

DEALING WITH MOTIVATION AND DEMOTIVATION IN THE FOREIGN LANGUAGE LEARNING PROCESS

Vinnitsia National Technical University

Анотація.

У статті розглядаються основні чинники успішного та невдалого процесу вивчення іноземної мови. Наведено класифікацію мотивуючих та демотивуючих факторів. Представлені результати проведеного дослідження серед студентів першого, другого та п'ятого курсів нашого університета.

Ключові слова: мотивація, демотивація, внутрішній фактор, мотиваційні стратегії.

Abstract.

The main factors of success and failure in a foreign language learning process are considered. The classification of motivating and demotivating criteria is presented. The results of the conducted survey among the students of the 1st, 2nd and 5th year of study in our university are provided.

Key words: motivation, demotivation, internal factor, motivational strategies

Introduction

There is no doubt that in modern education one of the most relevant issues to be taken into consideration is foreign language learning. Being involved into the globalization process and its worldwide movement towards immigration, trade, economy and finance it is inevitable to get into contact and communicate with people from different countries and cultures. The current situation requires some motivation, knowledge and certain skills in foreign language learning. As it provides the first push to initiate a successful outcome motivation plays an important role in the process of a foreign language learning [4,p.696].

Survey results

Studying a foreign language for students of nowadays is probably one of the most urgent challenges. A lot has been done to identify factors affecting a foreign language learning. The most relevant among them are: age, sex, culture, students' interests. Besides these ones we can notice teachers' behavior and methodology, syllabus design, nature of the assignments, facilities, informal interactions with students that determine students' predisposition, eagerness or motivation to learn a foreign language.

The aim of the survey was to find out to what extent various factors affect students' motivation and performance in foreign language learning as well as to deal with demotivation and some motivational strategies.

According to the results, a teacher remains as the most relevant factor of motivation. As of

internal factors, we should mention attitude to English and obligations.

Speaking about demotivating factors our attention has been caught with such a factor as low expectation strongly demotivating students of both sex and age groups.

Combining different methodologies in a foreign language learning along with providing wide range of classroom activities allow to prevent demotivation occurring and maintaining motivation at an adequate level competent enough for students' success in a foreign language learning [5].

After the results obtained, we could assert that students who really wanted to learn the foreign language were able to master a reasonable working knowledge. Group work, speaking activities and the use of real dynamic materials were really useful to keep the students motivated. The change in methodology also helped them to carry out their homework by combining traditional and new methods and, at the same time, it enhanced a communicative and a pleasant environment among the teacher and the students.

Conclusion

Dealing with motivation and demotivation in the foreign language learning process we should be aware, first of all, of the internal and external factors affecting students' classroom behavior. Secondly, we must discover the hierarchy of student's motivating and demotivating factors. Thirdly, we as teachers, have to apply appropriate approaches to eliminate demotivating factors as well as support and build up solid motivation.

REFERENCES

1. Busse, V., & Walter, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *The Modern Language Journal* 97(2), 435-456
2. Dörnyei, Z., MacIntyre, P., & Henry, A. (Eds.) (2015) Motivational dynamics in language learning. Bristol: Multilingual Matters. pp 87.
3. Gorham, J., & Christophel, D. (1992). Students' perception of teacher behavior as motivating and demotivating factors in college classes. *Communication Quarterly*, 40, 249-252.
4. Noemi Ollero Ramirez. The influence of Motivation in the Foreign Language Learning Process. *Forum De Recerca* – ISSN 1139-5486 – <http://dx.doi.org/10.6035/2014.19.44#19/2014>. pp. 695-707.
6. Nick Thomer. Motivational Teaching. – ISBN 978-0-19-420024-0, Oxford University Press, 2017, pp104.

Кот Сергій Олександрович – кандидат філологічних наук, доцент кафедри іноземних мов, Вінницький національний технічний університет, м. Вінниця, kot.serhii@vntu.edu.ua

Kot Serhii O. – PhD in philological sciences, assistant professor of the Foreign Language Department, Vinnytsia National Technical University, Vinnytsia, kot.serhii@vntu.edu.ua

