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**Learners' Motivation for Studying English at Secondary
School**

Skolēnu motivācija angļu valodas studijām vidusskolā

Bachelor Paper

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Abstract

The present paper only diagnoses the issue of learners' motivation for studying English at secondary school.

The theoretical part deals with the analysis of literature on the problems of learners' motivation and considers theories on motivation as well as evaluates the strategies and approaches to teaching a foreign language.

The research paper aims at providing the importance of motivation in studying English and the role of the teacher in raising the students' motivation .

It relates theory to practice by tailoring additional supplementary materials.

The conclusions drawn are based on the analysis of the scientific literature and the teaching techniques studied .

The samples of additional material and conclusions of the present paper can be used by English teachers in order to make the teaching/learning process more effective.

Anotācija

Esošais darbs tikai diagnose jautātumu par skolēnu motivāciju angļu valodas studijām vidusskolā.

Teoretiskā daļā tiek analizēta literatūra par skolēnu motivācijas problemām un tiek izskatītas motivācijas teorijas, kā arī tika novērtētas stratēģijas un pieejas svašvalodu mācīšanai.

Pētījuma darbs rāda motivācijas svarīgumu angļu valodas mācīšanā, kā arī skolotāja lomu skolēnu motivācijas stimulēšanā.

Teorija tika pielietota praksē sameklējot un izveidojot papildus materiālus.

Secinājumi tika iegūti uz zinātniskas literatūras un mācīšanas tehnikas analīzes pamatā, kā arī uz aptāujas atbilžu analīzes pamatā.

Papildus mācību materiālus un secinājumus var lietot angļu valodas skolotāji lai uzlābotu mācīšanas procesu un pataisītu to efektīvaku.

Introduction

We can succeed in some area (including the field of education) if we are motivated for the achievement. There are many people wishing to learn the English language. Although English is not the native language for the majority of population in the world, it has become the language of communication in many countries, 'a lingua franca'. The application of English in different spheres of human life, such as economics, travel and tourism, information exchange, popular culture plays the key role in people's motivation for studying English as a foreign language. If learners are going to succeed in these areas, studying a foreign language will play the most important role in achieving this aim. When learners are motivated for the achievement, they succeed not only in the field of education, but also in the field of career and communication. It is easier to learn the language when you live in the environment of that language, and communicate with people speaking that language. But for most people it is not possible to have contacts with native speakers. The success in learning foreign languages often depends on the teachers who are able to create classrooms and school environment for their students similar to the native environment of the language. "The standard classroom is one of the worst possible places in which to learn a living language. Realization of this has led teachers to search for methods and materials, which will help to overcome the problem of this unhelpful situation". (Hill, 1990: 1) Most people need a teacher who will direct their language

learning, provide materials, manage classroom work and check errors. Students should be ready to go into 'outside world' with their knowledge of the language and life situations.

The **goals** of the current paper are as follows:

1. to analyze literature dealing with the problems of learners' motivation and consider theories on motivation; to evaluate the strategies and approaches to teaching a foreign language, as well as to perform a summative analysis of theoretical literature;
2. to point out problems and difficulties the learners face when studying a foreign language at school;
3. to suggest and to work out optimal ways, strategies and approaches for teachers and to solve the problem of motivation;

Consequently, the enabling **objectives** are as follows:

1. to select, read, analyze and critically assess theories on motivation;
2. to analyze the factors motivating or demotivating learners;
3. to examine the textbooks and materials that are used to maintain and develop learners' motivation;
4. to administer questionnaires;
5. to work out strategies and techniques for developing the learners' motivation;
6. to design samples of specially selected material to complement the textbook with the aim to maintain and develop the learners' motivation

The hypothesis of the paper is complementing the textbook by the material specially designed and tailored in accordance with the learners' needs will maintain and develop their motivation thus contributing to a successful learning of the English language.

The methods of research used by the author of the current paper in order to obtain valid results proving the hypothesis are theoretical and practical.

The theoretical methods include an effective studying of the concept of motivation, as well as studying the peculiarities of the learners' age group. The group of students under the investigation were the students of Riga Private Russian Gymnasium "Centrs" at the age of 16-20.

The method implies the process of action research, and designing questionnaires. Observation of the learners' performance in the classroom is also very useful, because the

results of it will help the teachers to understand how different techniques of teaching work in practice and how they influence the learners' motivation .

Attention is focused on the importance of the teachers' and the parents' role in educational process, how their relationship may influence the teaching/learning process and develop the learners' motivation.

The first chapter deals with the concept of motivation, the structure of motivation, models and types of motivation and their relation to studying foreign languages. This chapter touches upon the problems of extrinsic and intrinsic motivation as well as points out the importance of the assessment of the students' motivation and the role of school psychologists.

In the second chapter the author focuses on the characteristics of the target group, their needs and wants.

The students of the age group of 16-20 learning at school the author of the present paper works at, come from well-situated families. Many of them have a possibility to improve their language knowledge not only at school but also abroad spending some weeks at language courses. They really want to develop the language and acquire new knowledge, because most of them have already been to some of the English speaking countries and know that they need this language. Some of the students are planning to continue their studies abroad, some are going to the UK to work, therefore their motivation is very high.

The author also discusses factors ensuring motivation and points out the factors of demotivation.

The third chapter is devoted to strategies and techniques contributing to maintaining and developing the learners' motivation.

The author presents practical recommendations and focuses on the factors supporting and developing overall motivation. The author touches upon the issue of designing and integrating materials in the study process, aiming at complementing the textbooks. Some samples of additional exercises are presented in Appendices.

The author deals with the conscious approach and motivation, the principle of activity and visualization in motivation, describes different ways for motivating, when acquiring pronunciation, vocabulary and grammar, fluent reading and writing. The author points out the importance of the role of the teacher in the classroom motivation.

Chapter 1 Motivation Theories.

1.1 Maslow's hierarchy of needs and motivation at school

In 1943 Abraham Maslow, a psychologist, wrote a paper, where he proposed 'A Theory of Human Motivation.' Maslow (2003:109) stated that humans have to satisfy 'basic needs', before they can satisfy successively 'higher needs'. There are five levels of basic needs, according to Maslow's theory.

A person does not feel the second need until the demands of the first have been satisfied, nor the third until the second have been satisfied, and so on. Maslow (2003:109) suggested the following sequence of basic needs: safety, love and belongingness, esteem and self-actualization. (On-line. 1)

The lowest level of basic needs is *physiological*, the so-called biological needs. People need oxygen, a relatively constant body temperature, sleep, food and water. These needs are the strongest, because if a person lacks things that are considered to be necessary for a comfortable or happy life, the physiological needs would come first for satisfaction. These needs influence the control of thoughts, concentration of attention, as well as behavior.

The second level of basic needs is *safety*. When physiological needs are satisfied, the needs for safety become urgent, and people want to be sure that the situation in the society is stable as well as in the world, they hope that wars will never happen, that they will never

come across any crime. After physiological and safety needs are fulfilled, social needs become active, and they constitute *the third level* of human needs, namely- *social*.

The next level is need in love, belongingness and affection. When a person has satisfied biological needs, he or she feels safe, but now the needs of getting attention from other people appear. Humans need to love and be loved by others. Teachers can use the above mentioned needs in their motivation for stimulating the desire to acquire the English language. It is known to everybody that if students love their teacher and his/her personality, it will greatly motivate them.

On the one hand, if the above mentioned needs are not satisfied, the person may feel helpless, worthless and hesitating. According to A.Maslow "... people need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued. Imbalances at this level can result in low self-esteem, inferiority complexes." (Zigler 2002: 497)

On the other hand, when all these above mentioned needs are satisfied, the highest level - the self-actualization - is activated . We may give a special attention to these needs because they are difficult to understand and achieve. It is difficult to understand what a person wants. Sometimes people do what they are supposed to do. "Self-actualization is the intrinsic growth of what is already in the organism, or more accurately, of what the organism is." (A.Maslow, 2003: 68) In these words Maslow wanted to show the importance of the professional growth. At school students do not understand, are not aware of self-actualization, but the teacher can remind them about this need, working with every student individually.

Maslow (2003:110) states that educators should respond to the individual potential for growing as a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

1. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life*, their calling, fate or destiny.
This is especially focused on finding the right career.

4. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is, and must help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
7. We should *refresh consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be *good choosers*. They must be given practice in making good choices. “ (Online :5)

1.2 Extrinsic motivation

According to Z.Dörnyei (2001: 27) extrinsic motivation “involves performing a behaviour ... to receive some extrinsic reward (e.g good grades) or to avoid punishment”. Thus, it is determined by outer conditions and circumstances, but the actions are performed on the basis of free choice and wish of the performer. According to E.P.Ilyin (2008: 67), a person is dependant on different factors as he lives in the society. The author defines some kinds of dependences in his book “Мотивация и Мотивы”, namely:

- a. referent dependence. A person borrows norms of behavior, the style of life, customs in order to be like people around him, the group of people he is eager to enter. He does this absolutely without any critics and thought. It is a mechanism of imitation.
- b. informational dependence. In this case a person has a certain aim and is striving for it, but he does not have the necessary information. He has to use uncritically the information gained from another person, he believes to be more informed.

c. powerful dependence. It is the dependence of an individual on another person having special authorities or high status. (2008: 69)

“Extrinsic motivation comes into play when a student is compelled to do something or act in a certain way because of the factors external to him or her (like money or good grades)”. (D.Zigler, 2002: 146) Most likely these are the students who have long-term goals concerning the language learning, who want to pursue their studies at a university in an English-speaking country – in the USA, Canada, Great Britain, or Australia and, ultimately, they wish to integrate into this society. It is a kind of intrinsic motivation.

Thus, motivation, according to E.P.Ilyin (2008:67), can be pressed from outside. All the three factors mentioned above are reflected in school life. An average student behaves like all the other students, who attend school, listens to the teachers, prepares home tasks at home and does different tasks at the lessons, as it is the style of life within the circumstances of his age. This is a typical example of *referent dependence*. The majority of people are trying to imitate the behavior of the surrounding people. A typical example of the mechanism of imitation can be observed at school. In a class with good results in studies in general, a new boy or a new girl, having not very good results, will try to imitate the behavior of the students surrounding him, and in such a way he/she will become motivated, therefore the new student starts studying better in any subject including the English language and that will result in acquisition of good knowledge.

Powerful dependence is related in this situation to the relationship between a student and a teacher. The teacher has an authority and status and the students are supposed to obey. (We must mention that we analyze a normal situation, even an ideal one). Extrinsic motivation can be regarded as dependence of an individual on outer information and authority. In this case the teacher is a person, who has authority over students and motivates studying different subjects, including English. Touching upon the problem of the family, in an ideal variant the parents' role is also very important. Everything depends on the parents' reaction, if it is positive, the students will be motivated to behave and study in a proper way. If the parents' reaction is negative everything depends on the teacher's personality. When parents do not take an active part in upbringing their children, this kind of motivation (extrinsic) does not work.

1.3 Intrinsic motivation

As Z.Dörnyei (2001: 27) says that intrinsic motivation “deals with behaviour performed for its own sake in order to experience pleasure and satisfaction, such as the joy of going a particular activity or satisfying one’s curiosity”. So, it is connected with personal dispositions, namely: needs, interests, temptations, wishes. People are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is morally significant. And again, all this is done without any pressure, only on the basis of free wish, desire or intention.

Intrinsic motivation is evident when people are involved in an activity for its own sake, without some obvious external incentive influence. A hobby is a typical example of intrinsic motivation. Intrinsic motivation has been intensely studied by educational psychologists since the 1970s, and numerous studies have found it to be associated with high educational achievement and enjoyment by students.

The idea of reward for achievement is absent from intrinsic motivation, since rewards are an extrinsic factor. The only reward is the pleasure gained from the process of intellectual work, the pleasure coming from the achievement of the goal after strenuous creative work .

Emotional approach to motivation and the role of the school psychologist in the process of motivation

An emotion is a mental and physiological state associated with a wide variety of feelings, thoughts, and behaviours. It is a prime determinant of the sense of subjective well-being and appears to play a central role in many human activities. (Online : 1). Our life is full of emotions; they could be subdivided into positive and negative. The positive result of work causes positive emotions.

At school the English teachers face a problem of positive emotions at the lesson. If the students’ perception of the lesson is based on positive emotions and they are eager to participate in the learning process, it means that the lesson is successfully managed by the teacher. Nowadays all the schools have psychologists. The role of a school psychologist is first of all educational. Today, when the tempo of life is very rapid, when we are filled up with information and we need “to consume” much more information, when our social and

economic situation in the country is not very stable, we very often find ourselves in a state of stress. Our children - kids, teenagers, young adults are the first who feel these negative emotions in their own family. Unfortunately, there are a lot of families, the so-called not full or unsafe families (where one of the parents is missing, or even both of them) and students coming from such families need a constant help from a psychologist. The high level of students' self-esteem, positive attitude towards any negative events in life, feeling of self assurance, when the personality loves himself or herself and is proud of himself - all these things can be developed with the help of special training, performed by school psychologists. The psychologist can help the students to be happy not only at school, but also outside it in relationship with his friends and relatives. The school psychologist working with special purpose groups trains the students' memory, communicational abilities, improves memorization of foreign words and abilities to communicate. These skills can improve English speech habits, because after a course of improvement of communication abilities the student will have less problems in interpersonal communication, they will be more self-confident at the English lessons. The student will be more successful in conversational practice, because he or she knows how to communicate. They become aware and are not afraid of communication. In this way having a certain improvement of his or her English the student's motivation will be higher. And here is an evidence how the teacher together with the psychologist can raise the student's motivation. According to Skehen, who cites Gardner, the following equation can be used to represent the components of motivation.

$$\textit{Motivation} = \textit{Effort} + \textit{Desire to Achieve a Goal} + \textit{Attitude} \quad (\text{Skehen, 1992: 54})$$

1.5. Assessment of the students' motivation for studying English at school

There are different ways of investigating the students' motivation at school.

The first and the easiest means of assessment of students' motivation is **an interview**. The conclusions are made not only on the basis of the analysis of answers, but also on the basis of observation of the non verbal behavior: gestures, eye movement, personal attitude towards the questions asked. (Ilyin, 2008:209)

Another method of assessment of students' motivation is a **questionnaire**. It takes less time to receive information from students about their motivation, rather than interviewing (because the interview needs an individual approach – a private conversation). According to Zoltan Dörnyei (2001: 236) the respondents may feel discomfort or uncertainty when answering questions of the questionnaire, the answer may reflect incorrect information which does not correspond to reality due to the lack of time to think over the answer. There are many ways to receive true information with the help of questionnaire. Z. Dörney offers a scale, which allows t

Z. Dörney Z. (2001: 236) proposes the questionnaires which contain closed items, based on the students' responses to a series of sentences or adjectives (Dörney, 2001:199). Respondents do not need to write answers to open-ended questions, they have to mark a choice. It does not interrupt much the teaching/ learning process.

“Because of the strong social psychological influence on the foreign language motivation research, the use of scaling techniques is now an established practice in the in the L2 field.” (Dörnyei, 2001: 200)

According to Z. Dörnyei a scaling technique is semantic differential scales, which has the purpose for certain measurement. This technique can be easily developed by the teacher because it does not presuppose writing statements, which sometimes are difficult to think of. The respondents should mark a continuum between two antonyms.

“Because of the strong social psychological influence on the foreign language motivation research, the use of scaling techniques is now an established practice in the foreign language field.” (Z. Dörnyei, 2001: 200).According to Dörnyei two scaling techniques are popular: Likert scales and differential scales.

