



Motivation: Up and down: Implementation of a motivational model and assessing the results

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Abstract

The opportunity to enroll in a foreign university skyrockets the motivation of many students. However, a huge number of these students eventually find themselves, in the midst of their studies, to unsure that they will even be able to graduate. This article focuses on the causes of demotivation for these students and aims to find a solution to this problem. Our study relies on previous research conducted by H. Douglas Brown, Zoltan Doernyei, Natalie Ness, Penny Ur, Desley I. Watson-Raston, and others. This article contributes to this literature by, first, looking into the causes of motivation loss among foreign students studying the English language in Russia, and second, by proposing certain tactics that could be put into practice in the classroom. By conducting our research over the last year and a half, we have come to several conclusions. According to our observations, authentic materials, along with the freedom for students to choose study topics and the way assignments are presented determinately increases not only student motivation but also improve learning results in speaking and writing. In our research, we tried to use a big variety of research methods. These included focus and control groups, general and individual questionnaires, video essays, and classic tests.

Keywords: authentic materials; motivation; foreign students; a multinational group.

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1 INTRODUCTION

The opportunity to enroll in a foreign university skyrockets the motivation of many students. However, many of these students eventually find themselves throughout their studies, not sure that they will graduate. There is nothing new about students losing motivation during the process of education. Still, this problem is one of the most complicated for second language learning and teaching. In each educational institution and even in each classroom, the ways of solving this problem might be different and unique. The motivation can be influenced by many different factors that should be considered during the planning phase of the educational process in the classroom. It is challenging to arouse and maintain motivation when the educational process's circumstances are unique and very complicated, as they were in our situation. Motivation is a fragile thing that always requires thorough thinking and detailed preparation, and each class – and sometimes, each student - requires a specific approach for motivation. Before sharing our ways of dealing with losing motivation, acquiring it, and sustaining it, we should identify the problem itself. What is “motivation”? How can we acquire it? How can it be managed? All these and many other questions arose in our classrooms.

2 Review of the Literature

Regarding “motivation,” we can rely on the traditional point of view, where it is defined as a “human behaviour 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) Alternatively, we can accept the most general version given in Cambridge Dictionary: “Motivation is the need or reason for doing something, enthusiasm willingness or something that causes such willingness.”

We would most prefer to choose the definition offered by Zoltán Dörnyei: “‘motivation’ is best seen as a broad umbrella term that covers a variety of meanings.” (Zoltán Dörnyei, 2001, p.68). Zoltán Dörnyei thinks that “motivation” is rather an abstract concept based on a whole range of motives, from financial issues to desire for freedom.

To underline the importance of motivation for the whole educational process, we would like to paraphrase one well-known quote – “Who owns the motivation that owns the world” [paraphrase of Nathan Mayer Rothschild's saying]

According to Versinina I.A., Kurbatov A.R, and Panich N.A. (2016), international students' main problems are related to communication difficulties in a new cultural and linguistic environment. Another specific feature is that attracting international students has gained a political aspect, as governments see education for international students to solve long-term strategic tasks in a complex international environment. This research sees the possibilities to adapt the motivational model to modern Russia's educational situation, considering the cultural differences of the students studying together.

Thus we come to the second question – where does motivation come from?

On this subject, a lot of wide-spread theories exist. One of them belongs to Abraham Maslow (1970), where A. Maslow proposed that motivation results from a person's attempt to fulfil five basic needs: physiological, safety, social, esteem, and self-actualization. According to Maslow (1954), these needs can create internal pressures that can influence a person's behavior.

A second theory we would like to mention is that of Robert Gardner and his associates (Lambert, MacIntyre, Tremblay). They researched motivation in the field of SLL for several decades. They made a distinction between integrative (desire to learn a language stemming from a positive effect toward a community of its speakers) and instrumental orientations (desire to learn a language to attain a specific career, educational, or financial goals). Despite being successful, this research cannot answer our urgent question – How can we deal with motivation levels that go up and down?

