МИНИСТЕРСТВО НАРОДНОГО ОБРАЗОВАНИЯ

РЕСПУБЛИКИ УЗБЕКИСТАН

НУКУССКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ

ИНСТИТУТ ИМЕНИ АЖИНИЯЗА

ФИЛОЛОГИЧЕСКИЙ ФАКУЛЬТЕТ

КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ РАБОТА

на тему**: «ПОВЫШЕНИЕ МОТИВАЦИИ СТУДЕНТОВ В ОБУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА»**

Выполнила: студентка 4 «Д» курса

Абдраманова Шахноза

Научный руководитель: старший

преп. Койшекенова Т.К.

Рецензент: старший преподаватель

КГУ, к.ф.н. Сейтжанов Ж.Е.

Выпускная-квалификационная работа допускается к защите.
Протокол № _____ «_____» _____ 2015 г.

НУКУС-2015

MINISTRY OF PUBLIC EDUCATION OF THE REPUBLIC

UZBEKISTAN

NUKUS STATE PEDAGOGICAL INSTITUTE NAMED

AFTER AJINIYAZ

PHILOLOGICAL FACULTY

DEPARTMENT OF THE   ENGLISH LANGUAGE

AND LITERATURE

QUALIFICATION PAPER

on the theme: **«Improving Students' Motivation for Teaching English»**

<div align="right">

Fulfilled: the 4 th year student

Abdramanova Shakhnoza

Scientific adviser: senior teacher

Koyshekenova T.K.

Reviewer: senior teacher of

KSU cand. of Phil.Sciences

Seytjanov J.E.

</div>

The Qualification Paper is admitted to the defence.

Protocol № _____ «____» _____ 2015.

NUKUS-2015

CONTENTS

INTRODUCTION

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system". Analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required [1].

The State Educational Standards of Continuous Education of Uzbekistan (2013) definitely point out linguistic knowledge, language skills, learning strategies emotion and attitude all have a great effect on students' learning. Of them, emotion and attitude includes interest, motivation, confidence, perseverance and cooperative spirit, all of which affect learning process and effects. Of all these factors, if asked to identify the most powerful influence on language learning, almost all language teachers will list learners' motivation high up on their lists, considering it as a crucial and decisive factor in foreign language learning. To arouse students' motivation is more and more important in English teaching.

Stimulating students' motivation, especially intrinsic motivation, and changing it into steady learning motivation is a basic demand for English teachers in the State Educational Standards. The learning effects depend on motivation, so it is necessary and beneficial to do some effort to find out students' positive or negative motivational influence on linguistic competence, which will help keep students' learning interest and improve learning quality.

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a ― motive force, something that prompts, incites or stimulates action. To think of motivation as

belonging only to the initial stages of an action, - that is as concerned with arousing initial interest and turning it into a decision to engage in some activity – is only a limited understanding of the term. The need to maintain this state of arousal, to determine someone to make the necessary effort to complete an action is also of great importance. This idea is reflected in the definition given by M.Williams and R.Burden [25] who see motivation as ― a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort.

Thus intellect and affect combine with volition and perseverance to result in what is known as motivated behaviour. The same idea is conveyed in different words by Gardner who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal to be accomplished [14, 266].

R.Gardner presents four aspects which make a difference in the success of individuals learning a second language; language aptitude, personality, attitude and motivation. Teachers around the world find that some learners learn more and faster than others. Some learners do might want to learn the target language, though, not all. Regardless of the many positive reasons that can be given for learning another language, individuals may perceive things in a different way. There are teachers trying to find ways of making their learners want to learn the target language; thinking of ways to motivate them.

With the development of foreign language education, motivation plays more and more important role in classroom teaching. However, in English classroom teaching, there are still some students who lack motivation and are less interested in learning English. Therefore, whether the teacher can stimulate and arouse students' interest or not becomes the key point to the success of English classroom teaching.

This paper analyzes relevant motivation theories, and states the effects of teacher's role and behaviors in classroom teaching through examples, particularly,

both teacher's personal factors such as knowledge foundation, teaching attitude, enthusiastic and skills of class management in motivating students effectively.

The actuality of this qualification paper:

- to synthesize major theories on motivation;
- to discuss the role of teachers in motivating students;
- to present a comprehensive review of motivational strategies that can be used by teachers in their classrooms.

The purpose of the study was to see the improvement of students' motivation in English learning process. There are analyzed the necessity of English learning, definition of motivation, classification of motivation, main factors affecting students' learning motivation, methods of arousing students' motivation in English learning.

Our qualification paper consists of Introduction, 4 main chapters, Conclusion and Bibliography.

In writing Chapter I, we basically have purpose in informing the teachers about the importance of motivation in English learning, the factors that influence student motivation in English learning and solving students' problem through improving student motivation. By reading this paper, the reader is expected to know the influences of motivation of students in teaching learning process. Finally, after knowing it the reader can improve student motivation to help students in achieving their goal. In general this chapter mainly introduces the necessity of learning English well.

Chapter II aims at the introduction of motivation's kinds and it deals with the basic kinds of motivation, as integrative, instrumental, intrinsic and extrinsic motivation.

Motivation can be categorized into some categories. Based on how motivation comes from, it can be divided into two categories. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation rises from individual inside, but extrinsic motivation come from outside of individual.

In this chapter a distinction has been made between integrative and

instrumental orientations. An integrative orientation is a desire to learn a language stemming from a positive affect toward a community of its speakers. It is more strongly linked to success in learning a second language than an instrumental orientation. An instrumental orientation is a desire to learn a language in order to attain certain career, educational, or financial goals. Later studies showed that both orientations could be associated with success.

Chapter III is devoted to the problems of analyzing main factors affecting motivation. High or low student motivation can be influenced by external factors and internal factors. The external factors include the students' social live, the teacher, the method and learning environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class. Motivation is influenced by social live where students life. Second, it is influenced by the teacher. Third, it is influenced by the method used. Fourth, it is influenced by the learning environment. The other one is internal factor that include needs, interest, and enjoyment. The needs of students can engage them to achieve learning goal. In other hand, interest also has a role in increasing motivation level of student. Then, enjoyment is also important in increasing motivation of student.

Chapter IV presents how to stimulate and arouse students' motivation in English teaching .This thesis mainly put forwards many methods and practices to study English. By means of enforcing students' learning motivation, the processes of teaching and learning the best teaching result.

Nowadays English has become more and more important that people begin to learn English with fully enthusiasm even from younger age. Learning a foreign language is not a simple and easy job but sometimes it is boring and dull. Motivation is critical in English learning, thus, how to effectively motivate students in English learning is an important problem. Motivation is at the heart of many of the most important concerns of teachers. It is one of the most important prerequisites for learning, and it is one of the main factors for different learners to

achieve different degrees of success.

