

**TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND PSYCHOLOGY
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**ENHANCING SECONDARY SCHOOL
STUDENTS' ATTITUDE TOWARDS ENGLISH
LANGUAGE LESSONS WITH A HELP OF
METHODS OF INCREASING LEARNING
MOTIVATION**

**VIDUSSKOLAS SKOLĒNU ATTIEKSMES
UZLABOŠANA PRET ANĢĻU VALODAS
STUNDĀM IZMANTOJOT MĀCĪBU
MOTIVĀCIJAS VEICINĀŠANAS METODEDES**

DIPLOMA PAPER

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**ANĢĻU VALODAS SKOLOTĀJA PROGRAMMA
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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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Lāsma Ozola
31 May, 2010

ABSTRACT

Educators have discussed the matter of learning motivation and its encouragement for centuries. The motivation promotes the achieving the set goals, creates interest alternatively of boredom and provides satisfaction for the accomplished work. Educators discuss about the motivation's impact on learning and development of students. Development of the students' motivation and encouraging them into the activities is greatly impacted by teachers, the content and the methods of the learning process.

The diploma paper was written and the case study was done in order explore the opportunities and ways of increasing students' motivation of English learning and to find out whether it encourages their involvement and impacts positively their attitude towards the English lessons.

During the research 1 questionnaire was designed and used in order to gather the necessary data of students' involvement in the English language lessons, their attitude towards them and the learning motivation. Observation was done in order to learn about students' involvement and attitude towards the English language lessons. A feedback was collected from students in form of spidergram in order to find out about the effectiveness of the motivation encouraging methods, and their impact on the students' motivation and involvement in the English lessons.

The analyses of the data of the questionnaire revealed that the learning motivation of English language deserved attention and during the research the implemented motivation increasing methods proved to be effective and influence students' attitude towards the English language lessons.

ANOTĀCIJA

Pedagogi ir apsprieduši jautājumu par mācīšanās motivāciju un tās veicināšanu gadsimtiem ilgi. Motivācija veicina nostādīto mērķu sasniegšanu, garlaicības vietā izraisa interesi un rada gandarījumu par paveikto darbu. Pedagogi diskutē par motivācijas ietekmi uz mācībām un skolnieku attīstību. Skolnieku motivācijas attīstību un viņu iedrošinājumu darboties lielā mērā ietekmē skolotāji, mācību saturs un metodes.

Diplomdarbs tika uzrakstīts un pētījums tika veikts ar mērķi izpētīt skolnieku angļu valodas mācīšanās motivācijas veicināšanas iespējas un veidus, un noskaidrot, vai tas iedrošina viņu iesaistīšanos un pozitīvi ietekmē viņu attieksmi pret angļu valodas stundām.

Atsevišķa gadījuma pētījuma laikā tika izveidota 1 anketa un izmantota ar mērķi iegūt nepieciešamo informāciju par skolnieku ieinteresētību angļu valodas stundās, viņu attieksmi pret tām un mācību motivāciju. Tika veikta novērošana ar mērķi noskaidrot skolnieku ieinteresētību un attieksmi pret angļu valodas stundām. Atsauksmes tika ievāktas no skolniekiem spidergrammas formā ar mērķi noskaidrot motivācijas veicināšanas metožu efektivitāti un to ietekmi uz skolnieku motivāciju un ieinteresētību angļu valodas stundās.

Anketas datu analīzē atklājās, ka angļu valodas mācīšanās motivācijai ir nepieciešama uzmanības pievēršana un pētījuma laikā pielietotās motivācijas veicināšanas metodes pierādījās esam efektīvas, ietekmējot skolnieku attieksmi pret angļu valodas stundām.

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INTRODUCTION

Education plays a significant role in every person's life. It is important to one's professional and personal life. Education can impact overall quality of life; in addition to the impact education has on one's career. The goal of schools is to prepare their students for their future life and role in the society. Students have to be able to apply their knowledge and skills into their future lives as a part of society.

The motivation promotes the achieving the set goals, creates interest alternatively of boredom and provides satisfaction for the accomplished work. Educators discuss about the motivation's impact on learning and development of students. Knowledge, skills and competences are no longer enough. Students' needs, thinking and action ability development, attitude towards themselves and the world around is taken into consideration. It is therefore crucial to develop the child's sphere of motivation to encourage them into the activities.

English is considered to be the number one international language in the world. People from different cultures strive to learn English every day. The universal concern of how attitudes and motivation affect the language acquisition process is shared among the educators.

The author of the diploma paper has observed that a number of students lack motivation and interest in participating in English language lessons actively and gaining English knowledge that is offered. Evidence suggests that, "attitudinal variables are related to, and possibly influence (as opposed to determine), proficiency in the L2" (Gardner 1982: 135).

Positive attitude towards learning English and promoting motivation can contribute to second-language acquisition. Motivation to achieve competence in the target language (TL) can be influenced by positive attitude towards the language and its culture. Therefore nowadays the role of the teacher and the student has been changed. The teacher is no longer the controller of the every aspect of the learning process and the students do no longer only passively absorb the information given by the teacher. "Learners share the responsibility for successful language learning" (Rausch 2000: 1).

This paper explores motivation as a contributing factor in English as a second language (L2) acquisition. Motivation is defined as the learner's attitude and

orientation with regard to the goal of learning a L2 (Crookes and Schmidt 1991). Researchers consider motivation as one of the main elements that determine success in developing a L2; it determines the extent of active, personal involvement in L2 learning (Oxford and Shearin 1994). The need theory by Abraham Maslow is one of the most widely discussed theories of motivation. Maslow believed that every human's behavior and actions are based on needs. The need is related with a lack of something experienced by a person. There are two types of motivation: intrinsic and extrinsic motivation. In order to meet internal needs, a person forms a motive that runs purposeful activity. The extrinsic motivation develops from outside of the performer.

The **aim** of the diploma paper is to explore the opportunities and ways of increasing students' motivation of English learning and to find out whether it improves their attitude and encourages their involvement in the English lessons.

The following **objectives** are stated:

1. To do the theoretical analyses of the descriptions of secondary school-aged students;
2. To analyze the pedagogical and psychological literature in learning motivation-building aspect;
3. To select and try out different ways of increasing students' motivation in English classes;
4. To design and pilot a questionnaire before and get a feedback after the research in order to gather the information on students' impressions after having tried out different methods of increasing their motivation; and to analyze the impact of using the motivation increasing methods;
5. To do an observation of English lessons in order to learn about the English learning motivation of the students and their interest in the lessons;
6. To analyze the collected data of the case study: questionnaires and observations and students' feedback to verify the stated hypothesis.

The **research questions**:

1. The importance of learning motivation;
2. Factors that impact student's learning motivation;
3. Factors that negatively affect student's learning motivation;

4. English leaning motivation impact on students' involvement and participation in the English language lessons.

The **hypothesis**:

The application of different motivation increasing methods in the English language classroom gives a positive impact on students' attitude, motivation and active participation in the English language lessons.

The chosen **method of research** is a case study.

The **methods of data collection**: observation, questionnaires and feedback.

The diploma paper consists of two parts: the theoretical and the practical part.

The theoretical part consists of two chapters:

- Chapter 1 acquaints with the concepts and the importance of the motivation and motivational theories and characterizes adolescents.
- Chapter 2 deals with learning motivation and motivational models (particularly with Gardner's Socio-Educational Model, Dornyei and Otto's Process Model and Keller's ARCS Model), inhibition and encouragement of the learning motivation.

Chapter 3 consists of the research in Druva Secondary school, Form 11 (middle level group). The chapter includes analyses of questionnaire, the observation of English language lessons, implementation of motivation increasing methods in the English classes and students' feedback.

1. THE MEANING OF MOTIVATION

The author of the diploma paper agrees with Huitt (2001) admitting that however simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. According to the Webster's Collegiate Dictionary (2004), to motivate means "to provide with a motive, a need or desire that causes a person to act". According to Gardner (1985), motivation is concerned with the question, "Why does an organism behave as it does?" and it is defined as the impetus to create and sustain intentions and goal-seeking acts.

Sue Lintern (2002) states that motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning. (Oxford and Shearin 1994).

Educational psychologists point to 2 major sources of motivation in:

- The learner's natural interest: intrinsic motivation (related to engaging in an activity for its own sake, for mastery and learning purposes);
- The teacher/institution/employment: extrinsic motivation (related to engaging in a task as a result of external rewards or punishments).

Motivation plays a significant role in the process of learning a L2. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on L2 acquisition. Successful language learning is linked to the learner's passion. Instructors should find ways to connect to this passion. Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. Teachers should find ways to connect intrinsic motivation with external motivational factors which can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. (Sevtap 2008).

1. 1 MOTIVATIONAL THEORIES

A variety of motivational theories exist in psychology, which examine and give different verdicts on human motivation. They are discussed, modified and improved and are taken as the basis for a new theory setting. In the Table 1 is summary information of several motivational theories existing in psychology.

TABLE 1. Motivational Theories (in Huitt 2001)

	THEORY NAME	THEORIST / YEAR	COMPONENTS
<p>Behavioral Theories (Extrinsic motivation) Behaviorists explain motivation in terms of external stimuli and reinforcement. The physical environment and actions of the teacher are of prime importance.</p>	<p>1- Classical conditioning; 2- Operant conditioning; 3- Observational /social learning;</p>	<p>1- Pavlov 2- Skinner 3- Bandura</p>	<p>1-Stimulus, response, association (involuntary); 2-Reinforcement: stimulus, response; 3- Modeling (imitation), vicarious learning.</p>
<p>Cognitive Theories (Intrinsic motivation) Cognitivists explain motivation in terms of person's active search for meaning and satisfaction in life. Thus motivation is internal.</p>	<p>1- Expectancy-value 2- Attribution theory 3- Cognitive dissonance</p>	<p>1-Vroom / 1964 2-Heider, 1958 / Weiner, 1974 3-Festinger / 1957</p>	<p>1- Expectancy of success, instrumentality (see the connection between activity and reward), value the results. 2- Attribute success/failure to factors that are: internal/ external/ under control/ out of control. 3- Act to resolve conflict or discrepancies.</p>
<p>Cognitive Developmental Theories</p>	<p>1- Stages of cognitive development. 2- Zone of proximal development</p>	<p>1-Piaget / 1972, 1990 2-Vygotsky / 1978</p>	

<p>Achievement Motivation Theories</p>	<p>1- Need for achievement; 2- Fear of failure; 3- Fear of success. 4- Goal theory: –Mastery goals; –Performance goals –Social goals.</p>	<p>1- 2- 3- Atkinson and Raynor / 1974 4- Locke and Latham / 1994</p>	
<p>Psychoanalytic Theories</p>	<p>1- Life and Death. 2- Social /interpersonal relationships; 3- Power; 4- Search for soul.</p>	<p>1- Freud / 1990 2- Erikson, 1993 / Sullivan, 1968 3- Adler / 1989 4- Jung / 1953, 1997</p>	
<p>Humanistic Theories Humanists stress the need for personal growth. They place a great deal of emphasis on the total person, along with the related needs of personal freedom, choice and self-determination.</p>	<p>1- Hierarchy of Needs; 2- Hierarchy of Motivational Needs; 3- Self-determination.</p>	<p>1- Maslow / 1954 2- Alderfer, 1972 3- Deci and Ryan, 1985</p>	<p>1-Self-actualization, esteem, belongingness, safety, physiological. We are not motivated by any higher-level needs until our lower-level ones have been satisfied. 2- Growth, relatedness, existence needs. Alderfer showed how people regress if their higher order needs are not met. 3- Intrinsic versus Extrinsic motivation: A person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.</p>
<p>Social Cognition</p>	<p>1- Self-efficacy; 2- Self-</p>	<p>1- 2- Bandura / 1986, 1997</p>	<p>1- Judging one's own ability.</p>

	regulation.		2- Establishing goals and developing a plan to attain those goals.
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In this work the author explores some popular theories more detailed to gain more detailed concept.

1. 1. 1 NEED THEORIES

Psychologists believe that the human behavior and actions are initiated, guided and regulated by hierarchical set of motives and the most of psychologists believe that motivation is based on needs. Learning motivation can be found in association with the same hierarchy of needs as a motivation to work.

There are different theories in psychology describing human needs and their role in forming motivation. D. Ausubel (in Huit 2001) talks about material and mental needs. Russian psychologists divide needs into primary and secondary needs as well. E. Fromm divides needs as follows: self actualization, devotion, self-confidence etc. (Baltušite 2006: 15).

