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## INTRODUCTION

Generally speaking, in ideal classroom, students pay attention, ask questions and want to learn. They do their assignments without complaint and study without being coaxed and cajoled. But teachers often have students who do not seem motivated to work on the classroom tasks set out for them. Long arguments can be put forward to prove that motivation is one of the key issues in language learning and that skills to motivate learners are crucial for language teachers. Language teachers frequently use the term “motivation” when they describe successful or unsuccessful learners. This reflects our intuitive - and in my view correct - belief that during the lengthy and often tedious process of mastering a foreign/second language (L2<sup>1</sup>), the learner's enthusiasm, commitment and persistence are key determinants of success or failure.

**Topicality of the research question.** For the time being motivation and its strategies play a vital role in the English teaching field. It might be because when the reforms on teaching foreign language system are carried out according to the President’s Decree number 1875<sup>2</sup> one of the main tasks of foreign language teachers is to know how to develop their own materials to teach English language, its culture and traditions successfully and especially how to motivate students to learn foreign languages.

Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of foreign languages, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

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<sup>1</sup> **Second language** is a language that is not the native language of the speaker, but that is used in the locale of that person.

<sup>2</sup> Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида. ПҚ 1875. Тошкент, 2012. // <http://www.lex.uz>

The given qualification work is dedicated to the problem of how to motivate students in teaching English and will focus on the use of motivational strategies in developing language learners' aptitude in learning English.

**The aim of the qualification work is** to introduce and experiment motivation and its strategies in teaching English at the second stage education and stimulate the students of schools in learning the English language with motivational strategies.

Following the main aim of the research we set the following **tasks** to be resolved during the research:

- To study psychological and theoretical aspects of motivation and its strategies in teaching English;
- To define the difference between types and perspectives of motivation;
- To study how to motivate students during the English class;
- To study and explain the ways of motivating students in language classroom at the second stage of education;
- To design an experiment that will evaluate the efficacy of motivational strategies when teaching English to school learners;
- To discuss and design recommendations for using motivational strategies in teaching the English language.

**Scientific scrutiny of the research problem.** The topic of the effects of motivational strategies in the English language learning is new, however, E.Goziev J. Iskandarov, N. Salaeva studied the motivation in pedagogy.

The ways and methods of using motivational strategies are explored by psycholinguists: Robert Gardner, Zoltan Dörnyei, Ushioda, Marion Williams and Robert L. Burden, Harmer, Ur, Richardson, Rodgers and others.

**The novelty of the research** is in empirical explanation of efficiency of using motivational strategies in teaching the English language and the study of theoretical background of motivation, motivating students with effective motivational strategies in the L2 learning and teaching English.

**The object of the research** is the process of motivating students in English language teaching in the second stage of education.

**The subject of the research** is the use of motivational strategies in developing learners' aptitude to learn English with enjoyment and leading them to reach goals in the foreign language learning.

**Methods used in the qualification work.** In studying the given topic we used the methods of analysis of theoretical literature, the observation method of the process of language learning in classrooms. Moreover, the method of experiment and the methods questionnaire, namely, the research method were used in defining learner motivation in teaching English.

**The practical and theoretical significance of the work** is that the results of the scientific work can be used in the course of lectures and seminars in the English language and also can be useful for those who study in the sphere of psycholinguistics. Information given in the problem of motivation and motivational strategies in English language teaching and learning process may serve as an additional material for the students attending the courses of psycholinguistics, pedagogy and English language teaching methodology. They are also valuable for practicing teachers in public and primary schools and tutors of foreign languages.

**The structure of the qualification work.**

The work consists of introduction, three chapters, conclusion, the list of used literature and appendix.

The first chapter presents our analysis of theoretical literature on the bases of motivation, its definition and vital models and theories.

The second chapter provides the description of nature of the motivation in language education, and the factors, effecting the learner motivation.

The practical part describes the experiments held at the schools №16 and №3 with the aim of determining and identifying the efficiency of motivation and motivational strategies in teaching English.

## **CHAPTER I. LITERATURE REVIEW. THE HISTORY OF RESEARCHING MOTIVATION AND APPEARING OF VITAL MODELS**

### **1.1 The Social Psychological Period (1959–1990)—Characterized by the Work of Gardner and his Students and Associates in Canada.**

The initial impetus in L2 motivation research came from social psychologists working in Canada, most notably from Wallace Lambert, Robert Gardner, and their associates. Interested in understanding the unique Canadian social situation characterized by the often confrontational coexistence of the Anglophone and Francophone communities, Gardner and Lambert (1972) viewed second languages as mediating factors between different ethnolinguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering intercultural communication and affiliation. These researchers adopted a social psychological approach that was based on the main tenet that “students’ attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language”<sup>3</sup>. This seemingly obvious recognition had major implications both for theory and classroom practice. From a theoretical point of view, it meant that the study of L2 motivation required the supplementation of traditional motivation research—which used to focus entirely on the individual—with social psychological insights and methods concerning the relationship between the L1 and L2 communities. This integration of individualistic and social psychology in the study of the antecedents of human behavior was radically new in the 1960s and was almost three decades ahead of its time: It was only in the 1990s

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<sup>3</sup> Gardner, R. C. (1995). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold. 6p.

that motivational psychologists started to show an active interest in the social context of motivation (for reviews of social motivation)<sup>4</sup>.

From an educational point of view, Gardner and Lambert's (1972) claim indicated that unlike several other school subjects, a foreign language is not a socioculturally neutral field but is affected by a range of socio-cultural factors such as language attitudes, cultural stereotypes, and even geopolitical considerations. This social argument has been accepted by researchers all over the world, regardless of the actual learning situation they were working in; for example, referring to European classroom learning contexts, Marion Williams (1994) expressed thoughts that were similar to the Canadian assertion:

There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner. (p. 77)

This distinction between foreign languages and other school subjects is a very important one, and it explains partly, for example, why the theory of L2 learning and teaching has never managed to fully integrate into the broader domain of educational studies.

### **Gardner's motivation theory and motivation test.**

Robert Gardner's motivation theory has often been described in the past and therefore here I highlight three main aspects only: Gardner's *theory of second language acquisition*, his conceptualization of *integrative motivation*, and *a test*

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<sup>4</sup> Dörnyei, Z. Motivation. In B. Spolsky (Ed.), *Concise encyclopedia of educational linguistics*.- Oxford: Pergamon, 1999b – 525-532pp.

*battery* that he developed with his associates and which allows for the scientific measurement of a wide range of motivational factors.

Gardner's theory of second language acquisition, the Socio-Educational Model of Second Language Acquisition, is not an elaborate model but a schematic outline of how motivation is related to other ID variables and language achievement (see Gardner, 2001, for the most recent version of the model). The model posits that language achievement is influenced by integrative motivation, language aptitude, as well as a number of other factors.

*Integrative motivation* is a detailed, empirically based construct that is made up of three main constituents, each of which is further broken down to subcomponents:

- *Integrativeness*, which subsumes integrative orientation, interest in foreign languages, and attitudes toward the L2 community, reflecting the "individual's willingness and interest in social interaction with members of other groups"<sup>5</sup>.
- *Attitudes toward the learning situation*, which comprises attitudes toward the language teacher and the L2 course.
- *Motivation*, that is, effort, desire, and attitude toward learning.

I argued a decade ago (Dörnyei, 1994b) that the interpretation of this model has been hindered by two sources of terminological difficulty: First, the term *integrative* appears in it three times at three different levels of abstraction (integrative orientation, integrativeness, and integrative motive/ motivation), which has led to misunderstandings.

The second area which causes confusion in some researchers is that within the overall construct of 'Integrative Motivation' there is a subcomponent labeled 'Motivation'. This makes it difficult to decide what is meant when Gardner talks about 'motivation' in his writings: L2 motivation in general? Integrative

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<sup>5</sup> Gardner, R. C., & MacIntyre, P. D. On the measurement of affective variables in second language learning. - Language Learning, 43, 1993a. - 157-194pp.

motivation? Or the specific ‘Motivation’ subcomponent of the integrative motive? Gardner’s theory has been highly acclaimed among L2 researchers and practitioners but it is fair to say that the popular interpretation has been rather different from the actual theory because L2 scholars tended to pay attention only to two prominent motivational components:

1. *An interpersonal/affective dimension*, which is usually called either *integrative orientation* or *integrative motivation*. This notion is indeed in accordance with Gardner’s motivational thinking and later in this chapter I analyze in detail what this component might cover and how it can be reconceptualized to fit into more recent L2 motivational theories.

2. A practical/utilitarian dimension, associated with the concrete benefits that language proficiency might bring about (e.g., career opportunities, increased salary). Interestingly, this dimension, which has been referred to as the *instrumental orientation/motivation*, is not part of Gardner’s core theory. Although the concept of instrumental orientation does derive from Gardner’s writings, in actual terms it only appears in his motivation test battery without any real theoretical clarification.

The Attitude/Motivation Test Battery is a multicomponential motivation questionnaire made up of over 130 items, which has been shown to have good psychometric properties, including construct and predictive validity<sup>6</sup>. It operationalizes all the main constituents of Gardner’s theory of the integrative motive and it also includes the additional components of *language anxiety* (L2 class anxiety and L2 use anxiety), *parental encouragement*, and *instrumental orientation*.

Gardner’s theory was the dominant motivation model in the L2 field for more than three decades, and the AMTB as well as the advanced statistical data

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<sup>6</sup>Gardner, R. C., & MacIntyre, P. D. A student’s contributions to second-language learning. Part II: Affective variables. - *Language Teaching*, 26, 1993b. - 1–11pp.

processing techniques that Gardner introduced set high research standards in the area. However, in retrospect, we can see that the theory has remained relatively unmodified over time: Gardner's famous 1979 summary already contained all the major elements and this lack of development contrasts with the dramatic changes that took place in mainstream motivation research in the 1980s following the 'cognitive revolution' in psychology. As a consequence, by the beginning of the 1990s, there was a growing conceptual gap between motivational thinking in the second language field and in educational psychology and the time was ripe for a new phase in L2 motivation research. This does not mean, however, that Gardner's theory became marginalized—as we will see, all the main subsequent models drew on the social psychological construct extensively, and Gardner's model also persevered because of the “pervasive use of the battery of tests (Attitude/Motivation Test Battery) developed to measure it”<sup>7</sup>.

Robert Gardner identified reasons for L2 study that he classifies as 'orientations'. In his research, he identifies two main orientations. First of them, 'integrative orientation', is characterized as a positively satisfying attitude toward the target language community; possibly a desire to integrate and adapt to a new target culture through use of the language. Second orientation called 'instrumental orientation' appeals more like a practical reason for learning the language, such as career advancement, or a language requirement.

According to Gardner's concept, a learner who is motivated with an integrative orientation learns the language with the aim of achieving the ability to communicate with members of the target culture. Also, such learner's tends to be positively oriented towards the language-learning situation. Conversely, the instrumentally motivated learner wants to learn the language for more 'practical' reasons such as passing exams, getting a better job or prestige.

