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Дипломна робота

ВМОТИВОВАНІСТЬ ЗАКАРПАТСЬКИХ УГОРСЬКИХ ПІДЛІТКІВ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

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**Міністерство освіти і науки України
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Department of Philology

HOW MOTIVATED TRANSCARPATHIAN HUNGARIAN TEENAGERS ARE TO LEARN ENGLISH

Bachelor's Thesis

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Field of Study – 6.020303   Philology.
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ЗМІСТ

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INTRODUCTION

The 21st century learner become essential corresponding to the reading ability development of acquisition. The function of reading and its significance reinterpreted during the years thus reading developing skills in schools it has become one of the most important task. Motivating students is one of the greatest challenges instructors face. While it is true that as instructors we have little, if any, control over external factors that influence our students' behavior and engagement, we do play a vital role in shaping what occurs in our classroom. In fact, our instructional choices can make a positive impact on student motivation.

In my paper, I would like to know how motivated teenagers are to learn in English. It is important to motivate students the teacher and the textbook for studying English learning. After all, if there is no motivation, then there is no knowledge. Many people have dealt with that could motivate students to learn.

Four factors that can be dangerous to the learners' motivation, according to Harmer are the following: physical condition, method of teaching, the teachers and succes.

In the first chapter there you can read the theoretical part.

- Learning and types
- Approaches to teaching learning in English
- Tips and idea when dealing with learning and young learners

The second part contains a collection of tasks that help motivate pupils to learn English. This is achieved by specifically creating tasks that correspond to the interest of pupils.

In the third part you can find the results of my research that focus mainly on the learning of the English language.

The research has proven that pupils between the ages of 13-17 are very stimulated and motivated to learn English, and many different factors influence this. One of these aspects depends on the interest and opinion of parents and friends, and whether they find the language important. Another aspect is the influence of TV shows and radio programs that pupils may watch and listen to in English, which may have an impact on their motivation to learn the language. All of these factors have a motivational effect because they attract the interest of the youth of today.

Additionally, college has a significant impact on the motivation of pupils between the ages of 16-17. Many pupils participate in the External Independent Evaluation examination; therefore

this can also be considered a motivational factor that has an immense influence on the learning of the language.

PART I

THEORETICAL CONSIDERATION

The following part of the study is going to look through those books, publications, articles which are connected to the age and critical period in students' life. This part of the work will give a detailed explanation on critical period hypothesis. In this chapter those publications will be mentioned which are the most outstanding in this topic. Additionally several suggestions will be given by the experts.

1.1 Definitions of motivation. Types of motivation

There are many different definitions of motivation, especially in language learning.

Harmer [7] explains the meaning of motivation as the "internal drive" that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called "the action driven by motivation". Lightbown and Spada [18] note that motivation in second language learning is quite complicated to study which can be explained in terms of two factors: learner's communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown [22] define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process.

Gardner, [5] in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study.

Krashen [16] mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

1.1.1 Integrative motivation

Defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal [27].

A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process [19]. Integrative motivation is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community. Those integratively motivated students should hold an internal motivation for learning the language [6]. Integrative motivation is distinguished by the learners' positive attitude towards the target language group, and the desire to interact with those group members 5 [23] .Integrative motivation is also defined as the evolvement that generates from inside. Learners do something for the pure pleasure of doing it [29].

1.1.2 Instrumental motivation

Involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school [27].

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language [9]. It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target 4 language community members. Gardner [5] suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages. Instrumental motivation emphasizes the importance of the functional reasons for learning the language such as getting a high-ranking job with a good salary [5]. Tileston [29] defined instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. She stated "extrinsic motivation is the desire to do something because of the promise of or

hope for a tangible result". Furthermore, motivation is further classified into two main categories as the following.

1.1.3 Extrinsic motivation

Refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity [1] such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation [7]. As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. [24] Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation [34]. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives [17].

Social psychological research has indicated that extrinsic rewards can lead to overjustification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition [21]. However, another study showed that third graders who were rewarded with a book showed more reading behavior in the future, implying that some rewards do not undermine

intrinsic motivation [32]. While the provision of extrinsic rewards might reduce the desirability of an activity, the use of extrinsic constraints, such as the threat of punishment, against performing an activity has actually been found to increase one's intrinsic interest in that activity. In one study, when children were given mild threats against playing with an attractive toy, it was found that the threat actually served to increase the child's interest in the toy, which was previously undesirable to the child in the absence of threat [21].

1.1.4 Intrinsic motivation

Intrinsic motivation efers to learning itself having its own reward [1]. It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will. Lightbown and Spada [18] mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge [25]. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. [25]. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities [30]. Students are likely to be intrinsically motivated if they:

- attribute their educational results to factors under their own control, also known as autonomy or locus of control
- believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs

- are interested in mastering a topic, not just in achieving good grades

An example of intrinsic motivation is when an employee becomes an IT professional because he or she wants to learn about how computer users interact with computer networks. The employee has the intrinsic motivation to gain more knowledge [26].

Advantages: Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Disadvantages: Efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject to begin with! [24]

1.2 The Importance of motivation in second language learning

Motivation has an important role in success and failure in learning a second language. Spolsky [28] stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

Four factors that can be dangerous to the learners' motivation, according to Harmer [7] are the following:

- ***Physical condition***

Which means the atmosphere in class. For example if student have to study in the bad lighting classroom overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.

A physical condition is defined as a dysfunction of the musculoskeletal and/or neurological body which affects the functional ability of a student to move or coordinate movement. Physical conditions can be permanent, temporary or intermittent [35].

- *Method of teaching*

Which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "*If the students loses confidence in the method, they will become demotivated*" [18].

- *Grammatical Approach*

A focus on grammar rules is one of the most popular English teaching methods in traditional academic settings, perhaps due to the focus on grammar in native language courses. Teaching English as a second language, according to this approach, should not stray from the model.

