



Foreign Language Learning Motivation as a Factor of Intensification of Communication

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Abstract

Learners will experience communication difficulties caused by a lack of linguistic capital in the process of learning a second language. Communication techniques are approaches used by learners to resolve these issues in order to articulate their intended meaning. Paraphrasing, substitution, coining new words, returning to the first language, and asking for clarity may be the techniques used. The purpose of this study is to analyse the communication techniques used by learners and teachers in the foreign language classroom. In this regard, the purpose of this article is to highlight and justify the socio-pedagogical conditions that help to motivate non-linguistic students to learn a foreign language. The article reveals the essential characteristics of motivation, describes the main types and functions of students' motivation related to learning a foreign language. Based on the methods of theoretical and empirical research, the criteria for increasing the level of students' motivation are proposed. The implementation of the latter is presented as a holistic process, including a number of interrelated components.

Keywords: Motivation; Foreign Language; Holistic Process; Socio-Pedagogical Conditions; Communication Technologies.

1. Introduction

The mechanism by which individuals acquire languages in addition to their native language is foreign language learning (or second language acquisition, SLA or second language learning). To define any language whose acquisition begins after early childhood, the term second language is used. SLA researchers aim to better understand language learning through the descriptive study of learning language without recourse to influences beyond the language of the learner. Researchers may adopt an interlanguage perspective, explore the language of learners as a linguistic framework, or research how the language of learners is compared with the target language. The study focuses on the question: What are the special features of the language of the learner? The language learning process can be quite stressful, and the influence of the surrounding society's positive or negative attitudes can be crucial. The relationship of gender roles to language accomplishment is one factor that has gained special attention. Studies in multiple cultures have shown that, overall, women enjoy an advantage over men. Some have indicated that gender roles are related to this. Thus, in the whole conceptualization of SLA, there is a great amount of heterogeneity. Some researchers appear to neglect certain aspects of the area, while others, piece by piece, investigate those same aspects.

At present, due to the expansion of professional contacts, the dissemination of scientific and educational literature published abroad, mutual communication of specialists from different countries, systematic communication at the international level have become possible. In this regard, knowledge of foreign languages makes it possible to establish educational and other contacts, to join the professional community, where specialists that speak foreign languages are currently in demand (Farnia, Saedi, & Ataei, 2020; N Khreisat & Mugableh, 2020; Soltanpour & Valizadeh, 2019). Hence, university training of future specialists is increasingly beginning to focus on actualization of the professional



motivation of students not only in major subjects, but also in foreign languages (Karabanov, 2015; Kargina, 2015; Myroslava, Olha, Iryna, & Victoria, 2017; Saigushev, Vedeneeva, & Melehova Yu, 2018). The study of motivation in the context of learning a foreign language has now acquired special relevance since the formation of motivation of learning at any age can be called one of the fundamental educational problems, the significance of which is associated with the analysis of the sources of the individual's motivating forces, including their behaviour. Concerning universities, it is important to raise the question of motivation at the initial stage of higher education, since it is the motive that is often the source of activity (Bruinsma, 2004; Chuska, 1995; Liu, Bridgeman, & Adler, 2012). It performs the function of motivation and makes the latter meaning. In this regard, motivation refers to the psychological characteristics of the individual; it is manifested in their attitude to the world and different activities. Thus, motivation to learn a foreign language is, in fact, an activist approach to learning and striving for better results in this process. Hence, considering motivation as a mechanism of the process of successful foreign language acquisition (i.e. to ensure its effectiveness), it is important for the teacher to keep in mind that motivation belongs to the subjective world of the student; it is determined by their own motives, needs and priorities (Abrosimova, 2019; Yuliya Yurisovna, Rafisovna Alikberova, & Ilhat Irikovich, 2019).