Likert scales (named after their inventor) consist of a series of statements, all of which are related to a particular target and respondents are asked to indicate the extent to which they agree or disagree with these items by marking one of the responses ranging from ‘strongly agree’ to ‘strongly disagree’. For example:

5	4	3	2	1
Strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

Chapter 2 Learning Strategies and motivation

2.1 Six groups of strategies by Rebecca Oxford

As we stated above - intrinsic motivation is connected with personal dispositions, people are internally motivated to do something because they think it is important, or they feel that what they are learning is morally significant. However good a teacher may be, students will never learn a language unless the students' aim to learn outside as well as during the class time. In case the students are motivated to learn a foreign language, they use certain strategies which they either choose by themselves or agree to those which are proposed by the teacher. The strategies used by learners in the language learning process play a significant role in the process of acquiring a foreign language because even with the best teachers and methods, students are the only ones who can actually do the learning. As Nyikos and Oxford (1993: 11) put it: "learning begins with the learner". Senior school students and adults accept strategies proposed to them by their teacher, but intuitively they themselves will choose the most appropriate ones. Learners differ in character, temperament, level of perception and in many other things, so do the learning strategies.

Learning, teaching and communication strategies are closely connected. According to R.Oxford (Oxford,1990: 8) learning strategies are defined as the techniques or devices which a learner may use to acquire knowledge. Rebecca Oxford (1990) used Rigney's definition of language learning strategies as "operations employed by the learner to aid the

acquisition, storage, retrieval, and use of information” (Oxford,1990: 8) as the basis and classified learning strategies into six groups:

memory strategies,
cognitive strategies
compensation strategies
metacognitive strategies
affective strategies
social strategies.

Let’s consider these strategies separately.

Memory strategies relate to how students remember a language. In this connection we would like to mention some experience gained from practice. Working with senior students at school we have noticed that usually there are some learners in the group who memorize difficult English spelling practically at once or they give precise answers to the questions on the text read either at home or at the lesson. It is usually explained by a good photographic memory.

Some students memorize the language very well by watching special language teaching films or using PC programs, some do it by watching real films on TV or PC. Speaking about special films and PC programs we would like to point out the good and distinct pronunciation and repetition of words, expressions, sentences and situations, as well as vivid colours and situations remaining in memory are very useful. Positive emotions gained from understanding the plot and “becoming” closer to their favorite actors or real situations (in the case with films or PC programs for the beginners’ teaching) highly motivate the learners for the further acquiring of knowledge.

Cognitive strategies- relate to what students think about their learning. Here we understand the purposes – why students learn the language and what progress they make in it. The aims of learning a foreign language are quite different, and we will touch upon them later, but the idea accepted by all the scholars and practitioners is as follows: the more motivated the person is the more successful he is in studies. As to their progress, all learners are interested in their progress. If they are praised and if they really feel they are doing well in their studies, their self –esteem and together with it their self confidence do

rise. The students are internally motivated and they understand that the further they go in this direction the better results they will achieve.

Compensation strategies enable students to make up for the limited knowledge. It is a popular problem when students having rather good knowledge of a foreign language and being able to communicate in a certain branch (knowledge of ESP) or vice versa when there is sufficient knowledge of the language to communicate about business issues, but everyday communication is very weak. The author of the paper spoke to different teachers of the English language working at schools and at foreign language courses and exactly this problem was underlined, as the learners coming, for example, from banking sphere can freely and fluently communicate on the product offered by their bank, however at the same time they have great difficulties in telling any stranger the way from this bank to the market. In this case learners need and are motivated to gain knowledge to have adequate level of the language skills.

Metacognitive strategies- relate to how students manage their own learning. It is not a secret that independent learning (learning without any control) is very often unsuccessful as the learner becomes bored and gives up the idea unless he has really a strong character and is highly motivated. Usually we come across the situations when the teacher's control is needed, though the bigger part of the learning time is devoted to independent work. In order to help the students to manage their learning and to organize the process of learning itself some teachers use such means as – keeping “learning journals”. They ask their students to keep journals or diaries of their learning experience. These diaries help the student to organize themselves and to follow their progress as well as point out errors and then discuss them with the teacher.

Each skill in learning the language can have its special strategies and the ways the learners can be either controlled or encouraged. In Chapter 3 of the present work we will discuss these opportunities in detail.

According to Benson **affective strategies** are the strategies relating to the students' feelings. In order to be successive in learning the students should feel confident all the time and see their progress, i.e. their motivation should be “fed” all the time. (Benson, 2001:146) These are the main feelings ruling successive learning. In any case either

students attend classes or they learn autonomously, they should see and evaluate their progress. Their feelings about their progress in learning should be supported by:

- self-diagnosis of their strengths and weaknesses in learning;
- becoming more aware of what helps them to learn the language they are studying more efficiently;
- developing a broad range of problem –solving skills.
- monitoring and self-evaluating their performance,
- transferring new strategies to new learning context. (Benson, 2001:149).

The students' feelings are also supported by the teacher's appraisal and confidence in the students and their abilities. Thus, the teachers should inform their students about their success and encourage them to further actions.

Social strategies involve learning by interaction with others. For example, nowadays, teenagers are very fond of on-line computer games. Very often these games are played on the international level, so the teenagers are to communicate with their counterparts in the USA and Britain, or any other country. The process of on-line communication within the game performance creates real situations, therefore they are highly motivated to learn the language. The result of it can be clearly seen at school. The knowledge of English is better and their desire to learn is felt more from lesson to lesson. The following stage is when the young adult goes to work to Britain in summer and finds himself in the target language environment. The result is this very young adult is not afraid of using the language, he communicates without hesitation and has no language barrier. He feels confident, because during the games he has gained an experience in communication with people of different nationalities, different ways of pronunciation and different versions of the language.

Another point is communication at the lessons, when group tasks are performed. Though these tasks are monitored by the teacher, the role the student plays is very close to real life, so the student is to use the language as much as possible. Different speaking activities like discussions, communicative games are designed to provoke communication between students. For example, television and radio games, imported into the classroom, often provide good fluency activities.

2.2. Characteristics of the target group the investigation

The present research was carried out in Riga Private Gymnasium 'Centrs'. The target group were 47 students at the of 16-20. These are the students of the 9th -12th forms, having pre-intermediate, intermediate and advanced levels of English knowledge. There are 26 girls and 21 boys among them. (See Table 2.2.) 2 of the students have 10 and 4 have -9, on the contrary 1 student has 4 in English. Other students have 'optimal' knowledge and their marks are distributed as follows: 10 students have 8, 17 students have -7, 8 students have -6 and 5 students have 5.

The parents' attitude towards English is also very good because they consider the English language one of the main subjects as well as the students do. The students and their parents have very high requirements concerning the teachers of English: the teachers should have a very good command of English, be creative and have broad knowledge not only of the language itself but also in geography, history and many other subjects. It means that they are able to work with texts (to define the main idea of the text, to look for the necessary information in a foreign language text), analyze information, make generalizations, conclusions and so on.

Table. 2.2. Distribution of students according to forms.

Details	Form 9	Form 10	Form 11	Form12
Total number of students	8	10	11	18
Number of girls	3	5	8	10
Number of boys	5	5	3	8
Average age	15	16-17	17	17-20
Level of the students' language proficiency	Pre-intermediate, intermediate	Intermediate	Intermediate, advanced	advanced

2.3. Motivation for studying phonology

The first impact of any language comes from the spoken word. Speaking is a very important skill when studying a foreign language. When trying to communicate with English speaking people the students realize their need for the language. Correct pronunciation increases their fluency and confidence in studying the language. Good and correct pronunciation helps students to overcome the 'language barrier', get rid of self-

consciousness, reluctance to speak in front of a lot of people. Accuracy of speaking involves the correct use of vocabulary, grammar, as well as pronunciation. The acquisition of good pronunciation depends to a great extent on the student's ability to listen attentively with care and discrimination. Therefore, teaching pronunciation is of great importance in the developing the students' listening and speaking skills. Ongoing correction is often appropriate during accuracy activities, but the teacher should encourage the students' attempts to use the language in the activities requiring fluency of speech. (Harmer, 2003: 65)

Teaching pronunciation is of no less importance in the developing reading and writing habits and skills, since writing (or what is written) is a graphic representation of sound sequences.

Wrong pronunciation often leads to misunderstanding. For example, when a speaker or a reader replaces one phoneme with another, unintentionally uses quite a different word, in this way altering the sense of what he wanted to say. For example, *white* instead of *wide*; *it* instead of *eat*; *pot* instead of *port*, etc. The students very often confuse long and short vowels, like in words: beat and bit.

There can be a certain difficulty in building students' motivation for correct pronunciation. First of all there are plenty of students who regard the exercises in pronunciation to be a 'monkey job'. People do not perceive separate sounds or words, they perceive a certain context. The students who are going to study at school or University in Britain or are going to make their career abroad may have motivation for a good pronunciation. If the English teacher has a good pronunciation, it may motivate the students' learning good pronunciation.

Nowadays there are plenty of young people who are fond of singing and the best motivator for them is music. Playing modern popular songs at the lesson may stimulate and motivate learning a good pronunciation. If students enjoy the process of singing a song, they have one more motivation for studying the language – the intrinsic motivation. The teacher should use such activities in the classroom that include listening to broadcasts, watching TV programs or films in English to provide the good native pronunciation.

2.4. Motivation for studying vocabulary and correlated grammar patterns

All languages have words. To know a language means to master its structure and words. Students are learning new words, but the problem is what words and idioms they should retain in their memory. It is evident that all new words cannot be learnt in the classroom, because the students have 5 lessons a week in some schools and in other schools only 3 lessons; the size of the group is not small enough to provide each student with practice in speaking; not all the schools are equipped with special laboratories for individual language learning. The number of words a student should acquire at school depends wholly on the syllabus requirements. The question is how many words students have to know. The number of words students should know depends on their needs and the teacher who is responsible for the development of their foreign language lexicon. From the practice we know that the learners with good linguistic abilities can guess the meaning of the word from the context without great effort. For instance, there are practically 1000 lessons in the course of the English language in an ordinary secondary school in Latvia (100 lessons per year within 10 years of studies). Is it very hard to learn 4 words every lesson? The problem is that many words are simply forgotten if not used very often.

Our modern school textbooks have not enough exercises based on the revision of lexica. Reading is one of the methods of review. Revision of new words could be performed in different ways. Visual imaginary is very useful, especially if followed by revision. For intermediate and advanced students different exercises are designed: starting from filling gaps and ending with giving definition of a new word in the target language or describing the notion. It depends on the teacher and the course book, but in order to motivate students exercises on lexica should be different, interesting and sometimes even “unexpected”. That means that the procedure of presenting and learning words should not be repeated in the same way, otherwise it becomes boring. The author of the paper consulted some teachers at Riga schools and according to their opinion the teacher should plan the lessons in such a way, that different sets of lexical exercises are used during one month. An average number of lessons at school is 3 lessons per week: it means that one lesson can be devoted to lexical exercises, in total - 4 lessons per month. In order to make these lessons more interesting four sets of basic exercises should be prepared. In this case students will be always interested in the lesson, because they know that every lesson will be different. These

lessons may include traditional reading, answering questions, filling gaps, finding synonyms, creating their own sentences. If the teacher is creative, such exercises as puzzles (prepared by the students from another group), retelling the text from the point of view of the characters (but it is more interesting to retell the text from the point of view the granny of the main character), or retelling the text from a certain place in the text changing the contents and introducing some new facts in it. As it was already mentioned above, students are fond of working with songs. It is also a very useful material. The lyrics can be treated differently (filling the gaps; the lyrics can be cut into lines, then mixed together, and then while listening to the song the students are offered to put the stripes with lines of the lyrics in a right order), but the goal is to learn the lexica and such exercises can really help. Students naturally like modern music best of all, they are crazy about rap music, then why not use it in the interests of the teacher? A creative teacher can introduce such an exercise for intermediate and advanced students as to write their own lyrics on a certain theme in the style of rap, using those new words which they have recently learnt (with the aim of memorizing some new words) or using the words taught a year ago (with the aim of revising). It surely will be very motivating because the students are interested in such a kind of a task.

According to the teachers' opinion who advised the author of the paper one way of avoiding teaching already taught language is to give the students to perform tasks and see how they use the language forms in question before deciding whether they need to introduce those forms one more time as if they were new. This problem is very acute in Latvia, because in our state schools there are no one textbook for all the school. When a student changes the school he or she has to change the textbook and the algorithm of learning. This phenomenon de-motivates the students.

2.5. Motivation for studying English speech

The practical aim in teaching communication in English at school is the fluent language. The language is a means of presenting linguistic material: sounds, words, and grammar items. It is also a means of practicing sentence patterns (grammar) and vocabulary assimilation. Speaking is the most important part of the work during the lesson, because if a student can speak correctly and what is more fluently, he surely will also read and write

well. Because many of the students learn the language to go abroad and speaking is the main thing.

According to Jeremy Harmer listening comprehension is difficult for the learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. (Harmer, 2003:100) Students can easily and naturally do it in their own language, however, they cannot do it in a foreign language.

Motivation can help the students to learn passive vocabulary or learning texts by heart. The intrinsic motivation is one of the aspects that influence the learner's desire to achieve high competence in fluent English speech. The stimulus for motivation would be the inherent interest for learning, because classroom or learning situations might be attractive places in themselves. Motivation might be influenced by the learners' success. Those learners who receive a reward are encouraged to try harder and the learners who do not do so well are discouraged by their lack of success.

The teachers can train students small exercises during the lessons such as: to respond fluently and immediately to questions put or to give "instant comment" while reading. These activities involve showing the students photographs or introducing topic at any stage of the lesson and nominating students to say the first thing that comes into their head.

A popular debating game which has survived during many decades is the "balloon debate", called so because it is based on a scenario in which a group of people are travelling in the basket of a balloon. (Online: 2) Unfortunately, however, the balloon cannot take their weight. There is a leak, and unless someone leaves the balloon, they will all die. The students take on a role of a real personage, either living or historical – from Confucius to Shakespeare, from Cleopatra to Marie Curie. They think up arguments about why they should be the survivors either individually, or in pairs or groups. Participants in the 'balloon debate' can represent occupations rather than specific characters; they can take on the roles of different age groups, hobby enthusiasts, or societies.

Methodical literature as well as Internet resources like Online:2 offer many communication games, which easily motivate the students in the classroom. Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and

draw), put things in the right order(describe and arrange), or find similarities and differences between pictures.

Television and radio games like `Twenty Questions`, `Call My Bluff` ` Fishbowl` and many others brought into the classroom, often provide good fluency activities.

In other games, different tricks or devices are used to make fluent speaking amusing. In, for example, two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate the questions into the conversation straight away. This exercise develops the speech skills and it is motivated with outer rewards, provided by the teacher in the classroom.

Discussion is one more exercise, which can develop a very important skill – to speak in front of the audience. This exercise can be motivated with a certain difficulty, because students do not have a regular possibility to speak even their mother tongue in front of a great amount of people. One of the reasons that discussions fail is that students are reluctant to give their opinion in front of the whole class, particularly if they cannot think of anything to say or their English is not good enough. Many teachers consider that slight noise during the lesson is a normal situation.

In teaching foreign languages it is very important to encourage any kind of students' activity at the lesson, paying less attention to accuracy and encouraging the fluency of speech. First of all the atmosphere of freedom of language behaviour, when the teacher allows to communicate in the classroom without permission of the teacher's part. Emotional communication of the students with each other at the lesson does not produce much noise, but the learners get an opportunity talking English. Summarizing the above mentioned the atmosphere of freedom at the lesson motivates the learners to speak fluently and the noise at the lesson does not disturb the discipline, on the contrary it helps to develop fluency .

There exists one more classroom problem, such as the use of the mother tongue in the classroom. The easiest way to exclude using Latvian or Russian in the classroom is punishment, but there can be some consequences. This is often seen as an example of student/teacher failure. However, there are many understandable reasons why students

revert to their own language in certain activities. The choice of a task can make the use of Russian or Latvian either inevitable (the teacher has chosen a difficult theme) and the students can hardly be blamed for this or on the contrary the use of the native language is not necessary (when the theme is familiar and the word stock is sufficient). The activity will also result in success, if the teacher provides new words, expressions, terminology for the lesson.

