

# TEACHING ICT THROUGH A FOREIGN LANGUAGE: MOTIVATION ISSUES

K.S Grigorieva<sup>1</sup>, N.I. Batrova<sup>1</sup>, D.A. Vedenkin<sup>2</sup>, R.R. Yakhina<sup>2</sup>

<sup>1</sup>*Kazan Federal University (RUSSIAN FEDERATION)*

<sup>2</sup>*Kazan National Research Technical University named after A.N. Tupolev – KAI (RUSSIAN FEDERATION)*

## Abstract

Due to globalization new educational approaches need to be implemented into the study process of higher educational institutions. The usage of a foreign language (especially English) as a medium of instruction has been a growingly popular practice in terms of teaching highly qualified specialists in different fields of science. Content and Language Integrated Learning (CLIL) has been successfully used (both in Russia and internationally) to increase students' foreign language proficiency, studied content and students motivation.

Following the trend of globalization and internalization, Kazan (Volga region) Federal University provides a number of study courses in English. The article considers the example of the pre-service English teachers. In this particular case the students were supposed to reach a number of objectives: to study the content of the "Information and communication technologies (ICT) in teaching foreign languages" course; to increase their foreign (English) language proficiency; to master the basic methods of implementing ICT in a foreign language class. Particular attention is paid to motivational issues and issues of psychological comfort within a foreign language environment, especially when a foreign language is used as a medium of instruction.

We based our study on L2 Motivational Self System (Dörnyei, 2009), which is considered to be the leading one in Second Language learning motivation. The article presents the results of a primary empirical study on the evaluation of academic motivation aimed at identifying possible correlation between the features of student motivation and the issues of psychological comfort when a foreign language is used as a medium of instruction. The results of empirical research showed that at the present stage of learning communicative and professional motives dominate. The same position is occupied by the motives of creative realization and educational and cognitive motives. Motives of prestige and social motives are expressed least of all.

Based on the finding, we came to the conclusion that the process of studying at the university is not considered by the students as a prestigious goal in itself. It is considered to be a process of professional development that is fully perceived by the students.

Keywords: motivation, ICT, teaching foreign languages, CLIL.

## 1 INTRODUCTION

Due to globalization new educational approaches need to be implemented into the study process of higher educational institutions. Using English as a medium of instruction is one of the core factors of internalization in the sphere of higher education. The usage of a foreign language (especially English) as a medium of instruction has been a growingly popular practice in terms of teaching highly qualified specialists in different fields of science. Content and Language Integrated Learning (CLIL) has been successfully used (both in Russia and internationally) to increase students' foreign language proficiency, studied content and students' motivation ([1], [2], [3], [4]).

Second Language learning motivation is a complex dynamic system that is influenced by many internal and external factors. Russian researchers [5] considered psychological issues of Second Language learning motivation. From this particular viewpoint, motivation is a system of stimulating impulses inspiring the learner, in case of teacher's positive attitude and efforts, to master a foreign language and develop foreign language skills [6].

The following definition of Second Language learning motivation seems to be the most appropriate: «motivation provides a primary impetus to initiate learning in the L2 and later the driving force to sustain the long and often tedious learning process» [7]. In spite of the fact that the term has no unified

definition, motivation considers and explains students' individual differences and features as well as linguistic and nonlinguistic factors influencing second language acquisition.

The theories of Second Language learning motivation have been lately transformed. Nowadays there is a gradual transition from socio-psychological approach to a systematic and dynamic approach in forming Second Language learning motivation [8].

The complex dynamic systems approach which forms the basis of L2 Motivational Self System [9] is based on cognitive psychology theories, self-concept theory that describes the unity of a personality and plurality of self-images [10], theory of psychological systems [11], according to which «a person is a unique psychological system that is constantly forming and developing. It is a natural process when the system gradually becomes more and more complicated through constant interaction between a person and culture» [12].

