

MOTIVATION IN L2 CLASSROOM

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Motivation can be defined as incentive reasons related to satisfaction of human needs; a set of external and internal conditions causing the subject's activity and defining its focus. Motivation is the most important basis for achieving success in learning languages. This is the main driving force that ensures students' involvement in L2 classroom.

A novel theoretical concept, which aims at strengthening motivation, is Directed Motivational Current (DMC) described as an intense motivational drive that is capable of both stimulating and supporting long-term behaviour, such as learning a foreign/second language (L2) [1].

DMC components include: goal/vision orientedness, a salient, facilitative structure, and positive emotionality.

Goal/vision orientedness is considered to be the most relevant feature of a DMC because its directedness cannot occur without a clear goal, objective or target. For those studying a foreign language, a vision can be lecturing at a conference in the person's specialty, communicating via e-mail or Skype with co-workers and colleagues from other countries, etc. [2–3].

Salient, facilitative structure implies a specific roadmap with a clear starting point and a system of sub-goals, the step-by-step implementation of which supports motivation and forms the so-called motivational autopilot, which allows turning the daily routine into new goal-oriented daily routine.

Positive emotionality is closely connected with the pleasure that the student experiences by imagining the fulfillment of his goal. Despite the fact that activity towards this goal can be associated with hard work, it is inevitably rewarded when the goal is achieved.

It should be said that “a proper learning environment is needed to develop a DMC related to learning English as a foreign language” [3, p. 56] because if the environment is not conducive to the development and use of the language being studied, it may adversely affect students' motivation. Under such conditions, they are teacher's skills which are capable to ensure maintaining motivation via DMC can be a decisive factor for the successful mastery of a foreign language.

References:

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