The role of motivation in SLA among the students of School of Education at Khazar University

CONTENTS

INTRODUCTION

The relevance of research. Over the last decade, due to the expansion of professional contacts, a more free exchange of information, the dissemination of scientific and educational literature published abroad, it became possible to enrich the specialists of different countries, to diversify and systematically communicate at the international level. Knowledge of foreign languages makes it possible to establish educational, cultural and professional contacts. In order to integrate into a single socio-cultural space, specialists with knowledge of foreign languages are required.

Especially important is the proficiency in English - the language of international communication. The basic scientific literature, communication of specialists in various forms are carried out mainly in English using a computer, in particular the Internet, which is impossible without knowledge of the English language.

Despite the need for foreign language specialists to understand the importance of a foreign language, students of the School of Education do not possess it well enough. There are many reasons for explaining this phenomenon, but one of the main reasons is the low motivation for studying this subject.

In this connecton, there are a number of studies that address various aspects of this problem, but they do not allow solving a number of existing contradictions so far: between the growing volume of information, the possibility to use foreign sources, to communicate with colleagues from different countries and the low level of foreign language proficiency of university graduates; between the need to learn a foreign language by students and the lack of adequate techniques that contribute to the positive dynamics of motivation for learning a foreign language among students of School of Education; between the desire of the students to learn a foreign language and the insufficient scientific and methodical support of the teaching process.

The inadequacy of a number of theoretical approaches to the study of a foreign language, the absence of a set of measures that develop the motivation of students of linguistic and non-linguistic specialties, as well as the solution of new educational problems facing the colleges, have led to the research problem: what is the role of motivation in second language acquisition for students of School of Education?

The purpose of the study is to identify a set of pedagogical conditions and tools that contribute to the positive motivation for learning a foreign language among the students of School of Education.

Object of the study is the role of motivation for studying a foreign language among students in the system of higher professional education.

The subject of the research is pedagogical, methodological and psychological conditions that contribute to the motivation for studying a foreign language among students of linguistic and non-linguistic specialties of universities.

*Research hypothesis.*The role of motivation in second language acquisition is increased if:

- when teaching a foreign language, the following approaches are realized in a combined contextual way, "learning English for special purposes", actively and consciously communication;

- a set of pedagogical tools is used.

Objectives of the study are:

1.to define motivation and motives, types of motivation in second language acquisition among the students of School of Education.

2.to study the role of motivation in second language acquisition among future specialists in the conditions of higher educational institutions.

3.to study the role of motivation in terms of psychology for students of linguistic and non-linguistic specialties.

4.to develop a set of pedagogical tools that ensure the role of positive motivation for learning a foreign language among students.

The theoretical and methodological basis of the research is the activity approach, according to which the human psyche and its needed motivational sphere do not only manifest themselves, but also are formed in activity; the theory of contextual learning of motivation; ideas for the development of the motivational sphere of an individual; theory of the role of motivation in learning a foreign language; Western concepts of studying motivation (R. Gardner, M. Williams, J. Harmer); theory of teaching English (I.A. Zimnyaya, I.L. Kolesnikova, E..N Solovova); theory of active learning.

In accordance with the methodological positions, the following *research methods* were determined: theoretical - analysis of scientific psychological and pedagogical literature, own pedagogical activity, modeling, analysis and synthesis of empirical data; empirical - the method of pedagogical observation, test, questioning, survey and pedagogical experiment.

The basis for the study was Khazar University. Experimental work was carried out on the basis of the School of Education and School of Economics and Management of Khazar University.

The research work was carried out in several stages.

The first stage was devoted to the analysis of psychological, pedagogical and methodological literature, the definition of methodological approaches to the problem, the object, the subject, the purpose of the study; the hypothesis and tasks were formulated, psychological and pedagogical experience was studied according to the role of motivation for studying a foreign language among the students of School of Education, and the research base was determined.

The second stage was devoted to the definitions, types of motivation of students of the Schools of Education; approaches and pedagogical means that promote the development of positive dynamics of motivation for learning a foreign language among students were identified.

The third stage was devoted to the experimental work that was carried out, the results of the research were tested and implemented, analysis and discussion of experimental work and the literary design of the dissertation were carried out.

The reliability of the research results is ensured by the complexity of the problem analysis in determining the initial theoretical and methodological principles of investigation; consistency of empirical and theoretical methods, adequate to the goals and objectives of the study; a quantitative analysis of the data; application of methods of mathematical statistics; experimental verification of the hypotheses of the study.

The scientific novelty of the research is as follows: the role of motivation in second language acquisition among students of linguistic and non-linguistic specialties are revealed; pedagogical conditions that contribute to the positive motivation for learning a foreign language among students of linguistic and non-linguistic specialties are revealed; a set of pedagogical tools has been developed that contributes to the development of the motivation for learning a foreign language for future specialists in the conditions of university.

The theoretical significance of the work is determined by the fact that the principles of the new direction of teaching English in the Western pedagogy - "English for special purposes" (ESP) and communicative method of teaching English are revealed and adapted; the definitions and types of motivation for studying a foreign language are defined and characterized, and the criteria and indicators of the role of motivation and motives in the acquisition of a second language for students of the School of Education are supplemented.

The practical significance of the study is as follows: a system of measures has been developed to ensure the development of the motivation for learning a foreign language among students of linguistic and non-linguistic specialties; a set of methods was developed which makes it possible to determine the role of motivation for learning a foreign language.

Basic provisions to be defended are follows:

1. Conditions that affect the formation of external and internal motivation (the creation of a situation of success, or the recognition of failure and its causes, the competitiveness of classes, the communicative orientation of classes).The most effective way for developing the motivation for learning a foreign language by students of linguistic and non-linguistic specialties is the combination of the following approaches: activity, conscious-communicative, contextual and "teaching English for special purposes."

2. The main pedagogical tools that provide the formation of the motivation for learning a foreign language: communicative exercises for mastering vocabulary and grammar within the topic; work with basic texts, communicative exercises for the basic texts; in the framework of the simulation model - the development of speech cliches and stamps, work with texts that have a professional orientation, communication exercises; learning the skills of dialogue; mastering of professional-speech situations of the role behavior; filling in psychological questionnaires; poster (oral) reports; within the framework of the social model – a role play, business games, case studies, simulation, written forms of work.

The structure of the dissertation. The work consists of an introduction, five chapters, a conclusion and references.

I CHAPTER
LITERATURE REVIEW

1.1. Definitions of motivation and motives

In modern world the role of foreign languages is increasing rapidly. The reconstruction of education system in Azerbaijan and significant increase of international relations have caused the development of learning a foreign language, especially English, yet the knowledge of a foreign language proves the level of culture and education. The sphere of its usage for a modern person is enlarged significantly with the development of interstate relations, as well as with the opportunity of using foreign literature in work place. Exceptionally important in the process of learning a foreign language is the issue of motivation. Motivation bears a special significance for any human act, as well as in knowledge. It is noteworthy that in the first stage of learning a foreign language, as a rule, high motivation is important. The students are willing to express their thoughts in English, to read and know about other English speaking countries. However, in the process of acquiring a foreign language the relationships among student change due to difficult and hard work. As this process supposes the period of mastering knowledge, habits and abilities; overcoming of difficulties that stimulates in achieving goals. Motivation can be reduced, interaction disappears, willing weakens, participation decreases that in its turn, negatively influences on learning motivation.

As motivation is distinguished by its significance in acquiring any subject, especially a foreign language, students' success depends on which motives are required by them in the process of acquisition of a foreign language. According to I.A.Zimney's definition (11, pp.130–134), "motivation is what defines, stimulates, encourages a person to take any action who is involved in a definite act defined by this motive". Consequently, "the notion of act" is necessary to relate with the "notion

of motive". An act cannot exist without a motive" (31, pp.111–112). S.L.Rubenstain thinks (31, pp.111–112): "Any act is emerged from a motive, stimulating the act of regret of something significant that gives it a sense for an individual." Therefore, an act and a motive are closely connected.

However, it is important to vary the notions "a motive" and "motivation". Motivation is a main component of the structure of learning process or an act. Thus, it is important to emphasize the meaning of the individual as a subject of this act. V.G.Aseev (5, 13) notes that "motivational system of a person has a very complicated structure, thus "it has a complicated, many leveled system of stimulator including demands, interests, ideals, purposes (aims), emotions, norms, values and so on. Such structure of a motivated sphere determines the orientation of personality that has various characters depending on that which motives become dominant in the context and structure".

Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (54, 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (82, 413).

More acceptable definition of motive is offered by L.I.Bojovich. According to the scholar (6, pp.148–153), "motive stimulates an act. Motives can be the subjects of external world, view (vision), ideas, feelings and senses. In one word, all that can realize our demands". Considering it, we can state that regardless the variety of approaches motivation is understood as a unity of systems of psychologically various factors defining the behavior of a person.

1.2. Types of motivation in the acquisition of the second language

It is important to underline the role of motivation in second languae acquisition (SLA). The significance of the formation of motivation in acquiring the second language is highlighted by most scholars (A.A.Alchazishvili, N.I.Gezh, P.B.Gurvich, I.A.Zimnaya, A.A.Leontyev, V.L.Skalkina, E.I. Passov, E.P.Shubina and others). Gardner notes that "motivation of foreign language learning contains four aspects: a goal, effortful behavior, a desire to attain the goal and attitude" (53, 45).

Initial level of learning a foreign language, as a rule, starts in school, learners grant much interest in the leaning process. However, gradually this interest decreases in high schools and colleges. The key reason of such regressive interest is considered a false imagination about vivid obligation of a student to study. As learning is understanding, and, naturally, it is impossible to force a man to understand anything without willing, even if it is written in law. Till a learner understands that it is his personal obligation that in the learning process he can benefit from it, he will be learned, but not learning. For this reason the problem of learning motivation has a character of the transformer of an object into a subject of learning activity. No activity can be realized without motivation. While acquiring a foreign culture as a form of personal development it is important which motives force a student to carry out this activity. Sensibly, if more valuable motives are brought to the level of maximal understanding in order to give them stimulating force, and the importance of less valuable motivation decreases.

Accordingly, motivation is a unity of internal and external forces stimulating a man to act specifically, purposefully; the process of enforcement of himself and others for achieving personal goals.

The issue of motivation has been studying by most scholars for decades. Some scientists divide motivation into intrinsic and extrinsic, others – into integrative and instrumental (S.Krashen). These types of motivation will be discussed in the next chapter in details.

"Motivation can be described in many types and the main broad categories are divided iot intrinsic and extrinsic motivation. Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth" (71, 28). "It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not" (42, 4). "Extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers of students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged" (42, 4).

According to Stipek (1996), „early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. This approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time" (79, pp.85-113).

Paul Eggen and Don Kauchak (1994) explains: "Arousal is a physical and psychological reaction to the environment, including anxiety and curiosity of motivation" (71, 50).

