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COMMUNICATIVE APPROACH TO ELT AND STUDENTS' MOTIVATION

KOMUNIKATĪVĀ PIEEJA ANGĻU VALODAS MĀCĪŠANĀ UN STUDENTU MOTIVĀCIJĀ

BACHELOR THESIS

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Anotācija

Motivācija tiek uzskatīta par atslēgu veiksmīgai svešvalodas apguvei. Neskatoties uz to, ka motivācija ir studentam piederoša īpašība, tā var būt ārēju apstākļu ietekmēta, kā, piemēram, izglītības konteksts.

Darba mērķis ir izpētīt komunikatīvās pieejas angļu valodas mācīšanās ietekmi uz angļu valodas, kā svešvalodas studentu motivāciju.

Darba autors ir pārskatījis teorētiskos avotus saistībā ar diskusijas tēmu un, balstoties uz teorētiskajām zināšanām, tika izveidota anketēšana, balstīta uz aptauju, lai noskaidrotu studentu un pasniedzēju viedokli par komunikatīvās pieejas angļu valodas mācīšanu, ar uzsvaru uz saziņas aktivitātēm, kas pielietotas valodas nodarbībās un to ietekmi uz studentu motivāciju mācīties angļu valodu. Rezultāti ļauj secināt, ka komunikatīvā pieeja angļu valodas mācīšanai var palielināt studentu ieinteresētību angļu valodā un stimulēt viņu motivāciju to mācīties. Tomēr, tas ir iespējams tikai tad, ja visi komunikatīvās pieejas angļu valodas mācīšanā komponenti tiek pielietoti un aktivitātes atbilst studentu vajadzībām, vērtībām un interesēm, raisot viņu emocionālo iesaistīšanos mācību procesā.

Atslēgas vārdi: motivācija, komunikatīvā pieeja, komunikatīvā kompetence, komunikatīvā aktivitāte

Abstract

Motivation is considered to be a key to success in foreign language learning. In spite of the fact that motivation is a property of a student it still can be influenced by the outside factors such as the educational context.

The purpose of the present study is to investigate the effects of the Communicative Language Teaching on EFL learners' motivation.

The author of the present thesis has reviewed the theoretical sources related to the theme under discussion and, on the basis of the theoretical knowledge, carried out a questionnaire-based survey to find out the opinions of students and teachers concerning the use of the Communicative Approach with the focus on the communicative activities used in language classes and their impact on the students' motivation to study English. The results allow to conclude that the Communicative Approach to ELT can increase students' interest in English and foster their motivation to learn it. However, it is possible only if all the components of the Communicative Language Teaching are employed and the activities used meet the students' needs, values and interests, provoking their emotional involvement in the teaching/learning process.

Key words: motivation, the Communicative Approach, communicative competence, communicative activity

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Introduction

Most people acquire at least one language or two, if they come from bilingual families. They use it for communication and participation in one's community, but this is not the case of foreign languages. According to Gardner (2006:1) the awareness of the advantages of knowing other languages does not necessarily impel the individual to learn them, 'and as a consequence, *motivation* can play an important role in mastering a [foreign] language'. Other educational theorists and practitioners (e.g. Williams and Rodgers, 1997; Dornyei, 2002; Harmer, 2004) also believe that motivation is a key to success in a foreign language classroom.

The mastery of foreign languages takes much time and is, very often, a lifelong process. Students can be very motivated to learn a language in the beginning, when they perceive their studies as an adventure - as a chance to get to a new unexplored world, but then they come across the first difficulties connected with a foreign language study; thus, their attitudes could change and the aspiration to learn a language that they had in the beginning can gradually disappear. Thus, the teacher's task is to maintain 'the motivational intensity' in studying language in learners by making the teaching/learning process so attractive and encouraging that the students could develop their language skills and competences based on their positive attitudes towards all the aspects of mastering a foreign language (Gardner, 2006).

A great number of motivational theories from various fields of psychology have put the emphasis on classroom practices. According to Williams and Burden (1997), Dornyei (2004), Thornbury (2006), a low-stress language learning environment should be an important priority for the teacher. Teachers can establish various classroom procedures that could decreases classroom anxiety and promote students' interest in FLL. With this respect, the Communicative Language Teaching (CLT), which 'puts the focus on the learner' (Savignon, 2002:4), representing a 'learner-centered' (Nunan, 2001:19) approach to language teaching, can help teachers to increase the effectiveness of the language learning. For example, 'student-oriented' activities in a 'communicative classroom setting' such as drama, role-play, presentations, pair or group work, are likely to increase learners' interest and consequently foster their motivation (Larsen-Freeman, 2001).

The primary purpose of the present study is to understand the role of the classroom context in relation to the learners' motivation. The **goal** of this study is to investigate the influence of the Communicative Language Teaching on students' motivation.

The enabling objectives of the Bachelor paper are as follows:

1. to read and analyse the theories on CLT and the role of motivation in a foreign language teaching and learning;
2. to design the questionnaires both for the students and the teachers;
3. to administer the questionnaires;
4. to analyse the obtained data
5. to draw relevant conclusions.

The **hypothesis** of the research is the following: the application of the Communicative Approach to ELT fosters students' motivation and increases the efficacy of the teaching/learning process.

In order to prove the hypothesis the following **research methods** are used:

- The **theoretical method** comprises the study of the theories on the theme under discussion.
- The **empirical method** is based on a questionnaire based survey.

In order to conduct the research the author of the paper has created one questionnaire for the students and one questionnaire for the teachers, which were distributed among 278 students of the 10^{th} and 11^{th} forms and 17 teachers in secondary schools in Daugavpils and those of Riga district in Latvia.

The outline of the chapters:

The first chapter reveals the nature of motivation; and discusses its place in a foreign language teaching and learning.

In the second chapter different views on motivation proposed by Williams and Burden (1997), Dornyei (2002), as well as Gardner (2006) in relation to their application in EFL field are considered,

The third chapter highlights the nature of the CLT and the communicative competence.

The forth chapter is dedicated to the description of the roles of the teachers and the students in the communicative language classroom and the most popular activities which are used by the practitioners of the CLT.

The fifth chapter is devoted to the empirical part of the study. The data obtained from the questionnaires designed both for the teachers and the students are processed and the results are interpreted.

CHAPTER 1

MOTIVATION IN EFL TEACHING

Motivation is one of the most important concepts in psychology. Theories concerning motivation attempt to explain why a human behaves and thinks as he/she does. Motivation is responsible for success in foreign language learning. The understanding of the nature of motivation can help a teacher to support his/her students in the difficult and often lifelong process of language learning. The following chapter explores the nature of motivation and discusses the peculiarities of motivation in EFL classrooms.

1.1 Nature of Motivation

According to Gardner (2006), it is difficult to define motivation because it is a very complex phenomenon with many facets. Simpson and Weiner (1989: 1131) define motivation as "the conscious or unconscious stimulus for action towards a desired goal provided by psychological or social factors; that which gives purpose or direction to behaviour". Thus, at its most basic level, motivation is based on 'a kind of internal drive which makes someone do things in order to achieve something' (Harmer, 2004: 51). Brown (2000, cited in Harmer, 2004: 51) maintains that "motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, as well as ego-enhancement". Meanwhile, Williams and Burden (1997, cited in Harmer, 2004: 51) emphasise that motivation is 'a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal'.

Because human behaviour reflects two dimensions, namely, 'direction and magnitude (intensity)', motivation is responsible for the following aspects (Dornyei, 2002: 7):

- the choice of a particular action;
- the effort expended on it as well as the persistence with it.

Considering the above mentioned definitions, it is easy to notice that they are interconnected and complement each other. In general, motivation explains why people decide to do something, how long they pursue on their action and how hard they are going to work in order to achieve their goal.

Various motivation theorists have tried to find out what antecedents (i.e. the causes and origins of actions) influence human behaviour (ibid.: 6-7). For instance, in the first half of the twentieth century, motivation was considered to be determined by the basic human instincts and drives, many of them being unconscious or repressed. As Sigmund Freud (1915, cited in Holt, 1989: 71) claims, psychical acts can be classified 'according to their relation to instincts and aims, according to their composition and according to which of the hierarchy of psychical systems they belong to'. Freud's psychoanalytical view on motivation is worth considering because unconscious motives may play an important role in people's lives indeed.

Meanwhile, the middle of the twentieth century was dominated by conditioning theories based on the assumptions of behaviourist psychology, focusing on how stimuli and responses interplay in forming habits (Dornyei, 2002: 8). The experiments by Pavlov and Skinner showed what impact 'positive or negative reinforcement as well as punishment and praise have on the way how knowledge is acquired' (ibid.), which may have implications for language learning in terms of practice and drilling.

During the 1960s, humanistic psychologists such as Carl Rodgers and Abraham Maslow proposed that the central motivating force in people's lives is 'the self-actualising tendency (i.e. the desire to achieve personal growth and to develop one's capacities and talents)' (Dornyei, 2002: 8). Maslow's Hierarchy of Human needs is often depicted as a pyramid consisting of five levels (see Figure 1.1).

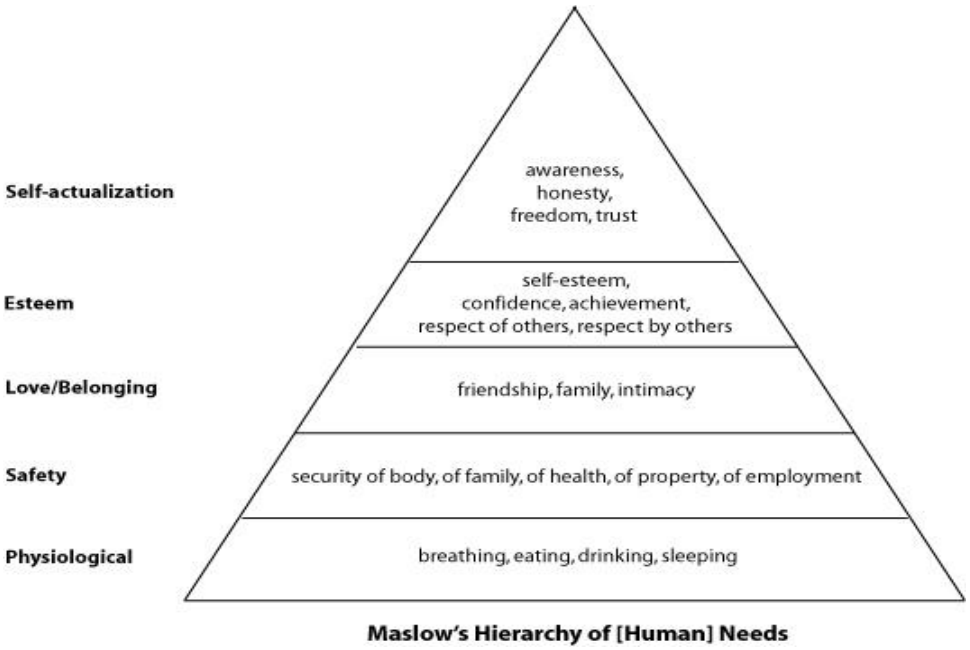


Figure 1.1 **Maslow's hierarchy of needs (Adapted from Thrasher, 2007: 2)**

Maslow's hierarchy of needs is relevant to foreign language learning because it illustrates that the fulfilment of more advanced needs depends on the level of satisfaction of the needs at a preceding level, for example, a learner's self-actualisation in mastering a foreign language will always depend on his or her fulfilment at the level of esteem.

Nevertheless, contemporary approaches to understanding motivation in psychology are mostly based on the cognitive approach, which 'focuses on how the people's conscious attitudes, thoughts, beliefs and interpretation of events influence their behaviour (i.e. how mental processes are transformed into action)' (Dornyei, 2002: 8). Cognitive psychologists view people as 'purposeful, goal-directed actors who are in a constant mental balancing act to coordinate a range of personal desires and goals, taking into account perceived possibilities (i.e. their perceived competences and environmental support)' (ibid.: 8).

Finally, the peculiarities of motivation to learn a foreign language are widely discussed within the socio-psychological approach which focuses on the influence of the social context and the relational patterns between the language communities as measured by means of the individual's social attitudes (Dornyei, 2004: 425). Table 1.1 summarises the most well-known contemporary motivation theories which can be applied to foreign language learning (see Appendix 1).

The cognitive and socio-psychological approaches to motivation based on any of the above motivation theories can significantly help foreign language teachers determine whether their learners hold the necessary beliefs about the value of mastering a foreign language, how they evaluate the challenges presented by the language learning process as well as what support they need from others in order to overcome these challenges.

1.2 Motivation in EFL Classroom

Many educational theorists and practitioners believe that motivation is a key to success in the foreign language classroom (Dornyei, 2002: 5; Dornyei, 2004: 425; Harmer, 2004: 51; Gardner, 1985: 10). During the lengthy and often tedious process of mastering a foreign language, 'the learner's persistence, enthusiasm and commitment' play a vital role in whether the outcome of studies will be successful or not' (Dornyei, 2002: 5).

According to Dornyei (2004: 425), motivation in foreign language learning has both 'a qualitative and a quantitative dimension'. The former relates to the goal or direction of learning, whereas the latter concerns the intensity of the effort applied by the learner to achieve the set goal.

The motivation is also divided in two different types (Harmer, 2004:51):

- extrinsic (i.e. caused by outside factors, e.g. the need to pass an exam or the possibility of future travel);
- intrinsic (i.e. coming from within the individual, e.g. when he or she is motivated by the enjoyment of the learning process itself).

Referring to Brown (1987, cited in Ur, 1997: 276), there is also 'global', 'situational' and 'task' motivation. The global motivation is defined as overall orientation of the learner toward the FLL. Situational motivation is the motivation caused by the context of learning such as classroom or school environment. Task motivation concerns the way the learner 'approaches the specific task in hand' (ibid.).

Harmer (2004: 52) also admits that the motivation that brings students to the task of learning a foreign language can be influenced by the attitude of a number of people since they form a part of the world around learners' feelings and engagement with the learning process. In Harmer's opinion, language learners' motivation greatly depends on the following factors:

- the society they live in (and the value of the foreign language in the society);
- significant others (e.g. friends, parents and siblings);
- the teacher (whose enthusiasm for English and English learning will always be the prerequisite for a positive classroom atmosphere); and
- the method (i.e. the way teaching and learning take place) (ibid.: 53).

Harmer (ibid.) emphasizes the importance of the teacher, who is the 'major factor in the continuance of students' motivation', and the method used in the teaching process. Honey and Mumford (1992) affirm that the teaching method may have a positive effect on students' motivation if the method is selected according to the students' learning style. Learning style refers to any individual's preferred ways of learning (Wikipedia, online 1). It depends on the student's personality, including psychological or cognitive character, sociocultural background and educational experience (ibid.). Referring to Hynes (n.d.), the learners can be divided into:

Auditory Learners who are able to recall what they hear and prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. They are 'phonetic readers' who enjoy oral reading, choral reading, and listening to recorded books. They learn best by giving oral presentations, interviewing, debating, participating in oral discussions of written material

Visual Learners are able to recall what they see. Such learners prefer written instructions. These students are 'sight readers' who enjoy reading silently. It is better if the information is

presented with video to them. They learn best by observing and enjoy working with maps, graphs, charts, cartoons, diagrams, posters, texts with a lot of pictures.

Tactile Learners learn best by touching. They 'understand directions that they write' and will learn best through 'manipulatives', such as making models, playing board games, drawing, following instructions to make something.