This approach can only work if the instructor speaks the first language of the students in addition to English, because much of it is based on the teacher's ability to translate. English grammar rules should be taught conceptually in the student's native language, with examples provided in simple English sentences that the teacher can translate back to the native tongue so that a solid parallel can be drawn. These grammar rules should be strictly enforced, and students should be allowed to practice proper structure and syntax through the use of examples and quizzes [36].

- *Aural Approach*

The aural English teaching method focuses on the most natural way to learn a language, which is by hearing it. Children who are raised to speak English learn it first by hearing it from their parents and others around them, long before they ever learn how to read or write. The aural approach is similar, meaning it's strictly audio-based and should not focus on the reading or writing until long after the students can grasp the language on a speaking level.

The actual method involves dialogue. In the beginning, the students will mostly be spoken to. The teacher might use visual cues such as objects to give the students something to

associate the words they're hearing with. Then, they will be instructed to speak the words themselves, coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instruction or writing. Teachers should not write the words they're saying, and let the bulk of the instruction exist in dialogue [36].

- *English-Only Approach*

The English only method is one of the most direct approaches to teaching the language. For this method, neither the teacher nor the student should speak their native tongue at all during instruction. All instruction should be done in English only.

Vocabulary should be taught first, as it is the easiest to grasp because it can be demonstrated with a visual aid. As the student builds vocabulary, the instructor can begin introducing abstract words and elements of the language, but without explaining or focusing on the actual grammatical structure. The complexities of the language will be learned inherently, with the student picking up on its patterns through practice and application only [36].

- *Translative Approach*

The translative approach is a bit like the grammatical approach, only with a broader focus on the English language's structure in comparison to the native language of the students. This approach must be taught by an instructor who speaks the same language as their students, and all the students must also share a fluency in the same language.

English will be taught as a subject like any other, with different elements of the language such as vocabulary, grammar, syntax, speaking, reading, and writing focused on every day. This method will make strong use of notecards, where students can write English vocabulary and grammar concepts on one side, and then translate the word or idea on the back in their native language [36].

1.3 Push and pull motivations

Push motivations are those where people push themselves towards their goals or to achieve something, such as the desire for escape, rest and relaxation, prestige, health and fitness, adventure, and social interaction [37].

Pull motivation is the opposite of push. It is a type of motivation that is much stronger. "Some of the factors are those that emerge as a result of the attractiveness of a destination as it is perceived by those with the propensity to travel. They include both tangible resources, such as beaches, recreation facilities, and cultural attractions, and traveler's perceptions and expectation, such as novelty, benefit expectation, and marketing image" [37] .

1.3.1 Push motivations

Push motivations are those where people push themselves towards their goals or to achieve something, such as the desire for escape, rest and relaxation, prestige, health and fitness, adventure, and social interaction [37].

However, with push motivation it's also easy to get discouraged when there are obstacles present in the path of achievement. Push motivation acts as a willpower and people's willpower is only as strong as the desire behind the willpower [38]. Additionally, a study has been conducted on social networking and its push and pull effects. One thing that is mentioned is "Regret and dissatisfaction correspond to push factors because regret and dissatisfaction are the negative factors that compel users to leave their current service provider" [3]. So from reading this, we now know that Push motivations can also be a negative force. In this case, that negative force is regret and dissatisfaction.

1.3.2. Pull motivation

Pull motivation is the opposite of push. It is a type of motivation that is much stronger. "Some of the factors are those that emerge as a result of the attractiveness of a destination as it is perceived by those with the propensity to travel. They include both tangible resources, such as beaches, recreation facilities, and cultural attractions, and traveler's perceptions and expectation, such as novelty, benefit expectation, and marketing image" [37]. Pull motivation can be seen as the desire to achieve a goal so badly that it seems that the goal is pulling us toward it. That is why pull motivation is stronger than push motivation. It is easier to be

drawn to something rather than to push yourself for something you desire. It can also be an alternative force when compared to negative force. From the same study as previously mentioned, "Regret and dissatisfaction with an existing SNS service provider may trigger a heightened interest toward switching service providers, but such a motive will likely to translate into reality in the presence of good alternative. Therefore, alternative attractiveness can moderate the effects of regret and dissatisfaction with switching intention"[15]. And so, pull motivation can be an attracting desire when negative influences come into the picture.

1.4 English language teaching for Hungarians in Transcarpathia

Even if English is the most widespread foreign language in Transcarpathia, less than one percent of the population of Transcarpathia speaks this language according to the findings of the National Census of 2001 [20]. This fact confirms that this region, where the present investigation takes place, can be considered a typical foreign language context, where foreign languages are only taught and learnt within the framework of instructional settings, and direct contact with the language is hardly available outside the language classes [4]. There are hardly any studies dealing with the role of English among ethnic minority learners in Ukraine. This is a rather neglected area, as most of the attention is focused on the status and role Ukrainian, the state language, plays. As English is mainly taught and learnt within instructional settings, in what follows the situation of English language teaching in Transcarpathia will be described briefly.

Fábián and others' [11] questionnaire study involving foreign language teachers from 39 Hungarian schools in Transcarpathia concluded that in primary classes the lack of appropriate textbooks and large heterogeneous classes of 26-27 pupils were the main problems teachers encountered. Huszti [12] also listed the inappropriateness of the course book series in use among the problems that a similar cohort of teachers brought up as a difficulty in a qualitative survey conducted in Transcarpathia. They also complained about the lack of available audio materials, the low number of language lessons per week, the low level of motivation in remote country schools and about the 12-point scale that is used for evaluating learners' knowledge as factors hindering the effective teaching of English.

1.5 How Do You Motivate a Teen?

Encouragement is the key to motivation. Every parenting tool we are sharing in thisPositive Discipline for Teenagers book is designed to encourage and motivate teens. In this article we'll cover Six surefire Teen Motivators: compliments, humor, let's make a deal/collateral, motivation through involvement, joint problem-solving and follow-through [31].

- *Compliments*

People do better when they feel better. There's nothing like getting a compliment for something you feel good about or being affirmed for who you are to improve motivation. This is true for everyone, but especially for teens, who often hear endless criticism, nagging, and complaining about their poor performance. If you're used to using praise as a motivator, you may have a tough time finding something praiseworthy with your teen. That's why we suggest encouragement because it works even when your kids are in the dumps and making mistakes.

