Foreign Language as Motivation for Teaching

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Abstract: In this paper, we will briefly examine a variety of techniques, strategies and macrostrategies which teachers can employ in order to motivate their students for learning. As it is noted 'teacher skills in *motivating* learners should be seen as central to teaching effectiveness'. Even though there have been a lot of education-oriented publications providing taxonomies of classroom-specific motives, they fall short of offering an efficient guide to practitioners. Thus, our main goal is to familiarize any putative "practitioners" with a set of techniques and strategies for motivating foreign language students.

Keywords: methods of teaching, motivation, language, teacher, student, communication.

> "Language is the blood of the soul
> into which thoughts run and out of which they grow."
> (Oliver Wendell Holmes)

Every nation is known by the culture represented through the language it keeps, and every aspect of the life of a people is reflected in their vocabulary. Like the history of a country, its vocabulary bears witness of its past and present. As the community changes in its technological development or social transformation, so does its language. Some words get out of usage or get transformed; new words are created to represent the reality brought to us by mass media in particular through news reporting. Although there are general patterns of word-formation, language is not a fixed, rigid system; according to the current stage of development new words enter the vocabulary continuously, and certain tendencies of forming new words appear and may disappear again. This work will be focused on current trends in American English word-formation and new words in news reporting. After the presentation of general definitions of neologisms, their aspects and major word-formation patterns, morphological classification will be shown. Although various semantic fields of neologisms will be introduced, it is almost impossible to present all tendencies. In order to fix certain trends, largely have been chosen and examined examples from John Algeo's Fifty Years Among the New Words (*A Dictionary of Neologisms*, 1941-1991) and *Jonathon Green's Neologisms - New Words*, since 1960.

As other many languages, the English language has its own origin, science and rules of its investigation. And the value of a word can only be determined by defining it in relation to the value of neighboring and contrasting words. But semantic fields are living realities intermediate between individual words and the totality of vocabulary: as part of a whole they share with words the property of being integrated in a larger structure and with the vocabulary the property of being structured in smaller units. There is growing interest in a model of language education that integrates language and content instruction in the second/foreign language classroom. This approach contrasts with many existing methods, in which language skills are taught in isolation from substantive content. Several theoretical rationales underlie this shift in perspective. For young children, cognitive development and language development go hand in hand; language is a tool through which the child comes to understand the world. In first language acquisition, these processes are paired naturally. For children who are second language learners, however, traditional methods for teaching second/foreign languages often dissociate language learning from cognitive or academic development. In

contrast, an integrated approach brings these domains together in instruction. What is called for in the model proposed here is recognition of the importance of language structures, skills, or functions that are characteristic of different content areas.

These skills can be identified by:

(a) informed speculation about what kinds of language skills or functions are called for in specific content areas,

(b) informal observation of the language requirements of specific content areas, or

(c) systematic analysis of students' actual language needs in content classes.

In contrast to mainstream content classes, where the teacher assumes students have the requisite language skills, an integrated content class does not make such assumptions. The primary objective of such classes remains content mastery, but it is recognized that content classes have great language-teaching potential as well. There are several other reasons for the shift from teaching language alone to content-based approaches. The success of immersion as a model of foreign language education has provided strong evidence for the effectiveness of language learning through subject-matter learning. Extensive research has revealed that immersion students learn the academic content specified in the school curriculum and at the same time develop significant levels of foreign language proficiency (Genesee, 1987; Lambert & Tucker, 1972). Furthermore, concern for the education of language minority students in the United States has prompted a reexamination of the methodologies appropriate for teaching English to Limited English proficient students in the public schools.