However, as practice shows, students of non-linguistic universities usually have a neutral attitude to the “Foreign language” subject, not considering it necessary for their future professional activities, in particular, due to the complexity of its acquisition (Daro, 1994; Чиханцова, 2014). Hence, the problem of increasing students' motivation in learning a foreign language has become urgent. This is due to the fact that modern conditions of development of the Russian society impose special requirements for teaching a foreign language since there is an acute demand for specialists that are fluent in a particular foreign language. This, in turn, determines the readiness of university graduates to plan their professional future, which also determines the priority task of the teacher in terms of forming and supporting students' motivation in learning a foreign language. Thus, at present, the problem of development of cognitive interest has become extremely important. At the same time, the logical link between motivation and intellectual abilities of students should be kept in mind, which is the most important factor that affects studying a foreign language. In this case, this thesis means the interdependence of motivation to learn a language and the strong acquisition of knowledge, the factor, which affects the motivation itself. Thus, the teacher should be aware of all the factors affecting students' motivation. In this regard, it is very important to rely on the teacher's professionally-oriented approach to teaching a foreign language, which initially provides for the formation of students' ability to communicate in a foreign language, taking into account the peculiarities of their professional thinking. In this case, we are talking about the fact that professionally-oriented training will always be based on the needs of students in learning a foreign language since this context implies the specifics of the chosen degree. This, in turn, assumes the interrelation of the mastering a professionally-oriented foreign language and the development of personal qualities of the student; the acquisition of cultural knowledge of the target-language country; the formation of professional knowledge and development of linguistic competencies.

1.1. Research Objective

The goal of this article is to illustrate and explain the socio-pedagogical circumstances that enable non-linguistic learners to learn a foreign language.

2. Material and Methods

The following tasks were set in the current study: 1) to analyze the problem of motivation in learning a foreign language; 2) to describe the abilities of motivation to enhance the learning process; 3) to study the development of students' motivation in foreign language learning; 4) to prove pedagogical conditions for the creation of motivation in teaching students a foreign language; 5) to develop success criteria for students' motivation to learn a foreign language.

The following methods were applied: theoretical analysis of psychological, pedagogical and methodical literature; generalization of pedagogical experience; analysis of programs and textbooks in a foreign language; interviewing, pedagogical observation; students' self-assessment of the degree of their motivation to learn a foreign language; conversations, written and oral interviewing, testing of students; pedagogical experiment; analysis of the results of search activity.

The trial infrastructure for the study was provided by The Institute of Fundamental Medicine and Biology and Alexander Butlerov Institute of Chemistry of Kazan Federal University. The study was conducted in two stages. At the



first stage (2016-2017), the study was conducted on best practices of teaching foreign languages and teaching methods from the point of view of the pedagogic potential of motivation in the context of the educational process. A working hypothesis of the research was formulated; pedagogical terms of creating motivation in teaching students a foreign language was justified; a survey was conducted by testing students and teachers on the method of expert assessments, analysis management and check of student works, quantitative and qualitative analysis of pedagogical phenomena by means of methods of mathematical statistics. At the second stage (2018-2019), experimental verification of the abilities of motivation to improve the efficiency of the educational process was conducted. The effectiveness of the proposed success criteria of students' motivation to learn a foreign language was investigated; the results of the research were recorded; the regulations on the pedagogical potential of motivation in the context of learning a foreign language were phrased. When considering the abilities of motivation to improve the efficiency of the educational process, the authors consider the most appropriate to use interactive teaching methods (interaction in pairs, dialogue, polylogue, discussion, project presentation, games, simulation, technology analysis, etc.) that "enable" students' motivation, stimulate their independent intellectual work, maintain attention to and interest in the subject, develop speech, etc. It is important for the teacher to create conditions for the transfer of the student from the object of pedagogical influence to the role of the actual subject of interaction, i.e. making the student an active participant of the events occurring in the classroom.

