

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

ПЕДАГОГИКА И ПСИХОЛОГИЯ

PEDAGOGY AND PSYCHOLOGY

IRSTI 37.01

STRUGGLES AND OBSTACLES WHILE LEARNING A FOREIGN LANGUAGE

V. KOS [0000-0002-4901-9509]

Nazarbayev University, Nur-Sultan, Kazakhstan

*e-mail: usoltceva_v@pvl.nis.edu.kz

Abstract. As stated by the presidential decree on 2011, educational spheres in Kazakhstan should implement the trilingual policy (Ministry of Justice of the Republic of Kazakhstan, 2011). These languages - Kazakh, Russian and English – play a significant role in the development of Kazakhstan hence they are taught at schools from the zero grade. Furthermore, in several schools learning a second foreign language is offered on a voluntary base. School children are highly motivated in learning English language comparing to their motivation in a second foreign language due to the importance of good IELTS scores for the future enrollment.

Undoubtedly, not only English deserves attention, the German language provides the learners with numerous of opportunities for future career. The purpose of the study is firstly, to figure out the level of student awareness about the benefits of speaking German. Secondly, to determine the current level of students and parents motivation, since parents` advice while choosing elective courses is crucial. The study will be conducted at one state school involving students who have chosen German as a second foreign language. Questionnaires will be distributed among purposive selected students and parents from two groups - the first year and the third year of studying. Findings of the study will demonstrate the alteration of motivation level within the years and dependence of the student choice on parents` advice. Policy makers may be interested in this study since it can show the drawbacks in language policy in school education and lead to the improvements in this sphere.

Key words: foreign language, German language, language learning

Introduction. The study raises the issue of second foreign language learning that has not received enough attention in the last decades in Kazakhstan comparing to European countries. Kazakhstan is placing greater emphasis on English as a foreign-language and language of instruction in STEM subjects (Kuzhabekova, 2018). As STEM are subjects needed for future careers and are predominant they serve as one additional reason to have English as the only foreign language. Due to overloading and lack of awareness among students second foreign language (German in this study) decrease of motivation among learners can be prominently seen.

The research study is significant as it is hard to undervalue the importance of motivation while studying. School students are overburden as according to the presidential decree on 2011, educational

spheres in Kazakhstan should implement trilingual policy (Ministry of Justice of the Republic of Kazakhstan, 2011) and one of the policy standards is the principle of additive-multilingualism, so language acquisition process starts in the primary school and learning of all three languages should be interconnected with each other.

The purpose of this study is to determine whether the students in the urban school are aware of their possible good study opportunities and, if yes, how it affects their motivation while learning the second foreign language. Not only the awareness of students plays a significant role, but also parents` awareness as they are the main career advisors. Numerous research has been conducted in this area and it has been proved that parenting practices influence children` achievement motivation (Eccles, Wigfield&Shiefele, 1998 as cited by Jacobs et al., 2005). Parental interference may impact the motivation and can bring either positive or negative outcomes in the educational process.

Defining motivation might be challenging as there is a great amount of definitions depending on the science and the area of research. There are two types of motivation: language learning motivation and classroom learning motivation established by Gardner (2007). Language learning motivation is about using any opportunity to learn the language which may be caused by internal willing. Noels et al. (1996) support the idea of making choice without any external influence or interference aimed at meeting one`s psychological needs. Classroom learning motivation according to Gardner (2007) includes teacher, classmates, textbooks and the attitude of the learner to these things that has an external impact on the attitude to the language learning. Liulienė et al. (2011) support the fact of importance of both types of motivation, as lack of either may lead to several issues.

Motivation is a crucial factor in the successful language acquisition (Anjomshoa&Sadighi, 2015). Graham (1984) states that motivation may be connected with the will to find out more about the country of the learning language, about its culture and traditions and become a member of that community.