Another reason why students use their own language in the classroom is because it is an entirely natural thing to do; when people learn a foreign language they use translation almost without thinking about it, particularly at pre-intermediate and intermediate levels. This is because people try to make sense of a new linguistic (and conceptual) world through the linguistic world they are already familiar with. Fluency of speech is not the only goal of achievement, because the learner can master the language only when he can practice the language and in case of lack of oral communication the fluency of English will disappear. Thus, motivation for fluency of English at the English lessons depends on the inner drive of the learner and depends on personal aptitude: temperament, ability to communicate. The teacher can only provide a possibility for the students to speak 20 or 30 minutes per lesson. It is quite possible if the learners speak at the lesson all together without being afraid of making mistakes. When learning the language teachers are to find any opportunity for practicing the target language.

2.6. Motivation for developing reading and writing and achieving competence in them

Reading is one of the main skills that a student must acquire in the process of mastering a foreign language at school. The schools syllabus lists reading as one of the leading language activities to be developed. Nowadays, students' motivation for reading is one of the major problems for many language teachers, because their motivation is too low, most of the students are not eager to read in the native language, and it is more difficult to make them read an English text. However, the teacher can motivate the students by making their English language reading interesting in itself. "The language is alive – its users have the same variety of purposes for reading as anybody has when reading in their mother tongue – and this fact can be used by teachers to increase motivation." (Nuttall, 1996: 3)

Reading develops students' intelligence. It helps to develop their memory, will, imagination. Students become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of texts, their ideological and political spirit influences students. We have to develop in our students such qualities as honesty, devotion to and love for our people and people of other countries, so the texts our students are to read must meet these requirements. Reading ability is, therefore, not only of great practical, but educational and social importance.

Reading is also a means of learning a foreign language. When reading a text the student reviews sounds and letters (reading aloud), vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, the student also reviews grammar and, in this way, perfects his command of the target language. The more the student reads, the better his retention of the linguistic material is. The teacher in an ordinary secondary school can get special texts on different subjects studied at school, with the help of the Internet.

Jeremy Harmer (2001) citing Alan Rogers pointed out that "We forget that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels" (Harmer, 2001: 52)

Writing skills are also very important for students particularly for those, who are going to study at universities and institutes and get higher education. Writing and reading skills are very important and motivation for them can be easily stimulated by the teacher if the students are motivated to enter universities.

Why is writing difficult to study ? Writing is often a solo activity by its nature, done silently, involving physical effort and taking a lot of time. This may not make it attractive to learners or teachers as a classroom activity. In addition to this, writing is difficult, even in the native language. But this is often what teachers ask the students to do in English. Writing is rarely incorporated into a lesson, ending up relegated to homework which reduces the possibilities to be communicative. The learners are to be given tasks that are intellectually satisfying, especially when writing. Young adults become aware of their limitations very quickly when they try to express complex ideas on paper. The teachers need to find ways to integrate writing with other skills and activities, giving it more relevance and importance - and also making it more interesting and stimulating. The

teachers need to use meaningful, realistic and relevant writing tasks, based on the learners' interests. An individual approach is used. In addition the teachers should talk about writing with their learners, how well they write, why they write and for whom, and what makes it difficult. Learner training like this can provide valuable support and motivation. Finally, the teachers need to evaluate the impact on the learners' written English when most of them focus on writing as on homework. There are a lot of ideas that help teachers to motivate their learners to write, here are some of them:

find ways to publish learners' writing, on websites such as The British Council site Your text, The BBC site Your stories (Further we will present some more ideas about project writing). They can also be published in blogs, in newspapers, and on posters. Teachers can get learners to create individual and group profiles on social utility sites such as Facebook or publish a class magazine compiled from previous written works. It is possible to encourage learners to write with a clear purpose and for a certain audience, for example, letters to newspapers, pen friends, to teachers and other students or to find challenging and rewarding tasks which can support a variety of learning aims and integrate other skills and language systems, such as summarizing, project work, translation, writing up notes from interviews, and preparing a briefing or a talk. The use of relevant and realistic tasks such as writing notes, recipes, e-mails, filling in forms and preparing signs for the class can also be very useful, as well as responding to the contents of the work that the learners give the teacher and correcting the mistakes they have made, by adding the teacher's own comments to their homework or establishing a dialogue through e-mails and learner diaries. The writing tasks can be made easier and more fun by doing group writing activities and group correction and editing work. The writing activities can be supported by reading. This not only helps the learners to develop the sub-skills they need but also helps them to understand that good writing is a powerful and important communication tool.

It is very important for students who are going to study at universities to write compositions, which develop creative thinking. This provides powerful motivation to find the right words to express their impression.

According to the teachers' opinion, although many people in their lives write on their own, whether at home or at work, in the language class teachers and students can take advantage of the presence of others to make writing a cooperative activity thus bringing

great benefit to all those involved. For instance, group writing in the class allowed the teacher to give more detailed and constructive feedback since the teacher was dealing with a small number of groups rather than many individual students.

The teachers consider that cooperative writing works well with both process and genre-based approaches. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on it, and the generation of ideas is performed by more people. Writing alone inactive students will remain inactive and it is difficult to motivate them, but being in the group, the group will motivate inactive students to generate at least one idea of their own. The effect of imitation works, when students follow the pattern of the other students' behaviour.

2.7. The role of the principle of activity and visualization

In modern psychology activity in the class is now generally considered to be the main characteristic of cognitive processes. Activity arises under certain conditions. The learner should feel a need to learn the subject, and have the necessary prerequisites created for the satisfaction of this need. The main sources of activity in the class are motivation, desire, and interest, as it was mentioned above. If students make good progress in listening, speaking, reading, and writing, they become interested in learning the foreign language. The students' interest in studying English or any other language is decreasing with their age. It means that their motivation is decreasing too. This is due to the fact that in senior forms the students start forgetting the lexical material taught in junior. The activity of language studying grows more and more difficult because the learners do not revise words permanently (there is no system of words review) but when there are plenty of unknown words in the text it will not be interesting for and the motivation will decrease. On the other hand, when students study several languages simultaneously and they have to learn plenty of words, the result will be rather unsatisfactory for those students who have weak mechanical memory and are not attentive by nature. One more reason for decreasing of the activity and motivation is a great amount of classes (more than eight every day) and classes are often during the 7-th or 8-th period.

The principle of visualization has always been very important for language

learning since gaining knowledge begins with perception. “Visualization may be defined as specially organized demonstration of linguistic material and language behavior characteristic of the target language with the purpose of helping the student in understanding, assimilating, and utilizing this in connection with the task set.” (Rogova, 1985: 35) Since pupils acquire a foreign language in artificial conditions and not in real life, as is the case when children assimilate their mother tongue, visualization would be very helpful in foreign language teaching. At the same time visualization may play a certain role in students’ motivation for learning English. The use of visualization makes foreign language lessons emotionally coloured, gets the pupils interested and awakens their thought.

Visualization implies an extensive use of audio-visual aids and audio-visual materials throughout the whole course of foreign language teaching for presentation and retention of the linguistic material, and for developing oral and written language, although audio-visual aids and audio-visual materials are to be used differently depending on the stage of instruction, the age of students, their progress in the target language, and other factors.

Nowadays the teacher of a foreign language has audio-visual aids and audio-visual materials at his/her disposal and uses them extensively at the lessons. The teacher creates favorable conditions for teaching students together with the use of carefully selected and graded linguistic material to understand the foreign language when it is spoken and at the same time the teacher stimulates students’ speaking .

Motivated students are usually those who participate actively in class, express interest in the subject-matter, and study a great deal. The teachers can make their classrooms the places where the students enjoy coming. This is reached with the help of the interesting and relevant to the students’ age and level of ability environment, created by the teacher. The learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn.

2.8. Motivation and strategies for learning cultural background

Methods of teaching cultural background are different. Teachers use various techniques to improve students' sensitivity to culture, their interest, motivation for learning and stimulate their cultural awareness while teaching English, so that the students could initiatively and willingly absorb the knowledge given and get acquainted with a new cultural environment.

If one wants to communicate with people from other cultures, the most important thing is to learn and understand the cultural influence on their behaviours and also on their activities and forms of linguistic expressions. Thus, learning a language not only implies the knowledge of its grammar and the meanings of words but involves much more, such as the culture phenomena, lifestyle, habits and customs, history and everything that constitutes the notion of culture.

Teaching the cultural background offers insights into the life, ideas; it discloses new ways of behaviour and new people and at the same time encourages a positive, tolerant attitude towards other cultures. Cultural studies may start with developing and understanding one's own culture. If a student is aware of his own culture and recognizes differences between his culture and that of other communities or countries where the target language is spoken – this is the way the students learn to understand and appreciate cultural differences. In order to discover and understand points of view different from their own, the students may be taught cultural background, which at the same time will raise their cultural awareness and tolerance.

According to Abizovs J, (1989:66) understanding cultural knowledge is the key to language learning. If we don't know the culture of the target language, we would find it difficult to understand the meaning of certain words. One cannot really learn the language, and teach language well unless one knows the patterns and norms of culture and cultural background. Let's consider the following example. The colour "red" in the English language means simply a colour and nothing more. But if we speak about Russian word «красный», it is completely different because this word in the Russian language has several meanings and one of them is "beautiful". What we would like to say if a foreigner without corresponding knowledge of cultural background translates the word «красный» as "red" in the sentence like "red girl meets him on the road". Then the translation would cause laughter and would be considered as unprofessional.

So, by learning any foreign language, students learn to look at the world from absolutely different point of view. And the teachers' task is to bring useful materials and present them in such a way that the students become more interested and motivated in learning the cultural background of the English-speaking countries.

Knowledge of such facts helps not only to learn the foreign language better and to get deeper into its culture, but also to prevent unpleasant or funny situations, which can happen during the process of communication with native speakers. Besides that it would surely help the student to overcome a cultural barrier, that is to overcome non-acceptance of foreign culture, caused by poor knowledge. There are different techniques of teaching culture.

2.9. Factors of demotivation.

Sometimes students come across some difficulties in learning the English language and the reasons for that can be different. Some of the students feel unable to learn the language; some of them consider the process of learning to be very boring and uninteresting. In such cases the teacher's task will be to motivate students to learn the language. "A primary function of teachers' management role - to motivate the learners, who are demotivated and to nurture those, who are already well motivated to the task of learning a foreign language." (Wright, 1987: 53)

Thus, demotivation is a kind of negative influence that cancels the existing motivation. Dörnyei in the book "Teaching and researching Motivation" suggests that *demotivation* concerns "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". (Dörnyei, 2001:143) A demotivated person is thus someone who initially has had motivation to accomplish his goal or was engaged in an activity and has lost his or her motivation to do so because of negative external influences. The examples of such negative influences that Dörnyei (2001:143) gives are all related to the immediate environment in which learning takes place, i.e. the classroom and school. However, Dörnyei (ibid.: 143-144) stresses that not every type of negative influence should be perceived as a 'demotivating' influence. For example, if the learner is being demotivated because of the presence of a more appealing alternative activity (like playing football with the neighbor children instead of doing one's homework assignments) then, this will not be

regarded as a demotivating influence since it bears no negative value (e.g. humiliation of the learner). Dörnyei differentiates also between demotivated and amotivated learners. "Amotivation refers to the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity". Dörnyei (2001) (ibid.: 143-144) presents the following findings of four investigations, Oxford (1998), Ushioda (1998), Dörnyei (1998) and Chambers (1993); all of which show the crucial role of the immediate learning context. However only the latter was directly aimed at investigating demotivation in language learning. According to Dörnyei (2001), Chambers distributed questionnaires to 191 nine year students enrolled in eight classes in Leeds in 4 schools in the UK and 7 questionnaires to teachers as well. The results showed that the teachers mentioned a number of reasons including psychological, social, attitudinal, historical and geographical but they did not blame themselves. The teachers raised a number of suggestions including immediate pay off; enhancing teacher-pupil relationship; and appropriate materials and tasks. Students on the other hand, although recognizing the importance of the language course in their majority, placed most blame on teachers and the learning materials and conditions. According to Dörnyei (ibid.: 143-144), the largest category, 40% of the total frequency of occurrences, directly concerned teachers. Such factors included teacher's personality, commitment to teaching, attention paid to students, competence, teaching method and style. In addition, 15% of the occurrences were still related to the teacher (e.g. perception of strict marking). The other two studies did also find that teachers could play a negative role in demotivating students.

Thus, the main demotivators for the learners are as follows according to Dörnyei (2001) (ibid.: 145-147):

The teaching itself:

- The teaching is at too high or low a level.
- The reasons and purposes for the participation in an activity are not explained to the learners.
- The topic appears irrelevant to the learners.
- The teacher has not outlined clearly at the start of the teaching what the specific learning objectives are.

- The teaching itself is bad.
- The learning environment is poor.

The learner:

- Learners have had previous negative experiences at school or college.
- Learners are distracted by problems unconnected with the learning.

Now let's consider each of these in more detail, starting with the teaching:

To our mind, if the teaching is pitched at the wrong level, it will result in learners who are either struggling to cope or bored. Neither category of the learner will be particularly motivated to learn. Learners for whom the activity is at a too high level should receive preparatory teaching to develop and extend their knowledge to be competent in the activity. Learners for whom the activity is a too low level should be presented some additional task to make the activity more complicated for them. However, it also has to be stressed that not all students are demotivated by the difficulties they encounter when learning grammar and vocabulary or other aspects of the language. To some this was a challenge they enjoyed. In other words, for some this was a source for *intrinsic* motivation.

According to Gower (2005: 241) the next three demotivators are closely linked. The aims of the course should be clearly explained to the learners in advance and links between the proposed teaching and the necessities should be demonstrated. It is especially important to outline the benefits to the learners themselves (as opposed to the library service) which will result from the teaching program. At the start of the term the teachers will inform the students about the specific learning objectives and how they (the teachers) intend to teach to achieve them. At this point they should clarify what their expectations are and, conversely, what support the learners can expect from the teachers.

Bad teaching. The author of the paper lists a few common mistakes which teachers should try to avoid when preparing and conducting the lessons.

- Trying to pack too much material into a term
- Poorly produced visuals
- Irritating manners
- Poor delivery, eg: mumbling, speaking too quickly
- Lack of variation of learning activities
- Poorly structured syllabus

- Teacher does not have sufficient knowledge or skills.

Classroom management is not good enough. The author of the paper uses the term "classroom management" in relation to the venue, the equipment, the resources etc. Teachers should make sure that any practical issues which might demotivate the learner are minimised. Examples might be too high or too low temperatures in the classroom, lessons which start late , extraneous noise or distractions, technical problems with the equipment and so on. And teachers should be sure that all mobile phones are switched off before the beginning of the lesson.

Chapter 3 Teaching techniques and aims of studying the English language

3.1 Practical aim of studying English and the students' motivation

The foreign language as a subject differs from other subjects of the school syllabus. Teaching history, for instance, is usually connected with the presentation of historical facts and facts which students are to learn and teaching the mother tongue leads to the mastery of the language as a system. According to Rogova (2002: 44), teaching a foreign language will result in the student's ability to communicate with a big number of people speaking that language and it means that the foreign language.

When adopting practical aims for a secondary school English course the following factors are usually taken into consideration by students and their parents:

- the economic conditions of society
- the requirements of the state
- the general goals of secondary school education
- the nature of the subject
- conditions for instruction (Rogova, 2002 : 45).

Latvia is establishing economic, scientific and cultural relations with various countries all over the world. Specialists with a good knowledge of several foreign languages are required in all spheres of activities. Having entered the EU, Latvian people gained a

possibility to travel freely abroad. It is not a secret, that a lot of people from Latvia go abroad for working and living. It means that they have to know English to communicate in order to get a good job. First of all people have to speak, even with mistakes. Business in Latvia is the greatest extrinsic motivator for studying English. Business and engineering provide highly qualified jobs, where English is required for communication.

The role of students' parents is also very important for motivation. If the teaching material is subdivided into parts or periods of a week length with the following comments on achievements and if parents follow their children's results every week, they are able to stimulate their children either by providing them with something valuable or punishing them. Rewards according to Skinner, a well known American psychologist, (2002: 365) are regarded to be more effective as motivation than punishment. Parents should have in their mind that motivating with the help of rewards every week will make a huge result in a foreign language acquisition, because the students will try to learn better in order to be rewarded or praised.