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<sup>7</sup> Jacques, S. R. Preferences for instructional activities and motivation: A comparison of student and teacher perspectives. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu: University of Hawaii Press, 2001. – 187-214pp.

Gardner made a distinction between these orientations and actual motivation. Motivation “refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language, and motivational intensity”.

While Gardner’s model is derived from results he collected in a motivation test, just a few items in the test were focused on the learner’s evaluation of the classroom-learning situation. Therefore, Gardner’s model has been typically emphasized for its social psychological aspects of L2 learning rather than serving as a practical guideline in the classroom context (Dörnyei, “Motivation and Motivating” 273).

In spite of criticism, which Gardner received for claiming that integrative motivation was more influential among students; his model shaped the field of motivational research in L2 learning.

## **1.2 The Cognitive-Situated Period (during the 1990s)—Characterized by Work Drawing on Cognitive Theories in Educational Psychology.**

Although the starting point of the cognitive–situated period in motivation research is often seen as Graham Crookes and Richard Schmidt’s (1991) influential article on ‘reopening the motivation research agenda,’ the need for a change was ‘in the air’ at the turn of the 1980s and 1990s and several other publications from around the same time voiced a similar view (e.g., Brown, 1990; Julkunen, 1989; Skehan, 1989, 1991). The cognitive-situated period was characterized by the intertwining influence of two broad trends:

(a) The desire to catch up with advances in motivational psychology and to extend our understanding of L2 motivation by importing some of the most influential concepts of the 1980s. These concepts were almost entirely cognitive in nature, which reflected the effect of the ongoing cognitive revolution in

psychology. Motivational psychologists representing a cognitive perspective argued convincingly that how one thinks about one's abilities, possibilities, potentials, limitations, and past performance, as well as various aspects of the tasks to achieve or goals to attain (e.g., values, benefits, difficulties) is a crucial aspect of motivation.

(b) The desire to narrow down the macroperspective of L2 motivation (i.e., the broad view focusing on the motivational disposition of whole communities, typically taken by the proponents of the social psychological approach) to a more fine-tuned and situated analysis of motivation as it operates in actual learning situations (such as language classrooms), characterized by a microperspective.

Accordingly, a growing amount of research examined the motivational impact of the main components of the classroom learning situation, such as the teacher, the curriculum, and the learner group (cf. Dörnyei, 1994a; Williams & Burden, 1997). This did not mean, however, that researchers rejected the findings of the previous period; it was generally accepted that Gardner and his associates' macroperspective was useful to characterize and compare the motivational patterns of whole learning communities and then to draw inferences about important issues such as intercultural communication and affiliation, language contact, multiculturalism, and language globalization. However, if we also want to understand the motivational features of actual language classrooms, these broad factors have little explanatory power and need to be supplemented with motives associated with the learners' immediate learning situation. This emerging situated approach was summarized by McGroarty (2001) as follows:

Existing research on L2 motivation, like much research in educational psychology, has begun to rediscover the multiple and mutually influential connections between individuals and their many social contexts, contexts that can play a facilitative, neutral, or inhibitory role with respect to further learning, including L2 learning.

This process of linking motivation to contextual factors was fruitful: Researchers have repeatedly found that variables related to the language course explained a significant portion of the variance in the students' motivation, indicating that "classroom L2 learning motivation is not a static construct as often measured in a quantitative manner, but a compound and relative phenomenon situated in various resources and tools in a dynamic classroom context"<sup>8</sup>.

### **Self-Determination Theory**

Self-determination theory (Deci & Ryan, 1985, 2002), which focuses on various types of intrinsic and extrinsic motives, has been one of the most influential approaches in motivational psychology, and several attempts have been made in the L2 field to incorporate certain elements of the theory to explain L2 motivation. Douglas Brown (1990, 1994) was one of the main proponents of emphasizing the importance of intrinsic motivation in the L2 classroom, arguing that traditional school settings cultivate extrinsic motivation, which, over the long haul, "focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration" (Brown, 1994, p. 40).

In the 1990s, Kim Noels came in contact with two leading international experts of self-determination theory, Luc Pelletier and Robert Vallerand, and this association inspired her to conduct empirical research into the L2 applications of the theory; over the following years Noels and her associates added several further studies to the initial project, resulting in a systematic research program (McIntosh & Noels, 2004; Noels, 2001a, 2001b; Noels, Clement & Pelletier, 1999, 2001, Noels, Pelletier, Clement & Vallerand, 2000).

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<sup>8</sup> Kimura, Y. English language learning motivation: Interpreting qualitative data situated in a classroom task. - Annual Review of English Language Education in Japan, 14, 2003. - 78p.

Noels and her colleagues (2000) also developed a valid and reliable measuring instrument assessing the various components of self-determination theory in L2 learning, the Language Learning Orientations Scale: Intrinsic Motivation, Extrinsic Motivation, and Amotivation. Table 1 presents descriptions of the constituent scales and sample items.

<b>Table 1. Description of Noels, Pelletier, Clement and Vallerand's (2000) Language Learning Orientations Scale: Intrinsic Motivation, Extrinsic Motivation, and Amotivation</b>	
<b>Subscale</b>	<b>DESCRIPTION AND EXAMPLE</b>
Amotivation	A lack of motivation caused by the realization that 'there is no point...' or 'it's beyond me...' E.g., [Why are you learning the L2?] Honestly, I don't know, I truly have the impression of wasting my time in studying a second language.
External Regulation	The least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g., teacher's praise or parental confrontation). E.g., Because I have the impression that it is expected of me.
Introjected Regulation	Externally imposed rules that the student accepts as norms he/she should follow so as not to feel guilty (e.g., rules against playing truant). E.g., Because I would feel guilty if I didn't know a second language.
Identified Regulation	The person engages in an activity because he/she highly values and identifies with the behavior, and sees its usefulness (e.g., learning a language which is necessary to pursue one's hobbies or interests). E.g., Because I think it is good for my personal development.
Intrinsic Motivation: Knowledge	Doing the activity for the feelings associated with exploring new ideas and acquiring knowledge. E.g., For the satisfied feeling I get in finding out new things.

<p style="text-align: center;">Intrinsic Motivation: Accomplish- ment</p>	<p>Sensations related to attempting to master a task or achieve a goal. E.g., For the satisfaction I feel when I am in the process of accomplishing difficult exercises in the second language.</p>
<p style="text-align: center;">Intrinsic Motivation: Stimulation</p>	<p>Sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. E.g., For the ‘high’ feeling that I experience while speaking in the second language.</p>

### **1.3 The Process-Oriented Period (the Past Five Years)—Characterized by an Interest in Motivational Change, Initiated by the Work of Dörnyei, Ushioda, and their Colleagues in Europe.**

The cognitive–situated approach emerging in the 1990s soon drew attention to another, rather neglected, aspect of motivation: its dynamic character and temporal variation. As I argued elsewhere, when motivation is examined in its relationship to specific learner behaviors and classroom processes, there is a need to adopt a process-oriented approach/ paradigm that can account for the daily ups and downs of motivation to learn, that is, the ongoing changes of motivation over time<sup>9</sup>. Even during a single L2 class one can notice that language-learning motivation shows a certain amount of changeability, and in the context of learning a language for several months or years, or over a lifetime, motivation is expected to go through rather diverse phases. Looking at it from this perspective, motivation is not seen as a static attribute but rather as a dynamic factor that displays continuous fluctuation. As the following quote demonstrates, this characteristic of motivation is becoming

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<sup>9</sup> Dörnyei Z. *Motivational Strategies in the Classroom.*- Cambridge University Press, 2001.- 28p.

a basic assumption in contemporary motivational psychology: “Many of the tasks faced by students extend over time, and as noted in chapter 1 of any Introduction to Motivation text, one of the prime characteristics of motivation is that it ebbs and flows” (Garcia, 1999, p. 231).

### **The Dörnyei and Ottö Model of L2 Motivation**

In an attempt to operationalize the process-oriented conception of L2 motivation, István Ottö and I drew up a process model that describes some aspects of motivational evolution (Dörnyei & Ottö, 1998). This model and its further elaboration (Dörnyei, 2000, 2001) broke down the motivational process into several discrete temporal segments, organized along the progression that describes how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process<sup>10</sup>. In this process, at least three distinct phases can be separated (see Fig.1 for more details):

1. *Preactional Stage*: First, motivation needs to be generated—the motivational dimension related to this initial phase can be referred to as choice motivation, because the generated motivation leads to the selection of the goal or task that the individual will pursue.
2. *Actional Stage*: Second, the generated motivation needs to be actively maintained and protected while the particular action lasts. This motivational dimension has been referred to as executive motivation, and it is particularly relevant to sustained activities such as studying an L2, and especially to learning in classroom settings, where students are exposed to a great number of distracting influences, such as off-task thoughts, irrelevant distractions

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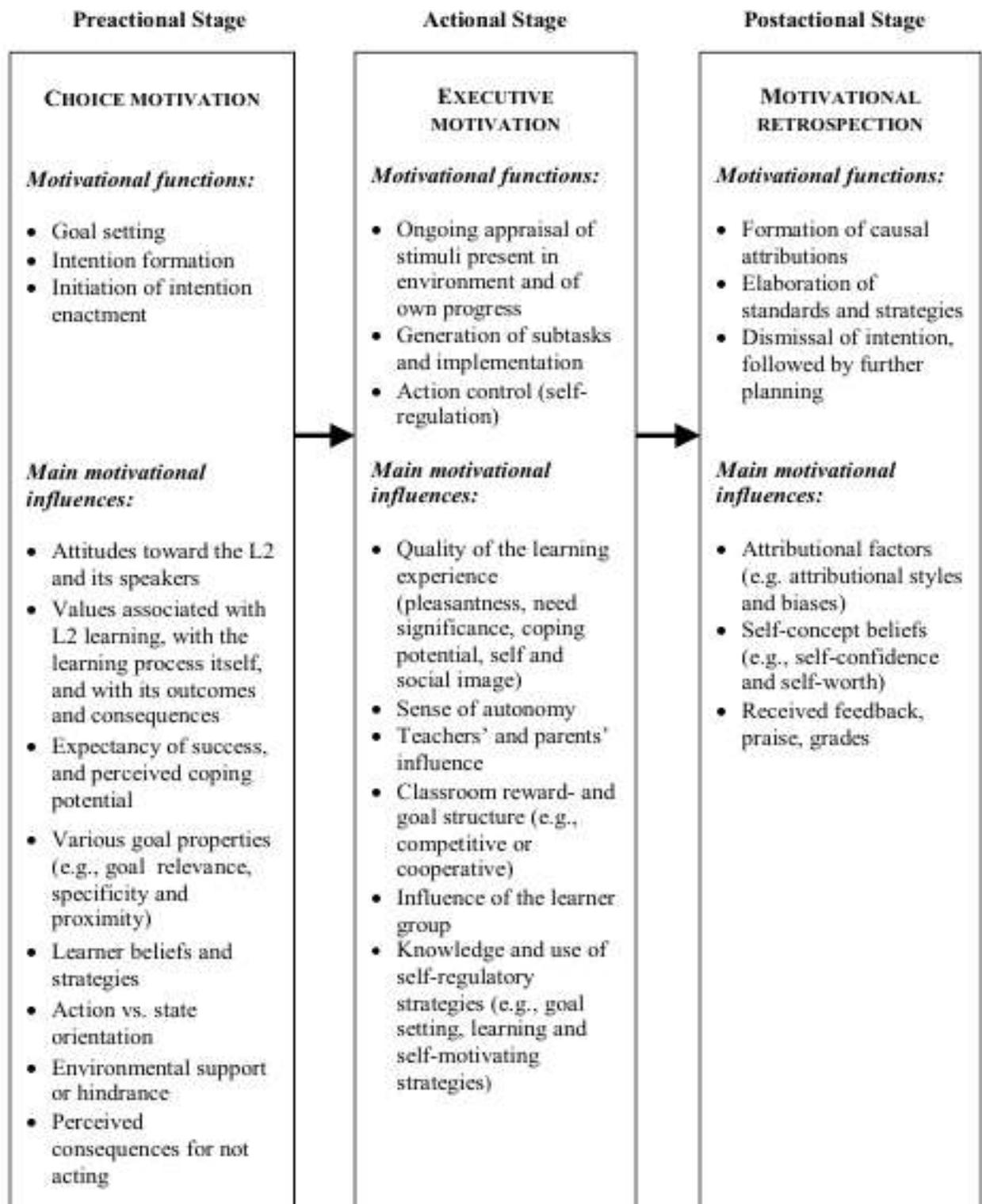
<sup>10</sup> Dörnyei Z. *Motivational Strategies in the Classroom.*- Cambridge University Press, 2001.- 28p.