A lot is written about motivation, its dependence on academic achievement and the role of the teacher. In the review of Feenstra "Parent and teacher attitudes: Their role in second-language acquisition." (1969) one more important variable is added: the parents. Undoubtedly, parents monitor the subjects and extra-curriculum activities their children choose at school and influence on forming attitudes toward the learning of a second language.

Methodology. The research questions addressed in the study:

Will the students learning motivation increase or decrease depending on the subject awareness and its practical use?

How do parents influence student motivation and how to win this factor over and use it to increase motivation?

The following theories are proposed in the study:

Students who have chosen German as a second foreign language and who are aware of or are the members of German promotion institutions have positive motivation and better academic performance.

Students who have chosen German as a second foreign language and have no idea why they have done the choice, feel lack of motivation at the lesson and as a result low academic performance. The study is significant firstly, because German is the most widely spoken native language in Europe and knowing it can easily open the door for a student to any European University. Secondly, studying motivation issues and finding solutions may be useful for any other languages taught at school in Kazakhstan. Thirdly, it may demonstrate how parents affect student's academic choice and that policy makers may need to pay more attention to parental awareness. As a result, it may cause future research on the topic.

The purpose of the correlational research is to study two or more variables and to determine the degree to which a relationship exists between them (Creswell, 2014). In the non – experimental study the following variables will be related: student motivation, student awareness, parents influence as dependent variables, second foreign language learning as independent variable.

To figure out the level of student and parent awareness the first questionnaire was developed and questions about the variety of German educational programs was included. To figure out the level of student motivation the second questionnaire was prepared to show the level of interest of the particular group of students.

Stratified sampling was used in the research as in this method the population is first divided into subgroups (or strata) who all share a similar characteristic. 12 students and 5 parents from NIS Pavlodar anonymously filled up the computer questionnaires sent by e-mail. This was done in order to save time and not to make the respondents feel pressure.

Data collection tools. Two computer questionnaires serve as an instrument to find the correlation between the variables: the first one was developed for both students and parents to figure out their level of awareness and contain close-ended multiple-choice questions. The second questionnaire was developed for students only to find out their level of motivation and factors which may influence it. It contained both open-ended and close-ended questions.

The first questionnaire asked respondents to choose from the set of answers about language learning opportunities. The participants chose from the list of programs those they have heard about.

Such sources as www.deutsch-zentrum.com and www.goethe.de were used in the questionnaire. It contained 10 questions including appendix with additional information about each program.

The second questionnaire was for students only and was aimed at measuring the level of student both learning and classroom motivation. It contained ranking questions to present an option for respondents to rank the available answers to the questions on the scale of given range of values from 1 to 10. It also contained multiple-choice questions and open-ended questions to give a voice to unheard students.

Findings and Discussion. Participants were recruited from one Nazarbayev Intellectual school. Stratified assignment was used as the students are divided into 4 groups depending on the second foreign language chosen, so only German secondary school learners and their parents were needed. The purpose and the significance of the study was explained to the principal and to the participants. The survey was conducted in the academic year 2019-2020. All questionnaires were distributed by e-mail.

After analyzing the questionnaires, the correlation between awareness and motivation was found. There was significant difference in mean scores of awareness among high and low motivated students. There was also a contrast in ranking questions while measuring the level of student both learning and classroom motivation. The findings of the study demonstrated the importance of awareness and the differences between classroom and language learning motivation. Classroom environment is the first teacher; it includes a broad range of educational concepts. It covers the physical setting, the psychological environment created through social contexts, numerous instructional components related to teacher characteristics and behaviors. The physical aspects of the classroom include room arrangement, seating, black/white board displays and physical climate. Language acquisition demands its purpose and its significance. Each of these should be considered with both individual student's needs and instructional goal.

While conducting a research both researcher and participants should take ethical issues into consideration. So, possible conflicts were prevented firstly, by informing all participants and the administration of the school. Secondly, by getting their approval of participating. Thirdly, anonymity and confidentiality of all participants were respected.

