Marija Stojković
University of Niš
Faculty of Philosophy
Niš

IMPROVING THE LEVEL OF MOTIVATION: A SURVEY OF DIFFERENT MOTIVATIONAL TECHNIQUES IN LEARNING A FOREIGN LANGUAGE

Summary

Most researchers and teachers would agree that motivation in foreign language learning has a very important role in determining prospective success of a learner. Moreover, motivation is usually defined as one of the key factors in language learning, and skills aimed at motivating language learners are viewed to be of crucial importance for language teachers. In relation to this, the paper will first introduce an overview of the most prominent theories and the key concepts behind second/foreign language motivation. Additionally, it will examine some motivational classroom-based techniques and their potential application to the ESP teaching context in question. Finally, it will suggest ways in which we can improve L2 motivation by addressing the needs established by the previous motivational strategy survey and those identified from the institutional context.

Key words: motivational factors, English for specific purposes, teaching ESP, motivational techniques, teaching context

INTRODUCTION

In this paper I will outline definitions of L2 motivation and overview the factors related to motivation in second language learning and teaching and also try to examine possible ways of achieving and improving levels of learner motivation in the actual teaching situation by means of selected motivational techniques. Additionally, some motivational

---

marija@filfak.ni.ac.rs

choices will be examined in relation to the English for specific purposes courses which I teach at the Faculty of Philosophy, University of Niš.

BACKGROUND INFORMATION

Institution in question and language learners

The requirements of the academic institution under consideration will determine to some extent certain motivational choices described in the following sections.

Students are enrolled in one foreign language course (which comprises a General English course in the first semester and an ESP course in the second) during their first year of study, with no placement tests or entrance examination to determine their actual language proficiency. Therefore, the foreign language course option at the faculty is determined in advance by the learners' previous secondary school foreign language choice. In addition, they are expected to "fit in" the foreign language course level, usually intermediate or upper-intermediate groups of 60 to 90 learners.

Foreign language courses

The English language course, as mentioned, comprises a general, non-specific EFL overview in the first semester aimed at consolidating students' previous language knowledge. ESP for respective departments is the focus of instruction in the second semester. Language instruction involves bi-weekly classes taught in two 90-minute sessions.

The final examination is taken in two parts: there is a structured grammar test first, and the subsequent oral examination is conditional based upon the passing mark in the grammar test. In other words, students who fail the grammar test are not allowed to take the oral part. This fact accounts for a detailed grammar overview and practice in all English language courses according to the prescribed syllabus.

In both courses, motivation is a crucial factor in learning, thus I shall offer an overview of motivational factors in foreign language learning.

THE KEY FACTORS RELATED TO MOTIVATION IN FOREIGN LANGUAGE LEARNING

Definitions of L2 motivation

According to *Longman Dictionary of Language Teaching and Applied Linguistics*, motivation is 'the driving force in any situation that leads to action' and the final statement of the passage concludes that 'motivation is generally considered to be one of the primary causes of success and failure in second language learning (Richards and Schmidt 2002).

According to Lightbown and Spada, a complex construct such as motivation in second language learning should be explained through two factors: firstly, the existence of learners' communicative needs, and, secondly, learners' positive attitudes related to the community where the target language is spoken (2006). In comparison, Saville-Troike proposes a list of at least five components, summarized below, that determine learner motivation, based on the work of Dörnyei (2001a):

- Significant goal or need
- Desire to attain the goal
- Perception that L2 learning is relevant to fulfilling the goal
- Belief in the success of L2 learning
- Potential outcomes or rewards (Saville-Troike 2006, 86).

The definition of motivation proposed by Gardner and MacIntyre (1993, cited in Mitchell and Myles 2001, 24) consists of three elements: "desire to achieve a goal, effort extended in this direction, and satisfaction with the task". Research has demonstrated that relationships between these elements are complex and consistent (Gardner and MacIntyre, 1993).

Brown, in his turn, calls motivation "the most frequently used catch-all term for explaining the success or failure of virtually any complex task" of the second language learning (Brown, 2007). While questioning the nature of motivation, Brown (1994) warns that any simplification used to define this concept will not suffice. He continues:

> "If you don't carefully face questions like these, you run the risk of passing off motivation as a short, simple answer of learner success when it is neither short nor simple. Ironically, it is indeed probably right, but only when its full complexity is recognized and applied appropriately in the language classroom (Brown 1994, 33)."