from others, anxiety about the tasks, or physical conditions that make it difficult to complete the task.

3. *Postactional Stage*: There is a third phase following the completion of the action—termed motivational retrospection—which concerns the learners' retrospective evaluation of how things went. The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future.

A key tenet of the process-oriented approach is that these three actional phases are associated with largely different motives. That is, people are influenced by a set of factors while they are still contemplating an action that is different from the motives that influence them once they have embarked on the activity. And similarly, when they look back at what they have achieved and evaluate it, again a new set of motivational components will become relevant. Thus, we can organize the manifold motives that are relevant to language learning by grouping them according to which actional phase they are related to. An important corollary of this perspective is that different motivational systems advocated in the literature do not necessarily exclude each other but can be valid at the same time if they affect different stages of the motivational process. I believe, for example, that the Canadian social psychological construct is effective in explaining variance in choice motivation but to explain executive motivation, more situated factors need to be taken into account.

**FIGURE 1 .  
A Process Model of L2 Learning Motivation\***



## Dörnyei's model

Psycholinguistics professor, Zoltán Dörnyei, outlines another concept of L2 motivation in which he focuses on motivation from a classroom perspective. In contrast to Gardner's focus on integrative orientation, Dörnyei makes a claim that in a classroom setting, language learners would be more influenced by instrumental orientation. He created a model of L2 motivation, "Components of Foreign Language Learning Motivation", which includes three different levels of motivational factors. The factors encompass both the inclusion of orientations and educational context (see table 2).

**Table 2** Dörnyei's framework of L2 motivation based on *Components of Foreign Language Learning Motivation* (1994)<sup>11</sup>

<b>LANGUAGE LEVEL</b>	Integrative Motivational Subsystem Instrumental Motivational Subsystem
<b>LEARNER LEVEL</b>	Need for Achievement Self-Confidence <ul style="list-style-type: none"> <li>• Language Use Anxiety</li> <li>• Perceived L2 Competence</li> <li>• Casual Attributions</li> <li>• Self-Efficacy</li> </ul>
<b>LEARNING SITUATIONAL LEVEL</b>	
<i>Course-Specific Motivational Components</i>	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)

<sup>11</sup> Source: Adapted from Zoltán Dörnyei, *Motivation and motivating in the foreign language classroom*, Modern Language Journal (Blackwell, 1994) 280. Print.

<i>Teacher-Specific Motivational Components</i>	Affiliative Drive (to please the teacher) Authority Type (controlling vs. autonomy-Supporting) Direct Socialization of Motivation <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Task Presentation</li> <li>• Feedback</li> </ul>
<i>Group-Specific Motivational Components</i>	Goal-Orientedness Norm & Reward System Group Cohesiveness Classroom Goal Structure

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It is important to be aware of the individual perspectives, which are being simultaneously looked at, rather than three subtypes of motivation. The Language Level is related to the social side of L2 motivation, including Gardner's integrative and instrumental motivation. Individual characteristics of the learner (most notably self-confidence) are represented by the Learner Level. The Learning Situational Level is associated with a classroom setting and situation specific factors, i.e. Course-specific, Teacher-specific, and Group-specific motivational components<sup>12</sup>.

#### **1.4 Marion Williams and Robert L. Burden's researches.**

Marion Williams and Robert L. Burden offered a framework (1997) of motivational components, in which they assume that each human is motivated differently and an important part is played by choice. They approached design of the framework from the perspective of influencing the individual's decision. The motivational components were divided into two categories; internal factors and external (see table 3). Within these two categories, they distinguished a large number of subcomponents. The internal subcomponents are dynamically

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<sup>12</sup> Dörnyei Z. Motivation and motivating in the foreign language classroom. -Modern Language Journal, 1994.- 78, 280-282p.

influential in a non-linear style, and “affect the level and extent of learner’s motivation to complete a task or maintain an activity” (Williams, 137). These subcomponents do not just affect others within the ‘Internal’ category, but they are also subject to influence from the ‘External’ subcomponents, the interaction is dynamic as well (Williams, 137).

All three models discussed above, demonstrate different priorities when characterising the motivational factors. It is beyond possibility to fully address to just one approach which could be seen as ever valid and actual. And so it is not surprising that psychologists have not produced a comprehensive model presenting the very motivational factors and their interrelationships. Human behaviour is complex, a great number of factors (ranging from basic physical and mental needs, through well-being needs to higher level of values, beliefs and autonomy) influences and distinguishes every human being and individual culture<sup>13</sup>. With this in mind, it is rather impossible to define a model concerning all diverse motivational factors.

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<sup>13</sup> Dörnyei Z. *Motivational Strategies in the Classroom.*- Cambridge University Press, 2001.- 6-7pp.

## CHAPTER II. THE NATURE OF MOTIVATION.

### 2.1 What is Motivation? The Importance of Motivation in Teaching English.

Teachers when describing both stronger and more successful students, and weaker, less successful students frequently use the term ‘motivation’. Within research on ‘motivation’, the focus has been on understanding what motivates, as opposed to agreeing a universal definition of the term.

Gardner, as one of the leading researchers in the field of second language learning focuses on motivation, and defines motivation by specifying four aspects – “a goal, effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity in question”. A goal is seen as a stimulus for increasing motivation rather than a measurable part of motivation.

According to Harmer, motivation can be defined as “some kind of internal drive which pushes someone to do things in order to achieve something”.

As stated by Dörnyei, motivation is “an abstract, hypothetical concept” that explains people’s thinking and behavior in specific situations. In his view, motivation concerns two basic dimensions of human behaviour. The first being ‘direction’, is a choice of a particular action, and the second dimension – magnitude – describes the effort given to the action and the persistence of this effort. Therefore, motivation is responsible for “why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity” (“Teaching and Researching” 7).

All previous approaches to understanding motivation confirm it to be a highly complex issue, one that is easier to describe than to define. To summarise the theories and choose the most appropriate definition for this study, I describe motivation as the means to achieve set goals in L2 learning regardless of whether the motivation is fueled by internal or external incentives.

The word motivation refers to getting someone moving. When we motivate ourselves or someone else, we develop incentives or we set up conditions that start or stop behaviour.

In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience.

In short, Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour.

Motivation involves the processes that energize, direct and sustain behaviour as shown in figure 2. It can be thought of as an internal process that activates, guides and maintains behaviour overtime.

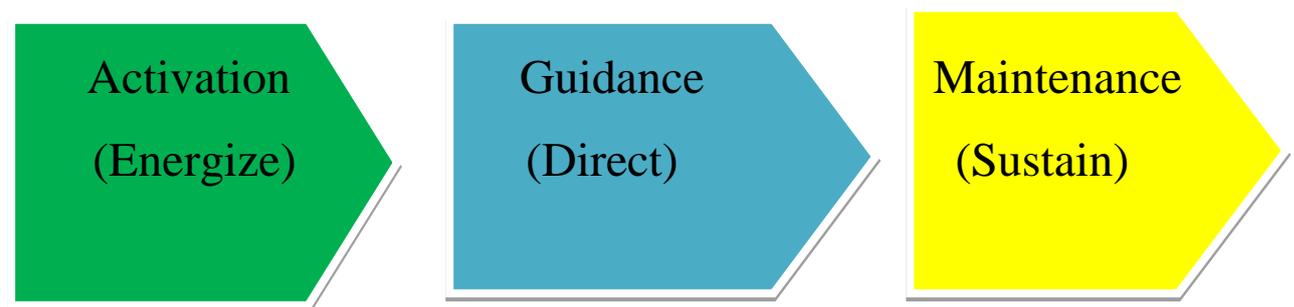


Figure 2: Internal motivation process

‘Activation’ starts you off, gets you going. ‘Guidance’ determines what you do, what choices you make and what interests you pursue. While ‘maintenance’ ensures that this activity continues over time.

According to Krause, K.L, Bochner, S, & Duchesne, S:

“The concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which all contribute to stimulating students’ interest in learning and their intention to engage in particular activities and achieve various goals.”<sup>14</sup>

**(Krause, K.L. Bochner, S, & Duchesne, S.)**

Baron, 1992 and Schunk, 1990, stated:

“The definition of motivation is the force that energizes and directs a behavior towards a goal.”

**(Baron, 1992 and Schunk, 1990)**

Tan O.S., Parsons, R.D., Hinson, S.L, & Brown, D.S, stated:

“The concept of motivation as applied when a person is energized to satisfy some need or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire.”

**(Tan O.S., Parsons R.D., Hinson S.L. & Brown D.S. 2003)**

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<sup>14</sup> Krause, K. L., Bochner, S., & Duchesne, S. Educational psychology for learning and teaching .- Australia:Thomson, 2003. – 65p.

A lot has been written on student motivation both in psychology and in L2 studies. Most of this material, however, has been directed at researchers to facilitate further research, rather than at practitioners to facilitate teaching. One reason for this gap between theory and practice is the different nature of the principles that people find useful in educational and research contexts. The kind of knowledge teachers can use best is straightforward and unambiguous, along the lines of 'If you do this, you'll get this'. Psychologists, however, are not very keen on making black-and-white statements because when it comes to humans, there are very few rules and principles that are universally true, regardless of the actual context and purpose of the learning activity. It would be great to have absolute rules such as the ones we find in the natural sciences but in the social sciences nothing is so straightforward and almost everything that has been written in the motivational literature has also been questioned by others. Therefore, motivation researchers in the past have been rather reluctant to come out with sets of practical recommendations for teachers.

