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MOTIVATION IN LEARNING A SECOND (FOREIGN) LANGUAGE IN HIGHER EDUCATIONAL ESTABLISHMENTS

Our work focuses on the problem of motivation in learning a second (foreign) language in higher educational establishments.

Having surveyed the contemporary studies we came to a conclusion that learning a second (foreign) language would not be able to occur without a key factor – motivation as the teacher`s role has changed significantly in recent years and there has been a shift of emphasis from instructional techniques to developing learning techniques.

Thus, the role of the teacher today is to increase student motivation and develop the skills or strategies that make a student more competent and to structure the learning environment so that students are able to take ownership of their own learning.

The study of motivation has been a prominent area for research in psychology and education for many years. This interest may reflect the widespread perception of

classroom teachers who tend to regard student motivation as the most important factor in educational success in general (Dörnyei, 2001b). Thus, motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt, 1991).

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of the second (foreign) language learning [2, 117]. In the present context motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language [4, 10].

Furthermore, motivation provides the primary impetus to initiate the second (foreign) language learning and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement [2, 117].

The role of a second (foreign) language learning motivation has been intensively studied by social psychologists, such as R. Gardner, W. Lambert and others. Canadian researcher, a pioneer in this field. R. Gardner has conducted numerous experiments on the role of second language motivation and hypothesized that second language learners with positive attitudes toward the target culture and people will learn the target language more effectively than those who do not have such positive attitudes. In their earlier studies, Gardner and Lambert found that aptitude and motivation were the two factors most strongly associated with second language learners' achievement [4, 50].

In the light of our research we would like to accentuate on basic components of the second (foreign) language learning motivation on different levels of education. So, according to Dörnyei basic components of the second (foreign) language learning motivation are:

- language level: integrative motivational subsystem, instrumental motivational subsystem;
- learner level: need for achievement, self-confidence (language use anxiety, perceived second (foreign) language competence, causal attributions, self-efficacy);
- learning situation level:
 - a) course-specific motivational components (interest, relevance, expectancy, satisfaction);
 - b) teacher-specific motivational components (affiliative motive, authority type, direct socialization of motivation (modeling, task presentation, feedback));
 - c) group-specific motivational components (goal-orientedness, norm and reward system, group cohesion, classroom goal structure) [2, 117-135].

To sum up, language level focuses on orientations and motives related to various aspects of the second (foreign) language learning such as the target culture and the potential usefulness of the second (foreign) language proficiency. Learner level concerns affects and cognitions underlying the motivational processes. Learning situation level consists of intrinsic and extrinsic motives, plus motivational conditions

concerning three areas: course-specific components, teacher-specific components, and group-specific components.

In our abstract we will emphasize on three different types of motivation; that is, integrative, instrumental and intrinsic motivation as it relates to the learner's context of learning a second language.

According to Gardner, integrative orientation “involves an interest in learning a second language because of a sincere and personal interest in the people and culture represented by the other language group. Integrative motivation on the other hand, is the combination of effort and desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” [4].

In this case, language aptitude is the tool for building relationships and meaningful communication. Linguistic studies show that integrative motivation yields faster and more effective language learning results than other types. Besides, integratively motivated learners often communicate more with foreign language speakers, and are more exposed to spoken language.

Another type of motivation associated with second language learning is instrumental motivation. Instrumental motivation is the need and desire to achieve the reward for achieving a high level of a foreign language. This is generally characterised by the desire to obtain something practical or concrete from the study of a second language.

The analysis of the questionnaire data related to the above point show that for university students and professionals, language learning is often motivated by career. Many adults study foreign languages to enhance their CVs and qualify for work in target industries or companies. In this case, the goal is often based on a credential, such as certificates, university credit, or proficiency exam scores. Thus, the motivation here is to get a good job or promotion. Language learning is a step in achieving that goal.

Finally, we would like to highlight one more type of motivation – intrinsic one – that we consider important in learning a second (foreign) language. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards [5, 56].

The main conclusion, emerging from this overview and based on profound researches in psychology and education, is that motivation plays a significant role in learning a second (foreign) language. We also showed that there are three important types of motivation, such as integrative, instrumental and intrinsic motivation in learning a second (foreign) language in higher educational establishments, which are still largely unexplored and need profound investigation.

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