Kinesthetic Learners learn best by touching or manipulating objects. They need to involve their whole body in learning. These students learn best by movement activities, playing games that involve their whole body.

Global Learners are 'spontaneous and intuitive'. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. 'Cooperative learning strategies' and 'holistic reading methods' work well with these learners. Global learners learn best through choral reading, group activities, story writing.

Analytic Learners plan and organize their work. They focus on details and are logical. They are 'phonetic readers' and prefer to work individually on activity sheets. They learn best when goals are clear, requirements are spelled out.

Referring to Gardner (1999), the students' learning style depends on their prevailing type of 'intelligence'. Arnold and Fonseca state that

> These different intelligences reflect a pluralistic panorama of learners' individual differences; they are understood as personal tools each individual possesses to make sense out of new information and to store it in such a way that it can be easily retrieved when needed for use.
>
> (Arnold and Fonseca, 2004: 120)

Gardner (1999) distinguishes eight types of intelligence: 'musical intelligence', 'spatial intelligence', 'linguistic intelligence', 'logical and mathematical intelligence', 'bodily-kinaesthetic intelligence', 'interpersonal intelligence', 'intrapersonal intelligence', and 'naturalistic intelligence'.

Students who have prevailing musical intelligence remember melodies, have a good sense or rhythm and usually play an instrument. They are sensitive to sounds of the environment and need music on when studying.

Those having spatial intelligence think in images and pictures, they easily remember where things have been put. They like drawing, designing and building. They read maps and diagrams easily, go jigsaw puzzles easily and reproduce images accurately

Learners with linguistic intelligence like to read and write, have a good memory for names, places, dates, poetry, and have a well developed vocabulary. The students who have prevailing linguistic intelligence are likely to be very successful in language learning.

Those having logical and mathematical intelligence see patterns easily, like abstract ideas, like strategy games and logical puzzles. They device experiments to test out things they do not understand. They think in categories and see relationships between ideas.

Students with prevailing bodily-kinaesthetic intelligence remember through bodily sensation, have excellent coordination, and communicate well through gestures. They learn best through physical activity, simulation and role play but find it difficult to sit still for long.

Those with interpersonal intelligence understand people well and learn best by interacting and co-operating with others. They enjoy playing social games and are good at leading and organizing.

Learners having intrapersonal intelligence like to work alone and have a sense of independence, they are intuitive, strong-willed, self-confident and reflective.

Those with naturalistic intelligence recognize flora and fauna, make distinctions and notice patterns in the natural world and use the ability productively e.g. farming or pet-keeping. Arnold and Fonseca (2004) propose the example of the activities for the students with this type of intelligence which can be used in the language classroom. For example, the learners can be asked to describe a scene in nature that they are familiar with or that they imagine; or tell about the process of recycling paper (ibid.: 130).

Gardner's multiple intelligences theory (MIT) (1999) proposes that the teacher can support the language learning by using learning tasks which help the students to develop different intelligences. Arnold and Fonseca (2004: 126) agree with Gardner and affirm that the teacher should offer '…a choice of tasks, not to teach to specific intelligences but to give learners the opportunity of apprehending information in their preferred way, as well as to promote the development of their other intelligences'. The scholars also propose that the recognition of the students' diversity enables teachers to 'organize a variety of contexts that offer learners a variety of ways to engage meaning and strengthen memory pathways; it is a teacher-friendly tool for lesson planning that can increase the attractiveness of language learning tasks and therefore create favourable motivational conditions' (ibid.: 120).

To conclude, the teachers are responsible for the maintenance of 'the motivational intensity' for language learning in learners. Various psychological variables regarding individual learner characteristics play a major role in the successful foreign language learning, thus, the teacher's task is to make the teaching and learning process so attractive and encouraging that students could develop their language skills and competences based on positive attitudes towards all the aspects of studying a foreign language.

CHAPTER 2

THEORIES ON MOTIVATION IN EFL FIELD

There have been many studies that have investigated the relationship between the achievements in FLL and motivational variables. Referring to Gardner (2006), language learning motivation is considered in the socio-educational model of second language acquisition (Gardner, 1985), the social context model (Clement, 1980), the self-determination model (Noels and Clement, 1996), the willingness to communicate model (MacIntyre et al, 1998), the social constructivist approach (Williams and Burden, 1997) and the extended motivational framework (Dornyei, 2002). The following chapter discusses the approaches to motivation proposed by Williams and Burden (1997), Dornyei (2002) as well as Gardner (2006) in relation to their application in EFL field.

2.1. Gardner's Theory on Motivation

Gardner considers the theme of motivation to be very important because motivation is inherent to the language learning processes at all stages of language acquisition and development. As Gardner (2006: 6) highlights, when discussing motivation in learning a foreign language, it is essential to take into account both the educational context and the cultural context, which together determine integrativeness (openness) and attitudes toward the learning situation (see Figure 2.1):

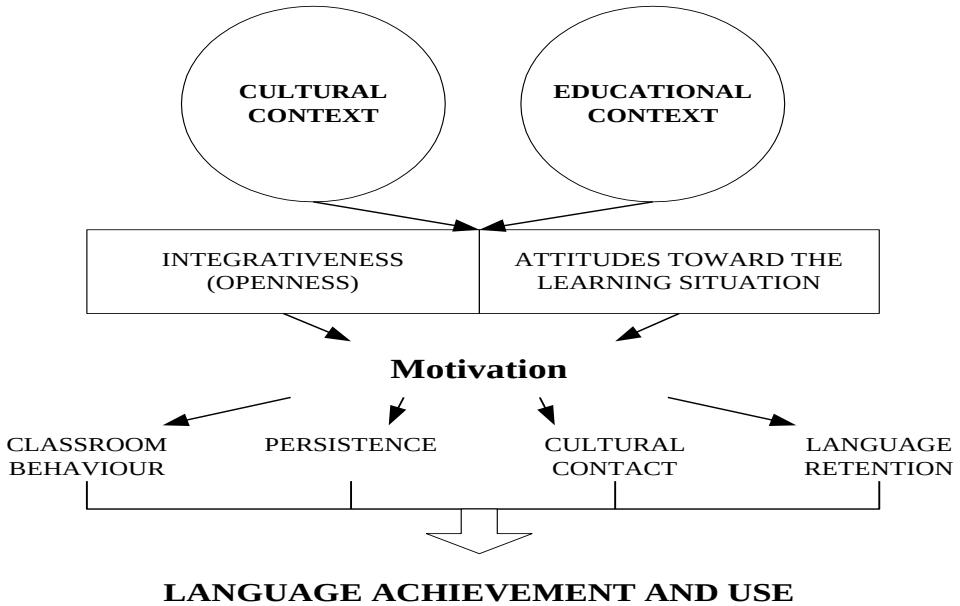


Figure 2.1 **A model indicating the effects of the cultural and educational contexts on motivation in second language learning (Gardner, 2006: 15)**

Because the individual is a member of a particular culture and many features of the individual are influenced by that culture, 'the cultural context is expressed through one's attitudes, beliefs, personality characteristics, ideals, expectations, and so forth' (Gardner, 2006: 6). With regard to foreign language learning, 'the individual may express various attitudes to language learning, hold different beliefs about its value, meaningfulness and implications, regard the importance of personality characteristics in the learning process, as well as have certain expectations about what can and cannot be achieved' (ibid.).

As all the above mentioned aspects are originated and developed in the overall cultural context and the FL learner's family, this cultural context is likely 'to have an impact on the individual's ultimate success in learning the foreign language' (ibid.: 7). Gardner's notion of the so-called "integrativeness" (or "openness to cultural identification") is based on the individual's interest in 'learning the language in order to interact with valued members of the other community and/or learn more about that community', which is supported when there is 'a favourable attitude towards the community and an open interest in other cultural communities in general' (ibid.).

When considering the educational context, however, the focus is 'on the expectations of the system, the quality of the programme, interest, enthusiasm, the teacher's skills, the adequacy of the materials, the curriculum, the class atmosphere, and so forth' (Gardner, 2006: 6).

As Dornyei (2004: 426) explains, motivation within Gardner's theory should be discussed at the orientation (i.e. the goal) level, being either ' integrative (i.e. having a strong interpersonal quality)' or 'instrumental (i.e. having a strong practical quality)'. Whereas the integrative orientation refers 'to a positive disposition towards the target language community', the instrumental orientation relates 'to the potential practical gains of target language proficiency' (ibid.).

Both integrative and instrumental orientations are important in learning a foreign language, although the level of motivation based on any of these two types of orientations may significantly vary in a learner's set of goals. A learner with the instrumental element of motivation will have 'a desire to get something concrete or practical from learning a foreign language (e.g. passing an exam, applying for a job, obtaining financial rewards or engaging in translations)', while the integrative element of motivation is displayed 'when a learner likes the people speaking the foreign language, admires their culture, wishes to operate socially in the community' (Larsen-Freeman, 1994: 173).

Littlewood (1984: 57, 70-71) also agrees that most learners are motivated by a mixture of instrumental and integrative reasons because in learning a foreign language they seek to satisfy two main kinds of communicative needs:

- functional needs (e.g. to deliver messages effectively and avoid misunderstanding);
- social needs (e.g. to establish social contacts and integrate with the other community).

Furthermore, the socio-educational model by Gardner and MacIntyre (1993, cited in Dornyei, 2004: 426) distinguishes the following four main aspects of the second language acquisition process in which motivation plays an important role: a) 'antecedent factors (which can be biological, such as age or gender, and experiential, such as learning history); b) learners' individual differences; c) language acquisition contexts; and d) learning outcomes'.

Nevertheless, Tremblay and Gardner's model of second language motivation proposed in 1995 integrates important cognitive concepts, such as 'goal salience, valence and self-efficacy' into the aspects of language attitudes and motivational behaviour, as well as subsumes attributions about past learning experiences (see Figure 2.2).

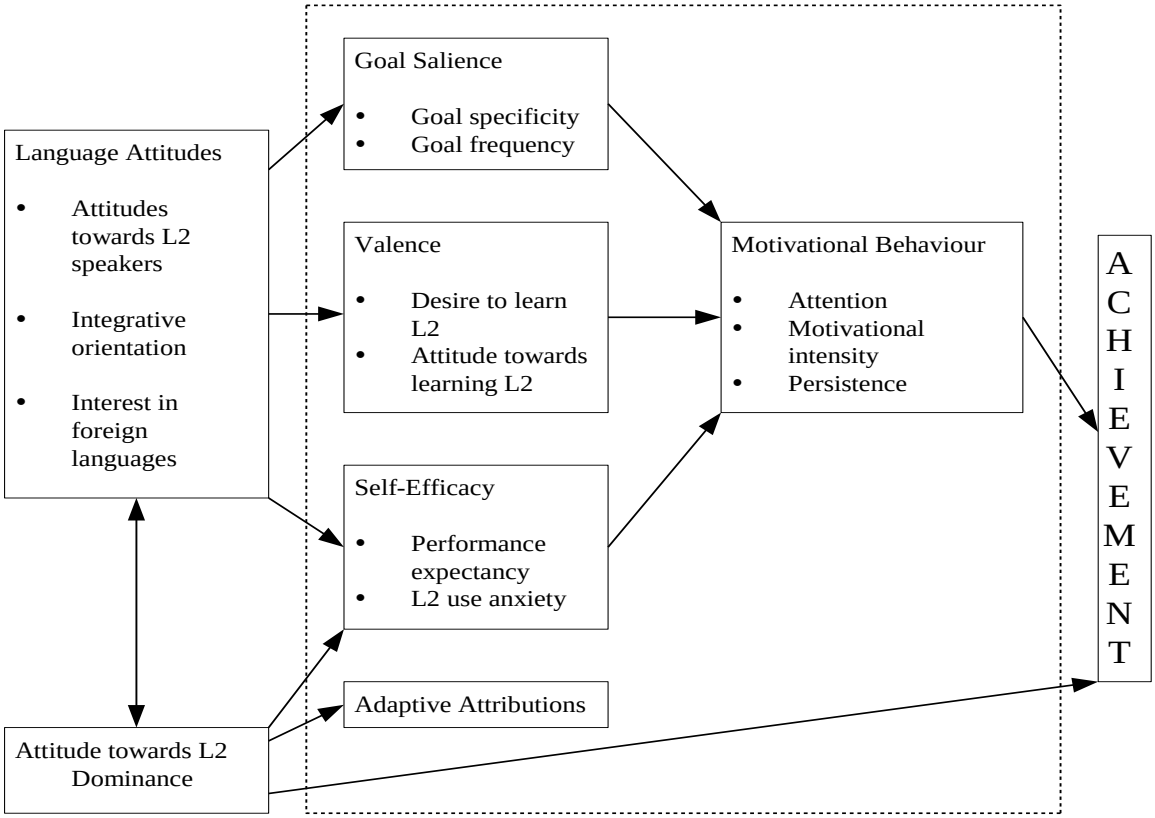


Figure 2.2 **Tremblay and Gardner's (1995) model of second language motivation (Dornyei, 2004: 428)**

Thus, based on Figure 2.2, it can be assumed that language teachers should offer such tasks to their learners that could arouse their interest, attract their attention and provoke higher

persistence of achieving good language learning results, i.e. display motivational behaviour contributing to foreign language learning. Indeed, it is very important to know what exactly motivates language learners internally and externally, which is discussed further.

2.2 Dornyei's Framework of Motivation

Dornyei argues that 'so much is going on in a classroom at the same time that no single motivation principle can possibly capture this complexity…Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspective' (Dornyei, 2002:13). The scholar has introduced the model in which the language learning motivation is conceptualized at three levels:

1. Language level [addresses the social side of motivation]:
    (a) integrative motivational subsystem
    (b) instrumental motivational subsystem
2. Learner level [represents individual characteristics of the learner]:
    (a) need for achievement
    (b) self-confidence (language use anxiety; perceived second language competence; causal attributions; and self-efficacy)
3. Learning situation level [is associated with classroom environment]:
    (a) course-specific motivational components (interest in the course; relevance of the course to one's needs; expectancy of success; and satisfaction in the outcome)
    (b) teacher-specific motivational components (affiliative motive, e.g. to please the teacher; authority type, e.g. controlling vs. autonomy-supporting; and direct socialisation of motivation, including modelling, task presentation, and feedback)
    (c) group-specific motivational components (goal-orientedness; norm and reward system; group cohesiveness; and classroom goal structure (cooperate, competitive or individualistic)

(Dornyei, 2002: 18)

As the focus of the current study is on the teaching/learning process (i.e. the effect of the Communicative Approach applied by the teacher in the classroom on the students' motivation) the definitions of key terms follow. *Interest* concerns a learner's inherent curiosity and desire to know more about him/herself and the surrounding world. *Relevance* concerns the extent to which the student perceives the course is connected to his/her personal needs, goals or values.

Expectancy refers to the learner's expectation that he/she will succeed in a task/course, and concerns task difficulty, familiarity with the task type, the amount of afford required. *Satisfaction* deals with the outcome of an activity such as intrinsic rewards such as pride and enjoyment and/or extrinsic rewards such as good marks or praise. (All definitions adapted from Dornyei, 1994: 277-278).

It is important to acknowledge that though the motivation in Dornyei's model is conceptualized at three levels, the scholar does not attempt to divide it into three sub-types, but describes from three perspectives simultaneously.

Moreover, Dornyei (2002:22) proposes a process model of language learning motivation which takes a dynamic view of motivation, taking into account the changes of motivation as they occur over time (see Figure 2.3).