Conclusion generalizes the results of the research and summarizes all the information provided in the qualification paper.

List of references comprises bibliography of literature used during the research.

The paper concludes with a call for teachers to focus more on learners' motivation and try to employ appropriate motivational strategies so that they can achieve their ultimate purpose of helping students make the most of their language learning experience.

CHAPTER I. THE NECESSITY OF ENGLISH LEARNING

1.1. The popularity and the importance of English learning

Nowadays teaching and learning English has been getting more and more attention. People are enthusiastic about learning English. As a result, English teaching and reform are coming to a turning point, which predicts a bright future in English education in Uzbekistan. English is a popular language, especially in the new century. As is known to us all, it is the most widely used language in the developing world and it's getting more and more important nowadays. Recent estimates suggest that more than 400 million people speak it as their first language, with more than 1800 million people speaking it as second language.

During years of independence deep structural and substantial reforms and transformations in the system of education has taken place in the Republic of Uzbekistan. Main purpose of these reforms were to provide the adequate place of the Republic of Uzbekistan in the world community. Indeed, it was impossible to provide the independent economy, social and political stability, development of intellectual and spiritual potential of the nation without rebuilding the system of education and upbringing. Our President I.Karimov mentioned in his speech "Only a truly educated person can highly value human dignity, preserve national values, enhance national self-consciousness, selflessly fight to be able to live in a free society so that our independent nation would assume its due and authoritative place in the world community" [7, 9].

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system". It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia

tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year. Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

Now, learning English from the first grade is put forward in our republic. A Standard English Course is being used to replace the former teaching outline. The new standard adopts the international system according to which English language education is divided into 9 levels. This has changed the old style of teaching, which attaches importance to grammar and vocabulary. Adopting the new standard helps to develop the students' ability to use English in their daily life, by focusing on arousing their interest, and encouraging their participation.

Someone has ever said that people who live in the 21st century should good command of three essential skills, including English, computer and drive license. Nowadays, the social tendency has proved what he said is right. We all know that, English as an international language is used in worldwide. And it enjoyed the majority of popularity in the world. Also these years, people come to realize the

function of Uzbek played in world affairs. However, English will still take the dominant place for a long time. So in order to adapt to the competitive society quickly and effective, we have to learn English well. With the rapid economy growth and the economy globalization, there are increasingly joint-corporations established in mainland. It is one of the working languages at international meetings and most international business letters are written in English. English is spoken not only in England and the United States of America, but also in many other countries.

English is a bridge to so much knowledge. With the help of English, you will have more chances to learn new things in other fields. English has helped the people of Uzbekistan today; more and more people are studying English. English is required in most schools. It is important and necessary for us to learn English in order to learn advanced experience from other countries and to carry out the open policy. Therefore, English is, no doubt, a very important language for us to learn.

CHAPTER II. MOTIVATION AND ITS CLASSIFICATION
2.1. The definition of motivation

One of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysteries of language learning. "Motivation is the difference," people say, "between success and failure. If they're motivated, they'll learn, and if not, they won't." That simplification may hold some of the time. Why not all the time? Just what is motivation? Can it be acquired, or is it just "there"? Can it be taught? Where does it come from? Are there different kinds of motivation? If you don't address questions like these carefully, you run the risk of passing off motivation as one of H. L. Mencken's short, simple answers to learner success when it is neither short nor simple. Ironically, motivation is not the "wrong" answer to explaining learner success, but it is "right" only when its full complexity is recognized and applied appropriately in the language classroom.

There are a number of different interpretations about the definitions of motivation. The concept of motivation is composed of many different and overlapping factors such as interest, curiosity, or desire to achieve. As Abraham Maslow says, "If we are interested in what actually motivates us and not what has or will, or might motivate us, then a satisfied need is not a motivator." So motivation is extremely important to the English learners. Moreover, motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action, or, in more technical terms, motivation refers to "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effect they will exert in that respect".

There are many different definitions for the term motivation. According to R.Gardner [13], to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner's reasons for

another language could vary from achieving a sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language. Z. Dornyei states that motivation energizes human being and provides direction. He identifies motivation as the learner's orientation with regard to the goal of learning a second language.

According to MacIntyre [20, 403], motivation is defined as ―an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual. Z. Dornyei described this explicitly when he wrote the following [8,43]: The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, ―an internal attribute that is the result of an external force.

Motivation is comprised of three levels: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as, the need for achievement and self-confidence. The learning situation level is also influenced by a number of intrinsic and extrinsic motives. For example, in extrinsic motives, courses are related to the syllabus, the teaching materials, the teaching method and learning tasks. In intrinsic motives, teacher concerns the motivational impact of the teacher's personality, behaviour and teaching style, the group is related to the characteristics of the learner group. In general, motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task.

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. Actually, it is often used to describe certain sorts of behaviour. A student who studies hard and tries

for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behaviour.

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behaviour towards a goal. Another way to say this is that motivation is goal-directed behaviour.

Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. In some ways Maslow's needs theory, summarized above, can be seen as constructivist in that ultimate attainment of goals is partly due to factors involving community, belonging, and social status. Motivation, in a constructivist view, is derived as much from our interactions with others as it is from one's self determination [25, 120].

2.2. Classification of motivation

Motivation is something that supports someone to do something. Motivation is some kind of internal drive which pushes someone to do some things in order to achieve something. In other hand, motivation is based on behavioristic and cognitive definition. Based on behavioristic H.Brown defines motivation as anticipation of reinforcement which is powerful concept for the class room. Based on cognitive definition, H.Brown classified motivation definition into three categories [3, 74]:

- First based on drive theory, motivation stems from basic innate drives, so motivation have been exist since we are born.
- Second based on hierarchy, motivation is something that comes from individual needs.
- Third, based on self-control theory, motivation is something that appear if there is opportunity to make some one to make own choices about what to pursue and what not to pursue (self control).

So, motivation is one of influential factor in learning that drives learners to

struggle to reach their goals in learning process and can become a stimulus in learning process. It very influences the success of learning motivation. For example, a learner who is motivated to study English because he want to get a gift from his teacher will try to study hard to get the gift that is as stimulus in the learning process. Therefore, motivation is one of the most influential factor in teaching learning process.

One of the best-known and historically significant studies of motivation in second language learning was carried out by Robust Gardner and Wallace Lambert (1972), who extensively studied foreign language learners in Canada, several parts of the United States, and the Philippines in an effort to determine how attitudinal and motivational factors affect language learning success. In the work of Gardner and Lambert, motivation was seen to be divided into two very general orientations: integrative motivation and instrumental motivation.

Before we look closely at intrinsic and extrinsic motivation, let us offer a disclaimer of sorts. For several decades, research on motivation in the field of second language acquisition research has been strongly influenced by the work of Robert Gardner and his associates (Lambert, Maclntyre, Tremblay). In this succession of research studies, a distinction has been made between **integrative** and **instrumental orientations**.