“Large numbers of students are rejecting school as a means for improving their lives. Many start by becoming truants at the age of 13 or 14, and then dropping out officially at their first opportunity. Others endure their school years with sullen, glassy-eyed looks on their faces as they slouch in their desks without books, pens, or paper. With two or three notable exceptions, few books are written to help teachers understand these students or deal with the problems of student apathy.”<sup>15</sup>

During the last decade, however, things have started to change. More and more articles and books have been published with the word 'motivating' in their title, and some of the best-known motivation researchers and educational psychologists have turned their attention to classroom applications. It is as if a new spirit had entered the profession, urging scholars to 'stick their neck out and see

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<sup>15</sup> Raffini, J. P. *Winners without Losers: Structures and Strategies for Increasing Student Motivation to Learn.* - Needham Heights, MA: Allyn and Bacon, 1993. - 11p.

what we've got'. And, luckily, what we've got is nothing to be ashamed of. There is a growing set of core knowledge in motivation research that has stood the test of time and which can therefore be safely translated into practical terms. This book is intended to summarise this knowledge. Before launching into the discussion of practical motivational techniques, let me briefly address two general points:

- What exactly do we mean by 'motivating' someone?
- Whose responsibility is it to motivate learners?

### **What does 'motivating someone' involve?**

Motivating someone to do something can involve many different things, from trying to persuade a person directly to exerting indirect influence on him/her by arranging the conditions or circumstances in a way that the person is likely to choose the particular course of action. Sometimes simply providing a good opportunity is enough to do the trick. Whatever form it takes, however, the motivating process is usually a long-term one, built "one grain of trust and caring at a time"<sup>16</sup>. In classroom contexts, in particular, it is rare to find dramatic motivational events that - like a lightning or a revelation - reshape the students' mindsets from one moment to another. Rather, it is typically a series of nuances that might eventually culminate in a long-lasting effect.

### **Whose responsibility is it to motivate learners?**

Some of the motivational techniques are closely related to subject matter teaching (e.g. how to present tasks in a motivating manner - cf. Section 4.2), whereas others may require extra attention and time (e.g. presenting self-motivating strategies - cf. Section 4.8). Given the reality of constant time pressure

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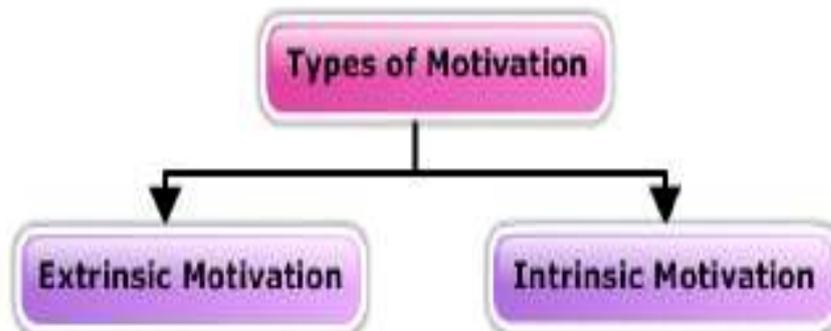
<sup>16</sup> Scheidecker, D. and W. Freeman. Bringing out the Best in Students: How Legendary Teachers Motivate Kids. - Thousand Oaks, CA: Corwin Press, 1999. - 126p.

in many school contexts, the question of 'Whose job is it to improve motivation?' is a valid one. The current situation is not very promising in this respect: by-and-large, promoting learner motivation is nobody's responsibility. Teachers are supposed to teach the curriculum rather than motivate learners, and the fact that the former cannot happen without the latter is often ignored.

So, whose responsibility is it to motivate learners? My guess is that it is every teacher's who thinks of the long-term development of his/her students. In the short run, preparing for tests might admittedly produce better immediate results than spending some of the time shaping the motivational qualities of the learner group and the individual learners. However, few of us teachers have entered the profession with the sole objective of preparing students for tests . . . Besides, motivational training might be a very good investment in the longer run, and it may also make your own life in the classroom so much more pleasant. As Scheidecker and Freeman succinctly put it, the real reward for motivating teachers is not on pay-day, "it is when their passion is caught by the students. That is a big-time return on anyone's investment."<sup>17</sup>

## 2.2 The Types and Perspectives of Motivation.

There are 2 types of motivation. They are extrinsic motivation and intrinsic motivation as illustrated in figure 3.




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<sup>17</sup> Scheidecker, D. and W. Freeman. Bringing out the Best in Students: How Legendary Teachers Motivate Kids. - Thousand Oaks, CA: Corwin Press, 1999. – 9p.

Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged.

In other words, Morris and Maisto said that:

“Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity.”<sup>18</sup>

**(Morris & Maisto)**

This motivation arises from the use of external rewards or bribes such as food, praise, free time, money or points toward an activity. These incentives are all external, in that they are separate from the individual and the task. Example, a child may do chores not because he enjoys them but because doing so earns an allowance and students who are extrinsically motivated may study hard for a test in order to obtain a good grade in the course.

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win

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<sup>18</sup> Morris, C.G. & Maisto, A.A. Psychology: An introduction. 11th ed. - New Jersey: Prentice Hall, 2002.

and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to overjustification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. However, another study showed that third graders who were rewarded with a book showed more reading behavior in the future, implying that some rewards do not undermine intrinsic motivation. While the provision of extrinsic rewards might reduce the desirability of an activity, the use of extrinsic constraints, such as the threat of punishment, against performing an activity has actually been found to increase one's intrinsic interest in that activity. In one study, when children were given mild threats against playing with an attractive toy, it was found that the threat actually served to increase the child's interest in the toy, which was previously undesirable to the child in the absence of threat.

Intrinsic motivation refers to rewards provided by an activity itself.

The motivation arises from internal factors such as a child's natural feeling of curiosity, exigent, confidence, and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity.

### **The Behavioural Perspective**

According to the behaviourist view of learning, when children are rewarded with praise and a gold star for doing their job correctly, they will look forward to the next mathematics lesson, anticipating another rewards. At some time in the past, they must have been rewarded for similar

achievements and this experience acts as a motivator for future learning of a similar type.

For behaviourists, motivation is simply a product of effective contingent reinforcement. So, they emphasize the use of extrinsic reinforcement to stimulate students' task engagement. The reinforcement can take the form of praise, a smile, an early mark or loss of privileges such as missing out on sport.

According to Brody:

“Almost all teachers use extrinsic reinforcement in some form to motivate students, although they may not realize they are doing so and may not always use such reinforcement effectively.”<sup>19</sup>

(Brody, 1992 in Krause, et. al, 2003)

### **The Humanistic Perspective**

The humanist theory of motivation is interesting because it is not only linked to achievement and education, but also has implications for students' welfare and well-being through its concern with basic needs. It stresses on students' capacity for personal growth, freedom to choose their destiny and positive qualities.

There are two theories of motivation from humanistic perspective:

#### **(a) Maslow's Hierarchy of Needs**

Maslow (1954) perceived motivation in terms of a hierarchy of needs that can also be conceived as 'motives'. According to Maslow's model, once basic

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<sup>19</sup> Krause, K. L., Bochner, S., & Duchesne, S. Educational psychology for learning and teaching. - Australia: Thomson, 2003.

physiological needs have been satisfied, efforts are directed toward achieving needs associated with safety, love and belonging, and self este

### **(b) Roger's motivation theory**

Carl Roger's ideas are also influential in discussing the nature of motivation and its impact to human lives.

Rogers argued that:

Behaviour was influenced by the individual's perception of both personal and environmental factors. People should listen to their "inner voices" or innate capacity rather than relying on feedback from external sources.

### **The Cognitive Perspective**

Students' thought guide their motivation.

"According to the cognitive perspective on motivation, students' thought guide their motivation. It focus on students' internal motivation to achieve, their attribution (perception about the causes of success or failure) and their beliefs that they can effectively control their environment. It also stresses on the importance of goal setting, planning and monitoring progress toward a goal."

**(Santrock, 2006)**

### **Achievement Motivation**

John Atkinson and David McClelland described the need for achievement as:

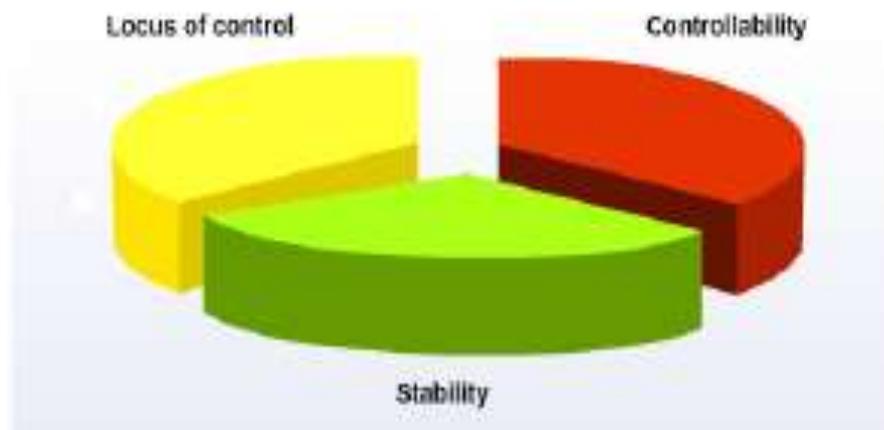
"A stable personality characteristic that drives some individuals to strive for success. Students who have a high need for achievement are motivated to become involved in an activity if they believe that they will be successful. They are moderate risk taker and tend to be attracted to tasks where the chances of success are fifty-fifty, since there is a good chance they will be successful. They like to attempt a task, but not if they know there is substantial risk of failure."

**(John Atkinson and David McClelland)**

### (b) Weiner Attribution Theory

Attribution theory is concerned with the way in which an individual's explanations of success and failure influence that individual's subsequent motivation and behaviour. Students may attribute success or failure to different causes, depending on their beliefs about who or what controls their success or failure.

There are three important elements to note regarding the way in which students interpret the cause of behavioural outcome. The three important elements are locus of control, controllability and stability as shown in figure 5.



- Stability- stable (aptitude) or unstable (mood)
- Controllability- controllable (amount of effort) or uncontrollable (content, degree of difficulty, time)
- Locus of control- Internal (ability, effort) or external (luck, task difficulty)

Figure 5: three important elements interpret behavioural outcomes.

What happens when students in the high and low achieving groups experience success and failure?

How do they explain these different outcomes?



Students who have a high need to achieve tend to attribute their success or failure to their own internal factors such as ability and hard work (in the case of success) or inadequate preparation and lack of effort (in the case of failure). Whereas, students who are low achievers and need to avoid failure are likely to attribute their success or failure to factors external to themselves, such as 'good luck' (in the case of success) or a 'very difficult exam paper' (in the case of failure). This attribution theory provides a framework for explaining these different responses.