The importance of motivation for successful language learning is also shown in Mitchell and Myles (2001), in their overview of general second language learning model or theory (see Figure 1) proposed by Spolsky (1989). The figure represents Spolsky's theory of the relationship between components such as situational factors, differences among learners, learning opportunities and relevant outcomes for the learners, with motivation occupying the central position of all given variables. It is the social context that is of crucial importance for Spolsky in his interpretation of success in second language learning because it is inevitably related to attitudes and motivation. Since the arrows connecting the factors in the figure represent the directions of influence, it is easy to see that motivation is the decisive element in the learning process, with its connection to personal characteristics and learning opportunities and outcomes (Mitchell and Myles 2001).
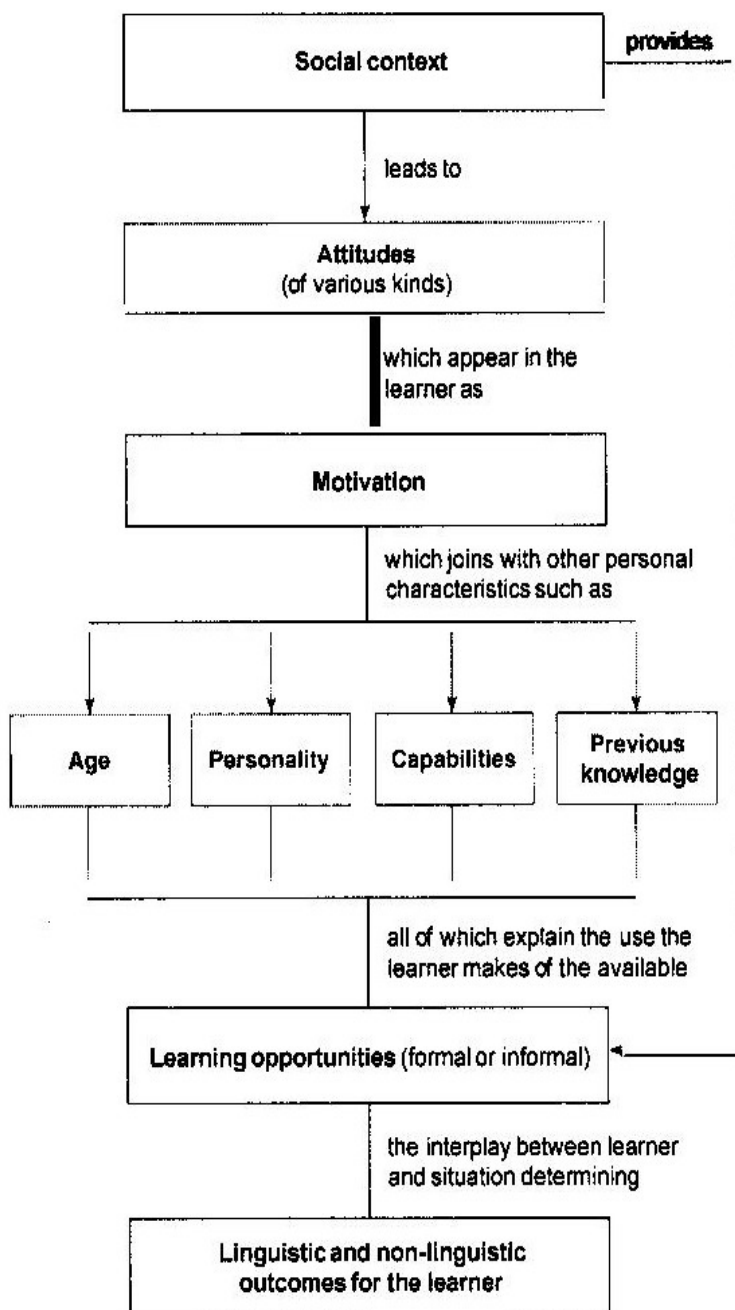
Figure 1. Spolsky's general model of second language learning.
(Spolsky 1989, 28)

Another point related to motivation comes from Dörnyei, who states:

"...indeed, all the other factors involved in SLA presuppose motivation to some extent. 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. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions... After all, motivation concerns the fundamental question of why people think and behave as they do, and we should never assume that we know the full answer (Dörnyei 2005, 66)."

In other words, he believes that motivation is an indispensible element in language learning which permeates every positive learning outcome in the classroom. Furthermore, in his view, motivation is a complex issue that has yet to be investigated.

Theories of L2 motivation research – an overview

Motivation research in the field of second/foreign language learning has been characterised by a significant amount of work. Dörnyei (2005) provides a detailed outline of L2 motivation research history divided into three phases: the "social psychological period", the "cognitive-situated period", and the "process-oriented period".

The 'social psychological period' (1959-1990). The first period in L2 research was marked by the work of, in Dörnyei's words (2001b), "the most influential L2 motivation researcher to date, Robert Gardner". Gardner's motivation theory (1985) introduced the notion of "*integrative motivation*" which is made up of three main constituents: integrativeness (composed of integrative orientation, interest in foreign language and positive attitude toward the L2 community), attitudes toward the learning situation (the language teacher and the language course) and motivation (effort, desire and positive attitude toward learning). Although various sources (Ur 1996; Lightbown and Spada 2006; Saville-Troike 2006; Brown 2007) tend to simplify this model by reducing it to the distinction between two motivational components – *integrative* (the wish to integrate into the L2 culture) and *instrumental* (the desire to learn the language for purposes of study or promotion), Dörnyei (2005) warns that the second component is not a part of Gardner's theory as it only appears in his motivation test battery.

The "cognitive-situated period" (during the 1990s). The second period is related to cognitive theories in educational psychology and including new cognitive findings in the L2 motivation research (Dörnyei 2005). The most relevant theories of the period are, as Dörnyei points out, as follows: *Attribution theory*, *Self-determination theory*, and *Task motivation*.

Attribution theory proposes "causal attributions" as a means of connecting people's past experiences with their future efforts. Additionally, the subjective reasons to which people attribute their successes in the past largely determine their motivation level in future endeavours (Dörnyei 2005).

Self-determination theory proposes a dichotomy between intrinsic and extrinsic motivation (Deci and Ryan 1985) which seem to determine the overall motivation level. Whereas the former stands for the desire to learn for its own sake or interest in activities with no special privileges involved, the latter includes external reasons for learning, such as marks, prizes or financial benefits.