The authors believe that the following pedagogical conditions contribute to the development of motivation for learning a foreign language:

- creation of the conditions that encourage students to actively use all available language knowledge in dialogues, communication and interaction with the teacher and other students;
- ensuring the communicative orientation of classes for a more sustainable acquisition of language material and practice of solving speech problems;
- development of professional motivation within the framework of learning a foreign language so that the information aspect includes everything related to the future profession of students, thereby offering language material from the point of view that is personally significant for students;
- application of the individual approach in terms of group activities when mastering the language with the aim to obtain knowledge about the individual characteristics of each student (the presence of intellectual flexibility, the ability to establish the relationship between linguistic phenomena, the presence of their own attitude to foreign language learning, efficiency, level of independence and activity, level of motivation etc.);
- ensuring the formation of students' positive motivational basis for self-study in the sphere of language with the aim to develop a steady cognitive interest in them (assistance in the organization of the process of students' self-study of a foreign language, considering the presence of their desire for autonomous self-managed learning activities focused on the realization of their educational needs);
- creation of a real language environment in the educational space of the university in order to ensure students' self-actualization in their foreign language speech activity;
- immersion of students into the language environment in order to form the motivation for further language learning within the development of listening skills, as well as communication skills, i.e. the development of the ability to speak and listen to foreign speech with a constant willingness to engage in intercultural communication;
- use of didactic possibilities of interactive technologies in teaching university students a foreign language with the use of computer servers in all forms and types of educational activities.

Therefore, during the organization of group learning activities, students learn a specific algorithm, as well as techniques and technologies for joint decision-making. The latter is then successfully used by the students during discussions in the future. In this case, dialogue interaction is quite productive with techniques such as «brainstorm» (effective when conducting multimedia, audio and video conferences on the Internet); presentation of projects (assumes independent actions of students with the presentation of their results); training in collaboration (creating small groups for active collaboration of training activities in various learning situations); discussions (teaching a foreign language takes on the character of collaboration and mutual understanding).

The use of various software with an educational purpose such as "Pinterest", "Google Class", "Canva", "NOVA Labs" stimulates the students to learn a foreign language. Moreover, the students get an opportunity to acquire country-specific knowledge, such as sights, traditions, knowledge of the background and non-equivalent vocabulary, idioms and lexical units, and knowledge of speech etiquette when communicating with people from different social groups and countries. The «Pinterest» app allows students to search for articles and images related to various topics, from art to science. The "Google Class" gives an unlimited number of opportunities to view maps, videos, audios, create charts, tables and fill them in an online mode, in addition storing, passing data to the class and exchanging the information.

The "NOVA Labs" allows seeing experiments in a 3 D model, not unlike a movie effect. This is very actual because students of non-linguistic specialties have the opportunity to use analysis, synthesis, abstraction, comparison, the generalization of scientific facts in English. The "Canva" app allows to create a presentation, prepare scientific projects, also suitable for writing creative essays. The popularity of these and other techniques are due to their didactic component associated with the development of students' creative abilities, the ability to design their cognitive activities with a will to work in the information space, thereby using their intellectual skills and abilities.

