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## THE IMPORTANCE OF MOTIVATION IN TEACHING ENGLISH TO MULTI-LEVEL CLASSES

Annotation

Motivation plays an essential role in language acquisition. Therefore, motivated students will show more progress in learning English. Motivation is particularly necessary in teaching English to multi-level classes since it will help less competent students catch up with others. The purpose of this article is to explore the importance of motivation and effective strategies to nurture and maintain motivation in mixed ability classes. Four strategies were used to conduct this study, such as presentations about the importance of English in our lives, the project about successful future self, motivational and positive feedback peers and teachers.

**Key words:** Motivation, goal, language learning, mixed-level, success, feedback, progress.

## INGLIZ TILI BILISH DARAJASI TURLICHA BO‘LGAN GURUHLARNI O‘QITISHDA MOTIVATSIYANING O‘RNI

Annotatsiya

Ushbu maqolaning maqsadi – ingliz tilini har xil darajada biladigan sinflarda motivatsiyaning ahamiyati, motivatsiya uyg‘otish va uni kuchaytirish uchun samarali strategiyalarni tahlil qilishga qaratilgan. Tilni o‘zlashtirishda motivatsiya muhim ro‘l o‘ynaydi. Shuning uchun ingliz tilini o‘rganishga xohish-istagi kuchli bo‘lgan talabalar ko‘proq muvaffaqiyatga erishadilar. Motivatsiya, ayniqsa, bilim darajasi turlicha bo‘lgan talabalarga, muhim omil sifatida xizmat qilib, u til o‘rganishda orqada qolayotgan talabalarga boshqalarga yetib olishga yordam beradi. Ushbu tadqiqotni o‘tkazishda ingliz tilining hayotimizdagi ahamiyati haqidagi taqdimotlar, muvaffaqiyatli kelajak haqida loyiha, kursdoshlar va o‘qituvchilarning motivatsion va ijobiy fikrlari kabi o‘rtta strategiyadan foydalanildi.

**Kalit so‘zlar:** Motivatsiya, maqsad, til o‘rganish, aralash daraja, muvaffaqiyat, fikr-mulohaza, yuksalish.

## ВАЖНОСТЬ МОТИВАЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО В МУЛЬТИУРОВНЕВЫХ КЛАССАХ

Аннотация

Целью данной статьи является исследование важности мотивации и эффективных стратегий по ее развитию и поддержанию в группах с разным уровнем знания. Мотивация играет важную роль в усвоении языка. Поэтому мотивированные студенты проявляют значительный прогресс в изучении английского. Мотивация особенно необходима в преподавании английского в группах с разным уровнем знания, поскольку она поможет менее компетентным студентам догнать других. Для проведения исследования использовались четыре стратегии, такие как презентации о важности английского в нашей жизни, проект об успешном будущем, мотивационная и положительная обратная связь со стороны сверстников и преподавателей.

**Ключевые слова:** Мотивация, цель, изучение языка, смешанный уровень, успех, обратная связь, прогресс.

**Introduction.** Motivation is the source of power or inspiration that prompts people to take a certain course of action in their lives. It can lay a foundation to great beginnings and lead to significant achievements. According to Johnstone (1999), motivation acts as a propeller to accomplish a particular goal. Similarly, students who are motivated to learn English will progress at a much faster rate in their learning journey as opposed to those who are not inspired to make necessary efforts in the language acquisition process. Out of three factors, such as learner’s age, personality type and level of motivation, the last one is the major contributing factor in language acquisition (Cook, 2000). Therefore, it is crucial to provide regular doses of motivation to students so that they will put consistent efforts in learning a language.

One particular point at which motivating students is simply a necessity is when the class has mixed level students. Chapman and King (2003, as cited in Al-Subaiei, M. S, 2017) state that a multi-level class is comprised of students having varying learning ability levels, interests and competencies. This can present various issues in the lessons ranging from high degree of affective filters, boredom, time constraints, material development, assessment and others. Most vulnerable categories of students who experience some of the mentioned issues are the ones who are less competent and skilled in terms of language since they may feel demotivated, uncomfortable and insecure to actively participate in the presence of those who possess more knowledge. This, in turn, might negatively affect the teaching process and lead to slow progress in the whole class since it may require teachers to pay more attention to lower level students. At the same time, more competent students may feel bored to wait

for others to catch up and can lose motivation to engage as they will receive minimum knowledge during the lesson. This issue presents a significant problem for teachers as they need to cater to all students considering their level, age and preferences, while at the same time reducing a gap between multilevel students. Hence, the purpose of this article is to explore the importance and effects of motivation in teaching English to mixed-ability students as a solution to this prevalent problem. The guiding questions of this work are as follows:

What impact does the motivation make on students who are studying English in a multilevel class

What strategies, methods and activities are necessary to keep the motivation of students high to achieve continuous progress in their learning

**Literature review.** Definitions of motivation are many and vary. For example, Harmer (2001) states that it is an internal feeling that inspires someone to take action and achieve a particular goal and objective, while Brown (1994) suggests it is a term that defines whether the accomplishment of a certain task is a success or a failure. Williams and Burden (1997) provide interesting characteristics of motivated people, such as high interest, having a curious mind and a burning desire to achieve something. All these definitions and characteristics indicate one common thing: to be driven to achieve a goal.

In language learning, motivation plays a special role. Students can be motivated by different factors. While some simply enjoy the learning process and do not need motivation from outside sources, others are interested in benefits that come with it, such as increased work and educational opportunities. According to Deci and Ryan (1995), these are two types of

motivation, with the former being intrinsic and the latter is extrinsic (figure 1). Intrinsic motivation is closely connected with positive approach to learning a second language since students show a keen interest in the process and derive significant value and pleasure from it (Niemiec & Ryan, 2009, as cited in Aiusheeva, M., & Guntur, L. M. F., 2019). On the other hand, students who are extrinsically motivated will expect some rewards, admiration or have hopes to avoid punishment (Pintrich & Schunk, 1996).

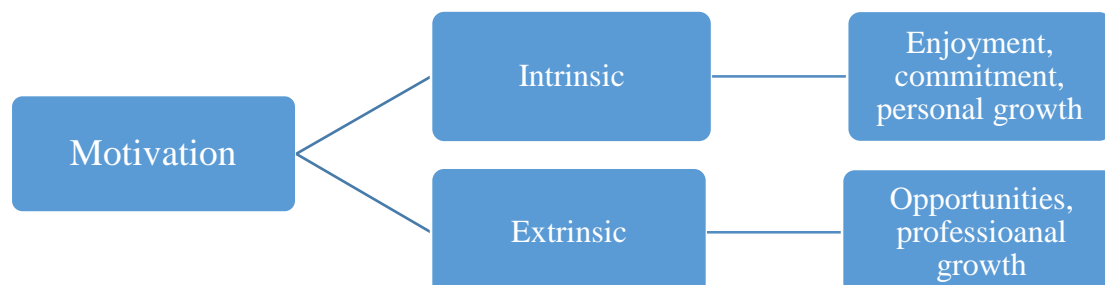


figure 1

However, Cook (2000) believes that the absence of motivation in students will lead to practical difficulties in the acquisition of a language since it would be challenging for students to make progress in the target language, which in turn makes motivation the key aspect of learning (Brewer & Burgess, 2005).

**Methods:** To understand the importance of motivation in teaching multilevel classes and answer the guiding questions of this work, the study was carried out at the Law Enforcement Academy of the Republic of Uzbekistan with first year students who are majoring in Prosecutorial activity. To conduct the study, two groups with 30 and 35 students were chosen. These group of students are mostly teenagers aged between 18 and 20 and have different English levels since the enrollment process involved both applicants with CEFR B2 (national English exam) certificate, in which case they are given the maximum score for the language section of the exam, and applicants who did not have this type of certificate and whose knowledge of English was rather limited to at most elementary level. Thus, the class of students became multileveled. To conduct the study, qualitative research methods were applied. According to Chalhoub-Deville and Deville (2008) qualitative research approaches are used for gaining significant understanding in language assessment. In particular, observation method and survey were used to collect data from the study. Field observation was conducted during classes in the span of two months, which also included alternative form of assessment, such as performances, feedback and peer assessment.

To nurture motivation of students who are less competent than others in terms of language the following steps were taken:

The students were divided into several groups where they had to deliver presentations about the importance of English in our lives.

After several classes, the students were given individual projects about "Future successful self" where they had to design a poster or a magazine showing their successful image, and explain how English helped them succeed in their vision.