As Stipek (1996) explains, „the limitations of extrinsic reinforcement led to the development of new approaches to motivate people, including cognitive behavior modification (CBM). There are, however, several disadvantages to this approach, including the fact that in empirical studies, researchers observed children "cheating," either by setting low performance standards for themselves or rewarding themselves undeservedly" (7, 100).

Harmer (60, 3) uses the word 'goal' to categorize the motivation in second language learning into two types :

1. *Short-term goal* means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.

2. *Long-term goal* refers to a wish of students or learners who want to get a

better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen (63, 22) mentioned the following factors:

1. *Integrative motivation*, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal.

2. *Instrumental motivation* involves the concepts of purely practical value in learning the second language in order to increase learners' career or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school.

A vivid example of extrinsic motivation can serve education system in colleges. While choosing a future specialization a student has to learn everything (words and grammatical rules) by heart in order to successfully take a mid-term and final exam. In adults extrinsic motivation can be formed by the terms and demands of work in an international company where a foreign language is urgently needed. Extrinsic motivation is not resultative. Firstly, an individual can meet only minimal demands due to the lack of inner stimulus. So, a student does not always try to get an excellent mark at exams, a "satisfactory" is also considered a positive mark. Secondly, after disappearing a factor that causes motivation a person stops learning, and his mind deletes information as "useless". It is enough to remember a frequent phenomenon when after taking an exam a student forgets the learnt material as usual. It happens as a consequence of that they instruct themselves psychologically wrong setup "to learn to take an exam", but not to use acquired knowledge in future life.

Intrinsic motivation starts with the influence of personal aims and demands and emotional constituent. Most people would say that the motivation for learning a language served a situation in holiday where a language barrier stands between you

and local people or the lack of possibility to read any instruction of the imported product. In other words, inner consciousness of necessity in mastering a language served a motivation.

If an integrative motivation is considered, a saying would be appropriate, that a language is well learnt through pages. In fact, cross-cultural romans is a wide spread form of integrative motivation. The learners learning a language with the aim of better understanding culture, language and society are integratively motivated.

In this case, a language ability is considered as an instrument for establishing relationships and constructive communication. Linguistic studies show that integrative motivation brings faster and more effective results in learning a foreign language than other types of motivation. In this case, a language ability is considered an instrument for establishing relations and a constructive communication. Linguistic studies show that integrative motivation can give faster and more effective results while acquiring a foreign language than other types of motivation.

The willing to communicate with a partner and respect for own culture can also fasten learning a foreign language. Of course, it does not have any relation to romantic relations. Cross-cultural friendly relations can involve integral motivation. A man who becomes a sibling to an Englishman or just a far relative and not speaking English can also be motivated with learning a language for love or just as a sign of respect.

Integrative motivation can present not only in separate persons, but also even in entire cultures. Learners from multilingual countries can be integratively motivated in order to be able to communicate with the people from their countries, for example, English and French in Canada, French and Italian in Switzerland, Hindu and regional dialects in India.

It is interesting to note that integratively motivated students with a positive attitude to the culture of the learnt language have better pronunciation and accent. These learners try to communicate more with language bearers, and their speech is more improved.

When it concerns instrumental motivation, one can say that learners learning a foreign language in order to achieve one more goal as getting a diploma about higher education, are instrumentally motivated. In this case language competence is not considered to be a goal, but only a means of professional or personal achievement.

For the most students learning a language is considered to be only an academic demand. While learning a foreign language they are involved in the learning process, get interested in the culture of the country of learnt language, yet the most important motive in this case is the fact of taking an exam and proceed further.

For undergraduate and postgraduate students of colleges learning a foreign language is often motivated with career development. Most adults who graduated from universities long ago start learning a foreign language in order to strengthen their resumes and to demand a job in needed spheres and companies. In this case a goal is often based on the data such as certificates, diploma evaluation or academic credits. Furthermore, motivation here is to get a desired place in the work or promotion. Learning a language is a step in achieving a goal.

The studies show a high correlation of integrative motivation in learning a foreign language, but it does not mean that instrumental motivation is unimportant.

Instrumental motivation is not a problem by its nature. Meanwhile, a learner who is not absolutely interested in the culture of the country of learnt language will neglect leaning a foreign language. The learning process of such students will be more difficult than those who have integrative motives.

Therefore, before starting course one should firmly know and be convinced of which goals are essential in this life. The influence of this motivation on the learning process is considered rather effective and that's this process must be built principally in the way that learners can feel notable developed at each level in order to achieve a goal. It is possible to logically use different sources of information demonstrating the possibility of mastering a foreign language (films, newspapers, magazines, special literature and so on).

The main type of inner (intrinsic) motivation is communicative motivation. Naturally, most learners of a foreign language are willing to communicate with language bearers, would like to work in foreign cooperations and directly to use a new language in professional practice. Despite of such tendency, this type of motivation is less kept. In the atmosphere of native language the acquisition of a foreign language is introduced as artificial means of communication, and consequently the situations used for learning bears an artificial character. The hardly a teacher tries to create a natural environment for communication, the more a language remains an artificial means (component) of this situation. Therefore, it is necessary to use your own imagination, fantasy, game forms.

In the frame of college training a role plays and business plays are very important. Games transform even a monotonous theme into alive, interesting classes. Use of game methods in learning, and especially role games, is an integral part of intensive methodology in learning. Creative knowledge supposing mainly performance of speech exercises with various orientation gives an opportunity to avoid a monotonous act, reduces students' intellectual tiredness. Usage of project method in the learning process gives a great opportunity to fully realize methodological and pedagogical tasks of teaching students a foreign language. Students acquire a foreign language with pleasure, their logical and contextual acts develop.

An important type of motivation is the motivation emerged with learning activity. Students need to observe a speech perspective usage of language material. Consequently, while introducing new words of professional orientation a student is needed to clear out that they be useful for the preparation of project work, interview, games, reading a text and so on.

Not less important role belongs to the development of language ability to understand quickly. English language rooted deeply into Azerbaijanian, English borrowings are widely used by our students. Therefore, while reading a text or listening to information it is important to direct students, to focus their attention on

the hints and tips in the texts, tables and charts.

In order to increase external motivation, a teacher must treat his students kindly, be interested in their works, progress. A teacher must take a position of an assistant and a friend, but not an observer.

Conscious order, working atmosphere and positive communicative terms are the very optimal regime of knowledge that cultivate students' steady positive motivation to amazing learning a foreign language, thus, as a result, it will be reflected on the formation of necessary communicative competences of the students of colleges .

1.3. The role of motivation in learning a foreign language

Modern psychologists and teachers agree that the quality of carrying out activity and its results depends, first of all, on stimulation and the need of an individual, his motivation; thereby, motivation causes a purposeful activity determining the choice of means and ways, their application for achieving a goal.

Therefore, motivation is considered "a strating mechanism" of any human activity: it does not matter if it is a work, communication or perception. Real, levelled and final success also feeds and supports motivation. If there is no success, motivation decreases and it negatively affects on carring out an activity.

In the epoch of globalization of all spheres of social life the problem of motivation in learning a foreign language becomes extremely urgent and relevant. "Globalization means that the role of personal contacts of people is rapidly increasing, consequently – verbal communication, as well as international communication require the knowledge of a foreign language" (10, 122). Foreign languages become one of the main factors both social-economic and general cultural progress of a society. A foreign language plays a reat role in the formation of an individual and development of education, as with its help one can get a direct access

to spiritual wealth of another country, get a chance of direct communication with representatives of other cultures. Thereby, it is not surprising that recently in our country the interest in learning a foreign language, especially English has increased. Nowadays the knowledge of three or more languages is a doubtless attribute of any modern highly developed man. Acquisition of a foreign language has become a real need, it is impossible to get a well-paid job without it and to make a successful carrier. New political and social-economic changes in the country recently, its attempt to actively cooperate with Western countries have significantly affected on the improvement of function of a foreign language as a subject and caused the reflection about goals, objectives and content of learning a foreign language. Today a new political situation, development of international cooperation and international contacts demand a deeper acquisition of a foreign language.

Motivation induces activity; dynamic process of physiological and psychological aspects controlling a human behavior determining his direction, activity and stability. Motivation occupies a separate place in the study, as it is a separate category. Of cause, a more useful term explaining success and failure of any complicated disciplines is considered motivation. It plays one of the main roles in learning a foreign language in the world. This argument is not accidental as countless studies and experiments in learning showed that motivation is a key to learning intirely. In learning a foreign language it is important to focus one's attention.

Various theories of motivation were proposed as a result of perennial studies:

1. The theory of behaviorism. Simple expectation of reward is the main goal for this. Next achievements are built of previous experience for getting reward. Pavlov put motivation in the center of his theory of human behavior. In behaviorist theory there are assignments and motivation for its implementation. Extrinsic motivating forces can be parents, teachers, any other educational needs and so on.

2. Cognitive theory. Motivation occupies a special place in an individual decision. A man's choice depends on those goals that are to be achieved or avoided,

and on the degree of effort set for the process of achieving a result. Six types of needs are distinguished here:

· the need to explain that exists to perceive a material and to explain unknown things;

· the need to manipulate – here environment and various changes influence on it;

· the need to act – physical and mental manifestation of actions and assignments;

· the need to stimulate – here the effect s made by environment, other people, ideas, opinions and feelings;

· the need to learn (or know) – here the process of realization of research results, manipulation and stimulation for solving disagreements, for understanding the system of knowledge are required;

· the need to be self-realized exists in order to become famous and self-assured among others.

3. Constructive theory. It occupies a special place in a social context. This is a personal choice. Every man is motivated differently and acts individually in society. These individual acts are interrelated with cultural and social situations and cannot exist separately from this environment. A.Maslow considers motivation as a constituent in which final achievement of goals is possible only through the hyrarchy of needs. Constructive theory of motivation is connected with our interaction with surroundings and is considered a part of self-determination.

The need of the concept "motivation", in some case, belongs to the following types of reflection: implementation of needs and reward, a chance to choose that are very important in a social context. It concerns children who are motivated in reading and writing. They are motivated because their goal is evaluation, they need explanation, stimules, knowledge, self-esteem and self-government, and they act quiet differently in order to be educated in future in the context of society. From the other hand, they cannot be motivated in learning a foreign language because of

failure and absence of reward. Moreover, learning can be connected with shallow need to get any knowledge and it happens in case of possible absence of social context in which this knowledge will be useful.