One place to make sure everyone gets a compliment or appreciation is the family meeting. If you have weekly meetings and start each meeting with something positive, your teens might want to be at the meeting for that alone. A fifteen-year-old boy said his favorite time of the week was the appreciation/compliments he got at the family meeting.

During the week, look for ways to let your kids know how unique they are, what you appreciate about them, how adorable they were as little kids. Tell them stories about what they used to do when they were younger. Ask them if there's something they wish people would say about them or like about them or notice about them, and then make sure you tell them exactly what they want to hear. They will like hearing it, even if they told you what they wanted [39].

- *Humor*

Teenagers enjoy a sense of humor and respond to it much better than to lectures and nagging. The following situations illustrate how parents use humor to invite cooperation and to lighten things up. When a teenage girl forgot to set the table, her mother served the dinner directly onto the table. Everyone laughed at the absurdity of the situation. The table was set on time from then on. Peter was a father of three teens who used betting and guessing games to

motivate the children and add humor to a situation. When Peter noticed the chores weren't getting done as agreed, he'd say, "Someone forgot to do something they agreed to. I'll give a dollar to the first person who guesses what it is." The teens ran around the house trying to find out who the culprit was so they could win a dollar [40].

Another time Peter said, "I'll bet two dollars you can't finish your yard work before the football game starts." He was effective using bets and games because they were infrequent and unexpected. Had Peter tried using bets as rewards and bribes, his children would have felt less respected because he would have inferred the only reason his teens helped the family was for the money.

"I'll make you a deal. If you walk the dog for me on weekdays, I'll do a special favor for you on weekends."

"I'll make you a deal. I'll pick you and your friends up from the movie if you can find another parent to take you there."

"I'll make you a deal. I'll match whatever you save for that new sweater (guitar, game, etc.)"

Collateral works really well with teens. If they want to borrow something of yours, they need to give you collateral which you will return when they return the item. Good collateral might be a favorite piece of clothing, an iPod, an iPad, a cell phone, etc. It needs to be an item that has value to your teen [40].

- *Motivation Through Involvement*

Dana shared the following at a parenting class: "My daughter, Sage, is doing exceptionally well in school. She is getting the highest score on most tests, and she is not feeling challenged. At the last Parent Teacher Conference she asked for more challenging work from her teacher. Other members of the group wanted to know what Dana did to motivate Sage to do so well."

Dana then shared the following: "I have learned that what works well with Sage is explaining to her the benefit of doing well. I use every opportunity I can to point them out to her. When she learns something new, I take it to the next level with more information and then point out to her that is what is so cool about learning, that you learn one new thing and it opens up a whole new world" [40].

- *Motivation is not a matter of "rah-rah."*

When you want to motivate people, your tendency is to get behind them with a lot of enthusiasm. You may give them a pep talk, or try to rouse them with "I-know-you-can-do-it" or "Get-in-there-and-makeit-happen" sort of cheerleading. You might decide to compliment them, list their skills and positive attributes, or tell them how smart they are. Perhaps you tell them what you hope will be inspirational stories, or relate a personal anecdote describing how you prevailed in a similar circumstance [2].

1.6 The 7 Secrets of Motivating Teenagers

There is a good reason that the stereotypical view of modern teenagers is they are lazy kids who just want to sleep in, play computer games, surf the net and hangout with their friends. The reason this view exists is because all around the world this is all parents see their teenagers doing.

The image of the lazy teenager has become so commonplace that many people simply assume that being lazy and unmotivated is a natural consequence of adolescence. Such thinking, while understandable, is essentially misguided.

Once upon a time, teenagers where some of the most hardworking members of society. Long before shopping malls, computer games, and high schools, teenagers were expected to work with the adults, and work hard [10].

- *What is In It For Me?*

This is the most important motivational ingredient of them all!

If your teen does not understand what the task has to do with them, or their well-being, then it will be a struggle for them to find the desire to carry it out. Teenagers long to feel significant. They want to demonstrate to themselves and the world that they matter and are capable of making a difference. Many of the problems teens encounter today is because their desire to be significant is ignored or diminished.

If your teenager understands the value to them of the task, you will have little problem motivating them to do it. At this point, I need to tell many parents that teenagers do not regard "making their parents life easier" as being something of high value to them [10].

- *Let Them Have a Say*

If your teenager feels like all they are being asked to do is to fit into your agenda, your timetable, and conform to your way of doing things they are not going to be terribly motivated.

When parents give the reason "Because I told you so," they create a demotivating environment. Developmentally, teenagers are seeking to establish themselves as their own person, independent from their parents. Is it any wonder that being asked to conform to a parent's agenda is demotivating?

Give your teenager a say in what and how things are done. If your teenager has had a say in setting the agenda and the timetable they will be much more motivated to participate [10].

- *Help Them to Remember*

Teaching your teens to be organized and remember is part of what parent's need to do. Work with your teen to develop methods of remembering that don't require you to be involved.

- Use visual aids such as charts, colour coded rosters or timetables, and place them in obvious places.
- Help your teen create routines in their weeks that help them to establish patterns.
- Leave little hints around the house about a task that needs to be completed
- Get them to use an App or program on their computer, phone, or ipod as part of the reminding process [10].

- *Let Them Learn From Failure*

When parents constantly step and rescue their teen's from failing they undermine their teenager's ability to grow up. No parent wants to see their kids fail, but it is through failure that we grow and learn to improve.

What gives a task significance is the consequences or what is at stake if it doesn't get done. When parents prevent teens from experiencing the consequences of failure they rob a task of it's significance, and hence their teenager's motivation to do better next time.

If your teen is responsible for taking the rubbish out every week and they don't get it done, then they become responsible for managing the mess and overflowing bins for the

following week. They will learn more from this than by a parent repeatedly nagging them at 11pm the night before, or doing it for them.