3.2 Educational aim of studying English and the student's motivation

Learning the English language has a great educational value. With the help of a new language people can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in their own communication. When learning a foreign language the student understands better how language functions.

Since language is connected with thinking, the teachers can develop the student's intellect.

Teaching a foreign language helps the teacher to develop the student's memory, his imaginative abilities, and the willpower. Teaching a foreign language under conditions when he/she feels the language atmosphere, is practically impossible without appealing to students' imagination. The lack of real communication forces the teacher to create imaginary situations for the students to speak about making each student determine his own language behavior in such a situation.

The process of studying English gives a certain opportunity to develop intellect and the students' creativity. "Immediate creativity: where students show an understanding of the meaning, use, and construction of the language form we are focusing on we can ask

them to create their own sentences using the language form such early language production will give a good condition, to both students and the teacher, of how well the language is not strictly a study, though most study sequences will allow for it at some stage. It can also be used after any explanation, or after a discovery activity” (Harmer, 2001:156) In this way the teacher can develop students’ creative thinking and the motivation at the English lessons will be higher for those students who have a certain inclination for thinking.

Many activities (especially in course books) tend to follow the PPP model. That may be entirely inappropriate for certain types of students and with certain areas of language. We may wish to start the lesson by activities showing us how much of the language in question is already known, or we may interleave the study with other elements rather than always following ‘straight arrow’ sequence, in other words, we will often find that ‘boomerang’ ‘patchwork’ lessons are more suitable (Hammer, 2001:157) In this way, one can see the educational importance of the English language studying revising and going back to already acquired material. At the lessons the teacher can point out, that while studying English the students will study not only the English language, but they will study the language as a system. The students will understand how this system works and in this way the students will be motivated for studying English. The teachers can mention at their lessons, that while studying foreign languages their students develop their intellect (first of all creativity and practical intellect, which is in demand for managers) their memory, their sense of humour and communication skills.

At the lessons the teachers should mention about the aim of studying English. They can mention about professions, where good memory and creativeness is required. These professions are in business, and business is very popular among students.

Learning a foreign language makes the student acquainted with life, customs, and traditions of the people whose language the student studies with the help of visual material (such as postcards with the views of towns, countryside, and people, filmstrips, for example, “Great Britain”, “Disneyland” films). Foreign language learning should promote students’ general education and cultural growth by increasing their knowledge about foreign countries. Through learning a foreign language the student gets a deeper insight or understanding of the nature and functioning of the language as a social phenomenon.

Now that a growing majority of Internet users have broadband, YouTube and other video clip sites (Google Video, Revver, etc.) have become very popular - especially with young adults. These sites also provide the English learners and classes with a new tool to improve listening skills. The real advantage of these sites, at least from a language learning point of view is that they offer authentic examples of everyday English used by ordinary people. Of course, this is a kind of a challenge as well. Students may enjoy watching these clips, but pronunciation and slang can make these short videos even more difficult to understand. On the other hand, students are attracted to the "real life" nature of these videos. By creating context for these short videos the teachers can help their students to explore a world of online English learning. In Appendix 3 we enclose an activity based on YouTube channel.

3.3. The role of the teacher motivating the learners

Language learners need teachers' help and guidance. The teacher should serve as a link between the students and the language taught. "Many language teachers are as concerned to help their students to develop as people in their ability to relate to others as they are to help them to develop their ability to use the foreign language" (Wright, 1987: 2). The charisma of a teacher at the lesson influences the students' behavior and compels them to work. In order to "work out" such positive charisma it would be wise for the teacher to follow "Ten Commandments for Motivating Language Learners" defined by Zoltan Dörnyei in his book "Teaching and Researching Motivation"

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the task properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize with the target language culture.(Dörnyei, 2001:138)

Thus, following these commandments the teacher motivates his students for learning. On the basis of the above said, we conclude that there are some characteristics which point out effective teachers who can motivate students:

1. Personal teacher efficacy, when the teacher believes in himself, that he can motivate students, that his efforts can have the positive results which have been intended, "...the more this is believed, the more it will happen." (Thomas, 2001: 11)
2. Modeling and enthusiasm, when the teacher teaches students enthusiastically, showing the interest towards the subject and the information he presents, "... resulting in increased student self-efficiency, attributions of effort and ability, self-confidence, and achievement and through their own behavior display or project a positive learning model." (Thomas, 2001: 11)
3. Caring, when the teacher gives special importance to the protection of students in the situation of misbehavior or conflict and empathize the development of the student.
4. Positive expectations, when students see teacher's belief in their ability to study the English language. "...teacher expectations tend to be self-fulfilling; the expression of low expectations by differential treatment can inadvertently lead children to believe less in their abilities and perform more poorly." (Thomas, 2001: 11)

Let's consider the roles that are performed by the teacher. The role of the teacher may change from one activity to another as well as from one stage of an activity to another. If the teacher manages these changes then his effectiveness is greatly enhanced. According to Jeremy Harmer (Harmer, 2001: 58-60) the roles are as follows:

The role of controller. Controllers take the roll, tell the students things, organize drills, read aloud. In this case a transmission of knowledge from teachers to their students takes place. This approach has both positive and negative sides. If the teacher is a talented instructor, who explains the material in a comprehensive way and the students clearly understand the subject, the teacher inspires his students through his knowledge. The students are motivated to do the exercises, their aims are clear as well as their tasks.

This role is executed either when announcements need to be made or when explanations are presented.

The role of organizer. The organization of a lesson is very important and so is the role of the teacher as an organizer. The teacher organizes his students to do various activities. This often involves giving information, telling them how they are supposed to perform various activities, dividing the group into pairs, small groups. In this case, it is very important for the teacher to prepare well and to think over the way the activity is going to be performed. When preparing for the lesson the teacher should know clearly what and when he is going to introduce at the lesson, moreover, he should work out the shortest and the most understandable way of explanation of the task to be performed. The teacher should present the activity in such a way the students become interested in it. Teachers use different ways to involve their students, to stimulate their interest: “Now, we are going to do (to invent, to create) something new (interesting). It is good for you (It is useful for you)”. The introduction the teacher makes influences the motivation of the students, because if the teacher can interest the students their attitude towards the activities is different. Thus, instead of just doing something because the teacher asks, the students are prepared, hopefully with some enthusiasm, for an activity whose purpose they understand. An important instruction tool the teacher uses is organization of demonstration of what is to happen and the choice of the appropriate level of the language. All this requires the teacher’s special knowledge and skills.

The role of assessor. As Jeremy Harmer says, “One of the things that student expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.” (J. Harmer, 2004: 59). The students must be informed about their progress. Fair and clear explanation of mistakes is not offensive. The students should have a clear idea about what they need to concentrate on in correcting their mistakes. When the teacher introduces a task, it is necessary to explain what exactly is going to be assessed in this task. Receiving one more mark, hopefully a good one motivates the student very well.

The role of prompter. The role of the teacher as a prompter is also important, especially in such activities as a role-play. This is a very interesting situation, on the one hand, when the students’ knowledge of lexis is not enough the teachers’ wish is to help them at once, but on the other hand, the teacher creates a real situation, when nobody

around can help the student. Thus, the teachers should occasionally offer words or phrases. A thorough preparation for the lesson and for this particular activity can result in writing some possibly necessary words or expressions on the blackboard, or preparation of certain cards and their further distribution among the students in accordance with their roles. The students get assistance from these 'small prompts' and feel much more self assured in the activity, therefore the teacher can motivate the students for the activity. When the teachers prompt they need to do it sensitively and encouragingly but, above all, with discretion. If the teachers are too adamant they risk taking initiative away from the student.

The role of participant. Creative teachers rather often use such activities as students' discussions, role-plays, brain-storming, decision-making at the lessons. These activities can be performed either during some part of the lesson, or the whole lesson can be devoted to them. In case, the teacher takes part in the activity, it is better if the teacher plays the role of a participant only. In case the teacher participates in the activity, it can enliven things from the inside instead of ordinary prompts and organization from outside the group. The students like their teacher to be only a participant and play one of the roles in the activity, because the students can see that the teacher together with them takes part, for example, in brain-storming and his opinions can be either agreed on or rejected. But this aspect has also negative colouring, because the teacher can dominate the proceedings, as the knowledge of English of the teacher is higher.

The role of resource. In some activities it is inappropriate for the teachers to take on any roles suggested. These are more or less independent activities, like group writing, preparation of presentation. In this case the best way for the teacher to be a source of information, it means that the teachers should advise their students about the sources of information they can use, help with grammatical or lexical explanation from time to time, but not allow it to become a usual thing. Teachers can advise on the books, dictionaries, the internet resources the students are supposed to use.

There are some characteristics which point out the effective teacher who can motivate students. As Jeremy Harmer says, "When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us". (Harmer, 2004: 61). Here we should also mention one negative point - the students like to use the Internet and other resources, but

the teacher's task is to explain and to check the understanding of the material taken from the Internet. The students should understand what they have written and be able to respond to the questions on the contents.

The role of tutor. Acting as a tutor, the teachers combine roles of prompter and resource. This role is usually performed when students are working on longer projects, such as pieces of writing or preparations for a talk or a debate. At present when all teachers have special consultations at schools, this is a good possibility to act as a tutor. It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer. Speaking about motivation, these consultations help weaker students to gain additional knowledge, to advance already gained knowledge and therefore to raise their self-esteem, which encourages them to work harder and to wish to learn better. However, this role also can be applied to activities at the lesson – when students are working in small groups or in pairs, the teachers can go around the class and, staying briefly with a particular group or individual, offer the sort of general guidance described here. The result is - more personal contact; the learners have a real chance to feel supported and helped and the general atmosphere in the class is greatly enhanced.

The role of observer. Teachers very often use such a practice when they listen to the students' performance and do not interrupt them because of mistakes. They put down the mistakes, and when the activity is over, the teachers inform and explain the things that were wrong. It is a very good practice, because the teachers disturb the process of thinking and creating sentences in a foreign language by interrupting the students and the interrupting cause a barrier in speaking a foreign language in general. The students are motivated to speak, because they know that nobody will interrupt them and they are not afraid to make mistakes. The teachers observe the performance in order to judge the success of introducing different materials and activities at lessons with the aim of making some changes in future.

Thus, creative teachers should be able to switch between the various roles the author of the paper has described above, judging when it is appropriate to use one of them. In this case personal efficacy of the teacher, when the teacher believes that he himself can motivate students, that his efforts can have positive results is very important. The teachers' enthusiasm which is reflected in showing the interest towards the subject and the

information he presents, "... resulting in increased student self-efficiency, attributions of effort and ability, self-confidence, and achievement and through their own behavior display or project a positive learning model." (Thomas, 2001:11) Positive expectations expressed or shown by the teacher , when students see teacher's belief in their ability to study the English language are very motivating. "...teacher expectations tend to be self-fulfilling; the expression of low expectations by differential treatment can inadvertently lead children to believe less in their abilities and perform more poorly." (Thomas, 2001: 11)

It is very important for the teacher to know the students' motivation, who tries his best to get a good mark and who is going to have fluent English and enjoy the process of studying English. The teacher should know the student's motivation and its type in order to manage the work in the classroom. Students' motivationself-fulfilling; the expression of low expectations by differential treatment can inadvertently lead children to believe less in their abilities and perform more poorly." (Thomas, 2001: 11)

It is very important for the teacher to know the students' motivation, who tries his best to get a good mark and who is going to have fluent English and enjoy the process of studying English. The teacher should know the student's motivation and its type in order to manage the work in the classroom. Students' motivationrrrect his or her work in order to help them not to lose their motivation for studying. And students who are intrinsically motivated to learn the English language for their own sake and enjoyment also need encouragement, and if the results are low, it may affect their desire to participate in the learning process. The teacher should understand that no one wants to fail and support the students by developing their feeling of confidence that they can do well.

According to Jeremy Harmer, there are "working teachers" and "caring teachers". (2001: 65-66). A really good teacher should combine these features in order to get in contact with the age group of students at the lessons. As teachers are adults and experienced people and that is their task to find a proper way of creating positive relationship with teenagers. Motivation in learning languages greatly depends on the teacher himself. If the students like the teacher then they will learn the language at least because they do not want their favorite teacher to be dissatisfied. Teenagers nowadays are equipped with mobile phones, computers, they are absolute experts on the Internet, though in order to motivate them to learn English, the teachers should be flexible and use the advantages of the

Internet, be informed about popular computer games and so on. These things are necessary to create a friendly atmosphere at the lesson and to communicate with teenagers about the things they are interested in.

The success of students' language acquisition mostly depends on the choice of the materials and resources and the organization of the study process in the classroom. To make every lesson more interesting and successful the teacher uses as many resources as possible. This is a long process and it will take a lot of time to understand which of the materials are really helpful in the class. Using all resources properly the teacher can arouse the students' interest in English and desire to learn and develop the language. "It is not enough for students to have a competent ability in a language, if they cannot develop a conversation or discussion. In this case, language teachers have a role as communication teachers, and, indeed, as teachers in the broadest sense" (Wright, 1987:2). Using pictures, radio, tape-recorder, TV and video the teacher can provide situations from everyday life, which may help students in communicating with native speakers. The range of topics and areas discussed on radio, tape-recorder, TV and video may have the effect of bringing the outside world into the classroom. There is a psychological effect of simply listening to a foreign language. "The ear becomes attuned to the sounds of English and the students' overall proficiency in understanding the language, and therefore in using it, improves". (Wright, 1987: 81)

There are some factors, that may influence the work with pictures, radio, tape-recorder and video. Most of them include psychological aspects and if the teacher pays attention to them, the process of language learning will be more effective. For example, when working in pairs and small groups the teacher encourages the students to express their ideas and take part in discussions. But in that case the teacher should keep an eye on each of the groups to be sure that the discussion is being performed in the target language. It is important that each of the students takes part in the discussion. The teacher may help inactive students by asking leading questions. If working with pictures, listening to the radio, tape-recorder, watching TV or video is an active process, involving interesting materials, activities and the teacher's and the students' enthusiasm, it will establish a successful working environment for language-learning purposes and surely motivates the students.

One more aspect of motivation is the classroom itself. The classroom should be organized in such a way that students coming here could feel the atmosphere of the countries of the target language. Different visual materials, decoration of the room, placement of desks (for example, in a semi-circle) and many other trifles like flags, maps, albums, national souvenirs , etc. reminding about the countries can make the room comfortable and nice.

Thus, good marks, interesting exercises and materials, teaching aids and the classroom itself are the tools in the hands of an experienced teacher.

3.4. The role of the course book motivating the learners

Course books at schools are usually chosen from the point of view of how they comply with the following requirements (basic requirements by the teachers), as Jeremy Harmer states (Harmer, 2001: 301)

1. price - it should be affordable for the parents;
2. availability – course books should be available in book shops during the whole school year;
3. layout and design – course books should be clearly designed, have sufficient number of vivid and modern pictures; they should be attractive and interesting;
4. methodology - should have applicable and useful strategies and a good balance between Study and Activities;
5. skills – the course book should cover four skills – reading, listening, writing and speaking.
6. syllabus – the syllabus of the book should be appropriate for the students and cover the necessary points.
7. topics – the course book should contain a variety of topics, they should be interesting and engaging;
8. stereotyping – the book should represent people and situations in a fair way, not to cultivate any racism or sexism .
9. teacher’s guide – the course book should have teacher’s guide, which is easy in use and have as many answers as possible to the teacher’s questions, which may occur.