Controlling the motivation in learning a foreign language is considered one of the central problems of teaching methodology. A foreign language as a subject has a number of specific features, one of which is the acquisition of second language through teaching the ability to communicate in a foreign language. Nowadays learning a foreign language has become relevant in connection with holding in universities international conferences with the bearers of a foreign language. In this connection a teacher has a task to establish a situation for a foreign speech communication in the process of learning a foreign language maximally suitable to natural conditions. The most important factor stimulating the process of a foreign speech communication can be regarded the motivation in second language acquisition. In the 90-ss the given issue was studied in the frames of activity approach in learning elaborated by S.L.Rubenstain, A.N.Leontyev and others. For optimal organization of a learning process it is important, firstly, to have deep knowledge of the learning motives, secondly, the ability to correctly reveal them and to consicously control them. In this connection it is necessary to address to theoretical researches on the problem of motivation, as well as with the content of learning a foreign language, as learning speech activity is directed to the achievement of positive and negative results in a concrete situation in the learnt language. The analysis of existing Russian and Western literature showed the following facts. At present there is unnanimimity of views about the problem solution of the notion "motivation" and the motivation of learning process particularly. The search of the ways for solving this question about learning motivation is possible due to psychological studies of this direction where psychological basis of motivation are considered. According to I.A.Zimnaya, "motive is that explains the character of the given speech act, yet communicative intention expresses that which communicative goal is met by a speaker planning this or that form of impact on the listener" (12, 10).

All abovementioned statements significantly increase the previlage of the subject "a foreign language" as educational discipline of the schools, universities and so on. Here the notion "motivation" occupies the first place. Certainly, the problem of motivation in learning manifests in every subject, but particularly it is manifested in learning a foreign language. The question is in the specifity of the subject requiring from a learner of a foreign language a definite base and communicative abilities. Sometimes it causes some difficulties for learners and motivation disappears. Thereby, considering motivation as a leading force in learning a foreign language, it should be noted that motives are referred to subjective world of a man and are determined by his\her inner intentions. A man can learn a foreign language if he feels urgent need for it, thus if he is motivated.

Beside it for optimal organization of speech act it is necessar to know the types of motivation. "Learning motivation can be determined by external and internal motives" (19, 4). External motives are not connected with the content of learning material: the motive of obligation (broad social motives), the motive of evaluation, personal welfare (narrow social motives), lack of desire to learn (negative motives). Internal motives, on the contrary, are connected with the content of learning a material: motives of perceived activity, interest in the content of learning (perceived motives), the motives of acquiring general ways of acts, revealing causative-consequent relations in the learnt material (learning-perceived motives). As motivation is a many-sided phenomenon, the content of learning must include a whole complex of means for its support. In the system of learning a foreign language as a foreign culture, firstly, the means of support of motivation is very necessary that eventually causes a learner's communicative motivation.

It is necessary to note those types of motivation which are significant in learning, in particular, in learning a foreign language. Altogether they constitute so-called learning motivation. Learning motivation is determined with a number of specific factors:

— a learner's characteristics (sex, self-esteem, the level of intellectual development)

— a teacher's characteristics and his\her attitude to the pedagogical activity

— organization of pedagogical process

— specifity in leaning a subject (in this case a foreign language)

In the common structure of motivation a main motive dominates which determines learning activity and formation of relation to it. This is a perceived motive as its basis constitutes a steady attempt to perceive something; moreover, there is a relation with contextual and organizational side of the learning activity. In the process of learning activity particular motives start acting that lead to making a decision about separate tasks for achieving concrete goals of learning a foreign speech. Perceived motives in the acquisition of a foreign language are differentiated as follows: interest in a foreign language promotes the formation of motives in analysing language phenomena, a possible form and content of a foreign language lesson, development of linguistic thinking; possibility to use a foreign language as a means of exchange of information, getting knowledge with its help, learning culture, history, development of the country, enlargement of world view form a motive of attitude to a foreign language as a necessary means of perceived activity (25).

Reading in a foreign language gives an opportunity to see the means of expressing opinions different from a native language, other relations between a form and a content that allow deeply reflecting definite phenomena in a native language. Therefore, beside practical acquisition of a foreign language in the process of learning a student's identity, thinking, memory forms and develops, his auding and motor perceptions, speech ability improve, thus language and speech development of a learner's identity is realized. Motivation aspect has a significant sense for activation of all psychological processes — thinking, perception, understanding and acquisition of a foreign language. For this it is necessary to improve the level of motivation promoting the development of perception and intellectual activity of a learner, attempting eventually to increase the effect of learning process.

Therefore, motives, interests, situations are conditioned, constitute harmonic unity of an individual, are regarded an internal energizer. As teaching a foreign language communication is carried through communication which is a personal process in which an exchange of ideas, interests, transformation of the features of character occur, in communicative teaching the consideration of personal features of a learner has a primary sense. Without regarding all abovementioned factors speech acts of a learner separate from real feelings. Thoughts, interests feed speech activity. Consideration of personal features cause the formation of situational communicative motivation, thus it provides initiative participation of a learner in learning and real communication.

All these induce a learner to learn. The scientists studing the motivation of acquiring a foreign language distinguish a number of types of motivation regarding individual development of a learner's needs:

· communicative-motivated- that's defined on the base of the needs of communication;

· linguo-perceived motivation - that's based on a learner's attempt to perceive language phenomena;

· country study motivation depending on the theme and emotional interest of a learner.

Therefore, the process of acquiring a foreign language is often regarded as many-sided phenomenon conditioned with external and internal factors. Thereby, at present much attention is focused on a teacher and a student's identity. In this connection a more effective strategy of learning is considered that one of which regards internal factors belonging to a learner's identity without disputing a main sense of some constant methodological principles reflecting general and steady rules of the process of acquiring a foreign language. A real means of realization of this strategy is considered the motivation of acquiring a foreign language in the initial stage. Thereby, teaching speaking, for example, must begin with starting a

mechanism of motivation. A main instrument of a teacher's job is teaching. Successful implementation of a teacher's two functions mostly depends on it:

• the function of information source;

• the function controlling the process of forming abilities and development of speech acts.

Successful implementation of these functions indirectly influences on the motivation of a learner. It is a pity that not all teachers completely and correctly understand the sense of ability of optimal pedagogical communication and its impact on positive (or negative) attitude of a learner to the learnt language. Besides, this ability has not formed in all teachers. To motivate a learner to act, awake and support their interests in learning a language are necessary because motivated activity, interest in the activity, as it is known, vary in emotional attitude of an individual to the work, consequently his attention gets tensed, thinking deepens, memory and perception enlighten, a material is kept in memory for a long time. Thereby, a learner is involved in activity, masters learning material, that's, in its turn, it affects on strengthening of his\her interest in the language and in this way helps improve the effect of learning.

However, it is necessary to remember that if motivation is too high, the level of activity and tension increases, consequently the effect of the work gets worse. In this case a high level of motivation promotes unpleasant emotional reactions. It is necessary to find that golden point when a high effect coincides with getting a joy from learning a foreign language.

All abovementioned types and subtypes of motivation are considered main forces inducing a man to learn a foreign language. However, it is necessary to remember that if motivation is too strong (high), the level of activity and tension increases, consequently the effect of the work gets worse. In this case a high level of motivation causes unwilling emotional reaction. It is necessary to find that option where a high effect coincides with getting joy from learning a foreign language.

Therefore, conforming the content of learning and the ways of its presentation with needs and interests of learners contradicts the formation of a negative set.

Optimally selected materials reinforce all constituents of motivation: needs, interests, emotions, the very motives. The formation of steady level of learning motivation obligates a teacher to select corresponding educational materials that represent cognitive, communicative, professional values having creative character, would stimulate a learner's thinking activity. The use of cultural material in educational process of learning a foreign language creates a condition motivating learning process, as well as promotes the deepening and enlargement of perceived sphere of a learner's activity.

1.4. Theories f motivation in terms of psychology

Motivation is considered one of the fundamental issues both in native and foreign psychology. The complexity and multifaced problem of motivation determine the variety of approaches to the understanding of its significance, nature, structure as well as the methods of its studying (B.G.Ananyev, S.L.Rubenstain, V.G.Aseev, A.B.Orlov, T.A.Matis, M.V.Matyuchin and others). In psychology up to-day there is not a stated opinion in understanding the sense of motivation and its role in regulation of behavior, not in understanding the relation between motivation and motive. In most papers these two notions are used as synonyms. In psychology, motivation is a force that energizes and directs behavior toward a goal (Paul Eggen & Don Kauchak, 1994). In connection with the concept of A.N.Leontyev, the founder of one of most formulated theories of motivation, "motives are considered as important demands expressing something objective that are clear in concrete terms" (19, 54). The sense of motivation is considered by A.N.Leontyev as a subject responding to a definite demand. Let's consider some definitions given to the problem of motivation. L.I.Bojovich understands "motive as an internal position of an individual" (6, pp.148–153). P.M.Jacobson defines "motive as a reinforcement that stimulates an act". A.G.Kovalyov analyzed the problem of motive in relation with a person's

demands. The analysis of different definitions of motives proves that for most authors it is typical to agree in one main issue – understanding the demanding the nature of motives. In psychological literature there exist different approaches for the classification of motives. G.Rosenfeld considers three aspects in motivation: evaluative, purposeful and orientation act. L.I.Bojovich considers that learning process is stimulated by two types of motives: the first is connected with the content and the learning process, the second is defined by the system of relations between a student and surrounding reality. Furthermore, the classification of motives was given by P.M.Jacobson who distinguished types of motivation related with the result of learning and emerged by all system of relations in society. Based on the classifications offered by L.I.Bojovich and P.M.Jacobson, M.V. Matyuchin distinguishes the following groups of motives: a) motives that are found in the very learning act, b) motives that are related with the indirect product of learning.

"Motives serve three important functions: 1) energizing us (i.e., turning the key and starting the motivational engine), 2) directing us (i.e., pointing us in a particular direction), and 3) helping us to select the most appropriate behavior for achieving our goals" (46, 262).

Considering motivation as an important spiral of the acquisition process of the foreign language, the following should be regarded: motivation – a student's side of subjective world, it is determined by his\her own forces and visions. It causes all difficulties of the challenge to the motivation externally. A teacher can only influence on it indirectly by forming the grounds based on a student's personal interests in learning. A teacher must imagine all arsenals of motivation means, all types and subtypes of motivation and their reserves. Consequently, only now it is possible to relate the content of learning process throughout its duration with corresponding types of motivation. Le's characterize the existing types of motivation providing interesting learning.

The psychologists studying the character of stimulating forces and the ways of their regulations in learning, established the variety of human's motivation spheres.

Firstly, it can be affected by social motives determined by society's demands; they are extrinsic (external) motives. Extrinsic motivation can be of two types: broad social motivation and narrow one. P.M.Jacobson considers a broad social motivation as a basis for acquiring a foreign language and this reason can become the perspective of participating in various youth forums. The second type of extrinsic motivation is narrow. It defines the relation to the acquisition of a foreign language as a way of self-determining, and sometimes as a way to the personal welfare. Here a rather broad scale of moral plan is possible: from civil motives to narrow egoistic. For example, "I want to be a translator: it is prestigious" (but "it is a useful profession that stimulates the establishment of mutual understanding" extrinsic motivation, as a rule, can be distant or far motivation meant for achieving a final result of learning.