Task motivation, according to Dörnyei (2005), rests on very few empirical studies which, in turn, describe this motivation type as a blend of motives, both general and specific. In a study of his own, Dörnyei (2002) proposes a model called "Task processing system" composed of three connected elements – task processing, appraisal, and action control, aimed at explaining the dynamic processes during task performance.

The "process-oriented period" (2000-present). The third period in the field of L2 research is characterized by the work of Dörnyei, which focuses on "the daily ups and downs of motivation to learn", that is, the dynamic nature of motivation over time (2005). This aspect has become, according to Dörnyei (2005), a basic assumption in contemporary motivational psychology. The elements of the L2 motivation process are described in a process model of L2 motivation developed by Dörnyei and Ottó (Dörnyei, 2001b) (see Figure 2).

Preactional Stage (Choice Motivation)	Actional stage (Motivational Functions)	Postactional Stage (Motivation Retrospection)
Motivational Functions: Setting goals Forming intentions Launching action	*Motivational Functions:* Generating and carrying out subtasks Ongoing appraisal (of one's achievement) and action control (self-regulation)	*Motivational Functions:* Forming causal attributions Elaborating standards and strategies Dismissing the intention and further planning
Main motivational influences: Various goal properties (e.g. goal relevance, specificity and proximity) Values associated with the learning process itself, as well as with its outcomes Attitudes towards the L2 and its speakers Expectancy of success and perceived coping potential Learner beliefs and strategies Environmental support	*Main motivational influences:* Quality of the learning experience (pleasantness, need significance, self and social image) Sense of autonomy Teachers' and parents' influence Classroom reward and goal structure (e.g. competitive vs. cooperative) Influence of the learner group	*Main motivational influences:* Attributional factors (e.g. attributional styles and biases) Self-concept beliefs (e.g. self-confidence and self-worth) Received feedback, praise and grades

Figure 2. Dörnyei and Ottó's Process Model of L2 Motivation.
(Dörnyei 2001b, 22)

This process model differentiates between three phases which attempt to describe the progression of motivational change: the preactional stage, the actional stage and the postactional stage. The preactional stage marks the beginning of motivation, that is, motivation has to be generated, in Dörnyei's words (2005); the actional stage is the period when motivation needs to be maintained during activities; the postactional stage occurs at the end of activities and it deals with retrospection of the task. In addition, the model itemizes the factors that might influence respective stages. Dörnyei believes the model to be "a good starting point in understanding motivational evolution" and describes two problems related to it. Firstly, there are no clearly distinguished stage boundaries in reality. Secondly, the processes described are also related to other activities that occupy learners' attention and cannot be viewed in isolation.

Nevertheless, it is important to note that the different motivational phases appear to be caused by different motives (2005) and their realization will be demonstrated in the list of motivational strategies in the following sections.

Teachers, learners and motivation

Teachers and motivation. Teachers are generally believed to have a significant influence in motivating learners in the course of educational processes. Similarly, Ur (1996), Hedge (2000) and Lightbown and Spada (2006), point out that teachers can motivate their students to learn if the classroom atmosphere is positive, and the activities and learning content are clear, interesting and appropriate. Additionally, there seems to be sufficient educational research (Dörnyei, 2001b) to state that learners view teachers' behaviour and effort to be the single most important motivational tool and, occasionally, a reason for a learner's future career in teaching.

Even though institutional settings, curriculum constraints and strict examination procedures largely determine teachers' choices in the L2 classroom, it might be assumed that unmotivated learners would not achieve their full educational potential (Lightbown and Spada, 2006).

Learners and motivation. Motivated learners appear to be easier to describe than motivation itself, as both Ur (1996) and Dörnyei (2001b) agree – they are eager and willing to participate, they study intensely showing enthusiasm throughout the process. There is no doubt that learner motivation is of vital importance for L2 success. Even when the original reason for L2 learning is the need to pass an exam, the chances of success will increase if the students find the course interesting and enjoyable (Harmer 2002). In other words, language teachers are expected to help students gain competence in the language they learn and to provide the support that will increase their confidence and motivation. With recent learner-centred approaches the role of the teacher has changed to facilitator and material provider, and we can ask ourselves about motivation

in such context. One set of motivational strategies in Dörnyei (2001b) addresses this problem, with suggestions for self-motivating strategy training. By applying self-motivating strategies, learners take responsibility for their own motivation although they still need teacher's support when it comes to variety of options (Dörnyei 2005). The main classes of self-motivating strategies are given in Figure 3 (see Figure 3).

---

1. *Commitment control strategies* for helping to preserve or increase the learners' original goal commitment (e.g., keeping in mind favorable expectations or positive incentives and rewards; focusing on what would happen if the original intention failed).

2. *Metacognitive control strategies* for monitoring and controlling concentration, and for curtailing unnecessary procrastination (e.g., identifying recurring distractions and developing defensive routines; focusing on the first steps to take in a course of action).

3. *Satiation control strategies* for eliminating boredom and adding extra attraction or interest to the task (e.g., adding a twist to the task; using one's fantasy to liven up the task).

4. *Emotion control strategies* for managing disruptive emotional states or moods, and for generating emotions that are conducive to implementing one's intentions (e.g., self-encouragement; using relaxation and meditation techniques).