Table 4. shows Weiner's attribution theory in 3 dimension.

Controllability	Locus of Control			
	Internal		External	
	Stable	Unstable	Stable	Unstable
Controllable	Regular effort	Immediate effort	Teacher's bias	Someone's help
Uncontrollable	Ability	Mood	Task difficulty	Luck

Table 4: Weiner's Attribution Theory (Three Dimensions).

## The Social Learning Perspective

From the social learning perspective: Motivation is conceived as goal-directed behaviour that is closely linked to feelings of personal effectiveness.

Those who often experience success are more likely to positively value their own competence than those who regularly experience failure. However, this relationship does not always occur. Sometimes, individuals attribute their success to force which is out of their control (such as good luck or chance), while failure is explained by luck rather than personal inadequacies. Another influence on self-evaluation, particularly on children, involves observation of others, particularly peers and comparison with their achievements. Such comparison occurs frequently in competitive school situations.

Persuasion can also influence self-evaluation for example:



In short, according to Krause:

“...motivation contributes to behaviour through the influence of judgements about personal efficacy.”<sup>20</sup>

**(Krause)**

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<sup>20</sup> Krause, K. L., Bochner, S., & Duchesne, S. Educational psychology for learning and teaching. - Australia: Thomson, 2003.

Table 5. shows the 4 views of motivation which is behavioural, cognitive, social learning and humanistic.

Theories	Behavioral	Cognitive	Social Learning	Humanistic
<b>Theorists</b>	Skinner	Atkinson & Weiner	Bandura	Maslow
<b>Major focus</b>	Achievement of “on task” or desire behaviour through external rewards and reinforcement.	Cognitive process & emotions, achievement needs and beliefs about causes of success and failure.	Learning through observation of others and self-regulation leading to personal standard and a sense of self-efficacy.	Satisfying basic needs and achieving self-actualization.
<b>Classroom application</b>	Use of contingent rewards and punishment.	Need for teachers to be aware of their students’ attributions for success or failure and provide an accurate feedback.	Need to ensure students are successful in <i>new</i> learning and that they perceive links between effort and success.	Need to be aware of students’ needs inside and outside the classroom and to have positive expectations for each students.
<b>Source of motivation</b>	Extrinsic	Intrinsic	Intrinsic	Intrinsic

Table 5: Four Views of Motivation.

### 2.3 Factors, Effecting the Quality of Motivation in the Second Educational Stage.

There is a seemingly endless list of possible factors that can have an impact on a student's level of motivation; personal and family situation, economic condition, age, sex, religion, cultural background, etc. It is essential to understand how these factors come into play regarding a student's attitude toward effective learning.

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

#### **Internal factors**

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

- **Motivation:** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't.

Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.

- **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

- **Cognition:** In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

### **External factors**

External factors are those that characterize the particular language learning situation.

- **Curriculum:** For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

- **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.

The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

- **Motivation:** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

- **Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

### **Factors influencing extrinsic motivation**

Extrinsic motivation comes from such factors outside the classroom as parents, teachers, friends, or their previous learning, but most often involves subjects in a reward and punishment system. In Brophy's opinion, motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others, especially parents and teachers.

In Harmer's view, parents' expectations are significant to students' school performance, their motivation and their academic achievements since they are generally associated with higher levels of educational attainment.<sup>21</sup> Furthermore, Paige (2001) emphasized that parents are the most powerful advocates in their students' language learning. Harmer also added that parents have a great impact on students' attitude to the learning language. Whether students have positive or negative attitude toward the language depends mostly on their parents. If the parents are very much against the culture of the language learning, this will probably lead to their children's negative motivation whereas many students are willing to study the language in order to meet their parents' expectations.

Like parent factor, students' peers also affect students' attitudes toward the language learning outcomes since students may like learning the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. If they were successful, they may be predisposed to learning success now. On the other hand, if unsuccessful, they will expect failure now. In addition, the knowledge from their past learning experiences is considered as the knowledgeable background from which they are able to continue to study at present and in the future. Students with good past learning knowledge can study well at present. Information about extrinsic motivation has provided. Another main kind, intrinsic motivation, is mentioned below.

### **Factors influencing intrinsic motivation.**

According to Harmer (1991), factors influencing students' intrinsic motivation are physical conditions, teachers as well as their teaching methods.

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<sup>21</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. 3<sup>rd</sup> ed.- New York: Longman, 1991.- 38p.

Physical conditions such as the lighting, the temperature, the acoustic, the lines of vision, the layout of desks, the facilities for displaying pictures or charts, materials and so on, have a great effect on learning. Haynes (1998) mentioned that positive school climate perceptions are protective factors that may supply students with supportive learning environment. For instance, if the students find their classroom is a caring, comfortable and supportive place where everyone is valued and respected, they will tend to participate more fully in the process of learning. Lumsden (1994) added that classroom climate is an important factor influencing intrinsic motivation. Besides, as for Harmer, classrooms that are badly lit and overcrowded can be excessively demotivating because in uncomfortable situations, students may not study as well as in more comfortable ones<sup>22</sup>.

In addition to physical conditions, other factors influencing students' intrinsic motivation are teachers as well as their teaching methods. In Lumsden's (1994) study, school students' level of interest and desire to engage in learning are heavily influenced by such factors as teachers, administrators, the school environment and their classmates. However, among these factors, teachers seem to be the biggest one because their roles are very important in students' learning. Pearse (2000) also pointed out that teachers' feedback mostly affects students' learning motivation especially when they are aware of their students' own progress. For teachers, the key to foster motivation and engagement in learning can lead to good teaching method as well as good teachers, both of which attract students a lot in their learning. If students find their teachers' methodology boring, they will probably become demotivated whereas if they are interested in the method, they will find it motivating so that they can study better.

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<sup>22</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. 3<sup>rd</sup> ed.- New York: Longman, 1991.- 38p.

In Crookes and Schmidt's (1991) view, teachers should motivate students into the lesson, that is, at the opening stages of lessons, remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students. Besides, teachers should vary the activities, tasks, and materials because students are reassured by the existence of classroom routines that they can depend on. However, lessons, which always consist of the same routines, patterns, and formats, have been shown to lead to a decrease in attention and an increase in boredom. Thus, varying the activities, tasks, and materials can help to avoid demotivation and increase students' interest levels.

Furthermore, teachers had better use cooperative rather than competitive goals in classrooms. Cooperative learning activities are those in which students must work together to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students, including weaker ones because every participant in a cooperative task has an important role to play. Knowing that their teammates are counting on them can also increase students' motivation.

## CHAPTER III. PRACTICAL PART. ANALYSIS OF MOTIVATIONAL STRATEGIES IN THE CLASSROOM OF SECONDARY STAGE OF EDUCATION.

### 3.1 Research Questions.

As it was mentioned previously, researchers and psychologists have been more interested in motivation in terms of general motivational processes, different approaches and theories. However, the question for practicing educators is not “what motivation is” but “how to motivate students to learn.”

In the first place, I would like to point out motivational strategies. Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it - in fact, almost any influence a person is exposed to might potentially affect his/her behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

In this subchapter, a variety of techniques and strategies are briefly examined in order to offer a practical guide for teachers. A framework of “The components of motivational teaching practice in the L2 classroom”<sup>23</sup> developed by Dörnyei in 2001 is reviewed first as a central source of information in the area. Secondly, a few strategies and practical tactics are discussed on the basis of further study of literature and my observations and my researches at the secondary school.

I completely agree with Dörnyei's assertion that “almost any influence a person is exposed to might potentially affect his/her behaviour”<sup>24</sup>. Nonetheless, it is important to remind the uniqueness of each learner and therefore, what works for one can fail for others. This is particularly factual with consideration of how

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<sup>23</sup> Dörnyei Z. *Motivational Strategies in the Classroom*.- Cambridge University Press, 2001.- 29p.

<sup>24</sup> Dörnyei Z. *Motivational Strategies in the Classroom*.- Cambridge University Press, 2001.- 28p.

language learning situations are varied in any situations. With regard to the differences in students' culture, age, language level of proficiency and relation to the second language may render some strategies completely useless, and vice versa (36). Moreover, to get students excited about individual activities does not mean they will be excited in next lessons; initial enthusiasm needs to be generated and maintained.

The question of forming motivational strategies is answered by a simple and logical taxonomy which I designed on the basis of the "The components of motivational teaching practice in the L2 classroom" and "Taxonomy of motivational strategies" both compiled by Dörnyei ("Motivational Strategies" 29). The crucial units of my taxonomy are as follows:

- Creation of basic motivational conditions involving the scene settlement for the further use of motivational strategies
- Generating learner's primary motivation, which more or less conforms with the pre-stage of the organization
- Maintaining and protecting learner's motivation, which conforms with the actional/main stage of the organization
- Encouraging positive self-evaluation, which conforms with the post-stage of the organization

Dörnyei uses the simple organization of four main units for further separation and suggests 35 motivational strategies for teachers to increase learners' motivation and establish a motivation sensitive teaching<sup>25</sup>. He reminds of the importance of quality rather than quantity, even a few applied techniques and chosen strategies can deliver the best results. He recommends a stepwise approach from beginning to identify strategies that are already practiced by a teacher, to addressing those strategies that ha not been a part of a teaching practice. Dörnyei

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<sup>25</sup> for details, see Dörnyei "Motivational Strategies" 2001.

proposes that such strategies should be selected and one or two specific techniques tried out in the classroom.

The first eight strategies go under the cumulative name “creating the basic motivational conditions.” These strategies focus on teacher behavior, classroom atmosphere and social interactions between teachers and learners and among learners themselves.

“Generating initial motivation” is the second area, in which Dörnyei discusses the basic ways to encourage students’ acceptance of set goals. By making the curriculum relevant for the students and creation of realistic student beliefs, students’ attitudes towards learning will be positive.

Another 14 strategies fall under the category of “Maintaining and protecting motivation,” which is particularly prominent in terms of student’s natural tendency to get bored and tired of the tasks if motivation is not protected. Increasing the student’s self-confidence and creating student autonomy are argued as the basic yet great maintenance strategies.

The last but not least group of strategies highlights how teachers can help their students to evaluate themselves in a more positive light. Dörnyei presents such strategies as providing motivation feedback, promoting attributions to effort rather than to ability and other strategies all in the final category of “encouraging positive self-evaluation.”

As already mentioned above, there is not a golden rule or the unique choice of strategies that successfully work anytime for anyone. Each teacher has to find his/her own way that will work best for a specific group of students. Bearing this in mind, a few points that have been explored in my classes as enhancing students’ motivation are presented here. For the practical reason of illustrating a number of motivational techniques (that may be beneficial for teachers in their day-to-day classroom practice), the following outline is a set of practical recommendations, rather than a sophisticated taxonomy summarizing motivational strategies. Some of the tactics presented are shared among teachers and researchers as basic

motivational strategies and can be found in most overviews and works offering motivational ideas, effective learning and teaching, and language teaching in general (see Harmer 1991, Ur 1991, Ushioda 2001 and others for further reading).