Meanwhile, its stimulating impact on the learning process can be quiet strong. It is initially, sometimes before learning a foreign language aims the students at "overhead task". Secondly, a character of activity can also impact on motivational-stimulating sphere of a person. It is often called a professional motivation. This motivation can be near and actual. Eventually, all learning process must be built in the way so that students experience joy at each level of the class in order to meet their demands in acquiring a foreign language. These demands relate to the following varieties of internal motivation: communicative, lingua-mental and instrumental. A communicative type of internal motivation can be considered basic, as communication is the first and natural demand of students learning a foreign language. However, despite a clear expressed attempt of the communication by students, this type of motivation is more difficult to keep.

The matter is that while acquiring a foreign language in the atmosphere of native tongue a foreign language becomes an artificial means of communication. And the so-called "natural situations" used during learning have, in fact, unnatural character. Thus, communication in a foreign language has mainly a relative character, and this relates it with stage communication, that's why it is important to address to the student's imagination, their fantasy, games. A teacher should constantly stimulate

the students to realization. Turning moment form emerging motivation is getting the students acquainted with lesson tasks their acceptance by them. The very formula of lesson tasks must surprise the students, to open a clear speech perspective for them. Formula of the tasks depends on the level of learning, age and psychological features.

Nowadays there exists quite a large amount of theories of motivation explaining the behavior and activity of a man, as well as a professional choice. As it has already been said previously, two types of motivation are distinguished: external (extrinsic) and internal (intrinsic). The sense of external models in education (behavioral) is that of systematic increase of willing results (rating system). Internal (intrinsic) motivation describes a type of determining behavior when its initiating factor comes from the inner world of personal "I" and is completely situated in the very behavior. The basis of this type of motivation involves the need for self-actualization.

The development of the higher education in Azerbaijan happens under the influence of most factors. Consideration of education as a system suggests the impact not only external environment, but also internal parameters to which "psychology" of educational process belongs to.

As a result of great and attentive attitude to the psychology of education one of the most important and at the same time systematized spheres – motivation attracts everybody's attention. The research here is done for the purpose of studying motivation while choosing this or that profession or a form of education, and or the description of the structure of motivation of successful students for purposeful impact on the individual.

The study of professional choice in psychology underlines the dependence of personal features and professional success. From one side, the dependence from definite personal features as a success in education and professional promotion is clearly vivid. From the other side, there are many examples demonstrating the compensatory adaptation of students belonging to neither of these models of "successful personality".

To our mind, the mechanism of this phenomenon lies in the sphere of motivation and the features of activity. There are types of activities where adaptation is always limited and termed with bio-psychological level. However, a significant part of these activity types is available to a subject having quite a high level of motivation and, to our mind, it is considered basic. In a definite level of education, depending on its content (learning a habit, its improvement or realization and so on), a subject having a strong motivation in a certain life sphere is self-conscious of the significance of achieving this result, fastens his position in the process of education, as a part of activity becomes actual for him and begins to meet a subject's certain demands. A student starts his movement to the top of self-actualization developing a habit of conscious self-control.

In order to make this process controllable and positive a subject of the process must know:

1) his psychological and individual characteristics;

2) the peculiarities of the structure of motivational sphere;

3)psychological features of actual parts of educational activity.

Besides, a subject must know:

1) to define his level of development and self-actualization;

2)to execute a process of mental, psychic and physical self-regulation;

3)to put and elaborate the ways of achieving life goals.

This is rather a difficult question about educational process allowing to execute the process of "psychologing" of higher education. The mechanism of this process is a psychological monitoring of pedagogical process in colleges, the basis of which must constitute technologies of learning and controlling students' motivation (9, 23).

While investigating a student's personality, intellectual and characteristic questionnaires are widely used that allow to diagnose learners' personal characteristics. However, there is an urgent need to answer these questions initially: „Why" and "For what" is this activity carried out? That's why the psychologists

introduced the construct "motivation", the study of motivation is the analysis of the reasons and factors that initiate a human activity, as well as direct, support and bring to an end of a definite behavioral act.

There are a lot of psychological types of motivation that are built on the basis of the system of human nature and set the rules of initiation (intention to execute a motivational act) and behavioral regulation (34).

Traditionally two types of motivation are distinguished: external and internal. External (extrinsic) motivation serves for describing the determination of the behavior in the situations when initiating and regulating it factors are situated beyond individuality and behavior. More vivid conceptualization of this type of motivation is introduced in behavioral theories of instrumentality.

In behavioral theories a main accent in the determination is focused on the strengthening (forcing) of positive (encouragement) or negative (punishment) results that follow after the execution of a certain behavioral act. Due to this Edward L.Torndike founded the rule that later became in psychology as a law "Torndike's effect" (21, 34): „Attractive and unattractive consequences of behavior affect on the frequency of behavioral act initiation causing these consequences. The behavior causing a positive consequence strengthens and has a tendency to repeat, yet the behavior causing a negative consequence has a tendency to stop".

For explaining the regulation of behavior these ideas were used by K.Hall and B.Skinner (22, 56).

Another type of external (extrinsic) motivation is the theory of instrumentality that is built on two fundamental terms of human behavior:

1. to be motivated for a certain type of behavior an individual must be confident in the direct relation between executed behavior and its consequence. This subjective confidence is called "expectation\instrumentality".

2. the consequences of behavior must be emotionally significant for an individual, must have a certain value for him. This effective attraction was called "valency". In this case the rule of motivated behavior describes: behavior = valency.

Expectation.

If the consequences of the behavior will not be significant for personality, he is not going to experience an attempt for its execution. Also, f a man is confident that his behavior is not connected with its results, motivation to the execution will not happen. High motivation in accordance with this approach will be in case when a person is confident that willing consequences for him are direct results of executed behavior.

In the frame of this paradigm most theories of motivation have been formed. The sense of applied usage of these models in education system is systematic enforcement of a desired result. For example, let's consider a rating system. From the point of view of teachers there are some patterns of behavior (for example, good discipline, high activity) or results of learning activity (for example, attendance in separate class discipline).

By getting a desired result a student obtains a definite amount of scores depending on the approximate assigned level. Then, after summarizing scores and behavior sums, a size of reward is determined that can be more or less significant.

It is important to note that initial uninteresting and unattractive activity is frequently going to be reinforced which a person is not going to implement willingly. Besides, it has been noticed that there are not other motivational techniques in the acts, thus not enforcement, one cannot achieve a desired result. The activity turns out so valuable that it serves a trustful instrument for the achievement of consequences.

Let's consider the second type of motivation. Internal motivation describes the type of behavior when initiating and regulating its factors come from inside of personal "I" and is entirely placed inside the behavior. „Internally motivated activity does not have rewards except the activity. People are involved in this activity for its sake, but not for achieving some other goals" (34).

The term "internal motive" was first introduced in 1950 year when R.Woodvorste's book and R.White's article came to light (34).

R.Woodworst declaimed the principle of primary behavior: a person is born

with an active tendency of acquiring the world with the help of behavior. Such a behavior is understood as a stream of acts in effective interrelation with the environment. R.Wright in his scientific works introduced the notion "competence" and showed that all types of human acts, while being implemented, an organism does not obtain any visible enforcements, has one and the same goal: a person's behavior of competence which is achieved by "motivation through the feeling of effectiveness" thus practically equal to the construct of "intrinsic motivation").

Consequently, internal motivation is considered more natural and leads to a better result of any activity. Meanwhile, it is obvious that a real learning process in some degree is stimulated with external factors regarding of which the goal of learning is determined. They are a student's orientation to the mark, prestigious-leadership moments, active life and so on.

Therefore, learning motivation is formed from the students' evaluation of different aspects of learning process, its content, form and the way of its organization from the point of view of personal, individual demands and goals that altogether comprise motivational basis of learning (9, 67). And in this case, the limitation of the notions internal and external motives demands the establishment of some criteria. Regarding what does a motive become internal or external? Internal motive means that it is placed inside an activity in accordance with its goal.

In this context A.N.Leontyev speaks about "understandable" motives and "really working" motives (19, 34). The contradiction of real learning motives that are socially assigned with the purpose of learning process, diversity of the activity realized by students with the accordance of learning acts are attracted in the diversity of these motivational factors. An act becomes an act when its purpose starts to being characterized by stimulating features, thus it becomes a motive. This process of "shifting a motive to its goal" A.N.Leontyev considers as a basic technique of the development of new forms of activity. Only "understandable motives" in certain circumstances become activity motives" (20, 45). For the enforcement of external and internal motives in general structure of learning activity, a theoretical analysis of

the problem was done in relation to the structural systematization of the object of learning activity (36, 11).

A student is regarded as an object of learning activity initially, thus his subjective side that undergoes changes (for instance, in the situation of acquiring new knowledge). A final goal of learning process is the connection of different individual spheres due to which it is possible for a student to acquire the subjective content of the knowledge. Naturally, an object, as well as goals and motives are directly related to each other occupies a central place in the subjective structure of activity.

The interaction of goals and motives reflects personal sense involved in learning process for a student and being in fact a real inner motivational development. All together they form a nuclear of subjective structure of this activity. Moreover, it is possible to single out a surface involving the terms and means of activity, factors of control and evaluation, that cover external motivation regarding the goals of learning process.

In this relation quite a big diversity of students' concrete learning motives are formed and the very structure of learning motivation is polysemantic according to the content and different forms. More expressed types of learning motives are: creative development, learning something new and unknown, interaction with others and for others. These motives as understanding the need of learning for life, learning process as the need for communication, encouragement from others are natural and useful in learning process, but they cannot be completely to refer to inner forms of motivation. External motives are more expressed: learning as forced duty, learning process as primary functioning, learning for the sake of leadership and prestige, attempt to be in the center of attention, learning for the sake of liberal award, avoidance of failure. These motivated factors can also have negative impacts.

Each of the named types of learning motivation can have in its general structure a dominant or subordinate meaning, but an undisputable opinion is that an inner source of every motivation is considered be the sphere of personal needs (34).

There are some basic types of human needs determining the proceeding and

result of this or that activity. They are mental needs, achievement needs, communication, patronage and so on. The motives through of which basic needs are realized are divided into several different groups.

For example, some researchers distinguish the following types of motives of learning activity: professional, mental, motives of creative achievements, large social motives, motives of social-psychological outline and personal prestige.

Moreover, it is noteworthy underlining the diversity of relations of mental motives with the needs. For example, if one student says that he tries to do well because each acquired knowledge will be useful in future, but for another it is useful to be in a good relationship with the teachers and mates, it means that mental needs are found in their expression in the first case, yet in the second case – in the motives of personal prestige.