Motivational feedback was given to students after their projects and performances, and they were reminded opportunities

In addition to this, there are two types of motivation similar to the ones mentioned above, such as integrative and instrumental (Gardner & Lambert, 1972). The first type refers to the fact that learners want to immerse and partake in the culture of this language. The second type is when learners pursue professional employment benefits. As such, Ellis (1994) has a firm belief that integrative motivation is best for learning a language since it is thought to be more competent and better organized.

that come with English, such as academic exchange programs with foreign universities, traveling and employment possibilities with better wages and the course of action they can take to develop their language skills independently or in other words they were given advice as to how to develop study skills to become an independent learner.

Students with higher language competence were instructed to give positive feedback to their less competent peers when they worked in groups or in pairs and guide them through language difficulties they may experience during or outside lessons.

After two months of English classes and field observation, the survey was designed and distributed to students. The questions in the survey included the following questions:

Did presentations about the importance of English in our lives motivate you to take language learning seriously?

Did the projects about "Future successful self" motivate you to study English?

Was motivational feedback and advice helpful in pushing you to learn English and develop study skills?

Did positive feedback and guidance from your peers help you to some extent develop your language skills?

**Results:** The observation of the class for two months after projects and presentations as well as motivational and positive feedback showed positive outcome in students' participation and performance in both groups. The classroom dynamics changed and became more competitive since less competent students wanted to show they, too, are able to partake in the lessons actively. These students, in particular, exhibited a keen interest in English classes and appeared to work harder to catch up with those students whose English level was higher. They started asking supplementary materials to learn English at home independently and asked for additional lessons.

The results of the survey based on four questions also showed mostly positive outcome, which means that projects and presentations to motivate students worked well.

Questions of the survey	The number of positive answers	The number of negative answers
Did presentations about the importance of English in our lives motivate you to take language learning seriously?	47	18
Did the projects about "Future successful self" motivate you to study English?	52	13
Was motivational feedback and advice helpful in pushing you to learn English and develop study skills?	55	10
Did positive feedback and guidance from your peers help you to some extent develop your language skills?	42	23

**Discussion.** The outcome of the survey indicates the effectiveness of the steps taken to increase the motivation level of multilevel group of students studying English. The given presentation about the importance of English in our life clearly

shows how this language can help them in many ways. Therefore, students need to realize the goal of a particular subject in order to be able to succeed in it. Locke and Latham (1989) for instance, believed that a goal works like an engine and is necessary to

propel a certain action. The second activity (project) gave students a clear vision of their successful version, which made it possible for them to see that it is realistic to achieve this level of success and English can assist them in their journey. However, it should be acknowledged that it is quite a challenge to maintain the motivation of students. It is one of the key factors that ensure students are dedicated to learning (Richards & Schmidt, 2013). Therefore, motivational feedback from teacher and reminders about opportunities associated with learning English were used to sustain the level of motivation among students, which is also reinforced by positive feedback from their peers. When peer feedback is used effectively, it can enhance the level of students' motivation which will also increase their active participation during lessons and develop a sense of autonomy (Nicol & Macfarlane-Dick, 2006). This was evident by the outcome of the survey where the majority of students agreed that strategies and peer All of these actions create conducive environment for learning, which in turn will further motivate students to do well in classes. Alrabai (2014) maintains that positive attitude among students and positive learning environment will contribute to higher motivation to acquire L2.

Overall, it is obvious that motivation plays an important role in language acquisition and it is even more important in mixed ability classes since less competent students will eventually

be able to catch up with students who possess more knowledge and skills.

**Conclusion.** The outcome of this work shows that motivation plays an integral role in teaching English and is especially necessary in multilevel classes since it can help reduce the gap among them, successfully pushing less competent students to work more on their language skills and catch up with their peers. Field observation and survey indicate that strategies and activities used in conducting this study are effective as it was seen that many lower level students developed more interest in the language and became more autonomous in their study habits. Projects and presentations about the importance of English and successful self-image were effective in motivating students. In addition, the classroom dynamics changed and students became not only more interested in the classes but also more competitive as lower level students did not want to fall behind higher level students. At the same time, this was a healthy competition as more competent students provided their peers feedback and inspired them to work harder because they were making significant progress. It has been found that teachers should constantly remind about the importance of English in our lives and help students set clear goals associated with learning this language in order to nurture and maintain students' motivation.

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