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NATIVE SPEAKERS AFFECTING MOTIVATION IN LEARNING FOREIGN LANGUAGES

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Abstract. The article considers the issue of the influence of a native language teacher on the motivation of students learning a foreign language. The analysis of the concept of motivation, its types, various recognized theories of motivation is presented. The article describes in detail the author's experience of co teaching Kazakh students with American foreign language teachers. The article includes findings of this practice and the corresponding conclusions based on the observation and surveying students. Experience of co working with an American teacher on the full semester course «English folklore and methods of its use in English lessons» 10 years ago and experience working with an American teacher in the second semester of the 2020-2021 academic year on the course «Foreign language for specific purposes» allowed author to carry out the necessary analysis on the problem under study. The author examines various aspects of interaction between native speakers and Kazakh students: assessment, mentality, attitude to learning. The results showed not only a positive influence of native speakers on student motivation, this influence can also be neutral. The analysis of this experience can be useful for increasing the students' motivation in the process of co teaching foreign languages.

Key words: co teaching, motivation, native speakers, teaching foreign languages, American teachers, Kazakhstani students, author's experience, observation.

Motivation is undoubtedly a very sufficient factor for succeeding in learning a foreign language. So many books written and various researches have been done related to the role and place of it in foreign language studying. Still we will make one more attempt to investigate it in connection to the presence or absence of a native speaker in the educational process.

In psychology, motivation refers to the initiation, direction, intensity, and persistence of behavior. Motivation is a temporal and dynamic state that should not be confused with personality or emotion. It involves having the desire and willingness to do something. A motivated person can be reaching for a long-term goal such as becoming an experienced teacher or a more short-term aim like learning certain foreign word [1]. The Cambridge dictionary defines motivation simply as the need or reason for doing something, enthusiasm for doing something [2]. We are inclined to accept this definition for it is not stodgy and overloaded and it shows how students should feel while learning, i.e. they should feel enthusiastic on the one hand and they should reasonably realize their need in it.

There have been developed a number of motivation theories like behavioral, cognitive, psychoanalytic theories, humanistic theories, and others. Perhaps the most widely accepted and popular one is Maslow's theory called «hierarchy of human needs» [3].

The aim of our research has been discovering the impact of native speaker's involvement in the educational process on the students' motivation in learning a foreign language. In the research we have used the methods of observation and survey, namely we observed students' behavior and psychological condition during lessons with and without native speaker teacher and we orally surveyed and discussed with students their feelings, emotions and opinion concerning the issue.

It is usually considered natural and efficient for increasing students' motivation to communicate with native speakers. However, we would not be so point-blank. Our experience of co teaching with Americans does not always prove the above statement. The experience we had ten years ago is more likely to contradict the statement. Our co teacher was an American university teacher and the course was English folklore, it included lectures, seminars, midterms and an examination. Sixty 3rd year students took the course. The American teacher was very fair, strict and impartial. Our Kazakhstani students participated rather actively in the classes, most of them attended all classes, took notes of the lectures and did their best in discussions at the seminars. However, majority of them found the course material rather hard to comprehend and learn. Consequently, a number of students were not able to progress as well as they thought they would do even though they did not miss classes.

We would point out two main problems that arouse in this educational situation: 1) identifying and recognizing learning goals on the part of students and on the part of the American teacher; 2) the assessment issue. As for the first problem, based on our observing and talking to students we can state that the American teacher identified and recognized the students' learning goal as acquiring knowledge of English folklore and developing skills of its effective applying at English lessons. Whereas the students understood their aim as completing all prescribed tasks and finishing the course successfully. We will not ascertain the fact that all the students taking the course followed the above mentioned goal but half of them were likely to do so, for we could observe that for them completing the course with good points prevailed over developing necessary skills. The second issue that arouse contradictions turned out to be the assessment. The American teacher was very objective, impartial and just in his assessing strategy. Although he did his best to get along well with our students and make friends with them, he kept being impartial and strict in evaluating them. Our Kazakhstani students seemed to be inclined to hope for better marks due to the native speaker's good attitude to them. Being a co teacher and realizing the Asian culture and mentality I was aware of and anticipated this kind of expectations on both parts, however I did hope for the best. The highest tension occurred when the time of final exam test came. Some of the students (nearly one third of the total number) made an attempt to cheat during the final test; the American teacher was firm and dismissed them