Evaluating course books it is possible to distinguish their positive and negative points. First of all, students are accustomed to course books in general, almost all subjects at school have them. Language course books always contain a students' book and an activity book. Good course books have certain benefits, namely: a coherent syllabus, satisfactory language control, motivating texts, tapes or CDs, extra resource materials and so on. They are often attractively presented. They have a detailed teacher's guide, supplied with tests and answers to them and all other exercises included into the book that makes the preparation for the lesson much easier. Some teacher's guides offer extra activities which are interesting both for the teacher and the students, as well as they also have samples of hand-out materials. Teachers planning their lessons or preparing the syllabus for a school year use the structure of the course book chosen for this particular class or level of students. It doesn't mean that the teacher should blindly follow the order presented in the course book. Some topics or exercises can be simply omitted in case the teacher considers that particular text or exercise to be unnecessary. The teacher can use his own materials as a replacement, because some themes can be presented better in other course books, or the teacher decides to use some Internet materials, or the lesson is devoted to watching some video and working further with that material, or listening to songs and developing further exercises.

3.4.1. Analysis of two course books used at secondary schools of Riga.

There are a lot of course books available in the book shops. The most popular among them are New Headway English Course , Opportunities, Matrix and others. We would like to analyze two books designed for Intermediate level students: Matrix and Opportunities in accordance with the above mentioned positive and negative points.

The first difference is the aim of these two course books: "The Matrix" series prepare secondary school students for school-leaving examinations in English, while "Opportunities" ensures rather effective language learning for young adults, but it is not training the students for the exams. Both books have similar sets including a course book, a workbook, a teacher's guide, a test-book and cassettes or CDs. The structure of these two course books is very similar: they are divided into several units. In Matrix there are 10 theme-related units and Opportunities contain – 8 theme-related units. Both books are

supplied with photos, rather vivid pictures, different kinds of diagrams . Every unit of Matrix is divided into following sections: Reading, Grammar, Let's practice 1, Listening and Speaking, Writing, Let's practice 2. After every second page there is Let's revise page. The units in Opportunities' have the following sections: Skill focus 1 (reading and speaking), Grammar focus, Skill focus 2 (listening), one more Grammar focus, Communication workshop (containing exercises on listening, writing and speaking) and Review. The prices are within the limits of 10 Lats. Opportunities is a bit cheaper.

When comparing Reading sections we must say that both books have engaging texts which provide authentic input for the development of students' reading and listening skills, but Matrix which is more examination oriented has more exercises similar in structure to those which will appear at the examination. The texts presented give an opportunity to the teacher to develop his own activities on the text as, for example, to answer more detailed questions, to characterize the situation and so on, to motivate the students to approach the text again and again with the aim to use new words. Cross-cultural topics offer valuable preparation for school-leaving examinations. To this extent, Matrix is more practical in comparison with Opportunities because exercises given after the text make students investigate the text deeper by analyzing different lexical phenomena and giving valuable observations. For example, multiple choice questions are very useful for learning the vocabulary and for attentive reading on the one hand, because the students are to work with the text several times (in case their memory is not excellent) to find the right answer, and on the other hand, they are getting accustomed to an attentive reading. Detailed exercises after the text are very interesting and motivating, for example : Telling your reading speed, where the students are supposed to calculate their reading speed. Opportunities use True or False statements, which also motivate students to come back to the text for many times at the same time demand giving the right answer in case the statement is false. This helps the students to develop their speaking skills. Concerning lexica, such exercises as Verbs (nouns, adjectives and so on) with similar meanings are very useful, because the students' attention is focused on a small group of words which is easier to memorize. This exercise is continued in the following unit where the students are offered to use the above learnt words in sentences. The exercises are interesting and they should motivate the students. The statements in the box areas are often contradictory and the students are asked which they

agree or disagree with and why: such as negotiating, presenting and justifying opinions are practiced. This feature is typical of both course books but in their own way. Regular use of FREE Mini-Dictionary (Opportunities) further extends the students' vocabulary.

Grammar is presented and practiced by contrasting structures and tenses which are commonly mixed in Matrix course book. Grammar exercises are introduced by a warm-up activity which leads to the topic. The structures are presented either through a short reading or listening to the text in which the grammar phenomenon is used original speech. A very good idea in Matrix is – Tip and Slip dialogues highlighting typical problems and queries which students encounter when studying particular areas of grammar. Tip and Slip discuss these areas with a touch of humour using idiomatic language. All Tip and Slip dialogues are recorded so the teacher can creatively work every time they are used. Grammar Focus lessons in Opportunities guide students through the language and give them a thorough grammar practice. Mostly traditional exercises are here though dialogues are also included. Dialogical grammar exercises are supplied with a good example, so that weaker students can use. After every unit there is a page of reviewing, where we also find some exercises devoted to revision of the grammar material learnt. But it seems to us that the number of exercises given in Opportunities is not sufficient on the one hand and on the other hand, these exercises are monotonous. As regards Opportunities the teacher still has to look for additional grammar exercises. Matrix presents 'Just checking' for the control of what and how is learned within the section. Opportunities also have such an option – Check yourself where students are offered to do exercises and to get evaluation by counting their mistakes. Each task is supplied with the number of points which can be earned. Matrix presents a section 'Let's activate'. The emphasis is on oral work, although there are also exercises for further written practice. These activities are for pair work or for a small group and can be used as revision of the material. Course book Opportunities lacks such a kind of revision and activating exercises. Section 'Let's practice 1' revises and extends what students have learnt in the Reading and Grammar sections of the unit and can be used for additional classroom practice or home tasks for students studying fewer hours per week. The exercises in this section usually concentrate on vocabulary, grammar practice and English usage. For the same purposes section Review in Opportunities can be used.

Both course books are supplied with exercises on spelling. In Matrix the exercises are presented in the part Spell-check while Opportunities usually place such exercises in a Workbook.

Listening and Speaking. Oral work has a high profile in Matrix with integrated exercises in all sections. The Listening and Speaking sections provide intensive focus on these skills. Opportunities also have a lot of exercises on Listening. These exercises include different texts, dialogues, announcements, songs and so on. Exercises on pronunciation which recommend to use records and simultaneously to do the given exercises are also presented. Tasks in both books on listening practice for both specific and general information are given. Extensive vocabulary development increases active and passive knowledge. Skills Focus lessons and Communication Workshops in Opportunities provide a solid skills basement. Learning Strategies throughout teach students how to become independent learners and give significant instructions which can be used during their preparation for the examination. Matrix listening section presents a wide range of exam listening tasks including note-taking, multiple choice questions, matching: exam training boxes give the instructions how to approach these tasks. On the one hand these different exercises prepare the students morally for the examination and on the other hand, the variety of choice makes the learning process very interesting. At the end of Speaking and Listening sections in Units 4, 6, 8 and 10 there is a song with questions for students to answer. The lyrics of the song is related to the theme of the section and students are invited to react to the words and express their opinion about them. Unfortunately, our students are interested in these songs more for the sake of a change and relaxation at the lesson, therefore it would be better for the teacher to combine these songs with the songs that are popular at the moment and to work out some kind of combined exercises on both songs (like filling the gaps, or cutting the lyrics of songs into stripes of paper and then offering the students to compile the lyrics according to the song heard). Speaking in Opportunities is practiced through a wide range of controlled and freer activities, encouraging students both to take part in more structured discussions and to express their own ideas. Listening texts are based on authentic materials and feature a variety of speakers and accents.

Speaking skills. The exercises in this part of the unit are designed to develop oral fluency and confidence. In both books the theme of the section is extended and students

are encouraged to develop fluency by taking part in such activities as role-plays, discussions, problem-solving activities, debates, talks, simulation and describing, comparing and contrasting visual materials. Opportunities focuses its attention on such speaking tasks as “Showing interest”, “Expressing Opinion” and others, where students can practice bits of a real conversation. Matrix presents such boxes as “How do I...?”. These boxes provide examples of useful phrases and everyday expression the students can use to improve their fluency and confidence in English.

Writing. Usually the aim of this section in course books is to build up students’ writing skills and make them aware of different styles, registers and layouts, they may need to use, depending on the writing task they are doing. In Matrix the Writing section covers a wide variety of exam-type writing tasks, including letters, a composition expressing views for and against, a report, a CV and a covering letter. The exam training boxes offer the students advice on approaching writing tasks at the exams. A comprehensive writing syllabus presents the students a step-by-step guidance in producing a wide variety of text types. A grammar reference and extensive wordlist with definitions and examples gives extra support for students and teachers. Opportunities present Writing within Communication Workshop. Usually an example of the text is provided, besides that the end of the book has such a section as ‘Writing Help’ which presents a detailed description of a advice on approaching writing tasks at the exams. A comprehensive writing syllabus presents the students a step-by-step guidance in producing a wide variety of text types. A grammar reference and extensive wordlist with definitions and examples gives extra support for students and teachers. Opportunities present Writing within Communication Workshop. Usually an example of the text is provided, besides that the end of the book has such a section as ‘Writing Help’ which presents a detailed description of a ’s practice 2’, which revises and extends the material the students have learnt in the ‘Speaking and Listening,’ and ‘Writing’ sections. The exercises mostly concentrate on vocabulary, grammar practice, speaking practice and writing practice.

Cultural background. Matrix lacks specially designed sections devoted to teaching Cultural background, though a majority of texts are devoted to this theme, for example, the first unit presents a text called “National characteristics” in the Reading section, or the next Unit has a small text about Elvis Presley , Opportunities, on the

contrary, have specially designed sections such as Culture Corner after every second Unit and a small subsection like 'Comparing culture' within the frames of 'Speaking section', which, for example, presents a comparison between British and American English both in written and recorded ways.

Both books have a great variety of exercises which encompass all four skills. The syllabi of both books are applicable to school syllabi and therefore they are very useful. The books are attractive and pleasant to work with. Teachers can use these books as a guide, but practical experience shows that every teacher needs additional material. Depending on the students teachers should choose either to work with a certain set of exercises or to prepare additional material by themselves.

3.4.2. Strategies and techniques for developing students' motivation

Since the present paper is devoted to motivation, the teachers are to use some additional material with the aim of raising motivation, for example, from the Internet : hand-out materials, songs and their lyrics, video material, programs and others. For example, some teachers from Riga secondary school 72 are using these materials very successfully.

Teaching with the help of songs. Lyrics of songs can be taken from the Internet as well as the songs themselves. Teachers can choose either to devote the whole lesson or only some part to this activity. If there is enough time, the teacher can choose one or two English songs for the students to learn. To analyze the content of the lyrics is an effective technique in teaching English culture. Nowadays students are very fond of rap songs, which unfortunately contain a lot of jargon and colloquial words, but there is still a possibility to find an acceptable variant and to explain to the students the origin of these songs and the situation described in them. This kind of a lesson can be followed by a discussion of a famous film (surely seen by everybody), i.e. about Eminem the white king of rap music. Lyrics of songs can be treated in different ways, depending on the students' level. The easiest way is to cut the lyrics into slips of paper and to ask the students to arrange the lyrics in the right order while listening the song. Exercises like filling gaps are also applicable here. Students are very fond of such kind of exercises and the atmosphere in the classroom during these lessons is very favourable. Samples of some additional exercises

are presented in Appendix 2. These exercises were given to the author by a teacher of English working at Riga Secondary school 72.

During these lessons all four skills can be trained: listening, speaking, reading (the lyrics of the song) and even writing if the home task is to create for example, their own rap on a certain theme.

Video materials can be taken from the direct site of the BBC, which presents special materials for studying English. It is possible to use a video version and a written text of the report and further to treat it in accordance with the aims of the lesson. Again some exercises can be created by the teacher. It takes time, but it is really worth it. Students are highly motivated at these lessons. These materials can be found at [Online:4](#)

Learning computer programs are very popular nowadays. This technique could be freely used in private schools which have more facilities to do that. Among these programs we can mention “English Gold”, “Репетитор”, “Профессор Хиггинс”, “Привет, Америка!” and many others, which are created for independent learning of the English language at home. It is also possible to use some fragments from these programs depending on the objective of the lesson. There is a program “11 Lessons of English”. This program can be very useful in teaching grammar. It is known that grammar is very boring and students become bored very soon, this is the time to use the computer. As a rule there are no boring students at the lessons which are held in the computer classroom. This kind of work highly motivates the students because they know that the work will be interesting. After doing the exercise, the student presses button F10 and receives the mark “Good”, “Very good”, “Not bad” and “Bad”. All the mistakes are seen on the screen.

Project work is also very motivating. But again it presupposes that a lot of time will be devoted to this particular project. There are different possibilities in project work, for example students of one school may prepare a certain school file including a description of the school, of their hobbies and interests, stories about some forms at school. The students can prepare a questionnaire – “All about my life” and send this ‘school file’ to another school either in the same city or state or even some schools in Great Britain or the USA. The greatest motivation will be after receiving a reply from the correspondent school. Another possibility is to use ‘*I*EARN – Internet Educational and Resource Network*’. The procedure is as follows: The teacher informs his students about such a possibility to

participate in the project with the help of the teacher and they decide about the project announced on the site. Then students write either essays or reports or short reviews on the theme (depending on the requirements) and send them via e-mail or by placing directly at the home page of the site. The award is publishing the student's work in a magazine or a brochure . The process is very interesting because the students can see their work placed on the Internet and they can get evaluation from the native speakers. This motivates them, because the students know that the work is done for a wide audience and the evaluation also comes from outside the school.

The author of the paper also considers it to be very motivating to use television programs as a support for role-plays at the English lessons. The teacher should be very careful when choosing an appropriate program for students of a certain age and abilities. The program should be adequate (choice of the contents, form and characters) to the students' level of knowledge of the English language. For example, junior students are fond of such TV programs as “Поле чудес”, “ Угадай мелодию”, “ КВН “ and “Золотая лихорадка”, because there are a lot of quizzes, competitions and contests with different problem questions and a variety of tasks. Senior students are more interested in such serials as “Challenger”, “Love and Secrets of Sunset beach” and programs “До 16 и старше”, “Тин-Тоник” and others. The teachers should decide the exact part they will use at the lesson as a support for role-play. The contents of TV programs should correspond to the themes included in the syllabus. These programs may be of informational type, geographical type, fairy-tales, cartoons, everyday life scenes and others. TV programs and serials can be used in two ways.

1. The teacher should ask the students to watch attentively a certain television program in advance and give them tasks: to try to remember (to put down some facts like a plan for the retelling) what the program was about (of course it would be better to record it). After the program the teacher together with the students plans the play: the leading person, passers –by, people in the café or park, at the bus stops , etc. are chosen. These students will be proposed questions according to the theme. First of all the students are interested in this activity, because it is “alive” and connected with real life and is the result of the students' independent watching of the TV program. It is possible to announce a contest of advertisement where the inhabitants of Latvia can spend their vacations, or write comics

about different hotels and camping sites in the USA. The home task can be writing some notes for a school, local or city newspaper or to prepare a crossword (quiz) using the material of the TV program. It is also very interesting to use the idea of such a program as “What? Where? When?” to revise or activate vocabulary.

2. Another source for role-plays is using of the characters of serials. A big number of characters allow all the students to participate in the game. For example, the theme of the lesson is “Appearance”, the television characters are a perfect possibility to motivate monologues describing the appearance of the favourite characters. The description of the characters will be of great interest. When distributing the roles the teacher should take into account the students’ wishes. But he has his own tasks – to make the students speak, to raise their self confidence . By solving these tasks the teacher can help the students to become aware of their communicative abilities. Role-play is a kind of means which help students to improve skills and abilities as well as to try their artistic skill. Motivation is very great because the characters from different films are very close to the students and the challenge to act like the favourite character enables the student to work very hard .

There are a lot of activities described in methodical literature like magazine “Иностранные языки в школе”, English Lesson Plans for ESL EFL Classes (Online) or “Фестиваль педагогических идей "Открытый урок" 2004-2005 учебного года”.(Online 3)

Discussion and contrast. One of the most common teaching techniques used in foreign language teaching is discussion and contrast based on differences of languages which reflect differences in cultures. Teachers can take the material about Western culture in the textbooks so that students can discuss some themes related to the cultural phenomena in their country, and do some comparative analysis. Such discussions will ensure active atmosphere in the classroom and their studies will be more effective. Discussions can be performed or introduced in different ways: like real traditional discussions, or a sort of a press conference where a part of the students act as representatives of some English speaking country and another part are Latvians or Russians. Some discussions may be performed on the basis of a TV program watched at home (being a kind of home task) and others.