2.2.1 Integrative motivation

Integrative motivation means wanting to learn a language in order to communicate with people of another culture who speak it. For this kind of motivation, students need to be attracted by the culture of the target language community (TLC), and in the strong form of integrative motivation, they wish to integrate themselves into that culture. A weaker form of such motivation would be the desire to know as much as possible about the culture of the TLC. Studies show that integrative motivation generally accompanied higher scores on proficiency tests in a foreign language. The conclusion from these studies was that integrative motivation may indeed be an important requirement or perhaps absolutely essential for successful language learning [3, 88].

An integrative orientation is a desire to learn a language stemming from a positive affect toward a community of its speakers. It is more strongly linked to success in learning a second language than an instrumental orientation. An instrumental orientation is a desire to learn a language in order to attain certain career, educational, or financial goals. Later studies showed that both orientations could be associated with success.

There are two important points. First, the research by Gardner and his colleagues centered on a dichotomy of *orientation,* not motivation. Orientation means a context or purpose for learning; motivation refers to the intensity of one's impetus to learn. An integrative orientation simply means the learner is pursuing a second language for a social or cultural purpose or both, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low.

R. Gardner coined the terms integrative motivation to refer to language learning for personal growth and cultural enrichment, that is the learner desires to learn a language to integrate successfully into the target language community.

2.2.2 Instrumental motivation

Instrumental motivation means wanting to learn a language, because it will be useful for certain "instrumental" goals, such as getting a better job, position or status, reading a foreign newspaper, passing an exam, and so on. Instrumental motivation reflects the practical value and advantages of learning a new language. Sometimes 'instrumental orientation' refers to a wish by a learner to benefit practically (usually in some material way) from language learning, for example, by being more successful in business dealings with native speakers of the target language. It is contrasted with integrative motivation.

Instrumental motivation is regarded motivation as arising out of a need to learn the L2 for functional or external reasons. These include the achievement of goals, utilitarian purposes for learning such as passing exams, financial rewards,

furthering a career or gaining promotion. R. Gardner postulates a motivational construct consisting of an instrumental and integrative motivational subsystem, need for achievement and attribution about past failures.

Both integrative and instrumental motivations are mutually inclusive. Most situations in learning language involve a mixture of each type of motivation. In fact, it difficult to attribute learning language success to certain integrative or instrumental causes. However, the importance of integrative and instrumental motivation depends on situations or contexts, whether learning language functions more as a foreign language or as a second language.

2.2.3 Intrinsic motivation

Motivation can be categorized into some categories. Based on how motivation comes from, it can be divided into two categories. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation rises from individual inside but extrinsic motivation come from outside of individual.

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards or the generalized desire to engage in the learning activities for their own sake, such as grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Some theorists (Combs, 1982; Purkey & Schmidt, 1987; Purkey & Stanley, 1991) maintain that there is only a single kind of intrinsic motivation, which can be described as a motivation to engage in activities that enhance or maintain a person's self-concept. Most theorists (Malone and Leper, 1987) define the term more broadly. Note that even though the following pages will describe intrinsic motivation as highly desirable, most of the activities in which teachers, students, and other human beings engage are most directly influenced by extrinsic rather than intrinsic motivation.

Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment. The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication. In his social life he has a high motivation in learning English in order to master English to help him survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English, they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. So, intrinsic motivation is motivation that is created by individual self influenced by personal factors that are needs, interest and enjoyment. The learners can create motivation by their self. For example, Indonesian students who study in English speaking country are motivated to learn English because English is the language that they use in their social life. They have to learn English because they need it to survive.

Intrinsic motivation is more influence than extrinsic motivation because intrinsic motivation rises from learner self not influence by external factor. This makes a learner to be aware that they need to learn it. H. Brown reported in his book that intrinsically motivated activities are ones for which there is no apparent reward except the activity self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward [3, 164].

Turning to the role of intrinsic motivation in second language classrooms in

particular, consider these activities that capitalize on the intrinsic by appealing to learners' self-determination and autonomy:

- teaching writing as a thinking process in which learners develop their own ideas freely and openly;
- showing learners strategies of reading that enable them to bring their own information to the written word;
- language experience approaches in which students create their own reading material for others in the class to read;
- oral fluency exercises in which learners talk about what interests them and not about a teacher-assigned topic;
- listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learner;
- communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions;
- grammatical explanations, if learners see in such explanations a potential for increasing their autonomy in a second language.

Zoltan Dornyei offers an insightful set of strategies for creating what he calls "basic motivational conditions"[11, 31] in the classroom, based on a survey of Hungarian foreign language teachers (Dornyei & Csizer, 1998). All eight strategies focus on what the teacher can do to start the process of creating intrinsic motivation.

- Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.
- Take the students' learning very seriously.
- Develop a personal relationship with your students.
- Develop a collaborative relationship with the students' parents.
- Create a pleasant and supportive atmosphere in the classroom.
- Promote the development of group cohesiveness.

- Formulate group norms explicitly, and have them discussed and accepted by the learners.

- Have the group norms consistently observed.

These eight guidelines are followed, in Dornyei's (2001) book, by other strategies for generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

2.2.4 Extrinsic motivation

Extrinsic motivation is the contrary of intrinsic motivation. Extrinsic motivation is influenced by external factor of learner. Motivation refers to external stimulus which follows as result of a certain response. Extrinsic motivation is caused by any number of outside factors. That might include the hope of financial reward; need to pass an exam, or the possibility of future level. So, extrinsic motivation is any stimulus which comes from outside of learner and which drives the learner in learning process. Any factor that comes from learner outside and that support students to study harder in learning process is called extrinsic motivation.

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated

student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

2.2.5 The difference between intrinsic and extrinsic motivation

The construct of intrinsic and extrinsic motivation theory is defined by Zoltan Dornyei. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated learners are those whose actions are carried out to achieve some instrumental end, such as, earning a reward or avoiding a punishment. This internal-external distinction is one that has played a significant part in many current theories of motivation. According to H.Brown, who distinguishes five separate dimensions that are considered to comprise motivation, each of which is defined by an intrinsic and extrinsic pole, these concepts have been used to explain differences in motivation between different learners [3, 90]. However, it is hard to consider motivation as something that is either simply internal or external to the learner. For example, learners who study hard to learn L2 may be intrinsically or extrinsically motivated or many have a mixture of both intrinsic and extrinsic reasons prompting them.