5. *Environmental control strategies* for eliminating negative environmental influences and exploiting positive environmental influences by making the environment an ally in the pursuit of a difficult goal (e.g., eliminating distractions; asking friends to help one not to allow to do something).

Figure 3. The main classes of self-motivational strategies.
(Dörnyei 2005, 113)

MOTIVATING L2 TECHNIQUES

At this point, it might be useful to mention the two problems that language teachers face in relation to their potential search for successful motivating techniques. The first one is that there are few books written on this subject. The second problem relates to the content of most publications on motivation because they tend to deal with theoretical issues instead of providing teachers with practical classroom solutions. In addition, the sources that mention useful, interesting or motivational techniques usually blend such ideas with sections on other topics, such as sections on communicative activities, activation and interest, rapport between teachers and students, classroom management or successful teaching practice (Ur 1996; Hess 2001; Harmer 2002), with very little infor-

mation regarding technique content. In relation to this, Dörnyei (2001b 2005) proposes his own model of motivational teaching practice which reflects his previously outlined process-oriented approach. The main elements of such practice are demonstrated in Figure 4 (see Figure 4).
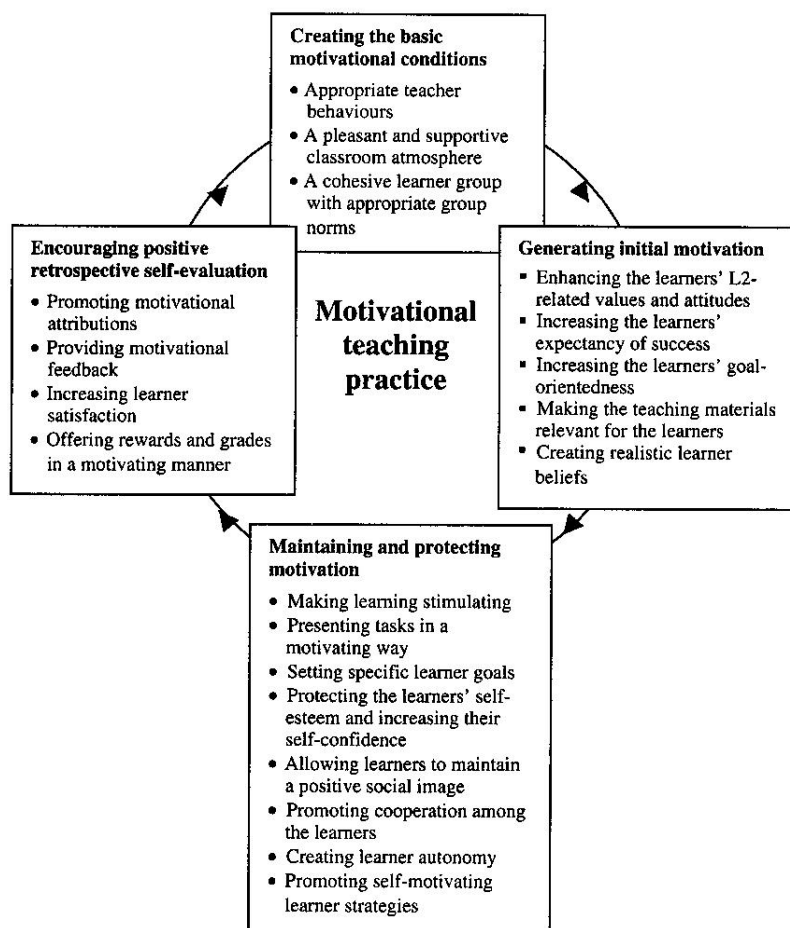

Creating the basic motivational conditions

• Appropriate teacher behaviours
• A pleasant and supportive classroom atmosphere
• A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation

• Promoting motivational attributions
• Providing motivational feedback
• Increasing learner satisfaction
• Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation

▪ Enhancing the learners' L2-related values and attitudes
▪ Increasing the learners' expectancy of success
▪ Increasing the learners' goal-orientedness
▪ Making the teaching materials relevant for the learners
▪ Creating realistic learner beliefs

Maintaining and protecting motivation

• Making learning stimulating
• Presenting tasks in a motivating way
• Setting specific learner goals
• Protecting the learners' self-esteem and increasing their self-confidence
• Allowing learners to maintain a positive social image
• Promoting cooperation among the learners
• Creating learner autonomy
• Promoting self-motivating learner strategies

Figure 4. Motivational teaching practice in the L2 classroom.
(Dörnyei 2001b, 29)

The taxonomy of motivational strategies related to this motivational teaching practice model and composed by Dörnyei (2001b) will be given in the following sections as well as the selected strategies suitable for this teaching context.

Suggestions by various authors

Brown states that almost any technique could serve the purpose of motivating learners if it enhances their activation. In addition, he provides a check list of techniques to help the selecting process (see Figure 5).

INTRINSICALLY MOTIVATING TECHNIQUES: A CHECK LIST
1. Does the technique appeal to the genuine interests of your students?
2. Do you present the technique in a positive, enthusiastic manner?
3. Are students clearly aware of the purpose of the technique?
4. Do students have some choice in: (a) choosing some aspect of the technique?   (b) determining how they go about fulfilling the goals of the technique?
5. Does the technique encourage students to discover for themselves certain principles or rules (rather than simply being 'told')?
6. Does it encourage students to develop effective strategies of communication?
7. Does it contribute to students' autonomy and independence (from you)?
8. Does it foster cooperative negotiation with other students in the class?
9. Does the technique present a 'reasonable challenge'?
10. Do students receive sufficient feedback on their performance?