Further in the Diploma paper the one theory that can be considered to be the basis for foundation of motivation, to the author's mind, is described: Maslow's need theory. The basis of Maslow's motivation theory is that human beings are motivated by unsatisfied needs, and that certain lower factors need to be satisfied before higher needs can be satisfied.

Number of different motivation theories exist, that insist on needs being the most uppermost factor that forms motivation. To demonstrate the differences between the various theories of needs, also Murray's Psychogenic Needs theory is discussed in this work. A. Maslow (1954) developed a theory related to human needs that is illustrated through the Pyramid of Needs (Figure 1). In the pyramid the needs are hierarchically arranged in five levels. At the base of the triangle are the highest priority needs (physical and security). These five areas of needs are found in each individual:

- **Physical needs.** It includes the basic needs for surviving. For an individual, who is focused on the physical needs, the other needs are expressed very weakly.

- **Security needs.** Natural human tendency to avoid the sufferings, the dangers, negative feelings and the penalty, criticism.
- **Social needs.** Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group or small social connections. The need for love.
- **Ego needs.** Need for appreciation by people around, for recognition and a sense of contribution, to feel accepted and self-valued.
- **Self-actualization needs.** The highest level of needs. It concerns individual's potential and its realization. These needs can never be fully fulfilled. It is realization of individual's creative potential; using own abilities, skills, knowledge and experience in order to gain a sense of life fulfillment.

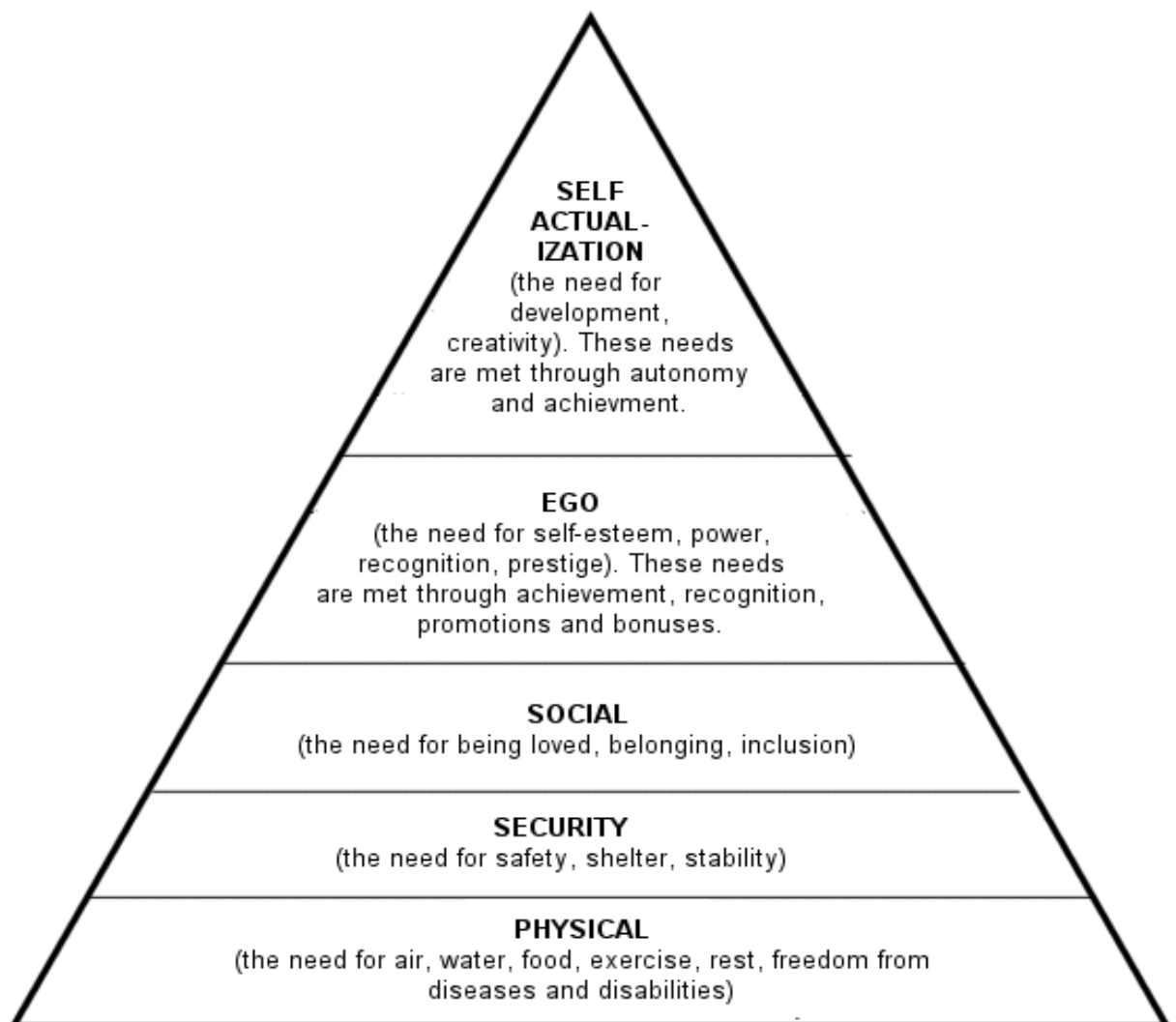


Figure 1. Maslow's hierarchy of needs (1954)

This hierarchy suggests that people are motivated to fulfill basic needs before proceeding with the other needs. Maslow's hierarchy of needs has been reorganized and extended by other psychologists and educators.

American psychologist H. Murray (1938, in Baltušite 2006) described needs as a, "potentiality or readiness to respond in a certain way under certain given circumstances". The following is a list of needs identified by Murray. According to Murray, all people have these needs, however each individual tends to have a certain level of each need.

TABLE 2. Murray's Psychogenic Needs (in Baltušite 2006)

NEEDS	BRIEF DESCRIPTION
Abasement	To surrender and submit to others, accept blame and punishment. To enjoy pain and misfortune.
Achievement	To accomplish difficult tasks, overcoming obstacles and becoming expert.
Affiliation	To be close and loyal to another person, pleasing them and winning their friendship and attention.
Autonomy	To break free from constraints, resisting coercion and dominating authority. To be irresponsible and independent.
Aggression	To forcefully overcome an opponent, controlling, taking revenge or punishing them.
Counteraction	To make up for failure by trying again, seeking pridefully to overcome obstacles.
Defendance	To defend oneself against attack or blame, hiding any failure of the self.
Deference	To admire a superior person, praising them and yielding to them and following their rules.
Dominance	To control one's environment, controlling other people through command or subtle persuasion.
Exhibition	To impress others through one's actions and words, even if these are shocking.
Harm avoidance	To escape or avoid pain, injury and death.
Infavoidance	To avoid being humiliated or embarrassed.
Nurturance	To help the helpless, feeding them and keeping them from danger.
Order	To keep things clean, neat and tidy.

Play	To have fun, laugh and relax, enjoying oneself.
Rejection	To separate one from a negatively viewed object or person, excluding or abandoning it.
Sentience	To seek out and enjoy sensual experiences.
Sex	To form relationships that lead to sexual intercourse.
Succourance	To have one's needs satisfied by someone or something. Includes being loved, nursed, helped, forgiven and consoled.
Understanding	To be curious, ask questions and find answers.

Each need is important in and of itself, however Murray also believed that needs can be interrelated, can support other needs, and can conflict with other needs. For example, the need for dominance may conflict with the need for affiliation when overly controlling behavior drives away friends, family, and romantic partners.

The human needs are the basis that forms students' learning motivation. In the context of student learning motivation, widely discussed is a question of intrinsic and extrinsic motivation theory.

1. 1. 2 INTRINSIC AND EXTRINSIC MOTIVATION

The author of the paper and teachers agree that a perfect student is someone who always shows high interest in activities and subject, performs well, is highly motivated, and is interested into taking challenging tasks. When educators want to sustain student performance and encourage interest, they implement reward extrinsic motivation. This kind of motivation, unlike intrinsic one, includes usage of rewards such as gifts, payments as a way to keep students interested in subjects and motivate them. (Andrews 2007)

As opposite to extrinsic motivation, intrinsic motivation means studying for its own use – without any additional external incentive.

Slightly detailed categorization of the intrinsic and extrinsic motivation, suggested by Morgan (1983):

1. Intrinsic motivation.

a. Expressive motivation.

Characteristics:	Interest for its own sake: satisfaction derived directly from understanding/ skill.
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Strengths:	Enthusiasm, commitment.
Weaknesses:	May get “carried away”: lose sight of wood for trees.

b. Achievement motivation.

Characteristics:	Desire to succeed: “I’m not going to let this beat me”: mastery represents something important.
Strengths:	Commitment.
Weaknesses:	Potentially fickle. What the learning represents to the student may not be the same as what it represents to teacher.

2. Extrinsic motivation.

a. Social motivation.

Characteristics:	In order to gain social acceptance, either within the class/course etc. (“Pleasing teacher” or being one of the in-crowd, or outside)
Strengths:	Co-operativeness if class-oriented.
Weaknesses:	May concentrate on the appearance of achievement to the detriment of “deep” learning.

b. Instrumental motivation.

Characteristics:	In order to gain a tangible reward or avoid negative consequences.
Strengths:	Can develop into more significant commitment.
Weaknesses:	Achievement rests on strict criteria of “relevance”. Aspirations may be met in other ways. Anxiety may impede learning.

Intrinsic motivation has been criticized because of negative influence on intrinsic motivation and short effect. A student is highly interested in an activity when there is a motivation by prizes, gifts, money, or grades, as long as the expected reward is received. In case of intrinsic motivation, students have the feelings of competence, pride, and self-determination. However when students receive a reward for their performance, they are interested in the activity for a reward and, soon enough self-determination is decreasing with the desire to perform a certain activity or task. (Andrews 2007)

Some psychologists have opinion, that it is more relevant to focus on students’ intrinsic motivation so the learning process is stimulated by the natural need: need to develop oneself and acquire all the possible knowledge and skills, the source of activity is a need of learning (Baltušīte 2006). Andrews suggests that extrinsic motivation is also believed to have a negative influence on intrinsic motivation:

rewards tend to destroy self-regulation. When students are stimulated with rewards, they do not develop real interest in subject; they become narrowly focused because they are goal oriented. Hence the intrinsic motivation should supplement the extrinsic motivation as in the learning process students have to acquire knowledge that does not arouse interest. (Baltušīte 2006)

The extrinsic motivation can be stimulated with different means therefore the recognition of its real impact and the result is important. For adolescents an effective factor can be the preparation for the future profession.

1. 1. 3 ACHIEVEMENT GOAL THEORY

Motivation to achieve is a function of the individual's desire for success, the expectancy of success, and the incentives provided. Studies show that in general people prefer tasks of intermediate difficulty. In addition, students with a high need to achieve, obtain better grades in courses which they perceive as highly relevant to their career goals (Alderman and Wood 1976).

Goal setting is a powerful way of motivating people. The value of goal setting is well recognized. Goal setting theory is generally accepted as the most valid and useful motivation theories.

Locke and Latham (1994) have differentiated three separate types of goals:

1. Mastery goals (also called learning goals) which focus on gaining competence or mastering new knowledge or skills;
2. Performance/normative goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well with minimal effort;
3. Social goals, which focus on relationships among people.

In the context of school learning, which involves operating in a relatively structured environment; students with mastery goals outperform students with either performance or social goals. (Locke and Latham 1994).

Huitt (2001) explains that one aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving

success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, nevertheless still keep the high expectations for success.

1. 2 CHARACTERISTICS OF ADOLESCENTS

Adolescence can be described as a conclusion of childhood self-evident perception of the world. Its basis is a physical and mental, and self-discovery experience, that encourages personal identification development. It allows to isolate oneself from others, thereby creating the possibility of a broad base to start own chosen relationships. (Baacke 1991, in Gudjons 1995)

During the transition period develop motives that are not so typical in teenagers. It is tendency to self-education, the desire to raise one's cultural level, to become interesting and knowledgeable person. This is important period of individuals' development. Erickson (1996) considers it to be a life-style development time, but Kulagin (1996) describes it as period of personality stabilization. Students are still troubled by the teenage problems; however they have to address self-determination challenges. Secondary school students are on the threshold of independent life. Psychologists agree that individuals of this age tend to be naive and they deliberate incorrectly of the right and wrong. The reason is that their knowledge and life experience is insufficient. Need of creating in oneself of an adult is characteristic to adolescents.