Similarly, if your teen chooses not to study for an exam and fails they are more likely to be motivated next time. Parents can maximize these opportunities by asking questions rather than giving lectures. Discuss with your teen how they feel about the outcome, what they might do different next time, and ask if there is anything they need from you to help them [10].

- *Make It Achievable*

Sometimes it is the size of the task that teenagers find hard. It isn't that they don't want to do it, but rather they don't know where to start and it all looks to hard.

If your teen is putting off getting started, it can sometimes be helpful to sit down with them to find out how they are feeling about getting it done. Do they know where to start? Do they feel like they will never be able to do it so can't be bothered starting? Maybe they feel scared about failing?

Whatever the reason, offering to help your teen think through a process for getting the job done could be just the thing they need. Break the task up into a series of smaller achievable tasks with shorter deadlines. Teenagers often struggle with long term planning, but respond well to more immediate time horizons. By helping your teen come up with a series of small steps, you empower them to work their way through the task.

Sometimes it might be worth getting your teen to think of little rewards they could give themselves after each mini milestone is reached. This method can be applied to school projects, sporting or artistic goals, jobs around the home, fixing relationships, future careers or even moving out of home [10].

- *Provide Incentives*

This is a more specific example of point one "What is in it for me?" But it is worth spelling out separately.

As mentioned earlier not all tasks have an obvious intrinsic consequence that can be used as motivation. Some school assignments are just there to be done, and some chores don't seem to make a great deal of difference to the immediate quality of life.

Even more importantly, some tasks can't be linked to larger outcomes in a way that motivates a teenager. For teenager's who lack confidence and/or natural ability, the motivation to do better in certain subjects at school can be very hard to find. Likewise, for the teen is not naturally coordinated or athletic the motivation to participate in physical activity can be hard to find [10].

For these type of instances providing an additional incentive can help generate motivation where otherwise there would be none. By offering rewards for effort, improvement, or participation, you reinforce in your teenager the values of trying and perseverance, rather than rewarding the act of giving up or resigning.

Learning what your teenagers 'love language' is can be a great help in this regard. Does your teen respond well to encouraging words, gifts, quality time, physical affection or some other form of affirmation? Knowing what type of incentive your teen will respond best to will increase their motivation and responsiveness [10].

- ***Make It Fun***

This motivational principle applies to people of all ages, not just teens. Most people are more motivated to do something fun rather than something boring.

Fun is the key ingredient to getting teens active and motivated to participate in social activities. If you want your teen to get out of the house, get active, and make new friends, then explore with them what activities it is they enjoy doing and encourage them to do it. Remember what you enjoy may not be what your teen enjoys. Be sure to show interest and value whatever it is that your teen considers interesting and fun.

Teenager's, particularly boys, respond to competition. No matter how menial the task, any job can be transformed into a passion filled activity if there is a competitive aspect involved. Competition doesn't always require having others to compete against, sometimes young people respond to the challenge to better their own previous efforts. If your teenager can learn something by playing games, watching a movie, or searching the Internet then encourage them to do it. Using technology as part of any task makes it instantly more appealing to young people today [10].

The first chapter summarizes the literary-review. This chapter reveals what motivation stands for, what types of motivation are there, and how we can motivate children to study the English language.

PART II

TASK COLLECTION

2.1 Why is the motivational task important?

It is very important that the tasks that students receive have a motivational effect. Because it's not enough that we are just trying to motivate them verbally, but this must be felt with them during exercises. I've been trying to collect tasks that may be of interest to class 8-11 students.

The goal of my collection of tasks is to introduce exercises that could help with the learning of the English language. With the help of many useful books and the internet, I have found plenty of exercises and tasks that could help motivate pupils.

Many of these tasks have been changed by me; however the base has been left untouched. I believe with the help of these tasks we can achieve the goal of making lessons more interesting and playful. The main part of this is to have these tasks interest pupils between the ages of 13-17. In other words, have these tasks attract their attention.

TASK I

In the task, a class is asked questions about which subjects are their favorite. The task is for the students to do the same survey in the classroom. Then write a summary of what can influence these results.

Favourite subjects

- 5%
- 5%
- 20%
- 25%
- 45%

■ History ■ Mathematics ■ Languages ■ Geography ■ Biology
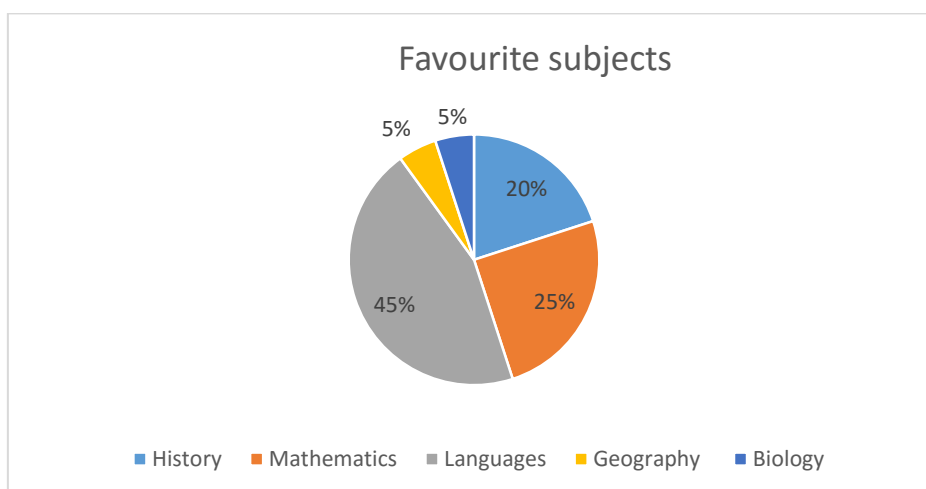
(Own editing: Angol nyelv (2008, Kalinyina L.V., Szamojlukevics I.V.), page:11); [38]

TASK II

Using the book's tasks the class can also create a list what are the things and actions that can interest a teenager. This tells the teacher what interests the students.Tasks of this type can be booked in text which promotes word formation and vocabulary. This task is in the 9th class textbook.