Cummins's (1980, 1981) work provided theoretical impetus for considering the integration of language and content instruction. He posited a paradigm in which language tasks may be characterized as context reduced or context embedded and in which the tasks addressed through language may be cognitively demanding or undemanding. In context-embedded language tasks, support for meaning is readily available through the immediate

communicative situation, whether through background knowledge or through visual or other contextual cues. In contrast, context-reduced tasks offer little available contextual support for the learner to derive meaning from the immediate communicative setting. However, as language teachers try to make language meaningful by providing contextual cues and supports, too often their attempts bring the learner into cognitively undemanding situations. Thus, although it is easy for children to learn to label colors and shapes, for example, activities in the language class rarely require students to use this new language knowledge in the application of higher order thinking. In contrast, when language and content are integrated, it is possible to practice language (e.g., colors and shapes) by applying such labels to more sophisticated tasks, such as sorting geometric shapes by those that differ from one another by one attribute (color or shape only) or by two attributes (color and shape).

More recently, Chamot and O'Malley (1987) have developed the Cognitive Academic Language Learning Approach, which provides academic language development in English through content-area instruction in science, mathematics, and social studies. Cognitive Academic Language Learning Approach attempts to ease the Limited English Proficient student's transition from English Second Language classes to mainstream classes. For these reasons, then, content-based language instruction is receiving increasing attention in second/foreign language teaching circles. Yet, if such an orientation is to be effective, language teaching must be carefully considered and planned. It is unlikely that desired levels of second/foreign language proficiency will emerge simply from the teaching of content through a second or foreign language. The specification of language-learning objectives must be undertaken with deliberate, systematic planning and coordination of the language and content curricula.

As motivation plays the crucial role in foreign language learning, no matter what teaching method we carry out, the purpose of it is to stimulate students' motivation in language learning. The strong desires of learning can lead to successful

achievement. In teaching practices, we can find out more methods to stimulate their motivation. This article discusses how to stimulate students' motivation in Foreign Language Teaching, which should be embodied in every advanced methodology. In order to be clarified the principle methods of foreign language teaching, we have to come back to the main Methodologies in Foreign Language Teaching. And the brief historical overview of all existed methods will help us. Any given method is only as effective as its implementation.

In recent years, many foreign methodologies of foreign language teaching were introduced to China, such as Audio-lingual Language Method, Community Language Learning, Total Physical Response, Communicative Language Teaching, Task-based Learning, etc. However, each method has its own advantages and disadvantages. When you use them properly, they will be more efficient; on the contrary, if you ignore the English levels and the situations of the students, and just use one of the methods mechanically, the teaching will be less efficient. Regardless of the method, motivation is the most important aspect in Foreign Language Teaching.

Grammar-Translation Method (1890s-1930s): Around the turn-of-the-century, language students often translated cumbersome volumes from Classical Greek or Latin into English vía this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then.

Cognitive Approach (1940s-1950s): This approach introduced the four principle language skills for the first time: listening, speaking, reading, and writing. Oral communicative competence became the focus. Comprehensible auditory input became important and speaking in the target language began to occur. Learning *about* the language was overemphasized.

Audio-Lingual Method (1950s-1960s): With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences.

The Direct Method (1970s): This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

The Natural/Communicative Approach (1960s-2000s): Originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages:

(a) aural comprehension,

(b) early speech production, and

(c) speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue.

Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural

vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Visualization activities that often times make use of a picture file, slide presentations, word games, dialogues, contests, recreational activities, empirical utterances, and *realia* provide situations with problem-solving tasks which might include the use of charts, maps, graphs, and advertisements, all to be performed on the spot in class. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. Formal sequencing of grammatical concepts is kept to a minimum.

Total Physical Response (1960s-2000s): This approach, also known as Total Physical Response , was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). Total Physical Response may be used in conjunction with some other methods involving *psychoneuro kinetic* techniques wherein the teacher gives a host of commands with the students then responding by "acting out" the command: "Stand up", "Go to the door", "Sit down", etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. Total Physical Response is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures.