The main direction of personality development is determined by inclination on future. The present activity is subjected to future goals. Secondary school students' interests and plans are based on thoughts and ideas about choice of profession and future life. The basis of the future planning is a typical life path model existing in the society (Gudjons 1995). Due to the present situation in education and economics, future planning is uncertain. Not always it is possible to plan one's future basing on own wishes and intentions; students are forced to consider real circumstances and possibilities. Consequently, part of students lack ideas and plans for their future and future profession. Nevertheless large part of secondary school graduates aim at continuing their education and studying at institutions of higher education.

Student development is impacted and improved by educational process, relationships with peers, teachers and family members, leisure content. In this age personality is more individualized than docile and passive. Personal interrelation is becoming more balanced, less conflicting with adults and peers, negativism is reducing and self-control ability is increasing. Adolescents try to be competent in different opinions that are important to them and develop their own opinion. They are interested in the process of problem's analyses itself, argumentation techniques. Therefore students are willing to engage in controversies and to maintain their opinion. G. Pokratniece's (1998, in Baltušīte 2006) study data reveal that majority of students seek for advisors in close surroundings; senior students mention their parents.

In relationships with teachers students want to be treated as equals and teachers' professionalism is important. Students are more pragmatic and focused on their goals. They study only what they consider to be important in their future.

Baltušīte (2006) considers that in this age it is essential to improve students' need to search and use different sorts and resources of information, to develop cognitive interests. With the changes in cognitive thinking, students develop ability to reflect on their past, their uniqueness and their complexity. Individuals develop their independency from parents and adopt their own ideals, goals and values of life.

The author of the diploma paper agrees with the Russian psychologists Kagan (1974) and Nyomov (1995) (in Baltušīte 2006) that in the period of adolescence the leading factor for student activity is value and future driven. Search for meaning of life, determination of moral, esthetic and politic ideals.

2. LEARNING MOTIVATION

The derivation of the word reveals that motivation refers to having someone moving. When motivating oneself or someone else, incentives are developed - conditions that start or stop behavior are formed. In education motivation deals with the problem of forming conditions for learners to perform to the best of their abilities in academic settings.

Successes and failures also impact students' motivation. In case of success student's personal needs are satisfied, self confidence and faith in oneself is stimulated. It is essential to use students' intrinsic motivation, associated with feelings of success and encourages activity. Every student eventually needs aid to find alternatives for reaching goals or to set others, more realistic goals.

Psychologists study and describe the learning motivation from different angles. Crookes and Schmidt (1991) identified so called Integrative motivation as learner's orientation with regard to the goal of learning a L2. It means that learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Hudson (2000) discusses the Instrumental motivation. It characterized the desire to obtain something practical or concrete from the study of a L2. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement.

2. 1 MOTIVATIONAL MODELS

For English language students knowing the language may be a goal although for others the goal may be the communication skills. A number of language learner motivation models have been suggested in linguistics. Possibly the most known in the field are Gardner, Keller and Dornyei; however there are several other models as well. Therefore the author of the diploma paper describes the three models further in the work.

2. 1. 1 GARDNER'S SOCIO-EDUCATIONAL MODEL

Gardner in his socio-educational model identified a number of factors which are interrelated in L2 acquisition. Gardner's model concentrates particularly on L2 acquisitions environmental factors. His work focuses on the L2 classroom. The model attempts to interrelate four features of L2 acquisition. These include the social and cultural environment, individual learner differences, the setting or context in which learning takes place and linguistic outcomes (Gardner 1985). The social or cultural environment refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language. It is these beliefs which have a significant impact on L2 acquisition. Gardner (1979, in Skehan 1992) suggests that expectations regarding bilingualism combined with attitudes towards the target language and its culture form the basis of an individual's attitude towards language learning. The second phase of Gardner's model introduces the four individual differences which are believed to be the most influential in L2 acquisition. These include the variables of intelligence, language aptitude, motivation and situational anxiety. As stated in Ngeow's article *Motivation and Transfer in Language Learning*, the final phase of the model identifies linguistic and non-linguistic outcomes of the learning experience. Linguistic outcomes refer to actual language knowledge and language skills. It includes test indices such as course grades or general proficiency tests. Non-linguistic outcomes reflect an individual's attitudes concerning cultural values and beliefs, usually towards the target language community. Ellis (1997) reasons that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes.

In 2001 Gardner offers a scheme describing his model. There are four sections, external influences, individual differences, language acquisition contexts, and outcomes. In the socio-educational model, motivation to learn the L2 includes three elements: the motivated individual expends effort to learn the language, the motivated individual wants to achieve a goal and the motivated individual will enjoy the task of learning the language. (Huitt 2001)

2. 1. 2 DORNYEI AND OTTO'S PROCESS MODEL

The model contains two dimensions: Action Sequence and Motivational Influences. The first dimension represents the behavioral process whereby initial wishes, hopes, and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation. The second dimension of the model, Motivational Influences, includes all the energy sources and motivational forces that underlie and fuel the behavioral process. The action sequence process has been divided into three main phases: preactional phase, actional phase, and postactional phase. (Dornyei 1998: 47)

Matsumoto (2009) explains that one of the important claims in the Process Model is to view L2 learner motivation being continuously changing along with the long process of L2 learning. Dornyei has divided the L2 learning process into three phases; namely the preactional phase, the actional phase, and the postactional phase, and at each phase, different motivational forces may cause different motivational actions.

Matsumoto (2009) has described the three phases. At the pre-actional phase, initial motivation is involved with goal setting, intention formation, and initiation of intention enactment. Executive motivation in the actional phase sustains the intended action of learning the language with continuing appraisal of daily learning events, taking various factors into consideration, which leads to either persistence or termination of learning. Finally in the post-actional phase, motivational retrospection evaluates learning actions by forming causal attributions, and determines an action for further study or termination of learning. In addition, factors that may influence each motivation include cognitive, affective, and situational factors or conditions. In the Process Model, teachers may have the strongest impact on executive motivation at the actional stage, since this is the time when learners' interaction with teachers is likely to be the primary source of L2 learning. Dornyei (1998: 58-59) has claimed in the model that quality of learning experiences, teachers' influence (e.g. task presentation, praise and feedback), and classroom reward are the main motivational influences on L2 learners' motivation.

2. 1. 3 KELLER'S ARCS MODEL

Keller (1983) presents an instructional design model for motivation that is based upon a number of other theories. ARCS Model of Motivational Design is a well-known and widely applied model of instructional design. Simple yet powerful the ARCS Model is rooted in a number of motivational theories and concepts, (Keller 1983) most notably expectancy-value theory (in Huitt 2001).

In expectancy-value theory, "effort" is identified as the major measurable motivational outcome. For "effort" to occur two necessary prerequisites are specified: the person must value the task and the person must believe he or she can succeed at the task. Therefore in an instructional situation the learning task needs to be presented in a way that is engaging and meaningful to the student, and in a way that promotes positive expectations for the successful achievement of learning objectives (Small 1997).

The ARCS Model identifies four essential strategy components for motivating instruction:

1. [A]ttention. The first and single most important aspect of the ARCS model is gaining and keeping the learner's attention. Keller's strategies for attention include sensory stimuli, inquiry arousal (thought provoking questions), and variability (variance in exercises and use of media).
2. [R]elevance. Strategies that link to learners' needs, interests, and motives. Attention and motivation will not be maintained, however, unless the learner believes the training is relevant. The training program should answer the critical question, "What is in it for me?" Benefits should be clearly stated.
3. [C]onfidence. The confidence aspect of the ARCS model is required so that students feel that they should put a good faith effort into the program. If they think they are incapable of achieving the objectives or that it will take too much time or effort, their motivation will decrease. In technology-based training programs, students should be given estimates of the time required to complete lessons or a measure of their progress through the program.
4. [S]atisfaction strategies that provide extrinsic and intrinsic reinforcement for effort. Learners must obtain some type of satisfaction or reward from the learning experience. This can be in the form of entertainment or a sense of

achievement. A self-assessment game, for example, might end with an animation sequence acknowledging the player's high score. A passing grade on a post-test might be rewarded with a completion certificate. Other forms of external rewards would include praise from a supervisor, a raise, or a promotion. Ultimately, though, the best way for learners to achieve satisfaction is for them to find their new skills immediately useful and beneficial on their job (Keller 1983, in Kruse).

Since there are number of gaps that need to be resolved, educators and psychologists continue studying and proposing new models of motivation in L2 learning process. They strive to design motivational strategies for the purpose of increasing students' involvement in L2 education.

2. 2 METHODS AND TECHNIQUES OF INCREASING LEARNING MOTIVATION

Already at the beginning of the lesson, according to S. Breit and M. Hunter, students have set their attitude, behavior and needs. These factors affect students' motivation of participating and engaging in the lesson. Prompting and encouraging during the lesson and the satisfaction for the accomplished, affects positively their motivation.

Several psychologists have worked on and studied learning motivation and have suggested strategies for teachers to increase student learning motivation. Author of the diploma paper believes that these suggestions are essential in this work as they provide practical advice for teachers on how to increase student L2 learning motivation.

Dornyei (1994), for example, suggests that developing students' self-efficacy, decreasing students' anxiety would help, as well as promoting motivation-enhancing acknowledgment, encouraging students to set achievable sub-goals and increasing the attractiveness of course content. Dornyei (1998) also provides a list of "Ten Commandments for Motivating Language Learners":

- Set a personal example with your own behavior.
- Create a pleasant, relaxed atmosphere in the classroom.
- Present the task properly.

- Develop a good relationship with the learners.
- Increase the learner's linguistic self-confidence.
- Make the language classes interesting.
- Promote learner autonomy.
- Personalize the learning process.
- Increase the learners' goal-orientedness.
- Familiarize learners with the target language culture.

Oxford and Shearin (1996: 139) also offer practical suggestions for teachers:

1. Teachers can identify why students are studying the new language. Teachers can find out actual motivations (motivation survey). Information on motivation can be passed on to the next class in a portfolio. Teachers can determine which parts of L2 learning are especially valuable for the students.
2. Teachers can help shape students' beliefs about success and failure in L2 learning. Students can learn to have realistic but challenging goals. Teachers can learn to accept diversity in the way students establish and meet their goals, based on differences in learning styles.
3. Teachers can help students improve motivation by showing that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship and a key to world peace.
4. Teachers can make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum.
5. Teachers can urge students to develop their own intrinsic rewards through positive self-talk, guided self-evaluation, and mastery of specific goals, rather than comparison with other students. Teachers can thus promote a sense of greater self-efficacy, increasing motivation to continue learning the L2.

Keller's model (1983, in Kearsley) suggests a design strategy that encompasses four components of motivation: stimulating interest in the topic, creating relevance to students' lives, developing an expectancy of success and feelings of being in control, and producing satisfaction in the outcome through intrinsic and extrinsic rewards. Keller (1987, in Huitt 2001) breaks each of the four ARCS components down into three strategy sub-components. The strategy sub-components are shown below:

1. Attention.

Perceptual Stimulation: provide novelty, surprise, incongruity or uncertainty.

Inquiry Stimulation: stimulate curiosity by posing questions or problems to solve.

Variability: incorporate a range of methods and media to meet students' varying needs.

2. Relevance

Goal Orientation: present the objectives and useful purpose of the instruction and specific methods for successful achievement.

Motive Matching: match objectives to student needs and motives.

Familiarity: present content in ways that are understandable and that are related to the learners' experience and values.

3. Confidence

Learning Requirements: inform students about learning and performance requirements and assessment criteria.

Success Opportunities: provide challenging and meaningful opportunities for successful learning.

Personal Responsibility: link learning success to students' personal effort and ability.

4. Satisfaction

Intrinsic Reinforcement: encourage and support intrinsic enjoyment of the learning experience.

Extrinsic Rewards: provide positive reinforcement and motivational feedback.

Equity: maintain consistent standards and consequences for success.

Some effective suggestions for teachers to improve the affective climate of the L2 learning environment are provided by P. Kristmanson (in Huitt 2001):

- Encourage and support students at all times but especially when they are struggling or lacking confidence in certain areas.
- Be energetic and enthusiastic about what you are teaching and on those days when you do not have that energy, provide activities that require the learners to put forth the majority of the energy.
- Create an atmosphere in which students are not afraid to make mistakes and are encouraged to take risks.
- Avoid tension-causing strategies such as surprise quizzes, overly competitive activities, putting students in front of their peers with no warning or chance for preparation, and correcting errors in a negative, accusatory fashion.
- Allow students opportunities to talk about themselves, their interests, and their culture. Through preplanned and spontaneous activities, provide opportunities

for interaction in the target language in and outside the language learning environment.

- Encourage goal setting and a sense of dedication and continuous commitment to the language learning task through meaningful, relevant and authentic language learning activities.
- Encourage learners to seek out opportunities in their lives that will help in the learning of the target language.
- Create, through the presentation of attainable goals and reasonable challenges, a learning environment with a definite potential for success.
- Recognize the "little successes", improvements and progress of all students both individually and with the entire group.