Plays and dramas in and out of class. Students like to act, it does not depend on the age, students of all ages are very fond of acting especially if the main characters are of their age or the characters are simply their favorite heroes. Plays in and out of class are probably the most efficient ways of language teaching. Starting with different role-plays and finishing with short or not very short plays on the school stage. Students' activity depends on the choice of the theme and the way any theme is presented by the teacher during the initial stage of the preparation period.

Another example is when the teacher chooses a popular film and by taking the main characters treats the film according to the theme of the lesson. The thing that motivates the students to participate would be the task itself – to act one of his favorite characters. Any necessary theme can be placed under this context . Cultural similarities and differences can be analyzed afterwards during the next lessons.

Photo display. In order to introduce relevant cultural elements vividly the teachers use maps, photographs, and illustrations to the text at the lessons. For instance, when teaching about the Statues of Liberty at first the teachers can display a wall chart of the Statue of Liberty in the United States on the blackboard, or use slides or even to use a video, asking the students to identify it. The next step is to look carefully at the facial expression, the hold-high arm and a torch of the Statue of Liberty . Then teachers can introduce the cultural background briefly telling about : Batuoerdi, a French sculptor, who built the Statue of Liberty in 1924, the way he constructed the statue and who the real prototype of this monument was. (He took his mother's face and his wife's body as models). The teacher explains that the torch in her hand is a symbol of freedom shining all over the world. Then the teacher can guide the students in making an analysis of the understanding of American national spirit through the history of the Statue of Liberty.

Introduction of foreign festivals. A class or many classes can participate in such kind of celebration. Such festivals in Latvian schools are better known as the week of the English language. It is very useful when students of different forms come together and have a possibility to watch presentations, songs, dances, dramas performed by their classmates or senior students. By celebrating foreign language festivals, learners will get acquainted with the target culture. Teachers are to give introduction on the origin and the conventional activities of the festival. Such festivals are very good because if the school practices the

week of the English language, then there is also the week of the Latvian language and the week of the Russian language, which help students to compare traditions , customs , drama, even food.

Using authentic materials. Obviously, the best way to learn foreign cultural background is to go to that country to stay there for a period of time. But the fact is that not all of our students can afford this, therefore it is practically necessary for the teachers to use authentic materials to teach culture. The most available materials are the Internet, magazines and newspapers, as well as the use of mass media, films, and literature: novels and short stories. Creative teachers use them as they consider these materials as a good means for teaching culture, for they reflect people's way of life in terms of variety and authenticity. Home reading activities, writing reports, making reports on the occasion of different holidays celebrated in the target countries all these activities can be directed to culture learning.

Using audio-visual media. Audio-visual materials are widely welcome due to their vividness both in language learning and culture studies. Computer rooms can also be used for this purpose. Nowadays when we all are equipped with video tape recorders, it is possible to record some extract of a TV program or a film, design some exercises like questions – answers, multiple-choice answers, true-false statements, and etc. and bring them to the lesson. Some discussions are very vivid and useful because modern facilities allow the teachers to repeat the episode which causes the best reaction during the discussion held. Some teachers believe that using media in the foreign language classroom is certain to bring about a superior result.

Conclusion

In the process of research the idea of students' intrinsic and extrinsic motivation , strategies of learning and their role in motivation as well as the role of the teacher were investigated. The degree of every kind of motivation in a personality is different. There are no pure types of motivation. The students cannot have only intrinsic or extrinsic motivation. All of us are motivated when living in the society to improve our qualifications, including studying foreign languages. It does not matter if students are good at foreign languages or not, they are to take English exam and if they have good knowledge of English they will have a good job. If students do not have intrinsic motivation for foreign language studying (the majority of students do not have) everything depends on the teacher's ability to motivate his/her students in the classroom.

Unfortunately, there is no magic formula for motivating students. Many factors affect the students' motivation to work and to learn e.g. interest in the English language, perception of its usefulness, general desire to achieve good results, self-confidence, and

self-esteem, as well as patience and persistence. And of course, not all students are motivated by the same values, needs, desires, or wants. Some of the students can be motivated by the approval of others, some by overcoming challenges in the classroom.

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o learn e.g. interest in the English language, perception of its usefulness, general desire to achieve good results, self-confidence, and self-esteem, as well patience and persistence. And of course, not all students are motivated by the same values, needs, desires, or wants. Some of the students can be motivated by the approval of others, some by overcomindents having intrinsic motivation to study English, they undertake an activity for their own sake and enjoyment. Extrinsic motivation has a temporary influence on the students. And the role of the teacher is to make his/her lessons interesting in order to motivate students for the achievement.

The students of the age group of 16-20 learning at school the author of the present paper works at come from well-situated families which nowadays are considered to be the representatives of the middle class. Many of them have a possibility to improve their language knowledge not only at school but also abroad spending some weeks at language courses. These students have both intrinsic and extrinsic motivation. They really want to develop the language and acquire new knowledge, because most of them have already been to some English speaking countries and know that they need this language. Some of the students are planning to continue their studies abroad, some are going to the UK to work, therefore their motivation is very high. The overcoming of the language barrier is very hard, therefore they should be trained to communicate and act in different situations. Knowledge of grammar also should be improved, especially those students need grammar improvement, who are going to continue their studies abroad. The students are well equipped, therefore all the techniques described in this paper concerning computer technologies and the Internet are available to them and can be successfully used by the teacher.

The research has resulted in the proof that students' intrinsic and extrinsic motivation for studying English increases if the materials and methods are chosen by the teacher according to the students' interests. The present work puts forward some ideas for increasing the students' motivation by using computer technologies and TV facilities. A creative teacher can design a lot of material which can be of interest for the students and therefore motivate them. Thus, the paper has proved that the most important aspects in the language teaching are: motivation (intrinsic and extrinsic) and a creative teacher as well as a positive environment.

Theses

1. There are five levels of basic needs, according to Maslow's theory. (2003:109) Speaking about the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow suggested the following sequence of the basic needs: physiological, safety, love and belongingness, esteem and self-actualization.

Maslow (2003:109) states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind.

2. Extrinsic motivation can be regarded as dependence of an individual on outer information and authority. Evaluation and interesting exercises are the tools in hands of the experienced teacher. If students' perception of the lesson is based on positive emotions and they are eager to participate in the learning process, it means that the lesson was successfully managed by the teacher.

3. The intrinsic motivation is one of the means that influences the learner's desire and motivation for achieving high competence in fluent English.

4. There are different ways of investigating the students' motivation at school. One of the methods of assessment of students' motivation is a questionnaire. It does not take much time to receive the information from students about their motivation. Questionnaires can help teacher to know more about the students, their interests and their level of motivation,

as well as the attitude towards the English language learning or serve as a feedback of the activity in the classroom.

5. Rebecca Oxford (1990) used Rigney's definition of language learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (Oxford,1990: 8) as the basis and classified learning strategies into six groups

6. The target group were 47 students at the of 16-20. These are the students of the 9th - 12th forms, having pre-intermediate, intermediate and advanced levels of English knowledge.

7. Good and correct pronunciation helps students to overcome the 'language barrier', get rid of self-consciousness, reluctance to speak in front of a lot of people. . Therefore, teaching pronunciation is of great importance in the developing the students' listening and speaking skills.

8. Revision of new words could be performed in different ways. Visual imaginary is very useful, especially if followed by revision. For intermediate and advanced students different exercises are designed: starting from filling gaps and ending with giving definition of a new word in the target language or describing the notion.

9. The use of different techniques makes foreign language lessons emotionally coloured, gets the students interested. All the techniques of teaching the English language mentioned in the paper raise the students' motivation and provide favorable conditions for the application of the principle of conscious and active teaching and create natural situations for the use of the language as a means of communication.

10. If a student is aware of his own culture and recognizes differences between his culture and that of other communities or countries where the target language is spoken – this is the way the students learn to understand and appreciate cultural differences.

11. Teaching a foreign language will result in the student's ability to communicate with a big number of people speaking that language and it means that the foreign language.

12. The teacher should serve as a link between the students and the language taught. The role of the teacher may change from one activity to another as well as from one stage of an activity to another.

If we can make our classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals

are challenging, yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to our students' motivation to learn.

The teacher should use the activities in the classroom which include listening to the broadcasts, watching TV programs or films in English as native speakers' language, in order to presuppose good pronunciation. Trying to communicate with English speaking people students realize their need for the language, confidence and develops the motivation for studying language. Good and correct pronunciation helps students to overcome the 'language barrier', get rid of self-consciousness, reluctance to speak in front of a lot of people.

The classroom will result in success, if teacher provides new words, expressions, terminology for the lesson. Students should be familiar with the theme of discussion; it motivates them for speaking and expressing their opinion.

13. Teaching a foreign language helps the teacher to develop the student's memory, his imaginative abilities, and willpower. At the same time, in learning a new language a student should memorize words, idioms, sentence patterns, structures and keep them in their long term memory ready to be used whenever the students' needs them in listening, speaking, reading, and writing. Demotivation is a kind of negative influence that cancels the existing motivation.

14. Learning a foreign language makes the student acquainted with the culture of the people whose language the student studies. Foreign language teaching should promote students' general education and cultural growth by increasing their knowledge about foreign countries.

15. Evaluating course books it is possible to distinguish their positive and negative points. Language course books always contain a students' book and an activity book. Course books have certain benefits, namely: a coherent syllabus, satisfactory language control, motivating texts, tapes or CDs, extra resource materials and so on. They have a detailed teacher's guide, supplied with tests and answers to them and all other exercises included into the book that makes the preparation for the lesson much easier.

16. Teachers can provide help by choosing suitable teaching techniques that are relevant to the learner's interests and abilities. These techniques may include the use of different aids, such as pictures, radio, tape-recorder, TV and video. These are the

resources, which generate students' interest and motivation and can create a positive climate for successful learning .

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Appendix 1

3.5.3. Motivation questionnaires

Teachers can motivate students by choosing suitable methods of teaching that are relevant to the learner's needs and skills. Questionnaires can help the teacher to know more about the students, their interests and their level of motivation, as well as their attitude towards the English language learning or serve as a feedback in the classroom activity. The results of the questionnaire will provide the teacher with useful and helpful information, which can be used to develop the students' interests and motivation in order to create a most favourable climate for successful learning.

The author of the present paper has chosen two questionnaires which investigate intrinsic and extrinsic motivation. For an answer the respondent gets 1 point and 2 points according to the following table: (in-intrinsic motivation; ex – extrinsic motivation; m-medium level of motivation; h – high level of motivation:

Table 1. Intrinsic motivation.

Question	2 points	1 point	Type of motivation
1. I have decided to study English at school because			
1) my parents insist on it	H		Ex
2) English is a very useful language		M	Ex
3) I enjoy the process of communication in English	H		In
4) I am fond of reading English books for the sake of getting new information	H		In
2. When I do the English homework, I	H		

1) do it fast to get rid of another boring hometask			In
2) do it with pleasure enjoying every moment of the exercise	H		In
3) do it with no special attitude as any other home task			
3. When I do my hometask including English, I			
1) start doing it with English because I like it	H		In
2) do English at the end because it is boring			
3) do exercises in turn without any special preferences			
4. When I listen to the radio, I			
1) prefer listening to the English songs and broadcastings	H		In
2) switch off the program, because it is in English			
3) do not care what language is spoken			
5. My computer's interface is in			
1) English			
2) my native language	H		In
3) other language			
6. When I see a slogan in Russian or Latvia, I			
1) try to translate it into English, because I am fond of translating			
2) do not translate, because I don't like translating at all	H		In
3) do not translate, because it has never occurred to me			

The idea of the questionnaire is taken from Е.Илjin “Мотивация и Мотивы” and the author of the paper has adapted it for her students. . The questionnaire of **intrinsic** motivation includes questions which correlate with a certain inner enjoyment of the process of work and therefore the respondent choosing this very answer has intrinsic motivation. Not all the items of the questionnaire have high or medium level of intrinsic or extrinsic motivation. For instance, the sentences “ I do English at the end because it is boring”, “I do exercises in turn without any special preferences” do not reflect any kind of motivation, therefore these sentences have no mark at all. The sentence “I have decided to study English at school because my parents insist on it” the author sees the extrinsic motivation and the main motivator is either his mother or his father. According to the opinion of the author of the paper the sentence “English is a very useful language” represents extrinsic motivation of medium level. The student understands the importance of English, therefore the motivation is extrinsic.

The questionnaire of **extrinsic** motivation, represented in Table 2, is based on the students' attitude towards the studies of different subjects at school (Илjin, 2003:427). There are 20 sentences in the questionnaire. The student is to choose up to 10 sentences, which he likes most of all. Then he has to arrange them in order of importance .When the sentence is put in the first place, it receives 10 points, when the sentence is put on the tenth place it receives 1 point., the second place – 9 points and so on. The main aim of the questionnaire to define what motivation either extrinsic or intrinsic prevails. If the respondent chooses

more sentences related to intrinsic motivation and puts them on the first place, his index of intrinsic motivation is higher as compared with the respondent who gave them the last places. It is possible to compare general indices of extrinsic and intrinsic motivation of all the students of the group. The sentence of high level motivation receives 2 points; medium level receives 1 point and low -0. According to the formula proposed by Iljin (2003:427) The value of the level of motivation is multiplied by the value of rating of the sentence, the index of extrinsic motivation of the given sentence is received, then all the indices are summed up and the general index of extrinsic motivation is received.

Table 2 Extrinsic motivation

Question	2 points	1 point	Type of motivation
1.English is interesting		M	In
2.I like the way the teacher teaches	H		Ex
3.Everybody has to know English		M	Ex
4. I need English for my future		M	Ex
5.English is an easy subject	H		Ex
6.English make me thinking	H		In
7.English is supposed to be profitable		M	Ex
8.English requires attention, quick thinking and intelligence		0	0
9.English requires patience			
10.English is amusing		M	Ex
11.My friends are interested in English			
12.Some aspects of English are interesting		M	In
13.My parents think English is important		M	Ex
14.I am in good terms with the English teacher		M	Ex
15.The English teacher often praises me		M	Ex
16.The English teacher explains the subject well		M	Ex
17.I enjoy studying English	H		In
18.I need English to enter the institute or the university	H		Ex
19. English helps to develop general culture of a personality	H		Ex
20.English helps in getting information	H		Ex

35 respondents took part in this research (at the age of 16-20). All of them completed both described above questionnaires. After processing all the data received the results were as follows: one respondent had 4 in English, five respondents had 5, six respondents had 6, eight respondents had 7, nine respondents had 8, four respondents had 9 and two respondents had 10 (according to the school register).

Table 3 represents an average score of points for extrinsic and intrinsic motivation in relation to the marks.

Table3. Average score of points for intrinsic and extrinsic motivation.

The mark	Extrinsic1	Extrinsic 2	Intrinsic 1	Intrinsic2
5	1.6	41.5	5	28.2
6	1.7	53.8	7.3	21
7	2.0	48.7	6.5	21.8
8	2.0	36.6	6.0	33.0
9-10	2.5	42.5	7.0	25.2

The highest extrinsic motivation is registered with the students having mark 6 at school, that is 53,8, and those students who had 9 and 10 marks showed – 42,5. It is 25% higher than the average score of extrinsic motivation of the students who had “ eight”. At the same time the intrinsic motivation with the students with marks 9 and 10 decreases from 33,0 (the students who had 8) to 25,2 (the average score of intrinsic motivation for the students who had 9 and 10).

The relation between the mark and the level of intrinsic motivation can be observed: the higher is the mark, the higher the intrinsic motivation is and the lower is the extrinsic motivation. These results were received before the teachers introduced the additional material proposed by the author of the paper at the lesson. After the teachers used the materials, the intrinsic motivation increased greatly, the results received after the processing of the results of second questionnaire were as follows:

Table 4 Average score of points for intrinsic and extrinsic motivation (after the additional materials were used).

