teaching practice consists of the following steps:

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.

Bibliography

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