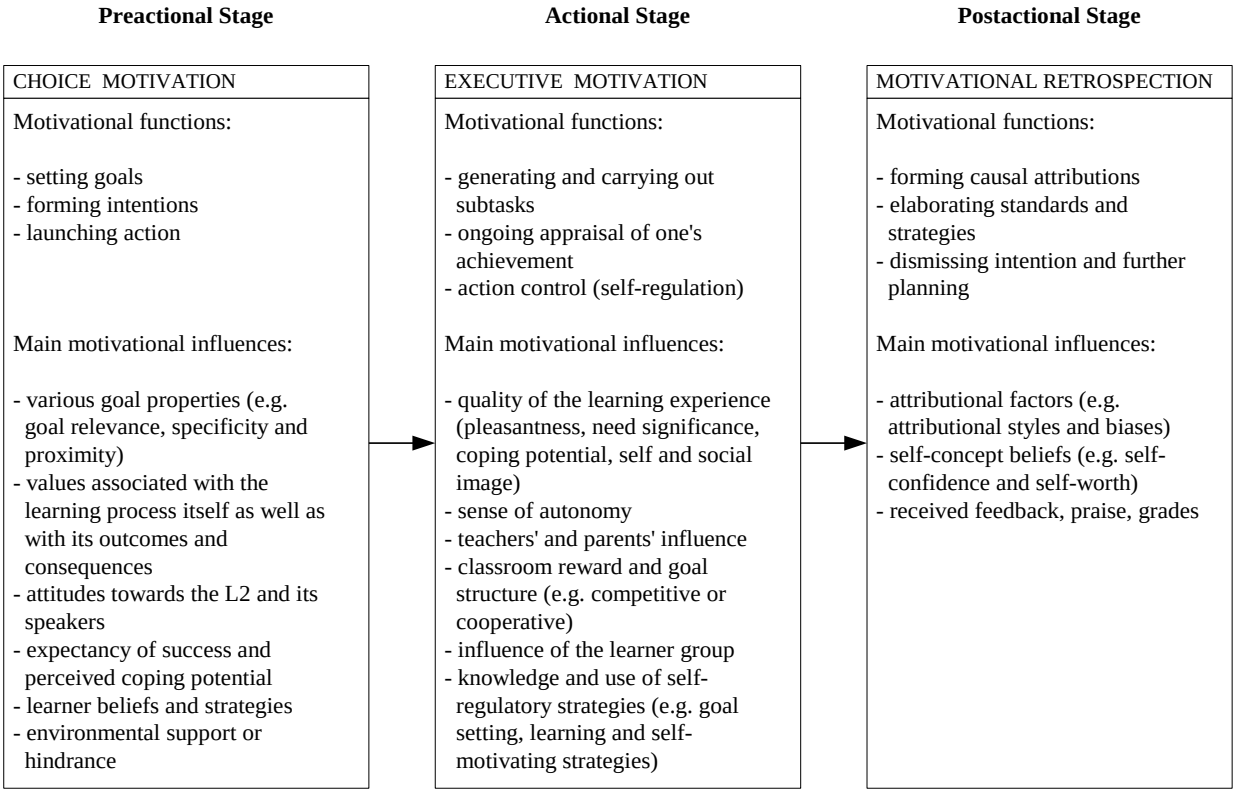


Figure 2.3 **A process model of motivation (Dornyei, 2002: 22)**

The model of motivation presented above can be distinguished from all the other models because it does not only view contexts, factors or levels influencing motivation. Rather, it is more focused on motivation as a constantly changing process where influencing factors vary at every stage of the motivation process in accordance with motivational functions characteristic to each stage. This view on motivation may help the language teacher find out at what stage each learner

occurs to be, what he or she expects, and how his or her expectations should be met in order to help him or her engage in the language learning process more successfully

2.3 Williams and Burden's Framework of Motivation

The framework of Williams and Burden proposed in 1997 analyses the issue of motivation from a social constructivist point of view, thus examines not only the influences that are inside the learner (i.e. the influence of the individual thinking), but also the interaction between learners and the 'social situations' (William and Burden, 1997). The scholars indicate that

> …an individual motivation is also subject to social and contextual influences. These will include the whole culture and context and the social situation, as well as significant other people and the individual's interaction with this people.
>
> (Williams and Burden, 1997:121)

The influences in Williams and Burden's framework (1997) are grouped into two categories representing 'internal' and 'external' factors (see Table 2.1). 'Internal' factors place their focus on the 'internal mental processes' of the learners; while 'external' factors deal with the learners' interaction with the learning environment (Williams and Burden, 1997; 138).

Table 2.1 **Williams and Burden's framework of second language motivation (Williams and Burden, 1997:138)**

Internal factors	**External factors**
Intrinsic interest of activity • arousal of curiosity • optimal degree of challenge Perceived value of activity • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity Sense of agency • locus of causality • locus of control re: process and outcomes • ability to set appropriate goals Mastery • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy Self-concept • realistic awareness of personal strengths and weaknesses in skills required • personal definitions and judgments of success and failure	Significant others • parents • teachers • peers The nature of interaction with significant others • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions The learning environment • comfort • resources • time of day, week, year • size of class and school • class and school ethos The broader context • wider family networks • the local education system • conflicting interests • cultural norms

• self-worth concern • learned helplessness Attitudes • to language learning in general • to the target language • to the target language community and culture Other affective states • confidence • anxiety, fear Developmental age and stage Gender	• societal expectations and attitudes

It is interesting to compare Williams and Burden's framework with Dornyei's model of language learning motivation described in the previous subchapter. The author of the present research believes that in terms of the internal factors, the subcomponents of Dornyei's *Language Level* are related to Williams and Burden's *attitudes* and *perceived value of activity*. In that both frameworks comprise the learners' attitudes toward the target language community and pragmatic values the learners associate with the mastered language. Moreover, the subcomponents in *Learner level* are similar to William and Burden's *mastery and self-concept factors*, in which both stress the influence of 'achievement' and 'self-concept' on motivation. As to external factors, Dornyei's Learning *Situational Level*, involving *course-specific, teacher-specific, group-specific* components, corresponds to Williams and Burden's *significant others* and *the learning environment*, as they all take into account the influence of the teacher, peers and learning environment on the learning motivation. However, in Dornyei's model the interest in activity, for example, is treated as a subcomponent of the course (i.e. an external factor), but in Williams and Burden's framework it is treated as an internal factor.

The overview of the motivational theories has shown that motivation is a very complex construct and is seen from the diverse perspectives by many scholars. Williams and Burden's framework of motivation is different from other theories and models on motivation because it provides extensive information about motivating factors not in terms of different contexts or levels but in terms of the source of motivation, whether it comes from the learner or is influenced by the factors from the surrounding environment. The understanding of the internal and external factors of learner motivation will show the teacher how he/she could better support the learners' effort in achieving good results in foreign language learning.

CHAPTER 3

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Many linguists and researchers have conducted numerous studies on the Communicative Approach. This approach has made the language learning more communicative and is aimed to help students to develop their communicative competence. The literature review of this chapter deals with the background information on the history of the CLT and the views and opinions of the various researchers on the nature of the Communicative Approach and the communicative competence.

3.1 Development of the Communicative Approach

According to Richards and Rodgers (2005) the Communicative Approach to language teaching appeared in the late 1960s. At that time the concepts about the language teaching were rethought and reevaluated by British linguists, who prejudiced the effectiveness of the Situational Language Teaching, the main goal of which was to teach language 'by practicing basic structures in meaningful situation-based activities' (ibid.: 153). As Howatt (1984) points out:

> By the end of the sixties it was clear that the situational approach…had run its course. There were no future in continuing to pursue the chimera of predicting the language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and intentions of the speakers and writers who created them.
>
> (Howatt, 1984:280, cited in Richards and Rodgers, 2005:153)

Therefore, the educators put the question whether the traditional approaches could meet this goal in the right way. For example, Widdowson (1978, cited in Larsen-Freeman, 2001) states that 'students may know the rules of linguistic usage, but be unable to use the language'. The application of the grammar-centered approaches, for example, could cause such problems, as they were aiming at the extensive learning of grammar. In result, the learners do not master the language that can be applied in real life, but learn only the rules and structures of the language. As Doughty (1989: 129) points out, '[in the traditional methods] the belief is that learners, presented with a sequence of forms or functions planned in advance and presented one by one by the teacher or through materials, will eventually built up a complete linguistic repertoire…', whereas the Communicative Approach has attempted 'to remedy this problem by giving students more of the talking time and by bringing human experience within the walls of the classroom' (ibid.: 136).

The development of the Communicative Approach was conditioned by the economic development of Europe during the 1970s as well. A new language teaching approach was supposed to meet the 'language needs' of the increasing groups of guest workers and immigrants (Savignon, 1991). Therefore, the task of the Council of Europe was to develop 'a syllabus for learners based on functional-notional concepts of language use' (ibid.: 263). The term "communicative'' appeared in a description of a new approach (the Communicative Approach or simply the Communicative Language Teaching (CLT)), the central aim of which is to teach the functional and communicative aspects of the language. The terms 'notional-functional approach' and 'functional approach' are sometimes used to define the CLT as well (Richards and Rodgers, 2005: 154-155).

To sum up, the traditional approaches to language teaching lost their popularity in the 1970s, since it was argued that language ability involves more than grammar knowledge. While 'grammatical competence', which refers to what Chomsky (1965) calls the 'linguistic competence' was required to produce grammatically correct sentences, attention in language teaching shifted to the development of skills necessary to use grammar and other aspects of language appropriately for the communicative purposes. Thus, the development of the 'communicative competence' (Hymes, 1972) was needed in order to use the language for communication. The multifaceted construct of the communicative competence is discussed in the next subchapter.

3.2 The Nature of the Communicative Competence

Every teaching method has some goals. The goal of the Grammar-Translation Method, for example, is to teach the students to translate one language into another one (Larsen-Freeman, 2001: 15). The goal of the Audio-Lingual Method is to teach language through habit formation (ibid.:43). On the other hand, the goal of the CLT is to help the learner to foster communicative ability.

In order to communicate successfully the learner/speaker should develop the 'communicative competence', which is 'that aspect of our competence that enables us to convey and interpret massages and to negotiate meanings interpersonally within specific context' (Brown, 2000: 227). Thus, the Communicative Approach encourages learners to communicate in a meaningful way using the target language from the very beginning.

Kramiņa (2000:65) states that the learner who acts as a speaker participating in the communicative process must be able 'to carry out a sequence of skilled actions' which embrace:

1) cognitive skills – the skills to plan and organise a message;

2) linguistic skills – the skills to formulate linguistic utterance;

3) phonetic skills – the skills to articulate the utterance appropriate. The immediate conclusion is that skills are needed to complete a whole communicative task.

The skills presented by Kramiņa are analogous to the components of the communicative competence described in the Common European Framework of References for Languages (CEF) (2009), which includes the following dimensions:

- linguistic competence;
- sociolinguistic competence;
- pragmatic competence (ibid.: 108).

According to CEF (ibid: 109- 127):

Linguistic competence comprises 'knowledge of, and ability to use, the formal resources from which well-formed, meaningful massages may be assembled and formulated'. The main components of the linguistic competence are the lexical, grammatical, semantic and phonological competences.

Lexical competence implies 'a knowledge of, and ability to use, the vocabulary of a language, and consists of the *lexical elements* and *grammatical elements'*.

Lexical elements comprise *a) fixed expressions* such as greetings, e.g. [Good evening!], proverbs, e.g. [A bad workman blames his tools], phrasal idioms, e.g. [She has *a nice turn of phrase*, she should become a journalist], phrasal verbs, etc.; and

b) single word forms. The particular single word form can have several meanings e.g. [crane, a bird or a type of construction equipment] and the speaker's task is to discern them.

Grammatical elements belong to 'word classes' such as (in English): articles (a, the), pronouns (e.g. I, you, he, she, my, your, who, what, etc.), prepositions (e.g. in, at, by, with, etc.), auxiliary verbs (e.g. be, do, have, etc), conjunctions (e.g. and, but, if, although).

Grammatical competence is defined as 'a knowledge of and ability to use the grammatical resources of a language';

Semantic competence deals with 'the learner's awareness and control of the organization of meaning', and specifically the meaning of the words. For example, the ability of the learner to translate or knowledge of synonyms or antonyms corresponds to the semantic competence.

Phonological competence involves a knowledge of, and skill in the perception and production of the phonetic and phonological resources of the language.

Sociolinguistic competence 'concerns the lexical expression of the conceptual categories constituting knowledge of the world'. These comprise:

-*markers of social relations* - use and choice of greeting, address forms;

-*politeness conventions* – appropriate use and choice of language patterns used by the speaker to show interest in a person's well being or to express gratitude, affection, admiration, regret, dislike, impatience, etc.;

-*expressions of folk wisdom* – fixed formulae, which both incorporate and reinforce common attitudes, thus making a significant contribution to popular culture (proverbs, e.g.[East or West home is best]; idioms, e.g. [to pay through the nose], etc.);

-*register differences* – are the differences between 'varieties of language used in different contexts', and specifically the differences 'in level of formality' (frozen, formal, neutral, informal, familiar, intimate);

-*dialect and accent* – these are the linguistic markers that help to recognize social class, regional provenance, national origin, occupational groups.

Pragmatic competences comprise:

-*discourse competence* which is concerned with the speaker's knowledge of the principles according to which messages are organized, structured and arranged in terms of topic, style and register, logical ordering, rhetorical effectiveness, etc.;

-*functional competence* is concerned with the use of 'spoken discourse and written text in communication for particular functional purposes', such as giving the commentary, explanation, description, instruction, argumentation or organization of narration, exposition. The enumerated notions belong to the 'macrofunctions'. There are also 'microfunctions' – 'single, usually short, utterances', such as expressing and finding out attitudes, imparting and seeking factual information, etc.

-*Schematic design competence* includes 'knowledge of and ability to use the schemata (patterns of social interaction) which underlie communication, such as verbal exchange patterns'. They can form pairs such as:

greeting/toast: response

question: answer

request/offer/apology: acceptance/ non-acceptance

statement: agreement/disagreement.

It is obvious, that all the components of the communicative competence function in the aggregate and represent language as a whole. Some components even have the common features, for example, both the lexical and sociolinguistic competences imply the ability of the speaker to use fixed expressions, e.g. proverbs. 'The direct exponents of language functions' appurtenant to the functional competence correspond to the lexical elements of the lexical competence (CEF, 2009).

The description of the communicative competence given by Sandra Savignon (1997) is also worth mentioning, as it supplements the depicted above paradigm of the communicative competence. The scholar characterizes the latter as comprising the following features:

1. *Communicative competence is a dynamic rather than a static concept.* It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system…

2. *Communicative competence applies both written and spoken language*, as well as to many other symbolic systems.

3. *Communicative competence is context specific.* Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind…

4. *There is a theoretical difference between competence and performance.* Competence is defined as a presumed underlying ability and performance as the overt manifestation of that ability. Competence is what one knows. Performance it what one does.

5. *Communicative competence is relative, not absolute, and depends on the cooperation of the participants.* (Savignon, 1997: 14-15)

To summarize, the communicative competence comprises the ability of the speaker to react to what is said by the interlocutor as well as to use the appropriate words and grammatical structures in order to achieve the communicative goal. It is important to acknowledge that the communicative competence is central to the Communicative Approach, thus a teacher should be aware of its numerous aspects if he/she wishes to apply the Communicative Approach to language teaching.