In educational process teachers should not accept the current level of motivation, otherwise the student development opportunities are unattended. Therefore it is necessary for teachers to work on increasing students' motivation. Any activity is performed more efficiently when the individual has bright, deep motives that create desire to participate in the learning process actively, overcoming the adverse conditions and other circumstances. The learning process is more successful, when students have developed a positive attitude towards learning, if they have cognitive interest, need to gain knowledge, skills, abilities, and if they have a sense of obligation and responsibility (Baltušīte 2006).

2. 3 LEARNING MOTIVATION INHIBITION

Above in the diploma paper methods and techniques of enhancing the learning motivation of students were discussed. However teachers should not ignore the factors that hinder the motivation to students; factors that teachers have to notice and prevent to re-raise student's willingness and interest in English learning.

Student learning motivation can be encouraged by early detected learning problems and their elimination. Marcee (2006, in Baltušīte 2006) suggests the following causes of students' learning problems:

- Cognitive problems (attention persistence, perception, motor skills, memory, problem solving and metacognitive problems);

- Academic difficulties and dissimilar school subject results (literacy, perception of the read material, written expression, verbal expression and listening problems);
- Socio-emotional problems (hyperactivity, self-confidence, learned helplessness, communication difficulties, mental distraction and motivation problems).

Stages of the learning process have different factors that affect student motivation. However there are several factors that cannot be affected by schools (in Baltušīte 2006)

- student-specific biogenetic;
- students' abilities;
- relationships in students' families;
- income of students' families;
- socio-demographic situation.

Nevertheless there are still factors that can be avoided or eliminated in the L2 learning process and environment. Gage and Berliner (1998) have found several most common features and situations of class work that can hinder the motivation of students.

Motivation can be affected negatively when the individual has lost self-esteem because of not being able to comprehend a meaning or to solve a problem. Physical discomfort as a result of too long sitting, straining due to poor hearing, if the room has poor acoustics or poor visibility due to the blackboard or the screen being too far compared to the size of the object shown also decreases motivation. Teachers should avoid announcing that a student is not able to understand something or interrupting an interesting activity when students are engaged and interested in doing it. (Gage and Berliner).

Other factors that need to be avoided or eliminated in the classroom according to Berliner and Gage are:

- The examination about the materials that are not acquired;
- Trying to acquire the material that is too difficult for the current level of ability and understanding;
- Not received response to the request for help;
- Tests, consisting of inessential or confusing questions;

- Lack of information on how to perform work until it is completed and is not possible to improve or correct it;
- Too fast pace to not to be behind the best students;
- The need to compete in a situation where only certain students can succeed regardless of the efforts;
- Being ranked among the worst students;
- Need to sit protractedly in a lesson that is ponderous, with number of repetitions, without interesting challenges;
- Teacher who lacks personal interest in the subject;
- A need to act differently than the role model (teacher or peer student – leader) (Gage and Berliner).

Author of the diploma paper agrees with the suggestions above due to own experience and observations in the teaching practice. It is important for teachers to understand that students' motivation can be directly influenced and affected positively in case of early detected problems in the class and the environment.

3. CASE STUDY IN DRUVA SECONDARY SCHOOL

The research is conducted in a form of case study and deals with various methods of increasing students' learning motivation that can be used in the English language classes and which help students to encourage their motivation, thus engaging them more in the English classes and the language itself.

The research is carried out in Druva Secondary school with 15 students from Form 11, the middle level (the students are divided into three groups according to their level of knowledge and skills).

The main aim of the research is to explore the students' awareness of L2 learning motivation and to verify the statement that using the learning motivation increasing methods suggested in the theoretical part of the diploma paper encourages students' motivation and involvement in the English language lessons.

The stages of the research:

- in order to gather the necessary data of students' participation in the English language lessons and their attitude, involvement and learning motivation, first questionnaire for the students is conducted and observation is done;
- implementation of the motivation increasing methods and techniques that are suggested in the theoretical part of the diploma paper (which are chosen by the author of the diploma paper, considering the data from the questionnaires and the observation);
- the students are asked for a feedback with a help of spidergram.
- analyzing the data of the spider-gram: students' feedback about the effectiveness of the methods, and their impact on the students' motivation and involvement in the English lessons.

At the beginning of the research students are asked to complete the questionnaire designed by the author of the diploma paper (see Appendix 1).

3.1 ANALYSES OF THE QUESTIONNAIRE

The aim of the questionnaire that was designed and piloted among the 15 students of the Form 11, middle level group, was to explore the students' attitude

towards English language lessons, their involvement in the lessons and their motivation of learning the English language.

The author of the diploma paper was present while respondents completed the questionnaire to explain the unclear parts. The students were informed that their answers would be confidential and used for the diploma paper only.

In the first question students were asked to describe in their own words what “motivation” is. The aim of this question was to find out whether students understand the concept of “motivation”. The answers were:

- Motivation is a human goal, which he/she wants to achieve.
- Motivation is the willingness to do something and the effort that’s been put in it.
- Motivation is person’s feeling, when he/she has a desire for something that is important to him/her.
- Motivation is an engine for willingness to do something.
- Motivation is a mover into doing something.
- Motivation is when you want to do something and you have all of the inner power to do it.
- Motivation is an inner need of succeeding at some things.
- Motivation is a desire and discipline combined.
- Motivation is a desire to achieve the goal. It can differ for different people.
- Motivation is human’s driver force.
- Motivation is the cause of every action (almost every, for example eating is the cause of primary needs), the cause of every action that needs a result and will affect your life and the lives of others. Motivation itself is awareness + desire + impulse. (You are aware of a situation, and you want to see a result, and this desire is so strong, it gives you an impulse). But things of course can motivate you from the outside, too, but it would be only the impulse (the awareness and the desire should be in a person or the joy of work can’t be reached).
- Motivation is a thing, which makes you do something to reach your dreams.
- Motivation is something that pushes people to achieve something.
- Motivation is a way how to improve results.
- Motivation is something what makes you do what you want or have to do.

From these answers the conclusion can be made, that students have only some approximate ideas about the concept of “motivation”. But the majority of the respondents understand that it has a great role in achieving one’s goals.

In the second question the students were asked whether they have made plans for their future. The data revealed (Figure 2) that majority of the students (60% or 9 students) admit that they have only some ideas about their future. 20% or 3 students have set their long time goals and 1 student admits that he/she doesn’t think about the future, 1 students has not thought about his/her future and 1 student is prepared to cope with any future model.

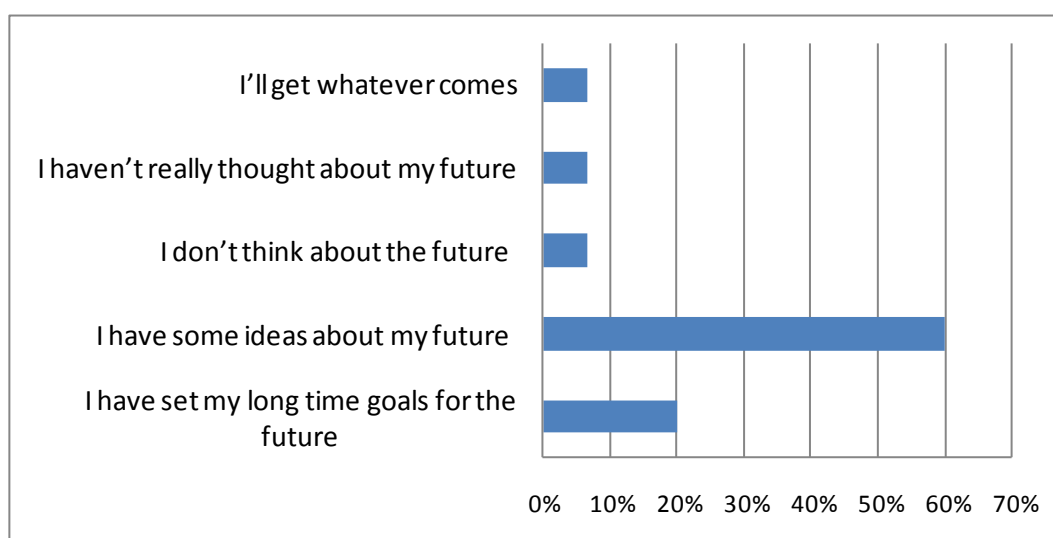


Figure 2. Question No. 2 „Do you make plans for your future?”

Students’ answers on the second question show that majority of them have thought about their future, what they would like to achieve, although they have not set certain goals. In addition there are still several students which hesitate to plan their future and consider their future options.

Figure 3 reflects the students’ answers to the third question of the questionnaire about the importance of succeeding in English language lessons. The number of the students whose grades are important to them (7 students) was close to number of the students who consider the acquired knowledge to be the most important (6 students). And only 2 students revealed that they are not concerned about succeeding in the English language lessons. Therefore the author of the diploma paper can conclude that to almost all of the students succeeding does matter, although for almost half of them

the grades are more essential than the knowledge they acquire. It can be due to the educational system in Latvia, which puts great emphasis on tests, exams and grades. Students need good grades to achieve such goals as admission in good school, transferring to the next form etc.

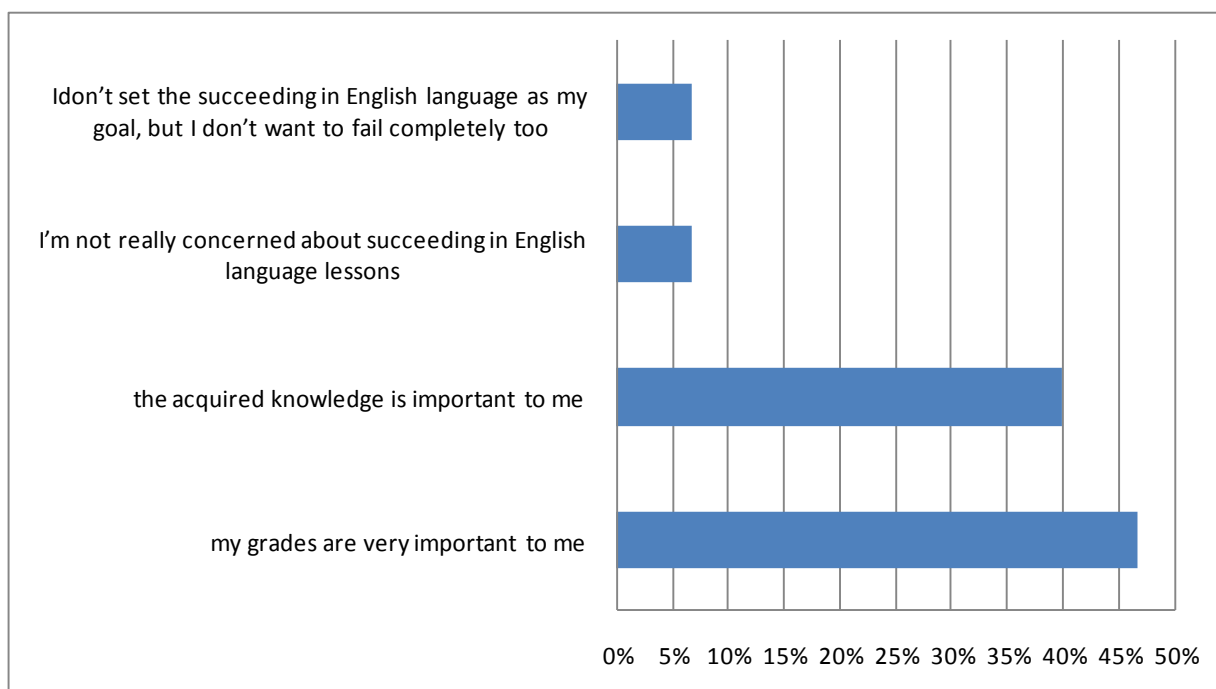


Figure 3. Question No. 3

„How important to you is succeeding in English language lessons?“

In the fourth question of the questionnaire the respondents were asked to indicate on a five point scale how important each reason was for their learning English as a foreign language. The author of the diploma paper had provided 8 statements for the students to rate according to their opinion. The first reason suggested that L2 learning is important because it will allow students to be more at ease with native English speakers. In the Figure 4 the students' response is shown.

Figure 4 reveals that half of the students (54% or 8 students) indicated this reason as very important for them. 13% evaluated the reason on 4 points. 20% or 3 students the possibility to communicate with native English language speakers after having acquired the English language evaluate only with 3 points. And for 2 students this reason for learning English language is not a significant motive.