Complicated interrelation of the needs and learning motivation form a huge encouraging potential activating learning students' activity. According to the studies, more significant for students' learning participation is considered social, mental motives, motives of professional and creative achievements, personal prestige. Waste of time on learning, measurement of lightness and difficulties, attitude to the profession in some degree are also defined with the level of expression of these types of motivation.

In V.T.Volova, V.F.Sopova, A.V.Koptsova's studies four large groups of learning motivation are distinguished: professional, mental, social identification and utility motives (9, 11). In these studies the analysis of dynamics and the structure of learning motivation allow stating that its general middle-leveled indicator decreases from year to year. Moreover, according to the dynamics of motivational-purposeful teaching students, all the period can be divided into three stages.

The first stage of learning period belongs to the first year of students. It is characterized by high-leveled indicators of professional and learning values that can be motives regulating students' activity. Besides, professional values and the values of learning are somewhat idealized, that's they are more termed by far with

understanding their social sense, that with personal sense, as all the system of motivation does not form a whole hierarchal structure yet. For example, the indicators of students' attitude to learning disciplines are not related with the indicator of attitude to the profession and learning.

The second stage (the first and second years) is differentiated with general decrease of intensity of all motivational components. Throughout this period learning activity and success noticeably decrease, the so-called "symptom of disappointment" is formed.

The third stage (the third and fourth years) is distinguished by that on the background of low levels of indicators the degree of consciousness and integration of different types of learning are formed into one system.

Correlation analysis shows that if in the first and second years the attitude to the profession have an impact on the activity and result of learning work mainly directly, thus through professional and mental motivation, in the third and fourth years the satisfaction with the profession is directly related with the effect of a student's learning activity. Consequently, in our research we have revealed the impact of multileveled form of motivation on the characteristics of a student's learning activity, in particular, on the success and self-organization.

While comparing the indicators of learning motivation of the weak and smart students the diversity in the structure of learning motives, thus the intensity of differentiation in expressing mostly sophomore students has been revealed. For smart students dominant motives are the attempt to become a highly qualified specialist, successfully defend a diploma, do well and get excellent marks, get a teacher's respect, be an example for his group mates, get intellectual satisfaction. Weak students' more expressed motives are the wish to get next grade, get a stipend, learn a subject only in the frame of learning programme and syllabus, do only tasks assigned by a teacher, avoid punishment and judgment of parents for doing bad at college.

Therefore, learning motivation of smart students is more likely directed to the achievement of final goals of educational activity that promotes the formation of

their higher and more stable professional orientation. This determines higher indicators of educational activity. Learning motives of weak students are directed to the goal and current terms of educational activity, and have more situational character. Consequently they cannot influence positively either on the formation of high level of professional orientation or the level of learning activity and self-organization and success entirely.

No less notable for revealing the role of motivation in students' educational activity is the results attracting the peculiarities of attitude to different educational disciplines of smart and weak (slow) students. So, for example, smart students compared with slow (weak) mates value the significance of different learning subjects for general professional training. They are mostly satisfied with the quality of teaching and their intensity of subjective anxiety to acquire any educational discipline is rather lower.

Therefore, the education activity of successful students proceeds on the highest positive motivational level that defines both the peculiarities of the educational activity and the results.

In relation with the above mentioned reasons, it is principle to distinguish the peculiarities of motivation and abilities needed for effective education and learning, motivation and abilities that are important from a professional point of view. This sphere of scientific issue becomes a subject of correction of purposeful change (7).

Obtaining information about the features of motivational sphere in education is complicated with the needs of different levels, life spheres and stages of development of an adult confront. This polysemy limits the possibilities of most methods and measurement tests of motivation, in particular, those that have a weak conceptual elaborated basis or mixture of different theoretical approaches is executed.

If we support A.Maslow's theory of hierarchal need, the lower the level of satisfaction of needs, the more social and spiritual they are. In the hierarchy of needs a sensible man's biosocial nature is considered, who simply needs to finish for his complete happy life a behavioral circle of life support for others, not less significant

way is self-actualization, realization of own potential.

The experiment of motives show that the urgent need of self-actualization is very huge, all aged people, social groups, professions, behavior types have it, but it is not realized only in a limited amount of conscious people.

There is no unanimity in explaining the reason why a man gives way to the top of wishes. They are external (social, ecological and political) and internal (ideals, interests, psychological health), but the fact is that addressing to our wishes challenges quicker response, than the attempts to manipulate conscious processes. However, if a man has chosen and accepted the sphere of realization of his potential, he hypothetically must become whatever he wants due to his abilities and goals.

In the understanding of education as a sphere of activity based on conscious and rational acts on self-regulation of own choice, we agree and completely accept the thesis of A.Maslow denying the patronage of irrational processes in most people's lives and describing a man making a rational mind and trying consciously to actualize his potential (36, 45).

A. Maslow thinks that the more an adult becomes higher in the hierarchy in moral-spiritual needs, the more independent he is, and, consequently, he is more independent in the creation of his own life (fate). „I am my choice" - J.P.Sartra's formula that became a main topic of human psychology of A.Maslow. This is quiet an objective motive of choosing a content and form of education and activity while acquiring them.

Final goal of the establishment of motivation during professional orientation is considered the formation of the need in creativity and self-realization, need in a certain type of activity, need in a certain sphere of activity, need in a certain social role, and, to our mind, need in the achievement of concrete professional result (academic, social, economic) are more actual for the period of college education.

In this case, the value of information increases: firstly, peculiarities of its motivational sphere, secondly, its appropriateness to the professional significant features and abilities needed in this activity.

II CHAPTER
THEORIES OF MOTIVATION IN THE ACQUISITION OF THE SECOND LANGUAGE

In this chapter we shall consider a number of theories and hypotheses in the acquisition of a second language (further SLA). So, in the research the theories of SLA are classified according to the character of scientific approaches to the second language acquisition: linguistic, socio-linguistic and cognitive.

The enumerated theories\models have been elaborated for various situations – natural situation in SLA and\or the situation of learning a foreign language in an academic classroom.

2.1. Bialystok's (1978) model. "Bialystok's (1978) model on the role of strategies in second language learning, motivation once again has a key role in the transformation of explicit linguistic knowledge into more intuitive, spontaneous, and automatic implicit linguistic knowledge. Such a transformation is intensified in motivated subjects, as they seek out more communicative situations in which to participate" (68).

2.2. The Theory of Acculturation by John Schumann

Acculturation (from Latin accumulare 'gather, assemble' + cultura 'cultivate') – means 1. interactional adaptation of different cultures of nations and phenomena of these cultures alongside with possible dominance of the culture of more developed social nation; 2. The process of acquisition by a person established in one culture the elements of another culture. It bears great significance in the acquisition of a second language. This theory has been elaborated by John Schumann for the situation of SLA in a natural environment. The problems of acculturation are considered from the point of view of social and psychological "distance" as factors defining the success in acquiring a second language and culture. Social factors

determine whether the situation of second language acquisition is "good" or "bad" depending on the degree of manifestation such changeable as social groups of bearers of L1 and L2. Psychological factors are considered as affective due to their nature; they are language shock, language anxiety, cultural shock, motivation, a person's ability to master a second language.

"In turn, Schumann's acculturation theory considers that social and affective factors, such as the degree of assimilation of the foreign culture, personality, and motivation, affect the level of competence in the L2. Amongst the most relevant social factors, Schumann cites motivation, defined as " the reasons the learner has to try to learn the L2" (68).

2.3. Lambert and Clements' models.

"Two further models – Lambert's (1974) psycho-social one and Clement's (1980) social context one – include motivation as a central factor in L2 learning. The extent to which the L2 is learnt is held to depend on the subjects' anthropological inclinations, on their attitudes towards the foreign community and towards L2 learning, and on their degree of motivation. Clement even goes as far as to claim that motivation determines the level of competence achieved by the subjects" (68).

2.4. "Carroll's conscious reinforcement model (1981) uses *reinforcement* as an efficient motivating resource which facilitates learning through successive habit formation: "... reinforcement involves an increment to an individual's perception of the appropriateness of the behaviour to a specific context" (Gardner, 1985: 128). Reinforcement has two consequences: on the one hand, it increases the probability that the response be repeated in similar situations and become habitual, and, on the other, it provides information on the suitability of the responses in the situations in which they are used" (68).

2.5. The Theory of and Hypothesis of Monitor by Steven Krashen

The theory was elaborated by S.Krashen, it is connected with five main hypotheses. The hypothesis of "acquisition – learning". The differentiation of these notions is regarded central for Krashen's model. "Acquisition" of knowledge subconsciously as a result of participation in natural communication when the attention is focused on the meaning (context). "Learning" is considered a result of conscious studying of formal features of a language. While reserving acquired knowledge is situated in the left side of the brain in the spheres that have a relation with a language; such knowledge is acceptable for automatic reworking out. Therefore, "acquired" and "learnt" knowledge are kept separately. While using "acquired" knowledge is a main source both for understanding and producing a speech. "Learnt" knowledge is acceptable only due to the functioning of Monitor (the third hypothesis).

Hypothesis of Monitor.

Monitor is understood as a means of instrument due to which an individual "review" his own usage of language in the process of producing a speech or after it (in both cases functioning of Monitor is opnal). Krashen points out extremely limited function of Monitor in a language as: a) time is needed for this; b) an attention must be focused on the form; c) an individual must know required rule. Krashen accepts that review is also significant in relation to "acquired language", but considers it a review due to "feeling of a language". 4. Hypothesis of Input. According to this hypothesis, "acquiring" is important because a person acquiring a second language admits perceived (further-Input) competence with difficulty.

"Krashen's Monitor Theory (1981, 1982, 1985; Dulay, Burt, and Krashen, 1982), includes the Affective Filter Hypothesis, based on the significance of emotional factors and motivation as key elements which control language acquisition processes (Dulay, Burt, and Krashen, 1982: 4): "When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and

motivations ... filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language. Together, they make up what we have called the "Affective filter" or simply "Filter". The Filter acts to control entry to further mental processing" (68).

Hypothesis of Filter.

The filter regulates with which amount of information an individual can contact and which part of Input will be interiorized. Affective factors are motivation, self-confidence and the state of anxiety. Those who have high motivation admit a great amount of information (input) due to low level of filter, and vise-verse. Affective filter has an impact on the speed of acquisition, but does not influence on the way of acquisition. Krashen also discusses a number of changeable models of Monitor. They are aptitude, the role of the first language, patterns, individual differences, age peculiarities of those who acquire a second language.

Hypothesis of "Natural Order" and Filter

Learners acquiring a second language might have one and the same invariant order (sequence) of mastering grammatical phenomena, thus grammatical structures are acquired in a predictable sequence (order). If a person acquiring a second language is involved into natural atmosphere (communication), he\she follows standard order, but in cases when a metalanguage meaning is needed or allowed, he \she might have another order.