Intrinsic and extrinsic construct has a wider distinction from integrative-instrumental motivation. For example, H. Brown illustrates the relationship between the motivational dichotomies. As extrinsic motivation may turn out to be integrative motivation if someone else wishes the L2 learner to know the L2 for integrative reasons; extrinsic motivation could turn out to be instrumental motivation if an external power wants the L2 learner to learn the L2 language. In addition, intrinsic motivation can turn out to be integrative motivation, if the L2 learner wishes to integrate with the L2 culture; intrinsic motivation can also turn out to be instrumental motivation if the L2 learner wishes to achieve goals utilizing L2. The learners with similar instrumental motivation might show a striking

difference between intrinsic and extrinsic motivation. Similarly, the learners with the same integrative motivation can show vast differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is relevant to integrative and instrumental motivation in relation to L2 language learning.

Now, let's move to specifying further what the intrinsic/integrative continuum implies. Intrinsic motivation is defined in this way: Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. . . Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

Which form of motivation is more powerful? A convincing stockpile of research on motivation strongly favors intrinsic drives, especially for long-term retention. Jean Piaget and others pointed out that human beings universally view incongruity, uncertainty, and "disequilibrium" as motivating. In other words, we seek out a reasonable challenge. Then we initiate behaviors intended to conquer the challenging situation. Incongruity is not itself motivating, but optimal incongruity presents enough of a possibility of being resolved that we will go after that resolution.

Abraham Maslow claimed that intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve "self-actualization" once the basic physical, safety, and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfillment.

CHAPTER III. FACTORS AFFECTING STUDENTS' LEARNING MOTIVATION

High or low of students' motivation can be influenced by some factors. In this qualification paper, we classify these factors into two categories. They are external factors which is factors that comes from outside of individual and internal factor which is factors from individual inside.

The **external factors** which influence students' motivation level might include the students *social life, the teacher, the method* and *learning environment.*

The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class. For example, in many countries people assume that English is an international language, so they have to be able to use English in communication. Therefore it can motivate them to study English. One other major factors of a student motivation is *a teacher*. As we know, the role of English teaching learning process is as motivator. Therefore, high or low of student motivation is also influenced by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students can be motivated. In other hand, *method* is also a vital factor that influences student motivation. If the teacher apply appropriate method in English teaching learning process, the students can be more comfortable in learning process. So, the goal of English learning is easy to be reached. The last factor which influences the students' motivation level is *learning environment*. We can decorate class to make student to be more comfortable in learning process. We also can set sitting arrangement to make student to be comfortable in receiving the material.

Internal factor is factor that comes from individual inside. It might include needs, interest, and enjoyment. The *needs* of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication. In his social life he has a high motivation in learning English in order to master English to help him survive in social life. In other hand,

interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily. Then, *enjoyment* is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. Most researchers and methodologists have come to the view that internal factors of motivation are specially important for getting success. The success of learning will be reached easily if the students come to be interested, enjoy and love in learning process.

In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation.

"Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour" (Reeve, 1996).The teacher has to activate these motivational components in the students but that is the precise problem. How can it be done in every class everyday?

Emotional factor in teaching. Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotion are yielded. What is emotion? Its implication is wide-ranging and rather implicit. It often serves as a general definition of a series of psychological phenomena, such as feeling, inner experience, need, desire, value pursuit, and so on.

Varied emotional factors work in the course of teaching and play an important role in effectiveness of learner and teacher' classroom activities. The emotional factor in the teaching environment that affects the learning mainly is the teacher's characteristic of personality. An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude towards the learner has

major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning enthusiasm of the learners. However, if the teacher only works as a "teaching craftsman" and put no emotion into teaching, the classroom will become static to lessen the learning enthusiasm of the learners. For this reason, the teacher must place emphasis on emotional interaction with the learner.

3.1. Unawareness of the importance of English

Whether a student learners a foreign language consciously or not depends on his or her task, method and target of learning. However, most students in poor condition schools are not really aware why they should learn English. They regard learning English as a burden. When we visit the students' families, we find that the most parents pay little attention to their children's study because of the family conditions and they think it useless for their children to study English. They think learning English has nothing to do with their children's future work, and that their children can rise in life without it, thus causing their children to become unaware of the importance of learning English.

3.2. Lake of interest in English

Many students are not interested in English learning so that they can't learn it well. An English saying goes, "Interest is the best teacher." Without interest as the fish without water, so interest is excessively important to the English learners. However, most students in the rural areas learn English because it is on the school curriculum whether they like it or not. The teacher only in orders to achieve their teaching task and don't care the quality of students' learning. So they spend little time on English than on other subjects, and some of them need strong external pressure and the teacher's constant pressure. After a short period of time, they find that English is so difficult to learn and they believe that they have no aptitude for foreign language learning, and thus lose interest in it. Many students don't listen to the class because lack of interest in it.

3.3. Ineffective teaching approaches

Now, most of teachers just read the books in the class through my teaching practice process especially in the village schools. Most of teachers in English class just read the words, text again and again and don't care if the students like it or not. Moreover, most parents of the students in village schools are peasants. They can't read and write well and pay little attention to students' learning. They think that English is useless for the students to learn. What's more, many parents cannot pay for their children's education fee, let alone afford other reference books, radios, tapes, or computers. The teachers widely adopt traditional teaching methods instead of the communicative method. They have no time to think about changing their teaching methods. So their teaching methods are very traditional and cannot fit in with the requirement now. For example, when I in my teaching practice, I listened to a teacher have a class as following:

T: Open your books and read the new words after me.

S: … (read after the teacher again and again)

T: Ok, read the dialogue after me.

S: …

T: Read it together.

The teachers don't care whether the students like it or not, understand it or not, just read it again and again. I think this kind of the teaching method is ineffective and the students feel very boring. They cannot learn it well.

CHAPTER IV. HOW TO AROUSE STUDENTS' MOTIVATION IN ENGLISH TEACHING

The role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. A good teacher should have some important qualities. The first one is the teacher's enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectations of themselves.

S. Krashen has added to all these the importance of :

(a) making sure the students comprehend every dialogue, utterance, the gist of the reading passage;

(b) giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items;

(c) correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying - listen and giving the correct answer;

(d) letting them either grade their own papers or do so with a partner;

(e) showing concern for school or community problems of individuals;

(f) making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals [17].

4.1. Pay more attention to the students' integrative motivation

Integrative motivation is more powerful than instrumental motivation which has been proved by Gardner and Lambert's famous research. It is reveal that learners who have integrative motivation are more interests in the target language. So, in teaching activities, teachers should pay more attention to fostering the students' integrative motivation. As we all know, village students have no chance to contact with the foreign culture and no particular interest in it. So how can we stimulate their integrative motivation? Firstly, teachers should impress some ideas upon the students' mind as follow: English will enable him to gain good friends more easily among English-speaking people, help him understand more about the English-speaking and their way of life, allow him to meet and converse with other people, and encourage him to think in English. Secondly, teachers should introduce more English culture to the students, such as their humor, art clothes, shopping and so on. All this will be valuable for the students. Thirdly, teachers should provide more culture knowledge and more interesting materials for the students, which will make the learning more effective.