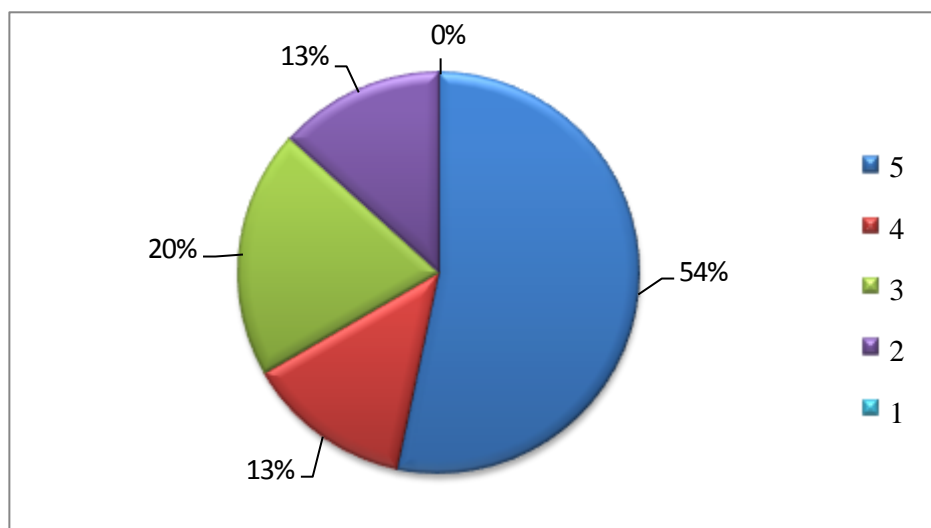


Figure 4. Question No. 4; point A:

„L2 learning is important because it will allow students to be more at ease with native English speakers”

The second possible reason for acquiring the English language is similar to the first with one nuance: the fact that it will allow students to meet and communicate with more people from different countries not only the native English language speakers. In Figure 5 is shown the students’ evaluation of this fact as the motive for their desire to learn the English language. It can be seen that the maximum evaluation (5 points) is given by more students (60% or 9 students) than for the previous motive. 20% of the respondents gave 4 points, 7% - 3 points and 13% evaluated it with 2 points on the 5 point scale. Neither student evaluated it as not important motive for them to acquire the English language.

The author of the diploma paper explains the students’ response with the possible future visions of the students: traveling to English origin countries, studying or working abroad etc. Moreover, English is becoming more significant in modern human lives since being the official international language.

The third motive was suggested to be the fact that it will enable students to better understand and appreciate British culture. In Figure 6 it can be seen that students’ responses differ. Almost equal numbers of students evaluate this motive with points 1 to 4. Only one student evaluated this motive as very important for him. 8 (or 54%) students have evaluated it with 4 or 3 points and 6 students do not consider the possibility to better understand the British culture as important motive for them.

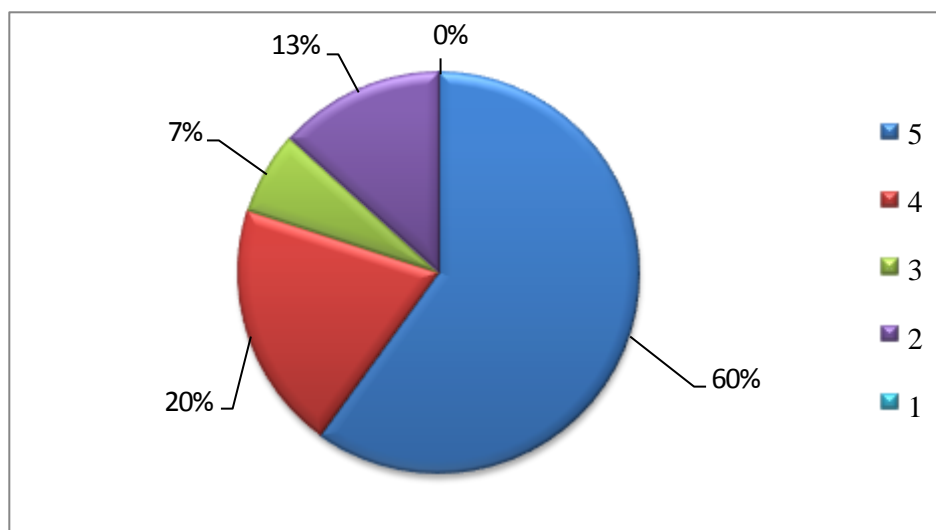


Figure 5. Question No. 4; point B:

„L2 learning is important because it will allow students to meet and communicate with more people from different countries”

The author of the diploma paper is driven to a conclusion that students’ interest in other cultures is not as significant as it was expected to be. Nevertheless it cannot be concluded that there is no interest in British culture at all. According to the author of the diploma paper, it can be suggested for the teachers to be creative and not to stop searching for interesting methods of raising students’ interest in other cultures to broaden their horizons.

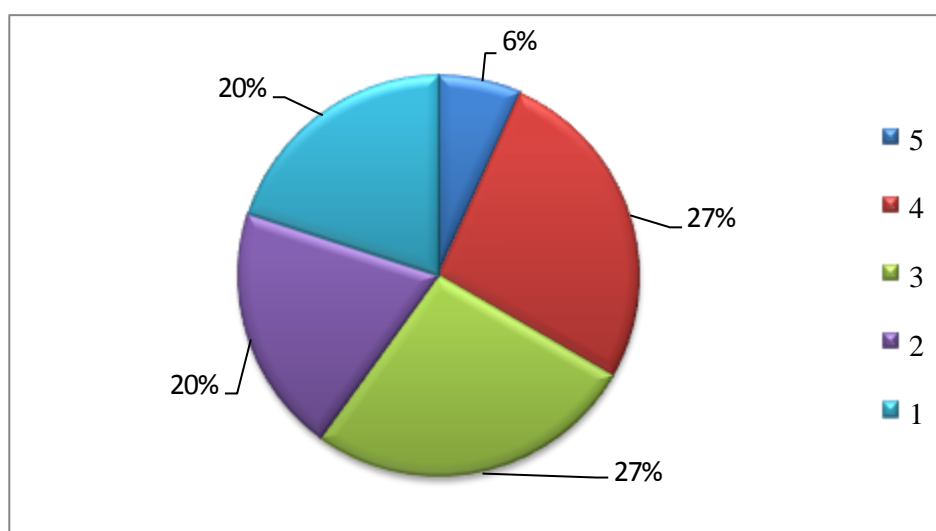


Figure 6. Question No. 4; point C:

„L2 learning is important because it will enable students to better understand and appreciate British culture”

The data from the questionnaire revealed that majority of the students consider the English language acquisition to be important and useful for their future professions (5points given by 7 students and 4 points given by 3 students). Nevertheless three students have evaluated the motive only with 3 points and two students do not consider the motive to be important enough for their English language acquisition.

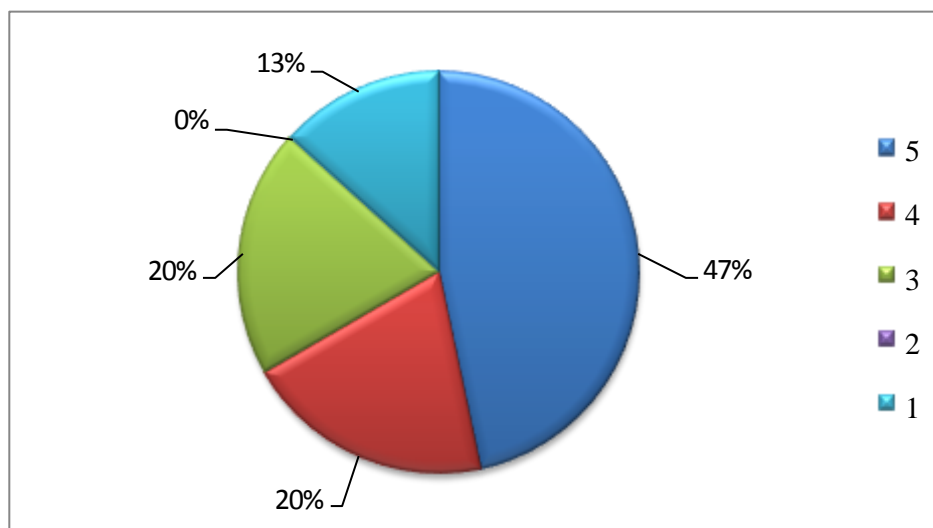


Figure 7. Question No. 4; point D:

„L2 learning is important because it will be needed for students’ future professions”

This diagram (Figure 7) once more reveals that majority of the students is thinking about their future and the possibilities to give a positive impact on it by learning other languages (in this case – English).

The next suggestion is that learning English language will make students more knowledgeable persons. This proved to be an important motive for learning English language for the majority of the respondents (see Figure 8).

8 students (54%) consider it to be very important reason for acquiring the English language and 3 students evaluated it with 4 points. Only 4 students evaluated it with 3 or 2 points revealing that they do not consider the English language knowledge as a possibility to become more knowledgeable person. To the author’s mind, this diagram reveals that majority students are thinking about the development of their personalities.

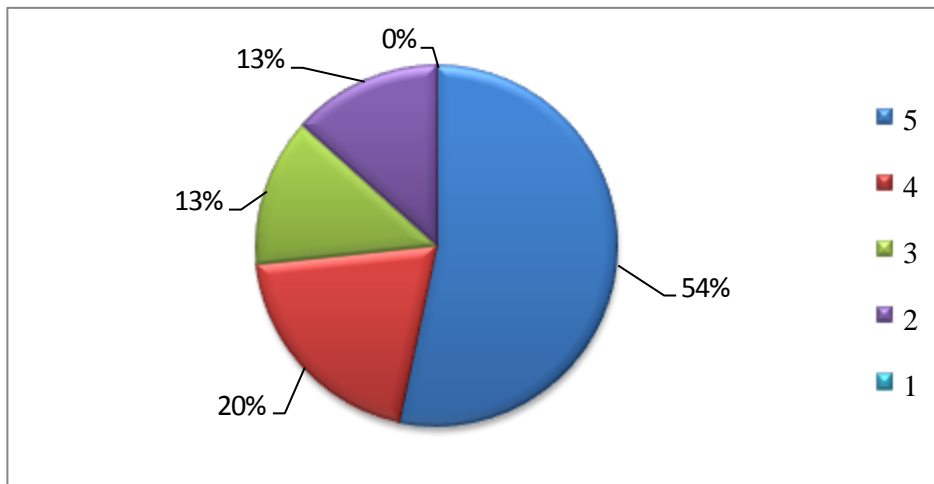


Figure 8. Question No. 4; point E:

„L2 learning is important because it will make students more knowledgeable persons”

Figure 9 reveals students’ response on the suggestion that learning English language will be useful in getting a good job in the future. All the respondents agree that the knowledge of English language will help them in the future when entering the world of work. As it can be seen in the diagram, 60% of the students evaluated this motive with 5 points, 33% (or 5 students) gave 4 points and only one student used 3 points to evaluate the importance of this motive for him. It can be concluded that students understand that the English language additionally to helping in their future careers can already be helpful when starting to work, in job search.

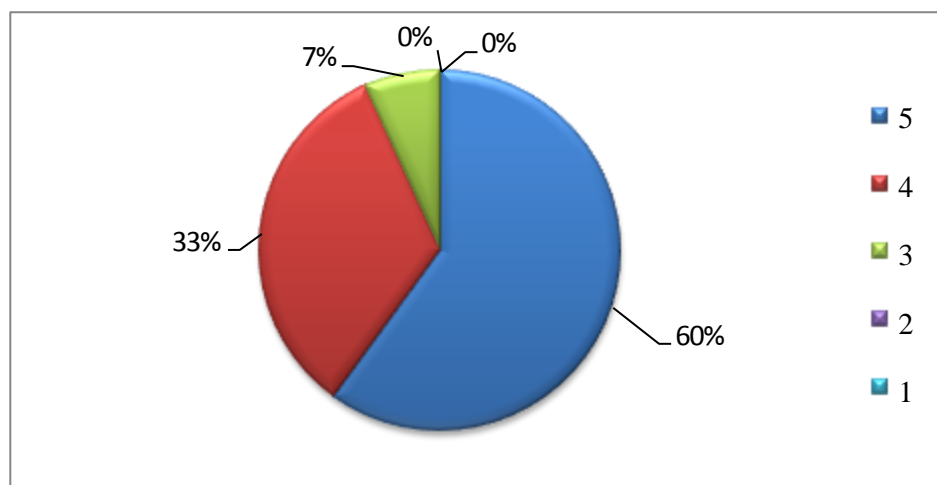


Figure 9. Question No. 4; point F:

„L2 learning is important because it will be useful in getting a good job”

The last motive suggested in the questionnaire is that learning English language can be important for students because other people will respect them more if they have knowledge of a foreign language.