The mark	Extrinsic1	Extrinsic 2	Intrinsic 1	Intrinsic2
5	1.6	41.5	5	45.8
6	1.7	53.8	7.3	33.2
7	2.0	48.7	6.5	48.2
8	2.0	36.6	6.0	47.5
9-10	2.5	42.5	7.0	38.6

Thus, the use of additional exercises at the lessons increases intrinsic motivation, because the students are

- involved in the activities
- they really want to participate
- do the exercises

proposed by the teacher. The motivation has increased because the additional materials used by the teacher touched their feelings (Appendix 2), love (Appendix 2). These exercises help them to overcome fear to speak and to become ‘the champions’ (We are the champions). The teacher tries to help the student to feel their personal tight with the English text. The good teacher understands the students and knows their interests and dreams. This investigation proved the hypothesis of the present work.

Appendix 2

Level: pre-intermediate to advanced

Task: to learn new words.

MONSOON By Tokio Hotel

I'm staring at a broken door,
There's nothing left here anymore.
My room is cold,
It's making me insane.

I've been waiting here so long,
But the moment seems to 've come,
I see the dark clouds coming up again.

CHORUS
Running through the monsoon,
Beyond the world,
To the end of time,
Where the rain won't hurt (?)

Fighting the storm,
Into the blue,
And when I loose myself I think of you,
Together we'll be running somewhere new

Through the monsoon.
Just me and you.

A half moon's fading from my sight,
I see your vision in its light.
But now it's gone and left me so alone

I know I have to find you now,
Can hear your name, I don't know how.
Why can't we make this darkness feel like home?

CHORUS

Running through the monsoon,
Beyond the world,
To the end of time,
Where the rain won't hurt (?)

Fighting the storm,
Into the blue,
And when I loose myself I think of you,
Together we'll be running somewhere new
And nothing can hold me back from you.

Through the monsoon. Hey! Hey!

BRIDGE

I'm fighting all this power,
Coming in my way
Let it sail me straight to you,
I'll be running night and day.

I'll be with you soon
Just me and you.

We'll be there soon
So soon.

CHORUS

Running through the monsoon,
Beyond the world,
To the end of time,
Where the rain won't hurt (?)

Fighting the storm,
Into the blue,
And when I loose myself I think of you,
Together we'll be running somewhere new
And nothing can hold me back from you.

Through the monsoon.
Through the monsoon.

- e. I'm fighting all this power, 5.
- f. We'll be there soon 6.
- g. I'll be with you soon 7.
- h. So soon. 8.

4. Look at the verbs in this song and recognize the tenses like in the first example:

- a. I'm staring at
Present continuous
- b. I'm fighting
- c. We'll be
- d. It's making
- e. I've been waiting
- f. to have come
- g. I see
- h. I'll be running
- j. I loose
- k. The rain won't hurt

5. Translate the following lines:

Let it sail me straight to you,

.....

.....

And when I loose myself I think of you,
Together we'll be running somewhere new
And nothing can hold me back from you.

WE ARE THE CHAMPIONS

By Queen

Level: pre-intermediate to advanced

Tasks: to enlarge vocabulary and common phrases.

Time after time -
I've done my sentence
But committed no crime -
And bad mistakes
I've made a few
I've had my share of sand kicked in my face -
But I've come through

We are the champions - my friends
And well keep on fighting - till the end -
We are the champions -
We are the champions
No time for losers
cause we are the champions - of the world -

I've taken my bows
And my curtain calls -
You brought me fame and fortune and everything that goes with it -
I thank you all -

But its been no bed of roses

No pleasure cruise -
I consider it a challenge before the whole human race -
And I aint gonna lose -
We are the champions - my friends
And well keep on fighting - till the end -
We are the champions -
We are the champions
No time for losers

1. Listen to the song and complete the gaps:

Verse-1

I've paid my dues, (1)
I've done my sentence, but (2)
And bad mistakes, I've made a few.
I've had my share of (3)
But I've (4)

CHORUS

We are the champions, my friend
And we'll keep on fighting (5).....
We are the champions (x2)
No time for losers 'cos
We are the champions of the world.

Verse-2

I've (6) and my (7).....
You've brought me fame and everything that goes with it; I thank you all,
But it's been (8) , no pleasure cruise.
(9).....
Before (10).....
And I ain't gonna lose.

The missing phrase:

- | | |
|-------------------|--------------------------|
| A come through | F curtain call |
| B taken my bows | G time after time; |
| C to the end. | H sand kicked in my face |
| D no bed of roses | I committed no crime |

E the whole human race J I consider it a challenge

Appendix 3

Theme: Heathrow, London

Tasks: to improve listening skills and learn words typical of the news .

The text is taken from the BBC site (<http://www.bbc.co.uk>). Audio version can be copied from the site. First the teacher introduces the vocabulary presented below, then the students listen to the audio version. The next step is answering the questions .

The present activity is designed by the author of the paper.

London Heathrow is the biggest airport in the UK and it also handles more international passenger traffic than any other airport in the world. For this reason, expansion was planned and on 27th March a fifth terminal opened to help to cope with the many passengers that pass through the airport.

The new terminal has taken a long time to plan and build. The idea was first proposed back in the 1980s. The opening of it has been talked about widely in the media in the UK and expectations were high for the £4.3 billion project.

However, in spite of long preparations at Terminal 5 ahead of the grand opening, things soon descended into chaos. There were problems from the outset as staff had difficulties finding car parking spaces and getting through security to get into the building. This

consequently caused a delay when passengers started to arrive and adequate numbers of staff were not in place. Long passenger queues formed and the slow start meant that everyone had to play catch-up from the beginning.

Staff were having problems using the new systems and a baggage handler told the BBC, it was all "a shambles the moment the doors opened". The terminal has been designed to handle 12,000 bags an hour but due to a reported "lack of training and essential support that was promised", a backlog of luggage soon materialised.

By lunchtime on that first day, 20 flights had been cancelled to try and alleviate the problems. Flights continued to be cancelled in the days following the opening and up to 28,000 bags have now had to be placed in temporary storage.

BA, the only airline operating at Terminal 5 says it is working to clear the backlog, but the negative publicity caused by this fiasco has not helped the airport or the airline's reputation at all.

Vocabulary

handles - deals with, takes responsibility for

international passenger traffic - people who travel on planes from one country to another

expansion - becoming bigger, increasing in size

to cope - to deal (with a difficult situation) successfully

proposed - offered, stated, suggested (used when talking about a plan or action that people will consider)

expectations - when you think or believe something good will happen

billion - a thousand million

grand - splendid and impressive

from the outset - from the very beginning

adequate - here, sufficient, enough

queues formed - people stood one after another in long lines

to play catch-up - to act quickly in order not to miss something (here, their flights).

Literally, in a sport or game, to try to match the performance of another competitor

a baggage handler - somebody whose job it is to load and unload airplane baggage

a shambles - in a state of confusion, poorly organised

lack of - not enough, insufficient

a backlog - a large quantity of unfinished work that has built up over a period of time and which must be dealt with

materialized - appeared

alleviate - relieve, make easier

temporary storage - here, when lost bags are kept safe for a short time in a special building/place until somebody deals with them

fiasco - a humiliating failure

1. Listen to the song and complete the gaps:

London Heathrow is the airport in the UK and it also handles more international passenger than any other airport in the world. For this reason, expansion was planned and on 27th March a fifth terminal opened to help to cope with the many passengers that pass through the airport.

The new terminal has taken a long time to plan and build. The idea was first proposed back in the 1980s. The opening of it has been talked about widely in the in the UK and expectations were high for the £4.3 billion project.

However, in spite of long at Terminal 5 ahead of the grand opening, things soon descended into chaos. There were problems from the outset as staff had difficulties finding spaces and getting through security to get into the building. This consequently caused a delay when passengers started to arrive and adequate numbers of staff were not in place. Long passenger formed and the slow start meant that everyone had to play catch-up from the beginning.

..... were having problems using the new systems and a handler told the BBC, it was all "a shambles the moment the doors opened". The has been designed to handle 12,000 bags an hour but due to a reported "lack of training and essential support that was promised", a backlog of luggage soon materialised.

By lunchtime on that first day, 20 had been cancelled to try and alleviate the problems. Flights continued to be cancelled in the days following the opening and up to 28,000 bags have now had to be placed in temporaryBA, the only airline operating at Terminal 5 says it is working to clear the backlog, but the negative caused by this fiasco has not helped the airport or the airline's reputation at all.

2. Answer the questions:

1. What was planned?
2. When was the idea first proposed?
3. What caused chaos?
4. Were there any problems with new systems?
5. How many bags can the terminal handle?
6. How many flights were cancelled on the first day?
7. What is the only airline operating at Terminal 5?

Appendix 4

Level: intermediate.

Tasks: to develop the speaking skills

The activity is taken from the Internet iteslj.org/questions/culture.html. These questions can be used at the lesson developing the students' skills. The questions can be divided into several parts and used at the lesson within a week or a month. Another way the questions can be used is to cut them into two slips of paper and distribute among the students. The students should give extended answers to the questions, if they can. The student coming to the teacher's table take one of the slips and answers at once without thinking, other students can add their idea about the question.

1. Give extended answers:

- What are some things that define a culture? For example, music, language, ...
- What do you think is interesting about your culture?
- Do you know much about your own culture?
- When people from other countries think about your culture, what do they usually think of?
- In your culture is it polite to be straight forward and direct when you talk to someone?

- To whom is it OK and to whom is it not OK?

- What has surprised you when you've met people from other countries?
- Have you looked at Internet pages from a different culture? If so, how were they different from those of your own culture?
- What do you like about your culture?
- What don't you like about your culture?
- How do young people in your culture behave differently from people in this culture?
- Are there many people of different cultures in your country? Are you friends with any?
- Have you ever felt confused by the actions of someone from another culture? If so, tell me about it.
- How are your language teachers who are not from your country different from your other teachers?
- How are they the same?
- Who in your culture do you admire most?
- If you could change one thing about your culture, what would it be?
- Would you ever consider marrying or dating someone from another culture?
- Would you ever consider living permanently in a country other than your home country? Why or why not?
- What does it mean to be polite in your culture?
- What is considered rude in your culture?
- Is there anything in this culture that is considered rude that may not be considered rude in your culture?
- If a group of people just came to your country from overseas, what advice would you give them?
- What other cultures have you met people from?
- What do you think is important when visiting another culture?
- Do you think "when in Rome, do as the Romans do" is always good advice? Why or why not?

- What culture besides your own do you admire and why?
- If aliens visited your country, what might surprise them?
- Customs : What are your favorite customs?
- What customs do you think should be revised?
- What customs (from elsewhere) do you think should be included in our culture?

Appendix 5

Level: pre-intermediate/Intermediate

Tasks: to learn new vocabulary

THE GOLDFISH

ELEONORE FARJEON (yanko.lib.ru/books/encycl)

There was once a Goldfish who lived in the sea in the days when all fishes lived there. He was perfectly happy, and had only one care; and that was to avoid the net that floated about in the water now here, now there. But all the fish had been warned by King Neptune, their father, to avoid the net, and in those days they did as they were bid. So the Goldfish enjoyed a glorious life, swimming for days and days in the blue and green water: sometimes low down close to the sand and shells and pearls and coral, and the big rocks where the anemones grew like clusters of gay flowers, and the seaweed waved in frills and fans of red and green and yellow; and sometimes he swam high up near the surface of the sea, where the white caps chased each other, and the great waves rose like mountains of glass and tumbled over themselves with a crash. When the Goldfish was as near the top as this, he sometimes saw swimming in the bright blue water far, far above him a great Gold Fish, as golden as himself, but as round as a jelly-fish. And at other times, when that distant water was dark blue instead of bright, he saw a Silver Fish such as he had never met under the sea, and she too was often round in shape, though at times, when she seemed to swim sideways through the water, he could see her pointed silver fins. Our Goldfish felt a certain jealousy of the other Gold' Fish, but with the Silver Fish he fell in love at sight, and longed to be able to swim up to her. Whenever he tried to do this, something queer happened that made him lose his breath; and with a gasp, he sank down into the ocean, so deep that he

could see the Silver Fish no longer. Then, hoping she might descend to swim in his own water, he swam for miles and miles in search of her; but he never had the luck to find her.

One night as he was swimming about in very calm water, he saw overhead the motionless shadow of an enormous fish. One great long fin ran under its belly in the water, but all the rest of it was raised above the surface. The Goldfish knew every fish in the sea, but he had never before seen such a fish as this. It was bigger than the Whale, and as black as the ink of the Octopus. He swam all round it, touching it with his inquisitive little nose. At last he asked, "What sort of fish are you!"

The big black shadow laughed. "I am not a fish at all, I am a ship."

"What are you doing here if you are not a fish?" "Just at present I am doing nothing, for I am becalmed. But when the wind blows I shall go on sailing round the world."

"What is the world?"

"All that you see and more."

"Am I in the world, then?" asked the Goldfish.

"Certainly you are."

The Goldfish gave a little jump of delight. "Good news! good news!" he cried.

A passing Porpoise paused to ask, "What are you shouting for?"

"Because I am in the world!" "Who says so?" "The Ship-Fish!" said the Goldfish. "Pooh!" said the Porpoise, "let him prove it!" and passed on.

The Goldfish stopped jumping, because his joy had been damped by doubt. "How can the world be more than I can see?" he asked the Ship. "If I am really in the world I ought to be able to see it all — or how can I be sure?"

"You must take my word for it," said the Ship. "A tiny fellow like you can never hope to see more than a scrap of the world. The world has a rim you can never see over; the world has foreign lands full of wonders that you can never look upon; the world is as round as an orange, but you will never see how round the world is."

Then the Ship went on to tell of the parts of the world that lay beyond the rim of things, of men and women and children, of flowers and trees, of birds with eyes in their tails, blue, gold, and green, of white and black elephants and temples hung with tinkling bells. The Goldfish wept with longing because he could never see over the rim of things, because he could not see how round the world was, because he could not behold all at once all the wonders that were in the world.

How the Ship laughed at him! "My little friend," said he, "if you were the Moon yonder, why, if you were the Sun himself, you could only see one half of these things at a time."

"Who is the Moon yonder?" asked the Goldfish.

"Who else but that silver slip of light up in the sky?"

"Is that the sky?" said the Goldfish. "I thought it was another sea. And is that the Moon? I thought she was a Silver Fish. But who then is «the Sun?"

"The Sun is the round gold ball that rolls through the sky by day," said the Ship. "They say he is her lover, and gives her his light."

"But I will give her the world!" cried the Goldfish. And he leaped with all his tiny might into the air, but he could not reach the Moon, and fell gasping into the sea. There he let himself sink like a little gold stone to the bottom of the ocean, where he, lay for a weak weeping his heart out. For the things the Ship had told him were more than he could understand; but they swelled him with great longings — longings to possess the Silver

Moon, to be a mightier fish than the Sun, and to see the whole of the world from top to bottom and from side to side, with all the wonders within and beyond it.

Now it happened that King Neptune, who ruled the land under the waves, was strolling through a grove of white and scarlet coral, when he heard a chuckle that was something between a panting and a puffing; and peering through the branches of the coral-trees he beheld a plum Porpoise bursting its sleek sides with laughter. Not far off lay the Goldfish, swimming in tears.

King Neptune, like a good father, preferred to _share in all the joys and sorrows of his children, so he stopped to ask the Porpoise, What tickles you so?"

"Ho! ho! ho!" puffed the Porpoise. "I am tickled by the grief of the Goldfish there."

"Has the Goldfish a grief?" asked King Neptune.

"He has indeed! For seven days and nights he has wept because, ho! ho! because he cannot marry the Moon, surpass the Sun, and possess the world!"

"And you," said King Neptune, "have you never wept for these things?"

"Not I!" puffed the Porpoise. "What! weep for the Sun and the Moon that are nothing but two blobs in the distance? Weep for the world that no one can behold? No, Father! When my dinner is in the distance, I'll weep for that; and when I see death coming, I'll weep for that; but for the rest, I say pooh!"