4.2. Obey the principles of English teaching

Five main principles based on the theory that can be applied in the classroom setting:

1. Goals should be clear and specific, referring to concrete outcomes. Goal is the direction which guide the students learn English well.

2. Goals should be challenging and difficult, but not outside the range of students' capabilities. The students will lose confidence in English learning process when the goal is too high. Therefore, teachers should propose a reasonable and feasible goal to students according to their actual situation and their ability.

3. The principle of communication should be followed.

Example:

Teacher: Ask me if I am a student.

Student: Are you a student?

T: Tell me-No, You're a teacher.

S: No, I'm a teacher.

In this example, "Ask me" means that the student must say a question sentence while "Tell me" shows that the student must say a declarative sentence. But before doing this, the teacher must explain something about the exchange of interrogative sentence and declarative sentence. During the class, students can make dialogues and act it out and get every student involve in the class and communicate with each other in English. Furthermore, students should practice more in English class. They can study in games, memory in practice; master in practice, such as make sentences one by one, retell the story and so on.

4. Both proximal and distal goals should be set. For example, teachers can design a learning agreement, or a "contrast", with each student that specifies a series of sub-goals that lead to larger goals.

5. Teachers should provide feedback that increases students' self-efficacy for obtaining the goal. Such feedback can involve informational input or extrinsic rewards that are contingent on actual academic performance. Knowing how he is getting on with his study himself is one tremendous encouraging force, and it can further stimulate his desire to learn. Research on feedback has found that simple provision of information on the results of one's actions can be an adequate reward in some circumstances. However, feedback in time will help students find and correct their errors in time, adjust their study pace, use appropriate strategies to accomplish their tasks and feedback must be clear and specific and given close in time to performance to be an effective motivator. For example, the teacher correct students' homework everyday in time and let them know the results in time. Next time, they will pay attention to the same kind of questions and don't make the same mistakes again and make rapid progress in English.

4.3. Build up students' confidence and curiosity

Emotional factors are also necessary for us to stimulate the students' motivation. We should transform the students from the passive state of "You want me to learn" to the active state of "I want to learn", and develop the students'

skills of "autonomous learning" without anybody's requirement. On how to hold the students' emotion and guide the students' learning motivation, different teachers have different ideas. We think teachers should pay more attention to the communication with the students. For example, when the teacher is giving a lesson, he or she should ask different students to answer his questions. When the student who has a failing history can't answer them, the teacher shouldn't give him the answer or ask someone else. Instead, he should try to improve the student's responses by giving some clues or using some other teaching techniques. Also, in the teacher's spare time, he should pay more attention to the students, especially to the failing students.

The teacher should have friendly interaction with his students. For example, he can provide eye contact, body gesture to express his respect and positive regard for the students, help them develop pride and self-confidence. Try not to strike the failing students which make them lose confidence. Providing opportunities for students to become curious is one important rout to enhancing motivation. Teachers should use a variety of ways to further arouse or maintain the students' curiosity in the course of the lesson. Before or when the teachers are giving a lesson, they can put forward some questions related to the text or some questions combining the text with reality. For example, before teaching the text "School lives", the teacher asked: "Who wrote the first passage? What is John's favorite subject? What does he do during the Reading Week?" Thus, a good classroom atmosphere and the students' curiosity were formed. Moreover, the teacher should praise them in time. It is a good idea to use praise frequently with a common student and in classroom with many low-achieving students. When the weaker student is praised by the teacher, he will get confident and encouraged in class. Then make the students read the text and answer the questions or get them fill in a table about the text with five "W" questions during the reading process. Moreover, the teacher can ask some questions about their real school life. At the same time, students will feel curious about life in British or American school. And do not forget to praise the one who answered right. So, we can integrate theory

with practice.

4.4. Teach students all the abilities of the four skills

The purpose of English teaching is to improve the students' four skills: listening, speaking, reading and writing, with the base of necessary phonetics, large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let students be able to use the language. Why do we study English? If a man is only good at listening and speaking, can we say that he is good at English? No, if a man is only good at reading and writing, can we say that he is good at the language? No, if a student is good at English, he should be able to use the language, both in speaking and writing.

Now most of the students do better in reading and writing English than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. This is partially because of our examination system, and partially of the teaching methods. We are not able to change the examination system, but we can improve our teaching method. Most of all the teachers like to provide the students with a lot of knowledge-words, phrases, grammar, usages and so on. They are focusing these things, especially on the grammar. Yes, the students do need these, but many teachers forget to teach them how to study English, and how to use it. So when you are giving the knowledge to the students, don't forget to teach them all the abilities of the four skills. While you are training these four skills, you'd better make full use of your teaching instrument, use varieties of ways to stimulate the students' interests.

Generally speaking these four skills can't be separated. People often say "First listening and speaking, then reading and writing". That's right. But we think this way of saying is fit for the beginning stage. For a senior middle school student, reading and writing is more important. Before you are going to have a new lesson, do reading and writing first. Ask students to read the text in advance, and do some exercises connected with the text. Listening and speaking are the major ways while teaching the new lesson. Be sure to let the lesson go on in a foreign language situation. You can ask the students questions about the text, do some discussion,

check the students' homework. This helps students to raise their ability of listening and speaking. It also helps to understand or comprehend the text and the sentences.

4.5. Use body language

Body movements and gestures are another way we communicate meaning. It is important that teachers learn how to use natural body movements when talking in front of a class of the students. With the continual reform of language teaching and learning methods, teachers are in great demand to organize the classes in English and create English-learning circumstances. However, with the limitation of students' vocabulary, teachers have to simplify their teaching language with the help of facial expressions and body movements. As far as the English teaching in schools is concerned, teachers have to arouse the students' interest so that they may learn better.

In the English teaching, body language is frequently used to improve the teaching effect and the students' ability. For example, when a teacher gives an instruction, "You two, please come to the blackboard." The students can easily understand it if the teacher looks at (or points to) some two students. Then, the teacher points to the blackboard. The students will carry out the order without obstacle even if they don't hear the key words "blackboard" clearly. Furthermore, teachers usually have to explain some language points, and at this time, they have to differentiate the classroom expressions and the examples. Take it for example, we ought to use the form 'have done' such as 'Have you finished that job jet?' To make the students understand clearly, a teacher has lots of ways. To do it by speed, he uses a common speed when reading "we ought to use the form 'have done' ", and reads slowly when giving examples; he can also get the effect by repeating the example 'Have you finished that job jet'; a more frequent way is to use gestures to lay emphasis on the key points when he said "have done" (emphasizing it in voice at the same time), he reaches out his index finger, pauses in the air, and then gives out the example. This action will usually give the students a deep impression. From the above we can learn, the use of body language in English teaching is necessary

and practical. In the English teaching in middle schools, body language is frequently used to improve the teaching effect and the students' ability.