Researchers: Jean Piaget (1972), Kohn (1990), educators like Maria Montessori, Rudolf Steiner, Paolo Freire, A.S. Neill, and Carl Rogers all provide exemplary models of motivating education.

Leont'eva E.O.(2019), in her study “Stereotypical and real settings of motivation,” presents ten possible sources:

- Future job has a connection with Russia somehow;
- Relatives' insistence;
- The attractiveness of Russian culture;
- The desire to learn the Russian language;
- The cost of education;
- Perspectives to find a job in Russia after graduation;
- High level of education;
- A big community of compatriots;
- The possibility to get a residential permit easier than in other countries;
- The geographical position (close to their country or Europe).

Knowing that the Higher Educational Institute's selection for the South and South-Eastern Asian countries' representatives is never spontaneous, we agree that these ten reasons can motivate our students at the beginning of their education. Educators carried out another research work covering recent findings in motivation from Volgograd State Medical University in 2019. The authors: Starikova I.V, Radyshevskaya T.N., Chaplieva E.M., Zhuravleva M.V., and Alexandrina E.S. found that high levels of anxiety and trait anxiety among international students were not only associated with adaptive mechanisms in the educational process, but also with a language barrier, changes in the social environment, and could lead to the complete loss of any motivation. They also listed the source of the motivation outcome.

- academic activity - 56.7%
- a desire to become a highly qualified specialist - 69.2%
- a diploma - 77%
- parental approval - 50%

As was mentioned above, the problem of motivation still occupies the thoughts of educators and researchers. For this reason, we found it very unusual that we could not find any description of a situation similar to ours, nor any ready-to-use solutions.

3 The Context and Setting of the Study

3.1. The Uniqueness of the Settings

To describe our research's extraordinary conditions, it is necessary to describe our university (where we conducted our research) and second, our educational groups' composition. Our university is one of Russia's leading pedagogical universities and is situated in one of the world's most famous cities – St. Petersburg. This city is well known for its cultural heritage, architectural peculiarity, and historical value. The educational process's language is Russian, and students have to pass either an RFL (Russian as a foreign language) exam or go through eight months of preparatory classes before they can start the education. All lectures, seminars, and conferences are conducted in Russian. The percentage of English language in the whole process of education reaches a maximum of 20%.

Starting from the second year of studies, students have two or three hour-and-a-half English lessons per week. The second and third courses can rely on study packs, including a textbook and a workbook, accompanied by a set of audio materials. These materials are published by Oxford and Cambridge press. Fourth-year students, however, do not have any printed or e-materials appointed to be used during the lessons. The primary purpose of the educational process during English language classes during the final year of the Bachelor's program is to increase students' possibility to communicate freely on general topics. The program inquiries offer the list of the possible topics for the discussion, the list of the grammar that can be and should be used, and the Language level estimation criterion.

It is not less important to mention that there are no Russian students among these courses' students. The students in our department come from different countries of South-East and South Asia. The biggest group is Chinese. These students arrive having distant intrinsic motivation – to study for the teaching diploma. However, most of them have previously received a rather low level on the NCEE (SAT).

Table 1 national component of the groups

nationalities	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%

As seen from the table above, the classroom situation was aggravated by cultural heterogeneity. It is also worth mentioning that Russia's education system is different for all the students who have come to study. We are not talking about the advantages or disadvantages of one system of education over another; we are merely trying to state the conditions we had to deal with to get better results. From our side, we had a theoretical and practical knowledge of our students' cultural differences and their different learning styles.

3.2. Research Problem

Reference to those mentioned above, the researchers formulated the research question as follows:

What strategy can be used in the classroom with these complicated conditions that motivate the whole educational process?

3.3. Research Objective

Based on the research problem above, the researchers attempted to implement the strategy created by Zoltán Dörnyei with different changes according to the specific conditions of the classroom to motivate the whole educational process.