The Silent Way (1960s-2000s): Dr.Caleb Gattegno, originally out of Alexandria, Egypt, introduced this classroom technique wherein the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the *production before meaning* school of thought and practice. A color-coded phonics (sound) chart called a *fidel*, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the pupil to produce orally on a continuous basis in the target language, vía a sequence of phonemes or sound units. Brightly colored Cuisenaire rods, which are also used in Mathematics, are integrated into this method (used as manipulatives) for pupils to learn spatial relationships, prepositions, colors, gender and number concepts, and to create multiple artificial settings through their physical placement. Lines or blank spaces on a chalkboard represent syllables, devoid of letters in them, for a subliminal, collective memory experience in recall for the students. Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the instructor. Modeling of correct pronunciation for students is discouraged. The greatest strength of this method lies in its ability to draw students out orally, while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small group discussion and for ample student rotation. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility.

Suggestopedia (1960s-2000s): This extremely esoteric, *avant-garde* method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into *superlearning*. Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English. Little emphasis on grammar is

given. Such non-verbal communication as kinesics, paralanguage, environmental proxemics, and oculesics can be incorporated into the method, along with Robert Rosenthal's Pygmalia used in the classroom. Soviet Hypnopedia (sleep-learning) which was developed by such researchers as A.M. Syvadoshch in Leningrad and by L.A. Bliznitchenko in Kiev, Sophrology (a memory training system), the Tomatis Approach, Schultz-Luthe's autogenic therapy, Suggestology, and the Suzuki Method of learning music are considered to be closely related to this Bulgarian approach. This method has sprung two offshoots or derivatives which include Donald Schuster's Suggestive-Accelerative Learning and Teaching and Lynn Dhority's Acquisition through Creative Teaching. Like other "modern" approaches, language is perceived *globally* (in chunks or blocks), while attention to fine tuning or to detail comes later.

Community Language Learning (1960s-2000s): This creative, dynamic, and non-directive approach to language learning was first elaborated by Charles Curran. It is designed to ease the learner into gradual independence and self-confidence in the target language. This is also known as the *Counseling-Learning method*. Curran's approach is beyond simply a methodical pedagogy, but is rather a veritable philosophy of learning which provides profound, even quasi-theological reflections on human-kind! It encourages holistic learning, personal growth, and self-development. Learning a language is not viewed necessarily as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process. Its basic premise can be found in the acronym **SARD**: **S** stands for *security* (to foster the student's self-confidence), **A** represents *attention* or *aggression* (the former an indication of the learner's involvement, the latter their frustration level), **R** equals *retention* and *reflection* (what is retained is internalized and ultimately reflected upon), and **D** denotes *discrimination* (the learner can now discriminate through classifying a body of material, seeing how one concept interrelates to another previously presented structure). Student

"participants" are thus allowed to register abstracted grammar both peripherally and semi-consciously.

"Total immersion technique": This generalized technique in foreign language pedagogy "immerses" or "submerges" the student directly and immediately into the target language from the first opening day or hour of class. There are basically two (2) types of total immersion approaches: (a) *effective* and (b) *ineffective*. An *effective total immersion* environment begins in hour one wherein the teacher speaks the foreign language slowly, clearly, and uses easily understandable and comprehensible cognates, at least to the best of his or her ability as a foreign language professional educator. These closely and oftentimes immediately recognizable related words may differ only slightly in pronunciation or spelling from the student's native language. Hand gesticulation, appropriate modeling, various *realia* (such as picture files or photos), and sometimes Total immersion tech-nique can facilitate such effectiveness. An ineffective total immersion approach occurs when the teacher opens class by speaking rapidly at native speed as if the students were residing within the target culture, as if they were inputting the attempted language on an hourly, daily basis. In essence, the student is being treated as if they were living in the country where the foreign language is predominant. Thus, the intended language "goes over the heads" of the students from the very first day of class, thus creating a distancing and ultimate loss of the student's attention and cognitive awareness of just what is being communicated in class. Either type of immersion oftentimes overlaps any or all of the above-mentioned methods in second-language acquisition.