Figure 5. A check list of intrinsically motivating techniques. (Brown 1994, 42)

The answers to the ten questions proposed by Brown would help teachers in selecting the most appropriate technique for their unique classroom situation.

Next, Ur lists selected ideas on creating interest in learning (see Figure 6).

WAYS OF AROUSING INTEREST IN TASK
1. Clear goals   Learners should be aware of the task objectives – both language – learning and content. A guessing game may have the language-learning goal of practicing questions, and the content goal of guessing answers.
2. Varied topics and tasks   Topics and tasks should be selected carefully to be as interesting as possible; but few single topics can interest anyone, so there should be a wide range of different ones.
3. Visuals   It is important for learners to have something to look at that is eye-catching and relevant to the task in hand.

4. **Tension and challenge: games**
   Game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules.
5. **Entertainment**
   Entertainment produces enjoyment, which in its turn adds motivation. Entertainment can be teacher –produced (jokes, stories, songs) or recorded (movies, video clips).
6. **Play-acting**
   Role playing and simulations that use the imagination can be excellent; though some people are inhibited and may find such tasks intimidating.
7. **Information gap**
   A particularly interesting type of task is that based on the need to understand or transmit information – finding out what's in a partner's picture, for example.
8. **Personalization**
   Learners are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.
9. **Open-ended cues**
   A cue which invites a number of possible responses is usually more stimulating than one with only one right answer: participants' contributions are unpredictable, and are more likely to be interesting, original or humorous.

Figure 6. Ways of arousing interest in tasks. (Ur 1996, 281)

The main aim here is not to construct "a scientific taxonomy" but to provide a set of "as many good ideas for teaching as possible". The list of Ur's ideas contains rather general guidelines in place of practical teaching solutions a language teacher might expect. The proposal could be used as a useful reminder, but not as a source of concrete solutions.

Suggestions by Dörnyei

According to Dörnyei (2001b, 28), "*motivational strategies* are techniques that promote the individual's goal-related behaviour". They "refer to those *motivational influences that are consciously exerted to achieve some systematic and enduring positive effect*" [italics original].

The taxonomy of techniques presented (Appendix) was completed by Dörnyei in relation to the process-oriented model described earlier (section 3.2.3). In other words, they respond in content to the key units of the model, from starting the basic motivational conditions to encouraging positive retrospective self-evaluation.

Bearing in mind the variety of language learning contexts, the final choice of the selected motivational strategies depends on the teacher in question, his learners' age, proficiency level and additionally, course content and institutional setting. Nevertheless, Dörnyei's compilation of motivational techniques seems to have filled the void for practicing teachers bringing a comprehensive set of suggestions that are certainly worthy of exploration.

APPLYING MOTIVATIONAL STRATEGIES IN THE GIVEN TEACHING CONTEXT

The following section will include examples of selected motivational strategies that are already in use in the present teaching context and outline potential alterations and limitations in their content and application. The strategies are selected from the original taxonomy (Appendix).

Motivational strategy 1
Create a pleasant and supportive atmosphere in the classroom

In the university setting such as the one mentioned in section 2.1, all course instructors are generally viewed as authority figures and are expected to remain at some distance from students. Given the importance of the language teachers' role in relation to learner motivation (section 3.3.1), their first task of creating a positive, non-threatening learning atmosphere tends to be crucial in determining the course of their teaching with every new learner group. The past classroom experiences have confirmed the assumption that when learners realize that their teacher accepts mistakes as a natural part of the learning process they are more willing to participate. Creating opportunities to include elements of humour has also proven to be indispensable in creating a supporting learning setting as well as fostering a norm of tolerance. Unfortunately, one subsection of this strategy cannot apply, namely the part on personalizing the classroom environment, due to the institutional regulations. Moreover, the favourable learning conditions in this case cannot be realized without strategy 25 in the taxonomy, "Help diminish language anxiety by removing the anxiety-provoking elements in the learning environment" (Dörnyei 2001b, 142).

Motivational strategy 2
Make the curriculum and the teaching materials relevant to the students

Language course programmes at the university level are carried out through the prescribed syllabus (background information), and the institution places great importance on the strict examination requirements. Regrettably, teaching to the test has become a significant part of the classroom instruction. Nevertheless, there is still room for including student-selected topics and materials of genuine interest for learners. If the mate-

rials lack the connection with learners' experiences and backgrounds, a teacher could do very little with them to begin with. As Dörnyei (2001b) points out, needs analysis seems to be a logical step in that direction if a teacher wants to get information about learners' interests – essay writing tasks, questionnaires, discussions and brainstorming can provide initial information as a starting point, especially for the ESP course component. For example, psychology students have voted for texts on clinical and forensic psychology, mental disorder, and memory for four consecutive years in the topic survey at the beginning of the term, which would have been difficult to predict. In other words, since these topics are of interest to the psychology student group, it would be safe to assume that corresponding texts would be dealt with successfully in class.