III Enrich Yourself!

Read the words and word-combination. What can you say about teenagers' activities?

Activities teenagers are involved in

What are they called?	How are they characterized?	How do they influence teens?
• producing a weekly newspaper (a yearbook)	• gorgeous	• to promote better understanding
• designing a journal	• costly	• to cheer sb up
• cheerleading	• well spread	• to feel a bit down
• roller-skating	• specific	• to be a shoulder to cry on
• doing jigsaw puzzles	• to be beyond all expecta-	• to be bullied
• playing video (computer) games	tions	• to feel jealous about
• talking to a friend over the telephone	• incredible	• to spend tremendous amounts of time
• participating in school government		• to stick up for
		• to be concerned about
		• to be addicted to

(ENGLISH, Your English Self, (2009, Kalinyina L.V., Szamojlukevics I.V.), page:34); [39]

For classes 10 and 11, it is very important that the tasks are motivated. As they are preparing for an exam, it's important to develop and learn a lot. For this, it is worthwhile for the teacher to take extra tasks.

Since there are many tasks in the textbook, it is worth taking some interesting tasks that are meant to be fun, but the main purpose of learning is.

Based on the questionnaires, it turned out that young people are listening to many English-language movies and music. That's why you can take short English movies, YouTube videos or

music.

To assign tasks to homework as well. You can choose a music (favourite) that needs to be translated hungarian or ukrainian. But here's the risk of just looking at the translations. In this case, it is also possible to make someone carry a song while others are to be translated from class to line.

Movies can be asked for short content and after discussion whether you like it or not, would recommend it to someone.

If in English class, students can seize the IT Room, they can also download online tasks.

TASK III

Is there fun side to language learning? Yes, there is!
Read jokes! Write jokes!

On the internet, you have enough to enter the search engine as "jokes", of course in the language you are learning, and you can find an inexhaustible repository of good and less good jokes. But the story is not over yet. If you have, at the expense of some of the dictionaries, make fun of your favorite Hungarian jokes. Try to formulate them in the target language. These jokes are easy to explain, but they are relatively light and funny.

   For example: [40]

- I'm on a <u>seafood</u> diet. - I <u>see food</u> I eat it.	- <u>Tenger csümölcsei</u> diétán vagyok. - Ha <u>ételt látok</u>, megeszem.

- What do you call someone with no <u>body</u> and a <u>nose</u>? - <u>Nobody knows</u>.	- Hogy hívják azt az embert, akinek nincs <u>teste</u>, de van egy <u>orra</u>? - <u>Senki sem tudja.</u>

TASK IV

It is a good idea to look for texts that have aroused interest. These can be related to travel, entertainment, meals and drinks, technologies, etc. You can bring interesting things in English which arouse interest, and sit down at home so students are looking for them in English. For example:

Did you know that the smallest penguin on the planet is only 16 inches tall? Or that Mammoths roamed the Earth when the Great Pyramids were being constructed?

Funny facts that will make you smile:

-   There's volcano in Indonesia that spews blue lava.
-   After reading this post you will not recognize that the the brain doesn't recognize the second 'the'.
-   Tears caused by sadness, happiness and onions look different under the microscope.

But you can also bring some funny curiosities and give up homework to find them.

TASK V

The UK is a constitutional monarchy. The official Head of State is the king or the queen. But the Power of the monarch is limited by Parliament which is made up of the House of Lords and the House of Commons. Members of the House of Lords are appointed, and Members of the House of Commons are elected by the people. Parliament makes laws.

The head of the Government is the Prime Minister, who is the leader of the party in power.

1. Agree or disagree with the statements:

   1) The UK is a republic.

   2) Head of State is a monarch.

   3) Parliament consists of the House of Lords and the House of Commons.

   4) Members of the House of Lords are elected and members of the House of Commons are appointed.

   5) The Head of the Government is the queen.

6) The Prime Minister is the leader of the party in power.

TASK VI

Pause pictures with a name, then divide them among the students you want to present, with interesting facts and pictures.

- London
- USA
- Wales
- Scotland
- Irish
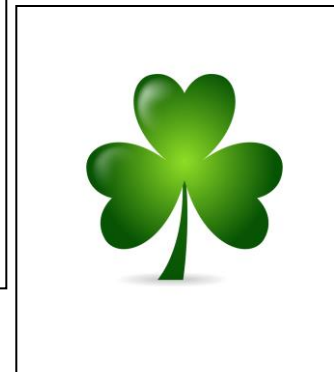
But these can be made into memory games as well.

These tasks are motivating because they differ from the textbook's tasks. They want a lot of attention to these tasks as well as teamwork and preparation. It is a good idea to have a week or a week with a student every six months, because it also requires a lot of preparation, a lot of group work is good and put together. Last but not least, they deal only with English for weeks.

The second chapter compiles a collection of tasks. These tasks are essential to motivation, especially in order to spark the interest of pupils. My goal with this collection of tasks was to show what tasks could be taken to lessons, that could make the lessons more interesting and entertaining.

PART 3

EMPIRICAL RESEARCH

3.1 Topic selection and research justification

The third part of the thesis puts emphasis on the practical part of the topic. It defines the goals of the study, the purpose of the section. Methodology is the inevitable part of the theme because it helps to find out the connection between literature and practice. Methodology includes the study planning, participants and procedures of the research.

The goal of my coursework was to find out how motivated pupils are to study the English language. These children are pupils of different Transcarpathian schools.

Motivation carries a major importance when it comes to studying a language. Based on my questionnaires, I wanted to reveal just how important it really is. I conducted my investigation between 2016 of November and 2017 of April.

3.2 The purpose and the subjects of the research

I have visited three different schools to research how motivated pupils were to study English. I have visited 8-11 classes, and in total 245 pupils have filled out the questionnaires.
I have personally visited two out of three schools, and sent out questionnaires to the third one.
All of the questions in the questionnaires are related to the English language.

