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Motivation: Back & Forth

Victoria A. Potemkina
Svetlana G. Sharshavina

We Beat COVID-19

Bright Future is Yours

Introduction

- The opportunity to enroll in a foreign university motivates many students to skyrocket. However, a huge number of the students find themselves during their studies unsure that they will be able to graduate. As a result, the motivation is lost during the process of education

The questions to be answered:

- What is “motivation”?
- How can we acquire it?
- How can we manage it?
- What model or strategy should we use to motivate students?
- What educational materials are worth being used?
- What should be considered as the success?

“motivation”

- “human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement, or cognitive psychological viewpoint that explains motivation through deeper, less observable phenomena.” [H.D. Brown, 2007]
- “‘motivation’ is best seen as a broad umbrella term that covers a variety of meanings.” [Zoltán Dörnyei, 2001]

“Who owns the motivation that owns the world”

- A. Maslow proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behavior. [Motivation and personality, 1954]
- Robert Gardner researched on motivation in the field of SLL for several decades and made a distinction between integrative and instrumental orientations.

We relied on the motivational model by Zoltán Dörnyei.

- 1. Creating basic motivational conditions.
- 2. Generating initial motivation.
- 3. Maintaining and protecting motivation.
- 4. Encouraging positive retrospective self-evaluation.

The background of our students

- All the students came from different countries in Asia
- The biggest group is Chinese
- Their goal is a diploma of a teacher of Russian as a Foreign Language.
- Many of them got rather a low level for NCEE (SAT)
- The language of Education for them is Russian

cultural heterogeneity in the classroom

	Group 1	Group 2	Group 3	Group 4	Group 5
Chinese	45%	60%	75%	50%	80%
Vietnamese	25%	40%	10%	25%	-
Thais	15%	-	7%	25%	-
Korean	15%	-	13%	-	20%

First step of the research

- Goal - create a pleasant and productive atmosphere and build good relationships with our students.
- The assets we have:
 - a. big experience of working with students from the Asian countries (10 years in Russia and 7 abroad)
 - b. Previous researches that we relied on: J. Biggs and D. Watkins; H.D. Brown; S. Chan; M. Cortazzi and L. Jin; Zoltán Dörnyei; R.C. Gardner; N. Hess; A. H. Maslow; D.D. Pratt; A. Tsui; Penny Ur; L. Xiao and others

“motivational conditions” (step 1)

	1 group	2 group	3 group	4 group	5 group
Expectancy of success	low	low	low	average	average
Common knowledge	high	high	average	low	low
Language related knowledge	Average/high B2	Average B1 – B2	Average/low A2- B1	Low A2	Low/zero A1-A2
ability to accept changes	average	average	average	average	average
Interest in teaching materials	low	low	average	average	average

The first step - creating the motivational conditions.

- The students were offered to choose their topics for the discussion for the whole semester
- The required vocabulary was left untouched and even became vast
- The students creatively came to the choice
- The teachers got a new point of view on trivial and hackneyed topics for the discussion.
- The students fulfilled the need for autonomy

The difficulties of the first step

- To prepare additional materials for each group
- To find video and audio materials relevant to the texts (not easy to find)
- To overview the vocabulary (the required and a new one)
- To control the combination of the required elements of the lesson and the students' suggestions

Things that help to succeed

- An appropriate teacher behaviors
- A good relationship with the students
- A pleasant and supportive classroom atmosphere
- A cohesive learner group
- An appropriate group norms

The second step - generating initial motivation

- Goal – to use different strategies, depending on the exact group of the student to stimulate the communication.
- What helped:
 - a. The topics for the conversation were chosen by students themselves
 - b. Choice of challenging but yet satisfying tasks during the lessons
 - c. Follow the motto –“No one should be lost” – persuasive communication (regardless the level)

Results of the second step

	1 group	2 group	3 group	4 group	5 group
Expectancy of success	average	average	average	high	high
Common knowledge	high	high	average	low	low
Language related knowledge	Average/high B2	Average B1 – B2	Average/low A2- B1	Low A2	Low/zero A1-A2
ability to accept changes	average	average	high	high	high
Interest in the teaching material	average	average	high	high	high

The third stage - maintaining and protecting motivation

- Goal – to protect and maintain motivation
- find some hints in the psychological portrait of Asian students
- Three rules to follow:
 1. Make learning less monotonous
 2. Make tasks more interesting
 3. Increase the student's involvement

The psychological portrait of Asian students

1. Students do not consider asking questions in public
2. Students display a passive role in class
3. Students could be mentally active by cooperating
4. Students find comfort and security by engaging in discussion in a small group
5. Students were more active on a one-to-one interaction with teachers
6. The teacher-student relationship is highly valued and viewed on a long-term basis
7. Students prefer the teaching methods such as face-to-face teaching, case-study, fewer lecturers and more labs
8. Students have some restricted topics for the discussion
9. Students show interest in discussing topics of cross-cultural issues,

Jerome David Salinger - “Teddy”

- The most complicated topics for all the students – religion
- Buddhism is the most popular religion on the territory of the Southeast Asia.
- The hidden message of the story
- Buddhism works is rarely touched by Chinese literary scholars.
- The Buddhist influence on Salinger is the key to the right understanding of the writer and his writings

The plan of working with text (1)

- To start with the warm-up questions and discuss the facts from the biography
- To introduce a new vocabulary
- To read the text individually with the focus on the pronunciation
- To discuss the main idea of the text and the main characters and their behavior
- To start debates, where the topic of religion comes on the surface

Joanne Rowling “Cuckoo’s Calling”

The reasons behind the choice:

- the representative of the modern English literature
- the popularity of her “Harry Potter” series
- another side of Joanne Rowling, as a writer

The plan of working with text (2)

- To give only the prologue from the novel
- To predict what might happen next
- To discuss the possibilities of the plot development (small group)
- To discuss the writing style
- To compare the writing style in “Harry Porter” and “Cuckoo’s calling”
- To express opinion about the success of the story

“Motivational strategies in the language classroom” (by Zoltán Dörnyei)

- 1. challenge
- 2. interesting content
- 3. the intriguing element
- 4. the unusual/fantasy/ exotic element
- 5. competition
- 6. tangible outcome
- 7. humor
- 8. comfort !

The data after final stage

	1 group	2 group	3 group	4 group	5 group
Expectancy of success	high	high	high	high	high
Common knowledge	high	high	average	average	average
Language related knowledge	Average/high B2	Average B1 – B2	Average A2- B1	Low A2	Low A2
ability to accept changes	high	high	high	high	high
Interest in the teaching material	high	high	high	high	high
Confidence in the ability to express their point of view	Very high	Very high	High	High	High

Conclusion

- We didn't describe all the details and difficulties that we had to deal with during this research. It is evident that even with the positive result that we achieved we are still just at the beginning of our study.
- The man's idea of the article is to show that in each and every situation in the classroom, you, as a creative and optimistic teacher, can do a lot.
- The second goal of our study was to demonstrate that authentic materials can and should be used despite the level and the motivational situation of your students.
- The last confession we want to make is that the “motivation of the student starts from the motivation of the teacher”

Words of gratitude

We would like to express our great gratitude to Zoltán Dörnyei for his book “Motivational strategies in the language classroom”, which became our source of inspiration and helped to structure our research and get positive results in the process of students motivation.

We didn't go “by the Book”, we tried to be adaptive according to our situation and flexible to help our students to be motivated to continue studying the English Language more seriously.