3.4. Research Method

The design of this study was descriptive-qualitative. The research population was 72 students from five groups studying in the fourth year of the Bachelor's program at the Russian as a Foreign Language department of St. Petersburg State Pedagogical University, Russia. Two teachers researched a regular base, and three others provided cross tests. The data was collected through observation, individual questionnaires, video essays, and audio recordings. The video and audio recording were carried out as students practised English speaking exercises and as homework. This data collection was taken over a year and a half (three semesters) from

September 2018 - December 2019. The researchers observed, noted, and recorded precisely the achievements of the students and analyzed the changes in their: Expectancy of success, Common knowledge thoroughly, Language related knowledge, Ability to accept changes, Interest in the teaching material, as represented in the several tables further in the “Discussion” section of this article.

4 Results

To achieve our goal, we chose the motivational model offered by Zoltán Dörnyei:

1. Creation of basic motivational conditions.
2. Generation of initial motivation.
3. Maintaining and protection motivation.

All the results at each of the stages have been demonstrated in the tables.

The results were not measured as a per cent or as any other digital indicator. Instead, generalizing words were used: low, average, and high, which helped to avoid the necessity of implementing exact numbers to describe psychophysiological processes.

Besides the knowledge from domestic and foreign research, we also had an additional asset – previous experience working with students from South and South-East Asia (10 years in Russia and seven abroad).

All four stages of the research had key findings. The first gives us strong confidence in creating a comfortable atmosphere in the classroom and giving students a chance to be fully involved in the educational process even from the beginning. The best decision was to allow the students to pick topics for future discussions on their own accord. As a result, we received very positive feedback and results that were beyond our expectations. The students showed a very serious initiative for choosing the topics while keeping in mind all the program requirements.

The second stage required personal qualities and pedagogical skills, which are most valued by Asian students. These preferred styles of interaction between teachers and students were used to make both parties feel comfortable and approachable. The results in Table 3 show positive changes compared to the initial levels of motivation.

The next stage was sustained by the conclusions made in Zoltán Dörnyei and Raymond Wlodkowski. The psychological portrait of Asian students and cross-cultural differences was used to succeed during the third stage. We had great results relying on the well-known Asian concepts such as Buddhist emptiness and popular contemporary British authors. The result was captured in the individual video tasks of 62 students whose language level fluctuated between A2 and B2. This stage’s results can be considered positive because these were students who came with the idea to give their personal opinion to the story and religion in general. From our side, we offered them to complete the assignment in the form of a video message.

The last stage results were reflected through personal questionnaires distributed to the students at the beginning of the research and the last stage. Each questionnaire had the same open questions to answer and showed that significant progress had been achieved.

5 Test of Written English

5.1 The First Stage of the Strategy-Model

According to the strategy mentioned above, maintaining a comfortable and productive atmosphere became our priority. This was simultaneous in forming trustworthy relationships with our students. Since Confucian heritage is an integral part of Chinese culture, the learners tended to exhibit modesty and diligence in their learning (Park, 2000). Teachers in China are well respected for their wisdom. What they say is taken for granted and not to be questioned, according to Biggs and Watkins (2001). Chinese students prefer a teacher-centred style (Xiao,

2006). At the first stage, we relied specifically on this fact, as Chinese students were the majority in the group.

The demonstration of the “motivational conditions” of the five groups we had displayed a table below.

Table 2 motivational conditions before the 1st stage

	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 actions we took to reach the goal of the first stage of the motivational modal were:

To allow the students to choose their discussion topics for the whole semester,

To give students the requirements that were presented in the syllabus for the semester for their faculty.

To ask them to follow the required conditions in selecting grammar, they would prefer to study or freshen upon. In the classroom, when learners have opportunities to make their own choices and decisions about what to pursue and what not to pursue (just like in a cooperative learning context), the need for autonomy is fulfilled. This is a big step towards creating the initial motivation. To our surprise, the students took a creative approach to make their choices, all while keeping in mind the requirements that had to be followed. As a result, we get a new perspective on trivial and hackneyed topics for the discussion.

5.2 Example for the first stage

There was a book that was used in the experimental group. This book contained some parts: test anxiety, speaking, listening, reading, and writing. The part of writing included 40 pages and explained different types of writing texts. It was taught for 15 minutes in each session. Each part defined generally and gave some advice for improving that skill. This book’s content was based on the book of Study Skills (Richard C. Yorkey, 1996).