3.3 The Principles of the Communicative Language Teaching

Richards and Rodgers (2005) emphasize that CLT is not a method but an approach: it does not prescribe the procedures for presenting and teaching a language, rather, it defines a set of

theoretical principles. They point out that 'there is no single text or authority on it, nor any single model that is universally accepted as authoritative' (ibid.: 155). Brumfit (1986: 5) describes CLT as representing 'a shared set of general assumptions about the nature of language and language use, and of language learning and teaching'. Richards and Rodgers (2005:161) present the communicative view of the nature of language in the following way:

1) Language is a system for the expression of meaning.

2) The primary function of language is to allow interaction and communication.

3) The structure of language reflects its functional and communicative uses.

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Different linguists and educators (e.g. Hymes 1972, Widdowson, 1978, Nunan, 2001, Littlewood,1991, Savignon, 1997, Richards and Rodgers , 2005, etc.) give various definitions of CLT, which refers to both goals and processes in classroom learning. Referring to Richards and Rodgers (2005), the aim of the CLT is to foster the learner's communicative ability and 'develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication' (ibid.: 155). The immediate conclusion is that even though the CLT concentrates largely on the spoken form of English, it places emphasis on reading, writing and listening skills as well.

Brown (2000: 245) states, that in CLT 'language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose'. That means that the CLT makes use of real-life situations in the classroom which impel communication.

The majority of the scholars (Savignon, 1991; Brown, 2000, Richards and Rodgers, 2005) contrast the Communicative Approach with the preceding approaches (e.g. Audiolingualism), which focused mainly on the development of the grammatical and linguistic competences. Harmer (2004) states, that the CLT stresses the significance of language functions rather than focuses solely on grammar and vocabulary. Similar principles of CLT are given by Larsen-Freeman (2001) who puts, that the CLT requires more than the knowledge of the linguistic forms. Above all, the learners need to know how different forms can be used to perform the communicative functions. 'This progression moves from form or accuracy to meaning or fluency'(online1). Littlewood (1991:4) justifies this by saying that foreign language learners need to be exposed 'to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible. Since these resources are

limited, this may often entail sacrificing grammatical accuracy in favour of immediate communicative effectiveness.'

Regarding different versions of CLT, Howatt (1984), mentions that

> the 'weak' version…stresses the importance of providing learners with the opportunities to use their English for communicative purpose, and characteristically, attempts to integrate such activities into a wider program of language teaching. The 'strong' version, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself…If [the 'weak' version] could be described as 'learning to use' English, [the 'strong' one] entails 'using English to learn it'.
>
> (Howatt 1984: 279, cited in Richards and Rodgers, 2005: 155)

The teachers of secondary schools in Latvia usually use the 'weak' version of CLT when applying the Communicative Approach to language teaching. As a rule, the students learn the language through a wide variety of activities, texts, exercises and tasks.

In literature, the CLT is most often defined as a list of general principles or features. One of the most recognized of them is David Nunan's (1991) five features of the CLT which comprise:

1) An emphasis on learning to communicate through interaction in the target language.

2) The introduction of authentic texts into the learning situation.

3) The provision of opportunities for learners to focus, not only on language but also on the learning management process.

4) An enhancement of the learner's own personal experience as important contributing elements to classroom learning.

5) An attempt to link classroom language learning with language activities outside the classroom.

These five features show that the practitioners of the CLT are interested in needs and desires of their students as well as the connection between the language they teach in their class and as it is used outside the classroom.

To conclude, the CLT is best considered as an approach rather than a method. It starts from a theory of language as communication. The aim of the CLT is the development of the learner's communicative competence. Four language skills: speaking, listening, reading, and writing are equally emphasized to learn within this approach. The most obvious feature of the CLT is that almost everything is done with a communicative intent, thus the CLT makes use of real life situations in a classroom which necessitate communication. The Communicative Approach puts emphasis on the process of communication, rather than mastery of language form.

However, in order to become a proficient language user, the learner in an equal degree should pay his attention to the functional as well as structural aspects of language while mastering it.

CHAPTER 4

COMMUNICATIVE LANGUAGE TEACHING IN THE CLASSROOM

The success of the Communicative Language Teaching in the classroom largely depends on the teaching procedures and the classroom activities. The CLT represents the 'learner-centered' approach to the language teaching (Richards and Rodgers, 2005). This implies the specific roles of the teacher and the learners performed in the communicative classroom, as well as the choice of the activities applied by the teacher. This chapter is dedicated to the description of the roles of the teacher and the students in the communicative classroom and the most popular activities which are used by the practitioners of the CLT.

4.1 The Roles of Teachers and Learners

Referring to Sheils (1993:2), 'communicative teaching is based on the conviction that learning a language is a process which can only be achieved effectively by using the language for the purpose of communication'. Therefore, one of the major teacher's responsibilities in the communicative classroom is to 'establish situations likely to promote communication' (Larsen-Freeman, 2001: 127).

Littlewood (1991: 19) states that the teacher in the communicative classroom can 'offer advice or provide necessary language items'. The scholar also points out the teacher's availability as a source of guidance and help. The teacher's presence in this capacity 'may be an important psychological support for many learners' (ibid.). Another important role of the teacher is the role of a 'monitor', who observes the learners' strength and weaknesses, while they are performing. The immediate conclusion is that the teacher in the communicative class has no direct role in the activity, however, it does not mean that the teacher is a passive observer. Sometimes the teacher even can take part in the activities as a 'co-communicator', who gives 'guidance and stimuli from 'inside' the activity', without becoming dominant (ibid.). Thus, the teacher in the communicative classroom acts as facilitator in promoting communicative activities and as advisor during these activities.

Referring to Sheils (1993), there are three basic sets of 'implications' for the teachers which help them to identify whether he/she succeed in teaching using the CLT in the classroom. The first set of implications concerns '*support of co-operation and autonomy'* (ibid.:2). The teacher is supposed to offer the students more than one topic or text for discussion. Moreover, the learners

should be interested in the proposed topics and have a chance to choose which task to perform, selecting the one which seems to be the most interesting. The students may offer their own suggestions in order to improve or simplify the given task. The teacher should comment on their ideas, thus fostering the co-operation.

In the communicative classroom the learners should be actively involved in group or pair work. While discussing the topic the students may argue from their personal emotions and experience, developing the statements of their own. The teacher's task is to support learners in expressing their reaction. The teacher should also encourage students to express their thoughts independently not only in groups. If the implications are followed, the teacher is likely to achieve the co-operation in the classroom. Moreover, the students have the ability to express themselves independently, thus, the autonomy will be established.

The second set of implications for the teacher refers to the *'partnership and behaviour of the teacher'* (ibid.). The co-operation between the teacher and the learners can be achieved only if the atmosphere in the classroom is positive. If the atmosphere is friendly, the students will be not afraid to express even 'unconventional ideas' in the classroom (ibid.). In order to establish a good partnership between the teacher and the learners, the teacher should accept these ideas and try to use them and involve in the discussion. However, not only the teacher should 'tolerate' the opinions of the students, the learners should be able to listen to each other and tolerate others' ideas as well. Thus, the teacher's partnership with the classroom promotes the effective use of the Communicative Approach.

'Giving feedback and self-confidence' of the learners is the the last set of principles for the teacher who applies the CLT to language teaching. In order to strengthen self-confidence, the students should use dictionaries and other material independently. It is very important that the learners try to express their feelings and tell the others about their problems even if they lack some vocabulary items or are not sure about the grammatical structures. The teacher's task than is to help the students to find the appropriate word or expression, and to encourage them to help each other or even to correct. Thus, the whole class is involved in the task and the students' peer relationships are developed. Moreover, the teacher should show how delighted he/she is when the students are successful and wait with corrections until the students have finished their 'utterances' (ibid.).

The objective of the Communicative Approach is to fulfil learners' communicative needs. As the CLT is 'learner-centered' approach (Richards and Rodgers, 2005), the learners within it are expected to 'take their share of responsibility for their learning, to negotiate and cooperate

with each other and the teacher in selecting objectives and ways of achieving them, while exploring what are the best ways for them of using and extending their existing skills and knowledge' (Sheils, 1993:4). As learners become more responsible for their learning, they perform a more active and participatory role than is usual in traditional approaches. It is argued that emphasis on communicative interaction provides 'more opportunities for cooperative relations to emerge, both among learners and between teachers and learners' (Littlewood, 1991:94). In this way, the learners develop not only the ability to make grammatically correct statements about the surrounding world, but also the ability to use language to get things done (Nunan, 1991).

To sum up, the teacher is one who motivates and stimulates learners in their studies. In the communicative classroom the teacher is the coordinator of the learning process and the manager of classroom activities, because he/she performs the role of the monitor while the students are performing the task. However he/she does not dominate, but takes part in activities as a co-participant. Still, the teacher is an expert, adviser who helps the student and provides a feedback.

The learners in the communicative classroom are responsible for their own learning and they are expected to be personally involved in the learning process. They may make suggestions about the given materials, choose the most interesting activities. As a rule, if the topic is interesting for the students, they will be the active lesson's participants, willing to communicate ar every opportunity. On the other hand, if the task is boring, the learners will hardly interact, sharing their knowledge, feelings and experience. The teacher then should apply the activities which meet the students' needs, because the use of interesting, challenging and personally involving the learners tasks is one of the main factors in promoting and sustaining learners' motivation to teach EFL.

The next subchapter gives the review of the main activity types that are used in the classroom by the practitioners of the Communicative Approach

4.2 Classroom Activities in Communicative Language Teaching

4.2.1 The Nature of the Communicative Activities

There are various types of communicative activities that are a part of the Communicative Approach. Richards (n.d) suggests the following characteristics of them:

1) They seek to develop students' communicative competence through linking grammatical development to the ability to communicate. Hence grammar is not taught in isolation but often arises out of the communicative task, thus creating a need for specific items of grammar. Students might carry out a task and then reflect on some of the linguistic characteristics of their performance.

2) They create the need for communication, interaction and negation of meaning through the use of activities such as problem solving, information sharing and role-play.

3) They provide opportunities for both inductive and deductive learning of grammar.

4) They make use of content that connects to students' lives and interests.

5) They allow students to personalize learning by applying what they have learned to their own lives.

6) Classroom materials typically make use of authentic texts to create interest and to provide valid models of language.

(Richards, n.d.: 24)

Harmer (2004) agrees with Richards (n.d) and states that activities in CLT 'typically involve students in real or realistic communication, where the accuracy of the language is less important than successful achievement of the communicative task they are performing' (Harmer, 2004: 85). What matters in these activities is that students should 'have a desire to communicate something' (ibid: 85) and develop fluency in language use (Richards, n.d.). According to the latter (ibid: 14), 'fluency is developed by creating classroom activities [e.g. role-play] in which students must negotiate meaning, use communicative strategies, correct misunderstanding and work to avoid communication breakdowns'.

As it has been already stated, the communicative activities place an emphasis on the language use, conversation and interaction. They could increase students' interest in English and motivate them to learn it as they meet the learners' real 'communicative needs' (Littlewood, 1991).

4.2.2 The Description of the most popular Communicative Activities

The development of the communicative ability requires a range of suitable classroom activities. Concerning communicative activity types, Richards and Rodgers (2005) advert to Littlewood (1991) who detects "functional communication activities" and "social interaction activities". The former type includes such tasks as:

> […] learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. [The latter type includes] conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.
>
> (Richards and Rodgers, 2005: 166)

According to Richards (n.d.), the communicative activities can be systemized in the following way:

- information-gap activities
- jig-saw activities
- task-completion activities
- information-gathering activities
- opinion-sharing activities
- information-transfer activities
- reasoning-gap-activities
- role-play

(Richards, n.d.: 19-20)

The goal of the *information-gap activities* is to make the learners communicate in order to get the information they do not possess. For example, two pictures with certain differences on them may be given to a pair of students and their task is to find out all the differences without looking at each other's pictures. This task is purely communicative, as it gives a real reason to communicate.

Jigsaw activities are similar to information-gap activities and their purpose is to encourage communication as well. This type of activity requires several participants. For example, the students may be divided into groups and provided with a piece of information. The task for each student might be to collect all pieces of information and this can be achieved by students getting acquainted with their text, the teacher shuffling students (for retelling) and then getting feedback. To create student interest in theses activity the initial text might be a detective story, for example, cut into paragraphs.

Task-completion activities may include puzzles, games and map-reading activities. A map-reading activity is also called 'an information transferring activity', where students are not only supposed to use the language, but also to be able to work with 'encoded' information and

'decode' it (Prabhu 1987, cited in Nunan 2001: 66). Reading graphs and charts also fall into this category.

Information gathering activities may include surveys (designing questionnaire), interviews, or searching for information in order to create a presentation, for example. Interviews can be conducted in pairs or groups. Students can also be given the circumstances within which they are supposed to act. They can work in group in order to brainstorm and create the questions as well to prepare for the interview. Then some of them are to perform the role of an interviewer and the others the role of interviewees.

Opinion-sharing activities involve real communication as well. The students are to work in a pair or group and discuss their opinions in order to complete the task. Discussions and debating may serve as an example of this kind of activities. According to Sheils (1993: 184), discussion activities can be quite motivating as the learners are supposed to 'derive satisfaction from arriving at a mutually-acceptable decision or through cooperating in solving problems'. Besides, 'in the most of the [discussion] activities all view points are valid and there is no 'right' answer' (ibid.: 194), thus, the student will be not afraid to express even 'unconventional' ideas in the classroom.

Information- transfer activities involve the learners in operating with the information of one form (e.g. reading a map) and transferring it to another form (telling the directions). This map activity can also be done vice-versa: the student get the direction and then draw a map.

Reasoning-gap activities involve 'deriving some new information from given information through the process of inference, practical reasoning etc., for example, working out a teacher's timetable on the basis of given timetable' (Richards, n.d: 20).

Role-plays are one of the most popular communicative activities. They provide learners with the opportunities to practice 'correct and appropriate use of a wide range of functions, notions and structures in a variety of context' (Sheils, 1993:158). The situations or 'scenario' may be both realistic (e.g. buying tickets at the bus station) and unrealistic for the learner or appeal to their 'sense of fantasy (e.g. You are a caterpillar to become a butterfly…)' (ibid.). Sheils considers that 'all kinds of role play are useful and it is essentially a question of maintaining a balance between realistic activities and other imaginative and interesting situations which provide motivation enjoyment and satisfaction in the here-and-now of the classroom' (1993:158).

To summarize, a great variety of activities can be used by the teacher to promote the Communicative Language Teaching in the class. The main objective of the communicative activities is to encourage the students to communicate, interact and negotiate. In most

communicative activities students are involved in pair or group-work or they may do whole-class activities or listen while another student is making a presentation. It is also necessary to acknowledge that the activities should support co-operation and sharing rather than competition, because only when it is co-operation the students will share their feelings, ideas and experience, without being afraid to make mistakes or to correct each other.

As it has been mentioned above, the activities applied by the teacher in the classroom should meet the students' needs. It is important for the learners to perceive the task they perform as valuable and to find success in it. The use of interesting, challenging and personally involving the learners tasks can help the teacher to increase students' interest in English and foster their motivation to learn it.

The questionnaire-based survey described in Chapter 5 was carries out in order to study the application of the Communicative Approach to ELT in some schools of Latvia.

CHAPTER 5

DESCRIPTION OF THE QUESTIONNAIRE-BASED SURVEY

The following chapter deals with the empirical part of the research. It is devoted to the students' and teachers' reflective consideration of their work in the classroom, evaluating the Communicative Approach and the appropriacy of the activities used in the teaching/learning process as well as their effect on motivation.