Participation was voluntary, moreover they can stop taking part in the research at any stage. Sending the questionnaires via e-mail simplifies the process of data collection and providing anonymous participation.

Conclusion. The study was to determine whether the students in the urban school are aware of their possible good study opportunities and, if yes, how it affects their motivation while learning

the second foreign language.

Regarding the awareness in the field of educational programs in Germany and mindfulness while choosing a language some students and their parents are more motivated than the others are. In relation to the relationship between student motivation and student awareness, a positive correlation was found.

Summarizing information received from the teachers we can state, that teaching a foreign language is one of the most rewarding careers one could have. As with any job, teaching a second foreign language is not without its challenges. Lack of resources, textbooks, limited support from both parents and administration sides, lack of time can serve as obstacles for both teaching and learning. On the one side, teaching methods can influence the learning environment positively or negatively and cause a lack of motivation. On the other side indifference from students can be reflected in their teachers.

However, as cited by Amrein et al. (2003) once a farmer told that weighting a pig never makes it fatter. In order to get a better result we need to feed the pig. Motivation also does not appear from nowhere. It comes from the teacher. The results of the statistical analyses and students course evaluations suggest that some students had a less positive language-learning experience comparing to other students and the teacher variable may have been the main source of this difference (Ushida, 2005).

This study suggests that listeners' awareness should be cultivated and strategically important information about the language being learned should be integrated into the teaching and can lead to further investigation and improvement on this field.

Әдебиеттер тізімі

1. Anjomshoa L., & Sadighi, F. The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(2), –2015. 126-137.
2. Chiesa B.D., Scott J., & Hinton, C. *Languages in a Global World: Learning for Better Cultural Understanding*. OECD Publishing. 2, rue Andre Pascal, F-75775 Paris Cedex 16, France. – 2012.
3. Feenstra H.J. Parent and teacher attitudes: Their role in second-language acquisition. *Canadian Modern Language Review*, – 1969. 26(1), 5-13.
4. Gardner R.C. *Motivation and second language acquisition*. –2007.
5. Kuzhabekova A. Language Use among Secondary School Students in Kazakhstan. *Applied Linguistics Research Journal*, –2018. 3(2), 1-14.

6. Liuolienė A., &Metiūnienė, R. Second language learning motivation. Coactivity: Philology, Educology/Santalka: Filologija, Edukologija, –2011. 14(2), 93-98.

7. Noels K.A., Pon G., & Clément, R. Language, identity, and adjustment: The role of linguistic self-confidence in the acculturation process. Journal of language and social psychology, 15(3), –1996. 246-264.

8. Ushida, E. The role of students' attitudes and motivation in second language learning in online language course. CALICO journal, –2005.49

References

1. Anjomshoa L., &Sadighi, F. (2015).The importance of motivation in second language acquisition. International Journal on Studies in English Language and Literature (IJSELL), 3(2), 126-137.

2. Chiesa B. D., Scott, J., & Hinton, C. (2012). Languages in a Global World: Learning for Better Cultural Understanding. OECD Publishing. 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.

3. Feenstra H. J. (1969). Parent and teacher attitudes: Their role in second-language acquisition.Canadian Modern Language Review, 26(1), 5-13.

4. Gardner R. C. (2007). Motivation and second language acquisition.

5. Kuzhabekova A. (2018). Language Use among Secondary School Students in Kazakhstan.Applied Linguistics Research Journal, 3(2), 1-14.

6. Liuolienė A., &Metiūnienė, R. (2011).Second language learning motivation. Coactivity: Philology, Educology/Santalka: Filologija, Edukologija, 14(2), 93-98.

7. Noels K.A., Pon, G., & Clément, R. (1996). Language, identity, and adjustment: The role of linguistic self-confidence in the acculturation process. Journal of language and social psychology, 15(3), 246-264.