5.3 First stage difficulties

The first difficulty was detected with the help of a questionnaire. The teachers conducted the questionnaire who did not work with these groups directly and were seen as the observers and contained open questions. The preferred language for the answer was English, but Russian or their native one were not excluded.

The second difficulty worth mentioning was additional preparation for us teachers.

We had to find relevant texts and videos and sort out the vocabulary for students’ topics. However, the results were worth it. Nonetheless, we understand that given the teacher’s lesson preparation workload and rules, it might be a significant burden to replace one discussion topic.

In our case, we were allowed to make these changes by our educational administration, as they are also concerned with our international students’ level of motivation. Despite spending much time on all these preparation tasks, making this step gave us a great chance to positively start our relationships with students.

5.4 The second stage

For the second stage, the leading teachers played the main role of the groups' charismatic personalities. Their openness to students' ideas and eagerness to create a comfort zone for everyone and their individual and non-trivial approach to each student's needs was central to this stage.

Hence, following the three motivational conditions offered by Zoltán Dörnyei (2001) (appropriate teacher behaviours and a good relationship with the students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms) allowed us not only to create a motivational background for all the students in the groups but also to generate initial motivation. The success of the second stage can be seen in the table below.

Table 3 the results of the 2nd stage initial motivation

	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

Table 3 demonstrates some significant changes in the expectancy of success and certain positive changes in the section of the ability to accept changes and interest in the teaching materials. Unfortunately, we could change neither common nor language-related knowledge. This is probably because this category requires a more durable process. The data for this and the previous table was collected by conducting personal interviews with the students and questionnaires. It is necessary to mention that, in the first stage, the interview and questionnaires were conducted by independent people who were not the leading teachers of these groups. The accuracy of these questionnaires can be doubted, but the improved results are still evident.

5.5 Second stage difficulties

The second stage mostly depends on the teacher's personality. The task can be less successful or even impossible if a teacher lacks confidence or little working experience or patience. Nemirovskaya L (2015), in her research, gives several brilliant ideas on how to use even your weakness for good.

5.6 The third stage

Even when all has been done correctly to motivate students, it is still required to keep abreast of maintaining and protect that motivation. The challenge was accepted, and the results went far beyond our expectations.

Fortunately, there are many options for motivation maintenance strategies, ranging from the presentation of materials and administrating tasks to self-motivational techniques.

For the third stage of motivation maintenance and protection, we tried to follow three rules:

1. Make learning less monotonous

2. Make tasks more interesting
3. Increase student involvement

It has already been proven that it is not enough to spark motivation in the classroom merely. It is even more essential to maintain it on an appropriate level. Zoltán Dörnyei, for example, thinks that “unless motivation is actively maintained and protected during this phase, the natural tendency to lose sight of the goal, to get tired or bored of the activity and to give way to attractive distractions will result in the initial motivation gradually petering out. Raymond Wlodkowski says: “any learning activity can become satiating; it happens to everyone, often without any intention on our part.”

To achieve success at this stage, we tried to find some hints in a psychological portrait of Asian students and cross-cultural differences. We relied on the following:

1. Students do not consider asking questions in public as a good habit (Cheng, 2000)
2. Students display a passive role in class or feel embarrassed, especially when questions and tasks may reveal a knowledge gap (Tsui, 1996).
3. Students could be mentally active by cooperating with teachers and actively listening to teachers (Cortazzi and Jin, 1996)
4. Students find comfort and security by engaging in discussion in a small group rather than asking questions or voicing one’s opinion openly in class (Cortazzi and Jin, 1996; Littlewood, 2001)
5. Students were more active on a one-to-one interaction with teachers engaging in peer discussion outside instead of within-class itself (Biggs, 1996)
6. The teacher-student relationship is highly valued and viewed on a long-term basis. (Pratt, Kelly and Wong, 1999)
7. Students prefer teaching methods such as face-to-face teaching, case-study, prefer fewer lectures and more labs (Juan Yao, 2009)
8. Students have some restricted topics for the discussion, such as the relationship with parents, freedom of choice, love related matters. On the contrary, the topics, with the description of biological needs (too detailed explanation of morning procedure), were easily discussed.
9. Students show interest in discussing cross-cultural issues, finding dissimilarities in their cultures and ways of life.