We based our study on L2 Motivational Self System [9], which is considered to be the leading one in Second Language learning motivation. L2 Motivational Self System consists of three elements:

1st element - Ideal L2 Self – ideal self-image of a person as a future user of a second language.

2nd element - Ought-to L2 Self – «the sense of obligation to become the certain kind of L2 user» [13]; internal necessity of a person to meet the expectations of parents and society as a whole in terms of second language acquisition.

3rd element – L2 Learning experience – the following element refers to language classroom environment; it shouldn't be considered outside educational environment [13].

It should be mentioned that L2 Motivational Self System correlates with the ESL objective – formation of the secondary linguistic personality – presented by Russian researchers ([14], [15]). Secondary linguistic personality is a set of personal abilities to communicate on an international scale. Secondary linguistic personality is an ability to acquire verbal and semantic code of the acquired language, i.e. “linguistic world view” of the native speakers (secondary linguistic consciousness) and “complex vision of the world” [15].

The current study highlights motivational issues of forming secondary linguistic personality as we consider them to be vital in terms of personal, social and professional development.

The question at the centre of this research was: “What academic motives occupy the leading positions in case of using English as a medium of instruction?” On the basis of the previous studies that have provided positive evidence for CLIL and English as a medium of instruction ([16], [17], [18]), we can come to the conclusion that English is considered both as a content of the studied subject and a medium of instruction.

## **2 METHODOLOGY**

In the last two decades the Internet, web 2.0 services, mobile and cloud technologies have influenced the way learning process is organized ([19], [20]). Students of Kazan Federal University majoring in “Education” had “Information and communication technologies in teaching foreign languages” course twice a week for 5 months in 2017/2018.

The following study course was popular among the students as ICT possesses high communicative potential, fosters academic language skills, enhances academic motivation, creates artificial foreign language environment, etc. The following provides a variety of possibilities for communication in a foreign language [5].

Consequently, it was decided to use a variety of Internet resources to organize online learning. Majority of these resources have English interface that allows students to communicate in a foreign language environment.

The study course was provided in English. The students were supposed to study the course content, methods and techniques of implementing ICT into a foreign language class as well as the language of instruction that enabled them to communicate in an academic environment both orally and in a written form. Thus, we simultaneously teach content (ICT, ESL methodology) and a foreign (English) language (a language of learning and a language through learning). The following approach – Content and Language Integrated Learning (CLIL) – is widely used in European universities providing bilingual programmes.

We structured our study course according to Michelle McDonnell-de Graaf Onestopenglish resource bank [21], adapted and extended its content according to the needs and demands of the educational process of Kazan Federal University. The "Information and communication technologies (ICT) in teaching foreign languages" study course includes the following modules:

- 1 "Redefining Learning and Teaching using Technology" [21] consists of an introductory discussion concerning the above mentioned topic; watching two YouTube videos with two different people (a college principal and a high school graduate) from different cultures discussing ideas of redefining learning and teaching using technology. The students check vocabulary and comprehension; share their view points, etc. At the end of the class they are supposed to write an essay "How can we use technology to make education better?"
- 2 "Digital lives" includes creating an online interactive dashboard using Padlet [22]. Working in groups of 4 or 5, students make 10 open-ended questions concerning their virtual lives. All the questions are discussed as a class and the best 10 are posted on the classroom padlet. Every student makes a video answering 10 best open-ended questions and post it on his/her personal padlet. He or she is also supposed to write a few welcoming words and share the padlet with the group members.
- 3 "Creating teacher's assistant" includes creating an avatar or a teacher's assistant [23]. A teacher demonstrates all the opportunities the resource provides, helping students in creating assistants who are supposed to introduce a new teacher to the class, explain the tasks, etc. Having created the avatar that meets all the requirements, the students incorporate it into their foreign language lesson and demonstrate this fragment to the rest of the class performing the role of the teacher.
- 4 "Digital storytelling": in groups of 3 or 4 students write a story based on a short video and review stories of other groups. Every group watches a short video (2 minutes) paying special attention to actions, writes a story (up to 500 words) using past tenses based on the video, shares it with the rest of the class (via Google Docs) and reviews other groups' stories. The review plan is as follows: point out the differences and similarities; highlight past tenses and check if they are correctly used; give at least one compliment about the story; present your view point using Google Docs [24].
- 5 "Kahoot" implies creating educational interactive tasks [25]. The following platform can be used for creating quizzes, discussions, tests and polls for an easy and fast comprehension check and assessment. It can be downloaded as an application. Students can take advantage of a variety of games developed by the users. The students are supposed to create their own quizzes and tests with shared access.