III CHAPTER

METHODOLOGY

The multiple case study was conducted in the Schools of Education and Economics and Management of Khazar University. Recently, the studies in the acquisition of the second language have greatly developed to a positive side. Now it is appropriate to use in our research quantitative methodology for this area of study. Accordingly, Attitude/Motivation Test Battery (AMTB) by R.C.Gardner, a survey and a questionnaire were used in our study.

3.1. Research site

The study has been conducted at Khazar University located in Baku, Azerbaijan. This university offers 5 Schools (School of Engineering and Applied Sciences, Schools of Economics and Management, School of Education, School of Humanities and Social Sciences, Summer School), courses leading to the Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees, BS and MS degree programs.

3.2. Sampling procedure and participants

For our purpose two Schools, the School of Education and the School of Economics and Management, were applied to select within the University of Khazar. For this study, the students of Schools of Economics and Management and School of Education were surveyed, tested and questioned according to the quantitative method in order to define their level of motivation toward the second language acquisition. School of Education was chosen for having a group of students who usually obtain higher percentages of passing scores in the English tests and Schools of Economics and Management, in which students usually obtain a percentage of passing neither too high nor too low English scores.

The observations were held in Schools of Economics and Management and

School of Education which offer courses leading to Linguistics, Accounting, Biology.

The first group Linguistics MA of the School of Education comprised of twelve students. All of them were girls. Seven girls were twenty-one years old, two girls were 22, three girls were, one girl was 24 years old, one girl was 25 and two girls were 26 years old. They have English classes four times per week. The main textbooks of English classes taught in this group are various.

The second group Auditing and Audit from the Schools of Economics and Management comprised of eight students. Two of them were girls, six students were boys. Their age varied from 18 to 24. They have English classes three times per week. The main textbooks of English classes taught in this group are also various.

The classes of the two English teachers in the named Schools were observed, and the students were surveyed and tested (Attitude/Motivation Test Battery (AMTB) by R.C.Gardner). The survey and questionaire were administered to the two groups of each level of English.

3.3. Student participants

I asked the English teachers of the groups for permission to observe their classes to determine which groups of students would be observed and tested according to Attitude/Motivation Test Battery (AMTB) by R.C.Gardner regarding the most convenient number of students in each group. The next step was to explain the students the purpose and significance of my study. As class observations were done and the groups were identified for this study, the students were asked to read their survey, test and questionnaire and answer appropriate questions. The teachers and students were explained their rights to use Attitude/Motivation Test Battery (AMTB) by R.C.Gardner version, a survey and questionnaire.

Ten survey items, twenty Attitude/Motivation Test Battery (AMTB) by R.C.Gardner and twelve questionnaire items were administered to participants.

All in all, twenty students from both Schools were participated in the survey, questionnaire and test, not all questions and items were answered by them.

3.4. Data collection instruments

As it was mentioned before, quantitative data collection instruments were used to check out students' motivation level towards the acquisition of the second language (English) in this university. For the quantitative method, initially the survey was administered to the students in order to obtain personal and academic information. Then the students had to answer Attitude/Motivation Test Battery (AMTB) by R.C.Gardner, questionnaire, as well as observations were taken in both Schools.

Diagram 1. Data collection instruments.

Data	collection	instruments
↓	↓	↓
Survey	AMTB test	Questionnaire
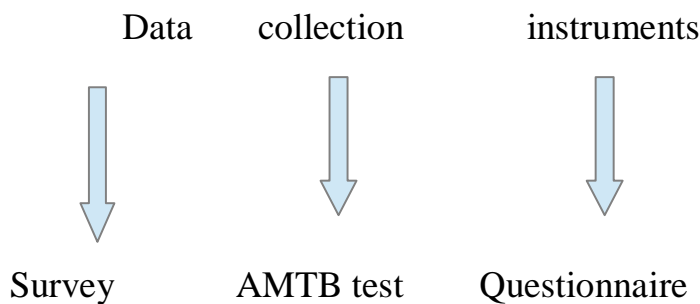
3.5. Survey

For this study, in the initial stage the survey was administered to the students. The students were asked personal and academic questions. They were asked about their age, place of birth and origin, sex, time of learning English prior to University and at university, as well as their level (null, low, intermediate and advanced) of English knowledge was surveyed. The survey comprised of twelve questions. They were the followings:

SURVEY FOR STUDENTS

1. Name:_____

2. Age: _____

3. Sex: F   M

4. Semester in which you are enrolled:_____

5. Place of birth and growth:_____

6. How old were you when you first began taking English classes?_____

7. How long had you taken English classes before entering University?_____

8. How many questions in English did you answer when you took a test for entering University? _____

9.   Rate your own English knowledge in the four different language skills (circle the adequate option):

1. reading	a. null	b. low	c. intermediate	d. advanced
2. writing	a. null	b. low	c. intermediate	d. advanced
3. speaking	a. null	b. low	c. intermediate	d. advanced
4. listening	a. null	b. low	c. intermediate	d. advanced

10.   Your group number and faculty: _____

3.6. Attitude/Motivation Test Battery (AMTB) by R.C.Gardner

In the next stage the students were administered to Attitude/Motivation Test Battery (AMTB) by R.C.Gardner. In our study, the English-language version of Attitude/Motivation Test Battery (AMTB) by R.C.Gardner was used for graduate and post-graduate students (Master Degree) studying English as a first and foreign language. This test is used widely in many countries. Attitude/Motivation Test Battery (AMTB) by R.C.Gardner was adapted for our study in order to monitor the students' level of motivation in the acquisition of the second language.

The original test comprises of 31questions (items) with multiple choice answers (Strongly agree\ Agree\Neither agree nor disagree\Disagree\ Strongly disagree). However, the number of the items (questions) was reduced to twenty. The aim of Attitude/Motivation Test Battery (AMTB) by R.C.Gardner was to study the students motivation level. The test given to the students was:

Attitude/Motivation Test Battery (AMTB) by R.C.Gardner

In answering this question, you should circle one alternative (Strongly disagree\ moderately disagree\slightly disagree\slightly agree\ moderately agree\ strongly agree). Note: there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.

2. My parents try to help me to learn English.

3. I don't pay much attention to the feedback I receive in my English class.

4. I don't get anxious when I have to answer a question in my English class.

5. I look forward to going to class because my English teacher is so good.

6. Learning English is really great.

7. If Japan had no contact with English-speaking countries, it would be a great loss.

8. Studying English is important because it will allow me to be more at ease with people

who speak English.

9. I have a strong desire to know all aspects of English.

10. My English class is really a waste of time.

11. I would get nervous if I had to speak English to a tourist.

12. Studying foreign languages is not enjoyable.

13. I make a point of trying to understand all the English I see and hear.

14. I don't think my English teacher is very good.

15. Studying English is important because I will need it for my career.

16. I never feel quite sure of myself when I am speaking in our English class.

17. Knowing English isn't really an important goal in my life.

18. I hate English.

19. I feel very much at ease when I have to speak English.

20. I would rather spend more time in my English class and less in other classes.

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3.7. Questionnaire

In the next stage the students of both Schools were administered a questionaire. The questionaire consisted of twelve items. For each item, students had to circle any one of the numbers from 1 to 7 that best described them.

1. My motivation to learn English in order to communicate with English speaking people is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

2. My attitude toward English speaking people is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

3. My interest in foreign languages is:

VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH

4. My desire to learn English is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

5. My attitude toward learning English is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

6. My attitude toward my English teacher is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

7. My motivation to learn English for practical purposes (e.g., to get a good job) is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

8. I worry about speaking English outside of class:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

9. My attitude toward my English course is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

10. I worry about speaking in my English class:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

11. My motivation to learn English is:

VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH

12. My parents encourage me to learn English:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

3.8. Observations

English class observations were made in the Schools of Economics and Management and School of Education, groups of Linguistics and Auditing of Master Degree. 50% of the observations were made in the School of Economics and Management. and other 50% of the observations were made in the School of Education.

The aim of having these observations was to find models in teacher\students interactions, their attitudes, motivation and interests toward the language program, teaching strategies, materials used, and facilities that could have been connected with the students' attitudes and motivation towards their English language teaching process. During the observations some notes were taken with the permission of the teachers.

IV CHAPTER
RESULTS AND DISCUSSION

Most of the data obtained from the survey and Foreign Language Classroom Anxiety Scale (further FLCAS) test will be described overall; that is, including all of the participants' answers, and in some cases, separated by the two academic programs (Linguistics and Accounting) observed.

The previous chapter has described the data obtained from the survey and FLCAS test administered. This chapter will describe the results of the survey, FLCAS test and the questionnaire to a sample of 18 students.

4.1. The results and discussion of the survey

A survey was administered to all student participants to obtain personal and academic information. Their level of knowledge of English (null, low, intermediate and advanced). The results are shown in the following tables.

General personal and academic participant information.

Information about the participants' age, gender, place of origin, schooling, and academic program studied was obtained from the first section of the survey.

Students' age

As shown in Table 4.1, students' ages in the sample ranged between 18 and 26. Very few were older than 24, which was understandable since all of the participants in the study were in the forth semester of their undergraduate studies and the second semester of their graduate studies . Consequently, the results of the survey showed that the students aging 18-21 are less motivated. The least motivated students were the students of Biology, less motivated students were the students of Auditing and Audit, Accounting. The students of these faculties showed low level of language knowledge because of difficulties in the acquisition of the second language that they can not overcome (in listening, speaking, writing and reading). The most motivated

students were the students of School of Education especially Linguistic students, first of all, their age ranged from 21-26. These students are most motivated and feel confident in the acquisition of second language.

Table 4.1 Students' age (overall) of the School of Educational

age	number of students
21	4
22	2
23	3
25	1
26	2
TOTAL	12 students

Table 4.2 Students' age (overall) of the School of Economics and Management

age	number of students
18	1
19	5
21	1
24	1
TOTAL	8 students

Students' gender

Data in Table 4.2 shows that 100% of the participants of this study are female students. Therefore, it is difficult to find a gender difference in the acquisition of the second language.

Table 4.3 Students' gender distribution in the School of Education.

	Number of students	Percent
Female	12	100%
Male	O	0%
TOTAL	12 students	100%

Table 4.4 Students' gender distribution in the School of Economics and

Management.

	Number of students	Percent
Female	2	20%
Male	6	80%
TOTAL	12 students	100%

Semester in which students enrolled

Table 4.5. shows that the students of the School of Education are enrolled in the second semester of their graduate studies, the students of the School of Economics and Management are enrolled in the forth semester of their undergraduate studies.

Schools	Semester	Number of students
1. School of Education 2. School of Economics and Management	1. 2nd semester of graduate studies 2. 4th semester of undergraduate studies	1. 12 2. 8
	TOTAL	20 students

Place of birth and growth

As shown in table 4.6, twelve students were born and grew up in Baku and five students were born and grew up in regions, three stuents were born and grew up in foreign countries.