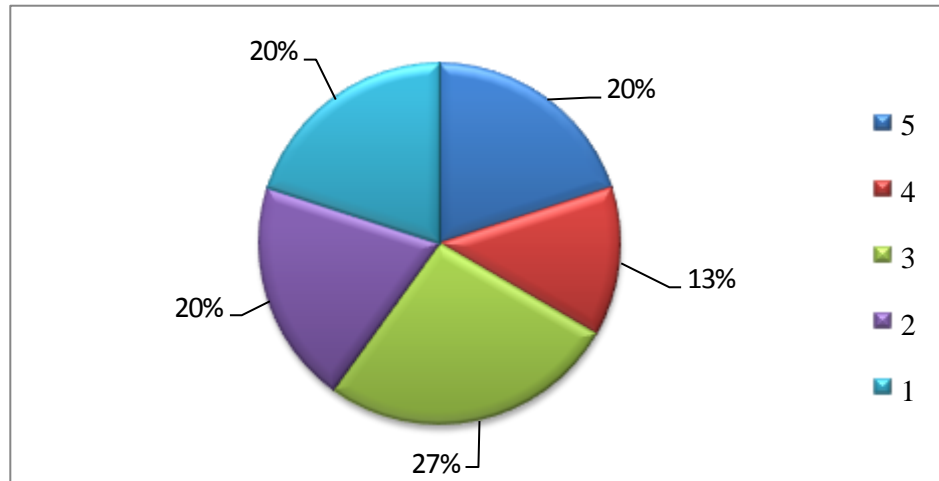


Figure 10. Question No. 4; point G:

„L2 learning is important because other people will respect students more if they have knowledge of a foreign language”

As it can be seen in the Figure 10, the evaluations of the importance of the motive differed for different students. Almost equal number of students evaluated the motive’s importance to them with each number of points: 3 students gave 1 point, 3 students – 2 points, 4 students used 3 points and 5 students evaluated with 4 or 5 students.

To the author’s of the diploma paper opinion, this data agrees with the level of Ego needs in Maslow’s hierarchy of needs: a need for appreciation by people around, for recognition and a sense of contribution, to feel accepted and self-valued (Maslow, 1954).

In order to understand what the most common motives are among the respondents to learn the English language, the next diagram was created. It reveals the popularity of the motives of learning English language, discussed above, among the respondents. There is shown the correlation of the evaluations of 4 and 5 points for each motive.

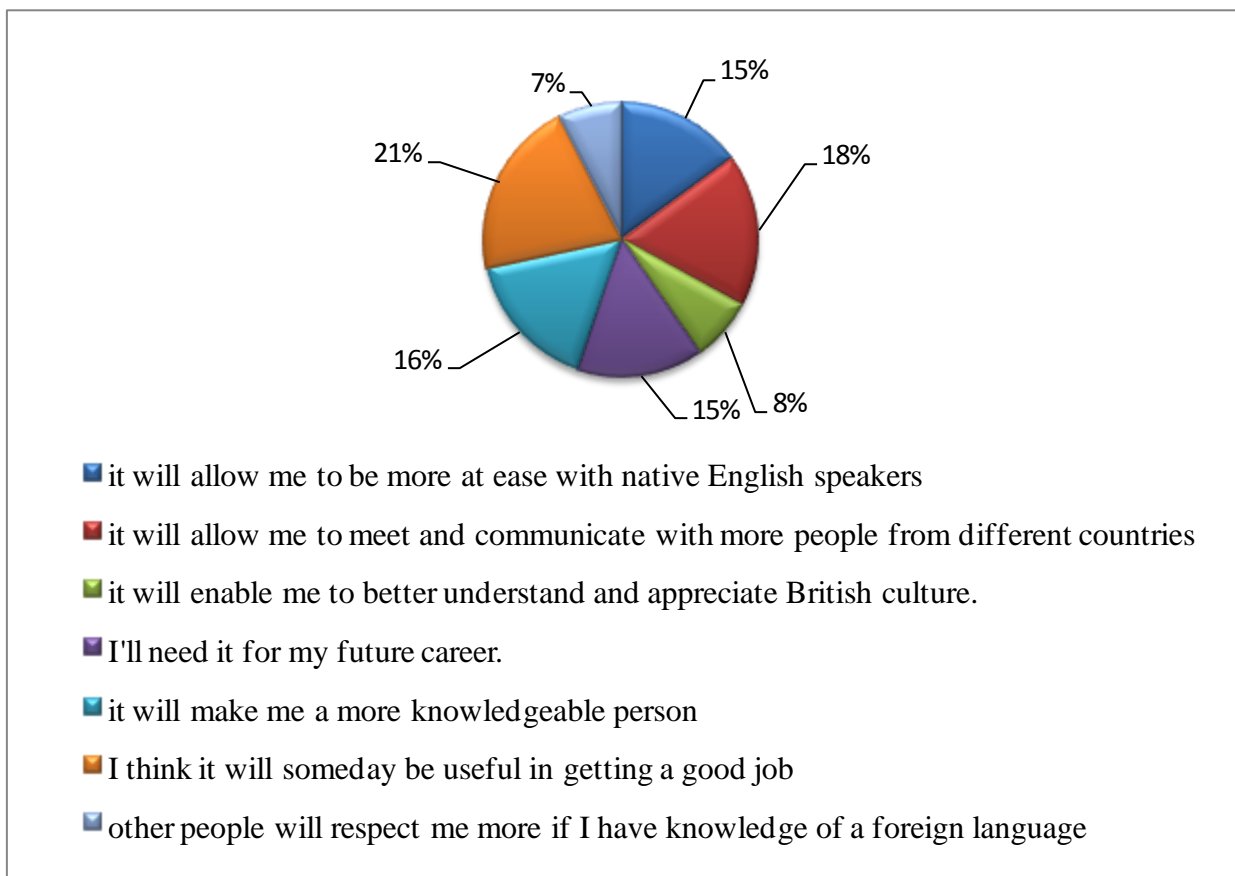


Figure 11. Question No. 4. The popularity of the motives of learning English language.

The consideration of the English language being helpful in the future to get a better job and succeed in one’s career is the most popular among the respondents: 36% of the respondents have evaluated the motives concerning the future career with 4 or 5 points. It can be seen that the second popular motives of acquiring English language is the ability to communicate with people from different countries and the native English language speaker. 33% evaluated the motives with 4 or 5 points. For 16% of the respondents the being knowledgeable person due to the English language knowledge is the most important motive. The last popular motives for students’ English language acquisition are being more respected by other people and the better understanding and appreciation of British culture.

The aim of the next question of the questionnaire was to learn about the students’ attitude towards the English language lessons. In the Figure 12 can be seen the responses of the respondents to question “Do you enjoy your English language lessons?” 8 students responded affirmatively saying that they enjoy their English lessons most of the times. 2 students revealed that they sometimes enjoy the lessons

and 4 students admitted that they rarely enjoy their English language lessons. One student admitted that he never enjoys the English lessons.

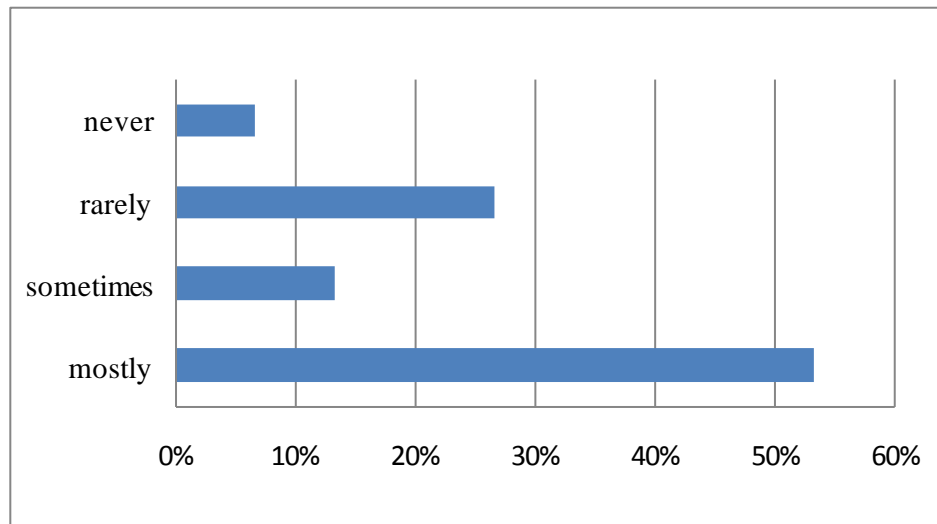


Figure 12. Question No. 5: “Do you enjoy your English language lessons?”

In order to learn and understand the causes or reasons for students’ attitude towards the English language lessons, they were asked to justify their answers. Those who had circled the answer “mostly” explained that they enjoy the fact that they learn new useful information, the lessons are interesting for them and that they like the English language. The respondents that had circled the answer “sometimes” had pointed out that they do not enjoy the grammar learning although teacher uses interesting ways of teaching. The answer “rarely” was explained with facts that are contradictious to the other opinions: uninteresting lessons, antipathies against the teacher and the emphasis on the grades instead of the knowledge acquired and skills developed.

The author of the diploma paper assumes that the statements of reasons the respondents had written may be subjective. They may be caused by some certain memories and associations from the students’ experience. Nonetheless this information needs to be considered and will be helpful when implementing the motivation increasing techniques in the English language lessons during the next stage of the case study.

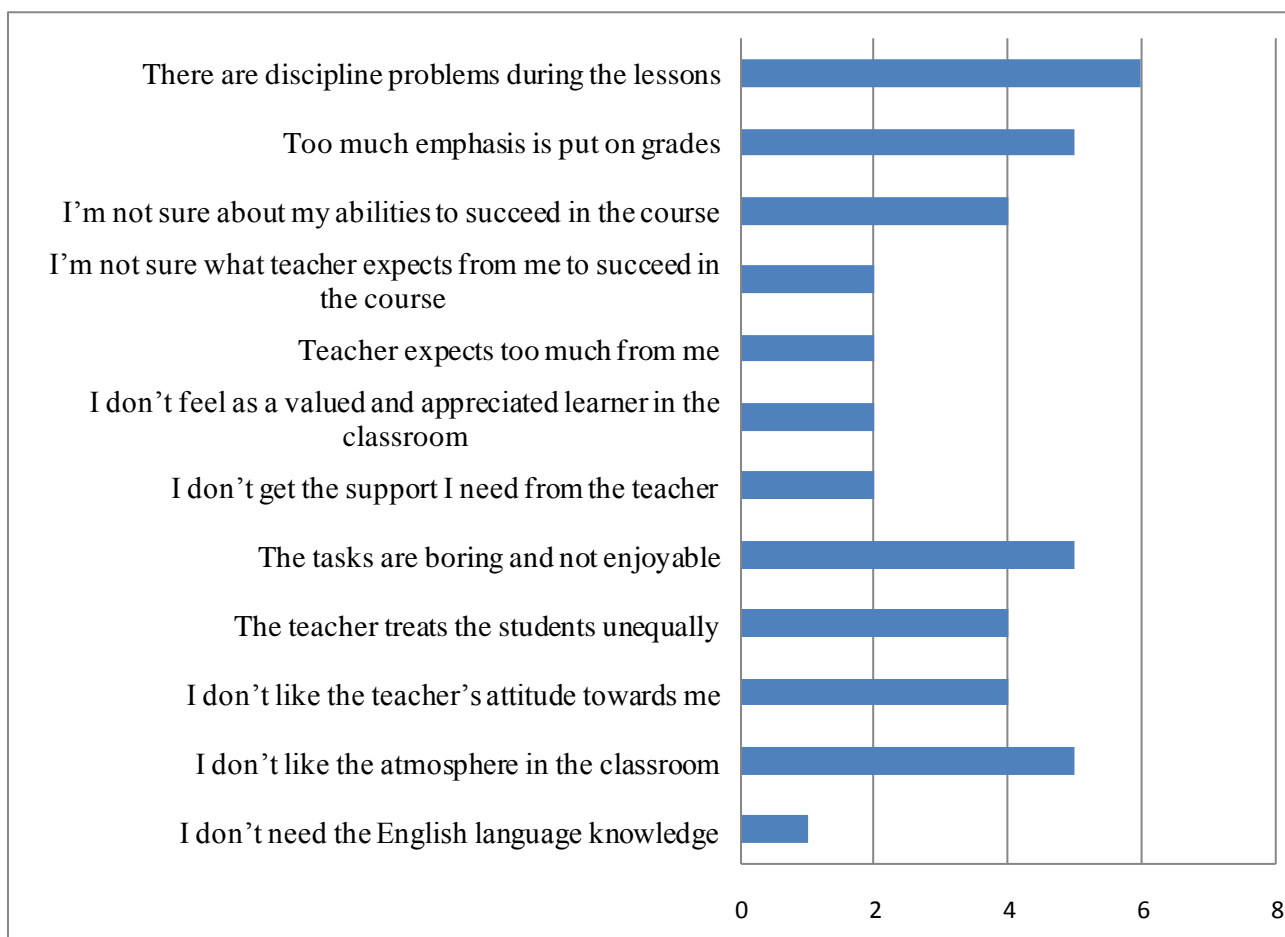


Figure 13. Question No. 6.