### **Teacher's enthusiasm and creativity**

Students love teachers who can translate theory into practice while using interesting ideas and materials. Children's natural creativity should be also constantly supported by challenging tasks, engaging the learner's imagination (creating make-believe stories, role playing, acting out, comic drawing etc.).

An American psychologist Mihaly Csikszentmihalyi has stated that the most influential teachers are the ones who show their love and passion for the subject they teach and teaching in general. Csikszentmihalyi also adds that even students sometimes make fun of a teacher's dedication, they admire his/her passion anyway<sup>26</sup>. Teachers using humor, doing unexpected things, moving around a classroom entertain their students who feel that to miss a lesson would mean to miss something fun. The more interesting a lesson is, the more likely it is that students form positive attitudes.

### **Classroom environment – from the psychological and physical attributes.**

A positive classroom climate is one of the most frequently mentioned elements in which student learning is maximized<sup>27</sup>. The classroom climate is made up of a number of different components. Two major components are named by Dörnyei "the teacher's rapport with the students" and "students' relationship with each other" ("Motivational Strategies" 40-41). These components influence students' physical and mental needs, feelings and emotions. In order to improve the classroom atmosphere to be supportive and pleasant, a personal relationship between teachers and students needs to be applied. From the teacher's side it is

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<sup>26</sup> Dörnyei Z. *Motivational Strategies in the Classroom*.- Cambridge University Press, 2001.- 32-33pp.

<sup>27</sup> see Dörnyei 2001, Gardner 1985, Young 1999, Beard and Senior 1980 for further details.

about showing students that you (as a teacher) accept and care about them (e.g. addressing students by name, including personal topics based on students past time activities, interests and lives outside school), indicating high expectations for students' achievement, providing non-verbal encouragement (e.g. maintain eye contact, be expressive) letting students give feedback during lessons. The question of establishing rules and norms in the classroom should be followed with students input. "Norm of tolerance" is another element mentioned by Dörnyei which helps students to feel comfortable in risking potential mistake or failure as they know there will be no negative criticism or embarrassment. By physical attributes I refer to the classroom atmosphere, which can be influenced by its size, colours, the type of furniture, the amount of light, room arrangement and decoration (posters, notice boards, flowers, etc).

Personally, I have tried to apply several not yet mentioned tactics to create a more relaxed atmosphere. I applied them spontaneously (with neither previous study of the topic nor based on my own experience). Firstly (at the beginning of the school year), I invited volunteers (from all of my students) to help with decorating a wall of the English Language Laboratory. Students voted and later painted the wall with images and symbols of English speaking countries. The "personalising" and "familiarising" of the classroom increased students' interest in their new environment, their classmates, and English speaking countries and their symbols as well. During students' breaks between lessons, I have been observing that the original decoration provides a lot of conversation topics, along with the sense of accomplishment that comes with doing something extraordinary. Secondly, students were offered background music during some activities, especially during writing tasks and tests. For such activities relaxing music was chosen. Lastly, and some teachers might disagree with me, students are allowed to have soft drinks in a class, as long as they do not disrupt others.

### **Success expectation**

Penny Ur listed success and its rewards as “the single most important feature in raising extrinsic motivation” (278). Students who were successful in past tasks believe they can succeed in new tasks and they are more likely to persist in their efforts. It is important to realise that “expectancy of success” would not be enough in itself if not accompanied by positive language-related values and attitudes (e.g. using authentic materials, promoting contact with native speakers of the L2, offering extrinsic rewards, arising learners’ curiosity and attention for the course). A Teacher’s most important role here is simply to generate positive student attitude towards learning the subject matter by making sure that students regard the learning task as achievable and they know exactly what success in the task involves<sup>28</sup>. Achieving success expectations is summarised by Brophy “the simplest way to ensure that students expect success is to make sure they achieve it consistently” (60).

### **Feedback and Encouragement**

Frequent, instant and positive feedback is essential for students to make progress in reaching their personal goals. Appropriate feedback supports students’ self-confidence and gives them constructive information about the areas that would need to be improved. Negative feedback influences motivation too and teachers must be careful about its power that could lead to a negative class atmosphere. Ur suggests a teacher’s attitude should stay positive to a student’s weak performance. A teacher giving negative feedback lets a student know that he or she believes in the student’s improvement over some time and that mistakes are a natural and useful part of language learning (242-243).

The previous paragraphs dealt with teachers’ responsibility to develop and keep student’s motivated and engaged in learning. Nevertheless, Dörnyei and

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<sup>28</sup> Dörnyei Zoltán, and Ema Ushioda. Teaching and Researching Motivation. 2<sup>nd</sup> ed.- Harlow: Pearson Education Limited, 2011.-113-115pp.

Ushioda stress the difference between motivating students and developing their motivation. To put it differently, they admonish “unhealthy teacher-dependent forms of student motivation” (136) within which students will not develop their own motivation and self-regulatory strategies. “Rather than merely thinking about techniques for motivating students, we should perhaps also think in terms of creating conditions for developing students’ motivation from within and helping them to sustain this motivation”<sup>29</sup>.

Numerous researchers investigated the influence of motivation on students’ learning. Dörnyei (1997) put a stress on the influence of motivation that motivation is considered as a key to learning a second language (L2) and it seems to be the biggest single factor affecting language learners’ success.

This research aims to explore the role of motivation in learning English language for the learners of secondary stage of education in Uzbekistan. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 160 Uzbek elementary students and 10 English language teachers in secondary schools. In terms of gender the group was divided involving 80 males and 80 female students. Finally on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for Uzbek learners.

The aim of study is to draw a comparison between two types of motivation that are integrated and instrumental and it would be observed that which kind of motivation is most popular among our Uzbek students and teachers how to use the motivational strategies in the classroom.

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<sup>29</sup> Dörnyei Zoltán, and Ema Ushioda. Teaching and Researching Motivation. 2<sup>nd</sup> ed.- Harlow: Pearson Education Limited, 2011. - 136p.

A multi-level approach was used by integrating the perspective of the researcher with that of students, and by applying different methodological approaches to produce answers to the following research questions:

- 1) Are L2 teachers' motivational practices linked to student motivation?
- 2) How are Uzbek students motivated in English class, intrinsically or extrinsically?
- 3) What motivational factors influence the students' English learning performance?
- 4) How can learning motivational factors be enhanced?
- 5) How do teachers use motivational strategies and in what way?

### **3.2 Methodology**

The present study employed quantitative data by utilizing a questionnaire survey. In the first stage, quantitative data were collected from the subjects with the use of a questionnaire to investigate students' motivation, English learning achievement and teachers' ability to use motivational strategies in English classroom.

#### **A) Participants**

The research data were collected from students and English teachers. The way to select the participants is important for the research success as stated by Hatch and Farhady (1982, p. 8), "subject selection may influence the results of research studies".

#### **Students**

Seliger and Shohamy (1995) put it that there can be no absolute rule regarding the size of the subject population. However, the greater the size is, the smaller the effect of individual variability or any other population-related variable on the research finding. Thus, in the current study, 160 students were chosen from the population of 1569 students in stratified randomly selection, which can improve

the likelihood of representativeness (Fraenken and Wallen, 2006). For the selection of the research sample, three lists of 5-, 6-, 7-, 8-, 9- grades of students in the schools were first established. After that, from each list, the subjects were randomly selected by closing the eyes and putting the pen into each list at a certain number. Finally, 160 students were selected from the three lists in the interval of five.

In this study 160 students from elementary level (80 males and 80 females) were taken from schools in Gulistan.

### **Teachers**

Ten English teachers were invited to take part in the questionnaire survey. Teachers make great contributions to the research findings since in students' learning process; one of the teachers' important roles is to take the responsibility for motivating students in classrooms.

### **Instruments**

Quantitative method which describes phenomena in numbers and measures instead of words was utilized to collect the research data<sup>30</sup>. The quantitative method was used for analyzing some questions in the questionnaires for students and teachers. Questionnaires were defined by Brown (2001) as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from among existing answers" (Brown, 2001, p. 6)

Questionnaires are necessary for investigating learning motivation as Seliger and Shohamy (1989) contend that questionnaires are mainly used to collect data on phenomena which are not easily observed, such as attitudes, motivation, and concepts.

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<sup>30</sup> Wiersma, W. Research methods in education. - Mass: Needham Heights, 1995.-21p.

Below were details of two kinds of questionnaires, one for students and the other for teachers.

### **Questionnaire for students**

Only the students themselves can identify what they need motivating. Poplin and Weeres (1993) put it that listening to the voices of students is increasingly being advocated by researchers concerned with enhancing student motivation. Accordingly, the questionnaire for students is conducted in the research so that their learning motivation can be clearly understood and enhanced. 160 questionnaires were delivered to students and all of them were returned in the complete responses for the response rate of 97.98%.

A questionnaire which was developed to elicit the data on students' motivation in English language learning consisted of 2 parts. Part 1 contained 10 open questions asking about general background of the students and thoughts about English lessons in a school. Part 2 consisted of 10 closed items asking about Instrumental motivation and Integrative motivation (Extrinsic and Intrinsic motivation) in English language learning and measured by a 5-point Likert scale (1-strongly agree; strongly disagree; 5- I don't know) (Gao et al., 2007). The questionnaire was translated into Uzbek in order to ensure that the subjects clearly understood each item. Subjects were required to choose a number on a 5-point Likert scale<sup>31</sup> that best represented their response to the items pertaining to the motivational factors.

The content validity and reliability of the questionnaire was checked by the supervisor and two raters. The checking was focused on the content validity and appropriate language used. To assure its content validity and reliability, the approved questionnaire was piloted with 160 pupils in schools who were taught English language as a compulsory subject. The reliability index of the

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<sup>31</sup> Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term is often used interchangeably with *rating scale*, or more accurately the **Likert-type scale**, even though the two are not synonymous.

questionnaire was 0.82 and the collected data were used to analyses in order to explain the role of motivation in L2 learning.

### **Questionnaire for teachers**

Students' learning outcomes are mainly influenced by teachers whose perceptions toward learning motivation play an essential role in bringing effectiveness to teaching and learning at school. Thus, the questionnaire for teachers was made to find out their perceptions toward learning motivation, using motivational strategies in the classroom and ways of enhancing learning motivation. As for questionnaire for teachers contains 2 parts:

1. Including 5 open questions about what is motivation and its strategy, using strategies in lessons as well.
2. Including 44 motivational strategies in use and 5 adverbs describing how often to use them in class (never, rarely, sometimes, often, always) in Likert scale.

Both questionnaires for teachers and students were taken anonymously and respondents gave a brief information about their class, gender ( for students) and ages, gender also, how many years teaching experience and what age groups do they teach (for teachers) at the end of the questionnaire. You can see two questionnaires in the appendix at the end of the qualification work.