After analyzing a large amount of contemporary research on the topic of learning styles, cultural differences, and psychological characteristics of Asian students, and after taking into consideration our own experience of living and working in Asia, we went all-in offering the students - as a reading material with further discussion - texts with a hidden controversial topic.

5.6 Examples for the third stage

5.6.1. J.D. Salinger “Teddy” and Buddhism as one of the most difficult topics of discussion

Here we would like to draw to your attention two of the most interesting, to our mind, examples of them.

According to the syllabus, we had to introduce the students to creative writing and the philosophy of J.D. Salinger in his work “The Catcher in the Rye.” We decided to give some time to another story written by Salinger, “Teddy.” The reason for this was the possibility to discuss one of the most complicated topics for all students – religion. We foresaw the possibility of making this topic very personal and allowing our students to talk about Buddhism from afar while being sure we could say within the story’s context.

To better explain our choice, we need to briefly overview Buddhism’s situation in our students’ origin countries. Buddhism is the largest religion in Southeast Asia. Despite the

influence of the Communist Party in China and Vietnam, this religion has managed to survive. Even in China, where Confucianism has had a leading role in keeping control over people's lives - practically on par with the Chinese Communist Party - 36% of Chinese are active Buddhists. Another 25% follow this religion's rituals for weddings and funerals and the main Buddhist holidays. The smallest contingent of Buddha believers is in South Korea, where 15 % of its citizens are Buddhists. At the same time, in Thailand, 95% of the population are active Buddhists. In Vietnam, where the constitution guarantees religious freedom, The Cult of Ancestors is still prevalent, and around 20% of the population consider themselves to be Buddhists. It is necessary to mention that there are two main branches of Buddhism in Southeastern Asia: Mahāyāna and Theravāda. People from Vietnam and China follow the first branch, while people from Thailand, the second.

Keeping that in mind, we challenged our students to talk about religion while we were discussing "Teddy" by J.D. Salinger. We hardly believe that it might be someone in the community of English as a second or foreign language teacher who would not know this author or his contribution to American or World literature. Hence, we allow ourselves to include only the main facts about J.D. Salinger and his writing philosophy.

Jerome David Salinger (January 1, 1919 – January 27, 2010) was an American writer best known for his novel "The Catcher in the Rye." He completed the short story "Teddy" on November 22, 1952. The story was initially published in the January 31, 1953 issue of The New Yorker. Teddy MacArdle was created by J.D. Salinger, under Zen Buddhism's influence and the theory of reincarnation. Salinger wrote "Teddy" simultaneous to gathering stories for his story compilation entitled "A Perfect Day for Bananafish." (the short story plot can be found in Appendix № 1)

Jerome David Salinger was one of the most influential American writers in the middle of the 20th century. Since the end of the Second World War, Salinger has been very close to Buddhism. After the triumphant success of "The Catcher in the Rye," he practically became reclusive in his country house in New Hampshire. The traces of Buddhism appeared in his later works. One of the Buddhist concepts in his work is "emptiness," because everything will vanish eventually.

"The hidden message is understood only by those selected few who have super sensuous ability and in whose souls there are reminiscences about the previous incarnations." ("Buddhism in the art of J.D. Salinger, 2014). Salinger's writings are devoted to the narration of periods instead of the whole process of the story. Many critics in the U. S. have made their study on relations between Salinger and Buddhism. Gerald Rosen published a book titled Zen in J. D. Salinger's Art, which concentrates on the Zen influence in J. D. Salinger's works.