The Greek philosopher Epictetus ever wittily said: "Nature has given a man one tongue and two ears that he may hear twice as much as he speaks." From the saying we can learn how important the listening is in our daily life. To understand others is a basic purpose in English teaching, and teachers often train the students' listening accordingly. In this process, if the body language is used, the effect will be better. So the 45 minutes in class is very precious and should be cherished, during which the students should practice as much as possible. To exert the limited time, teachers are required to adopt some effective methods. The use of body language can not only attract the students' attention, but also deepen their impression and imagination. The use of body language is completely up to the standard of audio-visual teaching principle, so teachers should try to teach in English from the beginning to the end, together with the corresponding body language. In the end, the students' ability of English will be certainly and greatly improved.

4.6. Holding tests and competition activity

A test is one acceptable way of raising short-term motivation to learn the specific material. The motivating power of tests appear clear: learners who know they are going to be tested on the specific material next week will normally be more motivated to study it carefully than if they have simply been hold to learn it. But if it is used very often, there may be long-term negative results. So we can test students casually. For example, after a lesson, we can have a dictation of new words or sentences last class learned, after a unit, we can have a test to see how well the students master the material. Most learners like to know how well they did on a test, and the assessment is perhaps most conveniently expressed as a number. Moreover, people believe that competition will arouse the learners' enthusiasm. Learners will often be motivated to try their best not for the sake of the learning itself , but in order to win everything. In a competition, their enthusiasm and achievement mentality will be greatly aroused. Therefore, the teacher must

make full use of this advantage. In class, the teacher can hold some contests to draw the students' attention. This method can make the class lively and interesting and can make the students have a good result of learning. Class-contest can be: word-spelling, dialogue, reciting texts, answering the quizzes, etc. These contests can be marked scores, at the end of the semi-term or final term be summed up and awards can be delivered to the winners. And in the course of the contest, they learn what they have to learn, and what's more, they have a new motion to learn more.

4.7. Maintain interest in English learning

There are several facets of creating initial student motivation. B. Spolsky has divided these into five broad groups [24, 42]:

1. Enhancing the learners' language-related values and attitudes. Our basic value system greatly determines our preferences and approaches to activities. We can distinguish three types of language-related values:

- intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning;

- integrative value, related to our attitudes toward the L2, its speakers, and the culture it conveys; and

- instrumental value, related to the perceived practical, pragmatic benefits that the mastery of the L2 might bring about.

2. Increasing the learners' expectancy of success. We do things best if we expect to succeed, and, to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.

3. Increasing the learners' goal-orientedness. In a typical class, too many learners do not really understand or accept why they are doing a learning activity. Moreover, the official class goal (that is, mastering the course content) may well not be the class group's only goal and in extreme cases may not be a group goal at all.

4. Making the teaching materials relevant for the learners. The core of this issue has been succinctly summarized by M. Finocchiaro [12, 38]. Educators think

students do not care, while the students tell us they do care about learning but are not getting what they need.

5. Creating realistic learner beliefs. It is a peculiar fact of life that most learners will have certain beliefs about language learning, and most of these beliefs are likely to be (at least partly) incorrect. Such false beliefs can then function like time —bombs at the beginning of a language course, because of the inevitable disappointment that is to follow, or can clash with the course methodology and thus hinder progress. Once the main aspects of creating initial student motivation have been identified, it is possible to generate or select a variety of specific classroom techniques to promote the particular dimension [10, 13].

Maintaining Motivation is one thing to initially whet the students' appetite with appropriate motivational techniques, but unless motivation is actively maintained and protected, the natural tendency to lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions will result in the initial motivation gradually petering out. Therefore, motivation needs to be actively nurtured. The spectrum of motivational strategies relevant to this phase is rather broad and the following areas appear to be particularly relevant for classroom application:

1) Give students a true and clear aim

Students cannot control themselves very well, which need the teacher gives them a clear aim. They are in the period of growing up both in body and in mind. They are still unstable. Sometimes students have difficulty knowing where to start and how to study. Therefore, teacher should give them a true and clear aim in the study process. Students have an "interest" in English only because they are driven by their fantasy and they do not have a clear aim. If they aren't guided correctly in time, they will lose interest and confidence. To avoid this, we should make then understand the social significance of learning English, for English learning is not only an individual demand, but also a national demand for the "four modernizations". With development of our country, English is getting more and more important in our work and life. Besides, in the course of teaching English,

we should make the students know, it is not an easy thing to learn English well, but when they've learned it, they will find it a bridge to so much knowledge. And they will find, they can enjoy so many more books, if they learn English. They can make great achievements in English learning if they interested in it. And the students no longer feel it is difficult to study English. Gradually, their interest will be more and more intense.

2) Changing the old methods of teaching

The methods used by teachers should have effect on students' motivation. If they find it deadly boring, they will probably become de-motivated, whereas if they have confidence in the method, they will find it motivating. So, one of the main tasks for teachers is to provide interest and involvement in the subject even when students are not initially interested in it. Teachers should stimulate students' interest and motivation by using modern means. For example, it is extremely useful for the teachers to use the multimedia, teachers should give students effective visual:

1) Using different kinds of methods in a class.

2) Concentrating attention on students' need.

3) Putting the knowledge into the practice.

4) Designing different kinds of activities.

5) Creating a pleasant and equal environment.

Everyone loves a teacher with an infectious sense of humor. Humor strengthens the relationship between a student and a teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conductive for learning and communication. So, teachers and students are easy to study and learn well.

3) Create a harmony studying environment

Classroom teaching is not only the process of transformation of knowledge, but also an exchange of feelings between the teacher and the students. It is often the case that the students' love of a teacher causes them to like the subject, that

this teacher teaches. Check the affection of your teach through asking students whether they like your subject or not. If the teacher wants to establish a harmony study environment, they should create an equal relation with the students at first. Doubtlessly, the teacher's attitudes towards students are very important. If the teacher treats students unfairly and unequally, it will cause anxiety to students. It has been shown that either too high or too low anxiety or can have had effect on learning motivation and innovative thinking.

So, English teacher should know what students' difficulties are, and what their needs are. When they face the difficulties, teachers should help them overcome them and give the way of solving these problems rather than criticize them. Moreover, we must make sure the classroom is a safe and pleasant place by creating an environment of a "positive self-image" among students. We must care for every student whether he is an excellent or weak one, not only for their study, but also for their spare time, and help them smooth away their difficulties. For example, we can provide some useful materials, such as reference books, tapes, etc, for the students. In the morning or in the afternoon, we can do more coaches, such as answering the students' questions, helping students practice speaking English, playing the tapes or teaching them English songs for the students. Thus a harmony learning environment is created.

4) Using "Pair work" or "Group work"

One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "Group work" appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc…

Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play

and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their pears and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which "Pair work" or "Group work" can provide.