Factors that impact negatively students' learning and participation in their English language lessons.

The last question was created with the same aim as the previous, though in this case students had to indicate the statements from the list that impact negatively their learning and participation in the English language classes. The diagram (Figure 13) shows that the most popular factor that disturbs students is the discipline and organization problems in the classroom. The next common factors that were indicated: too big emphasis on the grades, boring and not enjoyable tasks and the atmosphere in the classroom. It can be seen in the diagram that 4 are impact negatively in the English language lessons due to lack of self-confidence to succeed in the course, 4 have indicated that they are troubled by the attitude of the teacher towards the students and 4 students revealed that the teacher treats the students unequally. The following statements were ticked by 2 respondents each: "I don't get the support I need from the teacher"; „I don't feel as a valued and appreciated learner in the classroom"; „Teacher

expects too much from me and I'm not sure what teacher expects from me to succeed in the course".

3. 2. ANALYSIS OF THE OBSERVATION

Before implementing the motivation increasing methods and techniques in the English lessons, the author of the diploma paper decided to do an observation of three English language lessons presented by a teacher to explore the real situation in the English language classes of the research group. This would help the author of the book to select the most appropriate and relevant techniques for the students to encourage their motivation and participation in English language classes.

OBSERVATION OF LESSON NO 1

Topic: Past regrets

Creating atmosphere

The teacher greeted the students. The students were standing and after they all had greeted the teacher, they sat down. Majority of the students were focused on the teacher but some of them were talking therefore teacher asked to stop the conversations since the lesson had started. The teacher collected the homeworks and started the lesson.

Arousing interest

"*I wish...*", "*If only...*" was written on the white board. Teacher asked the students to look at the white board and explained that these phrases help to describe past regrets.

Rapport

The teacher was kind and spoke expressively, using gestures and facial expressions. She was active and polite. When students were doing exercises, the teacher walked around the class to answer their questions or help, if it was needed.

Variety of skills

Students had an opportunity to develop their reading skills and listening skills and to practice the grammar. Firstly students did some individual exercises on the new grammar theme and then they did a listening task after which they were allowed to move around the classroom and try to find out from their peers the answers they did

not have. The second part of the lesson was devoted to revising the theme of the previous lesson. Teacher asked the students to fill in the gaps in handouts she had given out in order to test how much they remembered about the program they had listened to the previous lesson.

Interaction

Most of the lesson students were working individually. The whole class work was organized when they discussed the grammar exercises to compare the answers and when they were allowed to move around to find the right answers for the listening task.

Author's conclusions

- The introductory part of the lesson was well managed by the teacher. She managed to attract everybody's attention so that they focused on the teacher and stopped talking.
- The new grammar theme was introduced deductively and students just passively listened to the teacher explaining the theme. To arouse students' interest and involvement in the grammar theme the teacher could have presented it inductively by asking questions and share experiences.
- Most of the tasks students were asked to do individually so there was little opportunities to develop communicational skills in the lesson. This seemed to provoke sense of monotony and not active enthusiastic participation in the lesson.
- Students were confused as teacher distributed the handouts with an exercise to test how much they remember from the previous lesson's listening task. She explained that they would get "i" (passed) or "ni" (failed) for it. On a regular basis this kind of action from the teacher can help students not to be superficial when concerning the language lessons. Nevertheless it can promote an anxiety in students' if they do not remember well the particular theme, text etc. and they have to worry about their evaluation. To make it less disturbing the teacher could not evaluate the exercise but ask to discuss it with the whole class or in pairs or groups.

OBSERVATION OF LESSON NO 2

Topic: revision of Module 10 "Civilization"

Creating atmosphere

The teacher invites everybody to stand up and greet each other. Then students can sit down. Teacher asks if students have had a good sleep at night as this is the first lesson for the day. Students smile and start to share their feelings about the waking up this morning.

Arousing interest

The teacher informs the students that this lesson will be devoted to the revision of the Module 10 because the next time they will have to write a test. She informs about the tasks that will be included in the test and what they are going to be about.

Rapport

The teacher was kind, smiling and enthusiastic. She was encouraging when talking about the upcoming test. Politely answered the questions and explained the unclear things.

Variety of skills

The lesson was organized to develop listening, speaking skills and practice grammar. They had to listen to the text about modern technologies. Then they had to prepare a presentation explaining the advantages and disadvantages and giving their own opinion. After that students were asked to do grammar exercises.

Interaction

The whole lesson students were working individually: the listening task, preparing the presentation on the text from the listening task and doing the grammar exercises.

Author's conclusions

- The introductory part was very pleasant and relaxing for the students. Teacher managed to create more positive atmosphere in the classroom.
- The whole lesson students had to work independently. More cooperation and communication opportunities could have been involved to activate students and make the process more pleasant and interesting.
- Students had to prepare presentations on the theme about the modern technologies individually. It should be asked to be done in groups or pairs to develop their communication skills (sharing ideas).

- The teacher was interested in only one student's presentation and her opinion as she asked only one girl to present and did not ask for other's opinions. There was a feeling that they had worked vainly.

OBSERVATION OF LESSON NO 3

Topic: test on Module 10 "Civilization"

Creating atmosphere

The students stand up and greet the teacher after she has greeted them. Teacher reminds that students are going to write the test on Module 10 and shows where each student should sit.

Arousing interest

The teacher shows the test sheet in front of the class and explains what needs to be done in each exercise. She asks if there are any questions and then distributes the test sheets.

Rapport

The teacher is serious and has a firm face expression. During the test students were invited to ask questions only to the teacher if they did not understand something.

Variety of skills

The lesson was organized to test listening and reading skills and comprehension of grammar.

Interaction

The whole test was based on individual work.

Author's conclusions

- The lesson lacked a positive introductory part. The atmosphere in the class was intense. Moreover the intensity was increased by making students change their seats.
- They seemed to be uncomfortable with not being allowed to sit in their usual places. However it is a popular way among teachers to prevent cheating and chatting during the tests.
- The seat changing could be substituted by more thorough supervision and observation by the teacher. Students obviously were disturbed by the way they were seated and felt uncomfortably. It aroused extra anxiety.

The author of the diploma paper admits that the teacher has a great influence on students' attitude and involvement in the lesson as well as the chosen methods of teaching and managing the class work. The beginning of the lesson is very important, as the introductory part sets the atmosphere and the attitude towards the lesson. The ability of the teacher to attract students' attention and to hold it is also important, so the students do not get distracted and do not lose their motivation and willingness to participate in the lesson.

The work organization in the lessons had a great impact on students' involvement as well. Students seemed to lose interest when they had to work independently instead of pair work or group work. Moreover they seemed passive and unengaged when they had to do monotonous and not interesting for them tasks. It was obvious that the teacher preferred the individual or occasionally whole class work instead of pair or group work.

To the author's mind students' involvement and motivation to actively participate in English language lessons and to learn the English language could be increased if less emphasis was put on grammar and evaluations and more on communication and understanding and learning about the other cultures and people. It could raise their interest and willingness to actively participate in the lessons.

In the lessons the author did the observation it was noticed that the teacher was motivating the students by her positive attitude. She was polite and kind and tried to answer their questions as much as possible. The atmosphere was positive while the students were not asked to do grammar exercises or some other individual work.

In conclusion the author can admit that among the 15 students of the research there were motivational problems detected but they were not tremendous; moreover there is always a room for improvement; the students can be more encouraged to acquire the English language and to actively participate in the English language lessons.

3. 3. IMPLEMENTATION OF THE MOTIVATION INCREASING TECHNIQUES

The author of the diploma paper conducted three English language lessons for the Form 11 middle level group in order to implement the motivation increasing techniques and to verify the hypothesis of the diploma paper:

Description of Lesson No 1

Theme: Identity

Aims:

- To draw students' attention to the Module objectives. To elicit and present the subthemes of "Identity", to make students familiar with new vocabulary and to use it in exercises and formulating.
- To develop speaking skills (giving definitions, describing person's personality). To develop analyzing skills (to describe pictures and people).
- To develop communication skills (contributing ideas, showing knowledge, listening to others).
- To make students think about person's personalities and introducing them with the ways of describing them.

Lesson process

Teacher greets students, expresses pleasure to meet them. She/he asks the students to tell about their morning. Each student can say only one word so together they make a story of their morning.

She/he tells that today they are going to start a new Module in the new books that she/he hopes everyone have got with them today. Teacher goes through the entire module together with the students and tries to clarify what it is about, what activities there are and what they are going to acquire during the next lessons and what is expected for them to acquire to succeed in the test at the end of the module. Teacher together with the students read and discuss the Module 1 objectives.

Firstly teacher reads the new vocabulary about personality. She/he reads out each word separately with the correct pronunciation and tries to elicit the meaning of them from the students or explains them herself if students are not able to do it.

Students are asked to look at the pictures in the book. There is a boy and the people in his life. Teacher asks several students to help her. She/he gives each of them one part of the transcription of the listening piece. They have to imagine themselves in the role of the speaker and read their parts expressively. The rest of the class is listening about those people and they have to try to identify who is speaking about the boy and who they are to him. Students are working in pairs. Then students are asked to read out their variants of the answers.

The next task students are doing individually. They have to choose one of their classmates to write about (but not the person they are sitting with) everything they can say about them using the keywords. Then teacher asks some of the students to read what they have written and the rest of the class has to guess which student is being described.

Teacher informs that for the next time students have to prepare an interview with a celebrity. They can choose themselves which celebrity they are going to interview. They have to work in pairs: one student is the interviewer and the second is the celebrity. Students can look for the needed information about them on Internet or in magazines etc. She/he explains that the interview has to follow the structure: greetings, introduction, interview and conclusion. Students can feel free to use whatever attributes they want and can get.

Teacher asks if students enjoyed the lesson and thanks for the work this lesson and tells that it was a pleasure to work with them.

Author's comments

The author of the diploma paper felt satisfied with the lesson as all the students seemed to enjoy the tasks and participate willingly and actively in the lesson. The opening of the lesson was the first key to success. Students had fun and felt relaxed after it.

Students also seemed to enjoy working in groups and it made them more active since they did not have to work independently the whole lesson. The moment when teacher asked the students to read the transcriptions for others in the role of another person, students looked surprised. Obviously they were not used to do the listening tasks not following the instructions from the course books. For the rest of the class it was interesting to listen to their peers reading in different intonations and voices.

The task about describing one of the peers was interesting as well. But for improvement a suggestion can be made: students should have to pick a slip of paper with one of the peer's name on it so each of the students is being described once to avoid a situation that someone is described several times and someone is not mentioned at all.

Description of Lesson No 2

Theme: Interview with a celebrity

Aims:

- To use previously acquired knowledge of the English language (grammar and vocabulary).
- To develop speaking (public speech) skills (speaking expressively and on a topic, following the structure).
- To develop presentation skills and practicing expressing own opinion.
- To introduce students with a structure of interviews.

Lesson process

Teacher greets students, expresses pleasure to meet them. She/he invites the students to play a game, so that students get to know each other better and the teacher gets to know them better. Students have to pull out a question from an envelope and answer it (see Appendix 2). These are questions about their lives, life experiences and different interesting facts for others to find out but not too personal. Teacher also picks one question and answers it.

Teacher reminds that today they are going to do their interviews with celebrities they have chosen and asks the students to remind to the rest of the class the expected structure of the interviews: greetings, introduction, interview and conclusion. She/he wishes good luck and to have fun.

Students are presenting the interviews in front of the class. Pair by pair they go in front of the class and act out the interviews. Teacher is watching along with the rest of the class and taking notes.

After all the presenters have performed teacher thanks for students' great interviews and invites everybody to applaud to each other. Then the teacher gives feedback: firstly explains what was good and interesting and then pointing out some weaknesses but not emphasizing them.