## **3.3 Discussion of Findings**

### **A) Findings from Student Questionnaire**

In the first part of the questionnaire, ten questions were asked to investigate the students' perspectives towards learning English language, if they have a great interest of studying English and why they learn it, what influenced students'

English learning most. The questions are open ended, that's why every student can give their responses widely. First part questions showed the following results.

70 % students agreed that they are learning English because

1. They are interested to get good marks and good job;
2. They want to apply for higher education;
3. It would benefit them in their future career.

24% students agreed that they are learning English language because

1. They love English language;
2. It is the language of upper class;
3. They want to go abroad.

6% students did not show their consent and they have no any interest for English language learning.

In the second part of the questionnaire, ten questions which based on the extrinsic (instrumental) motivation and intrinsic (integrative) motivation were given in Likert scale in table 6 and 7 with numbers and percent on the next pages.

**Table 6 Results of student questionnaire in numbers.**

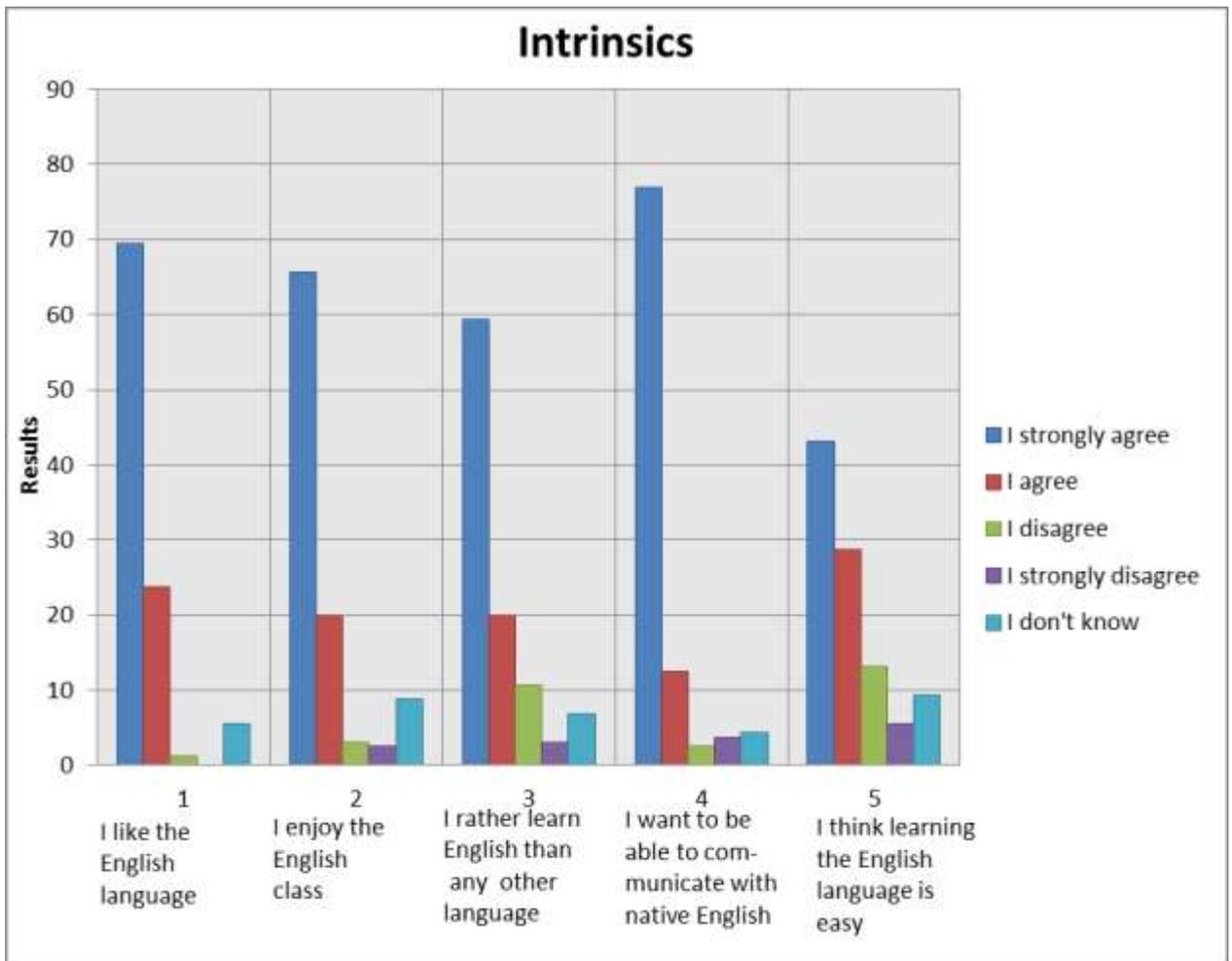
<b>Statement</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>I don't know</b>	<b>Total</b>
<b>1. I like the English language.</b>	111	38	2	-	9	<b>160</b>
<b>2. I enjoy the English class.</b>	105	32	5	4	14	<b>160</b>
<b>3. I rather learn English than any other languages.</b>	95	32	17	5	11	<b>160</b>
<b>4. I want to be able to communicate with native English speaker.</b>	123	20	4	6	7	<b>160</b>
<b>5. I think the learning English language is easy.</b>	69	46	21	9	15	<b>160</b>
<b>6. I think speak in English is very vital nowadays.</b>	128	19	3	1	9	<b>160</b>
<b>7. My parents consider the English as a very important language to learn</b>	115	31	4	2	8	<b>160</b>
<b>8. I want to have high degrees in English subject as much as in the other subjects.</b>	122	22	6	-	10	<b>160</b>
<b>9. I think speak in English will help me to get a better job.</b>	103	43	1	-	13	<b>160</b>
<b>10. I think an English speaker is socially more respected.</b>	116	29	5	1	9	<b>160</b>
<b>Total</b>	<b>1087</b>	<b>312</b>	<b>68</b>	<b>28</b>	<b>105</b>	

**Table 7 Results of student questionnaire in percentages.**

<b>Statement</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>I don't know</b>	<b>% Participants</b>
<b>1. I like the English language.</b>	<b>69.4</b>	<b>23.8</b>	<b>1.3</b>	<b>-</b>	<b>5.6</b>	<b>100 %</b>
<b>2. I enjoy the English class.</b>	<b>65.6</b>	<b>20.</b>	<b>3.1</b>	<b>2.5</b>	<b>8.8</b>	<b>100 %</b>
<b>3. I rather learn English than any other languages.</b>	<b>59.3</b>	<b>20.</b>	<b>10.6</b>	<b>3.1</b>	<b>6.9</b>	<b>100 %</b>
<b>4. I want to be able to communicate with native English speaker.</b>	<b>76.9</b>	<b>12.5</b>	<b>2.5</b>	<b>3.8</b>	<b>4.4</b>	<b>100 %</b>
<b>5. I think the learning English language is easy.</b>	<b>43.1</b>	<b>28.8</b>	<b>13.1</b>	<b>5.6</b>	<b>9.4</b>	<b>100 %</b>
<b>6. I think speak in English is very vital nowadays.</b>	<b>80.</b>	<b>11.9</b>	<b>1.9</b>	<b>0.6</b>	<b>5.6</b>	<b>100 %</b>
<b>7. My parents consider the English as a very important language to learn</b>	<b>71.9</b>	<b>19.4</b>	<b>2.5</b>	<b>1.3</b>	<b>5.</b>	<b>100 %</b>
<b>8. I want to have high degrees in English subject as much as in the other subjects.</b>	<b>76.2</b>	<b>13.8</b>	<b>3.8</b>	<b>-</b>	<b>6.3</b>	<b>100 %</b>
<b>9. I think speak in English will help me to get a better job.</b>	<b>64.4</b>	<b>26.9</b>	<b>0.6</b>	<b>-</b>	<b>8.1</b>	<b>100 %</b>
<b>10. I think an English speaker is socially more respected (bilingual person).</b>	<b>72.5</b>	<b>18.1</b>	<b>3.1</b>	<b>0.6</b>	<b>5.6</b>	<b>100%</b>

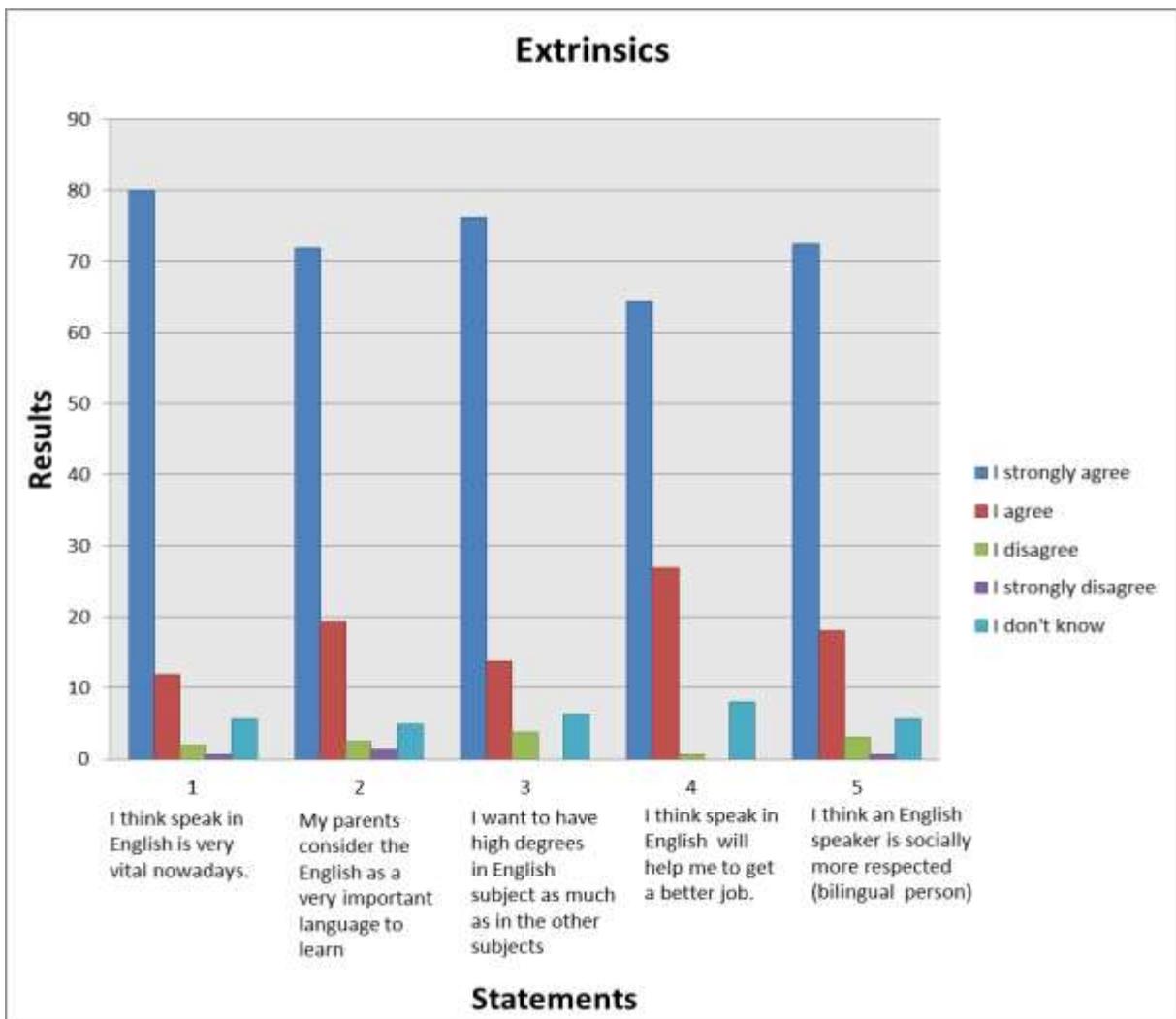
The first 5 statements in the questionnaire express the intrinsic motivation and the last 5 describe the extrinsic motivation to learn the English language. Most of the pupils fixed “I strongly agree” up for instrumental motivation statements more than integrative motivation. Students chose the statement “I think speak in English is very vital nowadays” more than others and they strongly agree that it is true. In the diagrams below, the results of research questionnaire show that Uzbek students are extrinsically motivated.