5) The seating of the students

The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, and I've seen many other cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern you use may, in some cases, not be fully under your control – if for example the desks are fixed to the ground or the school has strict rules about not moving the furniture. Student numbers are also going to be an issue.

We'll talk about average size classes – anything from 6 to 25. Teachers have different preferences for seating arrangements – groups seated round small tables is often one choice. This is probably the best option for the larger classes in this range, but for smaller numbers and with adult or teenage students we think the horseshoe shape, which we find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow centre, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind:

a) *Try and maximize eye contact.* Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop. This is the main reason we personally think the horseshoe shape to groups is better.

b) *Make sure students are seated at a comfortable distance from each other.* Make sure you don't have one student sitting alone or outside the groups. Besides, try to

leave a fair empty, but not so much a space because large distances between the students will tend to lead to a "muted" atmosphere, low pace, and less active student participation in the lesson.

 c) Think in advance about how you will organize changing partners or changing groups. This is a stage of the lesson which can potentially descend into chaos if it's not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

6) The Error Correction

It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner- centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed.

Concerning the ways of how to correct errors, there are several techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among these ways of correction we can state: self correction, peer correction and teacher correction.

7) Role play

This is another technique to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role-play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student's book are followed by a role- play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game,

dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc…

8) Using realia, flash cards, stories and songs in teaching

Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc…Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills. Actually, creating stories is grounded in the students' ability to create a story from their personal experience. In creating stories some issues are revealed such as: a) fluency, b) whether the students have enough language to create the story, and c) accuracy.

Teachers are able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

9) Using audio visual materials

Our schools are equipped with various audio visual materials such as cassette recorders, videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening, while we need to include a computer in any e-lesson or a lesson about designing a website or an internet page

about your school. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read.

10) Using the L1 in the EFL/ ESL classroom

Should we or shouldn't we use the students' first language (L1) in the classroom? This is one of the questions which most divides EFL/ESL teachers, whether they are for it or against it. The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language (L2). But there are other, historical reasons why the use of the students' mother tongue went out of favour. Initially it was part of a reaction against the Grammar-Translation method, which had dominated late 19th and early 20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

But, we can say that there are a few cases when we can resort to the student's mother tongue such as:

- When there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice.

- It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar.

- It can be used with beginners, when students are trying to say something but having difficulty, they can say it in their own language and the teacher can reformulate it for them.

- When students need to combine the two languages, for example in those lessons whose focus evolve around translation and interpreting.

CONCLUSION

Helping individuals of to set learning motivation is a crucial element, for teachers, there is a need, therefore, to encourage learners to talk about their aims and set goals for themselves. Teachers need to make learners aware of the significance of the learning task so that they can see the value of it to them personally, and in a broader culture context. In presenting learners with any learning task, teachers should convey them precisely what they want them to do by providing a clear set of instructions. At the same time, it is essential to ensure that learners understand exactly what is required of them, and that they will approach the task in a focused and self-directed way.

Thus, the most important implication for the teacher is to be acutely aware that language learning depends as much on the emotional eagerness of learners as on their cognitive abilities. The teacher must accept responsibility for fostering the emotional eagerness of learners. Students must have a greater degree of involvement with language instruction, and teachers must help establish this involvement by addressing the emotional needs of language learners. Students must also been courage to develop and employ learning approaches consistent with their individual learning styles, needs, and comfort levels. In this way, motivation can be maintained, anxiety decreased or at least controlled, and inappropriate learning strategies. Finally, an instructional approach which seems to have particular promise for increasing motivation and decreasing anxiety should be noted: small-group and cooperative conversational activities. In the course of foreign language learning, students are active participants playing a key role, while teachers are designers and promoters in teaching, and are organizers and supervisors in classroom management, and are safe guarders for students, healthy mind.

The learning motive is a complicated psychological activity. If we want the students to learn English well, we should try our best to raise the students' interest in learning it, combine motivations of different types with one another, and make the students take delight in learning. Motivation is the key in teaching. Whether in

teaching listening, speaking, reading, writing or grammar, if motivation is not aroused, the expected teaching results will not be gained. Therefore, not only for village schools, but also for any kinds of schools and levers and subjects, the first and foremost important thing is to arouse the students' consciousness for anticipation.

Motivation is a crucial factor in learning a foreign language, which is influenced by different variables: personality variables, the attitudes of learners, their learning styles. Motivation is the neglected heart of our understanding of how to design learning and teaching. Motivation is something all our students bring with them in one form or another. It is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow. Rather, our job is also to teach the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge if it.

Many teachers believe that by sticking to the language materials and trying to teach their learners, they will manage to create a classroom environment that will be conducive to learning. These teachers seem to lose sight of the fact that, unless they accept their learners' personalities and work on those small details that constitute their social and psychological make-up, they will fail to motivate them. Therefore, language learning and teaching should take account of a variety of factors that are likely to promote success. Language is part of one's identity and is used to convey this identity to others. Consequently, foreign language learning has an important effect on the social being of the learner, since it involves the adoption of new social and cultural behaviours and ways of thinking.

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. High or low student motivation can be influenced by some factors. First, it is influenced by social life where students life. Second, it is influenced by the teacher. Third, it is influenced by the method used. Fourth, it is

influenced by the learning environment.

In improving students' motivation we need pay attention to some factors. First, we must set the interesting material. Second, we must set goals that are meaningful, realistic, and achievable for students. Third, we must set interesting environment. Finally, if we can apply all strategies in teaching learning process, the students will reach learning goal easily.

Only through recognizing students' learning motivation teachers can take applicable teaching methods and offer appropriate guidance or advice to students' learning strategy. Different strategies may accommodate learning motivation. Integral combination of motivation and strategy is a key to successful language learning, while ill-advised use of learning strategy will lead to failure. It is fitting that we can use a metaphor to describe the relationship between motivation, learning strategy and achievement as a conclusion:

If second language acquisition is a car and all the other factors are essential parts or components, the learners' motivation the fuel supplying the staying power and learning strategy will be the steering wheel deciding the direction and destination of the vehicle. Both of them are very important in accounting for individual difference in second language acquisition. Paying attention to them will teachers to map out more effective and ingenious teaching strategies.

The main conclusion emerging from this overview is that motivation is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity. This implies that researchers need to be particularly careful when conceptualizing and assessing motivation variables, and should be well aware of the fact that the specific motivation measure or concept they are focusing on is likely to represent only a segment of a more intricate psychological construct. As Williams [25, 84] succinctly states: 'there is no room for simplistic approaches to such complex issues as motivation'.