The first part contains questions about the ages of the pupils and how long they have been studying English for. There are 14 questions in the second part that ask pupils how motivated they are to study the English language, what exactly influences them to study English more and better opposed to other languages, what the factors that motivationally affect the pupils are. (See the English version of the questionnaire in the Appendix)

- *Test method*

To answer my questions, I used a written questionnaire based on the sample of the questionnaire used in Henkel Beatrix's [8] doctoral dissertation. In the questionnaire, the students responded with one of the five numbers on the Likert scale.

1. Does Not Apply
2. Strongly Disagree
3. Disagree

4. Agree
5. Strongly Agree

From each of the 14 questions I have used to achieve this goal. I decided to use the questionnaire method because it would be relatively quick and easy to get data.

The course of the test

The investigation has been done in three Hungarian schools: two high schools and a grammar school. I personally visited two out of three schools, and sent out questionnaires to the third one, where the pupils gladly filled them out. On average, it required approximately 15-20 minutes to answer the questions. The pupils had shown immense interest in the questionnaire and had noted that it was very interesting.

3.3 Presentation of results, conclusions.

When I was examining the results of the questionnaires, I have noticed that pupils had taken it seriously since none of them were filled out wrong. While filling out the questionnaire, the pupils have noted that the questions were very interesting. The questionnaires were not grouped based on different forms, but by age-group: therefore the groups consisted of pupils between the ages of 13-17. 42 pieces of questionnaires had been given to pupils of the age of 13, 53 pieces had been given to pupils of the age of 14, 64 pieces had been given to the pupils of the age of 15, 36 pieces had been given to pupils of the age of 16, and 53 pieces had been given to pupils of the age of 17. The least amount of questionnaires was received by pupils of the age of 16, because other classes had "A" and "B" forms, while this only had one. The first diagram depicts the distribution of age groups in percentage.

Diagram 1

age groups

- 17 years 20%
- 13 years 17%
- 14 years 22%
- 16 years 15%
- 15 years 26%

■ 13 years ■ 14 years ■ 15 years ■ 16 years ■ 17 years
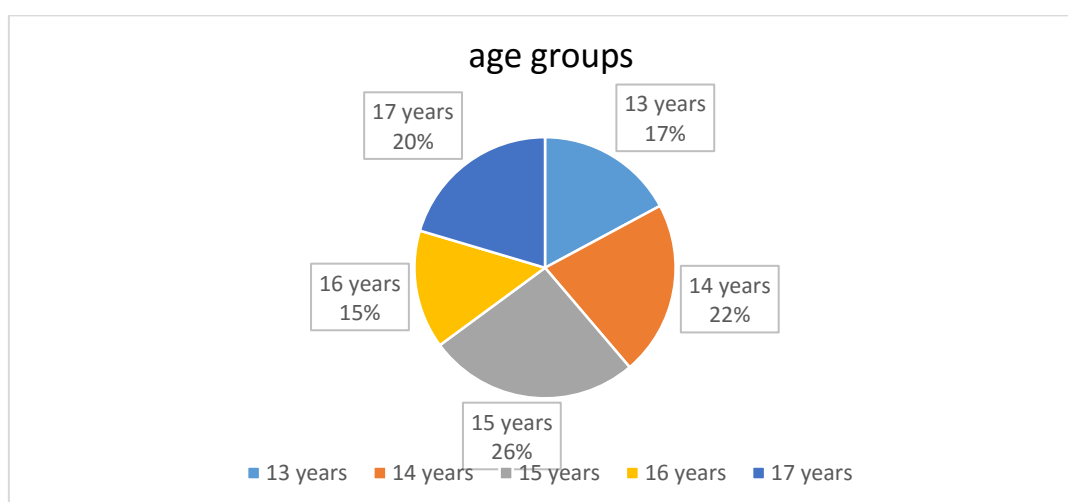
The second diagram depicts data that shows the age when pupils had begun studying English. Most pupils had begun studying English from the first grade, in other words at the age of 6-7. However, there are pupils that had started studying English even before enrolling to school, at the age of 5 or even earlier. Nevertheless, there are ones that had started studying English because of getting accepted to grammar school after the age of 10. A small amount of pupils had started studying English 2-3 years ago. The reason for this was the fact that instead of studying English, they had studied German at school.

Diagram 2

How many years have you been learning English?

45
11 4
185

■ before 5 years   ■ 6-7 years   ■ after 10 years   ■ 2-3 years
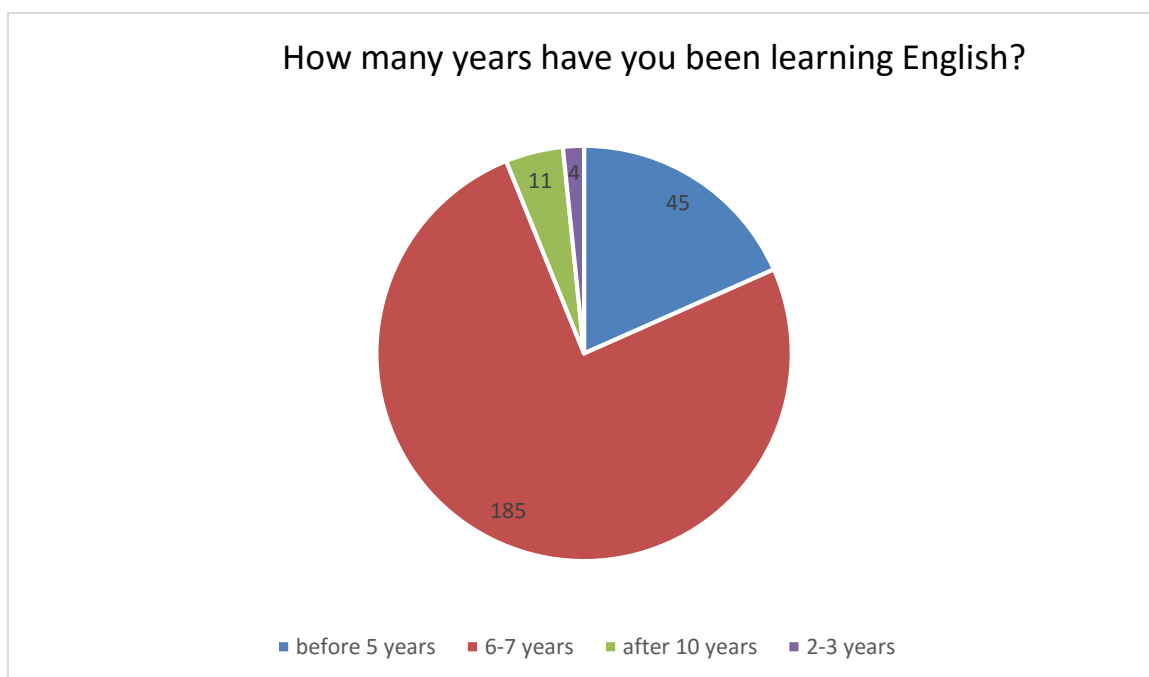
The results have been summarized in a table. Table 1 compiles the answers of the 13-year-old pupils'. According to their answers, these pupils show serious interest in the language and they are motivated to study it. The pupils were given 5 possible answers to choose from. The following answers are the results of the questionnaire.