Diagram 1 Question results of Intrinsic motivation.



Among integrative statements, “I want to be able to communicate with native English speaker.” was fixed up (76.9%) and gave the highest result in other intrinsic statements. And the less result of strongly agreement was showed on the statement “I think learning the English is easy.” (43.1%)

Diagram 2 Question results of Extrinsic motivation.



In this statement questionnaire, instrumentally motivation is revealed that it is in the higher degree than integrative motivation among Uzbek students who study at the second stage of education.

In a nutshell, The results showed that students were more extrinsically motivated, implying that most of the students learned English for external reasons instead of intrinsic ones.

### **B) Findings from teachers' questionnaire.**

The first part of the questionnaire focused on Teachers' perceptions towards learning motivation. Five questions focuses on getting information about teachers' perceptions toward learning motivation as individual teachers have their own notions of language, which have a great impact on their ways of teaching<sup>32</sup>.

In the first stage, open ended questions were given to teachers, namely what is motivation and its strategy, what is the importance of it in the English teaching field, how do you motivate students and so on? However, most of the teachers did not respond to questions exactly and clearly. Although they use the motivational strategies during the lessons, they cannot realize that they are motivational strategies which are the keys of successful education of English. Fortunately, English teachers can use some strategies in their lessons, unless they are aware of what are the motivation and its strategy well.

In the second stage of questionnaire, 44 motivational strategies were given in Likert scale and the result was shown in the table below.

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<sup>32</sup> Genesee, F.G. & Upshur, J.A. Classroom-based evaluation in second language education. - Cambridge: Cambridge Language Education, 1999.

Table 8 Motivational strategies in the English classroom.

<b>Used strategies</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total %</b>
1. <b>I give my students opportunities to experience success in their learning</b>			10%	30%	60%	100.
2. <b>I give clear instructions for tasks by modelling</b>			30%	20%	50%	100.
3. <b>I set class rules myself rather than allowing my students to do so</b>		10%	30%	30%	30%	100.
4. <b>I explain the importance of class rules to my students</b>		30%	10%	20%	40%	100.
5. <b>I encourage my students to give suggestions for improving the course</b>		10%	20%	20%	50%	100.
6. <b>I share my personal interests with my students</b>	10%	20%	20%	20%	30%	100.
7. <b>I use activities that familiarise students with the target culture</b>		30%	20%	20%	30%	100.
8. <b>I encourage my students to use English outside the classroom</b>	10%	20%	20%	20%	30%	100.
9. <b>I teach my students self-learning strategies</b>			30%	40%	30%	100.
10. <b>I investigate my students learning needs</b>			30%	30%	40%	100.

11. I show my students that I care about them as people		10%	20%	20%	50%	100.
12. I am careful to avoid embarrassing my students when giving feedback		20%	30%	20%	30%	100.
13. I encourage my students to set specific, learning goals for themselves		20%	10%	30%	40%	100.
14. I use activities which allow my students to mix		10%	30%	40%	20%	100.
15. I highlight and review class learning goals with my students	10%	10%	20%	30%	30%	100.
16. I create a supportive classroom environment so my students feel encouraged to take risks		30%	20%	30%	20%	100.
17. I ask my students what they like about the course/ learning process		10%	20%	20%	50%	100.
18. I encourage students to be realistic about their language learning goals			30%	30%	40%	100.
19. I make sure tasks are challenging but doable for my students		20%	30%	30%	20%	100.
20. I make myself available to my students outside class time	10%	20%	30%	20%	20%	100.

21. I invite former/senior students to share their learning experiences		10%	40%	20%	30%	100.
22. I use humour in my classroom		20%	40%	20%	20%	100.
23. I give immediate feedback to my students		10%	50%	30%	10%	100.
24. I reward my students when they succeed			20%	20%	60%	100.
25. I start all my lessons with the same presentation technique	20%	10%	50%	20%		100.
26. I use tasks that are well below my students' ability	10%		20%	40%	30%	100.
27. I help my students to get to know each other	10%	10%	20%	20%	40%	100.
28. I show my students how much they have progressed or learnt			30%	40%	30%	100.
29. I explain why a task is meaningful or relevant		10%	30%	30%	30%	100.
30. I use tasks that allow my students to interact with each other		10%	30%	20%	40%	100.
31. I encourage my students to assess themselves			30%	40%	30%	100.

32. I teach my students how to use self-motivating strategies		10%	20%	30%	40%	100.
33. I remind my students of the benefits of learning English		10%	40%	30%	20%	100.
34. I use a short opening activity to relax and help my students to focus		20%	20%	20%	40%	100.
35. I avoid using authentic cultural material which is not from the coursebook	10%	20%	30%	20%	20%	100.
36. I tell my students that they can learn if they make the necessary effort			30%	30%	40%	100.
37. I tell my students that communicating meaning effectively, is more important than grammatical accuracy	20%	20%	30%	20%	10%	100.
38. I use authentic tasks (to prepare my students for real life situations)	10%	30%	20%	20%	20%	100.
39. I encourage my students to teach each other			50%	30%	20%	100.
40. I make tasks attractive by using games and competitions			30%	30%	40%	100.
41. I match tasks to my students' needs/ interests rather than exam requirements		10%	50%	30%	10%	100.
42. I remind students that mistakes are a natural part of learning		10%	50%	20%	20%	100.

43. I select tasks from the course book even if they do not relate to students' real life experiences		10%	50%	30%	10%	100.
44. I offer a variety of tasks to my students		20%		40%	40%	100.

Based on the outcomes of questionnaire's second part for teachers investigate that the most used strategies are become exact in the above-mentioned table and they are shown in percentages. They are:

- ❖ I give my students opportunities to experience success in their learning (60%);
- ❖ I give clear instructions for tasks by modeling (50%);
- ❖ I encourage my students to give suggestions for improving the course (50%);
- ❖ I show my students that I care about them as people (50%);
- ❖ I ask my students what they like about the course/ learning process (50%);
- ❖ I reward my students when they succeed (60%);

Teachers can use the other strategies which are given in the table, however, they ticked the other columns which are named "sometimes", "often", "rarely" and "never".

In order to make L2 learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal. Instructors need to plan and create interesting lesson in which students, become fully attentive.

The use of interesting text along with activities can help to increase the motivation level of students. It is suggested that Uzbek teachers should acquire strategies that help students to learn English to benefit them in their future career.

## CONCLUSION

Broadly speaking, while some of the results of the present study are in agreement with the findings of previous research on strategy use (Green & Oxford, 1995; O'Malley & Chamot, 1990), the current study broadens the pattern of strategy more than previous studies. Like previous research (Khalil, 2005), the current results demonstrated that English students were totally aware of the utmost importance role of using learning strategies to the development of their language learning; social strategies were the most frequent kind of strategies among the students. However, based on the findings of the study among Uzbek students, it can be concluded that Uzbek learners at schools were more extrinsically motivated and they tried to learn English for instrumental goal rather than for inner enjoyment. As to language learning strategies, the students appeared to use social strategy most frequently. In other words, learners tend to communicate and make interaction with each other to and to make plan and evaluate their performance to facilitate their language learning process.

Attitudes of the students at secondary schools in Uzbekistan toward English learning are positive since they know the role of English in life. Nonetheless, they are not motivated enough due to lack of setting study goals and appropriate learning strategies, which mainly influenced their English learning.

Furthermore, for the students, their teachers play the most influential role in encouraging them in their learning process; therefore, they wanted their teachers to motivate them by applying various motivational activities, especially organizing extra activities in English classes. Teachers' attitudes as well as their perceptions toward learning motivation are positive since they all find the necessity of motivation in improving students' English performance. Therefore, they should apply many various motivational ways by organizing different activities in English lessons.

In the eyes of the learners, the teacher is seen to be the key figure in determining the attitude to the language and in shaping motivation. Therefore, the teacher has the complex task of generating initial student motivation and helping students maintain it. The teacher's support, enthusiasm, positive approach in providing a learning experience which is interesting is an important motivational component.

Moreover, in an overview of group psychology for educational purposes, Madeline Ehrman and Z. Dörnyei (1998) have referred to D. W. Winnicott's (1965) concept of the “good enough mother” as one that we found useful in understanding certain teacher functions. Following the “good enough” analogy, it is my belief that teachers should aim to become “good enough motivators” rather than striving unreasonably to achieve “Super motivator” status<sup>33</sup>.

For reaching that status, I want to suggest the table 9 in appendix; I have listed all strategies from the previous chapters. Using these lists, you can take the following steps:

- ❖ As a first step, go through the lists and identify those motivational strategies that are already part of your teaching practice - put a tick in the relevant boxes in the “Part of my teaching” column.
- ❖ Take an area that you have marked and by looking up the relevant sections in the books about motivation reinforce this motivational practice in your classes by making it more systematic and varied.
- ❖ Alternatively, you may want to address a strategic area that has not been part of your past teaching practice but which you feel might work with you and your students. Select one or two (but not more) specific techniques that you will try out in a class. Once you have given them a try, put a tick in the “Tried it out” column. If the strategies work - that is, if you feel comfortable with

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<sup>33</sup> Dörnyei Z. *Motivational Strategies in the Classroom*.- Cambridge University Press, 2001.- 28p.

them and the students are sufficiently responsive - keep applying the strategies in your other classes as well until you have automated them enough to be able to tick off the “Part of my teaching” column.

- ❖ After a while you may be ready to experiment with another strategy, addressing another motivational area. However, let us not forget that the “good enough motivator” takes it easy. And, as Covington and Teel state, “Fortunately, even small changes initiated early on can make substantial changes down the line in terms of student motivation and achievement, as well as teacher morale.”<sup>34</sup>

Good luck and lots of ticks!

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<sup>34</sup> Dörnyei Z. *Motivational Strategies in the Classroom.*- Cambridge University Press, 2001.- 87p.

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