Students share all the performed tasks with the teacher and the rest of the class using dashboard "Digital classroom" on [www.padlet.com](http://www.padlet.com) that makes assessment process easier.

### 3 RESULTS

Researchers [26] highlight the importance of students' psychological comfort when a foreign language (English) is used as a medium of instruction.

We conducted a survey that included two questions: 1) was the course "Information and communication technologies (ICT) in teaching foreign languages" useful? Did you like it?; 2) what would you like to add or improve in the course content? Share your ideas.

The majority of students were positive about the course. In general, they would like English to be used as a medium of instruction in as many courses as possible. The results of the survey showed that 80% of respondents do not feel any psychological discomfort when a foreign language was used as a medium of instruction. When answering the question "What would you like to add or improve in the course content?" some students mentioned they would like to pay more attention to each of the studied Internet resources.

Then, in order to state possible correlations between the features of student motivation (taking into account L2 Motivational Self System) and the issues of psychological comfort when a foreign language is used as a medium of instruction, academic motivation was assessed. The elements of L2 Motivational Self System have been extensively tested by various foreign researchers [28]. In our point of view, one of the most appropriate methods, used in Russian methodology, that correlates with L2

Motivational Self System, is provided by A.Rean and V.Jakunin. We modified the following poll by adding questions and statements by V.A. Leontjev [26].

As a result the questionnaire reflected communicative and professional motives, educational and cognitive motives, motives of creative realization, social motives, motives of prestige and avoidance [27].

During the research we analyzed to what extent different components of academic motivation were highlighted among students. The maximum is 100%. Fig. 1 illustrates the results of academic motivation components distribution. The research was conducted among 65 second year students of Kazan Federal University majoring in "Education".

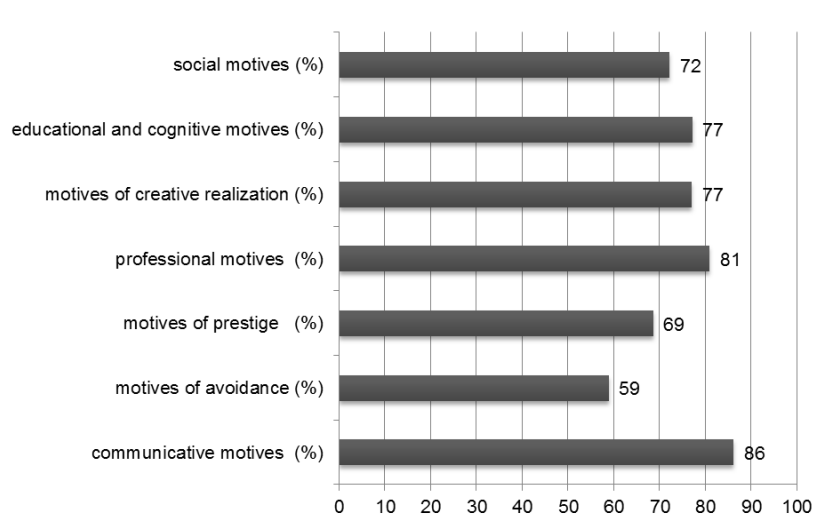


Figure 1. The results of academic motivation components distribution (in percent)

The dominating study motives in academic motivation structure are communicative ones. The following states that psychological comfort was provided in classes as students easily communicated in a foreign language.