Table 1

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
1. It is important for me to study the English language.			8	14	20
2. My parents encourage me to study			2	12	28

English.					
3. I like English very much.	4	8		14	16
4. The people around me believe that it is important to have a grasp of the language.			8	18	16
5. My friends believe that English is an important school subject.	2	2	14	10	14
6. I would like to speak English very well.			2	8	32
7. I am never bored during English lessons	2		12	14	14
8. My favorite subject is English	8	8	18		8
9. I take special after-school classes in English.	28		8		6
10. I study English to have a good grade.	6	8	10	4	14
11. I study English because I like it.		14		12	16
12. English is very important to me because I watch a lot of TV Shows and cartoons in English, and listen to songs in English.	6		12	6	18
13. English is important to me because it is easier to find foreign friends if you speak the language.		6	2	10	22
14. It is important to study English because a lot of websites are in English.	2	4		20	16

Table 2 assembles the answers of the 14-year-old pupils'. In this table a larger amount of negative answers occur, however the vast majority of these pupils are also very motivated to study English. They had also received the same questionnaire. These are the following answers:

Table 2

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
1. It is important for me to study the English language.	1	2	5	19	26
2. My parents encourage me to study English.	2	3	5	7	36
3. I like English very much.	1	1	11	19	21
4. The people around me believe that it is important to have a grasp of the language.	1		16	16	20
5. My friends believe that English is an important school subject.	1	7	17	20	8
6. I would like to speak English very well.	1		6	9	37
7. I am never bored during English lessons	2	5	20	12	14
8. My favorite subject is English	6	6	22	14	5
9. I take special after-school classes in English.	40			1	12
10. I study English to have a good grade.	10	7	13	10	13
11. I study English because I like it.	10	14	12	4	12
12. English is very important to me because I watch a lot of TV Shows and cartoons in English, and listen to songs in English.	6	4	10	23	10
13. English is important to me because it is easier to find foreign friends if you speak the language.	3	5	5	20	20
14. It is important to study English	3	5	8	17	20

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
because a lot of websites are in English.					

Table 3 shows the answers of the 15-year-old age groups'. The total number of these pupils is 64. Most of the received answers to the questionnaire were by this age group. The table includes answers to questions about studying the English language.

Table 3

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
1. It is important for me to study the English language.	1	3	8	27	25
2. My parents encourage me to study English.		4	15	11	34
3. I like English very much.	1		13	27	23
4. The people around me believe that it is important to have a grasp of the language.		1	10	29	24
5. My friends believe that English is an important school subject.	1	7	17	27	12
6. I would like to speak English very well.	1		6	9	49
7. I am never bored during English lessons	2	5	20	18	18
8. My favorite subject is English	6	10	29	14	5
9. I take special after-school classes in English.	51	2	1		10
10. I study English to have a good grade.	13	9	21	13	8
11. I study English because I like it.	10	14	18	4	18
12. English is very important to me because I watch a lot of TV Shows	6	7	10	23	18

and cartoons in English, and listen to songs in English.					
13. English is important to me because it is easier to find foreign friends if you speak the language.	2	8	10	20	24
14. It is important to study English because a lot of websites are in English.	3	9	9	21	22

Table 4 reviews the answers of the 16-year-old pupils'. In all three schools there had only been one class for this age group, therefore the least amount of answers received were by this age group. This group is to prepare for the upcoming examinations that await them after graduating from the 11th form. Therefore it is very important that they stay motivated to study the English language. Based on the answers of this group, they are very fond of the language, and are endeavored to get excellent grades.

Table 4

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
1. It is important for me to study the English language.	4	2	4	10	16
2. My parents encourage me to study English.	3		3	10	20
3. I like English very much.	1	5	4	15	11
4. The people around me believe that it is important to have a grasp of the language.			1	21	14
5. My friends believe that English is an important school subject.	1	7	3	15	10
6. I would like to speak English very well.	1	0	6	9	20
7. I am never bored during English	2	3	15	10	6

lessons					
8. My favorite subject is English.	6	4	10	11	5
9. I take special after-school classes in English.	20	5	1		10
10. I study English to have a good grade.			14	6	10
11. I study English because I like it.	10	2	11	7	6
12. English is very important to me because I watch a lot of TV Shows and cartoons in English, and listen to songs in English.	1		9	11	15
13. English is important to me because it is easier to find foreign friends if you speak the language.		4	10	6	16
14. It is important to study English because a lot of websites are in English.	3	3	1	14	15

Table 5 shows the answers of the 17-year-old pupils'. Since this is a graduate group, and many of the pupils will take an English examination, it is very essential that they are motivated to study English. According to their answers, the pupils take immense interest in English, and pay particular attention to studying it.