Motivation has been widely accepted by teachers and researchers as one of the key factors that can influence the rate and success of foreign language learning. Teaching method is a form, and the purpose of taking a teaching method is to stimulate the students' motivation in Foreign Language Teaching. This article also discusses the importance of motivation in Foreign Language Teaching, and what language teachers can do to increase and maintain students' level of motivation. There are many aspects

which can influence the learners' motivation. Here, we can just list some of them, such as proper method, success of learning, the art of evaluating, the relationship between the teacher and the students, acknowledged by others and having a communication purpose. We can find out more ways to stimulate their motivation in the teaching practice. Only when we realize the explicit direction of teaching method, can we achieve our goals. By insisting on this, we can get successful achievement. Motivation is defined in different ways by different researchers, but they seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction. One of the most general and well-known distinctions in moti-vation theories is that of intrinsic versus extrinsic motivation – as Vallerand (1997) reports.

Intrinsic motivation deals with behavior performed for its own sake, in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation; several studies have con-formed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement. However, research has shown that under certain circumstances – if they are sufficiently self-determined and internalized – extrinsic rewards can be combined with or can even lead to intrinsic motivation (Zoltán Dǒrnyei, 1998, p.121).

In language learning, motivation usually refers to students' desires and efforts to learn. However, in China, most students are affected by a lot of extrinsic motivators. English is a compulsory course, success on examinations may be required for graduation; high scores in English examinations may be provided better job opportunities. These factors can just be seen as extrinsic moti-vation. None of them increase the level of true motivation that is desired in the language classroom. True motivation can be des-cribed as *"the extent to which the individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity"* (Garder, 1985).

It is important for the language teacher to recognize the si-gnificance of motivation and make good use of it in teaching practice. Students need an experience in the language classroom which will promote favorable attitudes towards learning. *"It is this favorable attitude, combined with diligent effort that com-poses true motivation"* (Megan Downs, 2001, p. 30).

The importance of motivation

Motivation is one of the most important factors in language learning, which is why teachers of foreign language have always tried to find new approaches or strategies that introduce practical uses of English as Foreign Language in the classroom. *"Moti-vation provides the primary impetus to initiate learning foreign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions"* (Zoltán Dǒrnyei, 1998, p.117).

The process of learning knowledge is just like a man eating something. If he has no desire to eat, and others just force him to, how can he eat it? Even though he has eaten it, how can he absorb it? This is the same with the English Language Teaching. If the students are forced to learn and they themselves have no desires or interests for it, they can't learn it well. *"Without a personal desire to learn, real learning can't take place"* (WANG Dong, 1996). So, for the teacher, the most important thing is how to increase students' motivation and make use of the proper teaching and facilitation methods.

The proper teaching method

The proper teaching methodology can increase students' mo-tivation. The teacher should be aware that the method he employs will have some effect on the students' motivation. For example, in the Communicative Language Teaching context, students'

initiative and creativity are brought about as they deeply involve themselves in a variety of interesting and challenging learning tasks that require speaking, listening, reading, writing and thinking. Students work cooperatively and learn from each other. The teacher is a facilitator rather than a director and helps them in any way that motivates them to learn. This result is not only an overall motivational climate which further facilitates learning but also a harmonious interpersonal relationship between the teacher and the students. (XU Zhe, 1997).

However, if the teacher is very talkative, and ignores the students' level and other factors, they will feel the method is tedious and boring, and this will become demotivated.

The practical teaching materials

The English reading materials should include a lot of interesting stories and practical current affairs. First, these funny stories may attract them to read hard, and are easy to remember. Second, the practical current events are the focus that everyone likes to talk about and cares. Linguistically, English language learning has the purpose of communication. If they can communicate with others about the focus things, they will be more delighted. So these affairs, such as the World Cup Football Games, the policies of the government, the stock market and so on, especially these materials in English are very attractive for them. This can stimulate their motivation to read widely.