5.1 Data Collection Instruments

The study in the present research has been carried out on the basis of the analysis of questionnaires. Wallace (1999: 124) describes questionnaires as 'introspective research technique', because they involve respondents reporting on themselves, their views and their beliefs. Questionnaires contain questions that are set out in a systematic way and participants had to tick responses or answer in written form.

In order to achieve the goal of the empirical research, which is to investigate the impact of the communicative activities on students' motivation from the perspective of students' needs and examine whether the ways of teaching English at school meet these needs, the author of the Bachelor thesis has designed two questionnaires, namely for the students and for the teachers. The first question in both questionnaires examines the degree to which the definite types of the communicative activities can increase the students' interest in English and motivate them to learn it. The teachers were also asked to indicate how often they use these activities in the classroom. The second question in both questionnaires examines the degree of correspondence between the students' preferred activities and the activities the teachers believe the learners are mostly interested in. The third question of the teachers' questionnaire (see Appendix 3) is meant to determine the role of the CLT in its contributing to the students' progress in the language learning.

The questionnaire for students has been designed in a multiple choice style (see Appendix 2). The questionnaire for teachers includes multiple-choice questions as well as one open-ended question. Thus, both 'quantitative' and 'qualitative' research methods have been used by the author (Dornyei, 2003). The author has designed the questionnaires in which the names and personalities of the students and the teachers remain anonymous with the purpose of getting more sincere answers from the participants.

The questionnaires were distributed among 278 students of the 10th and 11th forms and 17 teachers in secondary schools in Daugavpils and those of Riga district in Latvia. The student questionnaires were administered during the lesson; the respondents were given as much time as required to complete them. The teachers were asked to complete the questionnaire during the time convenient for them.

5.2 The Analysis of the Questionnaires

5.2.1 Students' and Teachers' Beliefs about the Positive Influence of the Communicative Activities on Students' Motivation

The first question in the students' and the teachers' questionnaires asked the participants to indicate to what extent the suggested activities increase students' interest in English and motivate them to learn it. They had to rate the degree on the score from low-1 to high-4. The comparative analysis of the results is as follows:

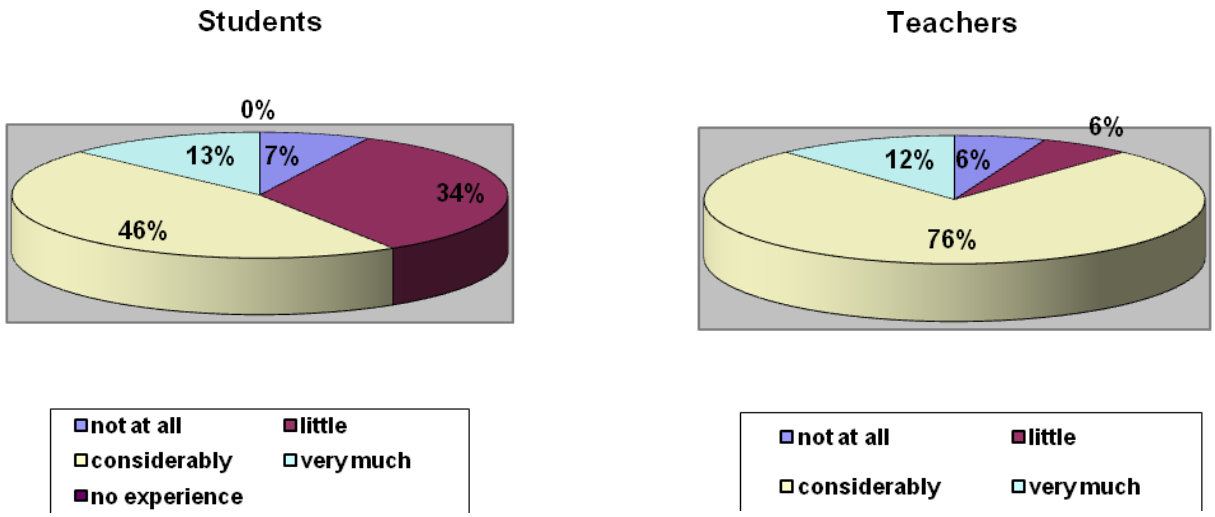


Figure 5.2.1 **Pair-work exercises**

As it can be seen in Figure 5.2.1 the teachers and the students evaluate differently the positive impact of the pair-work exercises on the students' motivation. 12% of the teachers and 13 % of the learners suppose that this kind of activity increase students' desire to interact in classroom activities *'very much'*; 46% of the students and 76% of the teachers have chosen the answer – '*considerably'; 'little'* has been pointed out by 34% of the students and 6% of the teachers; '*not at all'* by 7% of the students and 6% of the teachers.

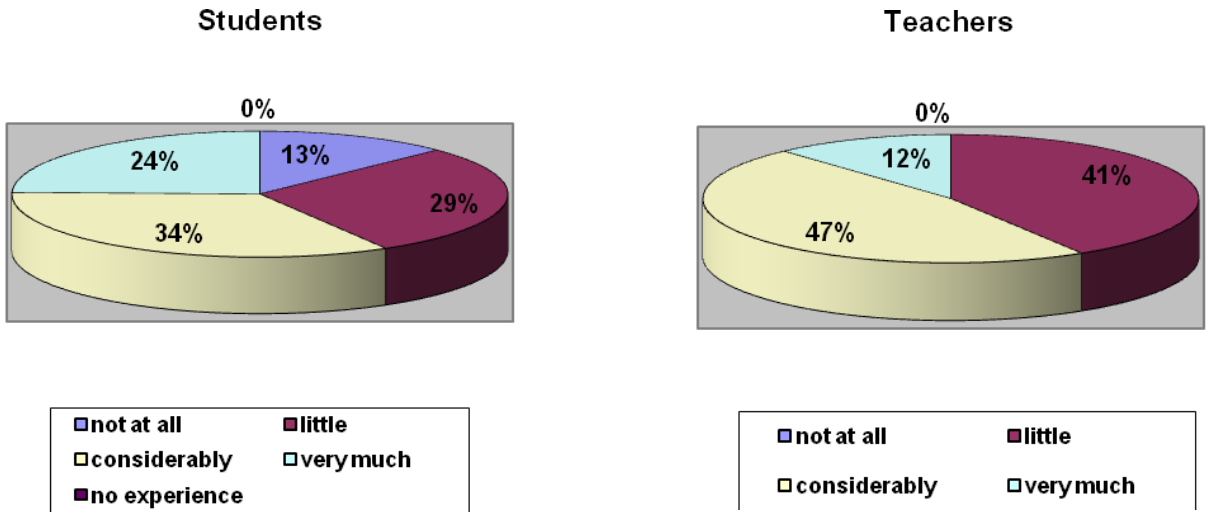


Figure 5.2.2 **Group work activities; working in teams**

Figure 5.2.2 displays that 25% of the students and 12% of the teachers consider that group work activities can increase the students' motivation *'very much'*; the answer '*considerably*' was chosen by 33% of the students and 47% of the teachers; '*little'* by 29% of the students and 41% of the teachers; 'not at all' by 13% of the students and not mentioned by the teachers.

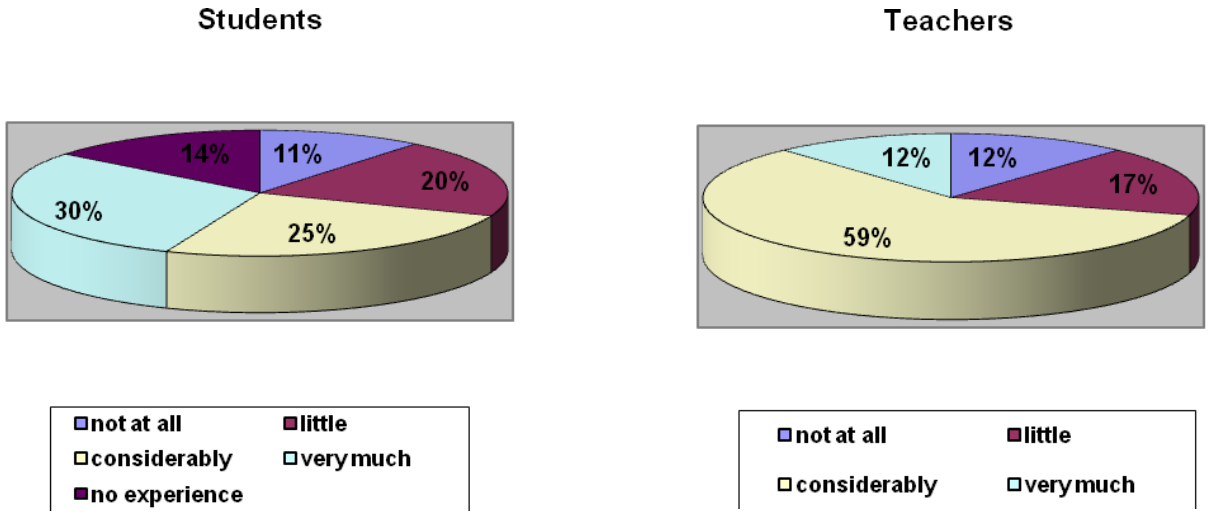
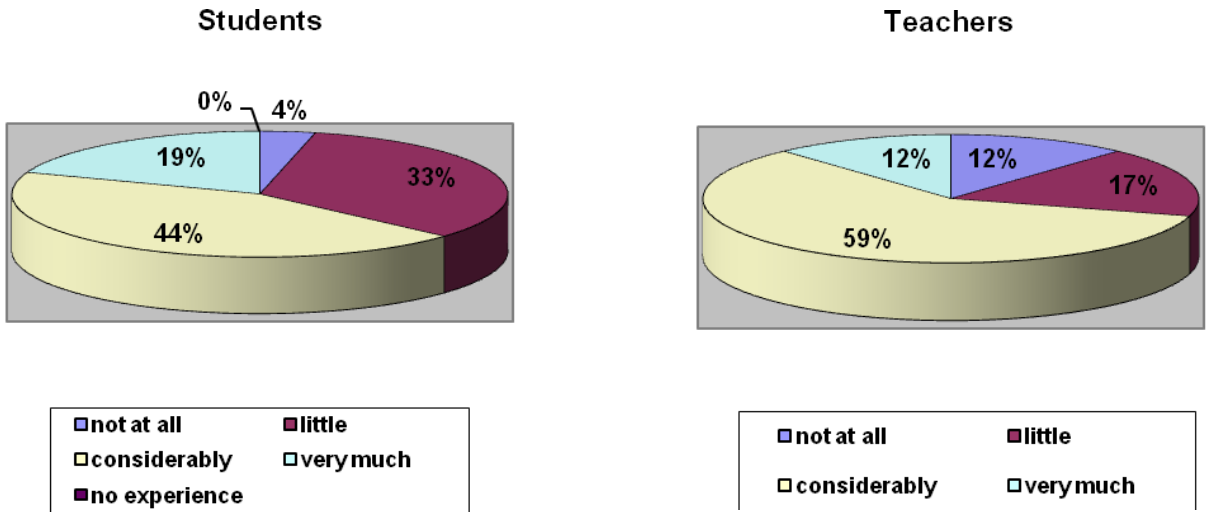


Figure 5.2.3 **Watching adapted video records and films**

According to Figure 5.2.3, 30% of the students and only 12% of the teachers think that watching adopted video records and films in a class can stimulate the students' interest in English *'very much'*; the answer '*considerably*' was chosen by 25% of the students and 58% of the teachers; *'little'* by 20% of the students and 18% of the teachers; *not at all* by 11% of the students and 12% of the teachers. 14% of the students have never watched the adapted video records and films in the classroom.



Fugure 5.2.4 **Listening to tape recordings: textbook dialogues or other texts**

In Figure 5.2.4 it is seen that 19% of the students and 12 % of the teachers consider that the listening to tape recordings: textbook dialogues or other texts increases the student interest in English *'very much'*. The answer *'considerably'* was chosen by 44% of the students and 59% of the teachers; *'little'* by the 33% of the students and 18% of the teachers; *'not at all'* by 4% of the students and 12% of the teachers.

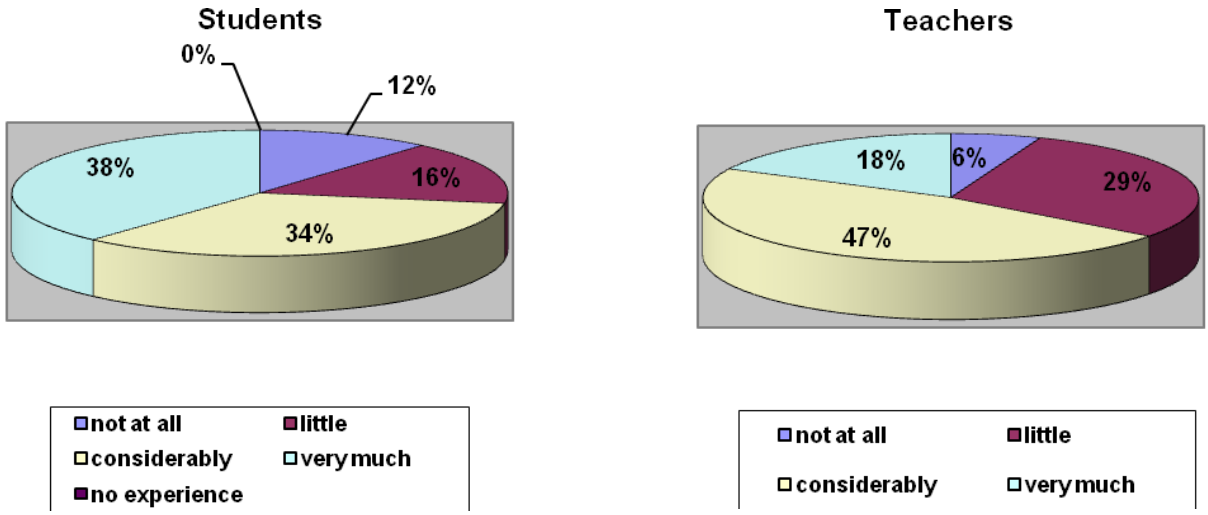


Figure 5.2.5 **Listening to songs in English**

Figure 5.2.5 shows that 38% of the students like to listen to song in English *'very much'*. 18% of the teachers consider that this activity can be very motivating. The answer *'considerably'* was given by 34 % of the students and 47% of the teachers; *'little'* by 16% of the students and 29% of the teachers; *'not at all'* by 11% of the students and 6% of the teachers.