8. Ushida E. (2005). The role of students' attitudes and motivation in second language learning in online language courses. CALICO journal, 49

ШЕТ ТІЛІН ҮЙРЕНУДЕГІ ҚИЫНДЫҚТАР МЕН КЕДЕРГІЛЕР

В.В. КОС

Назарбаев Университеті, Нұр-Сұлтан, Қазақстан

*e-mail: usoltceva_v@pvl.nis.edu.kz

Аңдатпа. ҚР Президентінің 2011 жылғы Жарлығында айтылғандай, Қазақстандағы білім беру салалары үш тілді саясатты жүзеге асыруы тиіс (ҚР Әділет министрлігі, 2011). Бұл тілдер - қазақ, орыс және ағылшын тілдері қазақстандық тілді дамытуда маңызды рөл атқарады, олар мектептерде нөлдік сыныптан бастап оқытылады. Сонымен қатар, бірнеше мектепте екінші шет тілі ерікті түрде оқытылады. Оқушылар екінші тілімен салыстырғанда ағылшын тіліне көбірек қызығушылық танытады (IELTS емтиханымен байланысты).

Ағылшын тілімен қатар, неміс тілін де меңгеру керек. Өйткені неміс тілі оқушыларға болашақ мансабына көптеген мүмкіндіктер береді. Зерттеудің мақсаты - біріншіден, студенттердің неміс тілін меңгерудің артықшылықтары туралы хабардар болу деңгейін анықтау. Екіншіден, курсты таңдау кезінде ата-аналардың ықпалы шешуші мәнге ие болғандықтан, оқушылар мен ата-аналардың ынталандырудың ағымдағы деңгейін анықтау. Зерттеу неміс тілін екінші шетел тілі ретінде таңдаған оқушылардың қатысуымен бір мемлекеттік мектепте жүргізіледі. Сауалнамалар мақсатты іріктелген студенттер мен екі топтан тұратын ата-аналар арасында бөлінеді - бірінші және үшінші оқу жылдары.

Зерттеу нәтижелері уақыт ішінде уәждеме деңгейінің өзгеруін және оқушыны таңдаудың ата-аналар кеңесіне тәуелділігін көрсетеді. Мүдделі тараптар мектеп біліміндегі тілдік насихаттың кемшіліктерін көріп, осы саладағы жақсаруларға алып келуі мүмкін.

Түйін сөздер: шет тілі, неміс тілі, тілді дамыту

ТРУДНОСТИ И ПРЕПЯТСТВИЯ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

В.В. КОС

Назарбаев Университет, Нур-Султан, Казахстан

*e-mail: usoltceva_v@pvl.nis.edu.kz

Аннотация. Как говорится в указе Президента РК от 2011 года, образовательные сферы в Казахстане должны реализовывать трехязычную политику (Министерство юстиции РК, 2011). Эти языки - казахский, русский и английский - играют значительную роль в развитии казахстанского языка они преподаются в школах с нулевого класса. Кроме того, в нескольких школах второй иностранный язык преподается на добровольной основе. Школьники очень мотивированы в изучении английского языка по сравнению с их мотивацией на втором иностранном языке из-за важности хороших баллов IELTS для будущего зачисления.

Несомненно, не только английский язык заслуживает внимания, немецкий язык предоставляет учащимся множество возможностей для будущей карьеры. Цель исследования - во-первых, выяснить уровень осведомленности студентов о преимуществах владения немецким языком. Во-вторых, определить текущий уровень мотивации учащихся и родителей, поскольку решающее значение имеет влияние родителей при выборе курса. Исследование будет проводиться в одной государственной школе с участием учащихся, выбравших

немецкий язык в качестве второго иностранного. Анкеты будут распределены между целевыми отобранными студентами и родителями из двух групп - первый год и третий год обучения.

Результаты исследования продемонстрируют изменение уровня мотивации в течение времени и зависимость выбора ученика от советов родителей. Заинтересованные стороны могут увидеть недостатки языковой пропаганды в школьном образовании и привести к улучшениям в этой области.

Ключевые слова: иностранный язык, немецкий язык, развитие языка