Schools	Students	Baku	Regions	Foreign country
1. School of Education	12	9	3	-
2. School of Economics and	8	3	2	3 (Georgia, Iran, Pakistan)

Management				

Age when students first began taking English classes

As shown in table 4.7, two students first began taking English classes at the age of four, two students – at the age of six, four students – at the age of 10, three students – at the age of twelve, three students – at the age of eighteen and four students rejected this question. However, the results of other points of the survey showed that age does not matter in this issue. For example, a student who is 18 years old is less motivated than the adult students. It might be explained by the fact that older students are more motivated because of the career reasons.

Age distribution of the students of Education and Economics and Management

Age	4	6	10	12	18	-
Students	2	2	4	3	3	4

Number of years of taking English classes before entering the University

As shown in table 4.8, one student took two years of English classes before entering University, one student – three years, two students – four years, one student – five years, four students – six years, three students – seven years, one student – 10 years and two students did not ansüer this question and total number of students participated in the survey was eighteen.

Number of years taking English classes of the students of Education and Economics and Management

years	2	3	4	5	6	7	10	11	-	Total

Students	1	1	2	1	4	3	1	3	2	18

Number of questions in English while taking a test for entering University of the students of Education and Economics and Management

Questions	15	16	17	23	24	25	-	Total
Students	1	1	4	5	4	2	1	18 students

As shown in table 4.9, 15, 16 questions were answered by one student, four students answered 17 questions, five students – 23 questions, fours students – 24 questions and one student did not answer this question, the total number of students participated in the survey was 18.

Level of knowledge in English

As shown in table 4.10., four students noted low level of speaking and listening ability, seven students – intermediate level of , speaking, reading, listening, writing, five students – intermediate and advanced levels (speaking and listening at the intermediate level, reading and writing at the advanced level), and two students – mixed levels (null, low, intermediate and advanced). Total number students who answered this question was 18. Consequently, the level of English language knowledge of students also varied regarding the speciality. For example, a student of Biology pointed low level of English language speaking and listening abilities. Most students regardless the speciality noted the intermediate level of the English language.

level	Low	intermediate	Intermediate\advanced	Advanced	Total
Students	4 (speaking	7 (speaking, reading, listening, writing)	5 (speaking and listening at the intermediate level, reading and writing at	2 (speaking, listening, reading,	18

	and liste ning)		the advanced level)	writing)	

Scores in previous English tests

As shown in table 4.11., the scores obtained during English tests for the last semester vary according to the faculty of students. Technical (Natural) Science\ Biology students showed low level of English test (Biology), while Economics and Management showed intermediate level of English tests, and Linguistics showed the high level of English test taken last semester.

Scores in previous English tests of the students of Education and Economics and Management

Schools	Linguistics	Economy	Auditing \ Audit	Biology
Scores	85-96	72-81	72-85	51-78

4.2. The results and discussion of Attitude/Motivation Test Battery (AMTB) by R.C.Gardner

The results of Attitude/Motivation Test Battery (AMTB) by R.C.Gardner will be described below in the chart. AMTB test comprises of 20 items (questions). For each item student had to one of five options: strongly disagree, moderately disagree, slightly disagree, moderately agree, strongly agree. The items have been given previously in the chapter methodology. The students of the Schools of Education and Economics and Management participated in the test. The total number of students who participated in the test was also eighteen.

Table 4.12

The results of Attitude/Motivation Test Battery (AMTB) by R.C.Gardner

Questions	Strongly	Moderately	Slightly	Moderately	Strongly

	disagree	disagree	disagree	agree	agree
1	3	1	6	5	5
2	1	4	5	4	6
3	3	4	3	6	4
4	-	7	3	6	4
5	3	7	5	5	-
6	-	2	8	4	6
7	5	6	5	4	-
8	-	6	4	7	3
9	4	4	4	4	4
10	4	4	8	4	-
11	-	7	3	9	1
12	-	-	7	3	10
13	-	-	6	5	9
14	1	3	4	6	6
15	4	6	2	8	-
16	1	6	3	5	5
17	5	4	8	3	-
18	2	6	4	4	4
19	5	6	7	2	-
20	7	7	1	3	2
TOTAL:	20 items			20 students	

4.3. The results and discussion of the questionnaire

The next step of the observation was questionnaire. It was held both in the Cshool of Education and Economics and Management. The students were administered twelve questionnaire items in order to check out their

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motivation(instrumental and integrative) in the acquisition of the second language. The number of items in the questionnaire is twelve which is given in previous chapter. Students had to circle any one of the numbers from 1 to 7 that best describe them The results of the questonnaire are given in the following table.

Table 4.13

Instrumental and integrative motivation questionnaire of the students of Economics and Management

Rates							
Question	1	2	3	4	5	6	7
1	1 student	-	-	3 students	-	-	4 students
2	-	-	3 students	1 student	1 student	3 students	-
3	-	1 student	-	1 student	-	-	5 students
4	-	-	-	1 student	1 student	1 student	4 students
5	-	1 student	-	1 student	1 student	-	4 students
6	-	-	-	2 students	2 students	-	2 students
7	-	-	-	-	1 student	3 students	3 students
8	-	1 student	1 student	1 student	2 students	2 students	-
9	-	-	-	2	4	1 student	-

				students	students		
10	-	2 students	-	1 student	1 student	1 student	2 students
11	-	-	1 student	-	-	1 student	5 students
12	-	-	1 student	1student	2 student	-	3 students

For the first itme "My motivation to learn English in order to communicate with English speaking people is" one student rated his motivation "one", three students - "four" and the rest of the group - "seven (strong). So, the less and least motivated students are the students from the regions (Kurdamir, Gabala and Kazakh). The most or strongly motivated students are from Baku.

For the second item "My attitude toward English speaking people is" three students rated 3, 1 student – 4, 1 student – 1, three students – 3. no one rated his\her attitude "favourable". It means some students are less and some students are more motivated in this matter. No one is most motivated.

For the third item "My interest in foreign languages is" one student rated 2, 1s tudent - 4, one student did not rate, five students rated their interest in learning a foreign language very high

For the fourth item "My desire to learn English is" one student rated 4, one student – 5, two students – 6, four students rated their desire strong.

For the fifth item "My attitude toward learning English is" one student rated two, one student – 4, one student – 5, four students rated their attitude favourable. The result is that half students are least or less motivated, but the rest of the group is most motivated in learning a foreign language.

For the sixth item "My attitude toward my English teacher is" two students rated 4, two students – 5, two students – 7 (favourable) and two students did not rate.

For the seventh item "My motivation to learn English for practical purposes (e.g., to get a good job) is" two students rated 5, three students rated 6, three students – 7 (strong). As a result, most students are externally motivated in learning a foreign language to get a better job.

For the eighth item "I worry about speaking English outside of class" one student rated 2, (little worried), one student rated three, one student rated 4, two students rated 5, three students rated 6. surprisingly, the students who are least or less motivated in learning a foreign language are little worried. The most motivated students are most worried.

For the ninth item "My attitude toward my English course is" two students rated 4, four students rated 5, two students rated 6. no one rated his\her attitude favourable.

For the tenth item "I worry about speaking in my English class" two students rated 2 (little), two students rated 4, one student rated 5, one student rated 6, two students rated two. As a result, most student eel worried about speaking in English class.

For the eleventh item "My motivation to learn English is" one student rated 3, two students rated 6, five students rated 7. It means that most students are most motivated to learn a foreign language. The rest of the students rated their motivation from low to hgh, but not very high.

For the twelth item "My parents encourage me to learn English" one student rated 3, one student rated 4, two students 5, four students rated 7. as a result, half of the students is little or less motivated by their parents while the rest of them is most motivated by their parents to learn a foreign language.

The results of the questionnaire of the students of the School of Education.

The students of the School of Education were also administered the questionnaire to check out their level of motivation in the acquisition of a foreign language. The result of the questionnaire are given in the table below.

Instrumental and integrative motivation questionnaire for the students of Education

Rates							
Question	1	2	3	4	5	6	7
1	-	1 student	-	-	4 students	-	7 students
2	1 student	-	-	-	-	2 students	9 students
3	-	-	-	-	-	2 students	10 students
4	-	-	-	1 student	-	1 student	10 students
5	-	-	-	1 student	3 students	1 student	7 students
6	-	-	-	3 students	2 students	-	7 students
7	1 student	1 student	-	1 student	-	2 students	7 students
8	3 students	3 students	1 student	-	-	2 students	3 students
9	2	-	-	1 student	3	1 student	-

	students				students		
10	4 students	2 students	-	1 student	2 student	1 student	-
11	1 student	-	-	-	-	1 student	10 students
12	-	-	-	1student	3 student	2 students	6 students

As shown table in table 4.14, most students of Linguistics are more or most motivated in the acquisition of the second language. However, the students of Biology are least or less motivated and their attitude to English speaking people and English course is unfavourable, but have a high interest in learning a foreign language.

Having compared the results of the questionnaire of Education students with the students of Economics and Management, we came to a conclusion that Linguistic students are more instrumentally and integratively motivated than others.

V CHAPTER
CONCLUSION

The results of the study prove the necessity of proceeding the research of the problem of formation of students' motivation while learning a foreign language regarding the characteristics of fufture professional activity. Scientific and practical significance is the working out of the models of preparing teachers of foreign languages for linguistic and non-linguistic specialities of universities. In future, projecting pedagogical technologies promoting positive motivation of learning a foreign language will be relevant.

The study proceeded in two stages. In the first stage necessary theoretical literature was collected and analyzed. Then the reviewed literature was applied in our study. The next stage was experiment. The students of the School of Education and the School of Economics and Management were administered a survey, test by Gardner and a questionnaire.

The theoretical basis of the study constituted the followings:

1.   In the process of acquiring a foreign language the relationships among student change due to difficult and hard work. As this process supposes the period of mastering knowledge, habits and abilities; overcoming of difficulties that stimulates in achieving goals. Motivation can be reduced, interaction disappears, willing weakens, participation decreases that in its turn, negatively influences on learning motivation.

2.   It is important to vary the notions "a motive" and "motivation". Motivation is a main component of the structure of learning process or an act. Thus, it is important to emphasize the meaning of the individual as a subject of this act.

3.   Initial level of learning a foreign language, as a rule, starts in school, learners grant much interest in the leaning process. However, gradually this interest decreases in high schools and colleges. The key reason of such regressive interest is considered a false imagination about vivid obligation of a student to study. As

learning is understanding, and, naturally, it is impossible to force a man to understand anything without willing, even if it is written in law. Till a learner understands that it is his personal obligation that in the learning process he can benefit from it, he will be learned, but not learning. For this reason the problem of learning motivation has a character of the transformer of an object into a subject of learning activity. No activity can be realized without motivation. While acquiring a foreign culture as a form of personal development it is important which motives force a student to carry out this activity. Sensibly, if more valuable motives are brought to the level of maximal understanding in order to give them stimulating force, and the importance of less valuable motivation decreases.