Another concept of Buddhism found in his work is reincarnation. Buddha Nature is a special notion of Buddhism, where everybody has the potential to become Buddha. The main character of the story we were working with – Teddy, knew that people have Buddha Nature and used this notion to modify his view of the world. In China, the study of Salinger's work has only appeared only in recent times. Few have made explicit studies of his writing, and Chinese literary scholars rarely touch on Buddhism's relation with his works. The appropriate reading of the Buddhist influence on Salinger is the key to a correct understanding of the writer and his writings. All mentioned above can prove that the traces of Buddhism can be easily found in the story "Teddy" and could be distinctively comprehensible for our inexperienced students in this kind of literature. We carried out our readings through the following procedure:

1. We started with warm-up questions and a discussion about the biography of J.D. Salinger and his writing style.
2. We continued with the introduction of new vocabulary.
3. We read the text individually with a focus on the pronunciation of words and expressions.
4. General discussion of the main ideas of the text and the descriptions of the main characters

5. Discussed in small groups the reasons for the main characters' behaviour
6. Only at the last stage, to sum up, everything discussed earlier, did we start debates where religion's topic came to the surface.

5.6.2 The results of the "Teddy" discussions

The first achievement was that even students with a low level of English (A2) were able to participate in the discussion and be productive. Students came to the idea to give their personal opinions about the story and the topic of religion in general. From our side, we offered students to record their opinions as video messages.

Our second achievement is that 62 video recordings with lengths ranging from 2 to 5 minutes were recorded. In each video, students talked openly about their opinions about the story and religion. Some of the students were so honest that they even shared their own positive and negative experiences with religion or some rules followed in their families. We were very honoured by the trust they had in us and promised not to upload these videos to the internet and use them only as research data.

5.6.3 J.K. Rowling and "The Cuckoo's Calling"

The second example of a text chosen to maintain and protect motivation was written by a modern English literature representative – Joanne Rowling. The choice was made not only because of her "Harry Potter" series worldwide and because she has another side to her as a writer.

Joanne Rowling (born July 31 1965), better known by her pen name J. K. Rowling, is a British author, film producer, television producer, screenwriter, and philanthropist, who is well known as the author of Harry Potter's books. She also writes crime fiction under the name Robert Galbraith. Because of this exact reason, we chose her and her novel "Cuckoo's Calling."

The Cuckoo's Calling was published in 2013 and became the first novel in the Cormoran Strike series of detective novels.

The approach for working with the fragment from this novel and Salinger's story was different.

First, we could not give students the whole novel to read as with the story "Teddy." Hence, we had to follow this plan for working with the text:

1. We gave the students only the novel (the abstract is presented in appendix 2).
2. We asked the students to predict what might happen next.
3. Working in small groups, we discussed the possibilities for plot development.
4. We asked questions about the writing style.
5. We gave different hints to the writer's possible name.
6. We revealed the truth and asked the students to express their opinions.

It should be noted that the process of the vocabulary introduction and the most phonetically difficult words were absolutely the same as for "Teddy."

5.6.4 Results of the discussion on "The Cuckoo's Calling"

1. an excellent discussion of the similarities and differences in the same author's writing style but in different books.
 2. Some students took a chance to explain why the detective line of Joanne Rowling could not have the same success as the Harry Potter series.
 3. A significant number of possible plot developments from our students in written form.
- As a great bonus, some of the students read the entire novel on their own.

5.6.5 Second stage difficulties

To achieve success during the final stage of the researched motivational modal - encouraging the positive retrospective self – the most motivational task content features were implemented. (Zoltán Dörnyei's "Motivational strategies in the language classroom")

They are:

1. A challenge
2. Interesting content
3. The intriguing element
4. An unusual, fantastic, or exotic element
5. Competition
6. A tangible outcome
7. Humor
8. Comfort

We successfully used all seven of them but had to add the eighth point "comfort" to the assumption on the modern Asian student's typical features. Nowadays, most of our students have forgotten how to read a paper book. Additionally, they tend to write using pen very slowly and with awful, sometimes unreadable handwriting. They live in a world of digital gadgets.

To make education in the classroom more effective and comfortable, we allowed them to use digital gadgets to receive materials and complete writing assignments. We also used gadgets during our lessons and for the collection feedback. For our students, the most comfortable application was WeChat.