immediately he saw their misconduct saying they had failed the exam. They came up to me outside the exam room and implored of giving them the chance to retake the test without letting my co teacher know it. I was not going to accomplish a deal with students-cheaters, so they felt hurt. There appeared a psychological internal conflict between the American teacher and Kazakhstani students; the conflict concerned the assessment.

The second experience has been this academic year. One semester long we have had an American teacher who was teaching online using zoom platform due to Covid-19 pandemic. This time my co teacher was a very pleasant middle-aged woman. She has a Master's degree in TESOL and is a very experienced competent teacher. The class was general English; the content included various issues of vocabulary, grammar, phonetics: simile, epithet, metaphor, idioms, black history, parts of speech, pronunciation of minimal pairs, reading techniques (skimming, scanning), etc. I conducted lessons in the morning according to regular time-table and she had classes with the same students twice a week in the evening due to the enormous time gap, she lives in California and she worked online from there. One group of 18 third year students participated in the project. The chairperson of the English and German languages department, the project coordinator and me (being the co teacher and the group curator) discussed in advance with the students the responsibility of their participation in the project. Most of them, i.e. two third demonstrated willingness and readiness to have classes with the native speaker teacher though at a rather uncomfortable time for them. However, when the classes started only 8-9 students attended the classes on the regular basis. Others often missed them making some excuses or announcing some reasons for being unable to be present. The students who missed the classes rather often were the ones who were uninterested at the very beginning. So we can say that the opportunity of studying with a native speaker teacher does not motivate all learners. However, it concerns the aspect of motivation only; some students who were not successful during the previous two years of studying due to their low level of English and/or psychological and communicative barriers got much more interested and involved in developing their communicative skills. For instance, one student did not study well at the first two courses, she missed classes, did not do the assignments, did not understand the material and did not take part in discussions. She explained her misbehavior by her groupmates' higher level of English and their mocking at her inability to speak well. This year she has become a little more active and engaged in the educational process, she tried to communicate with the native speaker and she seemed to enjoy it especially when she was alone with the teacher and no other students present. She could pleasantly discuss with the American teacher topics from her own life experience like her brother's barbershop and her part time job there, her family problems and her being busy because of the necessity to look after her little nephews, etc. the American teacher was impressed by her eagerness to talk. The other student talked openly about his political views and shared his opinion concerning the politics,

economics and social policy in his home country. The third student discussed the differences in educational aspects in the American and Kazakhstani systems, he was confirmed he was right and assured the teacher. They did not share so openly and they were not so active in our classes (I mean without the native speaker).

Having thoroughly observed and carefully polled the students involved in the recent project and having taken into consideration the experience of co teaching ten years ago we have come to the following findings and can make the following conclusions:

1) One third of the students, i.e. 6 students did not want to participate in the interesting English classes prepared and delivered by the American teacher. Therefore, studying with a native speaker teacher does not always motivate all foreign language learners; some students who do not possess intrinsic motivation do not get more internally motivated just because their teacher is a native speaker, their motivation remains the same external and low.

2) Two thirds of the students took an active part in the classes, they were engaged in the lessons, demonstrated increased initiation of, and persistence in activities. Thus, the students who were primarily internally motivated at least to some extent have increased their motivation greatly at classes with the American teacher; their effort and energy have increased, they have enhanced cognitive processing. All of these have led to their improved performance: they feel more confident in spontaneous communication with the native speaker, they develop critical thinking and creativity skills, they seem to demonstrate direct behavior toward particular goals.