This purpose of using practical teaching materials is to arouse the students' interest to learn foreign language well. Furthermore, local or international news in the target language is very helpful for students to learn English. English materials such as in the *21st Century*, *Shanghai Star*, and *China Daily* are very useful for learners to read. It is much better if the learners already know the information or at least understand the headlines, because it is possible to introduce some lexical items whose meanings may be inferred from the context. It is always very useful to have learners use English when they ask about something they do not know, or they want to know. It is also important

to avoid such language barriers as presenting things that are too difficult for the learners; having activities that are too long without any methodological variation; and giving exams that are too demanding (Ignanic Lopez Corria, 1999, p.17-18).

The relationship between the teacher and the students

According to Charles Curran's theory, good rapport between the teacher and students is very important.

"Love me, love my dog." If the students love you, they love your course, and they want to learn it well. Therefore, this can arouse their motivation in foreign language learning. On the contrary, if they hate you, they will have no interest in your course, and even refuse to learn. This can make a psychological resistance. So the teacher should set a good example to the students and get along well with them. A good teacher should possess the following qualities.

- The teacher should make his classes interesting and vivid.

- The teacher must be fair, treat his students equally and as far as possible understand and act on aspirations of his pupils.

- The teacher himself should be a model speaker of the target language.

- The teacher should be a skillful organizer and good at stimulating the students into the activities of the target language (Harmer, 1983, p. 6).

As a teacher, if you can do the aspects above well, generally speaking, you're a competent teacher, the norm of the students. The students will respect you and learn from you. This can motivate them to learn English hard. Furthermore, the teacher should take good care of the students as his own children. Care everything in their lives; make friends with them. Then, they could accept you and tell you everything. This can facilitate your teaching.

Success in language learning

Burstall says, "*In the language learning situation, nothing succeeds like success*" (McDonough, 1981, p.153). "*Success or lack of success plays a vital role in the motivational drive of a student. Both complete failure and complete success may be demotivating*" (WANG Dong, 1996, p. 37). So in the English learning class, the goals and tasks should be set not too difficult or too easy and most of the students can be successful through their hard working. The activities which are beyond their abilities may have a negative effect on their motivation. It is also true that activities aimed below the level of the students are demotivating. So there is much work to do for the teacher to select activities which will challenge the students at the proper level.

Having a communication purpose

Once the teacher has provided a class in which students are acknowledged and understood, and have confidence in their ability to succeed, the language teacher can continue to strengthen the students' motivation by providing classroom activities which contain a practical communicative purpose. The purpose is to allow learners to behave as if they are using the language to communicate their own experiences about their lives and careers. They talk about topics which they are interested in and like. In these activities, each student has something to do, so he is ready to take part. The most important thing is participation, because everyone tries to show their knowledge and they can learn from each other. It provides circumstances for active learning. That's what education really wants (Megan, 2001, P. 32).

According to Chomsky's "communicative competence", intrinsic motivation will spring from an interest in what is being communicated by the language. The use of English is regarded as the right way to learn English. In the using process, the students can also be encouraged to talk about exciting topics at precise times or whenever they feel motivated. They can talk about things that have really happened to them. There are multitudes of ways language teachers can orchestrate such communicative activities for students in the classroom. These activities, such as pair work, group work, English corner and so on, are essential to give each student the opportunity to practice. At present time, many teaching methods are introduced and used widely in foreign language teaching. We should not use them mechanically. No matter what teaching approach we take, it is the essential element to make sure how to stimulate students' motivation in English Language Teaching. Improving the students' motivation plays the crucial role in foreign language teaching. We may say all the methodologies based on improving students' motivation. With motivation being as important a factor in learning success as argued above, teaching skills in motivating should be seen as central to teaching effectiveness. Surely, there are more factors that can arouse the learners' motivation. The teacher can find out the aspects and think out the ways to stimulate their motivation according to the practical teaching and learning conditions. We have realized that only when our students have the motivation, which is one of the main determinants of foreign language learning achievement, and learn actively, can we hope to see successful results in the English Language Teaching.

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