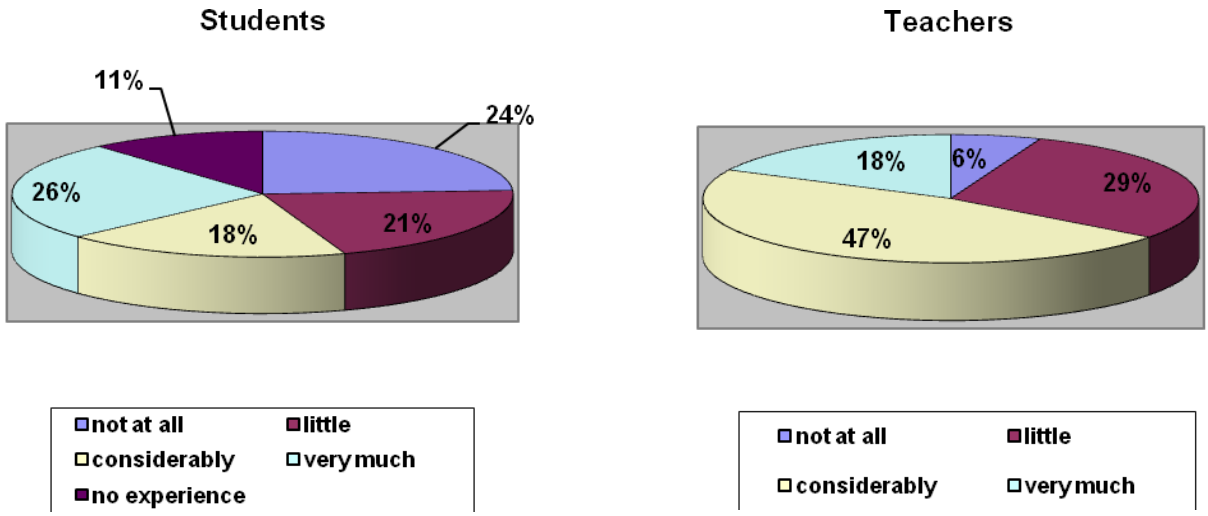


Figure 5.2.6 **Singing songs in English**

As it can be seen from Figure 5.2.6, 11% of the students have never sung songs in English in the classroom. 26 % of the students and 18% of the teachers replied that such an activity increases the students' interest in learning EFL *'very much'*. The answer 'considerably' was preferred by 18 % of the students and 47% of the teachers; *'little'* by 21% of the students and 29% of the teachers; *'not at all'* by 24% of the students and 6% of the teachers.

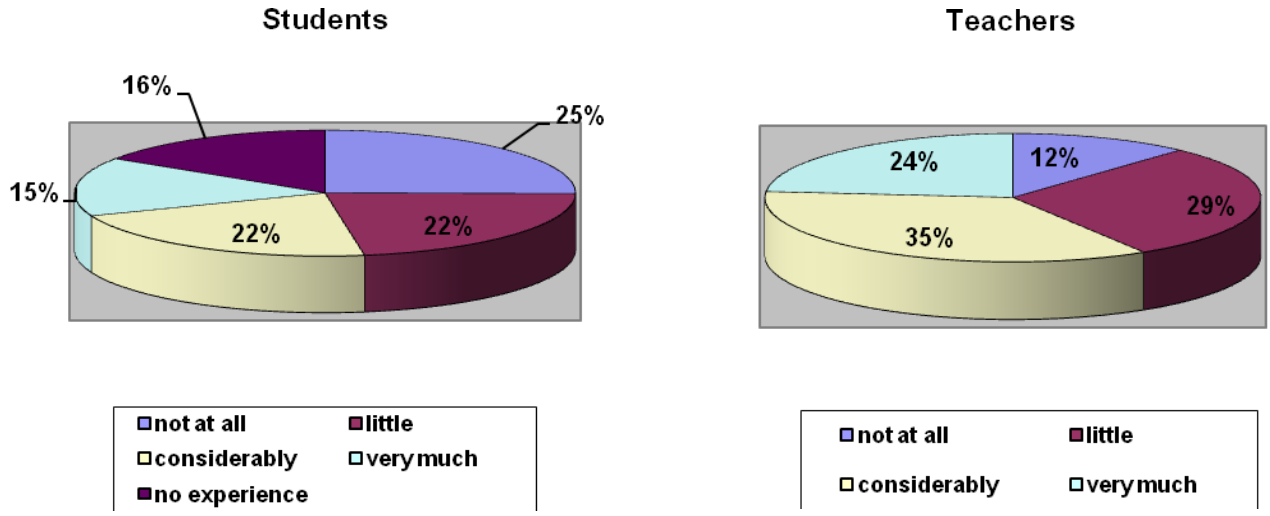


Figure 5.2.7 **Playing games in the classroom**

According to Figure 5.2.7, 16% of the learners have never played games in a class. 15% of the students and 24% of the teachers consider that playing games in a class increases the students' interest in classroom activities *'very much'*. The answer *'considerably'* was chosen by 22 % of the students and 35% of the teachers; *'little'* by 22% of the students and 29% of the teachers; *'not at all'* by 25% of the students and 12% of the teachers.

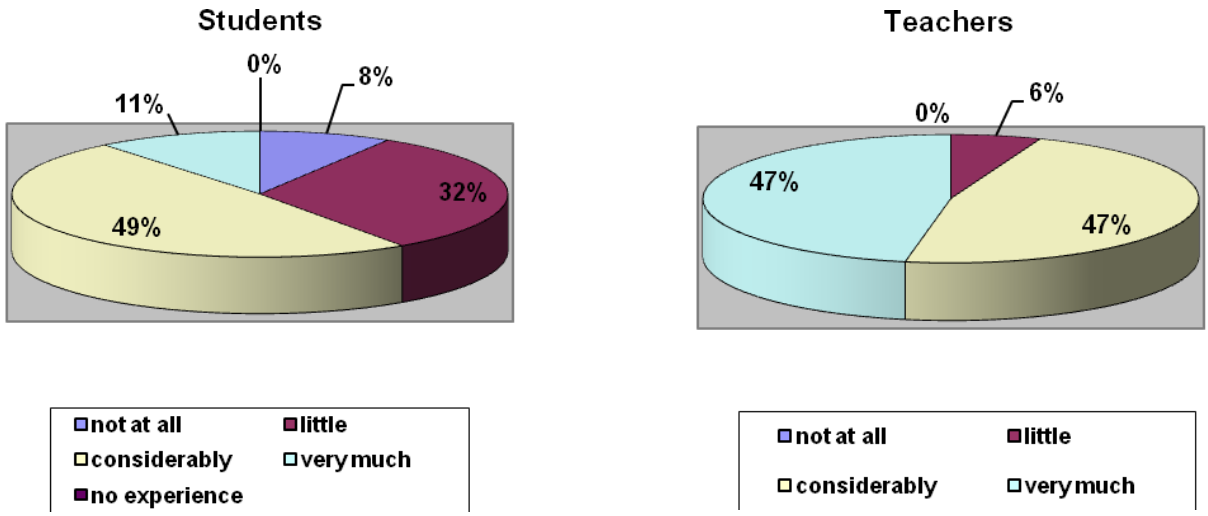


Figure 5.2.8 **Oral exercises which involve interaction between teacher and students**

Figure 5.2.8 shows that 47% of the teachers and only 11% of the students believe that oral exercises which involve interaction between the teacher and the students increase the students' motivation *'very much'*. The answer *'considerably'* was preferred by 48 % of the students and 47% of the teachers; *'little'* by 32% of the students and only 6% of the teachers; *'not at all'* by 9% of the students and not mentioned by the teachers.

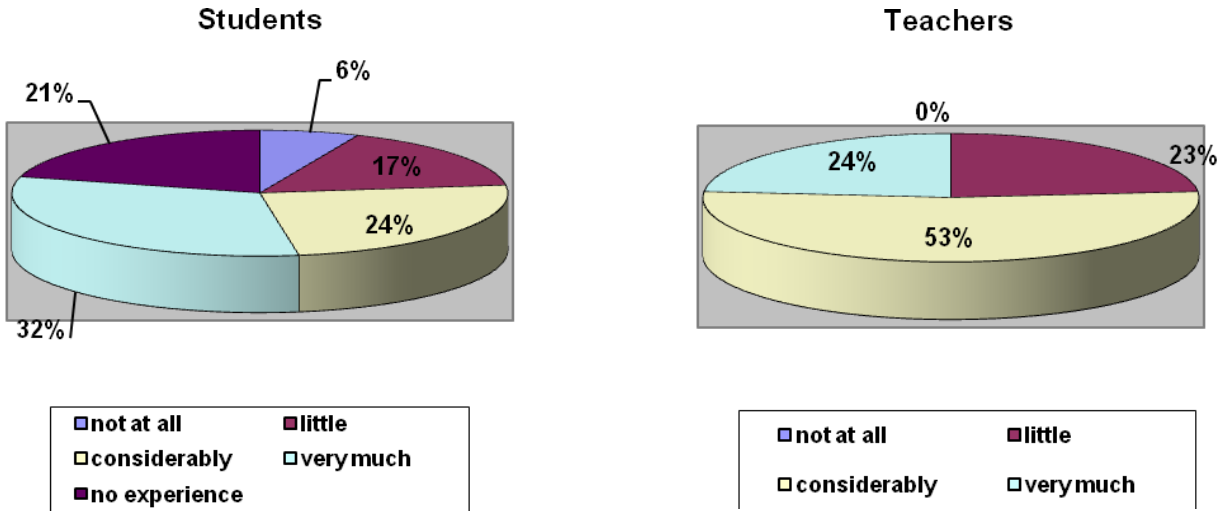


Figure 5.2.9 **Use of internet (chats, e-mail, web pages, etc.) as a learning resource**

According to Figure 5.2.9, 21% of the students are not encouraged by the teachers to use the internet as a learning resource. However, 32% of the students believe that the use of this activity increases their interest in English and motivates them to learn it *'very much'*. 24% of the teachers support the students' beliefs. The answer *'considerably'* was chosen by 24 % of the students and 52% of the teachers; *'little'* by 17% of the students and 24% of the teachers; *'not at all'* by 6% of the students and 0% of the teachers.

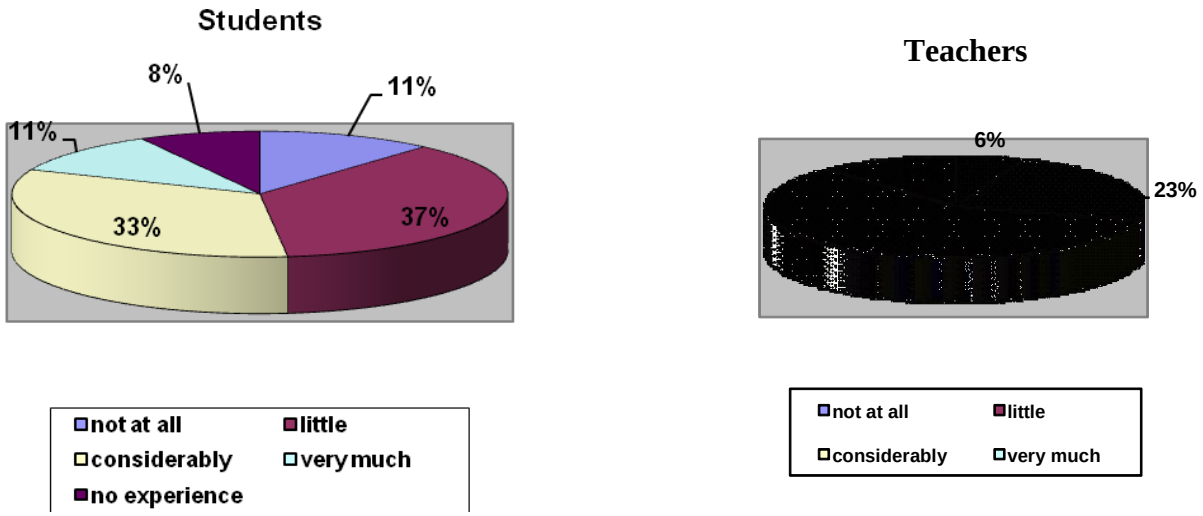


Figure 5.2.10 **Dramatising dialogues and situations**

Figure 5.2.10 displays that 11% of the students and 12% of the teachers suppose that such an activity as dramatizing dialogues and situations stimulates the students' interaction in classroom activities *'very much'*. The answer *'considerably'* was preferred by 33 % of the students and 59% of the teachers; *'little'* by 36% of the students and 23% of the teachers; *'not at all'* by 12% of the students and 6% of the teachers.

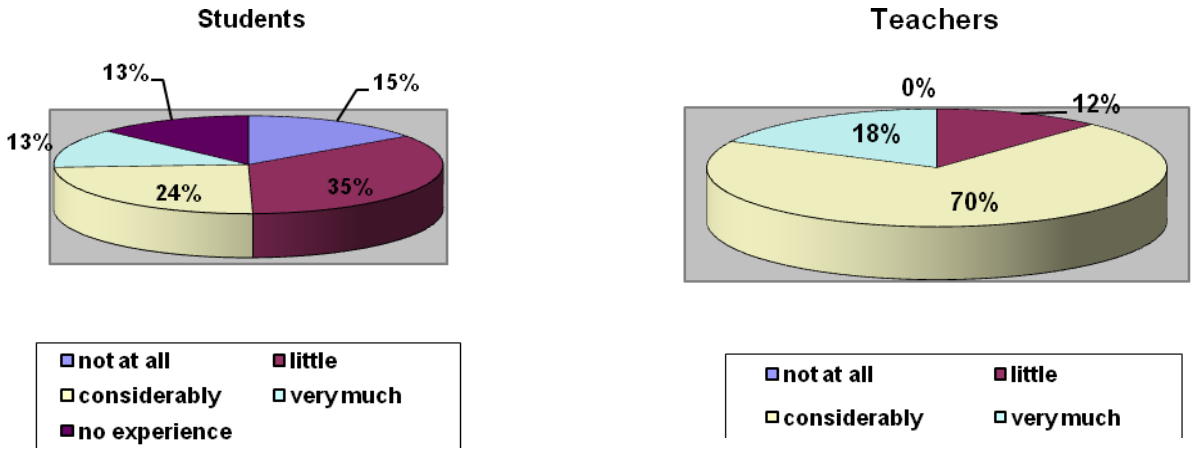


Figure 5.2.11 **Role play**

According to Figure 5.2.11, 13% of the students and 18% of the teachers consider that the use of the role plays in a language classroom can influence the students' motivation to learn EFL *'very much'*. The answer *'considerably'* was chosen by 24 % of the students and 70% of the teachers; *'little'* by 35% of the students and 12% of the teachers; *'not at all'* by 13% of the students and 12% of the teachers.

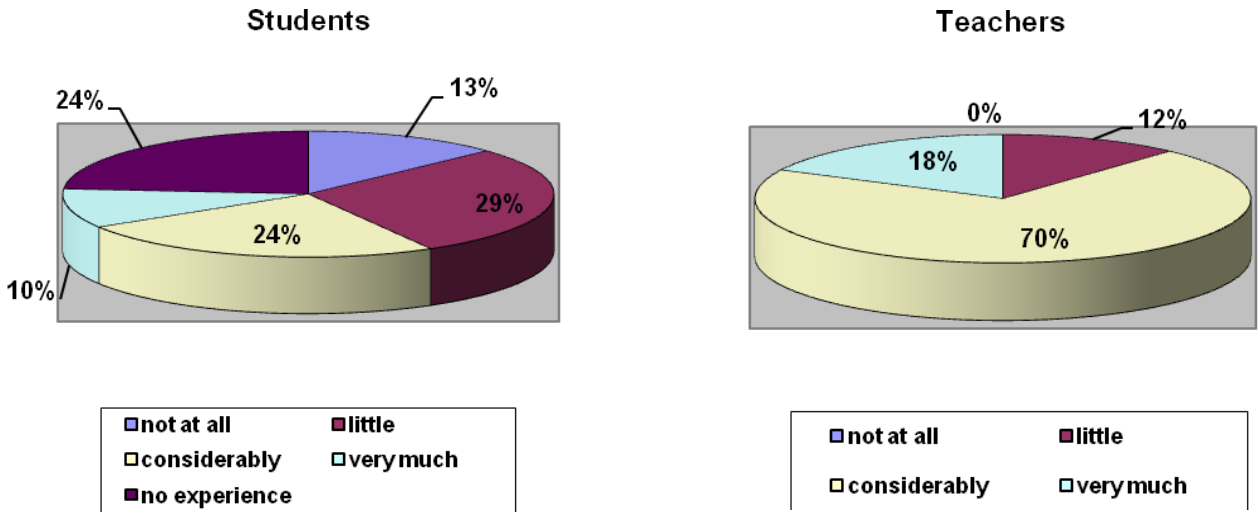


Figure 5.2.12 **Debating**

Figure 5.2.12 shows that 24% of the students have never participated in the debates during their language classes. Only 10% of the students and 18% of the teachers believe that debating can promote the students' motivation *'very much'*. The answer *'considerably'* has been preferred by 24 % of the students and 70% of the teachers; *'little'* by 29% of the students and 12% of the teachers; *'not at all'* by 13% of the students and 0% of the teachers.