Motivational strategy 3
Make learning stimulating and enjoyable for the learner by
increasing the attractiveness of the task

This strategy cannot be viewed in isolation as it tends to be closely related to the previous technique. If the first prerequisite has been realized, namely, the learner involvement in selecting relevant materials, then the initial conditions for successful learning will be created. Tasks could be attractive for learners if they present a form of problem solving, discovering, or searching for information. The main cause for task attraction would be a sort of challenge it might present. Personal content related to the learners' lives has also proven to be irreplaceable in teaching as the learners here seem to enjoy them the most.

EXPLORING ADDITIONAL MOTIVATIONAL STRATEGIES TO IMPROVE THE LEVELS OF MOTIVATION

The following sections describe potential motivational strategies worthy of exploration in my present teaching situation, as listed in Dörnyei (2001b):

Additional motivational strategy 1
Promote the students' awareness of the instrumental values associated
with the knowledge of an L2

The rationale or the purpose underlying this strategy might not be obvious immediately for the students in this academic setting. However, their department specific subject matters presume the extensive use of articles and course books in the English language that all students are supposed to study for their exam preparation. Even though such requirements are related to the courses in the subsequent years of study, it would be important to point out continually to the students that the successful mastery of L2 will influence the success in other subjects.

Other instrumental values listed (Appendix) include the role the L2 plays in the world, pursuing further studies where the L2 is a requirement, and applying L2 in real-life situations. Whereas the first two benefits have already been exemplified in their course requirements, the third one would be difficult to corroborate, as few students have the opportunity to study in English speaking countries. Alternatively, using L2 on daily basis might entail relevant internet contents.

Additional motivational strategy 2
Increase the students' expectancy of success in particular tasks and in learning in general

This strategy might appear to be related to ensuring the favourable mood of students with the purpose of enhancing motivation in learning. Although positive attitudes to learning would be expected to produce successful outcomes, the notion associated with this technique encompasses conditions such as informing students of all aspects of the activity, providing adequate trial period and preparation, and eliminating potential problems to the activity. Additionally, other suggestions are listed to ensure positive expectations:

- Offer assistance
- Model success
- Let students help each other
- Make the success criteria as clear as possible (Adapted from Dörnyei 2001b).

The listed prerequisites tend to be associated with good teaching practices in general, so the reason to accentuate them seems to be absent from the strategy description. Nevertheless, it is the present academic setting with its strict regulations regarding learning, examinations and appropriateness that creates the need for teachers to include elements of success expectations in their teaching.

Additional motivational strategy 3
Increase your students' goal-orientedness by formulating explicit class goals accepted by them

Sequencing the overall goal of passing the course in manageable and meaningful steps might help learners, especially the ones who might be demotivated by their lack of sufficient prior L2 competence. Since large multi-level classes in this setting present a challenge in their own right for students and language teachers alike, it would be helpful for both parties to plan and realize realistic learning goals together. Dividing activities into manageable parts, assigning suitable deadlines and monitoring progress could to prove to be beneficial to all learners, whether they work towards successful test preparation or try to accomplish simple personal goals such as reading a chapter in English per week.

Motivational strategies considered to be inappropriate
in the present teaching situation
Develop a personal relationship with your students
Develop a collaborative relationship with the students' parents
Offer rewards in a motivational manner

The above-mentioned strategies would be undoubtedly viewed inappropriate for the institutional academic settings in general. There seem to be culturally conditioned ideas of what is acceptable in university teaching that teachers should bear in mind when selecting motivational classroom ideas.

It would be important to make a clear distinction here between supportive comments, paying attention to what students say or do in class and, in contrast, socializing after instruction. The two former options are expected, the latter is not an option at all. The only exception to the rule would be occasional whole group ventures, such as going to a book fair or a theatre.

Due to the circumstances of academic instruction, contact with parents is virtually non-existent and any initiative on their part would be highly unusual.

It is interesting to note that whereas Dörnyei (2001b) believes small material rewards to be useful and desirable in the classroom situation and that occasional sweets could be distributed with a dose of humour, Brown (1994, 2007) holds a different view, stating that positive feedback, as documented in research, proved to be the only meaningful long-term reward. The Dörnyei "reward model" had been known to cause resentment in some learners here in the past- they felt as if they had been treated with disrespect. Luckily, there have been no complaints yet about the teacher's praise or encouragement.

CONCLUSION

"*Given motivation*, it is inevitable that a human being will learn a second language if he is exposed to language data" [italics original] (Corder 1967, 164 – cited in Dörnyei and Ushioda 2009).

It might be safe to conclude that motivation has been a vital component of successful language learning. It has a powerful impact on the classroom performance and the teacher's role in creating and sustaining motivation has proven to be a major factor. If teachers have a primary responsibility in education to instruct and generate motivation for learning, then they should be aware of the variety of techniques at their disposal and consequently, utilize the most suitable few accordingly. As Dörnyei himself admits, he has applied "only a fraction of the long list" of strate-

gies (2001b). It is important to note, however, that the extent to which teachers can influence the motivation level in learners is significant regardless of the teaching context and every effort to ensure high and continuous levels of motivation in the classroom should be made with that basic premise in mind.