Professional motives highlight students' awareness of future professional development in social sphere and necessity to use acquired knowledge and skills for social interaction.

Approximately the same distributions have motives of creative realization, social motives, educational and cognitive motives. It proves that students understand the necessity of social processes, personal identity and self-realization in professional development of a highly qualified specialist.

The least expressed are motives of prestige and avoidance. The following proves that students consider the learning process as a means of reaching educational and professional goals.

## 4 CONCLUSIONS

- 1 The findings reported in this article confirm that the chosen L2 Motivational Self System and the course content (foreign language and ICT) reflect students' interests and enhance their study motives. The dominating motives are communicative motives, professional motives, motives of creative realization as well as educational and cognitive motives. These motives are fundamental for ESL teachers.
- 2 Communicative motives (86%) prove that artificial foreign language environment is of primary importance for ESL pre-service teachers. They pay special attention to communicating in a foreign language. The following motives can not be considered outside learning environment. In this particular case we can observe the correlation between the 3rd element of L2 Motivational Self System. Survey and test results showed that psychological comfort was provided in class that fostered students' interest and concern in studying "Information and communication technologies (ICT) in teaching foreign languages" as well as their desire to develop in the following sphere.

- 3 81% of professional motives expressed can be explained by the students' desire to get professionally-oriented knowledge and skills. The degree of educational and cognitive motives (77%) states that relevant content (ICT) and medium of instruction (foreign language) have been chosen.
- 4 The experience of using Content and Language Integrated Learning (CLIL) at Kazan Federal University shows that studying at the university is not only considered by students as a prestigious goal in itself, but as a process of professional development that is fully perceived by the students.

## ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## REFERENCES

- [1] T. Yakaeva, L. Salekhova, K. Kuperman, K. Grigorieva, "Content And Language Integrated Learning: Language Scaffolding And Speech Strategies," *Modern journal of language teaching methods*, Vol.7, Is.9, pp.137-143, 2017.
- [2] N.I. Batrova, M.A. Lukyanova, "Teaching ICT at the university using CLIL," in *INTED2018*. pp. 4137-4143, 2018.
- [3] L. Salekhova, "The Results of CLIL Implementation in Bilingual Teaching of University Students," *Modern Journal of Language Teaching Methods*, Vol.6, Is.9, pp. 54-58, 2016.
- [4] L. Salekhova "Motivation and ICT in English teaching," in *INTED2018*. pp. 4458-4462, 2018.
- [5] M.V. Zimina, N.A. Ljuljajeva, "Ispolzovanie informazionno-kommunicazionnih tekhnologij v prepodavanii inostrannikh jazikov," *Sovremennije problem nauki i obrazovanija*, vol.4, 2017. Retrieved from <http://science-education.ru/ru/article/view?id=26678>.
- [6] M.V. Karpova, "Motivazijz v prozesse obuchenija inostrannomu jaziku," *Almanakh sovremennoi nauki i obrazovanija*, № 4 (47), s. 134-135, 2011.
- [7] Z. Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum, 2005.
- [8] Z. Dörnyei, and E. Ushioda, *Teaching and Researching: Motivation*, 2nd Edition. Harlow: Pearson Education, 2011.
- [9] Z. Dörnyei, "The L2 Motivational Self System," in *Motivation, Language Identity and the L2 Self* (Z. Dörnyei, & E. Ushioda Eds.), pp. 9-42. Bristol: Multilingual Matters, 2009.
- [10] R.B. Burns, C.B. Dobson, "The self-concept" in *Introductory Psychology*, pp. 473-505, 1984.
- [11] V.E. Klochko, E.V. Galazhinskii, "Issledovanije innovazionnogo potentsiala lichnosti: kontseptualnije osnovanija," in *SPZH*, №33, 2009. Retrieved from <https://cyberleninka.ru/article/n/issledovanie-innovatsionnogo-potentsiala-lichnosti-kontseptualnye-osnovaniya>.
- [12] I.V. Atamanova, "Teoreticheskie i metodologicheskie osnovanija issledovanija professionaljno-orientirovannoi inojaazichnoi kommunikativnoi kompetentnosti," in *Sibirskii psikhologicheskii zhurnal*, № 34, S. 55-57, 2009. Retrieved from <http://nauka-pedagogika.com/psihologiya-19-00-13/dissertaciya-stanovlenie-professionalno-orientirovannoy-inoyazychnoy-kommunikativnoy-kompetentnosti-kak-psihologicheskogo-fenomena#ixzz5Ojc0Sz00>.
- [13] T. Mearns, R. de Graff, D. Coyle, "Motivation for or from bilingual education? A comparative study of learner views in the Netherlands," in *International journal of bilingual education and bilingualism*, pp. 1-14, 2017.
- [14] I.I. Khaleeva, "Vtorichnaja jazikovaja lichnostj kak rezipient inofonnogo teksta," in *Jazik - sistema. Jazik - tekst. Jazik - sposobnostj*, S. 7 - 286, 1995.
- [15] N.D. Galskova, N.I. Gez, *Teorija obuchenija inostrannim jazikam: Lingvodidaktika i metodika*. Moskva: Academia, 2006.