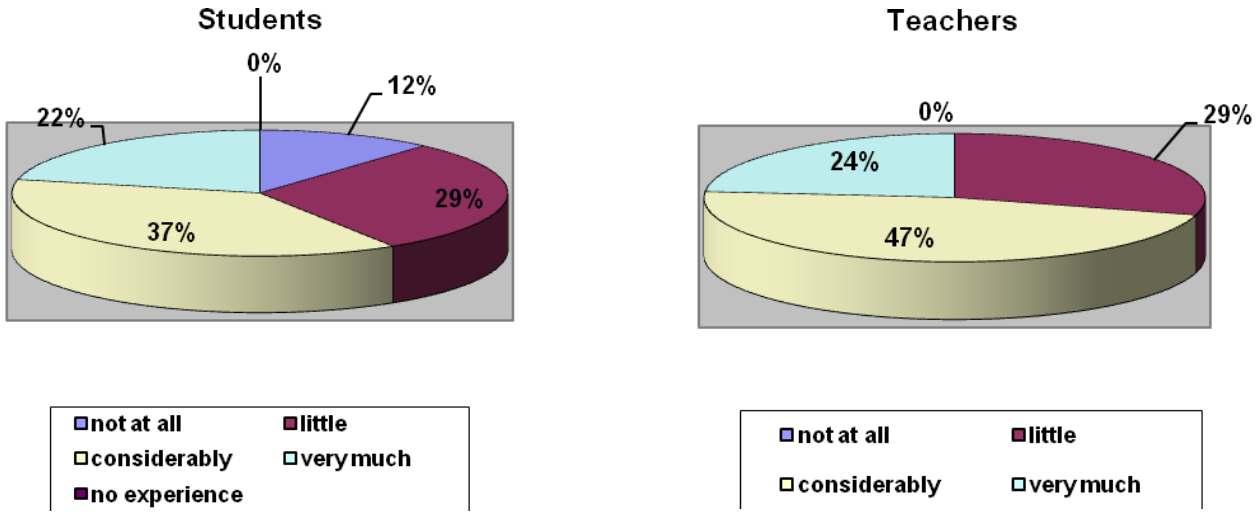


Figure 5.2.13 **Discussions**

The results in Figure 5.2.13 show that 22% of the students and 24% of the teachers agree that the participation of the students in discussions can foster the students' desire to learn English *'very much'*. The answer *'considerably'* was preferred by 37 % of the students and 47% of the teachers; *'little'* by 29% of the students and 29% of the teachers; *'not at all'* by 12% of the students and not mentioned by the teachers.

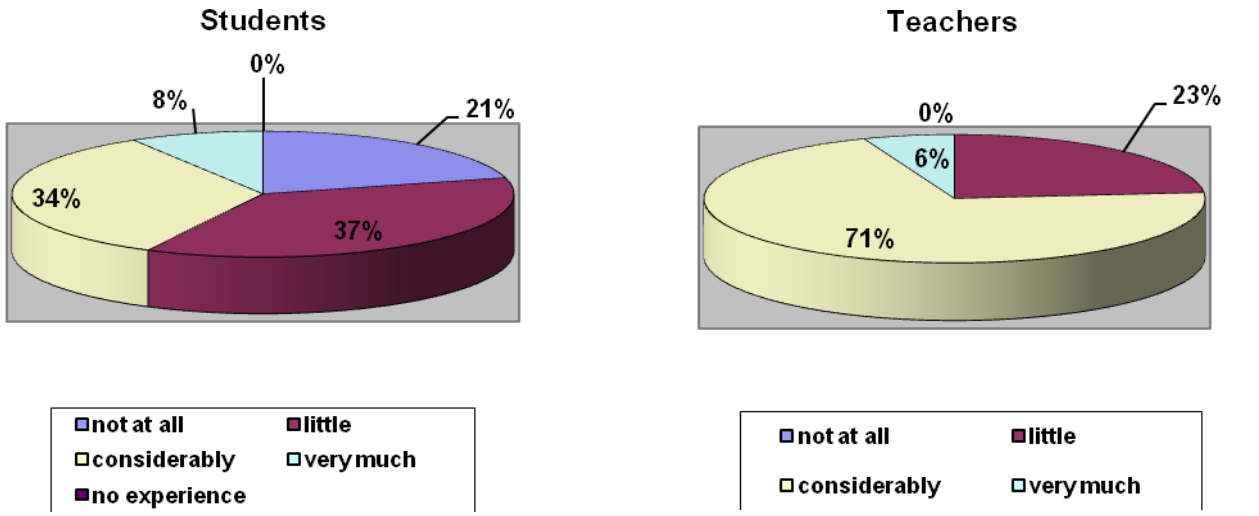


Figure 15.2.14 **Giving individual oral presentation**

As it can be seen in Figure 15.2.14, 9% of the students and 6% of the teachers believe that such activity as giving individual oral presentation motivates the students to learn English *'very much'*. The answer *'considerably'* was chosen by 34 % of the students and 70% of the teachers; *'little'* by 36% of the students and 24% of the teachers; *'not at all'* by 21% of the students and 0% of the teachers.

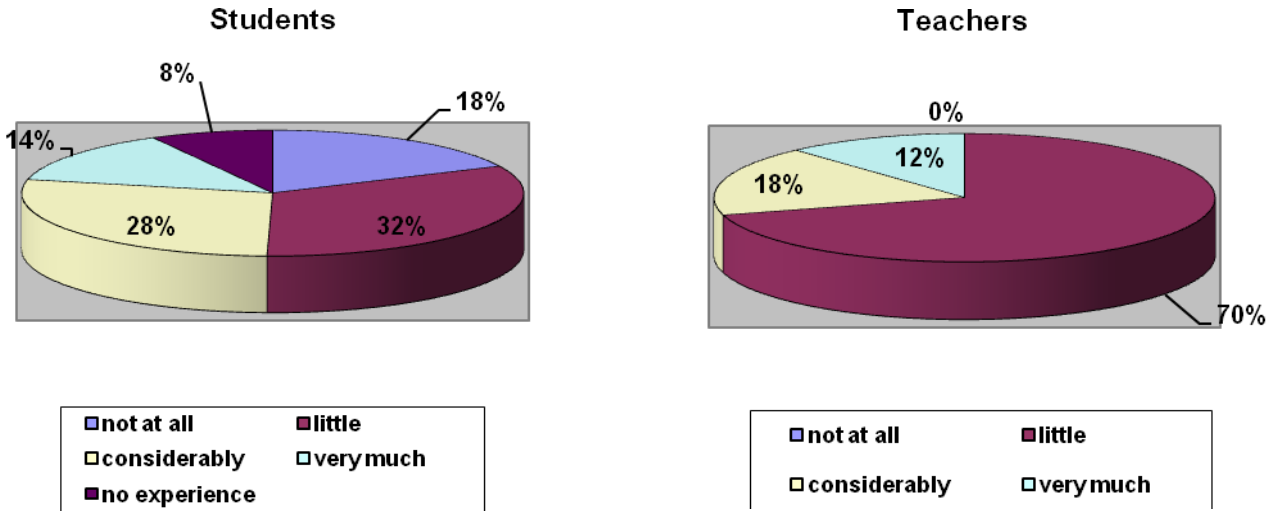


Figure 5.2.15 **Giving group oral presentation**

Figure 5.2.15 displays that 14% of the students and 12% of the teachers are sure that giving group oral presentations increases the students' interest to learn English *'very much'*. The answer *'considerably'* was suggested by 28% of the students and 18% of the teachers; *'little'* by 32% of the students and 70% of the teachers; *'not at all'* by 18% of the students and 0% of the teachers. 8% of the students have never given group oral presentation in a class.

To sum up the results of the questionnaire, the major tendencies in the students' and teachers' opinions seem to suggest that the implementation of the communicative activities in the classroom enhances *considerably* the students' interest in English and fosters their motivation to learn it.

5.2.2 Use of Communicative Activities in the Language Classroom

The item (b) of the first question in the teachers' questionnaire intended to examine whether communicative activities are often used in the language classes. The research has discovered that (see Figure 5.2.16, Appendix 4) approximately half of the suggested activities are rarely or even never used by the majority of teachers:

1) Group work activities, working in teams – 47% of the teachers use this activity rarely

2) Watching adapted video records and films – 59% of the teachers use this activity rarely, 35% - never

3) Listening to songs in English and singing song in English – 41% of the teachers use this activity rarely, 6% -never

4) Playing games in a class – 40% of the teachers use this activity rarely, 12% - never

5) Debating – 41% of the teachers use this activity rarely, 18%- never

6) Giving individual oral presentations – 36% of the teachers use this activity rarely, 6% - never

7) Giving group oral presentations – 66% of the teachers use this activity rarely, 6% - never.

The results also indicate that the most frequently used activities are:

1) Listening to tape recordings: textbook dialogues or other texts - 82% of the teachers prefer to use this activity in a class frequently,

2) Oral exercises which involve interaction between the teacher and the students – 76% of the teachers use this activity frequently.

The activities that the majority of the teachers 'sometimes' use in a class are:

1) pair-work was marked by 59% of the teachers,

2) group work activities; working in teams was chosen by 53% of the teachers

3) use of the internet (charts, e-mail, web pages, etc) as a learning resource was preferred by 41% of the teachers,

4) role plays – are used by 41% of the teachers,

5) discussions – are used by 52% of the teachers.

The results indicate that the majority of the teachers prefer to use the oral activities which involve the interaction between the teacher and the students in the class very frequently. This fact allows to conclude that the Communicative approach is not usually applied to ELT by the teachers in the secondary schools of Latvia. In the learner-centered communicative language classroom the learners should be actively involved in group or pair work. The teacher is supposed to be a facilitator, monitor, adviser and co-operator, the one who helps, encourages and tolerates. The teacher's role of the dominant controller is not acceptable in the class where the CLT is supposed to be applied. To sum up, if the approach is misunderstood by the teacher and at least one of the components does not work, the whole concept cannot have the right effect on the learners' learning and motivation.

5.2.3 Activities in a Language Classroom: Students' and Teachers' Beliefs

The second question of the students' and the teachers' questionnaires examined the degree of correspondence between the students' preferred activities (i.e. the participants had to choose three most interesting activities from those which have been proposed in the first item of the questionnaire) and the activities the teachers believe the learners like best.

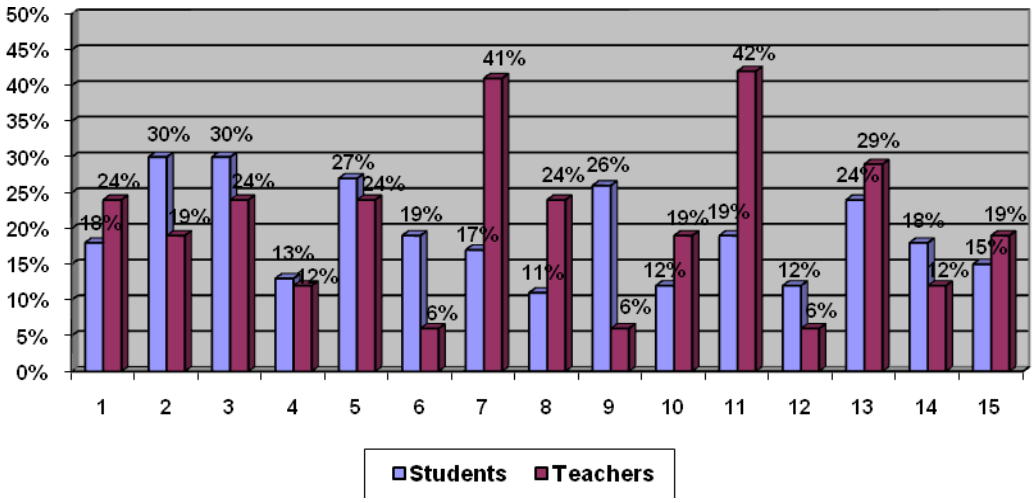


Figure 5.2.17 **The most interesting activities from the participants' point of view**

The results presented in Figure 5.2.17 indicate that three most interesting activities from the students' point of view are:

1) group-work activities - 30% of the students have mentioned them,

2) watching adapted video records and films – 30% of the students like this activity very much,

3) listening to songs in English have been chosen by 27% of the respondents .

It is obvious that the teachers are not sufficiently familiar with their students' preferences. They consider that the learners like to participate in the following types of activities:

1) playing games in class (chosen by 41% of the teachers),

2) role plays (mentioned by 42% of the teachers),

3) discussions (selected by 29% of the teachers).

It is not surprising that the students prefer the activities which are entertaining and those in which the teacher's control is minimized. Among the reproductive activities they choose the tasks that can be carried out in groups or teams. The results indicate that the students in their majority represent the global learners with prevailing interpersonal intelligence who do not like to be bored and learn best by interacting and co-operating with others. The teachers then can offer various communicative tasks such as discussions, debating, giving group oral presentations to their students to participate in. The results of the first question of the students' questionnaire testify that the students will gladly carry out such tasks. This fact indicates that the application of the Communicative Approach to ELT can increase the students' interest in English and foster their motivation to learn it.

5.2.4 Teachers' View on the Effectiveness of the Communicative Tasks

The third question in the teachers' questionnaire investigates whether the teachers consider that communicative activities foster their students' motivation and the features of the students' behavior which point to it.

17 teachers have participated in the research. From their responses it has been traced that not all of them agree that the use of the communicative activities can foster the students' motivation to learn EFL. One teacher gave the negative answer. The others supported the idea, however, there were two respondents who have not specified the features of the students behavior which indicate that the use of the communicative activities in the classroom stimulates their students' motivation.

Those teachers who agree that the use of the communicative activities in the classroom fosters the students' motivation learn about it since the students *'get good marks'* and *'participate very actively'* in the communicative activities, as this is *'not a routine task'*. Some teachers think that the students *'acquire the language quicker'* when communicating. The respondents have also mentioned, that the learners are *'more hardworking and attentive'* when they are trying to carry out communicative tasks. Referring to the teachers' answers *'speaking is a skill that is evaluated*

in the exam, so they [students] feel responsibility' and try to do their best in order to develop this skill. It is obvious, that the students are both intrinsically and extrinsically motivated while actively participating in the communicative activities. The pleasure they get while communicating (intrinsic motives) interacts with their desire to get a good mark or to pass the exam successfully. The combination of these motivational factors fosters the students' desire to study English and leads to success in language studies.

Conclusions

The theme of the Bachelor thesis is "Communicative Approach to ELT and Students' Motivation'. The goal of the paper was to investigate the influence of the CLT on students' motivation.

To achieve the goal the author has analysed and compared different view on the concept of motivation and its role in FL teaching and learning. The materials on using the Communicative Approach in ELT were studied. The most significant theoretical findings are as follows.