APPENDIX
TAXONOMY OF MOTIVATIONAL STRATEGIES ADAPTED FROM DÖRNYEI (2001b)

MOTIVATIONAL STRATEGIES: CREATING THE BASIC MOTIVATIONAL CONDITIONS 1 - 8	
1	***Demonstrate and talk about your own enthusiasm for the course material***
	Share your own personal interest in the L2 with your students
	Show students that you value L2 learning as a meaningful experience
2	***Take the students' learning very seriously***
	Show students that you care about their progress
	Indicate your availability for all things academic
	Have high expectations for what your students can achieve
3	***Develop a personal relationship with your students***
	Show students that you accept and care about them
	Pay attention and listen to each of them
	Indicate your mental and physical availability
4	***Develop a collaborative relationship with the students'parents***
	Keep parents regularly informed about their children's progress
	Ask for their assistance in performing certain supporting tasks at home
5	***Create a pleasant and supportive atmosphere in the classroom***
	Establish a norm of tolerance
	Encourage risk-taking and accept mistakes as a natural part of learning
	Bring in and encourage humour
	Encourage learners to personalise their classroom environment
6	***Promote the development of group cohesiveness***
	Promote interaction, cooperation and the sharing of personal information
	Use ice-breakers at the beginning of a course
	Regularly use small-group tasks where students can mix
	If possible organise extracurricular activities and outings
	Prevent the emergence of rigid seating patterns
	Try whole-group tasks and small-group competitions
	Promote the building of a group legend

7	***Formulate group norms explicitly, and have them discussed and accepted***
	Include a specific activity at the beginning of a course to establish the norms
	Explain the importance of the norms you mandate and how they enhance learning
	Elicit suggestions for additional rules from the students
	Put the group rules on display
8	***Have the group norms consistently observed***
	Make sure that you yourself observe the established norms consistently
	Never let any violations go unnoticed
MOTIVATIONAL STRATEGIES: GENERATING INITIAL MOTIVATION 9 - 16	
9	***Promote the learners' language–related values by presenting peer role models***
	Invite senior students to talk to your class about their positive experiences
	Feedback to the students the views of their peers, e.g. in the form of a class newsletter
	Associate your learners with peers who are enthusiastic about the subject
10	***Raise the learners' intrinsic interest in the L2 learning process***
	Highlight aspects of L2 learning that your students are likely to enjoy
	Make the first encounters with the L2 a positive experience
11	***Promote 'integrative' values by encouraging a positive disposition towards the L2 and its speakers***
	Quote positive views about language learning by influential public figures
	Include a sociocultural component in your language curriculum
	Encourage learners to conduct their own exploration of the L2 community
	Promote contact with L2 speakers and L2 cultural products
12	***Promote the students' awareness of the instrumental values associated with the knowledge of an L2***
	Remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals
	Reiterate the role the L2 plays in the world, highlighting its potential usefulness
	Encourage the learners to apply their L2 proficiency in real-life situations

784

13 *Increase the students' expectancy of success in particular tasks and in learning in general*	
	Provide sufficient preparation and assistance
	Make sure students know exactly what success in the task involves
	Remove any serious obstacles to success
14 *Increase your students' goal-orientedness by formulating explicit class goals*	
	Have the students negotiate their individual goals and outline a common purpose
	Draw attention to the class goals and how particular activities help to attain them
	Keep the class goals achievable by re-negotiating if necessary
15 *Make the curriculum and the teaching materials relevant to the students*	
	Use needs analysis techniques to find out about your students needs, goals and interests, and build these into the curriculum as much as possible
	Relate the subject matter to the everyday experiences and backgrounds of the students
	Enlist the students in designing and running the course
16 *Help to create realistic learner beliefs*	
	Positively confront the possible erroneous beliefs that learners may have
	Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success
MOTIVATIONAL STRATEGIES: MAINTAINING AND PROTECTING MOTIVATION 17 - 30	
17 *Make learning more stimulating by breaking the monotony of classroom events*	
	Vary the learning tasks and other aspects of your teaching as much as you can
	Focus on the motivational flow and not just the information flow in your class
	Occasionally do the unexpected
18 *Make learning stimulating and enjoyable for the learners by increasing the attractiveness of the tasks*	
	Make tasks challenging
	Make task content attractive by adapting it to the students' natural interest
	Personalise learning tasks
	Select tasks that yield tangible, finished products

784

19	***Make learning stimulating and enjoyable for the learners by enlisting them as active task participants***
	Select tasks which require mental and/or bodily involvement from each participant
	Create specific roles and personalised assignments for everybody
20	***Present and administer tasks in a motivating way***
	Explain the purpose and utility of a task
	Whet the students' appetite about the content of the task
	Provide appropriate strategies to carry out the task
21	***Use goal-setting methods in your classroom***
	Encourage learners to select specific, short-term goals for themselves
	Emphasise goal-completion deadlines and offer ongoing feedback
22	***Use contracting methods with your students to formalise their goal commitment***
	Draw up a detailed written agreement
	Monitor students progress and make sure that the details of the contract are observed
23	***Provide learners with regular experiences of success***
	Provide multiple opportunities for success in the language class
	Adjust the difficulty level of tasks to the students' abilities
	Design tests that focus on what learners can rather than cannot do
24	***Build your learners' confidence by providing regular encouragement***
	Draw your learners' attention to their strengths and abilities
	Indicate to your students that you believe in their effort to learn
25	***Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment***
	Avoid social comparisons, even in its subtle forms
	Promote cooperation instead of competition
	Help learners accept the fact that they will make mistakes as part of their learning
	Make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark
26	***Build your learners' confidence in their learning abilities by teaching them various learner strategies***
	Teach students learning strategies to facilitate the intake of new material
	Teach students communication strategies to help them overcome communication difficulties