3. Results and Discussion

The level of students' motivation to further study of English as a foreign language was revealed in the course of the experimental work when organizing educational process aimed at activating students' intellectual and cognitive abilities, taking into account the use of the pedagogical potential of motivation in the context of teaching a foreign language. The authors were guided by the idea that students should develop the skills of analyzing their own motivational state in various educational situations; the ability to structure their motivational sphere within the framework of foreign language learning; the ability to control their motivational state in a specific activity. At the same time, the indicators of students' potential for foreign language learning assumed the development of their readiness to organize communication in the target language in different situations. We understand the criterion of motivating students to learn a foreign language as raising a certain level of personality and cognitive abilities, which affect the attainment of a positive result in learning activities, supported by clear goal setting to developing a linguistic personality, and accompanied by a positive emotional state at different stages of the educational process. Therefore, at the diagnostic stage, the following aspects related to teaching a foreign language were revealed to the students: opportunities for the development of the ability to perceive a foreign language adequately; the necessity to study the culture of the target language country; the prospects of the development of foreign language communication skills (paired, frontal, group); the importance of developing the ability to observe different linguistic phenomena when listening to foreign speech; the need to develop an ability to focus on the main idea when listening to verbal statements, etc. In this regard, the authors focused on the use of various tests that include such basic groups of exercises as review test; grammar test; vocabulary test; test for the ability to work with authentic texts; audio testing, etc. The authors were working on the criteria for successful motivation to learn a foreign language in the academic year 2018-2019: first- in September 2018, then - in May 2019 in one experimental and one control group. The control group included 32 first-year students of Alexander Butlerov Institute of Chemistry of Kazan Federal University, studying English without focusing on the criteria of successful motivation to learn a foreign language. The experimental group included 32 first-year students of the Institute of Fundamental Medicine and Biology of this university, studying English with an emphasis on the criteria of successful motivation to learn a foreign language. To determine the level of motivation of students the technique of A. Rean, V. Yakunin "Diagnostics of educational motivation" and psychographic test of V. G. Leontiev were also applied (Leontiev, 1992; Rean & Yakunin, 2004). The diagnostics results are presented in Table 1.

Table 1. *The level of formation of motivation to learn a foreign language ("plus" means an increase in % for the period September 2018 to May 2019)*

Success criteria of students' motivation to study a foreign language	The control group	The experimental group
Conscious focus on foreign language acquisition	+ 10%	+ 65%
The ability to analyze their own motivational state in various educational situations	+ 2%	+ 25%
The ability to structure their motivational sphere in the framework of learning a foreign language	+ 2%	+ 20%
The ability to manage their motivational state in a specific activity	+ 2%	+ 38%



The formation of linguistic and cognitive motivation on the basis of value attitude to a foreign language, its structure and properties	+ 1%	+ 58%
Readiness to organize communication by means of a foreign language at different levels of communication (educational, cultural, professional, everyday life, etc.).	+ 8%	+ 66%
The degree of development of students' creative qualities in the course of foreign language learning on the basis of creative individuality	+ 10%	+ 52%
The level of motivation for a further study of a foreign language	+ 9%	+ 85%

The experimental group demonstrated a steady increase in all factors in comparison with the results of the control group. Thus, based on the results of the diagnostics of the set of questions and tasks presented to students for the purpose of quasi metric identification of language and psychological characteristics associated with motivation, we observe that the dynamics of the formation of motivation to learn a foreign language in students, who participated in the experiment, exceeds the similar dynamics of the control group. This may indicate the effectiveness of the work we carried out in the course of the experiment with the aim to form students' conscious focus on mastering a foreign language at university. The dynamics of indicators of formation of linguo-cognitive motivation in terms of the values-based attitude to a foreign language, its structure and properties also indicates that the majority of students improved the level of development of creative qualities when learning a foreign language in terms of creative individuality, as well as the level of motivation for further language learning. At the same time, students intensified the formation of communicative skills in listening and speaking; developed reading and writing skills in the target language and the number of students with a narrow range of knowledge and communicative skills decreased. All of the above suggests that the study confirmed the main provisions of the hypothesis and made it possible to increase the level of motivation to further foreign language learning, in this case - English. However, this does not exhaust all the issues related to ensuring the implementation of the pedagogical potential of motivation in the context of foreign language teaching. Further research requires the implementation of the expansion of general philological education among students; opening wide access to the cultural values of the country and the people of the target language; strengthening the socio-cultural aspect of foreign language learning in terms of developing skills of adequate speech and non-speech behaviour in standard situations of foreign language communication; expanding the practice of extracurricular activities in a foreign language, etc.