This, too, had implications for motivation, which immediately was shown during the personal interviews. This time the interviewers were the teachers who worked directly with the students. The interview's main topic explained what had been changed during the last three months from the student's point of view. The results of the interview are demonstrated in the table below

Table 4 the 2nd stage results

	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

Summing up the table results, we especially want to point out that even the level of common knowledge had improved to a certain extent. This cannot but make us feel proud. The ability to accept changes and the interest in the teaching material peaked and was constantly apparent based on the class's relaxed and cheerful atmosphere.

We also had to add a new line, "confidence in expressing their point of view," upon the students' request. Without exception, they said they were not afraid to talk about different topics, even having a rather low English language level. From this point, we have to move towards the 4th stage of the "borrowed" motivational model – "Encouraging positive retrospective self-evaluation."

7 Limitations of the research

While the research attempted to study the possible ways to initiate, increase, and maintain the motivation of students studying abroad, it has several limitations that future research and studies could provide. The survey did indicate that deeper student involvement in the selection process for educational materials and discussion topics leads to motivational improvements and stimulates communication. This is true even for students with low levels of language awareness.

Additionally, the research has attested to the functionality of Zoltán Dörnyei's motivational strategy, despite modifying it slightly following our educational conditions. A still more thorough review of the second stage - mostly everything relied on the teacher's personality – is required. Another limitation could be the change in the combination of the group members, which was unique. The last limitation might be the measurement of the students' achievements. Having a large sample across more years of students could undoubtedly add to the validity of future studies.

8 Learning strategies

A student-centred approach where students are active learners with a more extensive set of choices in terms of educational materials and teachers are more like coaches and observers is a better way to motivate both students and teachers. Teachers can reach out to students, having closer and more trusting relationships with them. Understanding cultural differences can help teachers adapt their learning strategies and create an initial motivation even from zero.

9 Conclusion

We have to admit that we found inspiration and practical utility from the book of Zoltán Dörnyei. However, it is necessary to underline that we did not go “by the book.” We tried to be adaptive according to our situation and flexible to help our students be motivated to continue studying the English language more seriously. We did not 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, and we understand that to continue it, we need much more time and effort. The article's main idea is to show that in every classroom situation, even in ones like ours, when students did not know why they had to attend our lessons, you, as a creative and optimistic teacher, can achieve quite a lot. Our study's second goal was to demonstrate that authentic materials can and should be used despite the language level and the motivational situation in the classroom. The last confession we want to make is that “the student's motivation starts from the teacher”. Teachers' personality and willingness to change themselves play a crucial role in the motivational process. So, perhaps, if classical models and strategies do not work in your case, this is not the reason to lose your heart. It only means that it is time to try something new.

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Appendix 1

Summary of “Teddy” by J.D. Salinger

The story takes place on the board a luxury liner. The events occur roughly between 10:00 and 10:30 am on October 28, 1952.

Teddy is Theodore “Teddy” McArdle, a 10-year-old mystic-savant returning home to America with his entertainer-socialite parents and his younger sister. As part of their tour of Great Britain Teddy has been interviewed as an academic curiosity by professors of religious and philosophical studies - from various European universities to test his claims of advanced spiritual enlightenment.

During his conversation with the parents, he tried to pay their attention to the very trivial thing – floating away from the peels of an orange. This scene supposes to show us the concepts derived from Zen and Vedantic religious philosophy, and suggest that Teddy possesses advanced enlightenment or God-consciousness.

Teddy is ordered to retrieve his six-year-old sister, Booper, who at the sports deck with her father’s expensive camera. As he departs, Teddy tried to throw his parents a hint that they might have seen him the last time.

Teddy proceeds to the Sports Deck and locates his little sister, Booper, at play with another young passenger. Booper is a domineering and hateful child, contrasting sharply with her older brother’s kindness. Teddy, politely but firmly made her return the camera to the cabin and report to their mother. Ignoring his sister’s verbal rudeness, he reminds her to meet him shortly for their swimming lesson at the swimming pool. She submits with bad grace as he departs.