Table 5

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
1. It is important for me to study the English language.			10	18	22
2. My parents encourage me to study English.	1	4	5	15	25
3. I like English very much.	4	5	9	11	21
4. The people around me believe that it is important to have a grasp of			6	20	24

the language.					
5. My friends believe that English is an important school subject.	3	3	4	21	19
6. I would like to speak English very well.		1	4	10	35
7. I am never bored during English lessons.		4	20	11	15
8. My favorite subject is English.	10	5	15	10	10
9. I take special after-school classes in English.	42		3		5
10. I study English to have a good grade.	6	4	14	10	16
11. I study English because I like it.	10	5	7	10	18
12. English is very important to me because I watch a lot of TV Shows and cartoons in English, and listen to songs in English.	5		10	9	26
13. English is important to me because it is easier to find foreign friends if you speak the language.	5	5		15	25
14. It is important to study English because a lot of websites are in English.	3	6	1	10	30

CONCLUSIONS

There are many different definitions of motivation, especially in language learning. Which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, *"If the students lose confidence in the method, they will become demotivated"*.

The English only method is one of the most direct approaches to teaching the language. As the most powerful variable of motivation and demotivation, it can become a major part in demotivating the learners.

Motivation has long been a major problem for most teachers of English. The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. It is important to motivate students by the teacher and the textbook for studying English learning. After all, if there is no motivation, then there is no knowledge.

Firstly, it is important to know what motivation is. The main factors of motivation, and what kind of factors can have an effect on motivation, can be found in the first chapter.

A collect of tasks, which may help pupils study, can be found in the second part. It is very important that pupils study the language not out of obligation, but out of desire, and therefore we need to find and provide them a way that is effortlessly understandable and playful.

The main goal of these collections of tasks, which have been derived from different textbooks and websites, are to help pupils in the learning of the English language. These are just examples that may ease the difficulties of studying. I have changed bits of these tasks in order to personalize them, in other words, to formalize them according to my own ideas and perspectives

The third chapter assembles the research in tables. These tables are organized in accordance with different groups of age. Within the table the answers to the second part of the questionnaire can be read. Based on the questionnaire, I can announce that motivation is very crucial to pupils, and they also consider the language very important. Every age group agrees that the knowledge of English is very valuable nowadays.

According to the results, the vast majority of the pupils are very motivated to study the English language. In my opinion this topic is very useful because motivation is an essential part

when it comes to learning a language, therefore you need to know how to use it properly. The task collection can help teachers in motivating their pupils.

My pedagogical conclusion is that English language teachers put great emphasis on teaching English. They motivate pupils to have an experience of success, thereby learn the language itself.

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РЕЗЮМЕ

Основною метою навчання іноземної мови у сучасній загальноосвітній школі є формування в учнів комунікативної компетенції англійської мови, що забезпечується оволодінням основними видами мовленнєвої діяльності, зокрема говорінням в монологічній і діалогічній формах.

Однак, практика навчання англійської мови на сьогоднішній день у школі є об'єктом критики, в першу чергу через низький рівень сформованості комунікативних умінь. В зв'язку з цим важливого значення набуває необхідність вирішення саме цього завдання, а також осмислення тих психолінгвістичних явищ, які лежать в основі формування цих вмінь. Актуальність даної проблеми також визначається життєвою необхідністю спілкування в сучасних умовах англійською мовою.

На даний час, коли методика викладання іноземної мови стає все більш психологічно-орієнтованою, численні дослідження в галузі психології мовлення і спілкування дозволяють виявити нові резерви для визначення оптимального шляху формування діалогічних умінь та спілкування саме англійською мовою .Тому виникла потреба досліди,як сприймають та спілкуються учні 8-11 класів англійською мовою. Респонденти побували в школах Берегівського,Ужгородського районів та міста Берегово. Адже темою роботи є вмотивованість Закарпатських угорських підлітків до вивчення англійської мови. При спілкуванні з учнями було виявлено ряд проблемних питанннь, які повинні вирішуватись на рівні освітніх установ. Як показала практика - завданням викладачів є мотивація учнів. Потрібно знаходити такі вправи, які б зацікавили учнів вивчати англійську мову.

Мотивація — це внутрішня рушійна сила, яка служить для більш ефективного вивчення англійської мови,особливо в 8-11 класах,коли відбувається формування особистості. Є декілька видів мотивації, такі як: зовнішня та внутрішня мотивація. Вони потрібні для того, щоб в учнів з'явилося бажання ,тобто мотивіруюче відчуття. Під час дослідження виявилося, що учні від 13 до 17 років досить пасивнім до вивчення англійської мови. Учні працюють з додатковою літературою у після урочний час, для того, щоб мати можливість в різних змаганнях та олімпіадах.

Для старших класів особливо важливим є знання англійської мови, так як багато з них складують ЗНО з цієї мови.

Appendix

Questionnaire

How old are you?_____

Hány éves korod óta tanulod az angol nyelvet? _____

The statements listed below are about learning the English language. Please mark the answer that fits you the best.

Possible answers:

1. Never true
2. Usually true
3. A bit true
4. True
5. Always or almost always true

1. It is important for me to study the English language.

   _____

   1   2   3   4   5

2. My parents encourage me to study English.

   _____

   1   2   3   4   5

3. I like English very much.

   _____

   1   2   3   4   5

4. The people around me believe that it is important to have a grasp of the language.

   _____

   1   2   3   4   5

5. My friends believe that English is an important school subject.

   _____

   1   2   3   4   5

6. I would like to speak English very well.

_____

1   2   3   4   5

7. I am never bored during English lessons.

_____

1   2   3   4   5

8. My favorite subject is English.

_____

1   2   3   4   5

9. I take special after-school classes in English.

_____

1   2   3   4   5

10. I study English to have a good grade.

_____

1   2   3   4   5

11. I study English because I like it.

_____

1   2   3   4   5

12. English is very important to me because I watch a lot of TV Shows and cartoons in English, and listen to songs in English.

_____

1   2   3   4   5

13. English is important to me because it is easier to find foreign friends if you speak the language.

_____

1   2   3   4   5

14. It is important to study English because a lot of websites are in English.

_____

1   2   3   4   5

NYILATKOZAT

Alulírott, Márton Réka angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

2017. május 18.