Looking at the main chapters of this paper - the brief summary of the most influential, attitudinal/motivational approaches in main stream psychology and the overview of research on L2 motivation - it is evident that, in their effort to develop

language-specific motivation constructs, the main approaches in the L2 field have increasingly adopted concepts originally introduced in related disciplines. Due to the standards set by Gardner, Clement and their associates, L2 motivation research has always been strong on empirical research, brought along a welcome tendency to incorporate contemporary theoretical concepts into established L2 - specific frameworks and models - an approach which is likely to remain a fertile ground for future research. As a result, the main components of the prevailing motivational approaches have all been validated in certain L2 contexts, and it is hoped that future models of L2 motivation will demonstrate an increasingly elaborate synthesis of the various constituents.

This overview has already presented a number of potentially productive directions for future research. Rather than reiterate these here, we would like to highlight an area which we believe, may present perhaps the greatest challenge for L2 motivation researchers: the analysis of the temporal organization of motivation, that is, drawing up a model that portrays motivational processes as they happen in time.

Although mainstream psychological approaches have included some time elements, for example when discussing past attributions of future, we are not aware of any studies that have analyzed the interplay of subsequent motivational patterns in sustained learning activities such as the mastery of an L2.

Furthermore, a process-oriented perception of motivation (as proposed at the beginning of this paper) requires an explicit description of the various stages of this process. Key components in such a process-oriented representation might include planning, intention-formulation, the appraisal of the situation and the generation of concrete tasks, prioritizing between multiple tasks, the enactment of intentions, and the evaluation of outcomes. The various stages of the decision-making, action-implementation and action-controlling process would also need to be connected to a number of learner-internal and external variables such as personality traits and macro/micro-environmental factors.

Finally, a process-oriented conception of motivation also has important

consequences for measurement purposes. Different items tap into different levels of the motivational process and it is no unambiguous task to decide which items can be simply pooled to form a composite score and which should be kept separate, because they are associated with mental activities and learning behaviours belonging to different levels.

In sum, these are indeed exciting times in motivation research, with enough food for thought for both researchers focusing on theoretical and measurement issues and methodologists interested in classroom implications and applications.

In this paper, we have addressed some major influential theories of motivation and the role of the teacher in enhancing learners' motivation and helping them achieve continuous progress in their language learning process. The body of literature in the field of motivation has shown that teachers play significant roles in increasing, or decreasing, students' motivation. The implications of motivational models and strategies can be beneficial for teachers.

Teachers would find it so helpful to integrate these motivational strategies in their classrooms and help their students make the most of their language learning. While each of the theories and strategies that we reviewed has some value, no single theory or strategy can sufficiently explain learners' motivation. Therefore, it would be wise if teachers drew eclectically from these theories and strategies, or at least most of them, and try different combinations in their classrooms, taking into consideration that learners are different and thus different motivational strategies may work differently with each group of students. In addition, it is significant that teachers should be aware of their actions and behaviors in classroom because it is very likely that teachers' actions can demotivate learners.

Only through recognizing students' learning motivation can teachers take applicable teaching methods and offer appropriate guidance or advice to students' learning strategy. Different strategies may accommodate learning motivation. learning strategy will lead to failure. It is fitting that we can use a metaphor to describe the relationship between motivation, learning strategy and achievement as a conclusion: If second language acquisition is a car and all the other factors are

essential parts or components, the learners' motivation the fuel supplying the staying power and learning strategy will be the steering wheel deciding the direction and destination of the vehicle. Both of them are very important in accounting for individual difference in second language acquisition. Paying attention to them will teachers to map out more effective and ingenious teaching strategies.

REFERENCES

1. Каримов И.А. Постановление от 10 декабря 2012 года «О мерах по дальнейшему совершенствованию системы изучения иностранных языков».

2. Brophy J.E. Motivating students to learn. Boston, MA: McGraw-Hill, 1998.

3. Brown H. D. Principles of language learning and teaching. New York: Addison Wesley Longman, 2000.

4. Corno L. The best-laid plans: Modern conceptions of volition and educational research||Educational Researcher, 1993. #22, p.14–22.

5. Corno L. and Kanfer R. The role of volition in learning and performance|| Review of Research in Education, 1993. #19, p.301–341.

6. Deci E. L. and Ryan R.M. Intrinsic motivation and self-determination in human behavior. New York: Plenum Press, 1985.

7. Development of education system in Uzbekistan. Statistical Bulletin. State Committee of the Republic of Uzbekistan on Statistics, 2005.

8. Dornyei Z. New themes and approaches in second language motivation research||Annual Review of Applied Linguistics, 2001. p.43-59.

9. Dornyei Z. Conceptualizing motivation in foreign language learning||Language Learning, 1998. p.46-78.

10. Dornyei Z. Attitudes, orientations, and motivations in language learning. Malden, Mass: Blackwell Publishing, 2003.

11. Dornyei Z. Motivational strategies in the language classroom. Cambridge: Cambridge University Press, 2001.

12. Finocchiaro M. Reflections on the Past, the Present, and the Future‖ A

    Forum Anthology, 1983. p.19-29.

13. Gardner R.C. Social Psychology in Second Language Learning. Great Britain - Edward Arnold Ltd, London, 1985.

14. Gardner R. C. and Lambert W. Motivational variables in second language

    acquisition‖Canadian Journal of Psychology, 1989. #13, p.266-272.

15. Gardner R. C. and Lambert W. Attitudes and motivation in second language learning. Rowley, Mass: Newbury House Publishers, Inc, 1982.

16. Harter S. A new self-report scale of intrinsic versus extrinsic orientation in

    the classroom: Motivational and informational components‖Developmental

    Psychology, 1981. #17, p.300-312.

17. Krashen S. The critical period for language acquisition and its possible bases. Developmental psycholinguistics and communicative disorders. New York: New York Academy of Sciences, 1985. p.66.

18. Kuhl J. Action control: The maintenance of motivational states. Motivation, intention, and volition. Berlin: Springer, 1997. p. 279–291.

19. Lightbown P.M. and Spada N. How Languages Are Learned. Oxford University Press, 1993.

20. MacIntyre P.D., MacMaster K. and Baker S.C. The convergence of multiple models of motivation for second language learning: Motivation and second language acquisition. Honolulu: University of Hawai, Second Language Teaching and Curriculum Center, 2001. Technical Report #23, p. 461-492.

21. McCombs B. and Whisler J. The learner-centered classroom and school: Strategies for increasing student motivation and achievement. San Francisco, CA: Jossey-Bass, 1997.

22. Rivers W. Psychology: Linguistics and Language Teaching‖A Forum Anthology, 1983. p.3-11.

23. Rost M. Generating Student Motivation. Series Editor of World View, 2006.

24. Spolsky B. Conditions for Second Language Learning. Oxford University press, 1989.

25. Williams M. and Burden R. Psychology for Language Teachers. Cambridge University Press, 1997.

26. http://teachingenglish

27. http://www.btinternet.com

28. http://www.wilmina.