The final scene takes place on the Sun Deck, where Teddy reviews his recent diary entries. The document has been conscientiously edited and neatly written. It contains reminders to foster better relations with his father; commentary on a letter from a Professor of Literature; a list of vocabulary words to study and notes on his meditation schedule - all matters of self-improvement. While making his daily entry, he writes the following non sequitur: “It will either happen today or February 14, 1958, when I am sixteen. It is ridiculous to mention it even.”

Teddy is interrupted by a passenger named Bob Nicholson, a graduate of an unnamed

university. Nicholson has listened to a taped interview with Teddy, in which he shows great interest. He bombarded Teddy with questions on the boy's commitment to the precepts of Vedantic reincarnation; Teddy remains calm and provides Nicholson with a brief sketch of this discovery of God, his relationships with his parents and his views on Zen philosophy. The boy offers Nicholson an extended metaphor on the nature of logic that challenges the young man's rational and orthodox commitment to material reality. Teddy, in explaining his position on death and reincarnation gives a hypothetical example describing a series of events at his upcoming swimming lesson in which a fatality occurs: his own.

Teddy interrupts the interview and hurries to his lesson. Nicholson pursues him through the levels of the ship's decks, and as he begins to descend the stairs to the swimming pool, he hears the scream of "a small, female child" emanating from the enclosed walls of the indoor pool. The story ends on this ambiguous note.

(on the materials of Wikipedia)

Appendix 2

"Cuckoo's calling" Robert Galbraith (Joanne Rowling) (just an abstract)

Unhappy is he whose fame makes his misfortunes famous. Lucius Accius, Telephus THE BUZZ IN THE STREET was like the humming of flies. Photographers stood massed behind barriers patrolled by police, their long-snouted cameras poised, their breath rising like steam. Snow fell steadily on to hats and shoulders; gloved fingers wiped lenses clear. From time to time there came outbreaks of desultory clicking, as the watchers filled the waiting time by snapping the white canvas tent in the middle of the road, the entrance to the tall red-brick apartment block behind it, and the balcony on the top floor from which the body had fallen.

Behind the tightly packed paparazzi stood white vans with enormous satellite dishes on the roofs, and journalists talking, some in foreign languages, while soundmen in headphones hovered. Between recordings, the reporters stamped their feet and warmed their hands on hot beakers of coffee from the teeming café a few streets away. To fill the time, the woolly-hatted cameramen filmed the backs of the photographers, the balcony, the tent concealing the body, then repositioned themselves for wide shots that encompassed the chaos that had exploded inside the sedate and snowy Mayfair street, with its lines of glossy black doors framed by white stone porticos and flanked by topiary shrubs. The entrance to number 18 was bounded with tape. Police officials, some of them white-clothed forensic experts, could be glimpsed in the hallway beyond.

The television stations had already had the news for several hours. Members of the public were crowding at either end of the road, held at bay by more police; some had come, on purpose, to look, others had paused on their way to work. Many held mobile telephones aloft to take pictures before moving on. One young man, not knowing which was the crucial balcony, photographed each of them in turn, even though the middle one was packed with a row of shrubs, three neat, leafy orbs, which barely left room for a human being.

A group of young girls had brought flowers and were filmed handing them to the police, who as yet had not decided on a place for them, but laid them self-consciously in the back of the police van, aware of camera lenses following their every move.

The correspondents sent by twenty-four-hour news channels kept up a steady stream of comment and speculation around the few sensational facts they knew.

"...from her penthouse apartment at around two o'clock this morning. Police were alerted by the building's security guard..."

"...no sign yet that they are moving the body, which has "...no word on whether she was alone when she fell..."

"...teams have entered the building and will be conducting a thorough search."

A chilly light filled the interior of the tent. Two men were crouching beside the body, ready to move it, at last, into a body bag. Her head had bled a little into the snow. The face was crushed and swollen, one eye reduced to a pucker, the other showing as a sliver of dull white

between distended lids. When the sequined top she wore glittered in slight changes of light, it gave a disquieting impression of movement, as though she breathed again, or was tensing muscles, ready to rise. The snow fell with soft fingertip plunks on the canvas overhead.

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