At the end teacher asks for the feedback from the students: whether it was easy or hard and if they enjoyed the lesson.

Author's comments

It was an enjoyable lesson for students as well as for the teacher. The students were enthusiastic and genuinely interested in the peers' performances. Several performers had dressed up as the personages they were impersonating.

The introductory part of the lesson had a great impact on setting the mood in the class, as it was fun and students felt free to speak and share their experiences without stress about talking grammatically correctly etc.

During the presentations teacher noticed that students even tried to improvise to make the interviews more interesting and fun. They had prepared thoroughly for the interview: found interesting backgrounds on the celebrities, used attributes etc.

However there were two students who had not prepared the performance. So the teacher asked them to be the announcers for the interviews to involve them in the lesson so they do not passively spend their time in the classroom.

Description of Lesson No 3

Theme: Astrology

Aims:

- To revise previously taught grammar theme, to revise vocabulary for describing people's character.
- To develop reading skills (skimming), to develop thinking skills (analyzing), to develop speaking skills (to explain own opinion).
- To develop communication skills (working in pairs, expressing own opinion, agreeing and disagreeing).
- To make students think about the astrology and reading by the handwriting.

Lesson process

Teacher greets students, expresses the pleasure to meet them and starts the lesson. Teacher asks students to write on the slips of paper that teacher has put on their tables, either about their opinion of astrology, or whether they believe in horoscopes and palm-reading or if they have some experience in that area or, to their mind, what makes people believe in that kind of things. Then she/he asks to tell if students believe that astrology has some influence on people's characters and whether they read astrology columns in magazines and newspapers.

Teacher asks the students to open their books on page 8. She/he pays their attention to the three styles of handwriting shown in the book and the differences between them. Then she/he asks 3 students to read out the 3 personality descriptions. Students have to work in pairs and try to match them with the handwritings.

Then students and the teacher check the right answers in on page 135 and discuss what made students think what their variant was.

Teacher asks students to take out the slips of paper they previously wrote on and exchange them with the person they are sitting with. Students have to analyze the partner's handwriting using the information on page 135. Then students tell their partner the analyses and the author tells to the rest of the class what it was and whether he/she agrees with it or not.

Teacher invites students to try to remember about the verb tenses. She/he asks them to look at the underlined words in the three texts and tell what time they refer and together try to decide the tenses of them. Then students do an exercise in the book about the tense forms. When finished, the whole class discusses to decide on the right answer.

When finished, teacher thanks for the class and wishes good day.

Author's comments

For the introductory part where students had to write their opinion about horoscopes and palm reading, a suggestion can be made: the teacher could have given some phrases to start the writing with so it would be easier for them to understand what exactly is asked, because there was some confusion during doing this task.

The students' attention was driven by the fact that they had simply to put aside the slips with their opinion on the theme. They were keen to find out what is going to be done with them. The students seemed to lose their interest when working with the exercises from the book. But once they were asked to analyze their handwritings, they got more interested and active.

Students did not seem to enjoy the grammar exercises from the book, therefore it can be suggested for the teacher to be creative with the grammar exercises to not to lose students interest and involvement in the lesson.

The author of the diploma paper implemented a number of in the diploma paper's theoretical part suggested techniques and methods of increasing students' motivation and involvement in the English language lessons. The selection of the techniques was based on the adolescents' age characteristics, information gathered by the first questionnaire and the observation of English lessons.

The author of the diploma paper took into account Breit's and Hunter's statement that students set their attitude and behavior at the beginning of the lesson. Therefore it is important to take it into consideration and to create a positive and relaxed atmosphere without the anxiety about the language knowledge. The author used several games at the beginning of the lesson to tune the students into the English language as well as to create pleasant atmosphere in the classroom that would help the students to relax and actively participate in the lesson. To maintain the positive atmosphere throughout the whole lesson, the author set a personal example by being kind, polite and active, encouraging the students to act the same way. The teacher invites students to speak and ask questions only in English but to not worry about the mistakes they would make when speaking to keep the language anxiety to a minimum. Some students had trouble with speaking and expressing their ideas without worrying about making mistakes and speaking grammatically incorrectly, therefore the author of the diploma paper tried to encourage them to relax and not to concentrate on not making mistakes, by being friendly and understanding and avoiding correcting the mistakes as they speak and helping if necessary.

The author followed the suggestions of Keller's ARCS Model to use the perceptual stimulation, to surprise students with different teaching methods – interesting exercises and unusual approaches of doing the ordinary exercises, for example, students were asked to read out in different intonations the transcription of a listening task instead of listening to the tape recorder. The students also had to prepare at home an interview with their chosen celebrity. This task was following not only Keller's suggestion to use unusual and interesting tasks but also Dornyei's suggestion to increase the attractiveness of the course (they could use the clothing and other attributes when presenting their interviews to make it fun for their peers and themselves) as well as Kristmanson's suggestion to use authentic language learning activities. The author of the diploma paper provided the students with opportunities to work in pairs or in groups thus developing more communication skills and practicing speaking without anxiety of speaking grammatically perfectly. The students of the research group were not used to do the pair or group works as often as individual works. The author during the observation had noted that the teacher chose mostly individual work during her English language lessons.

The author attempted to follow Dornyei's commandment to provide opportunities to personalize the learning process. Students were asked to analyze each other by their handwriting and they could try to describe each other using the new vocabulary and the rest of the class could guess the person that is being described.

Developing good relationship with the students and getting to know them closer was also one of the author's attempts when conducting the English language lessons. Different methods were used to manage to do that; they were provided with opportunities to talk about themselves, they were asked share their thoughts about their morning, to answer different interesting questions about themselves thus prompting to share their life experiences in different kind of situations.

The author avoided using the tension-causing strategies that Kristmanson had provided "such as surprise quizzes, overly competitive activities, putting students in front of their peers with no warning or chance for preparation, and correcting errors in a negative, accusatory fashion" (Kristmanson, in Huitt, 2001). Students were always warned before if they are going to be asked to go in front of the class and present their work or opinion.

The author gave students feedback for their work emphasizing the positive aspects not the negative, nevertheless pointing out some common errors to promote avoiding them in the future, thus following the Kristmanson's suggestion "to create an atmosphere in which students are not afraid to make mistakes and are encouraged to take risks" (in Huitt 2001).

3. 4 ANALYSES OF THE SPIDERGRAM

In order to find out the students' impressions and the effectiveness of the implemented motivation increasing techniques, they were asked for a feedback. The feedback was organized in form of spidergram. Firstly the author explained to the students about the concept of the spidergram; they are expected to write around the phrase "I was motivated by..." all the aspects and factors they can recall from the lessons that they enjoyed and that increased their motivation to actively participate in the lessons and to enjoy them. Students were divided into two groups; they were given A-4 sheets of paper and markers. On the paper students were asked to draw a spidergram and write "I was motivated by..." in the middle of it.

Then students were asked to recall the 3 lessons presented by the author of the diploma paper and to write the things that influenced their level of motivation and improved their attitude towards English language lessons. The two groups worked separately so the work would be more organized, less chaotic and all students could share their opinion (see Appendix 3).

This method for the data collection was chosen by the author of the diploma paper to get feedback from the students that would not be as superficial as it would be with questionnaire. The author suspected that when completing questionnaire, students would not analyze the lessons as deeply as when doing it together with peers and having opportunity to share the ideas.

When students had finished creating their spidergrams, both groups were asked to compare their work and make it in one spidergram. The result was the following:

“I was motivated by...

- positive teacher, doesn't concentrate on negative things;
- relaxed atmosphere in the classroom;
- pair and group works;
- less concentrating on grammar;
- understanding teacher;
- interesting games/activities in the beginnings of the lessons;
- different kinds of activities;
- helpful teacher;
- interesting lessons;
- kind teacher;
- creative atmosphere”.

The author of the diploma paper on the spidergram basis concludes that most of the implemented techniques and suggestions from the theoretical part of the diploma paper that were implemented in the English language lessons were perceived and influenced students' attitude towards the English language lessons. The students had pointed out the factors that helped them to be more interested and involved in the lessons and that they enjoyed. Most of the factors were the ones that the author deliberately implemented in the English language lessons. Thus they have proved to be

effective in the short term research and helped to improve students' attitude and participation in the English classes.

Nonetheless the further research should be carried out in longer period of time to prove the effectiveness in increasing the motivation to achieve long term goals.

CONCLUSION

Learning motivation is not only essential in the English language learning aspect, but in every other subject of school and even real life as well. Therefore the educational system of Latvia and teachers have to try to motivate the students and increase their willingness to acquire the knowledge the school can offer thus creating a motivated and competent members of society in pursuit of personal growth.

The study of the literature revealed that learning motivation is one of the most essential factors that influence the students' growth and development, helping them to set and achieve goals, overcome obstacles and become a competent member of society that would improve and develop the world. Great impact on the motivation has a teacher and the teaching/learning methods chosen by the teacher. Teacher should pay attention to increasing the students' motivation since it is one of the key factors to succeed in the teaching process. Teacher can encourage, activate and help students to achieve their short or long term goals.

Educators and psychologists have studied the learning motivation and have come to certain suggestions, methods and techniques of influencing students learning motivation, thus making the educational process more pleasant, easier and more effective. The three English language lesson observations done by the author of the diploma paper show that teacher is increasing students' learning motivation by her attitude and the atmosphere in the classroom, although the involvement and motivation of students could be increased with the help of more interesting and enjoyable tasks, more communication opportunities etc.

Nonetheless when trying to increase students motivation and to improve students' attitude, teachers should be careful not to achieve the opposite effect. Teachers should hold high but realistic expectations for their students. They should try to strengthen students' self-motivation, by avoiding messages that reinforce their power as a teacher. Intense competitions among students should be avoided, as competition produces anxiety, which can interfere with learning.

The characteristics of the particular age group are one of the leading factors establishing the most suitable and appropriate techniques and methods. Therefore teachers of the adolescents should take into consideration that students of this age are not children anymore but they are on the threshold to the maturity. They are willing to

prove and develop themselves, to explore their abilities in the real life. They are trying to prove themselves as personalities and the teacher should treat them as equals, putting less emphasis on subordination. The teacher should provide the adolescents with opportunities to develop themselves and provide with materials and methods that are relevant to the students' interests.

During the research the author of the diploma paper learned that students do not enjoy the English language lessons as much as they could. They are bored with uninteresting exercises and driven back by the emphasis on the grammar rules and evaluations. These and other reasons lead to their passive participation in the English language lessons and low level of motivation of acquiring the language.

The author of the diploma paper therefore attempted to study the motivation increasing techniques and their effectiveness in influencing students' attitude and involvement in the English language lessons. At the end of the research it was concluded that the students enjoyed the lessons with implications of motivation increasing techniques. They felt more safe, self-confident and more interested and actively involved in the English language lessons.

In conclusion, it can be pointed out that the aim of the diploma paper - to explore the opportunities and ways of increasing students' motivation of English learning and to find out whether it improves their attitude and encourages their involvement in the English lessons – was reached. The stated objectives to achieve the aim were fulfilled. The case study was carried out and led to verifying the hypothesis that the application of different motivation increasing methods in the English language classroom gives a positive impact on students' attitude, motivation and active participation in the English language lessons.

The author of the diploma paper wants to emphasize the fact that the further research should be done to study the matter more thoroughly as the theme is broad and more effective studies could be done in longer period of time.

THESES

1. A successful language acquisition depends on the learner's passion, therefore motivation impacts greatly the process of learning.
2. A variety of motivational theories exist in psychology which examine and give different verdicts on human motivation and they are discussed, modified and improved and are taken as the basis for a new theory setting.
3. Human behavior and actions are initiated, guided and regulated by hierarchical set of motives and the motivation is based on needs.
4. The intrinsic motivation should supplement the extrinsic motivation as in the learning process students have to acquire knowledge that does not arouse interest.
5. Goal setting is a powerful way of motivating people, therefore the Goal setting theory is generally accepted as the most valid and useful motivation theories.
6. In education motivation deals with the problem of forming conditions for learners to perform to the best of their abilities in academic settings.
7. A number of language learner motivation models have been postulated. Work by Gardner, Keller and Dornyei are perhaps most known if not all accepted.
8. Psychologists have studied learning motivation and have suggested strategies and methods for teachers to increase student learning motivation.
9. The age of adolescents is important period of individuals' development, a period of personality stabilization.
10. Students' learning motivation and involvement in the English language classes can be improved with help of motivation increasing techniques and methods.
11. Implementation of motivation increasing techniques influences students' attitude and involvement in the English language lessons, and consequently the learning motivation.

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APPENDICES