- [16] I. Simonova, J. Skoda, P. Doulik, "English as medium of instruction and/or content and language integrated learning in higher education," in *ICERI2017*, pp. 4723-4732, 2017.
- [17] H. Nosratzadeh, A. Dastgoshadeh, K. Jalilzadeh, "Sources of unwillingness to communicate in EFL language classrooms," in *EDULEARN11*, pp. 7071-7073, 2011.
- [18] M. Kremer, M. Valcke, "Teaching and learning in English in higher education: a literature review," in *EDULEARN14*, pp.1430-1441, 2014.
- [19] I. Egües, X. Erdocia, C. Marieta, M.A. Andrés, "Clickers, remote response devices. A strategy of active learning methodology to increase the subject motivation, participation and attention of students," in *EDULEARN15*, pp.4941-4948, 2015.
- [20] T. Talmo, A. Myklebust, K. Arnesen., "Facing challenges with technology enhanced language learning," in *ICERI2015*, pp. 7865-7873, 2015.
- [21] Onestopenglish. Accessed 14 May, 2018. Retrieved from URL: <http://www.onestopenglish.com>.
- [22] Padlet. Accessed 14 May, 2018. Retrieved from URL: [www.padlet.com](http://www.padlet.com)
- [23] Voki. Accessed 14 May, 2018. Retrieved from [www.voki.com](http://www.voki.com)
- [24] Google Docs. Accessed 14 May, 2018. Retrieved from URL: <https://www.google.ru/docs/about/>
- [25] Kahoot! Accessed 14 May, 2018. Retrieved from URL: <https://www.kahoot.com/>
- [26] O. Burdakova, A. Dzhahalova, N. Raud., *Metodika integririvannogo obucheniya predmetu i yazyku v Narvskom kolledzhe*, 67s., 2011.
- [27] C. Muir, and Z. Dornyei, "Directed Motivational Currents: Using Vision to Create Effective Motivational Pathways," in *Studies in Second Language Learning and Teaching*, Vol. 3, No. 3, pp. 357-375, 2013. Retrieved from URL: <https://files.eric.ed.gov/fulltext/EJ1135840.pdf>.
- [28] N.Z. Badmaeva, *Vlijanie motivazionnogo factora na razvitije umstvennikh sposobnostei*. Ulan-Ude: Izdatel'stvo VSGTU, 2004. Retrieved from [http://transyoga.ru/assets/files/books/sposobnosti/motivacion\\_factor\\_razvitie\\_sposobnostej.pdf](http://transyoga.ru/assets/files/books/sposobnosti/motivacion_factor_razvitie_sposobnostej.pdf)