Basing on the relationship between psychology and didactics, teaching methods and linguistics, the problem of motivation in learning a foreign language is analyzed (Clément, Dörnyei, & Noels, 1994; Dweck, Mangels, Good, Dai, & Sternberg, 2004; Ehrman, 1996). The conceptual foundations of the studying educational environment in teaching a foreign language are considered (Kovalenko, 2017; R. L. Oxford, 1994; Qizi, 2019; Romanenko et al., 2020). The problems of increasing the effectiveness of foreign language education were investigated (Derkach & Shcherbak, 1991; Dickinson, 1987; Harmer, 2001; Larsen-Freeman, 2000). The conceptualization of motivation to learn a foreign language is proposed by researchers (Ames & Ames, 1984; Cordova & Lepper, 1996; Ely, 1986). A great contribution to the study of psychological and linguistic features associated with foreign language training was made by researchers (Brown, 2000; Gardner & MacIntyre, 1991). The analysis of the features of foreign language training regarding motivation was carried out (Dörnyei & Csizér, 1998; Knowles, 1975; Schmidt, Boraie, & Kassabgy, 1996). Methodological possibilities for foreign language training on the basis of motivation were proposed (Belmechri & Hummel, 1998; Gardner & Lambert, 1972; Schiefele & Rheinberg, 1997). The theory and practice of formation of foreign language professional, communicative competence of the specialist were studied (Abrosimova, Kondrateva, Voronina, & Plotnikova, 2019; Hymes, 1972; Khusainova & Valeev, 2018). The formation of learning English in multilingual education was studied (Hutchinson T, 1987; Sabirova & Khanipova, 2019; Ushioda, 1997; Weiner, 1992). Cognitive strategies in English classes were developed (Asmolovskaya & Valeev, 2018; Hammond & Collins, 2013; R. Oxford, 1994).

4. Conclusion

According to the stated problems, we consider motivation as the most important resource of the process of qualitative acquisition of a foreign language from the point of view of its pedagogical potential. Thus, the competent influence of the teacher on students' motivation to learn a foreign language should be an important prerequisite for its stability, for which it is necessary that young people have a personal interest in this type of cognitive activity. In this regard, we consider that the most effective learning strategy is the one that takes into account internal factors related to the personality of the student, without contesting the basic methodological principles that reflect the general and constant patterns of the foreign language learning process. The real means of implementing this strategy is the motivation of



language acquisition at the initial stage. In the course of the study, we found that different sources of information showing the importance of foreign language proficiency should be used to enhance the influence of motivation. Only then motivation will be able to make students more interested in learning a foreign language. The interest, in turn, will be able to develop creativity and contribute to the acquisition of necessary knowledge. At the same time, the foreign language becomes a means of expressing ideas, which, in fact, is set in motion by a motive or need. Therefore, modern teachers must look for new ways in their work, so that students' motivated thought finds its own ways and means of expression. As is shown in the study, interactive methods of teaching a foreign language, which forms students' cognitive motivation encouraging their activity, significantly contribute to this. Therefore, the teacher needs to create didactic and psychological conditions for generating students' activity in the course of learning a foreign language. These conditions also include the use of a wide range of innovations in the form of such learning models as problem, game, imitation, project, computer, research, etc., including various forms of group educational activity in terms of the organization dialogical communication and interaction of subjects in the educational process. We associate all of the above with the modernization of the Russian higher school. That is where it is necessary to achieve the following results: intensification of learning a foreign language; implementation of modern information and communication technologies aimed at developing students' skills of self-development and self-study; creating the conditions for innovation in the educational process with the aim of increasing students' motivation to learn languages; improving the quality of higher vocational education and the level of competence; improving the competitiveness of university graduates in the labour market; meeting the needs of young people in post-graduate professional education, etc.

4.1. Contribution

Developing the motivation of non-linguistic learners to learn a foreign language on the basis of interactive teaching technologies focused on different communication options, updating and stimulating the motivation of non-linguistic learners as a factor in improving their university language training.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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