The summary of our observation and survey can state that native speakers as FL teachers can significantly increase motivation of those learners who have at least some kind of motivation before studying with them. However, we cannot absolutely assert the fact that native speakers as FL teachers can and will highly motivate those learners who did not have before or do not have any internal motivation; it can occur but not in every case.

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ШЕТЕЛ ТІЛДЕРІН ҮЙРЕНУ МОТИВАЦИЯСЫН АРТТЫРУДА ТІЛ ИЕСІНІҢ ӘСЕРІ

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Андатпа. Мақалада ана тілі мұғалімінің шетел тілін үйренетін студенттердің мотивациясына әсері туралы мәселе қарастырылады. Мотивация ұғымына, оның түрлеріне, мотивацияның әртүрлі танылған теорияларына талдау ұсынылған. Мақалада авторды американдық шет тілі оқытушыларымен қазақстандық студенттерге бірлесіп оқыту тәжірибесі егжей-тегжейлі көрсетілген. 10 жыл бұрын толық семестрінде «Ағылшын фольклоры және оны ағылшын тілі сабағында қолдану әдістері» курсына американдық мұғаліммен жұмыс тәжірибесі және «Арнайы мақсаттағы шет тілі» курс бойынша 2020-2021 оқу жылының екінші семестрінде американдық мұғаліммен жұмыс тәжірибесі авторға зерттелетін мәселе бойынша қажетті талдау жүргізуге мүмкіндік берді. Автор ана тілінде сөйлейтіндер мен қазақ студенттерінің өзара қарым-қатынасының әр түрлі аспектілерін қарастырады: бағалау, менталитет, оқуға көзқарас, студенттерге деген көзқарас. Осы тәжірибенің нәтижелері және студенттерді бақылау және сауалнама негізінде тиісті тұжырымдар ұсынылған. Нәтижелер студенттердің мотивациясына ана тілінде сөйлеушілердің оң әсерін көрсетіп қана қоймайды, бұл әсер бейтарап болуы мүмкін. Бұл тәжірибені талдау студенттер мен шетел тілі мұғалімдеріне студенттердің ана тілінде сөйлейтіндермен бірге шет тілін оқытудағы ынтасын арттыру үшін пайдалы болуы мүмкін.

Түйін сөздер: бірлескен оқыту, мотивация, ана тілінде сөйлейтіндер, шет тілдерін оқыту, американдық оқытушылар, Қазақстандық студенттер, жұмыс тәжірибесі, бақылау.

ВЛИЯНИЕ НОСИТЕЛЕЙ ЯЗЫКА НА МОТИВАЦИЮ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. В статье рассматривается проблема влияния преподавателя – носителя языка на мотивацию студентов, которые изучают иностранный язык. Представлен анализ понятия мотивации, ее видов, различных признанных теорий мотивации. В статье подробно описан опыт работы совместного преподавания автора с американскими преподавателями иностранного языка казахстанским студентам. Опыт работы с американским преподавателем по курсу «Английский фольклор и методы его использования на уроках английского языка» 10 лет назад в течение полного семестра и опыт работы с американским преподавателем во втором семестре 2020-2021 учебного года по курсу «Иностранный язык для специальных целей» позволили автору провести необходимый анализ по изучаемой проблеме. Автор рассматривает различные аспекты взаимодействия носителей языка и казахстанских студентов: оценивание, ментальность, отношение к учебе. Представлены

результаты данного опыта и соответствующие выводы на основе наблюдения и опроса студентов. Результаты показали не только положительное влияние носителей языка на мотивацию студентов, данное влияние может быть и нейтральным. Анализ данного опыта может быть полезен студентам и преподавателям иностранного языка для повышения мотивации студентов при совместном обучении иностранным языкам с носителями языка.

Ключевые слова: совместное обучение, мотивация, носители языка, обучение иностранным языкам, американские преподаватели, казахстанские студенты, опыт работы, наблюдение.