27	***Allow learners to maintain a positive social image while engaged in the learning tasks***
	Select activities that contain 'good' roles for the participants
	Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly
28	***Increase student motivation by promoting cooperation among the learners***
	Set up tasks in which teams of learners are asked to work towards the same goal
	Take into account team products and not just individual products in your assessment
	Provide students with some 'social training' to learn how best to work in the team
29	***Increase student motivation by actively promoting learner autonomy***
	Allow learners real choices about as many aspects of the learning process as possible
	Hand over as much as you can of the various teaching roles to the learners
	Adopt the role of a facilitator
30	***Increase the students' self-motivating capacity***
	Raise your students' awareness of the importance of self-motivation
	Share with each other strategies that you have found useful in the past
	Encourage students to adopt, develop and apply self-motivating strategies
MOTIVATIONAL STRATEGIES: **ENCOURAGING POSITIVE SELF-EVALUATION 31 - 35**	
31	***Promote effort attributions in your students***
	Encourage learners to explain their failures by the lack of effort and appropriate trategies rather than by their insufficient ability
	Refuse to accept ability attributions and emphasise that the curriculum is within the earners' ability range
32	***Provide students with positive information feedback***
	Notice and react to any positive contributions from your students
	Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on
33	***Increase learner satisfaction***
	Monitor student accomplishments and progress
	Make students progress tangible by encouraging the production of visual records

	Regularly include tasks that involve the public display of the students' skills
34 Offer rewards in a motivational manner	
	Make sure that students do not get too preoccupied with the rewards
	Make sure that even rewards have some kind of lasting visual representation
	Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behaviour
35 Use grades in a motivating manner	
	Make the assessment system completely transparent
	Make sure that grades also reflect effort and improvement and not just objective levels of achievement
	Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests
	Encourage accurate student self-assessment by providing various self-evaluation tools

REFERENCES

Brown, Douglas H. 1994. *Teaching by principles: An interactive approach to language* pedagogy, 1st edition. Englewood Cliffs, New Jersey: Prentice Hall regents.

____. 2007. *Principles of language learning and* teaching, 5th edition. Pearson, New York: Longman.

Corder, Stephen P. 1967. The significance of learner's errors. *International Review of Applied Linguistics* 5: 2–3.

Deci, Edward L. and Richard M. Ryan. 1985. *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Dörnyei, Zoltan. 2001a. New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics* 21: 43–59.

____. 2001b. *Motivational strategies in the language classroom*. Cambridge: Cambridge University press.

____. 2002. The motivational basis of language learning tasks. In *Individual differences in second language acquisition*, edited by P. Robinson. Amsterdam: John Benjamins.

____. 2005. *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, New Jersey: Lawrence Erlbaum.

Dörnyei, Zoltan and Ema Ushioda. 2009. *Motivation, language identity and the L2 self*. Multilingual Matters, Bristol: MPG books ltd.

Gardner, Robert C. 1985. *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gardner, Robert C. and Peter D. MacIntyre. 1993. A student's contributions to second language learning. Part 1: Affective variables. *Language Teaching* 26: 1–11.

Harmer, Jeremy. 2002. *The practice of english language teaching*, 3rd edition. Harlow: Longman.

788

Hedge, Tricia. 2000. *Teaching and learning in the language classroom*. Oxford: Oxford University press.

Hess, Natalie. 2001. *Teaching large multilevel classes*. Cambridge: Cambridge University press.

Lightbown, Patsy M. and Nina Spada. 2006. *How languages are* learned, 3rd edition. Oxford: Oxford University press.

Mitchell, Rosamond and Florance Myles. 2001. Second language learning: Key concepts and issues. In *English language teaching in its social context*, edited by Christopher N. Candlin and Neil Mercer. London: Routledge.

Richards, Jack C. and Richard Schmidt. 2002. *Longman dictionary of language teaching and applied linguistics*, 3rd edition. Pearson, New York: Longman.

Saville-Troike, Muriel. 2006. *Introducing second language acquisition*. Cambridge: Cambridge University press.

Spolsky, Bernard. 1989. *Conditions for second language learning*. Oxford: Oxford University press.

Ur, Penny. 1996. *A course in language teaching: Practice and theory*. Cambridge: Cambridge University press.

Марија Стојковић, Ниш

ПОВЕЋАВАЊЕ НИВОА МОТИВАЦИЈЕ У НАСТАВИ ЈЕЗИКА СТРУКЕ: ПРЕГЛЕД РАЗЛИЧИТИХ МОТИВАЦИОНИХ ТЕХНИКА

Резиме

Већина оних који се баве истраживањем или наставом страног језика сагласила би се да мотивација игра веома важну улогу у успешном исходу учења. Поврх свега, мотивација се најчешће дефинише као један од кључних фактора у настави језика. Сматра се да су технике које се примењују са циљем да се повећа мотивација код студената од пресудне важности за рад наставника у овој области. С тим у вези, рад се бави прегледом релевантних теорија из ове области, а затим и појединостима везаним за одабране мотивационе технике у настави и њиховом евентуалном применом у датим условима у настави страног језика струке. На крају, предлажу се конкретне могућности за побољшање нивоа мотивације у складу са специфичностима наставног контекста.

Кључне речи: фактори мотивације, учење страног језика струке, настава страног језика струке, мотивационе технике у настави, наставни контекст