4.   Krashen mentioned the following factors: 1. *Integrative motivation*, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. 2. *Instrumental motivation* involves the concepts of purely practical value in learning the second language in order to increase learners' career or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school.

5.   Integrative motivation can present not only in separate persons, but also even in entire cultures. Learners from multilingual countries can be integratively motivated in order to be able to communicate with the people from their countries, for example, English and French in Canada, French and Italian in Switzerland, Hindu and regional dialects in India. Integratively motivated students with a positive attitude to the culture of the learnt language have better pronunciation and accent. These learners try to communicate more with language bearers, and their speech is more improved.

6.   Instrumental motivation means that learners learning a foreign language in order to achieve one more goal as getting a diploma about higher education, are instrumentally motivated. In this case language competence is not considered to be a goal, but only a means of professional or personal achievement.

7.   Motivation is considered "a strating mechanism" of any human activity: it does not matter if it is a work, communication or perception. Real, levelled and final success also feeds and supports motivation. If there is no success, motivation decreases and it negatively affects on carring out an activity.

8.   Various theories of motivation were proposed as a result of perennial studies: 1.The theory of behaviorism. 2. Cognitive theory. Motivation occupies a special place in an individual decision. 3. Constructive theory. It occupies a speacial place in a social context.

9.   Considering motivation as an important spiral of the acquisition process of the foreign language, the following should be regarded: motivation – a student's side of subjective world, it is determined by his\her own forces and visions. It causes all difficulties of the challenge to the motivation externally. A teacher can only influence on it indirectly by forming the grounds based on a student's personal interests in learning. A teacher must imagine all arsenal of motivation means, all types and subtypes of motivation and their reserves. Consequently, only now it is possible to relate the content of learning process throughout its duration with corresponding types of motivation. Le's characterize the existing types of motivation providing interesting learning.

10.   The following theories\models have been elaborated for various situations – natural situation in SLA and\or the situation of learning a foreign language in an academic classroom: 1. The first theory belongs to Bialystok's (1978) model. "Bialystok's (1978) model on the role of strategies in second language learning, motivation once again has a key role in the transformation of explicit linguistic knowledge into more intuitive, spontaneous, and automatic implicit linguistic knowledge. 2. The Theory of Acculturation by John Schumann. In turn,

Schumann's acculturation theory considers that social and affective factors, such as the degree of assimilation of the foreign culture, personality, and motivation, affect the level of competence in the L2. Amongst the most relevant social factors, Schumann cites motivation, defined as " the reasons the learner has to try to learn the L2. 3. "Two further models – Lambert's (1974) psycho-social one and Clement's (1980) social context one – include motivation as a central factor in L2 learning. The extent to which the L2 is learnt is held to depend on the subjects' anthropological inclinations, on their attitudes towards the foreign community and towards L2 learning, and on their degree of motivation. 4. Carroll's conscious reinforcement model (1981) uses *reinforcement* as an efficient motivating resource which facilitates learning through successive habit formation. 5. The Theory of and Hypothesis of Monitor by Steven Krashen. 6. Hypothesis of Monitor. Krashen's Monitor Theory (1981, 1982, 1985; Dulay, Burt, and Krashen, 1982), includes the Affective Filter Hypothesis, based on the significance of emotional factors and motivation as key elements which control language acquisition processes (Dulay, Burt, and Krashen, 1982: 4). 7. Hypothesis of Filter. The filter regulates with which amount of information an individual can contact and which part of Input will be interiorized. Affective factors are motivation, self-confidence and the state of anxiety. 8. Hypothesis of "Natural Order" and Filter.

The second stage was case study or experiment.

11.The multiple case study was conducted in the Schools of Education and Economics and Management of Khazar. Accordingly, Attitude/Motivation Test Battery (AMTB) by R.C.Gardner, a survey and a questionnaire were used in our study.

12. Research site. The study has been conducted at Khazar University located in Baku, Azerbaijan. This university offers 5 Schools (School of Engineering and Applied Sciences, Schools of Economics and Management, School of Education, School of Humanities and Social Sciences, Summer School), courses leading to the Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees, BS and MS

degree programs.

13.   Sampling procedure and participants. For our purpose two Schools, the School of Education and the School of Economics and Management, were applied to select within the University of Khazar. For this study, the students of Schools of Economics and Management and School of Education were surveyed, tested and questioned according to the quantitative method in order to define their level of motivation toward the second language acquisition.

14.   The observations were held in Schools of Economics and Management and School of Education which offer courses leading to Linguistics, Accounting, Biology. The first group Linguistics MA of the School of Education comprised of twelve students. All of them were girls. Seven girls were twenty-one years old, two girls were 22, three girls were, one girl was 24 years old, one girl was 25 and two girls were 26 years old. They have English classes four times per week. The main textbooks of English classes taught in this group are various. The second group Auditing and Audit from the Schools of Economics and Management comprised of eight students. Two of them were girls, six students were boys. Their age varied from 18 to 24. They have English classes three times per week. The main textbooks of English classes taught in this group are also various.

15.   The classes of the two English teachers in the named Schools were observed, and the students were surveyed and tested (Attitude/Motivation Test Battery (AMTB) by R.C.Gardner). The survey and questionaire were administered to the two groups of each level of English.

16.   Student participants. The next step was to explain the students the purpose and significance of my study. As class observations were done and the groups were identified for this study, the students were asked to read their survey, test and questionnaire and answer appropriate questions. The teachers and students were explained their rights to use   Attitude/Motivation Test Battery (AMTB) by R.C.Gardner version, a survey and questionnaire.

17.   Ten survey items, twenty Attitude/Motivation Test Battery (AMTB) by

R.C.Gardner and twelve questionnaire items were administered to participants.

18. Data collection instruments. As it was mentioned before, quantitative data collection instruments were used to check out students' motivation level towards the acquisition of the second language (English) in this university. For the quantitative method, initially the survey was administered to the students in order to obtain personal and academic information. Then the students had to answer Attitude/Motivation Test Battery (AMTB) by R.C.Gardner, questionnaire, as well as observations were taken in both Schools

In modern conditions due to the improvement of professional contacts, more freely exchange of information, spread of scientific and educational methodological literature published abroad, the knowledge of the English language are considered necessary. In this relation it is important to develop the students' motivation in learning a foreign language. However, it should be noted that the formation of motivation in learning a foreign language despite the existance of the studies in the given issue, some students have problems. It is connected with that a foreign language is not considered by students as necessary for future professional activity and in the process of learning a foreign language from grade to grade a tendency of reducing the desire to lear the subject is noticed.

We have found out the following negative changes undergoing in students: the students regard a foreign language as an obligatory discipline and the desire to use a foreign language in future professional activity from course to course change both to a positive and negative side. Disssatisfaction of used methods of teaching is reflected on students' attitude to a teacher. Self-evaluation of own knowledge and psychological characteristics of students significantly reduces.

Economic and Management students' attitude to future profession also underfoes changes, as well as the hyrarchy of motives of learning activity undergo changes. It should be noted that external motivation improves: to get a diploma, to pass an exam, to get a scholarship, while the motivation to become highly-qualified speacialist, to get deep and sound knowledge reduce.

The reviewed literature of psychological and pedagogical literature and the experience of our study allow making a conclusion that earning a foreign language have its own characteristics related with the specifity of future professional activity, personal and professional characteristics needed for a future specialist, that' necessary to take into consideration whole solving the issue of development of motivation in learning a foreign language by students of both linguistic and non-linguistic specialities.

I this relation it is necessary to transfor from traditional educational paradigm to innovational. At present one needs to focus his attention on a relevant issue: pedagogical means and conditions promoting the formation of motivation in learning a foreign language in linguistic and non-linguistic faculties regarding the specifity of obtaining speciality.

Two interrelated groups of conditions influence on the formation of students' motivation: a) – conditions influencing on the formation of internal (intrinsic) motivation – professional interest, the realization of practical and theoretical significance of obtained knowledge for future profession, consideration of characteristics of professional and psychological activity. A special place, in our opinion, occupies the consideration of characteristics of professional and pedagogical activity, as well as necessary demands required from a student of Economics or Linguistics; professional training of a teacher (his individual features, methodological intelligity, orientation in any speciality, which students get, a teacher's perception of those goals, needs which students are assigned while learning a foreign langguage, communication, introvertedness, emphasy, indirectiveness of the organization of the learning process); emotional abundance of class; b) the conditions influencing on the formation of external (extrinsic) motivation are to establish the situation of success or realization of failure and its reasons, competitiveness of classes, communicative orientation of classes.

The abovementioned conditions while teaching a foreign language can be realized by using various approaches. More effective one for the development of

motivation for students of Economics and Education in learning a foregn langguage is considered contextual approach, conscious-communicative and activity approach and English for special purposes. The combination of these approaches gives us a chance to establish all conditions positively influencing on the formation of motivation in learning a foreign language, to improve professional and mental motivation.

Various pedagogical means elaborated in the frames of three models promote the formation of motivation in learning a foreign language: semiotic, imitational and social. The models are interrelated and can be used in direct and indirect consequence beginning with semiotic model or social model regardless the course in which a student is enrolled. Semiotic model includes communicative exercises for mastering vocabulary, grammar within the topic; the work with basic texts, communicative exercises for a basic text. Imitational model considers the working out speech clishes and stamps, the work with a text, communicative exercises to them; teaching the ability to communicate in dialogues; acquisition of professional speech situations of role behavior; filling in the forms, stand or spoken thesis. Social model includes role games, business games, analysis of concrete situations, simulation, written forms of the work.

All above mentioned three models consider a joint goal (students and a teacher put a goal regarding the motives of this or that group); personalization of a class (it becomes personally significant); the formation of intelligent specialist professional context gives a chance to form some professional qualities).

These models can be used for the students of Linguistics in vise-verse consequence, thus to begin with social model: to offer a problematic situation while solving of which students will face with a number of problems; for their solution they have to a previous model with a teacher's aid, if needed – to imitational model. This model can also be used with the advanced students.

In the course of our case study we have realized didatic materials, test, survey, questionnaire, as well as various written forms of the work.

Therefore, it is possible to gradually form the abilities, habits and knowledge which are needed for professional people in the sphere of learning a foreign language.

Throughout the case study we hace examined the effectiveness of our proposed model comparing the results of experimental groups (the School of Education and the School of Economics and Management) according to the following criteria: "contextual"- which personal sense students give while learning a foreign language, "hyrarchal" - he place and role of motives in learning a foreign language in common system of motives of educational activity, "professional" - the understanding of necessity of a foreign language in future professional activity. Obtained results have confirmed the effectiveness of our proposed model.

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