"Well, it takes all sorts of fish to make a sea," said King Neptune, and stooping down he picked up the Goldfish and admonished it with his finger. "Come, child," said he, "tears may be the beginning, but they should not be the end of things. Tears will get you nowhere. Do you really wish to marry the Moon, surpass the Sun, and possess the world?"

"I do, Father, I do!" quivered the Goldfish. "Then since there is no help for it, you must get caught in the net — do you see it floating yonder in the water? Are you afraid of it?"

"Not if it will bring me all I long for," said the Goldfish bravely.

"Risk all, and you will get your desires," promised King Neptune. He let the Goldfish dart through his fingers, and saw him swim boldly to the net which was waiting to catch what it could. As the meshes closed upon him, King Neptune stretched out his hand, and slipped a second fish inside it; and then, stroking his green beard, he continued his stroll among his big and little children.

And what happened to the Goldfish? He was drawn up into the Fisherman's boat that lay in wait above the net; and in the same cast a

Silver Fish was taken, a lovely creature with around body and silky fins like films of moonlit cloud.

"There's a pretty pair!" thought the Fisherman, and he carried them home to please his little daughter. And to make her pleasure more complete he first bought a globe of glass, and sprinkled sand and shells and tiny pebbles at the bottom, and set among them a sprig of coral and a strand of seaweed. Then he filled the globe with water, dropped in the Gold and Silver Fishes, and put the little glass world on a table width=100% in his cottage window.

The Goldfish, dazed with joy, swam towards the Silver Fish, crying, 'You are the Moon come out of the sky! Oh see, how round the world is!"

And he looked through one side of the globe, and saw flowers and trees in the garden; and he looked through another side of the globe, and saw on the mantelpiece black and white elephants of ebony and ivory, that the Fisherman had brought from foreign parts; and through another side of the globe he saw on the wall a fan of peacock's feathers, with eyes of gold and blue and green; and through the fourth side, on a bracket he saw a little Chinese temple hung with bells. And he looked at the bottom of the globe, and saw his own familiar

world of coral, sand, and shells. And he looked at the top of the globe, and saw a man, a woman, and a child smiling down at him over the rim.

And he gave a little jump of joy, and cried to his Silver Bride:

"Oh Moonfish, I am greater than the Sun! for I give you, not half, but the whole of the world, the top and the bottom and all the way round, with all the wonders that are in it and beyond it!"

And King Neptune under the sea, who had ears for all that passed, laughed in his beard and said:

"It was a shame ever to let such a tiny fellow loose in the vast ocean. He needed a world more suited to his size."

And ever since then, the world of the Goldfish has been a globe of glass.

1. Work in chain. Check up your comprehension of the story choosing the right variant

1. The Goldfish was

- a. very sad
- b. perfectly happy
- c. very lonely

2. The father of all the fish was

- a. God Mars
- b. King John
- c. King Neptune

3. The Goldfish sometimes saw far above him

- a. a great ship
- b. a great Gold Fish
- c. many small bright fishes

4. When he saw the Silver Fish

- a. he felt a certain jealousy
- b. he fell in love at sight.
- c. he lost his head

5. One night when he was swimming he saw

- a. the motionless shadow of an enormous fish
- b. a big jelly-fish
- c. a large octopus

6. The big black shadow was

- a. a whale
- b. a ship
- c. a porpoise

7. The ship was going

- a. to sail round the world
 - b. to get some repairs in the dockyard
 - c. to make friends with the Goldfish,
8. The ship told the Goldfish about
- a. the world and its wonders
 - b. the ocean
 - c. King Neptune
9. The Goldfish was happy because
- a. he was in the world
 - b. he enjoyed the stories told by the ship
 - c. the Silver Fish loved him too
10. His joy was damped by
- a. the words of the Porpoise.
 - b. his father's warnings
 - c. the words of the ship
11. The Goldfish wept with longing because
- a. he could never see over the rim of things
 - b. the Silver Fish was so far from him
 - c. the Ship was laughing at him
12. The Porpoise was bursting with laughter because
- a. the stories told by the Ship were amusing
 - b. he was tickled by the grief of the Goldfish
 - c. the Goldfish told him a funny joke
13. The Porpoise said he could weep
- a. for the things that made the Goldfish so unhappy
 - b. only when his dinner was far from him
 - c. when his friend left him
14. The Goldfish did not mind being caught in the net if
- a. it would bring him all he longed for
 - b. the Silver Fish would swim near him
 - c. the Fisherman would bring him to his cottage
15. The Goldfish was quite happy in the glass globe because
- a. he could give the Silver Fish the whole of the world
 - b. the Fisherman's family was kind to him
 - c. he had found many new friends

2. Read and try to memorize the following words. Study the sentences where they occur:

avoid — избегать

He was perfectly happy, and had only one care; and that was to avoid the net ...

float — плавать, держать(ся) на поверхности воды

... that floated about in the water

warn - предупреждать, предостерегать

But all the fish had been warned by King Neptune, their father, to avoid the net ...

glorious — 1. славный; 2. великолепный, чудесный So the Goldfish enjoyed a glorious life ...

surface — поверхность

and sometimes he swam high up near the surface of the sea ...

chase — гнаться, преследовать

where the white caps chased each other

jealousy — ревность

Our Goldfish felt a certain jealousy of the other Gold Fish ...

queer — странный . - .

Whenever he tried to do this, something queer happened that made him lose his breath ...

descend — опускаться

Then, hoping she might descend to swim in his own water, he swam for miles and miles in search of her ...

calm — спокойный, тихий

One night as he was swimming about in very calm water, he saw overhead the motionless shadow of an enormous fish.

inquisitive — любопытный, любознательный

He swam all round it, touching it with his inquisitive little nose.

rim — край, ободок

The world has a rim you can never see over...

temple — храм

... and temples hung with tinkling bells.

sink — тонуть, опускаться на дно

There he let himself sink like a little gold stone to the bottom of the ocean...

weep — рыдать

where he lay for a week weeping his heart out.

grief — горе

"I am tickled by the grief of the Goldfish there."

possess — владеть, обладать

... but they swelled him with great longings — longings to possess the Silver Moon, to be a mightier fish than the Sun ...

surpass - превосходить

... because he cannot marry the Moon, surpass the Sun, and possess the world!"

long - страстно хотеть чего-то

"Not if it will bring me all I long for," said the Goldfish bravely.

sprinkle — посыпать, разбрасывать

... he first bought a globe of glass, and sprinkled sand and shells and tiny pebbles at the bottom, ...

suited — подходящий, соответствующий

"... He needed a world more suited to his size."

bride — невеста

And he gave a little jump of joy, and cried to his Silver Bride ...

shame — стыд, позор

"It was a shame ever to let such a tiny fellow loose in the vast ocean."

3. Guess the word by its definition:

- a) to prevent from happening
- b) deep sorrow
- c) not usual or normal, strange
- d) a woman at the time she is married or just after she's married
- e) to be greater in extent than smb
- f) to own, have smth as one's property
- g) the state of feeling jealous
- h) to inform someone of a possible danger or problem
- i) the outside or top of the object
- j) a painful emotion which results when you've done smth wrong or foolish
- k) too curious about other people's business
- l) to move down
- m) to cry
- n) to go below the surface of water

4. Give the English for the Russian word in bracket:

- 1. Nobody (предупреждать) him of the danger.
- 2. (Ревность) is a very strong feeling.
- 3. The mountain was high and it took us a lot of time (спуститься).
- 4. There was something (странный) in his manner.
- 5. She seems to be trying (избегать) his company.
- 6. The old soldier liked talking about his (славный) youth.
- 7. Many (храмы) were destroyed by the Spanish when they came to Mexico.
- 8. Young children are very (любопытный)
- 9. The ship "Titanic" ran against an iceberg and (тонуть) fast.
- 10. St. Peter burg (превосходить) many other European cities in the number of bridges.
- 11. She (страстно желать) to come back to her native country which she had left many years ago.
- 12. His ambition was (владеть) the whole world.
- 13. She (рыдать) because she felt very lonely and lost.
- 14. Her (горе) was so great that nobody could comfort her.
- 15. His experiments have brought him to the very (край) of the visible world.
- 16. When she spoke again her voice was (спокойный).
- 17. He said to his young (невеста) that she was more beautiful than her picture and the girl blushed.

18. He was sent on this mission because they could not find a more (подходящий) man.
19. It is a (стыд) not to know this poem.
20. She took a piece of brown bread and (посыпать) it with a little salt.
21. There was nothing on the (поверхность) of the earth.
22. A crowd of people (преследовать) a boy who had stolen something in the local shop.
23. The boat slowly (плыть) down the river.
- 24.(Кит) is one of the largest sea animals.
25. He said that this (жемчужина) was priceless.
26. The child used to sit quietly on the beach playing with (камешки).

5. Answer the questions:

1. What does the story begin with?
2. What was the only care of the Goldfish?
3. Who warned the fish to avoid the net?
4. What was his home like?
5. What did the Goldfish sometimes see far above him?
6. When did he see a Silver Fish?
7. Did he fall in love with the Gold Fish or the Silver Fish?
8. What did he long for when he saw the Silver Fish?
9. What kind of fish did he see one night? What did it look like?
10. What was the ship doing there?
11. What made the Goldfish give a little jump of joy?
12. Whose words damped his joy? What were they?
13. Why couldn't the Goldfish see the whole world?
14. What did the ship tell the Goldfish about?
15. Why did these stories make the Goldfish weep?
16. What did the ship tell the Goldfish about the Sun and the Moon?
17. Why did the Goldfish lie at the bottom for a week weeping his heart out?
18. What sound did King Neptune hear one day walking through a grove of white and scarlet coral?
19. What made the Porpoise laugh?
20. What things could make the Porpoise weep?
21. How could the Goldfish get his desires?
22. What did King Neptune do after his talk with the Goldfish?
23. What did the Fisherman do when he saw his catch?
24. What could the Goldfish see through the glass globe?
25. Why did the Goldfish believe that he was greater than the Sun?
26. What conclusion did King Neptune make at the end of the story?

Home assignment:

1. Find in the story two or more words which are translated into Russian as:
 плавать прыгать
 видеть задыхаться
 огромный смотреть

близко остановиться
рядом храбро
огромное желание красивый
радость далеко
восторг

2. Find in the story words of the same root.

perfect —
glory —
jealous —
motion —
long for
brave —
bold -
please —

3. Find in the story the English for the following.

То здесь, то там
влюбиться с первого взгляда
задыхаться в поисках кого-то
неподвижная тень
подпрыгнуть от радости
пусть он это докажет
сомнение омрачило его радость
поверить на слово
за один раз
разрывать сердце рыданиями
сверху донизу
править подводной страной
надуваться от смеха
делить с детьми их радости и горести
слезы ни к чему не приведут
рискнуть всем
лежать в ожидании
его собственный привычный мир
более подходящий ему по размеру.

Appendix 6

Level: Intermediate

Theme: Signs of the Zodiac (from course book Strategies)

Tasks: to learn new vocabulary and to practice patterns: not only ... but also; although; in addition

1. Read the description of signs

Aries / March 21 - April 20

Aries is the first sign of the Zodiac and associated with fresh vigor and new beginnings. Individuals born under this sign are said to have a enthusiastic, adventurous, aggressive, humorous, passionate, and pioneering character but one which is also prone to selfishness, boastfulness, intolerance, impulsiveness, and impatience.

Positive

Adventurous and energetic
Pioneering and courageous
Enthusiastic and confident
Dynamic and quick-witted

Negative

Selfish and quick-tempered
Impulsive and impatient

Foolhardy and daredevil

Taurus/ April 21 –May 20

Taurus is the second sign of the Zodiac and associated with material pleasure. Individuals born under this sign are thought to have a calm, patient, reliable, loyal, affectionate, sensuous, ambitious, and determined character, but one which is also prone to hedonism, laziness, inflexibility, jealousy, and antipathy.

Positive

Patient and reliable
Warmhearted and loving
Persistent and determined
Placid and security loving

Negative

Jealous and possessive
Resentful and inflexible
Self-indulgent and greedy

Gemini/ May 21- June 20

Gemini is the third sign of the Zodiac and associated with youth and versatility. Individuals born under this sign are thought to have a sociable, fun-loving, versatile, lively, communicative, liberal, intelligent, mentally active and friendly character but one which is also prone to moodiness, inconsistency, superficiality, restlessness and laziness.

Positive

Adaptable and versatile
Communicative and witty
Intellectual and eloquent
Youthful and lively

Negative

Nervous and tense
Superficial and inconsistent
Cunning and inquisitive

2. Use the patterns and write sentences for each of the signs. Three sentences each pattern.

e.g. Aries is **not only** adventurous **but also** energetic.
Although Aries is pioneering he **can also be** inflexible.
They can be energetic. **In addition**, they can be persistent.

2 Write a paragraph about yourself:

The title is: “Why I am /am not a typical.....”

Appendix 7

Project work during the week of the English language

Level: Intermediate

Tasks: to choose the theme, to work out the structure of the project.

An example of a project is a class newspaper.

Background - After studying English language newspapers or looking at television news stories on channels like CNN, the students are encouraged by their teacher to create their own newspaper.

Making choices - They organize themselves into groups and decide which part of the paper they are going to produce. One group may be involved in creating the crossword, another group with writing some news or sports items, yet another with writing the horoscopes. The topics can be funny or serious, real or imaginary – it's up to the students to decide.

Timing - For the project with a deadline a certain amount of time is stated, when the newspaper is ready for 'publication'. This really depends on how much time is available.

Teacher's role – The students can ask their teacher for any help they need: this can refer to linguistic issues or grammar, or practical issues supplying stationery.

Presentation – The students have to work together to organize who does what and what the final result will look like. The students can take over a wall in the classroom and display their newspaper there so other students and parents could come in and see it. They could use the school photocopier to make copies and distribute them.

Language - The language that is produced is not controlled. For example, news stories often use a lot of passives e.g. the jewellery store was broken into and ten diamond rings were stolen. They are now practicing the structures in a meaningful, creative and, hopefully, enjoyable way.

The advantages of doing projects in the classroom are as follows:

- The students make their own choices about what they do.
- Projects encourage cooperation and sharing.

- The students promote learner independence.
- Project work is topic-based.
- It involves research / questionnaires
- The students lead to a presentation.
- The students involve different skills.
- The students may be very creative and include artwork.
- The students cater for different learning styles and personalities.
- The students require use of all language skills.

Projects can be presented as

- Wall displays
- Posters
- Magazines
- Newspapers
- Books
- Radio broadcasts
- TV programmes
- Films
- Documentaries

Appendix 8

Level: Intermediate

Tasks: to learn the use of the First and the Second Conditionals.

The first column contains all zero conditionals, the second column contains first conditionals and the third column includes all second conditionals. Cut up and divide into three piles. The students form questions and answer them. Work in pairs. Each pair gets two cards with the prompts of one type of conditionals, then the activity continues

Examples:

What do you do if you have a headache?

What would you do if you won the lottery?

if you have a headache	if you have a headache	if you could buy any car
	tomorrow	in the world
if you can't sleep	if it rains this weekend	if you could meet any

		person in the world
if you heat ice	if you are invited to the cinema tonight	if you saw an ex-partner in the street
if you drop an egg	if you don't understand this lesson	if you had the chance to play any sport for your national team
if you get a cold	if there is a karaoke evening at the school	if you spoke English better than your teacher
if you want to sneeze at the cinema	if you see your teacher in town tomorrow	if you were the leader of your country
if you don't want to eat something at a formal dinner	if lessons are cancelled next week	if you found the winning lottery ticket on the bus
if you oversleep	if you oversleep tomorrow	if you could become a teacher for any subject
if you can't remember someone's name when you are talking to him/her	if you are asked to organise a party this Saturday	if you could play any musical instrument in the world
if someone forgets your birthday	if your teacher is sleeping now!	if you forgot your mother's/father's

		birthday
if you call the wrong number on the phone	if there is a stray dog outside your house/apartment tonight	if you had the chance to appear on a TV chat show