First, motivation plays a significant role in all the spheres of human life and has its impact on whatever people are doing. Motivation explains why people decide to do something, how long they pursue on their action and how hard they are going to work in order to achieve their goal. Most researchers agree that motivation plays a vital role in the learners' achievements in language learning. Motivation is a changeable construct, it can be influenced by various factors, such as: learner's personal variables, learner's learning styles, learners' attitudes toward the 'cultural' and 'educational' contexts. The scholars also make the distinction between various types of motivation. It is important to distinguish between intrinsic and extrinsic types of motivation; and integrative /instrumental kinds of it. Extrinsic motivation is caused by the outside factors (e.g. the need to pass an exam or the possibility of future travel); intrinsic motivation comes from within the individual (e.g. when he or she is motivated by the enjoyment of the learning process itself). Integrative motivation or 'orientation' refers to the learner's desire to learn more about the target language community to speak a foreign language. Integrative orientation refers to the learner's desire to learn a language in order to get something concrete or practical from language learning (e.g. to pass the exam, to get a better job). Thus, students' motivation to learn depends on their needs and interest, while the effectiveness of their learning is influenced by motivation.

Second, the CLT is best considered as an approach rather than a method. It starts from the theory of language as communication. The aim of the CLT is the development of the learner's communicative competence. Four language skills: speaking, listening, reading, and writing are equally emphasized to learn within this approach. The most obvious feature of the CLT is that almost everything is done with a communicative intent, thus the CLT makes use of real life situations in a classroom which necessitate communication. The Communicative Approach puts emphasis on the process of communication, rather than mastery of language form. In the communicative classroom the teacher is the coordinator of the learning process and the manager

of classroom activities, because he/she performs the role of the monitor while the students are performing the task. However he/she does not dominate, but takes part in activities as a co-participant. Still, the teacher is an expert, adviser who helps the student and provides a feedback.

The learners in the communicative classroom are responsible for their own learning and they are expected to be personally involved in the learning process. They may make suggestions about the given materials, choose the most interesting activities. The main objective of the communicative activities is to encourage the students to communicate, interact and negotiate.

In order to carry out the research the author has conducted a questionnaire-based survey the results of which partially prove the hypothesis. The students like student-oriented activities. They prefer to carry out the communicative tasks which are not totally controlled by the teacher. However, not all of the teachers consider that the application of the Communicative Approach to ELT can increase the students' motivation to study English. Moreover, the survey has shown that the majority of teachers use the communicative activities in the classroom rarely. This fact can be explained by the teachers' undervaluing the positive impact of the communicative activities on the students' motivation to learn English. The study of the teachers' beliefs about the learners' preferred communicative activities indicates that the teachers are not familiar with their students' needs. The results of the survey as well have shown that the students' extrinsic and intrinsic motivation has influence on the learners' desire to study EFL. Therefore, the teacher should try to find the way how to stimulate the students' desire to study, to apply the activities which help the students to express their creativity and to create such conditions in which the students can find themselves to be successful. The task is difficult, taking into account that the sources of the students' motivation may be different and the teacher should be able to find out these sources, as it will help them to discover who of the students are more intrinsically motivated and who learn only for the extrinsic value.

The results of the present research can be used by secondary school teachers for their course design in a foreign language classroom.

The limitation of the present study concerns the use of the questionnaire as a data collection instrument. The drawback of such technique is that the data that the researcher obtains is limited to what the respondents choose to tell.

The next step of the research might be the investigation of the problems that the teachers face applying the Communicative Approach to language teaching at secondary school.

Theses

1. Students' learning motivation is a driving force in learning a foreign language. It is not constant; it can be encouraged and developed.

2. Motivation is a very complex phenomenon with many facets, which can be defined as "the conscious or unconscious stimulus for action towards a desired goal provided by psychological or social factors; that which gives purpose or direction to behaviour" (Simpson and Weiner, 1989: 1131)

3. Motivation can be of two different types: extrinsic (caused by the outside actions) and intrinsic (coming from within the individual).

4. Motivation has two orientations (Gardner, 2006): 'the integrative' and 'the instrumental' one . Whereas the integrative orientation refers 'to a positive disposition towards the target language community', the instrumental orientation relates 'to the potential practical gains of target language proficiency' (Dornyei ,2004: 426).

5. There are three levels of motivation: the language level, the learner and the learner situational level.

6. Motivation is affected both by the educational and the cultural contexts.

7. Motivated pupils are goal-directed, they have a strong desire to attain their goal; they enjoy studying and are self-confident in their achievements.

8. The CLT is best considered as an approach rather than a method. It starts from a theory of language as communication.

9. The aim of the CLT is to develop students' communicative competence.

10. The main objective of the communicative activities is to encourage the students to communicate, interact and negotiate.

11. According to the results of the research, the application of the Communicative Approach to ELT fosters students' motivation and increases the efficacy of the teaching/learning process.

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Glossary

Activity - an educational process or procedure intended to stimulate learning through actual experience (Online 2).

Approach - refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. It describes the way people learn language and makes statements about the conditions which will promote successful language learning. (Harmer, 2004:78)

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately (Online 3).

Communicative Language Teaching: is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach". (Online 4)

Facilitator: A concept related to a teacher's approach to interaction with students. Particularly in communicative classrooms, teachers tend to work in partnership with students to develop their language skills. A teacher who is a facilitator tends to be more student-centered and less dominant in the classroom than in other approaches. The facilitator may also take the role of mentor or coach rather than director. (Online 5)

Foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her. (Online 6)

Language competences:

1. Grammatical competence is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. The main question is: How well does a person understand English grammar?

2. Sociolinguistic competence is how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose of

the interaction, and the expectations of the interaction. The main question is: how socially acceptable is the person's use of English in different settings?

3. Discourse competence is how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing. The main question is: How well does one properly combine all the languages elements to speak or write in English?

4. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. The main question is: Can a person find ways to communicate when he or she is lacking some knowledge of English? (Online 7)

Language skills: in language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills (Online 8).

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural (Anthony (1963), cited in Richards and Rodgers, 2005:19)

Procedure is an ordered sequence of techniques (Harmer, 2004: 78). The method is practically realized in procedure.

Second language is any language learned after the first language or mother tongue (Online 9).

Appendix 1

Table 1.1 **An overview of contemporary motivation theories (Dornyei, 2002: 10-11)**

Theory	**Main motivational components**	**Main motivational principles**
Expectancy-value theories (Brophy, 1999; Eccles and Wigfield, 1995)	- expectancy of success; - the value attached to success on task	Motivation to perform various tasks is the product of two key factors, namely, expectancy of success in a given task and the value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.
Achievement motivation theory (Atkinson and Raynor, 1974)	- expectancy of success; - incentive values; - need for achievement; - fear of failure	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy (or perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.
Self-efficacy theory (Bandura, 1997)	- perceived self-efficacy	Self-efficacy refers to people's judgment of their capabilities to carry out certain tasks, which is why the sense of self-efficacy will determine people's choice of the activities attempted, the amount of effort exerted as well as the persistence displayed.
Attribution theory (Weiner, 1992)	- attribution about past successes and failures	The individual's explanations (casual attributions) of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts, ability and effort have been identified as the most dominant perceived causes, whereas past failure ascribed by the learner to low ability may hinder future achievement behaviour more than failure ascribed to insufficient effort.
Self-worth theory (Covington, 1998)	- perceived self-worth	People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviours in school settings.
Goal setting theory (Locke and Latham, 1990)	- goal properties; - specificity; - difficulty and commitment	Human action is caused by purpose. Therefore, for actions to take place, goals have to be set and pursued by choice. Specific and reasonably difficult goals lead to the highest performance, provided that the individual shows goal commitment.
Goal orientation theory	- mastery goals; - performance	Mastery goals (focusing on learning the content) are superior to performance goals (focusing on

(Ames, 1992)	goals	demonstrating ability and getting good grades) because they are characterised by a preference of challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
Self-determination theory (Deci and Ryan, 1985; Vallerand, 1997)	- intrinsic motivation - extrinsic motivation	Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction from doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behaviour in order to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.
Social motivation theory (Weiner, 1994; Wentzel, 1999)	- environmental influences	A great deal of human motivation stems from the sociocultural context rather than from the individual.
Theory of planned behaviour (Ajzen, 1988; Eagly and Chaiken, 1993)	- attitudes; - subjective norms; - perceived behavioural control	Attitudes exert a directive influence on behaviour because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms (perceived social pressures) and perceived behavioural control (perceived ease or difficulty of performing the behaviour).

Appendix 2

Questionnaire for Students

Dear Respondent!

Please, answer the following questions on students' motivation in learning EFL and the application of the Communicative Approach to ELT. *The contents of this form are absolutely confidential. The information identifying the respondent will not be disclosed under any circumstances.*

1. Indicate to what extent the following activities increase your interest in English and motivate you to learn it. Use the scale from 1 to 4 where:

1 = not at all 2 = little 3 = considerably 4 = very much

If there are activities that are not used in your language classes, please mark: 'NE' = no experience

1. Pair-work exercises. (.....)
2. Group work activities; working in teams. (.....)
3. Watching adapted video records and films. (.....)
4. Listening to tape recordings: textbook dialogues or other texts. (.....)
5. Listening to songs in English. (.....)
6. Singing songs in English. (…..)
7. Playing games in class. (.....)
8. Oral exercises which involve interaction between teacher and students. (.....)
9. Use of internet (chats, e-mail, web pages, etc.) as a learning resource. (.....)
10. Dramatising dialogues and situations. (.....)
11. Role plays
12. Debating
13. Discussions
14. Giving individual oral presentation (.....)
15. Giving group oral presentation (…..)

2. Please, choose three of the depicted above activities which you consider to be the most interesting to participate in.

1)……..
2)……..
3)……..

Thank you for filling in the questionnaire!

Appendix 3

Questionnaire for Teachers

Dear Respondent!

Please, answer the following questions on students' motivation in learning EFL and the application of the Communicative Approach to ELT. *The contents of this form are absolutely confidential. The information identifying the respondent will not be disclosed under any circumstances.*

1) In reflecting on you current teaching in your classes, please, indicate:
a) to what extent the following activities influence your students' interest in English and motivate them to learn it. Use the scale from 1 to 4 where:
1 = not at all 2 = little 3 = considerably 4 = very much
b) how often you employ these activities in a classroom. Use:
F = frequently S = sometimes R = rarely N = Never

	To what extent?	**How often?**
1. Pair-work exercises.	(.....)	(.....)
2. Group work activities; working in teams.	(.....)	(.....)
3. Watching adapted video records and films.	(.....)	(.....)
4. Listening to tape recordings: textbook dialogues or other texts.	(.....)	(.....)
5. Listening to songs in English.		
6. Singing songs in English.	(.....)	(.....)
7. Playing games in class.	(.....)	(.....)
8. Oral exercises which involve interaction between teacher and students.	(.....)	(.....)
9. Use of internet (chats, e-mail, web pages, etc.) as a learning resource.	(.....)	(.....)
10. Dramatising dialogues and situations.	(.....)	(.....)
11. Role plays	(.....)	(.....)
12. Debating	(.....)	(.....)
13. Discussions	(.....)	(.....)
14. Giving individual oral presentation	(.....)	(.....)
15. Giving group oral presentation	(.....)	(.....)

3) Please, choose three of the suggested above activities which you consider to be the most interesting to your students.
1)…….
2)…….
3)…….
4) Do communicative activities increase your students' motivation?
1) No (.....)
2) Yes (.....)
If 'Yes', please, explain how you learn about it (e.g. active participation, good marks, etc.)
……
……

Thank you for filling in the questionnaire!

Appendix 4

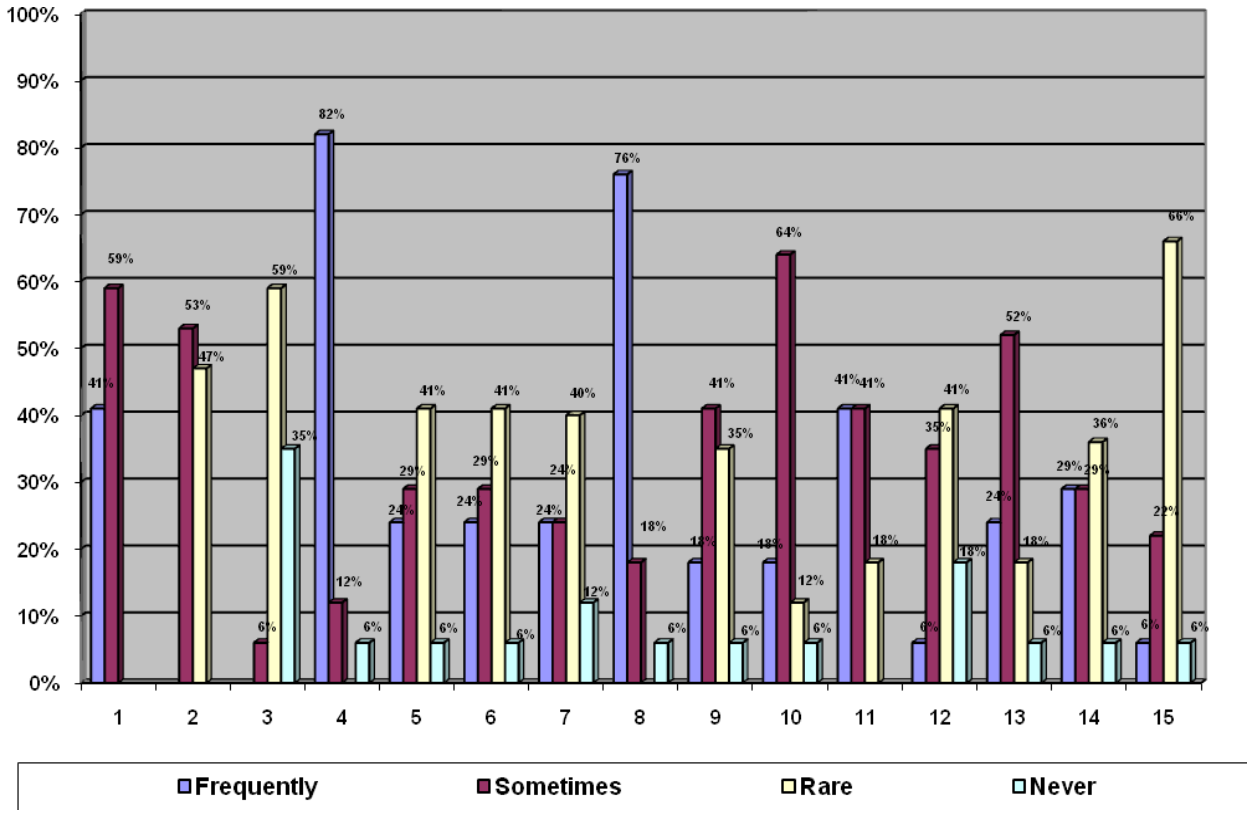

Figure 5.2.16 **The use of the communicative activities**

Dokumentārā lapa

Bakalaura darbs ‘‘Communicative Approach to ELT and Students’ Motivation ’’ (Komunikatīvā pieeja angļu valodas mācīšanā un studentu motivācijā) izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

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Rekomendēju darbu aizstāvēšanai

Vadītāja: as. Irina Sokolova 23.05.2011.

Recenzents: lekt. Mudīte Upmale

Darbs iesniegts Anglistikas nodaļā

Lietvede:

Darbs aizstāvēts bakalaura gala pārbaudījuma komisijas sēdē

…… prot. Nr. ….., vērtējums ……..

Komisijas sekretāre: