

THE IMPORTANCE OF A PSYCHOLOGICAL CATEGORY OF MOTIVATION FOR MULTILINGUALISM IN EUROPE

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Мультилингвализм (многоязычие) (объединённый с плюрилингвализмом) принято считать уровнем овладения разными (иностранными) языками для коммуникативной деятельности, который невозможен без мотивации во многих видах деятельности (жажда исследований, манипуляции, деятельности, стимуляции, знания, личностного роста).

Ключевые слова: мотивация, (новый) мультилингвализм (многоязычие), плюрилингвализм, психологическая категория, лингвистическое разнообразие, культурное наследие, лингвистическое богатство, лингвистическая компетентность, дискурсная компетентность, прагматическая компетентность, социокультурная компетентность, личностный рост

Мультилінгвалізм (багатомовність) (об'єднаний з плюрилінгвалізмом) вважається рівнем оволодіння різними (іноземними) мовами для комунікативної діяльності, котрий неможливий без мотивації у багатьох різновидах діяльності (жага досліджень, маніпуляції, діяльності, стимуляції, знання, особистісного росту).

Ключові слова: мотивація, (новий) мультилінгвалізм (багатомовність), плюрилінгвалізм, психологічна категорія, лінгвістичне розмаїття, культурна спадщина, лінгвістичне багатство, лінгвістична компетентність, дискурсна компетентність, прагматична компетентність, соціокультурна компетентність, особистісний ріст

Multilingualism (being joined by plurilingualism) is considered to be a level of mastering different (foreign) languages for communicative activity (ability) that is not possible without motivation in a variety of ways (the need for investigation, manipulation, activity, stimulation, knowledge, ego enhancement).

Key words: motivation, (new) multilingualism, plurilingualism, psychological category, linguistic diversity, cultural heritage, linguistic wealth, linguistic competence, discourse competence, pragmatic competence, socio-cultural competence, ego enhancement

The year of 2001 is announced to be the European Year of Languages (EYL) [3] hence, in order to find out the attitude of Europeans towards language learning, their language skills and views about language issues, the Eurobarometer Survey (ES) was conducted by the European Commission in the 15 member countries of the EU (European Union). The ES was conducted in 2000 among 16,000 Europeans (stratified for age, social status and educational background).

The results of the ES are of great importance; they demonstrated very interesting findings of perception and points of view and awareness of the Europeans of the importance of learning and speaking more foreign languages; but the main finding (according to the figures) is that **Europe is multilingual!**

The conference, jointly organized by the EU and the CE (Council of Europe) was held in Hagen (February, 2002). It was a contribution to the EYL 2001, the main motto of which was: **“LINGUISTIC DIVERSITY IS AN IMPORTANT FEATURE OF EUROPE’S CULTURAL HERITAGE AND ALSO OF ITS FUTURE – CULTURAL AND LINGUISTIC WEALTH IS ONE OF EUROPE’S STRENGTHS”**.

All the principles of European language policy are reflected in the objectives of the EYL as following:

- *language learning is a lifelong activity (it is never too late to study);*
- *it is no longer a job only for privileged groups (elites);*
- *it (language learning) opens all doors (international communication, labour market, knowing other peoples and cultures).*

To achieve this we are:

- a) *to work languages within the European Institutions;*
- b) *to communicate between the European Institutions and citizens;*
- c) *to communicate between citizens [2, p.24].*

While considering a problem of the **new multilingualism**, we are naming, first of all, the factors characterizing the present stage of it, such as:

- *internationalization;*
- *neoliberal economic system;*

- *glocalisation (globalisation vs. localisation);*
- *information technology and media;*
- *educational policy;*
- *reduction of nation-state power;*
- *subsidiarity [2,p.28-30]*

To achieve multilingualism (or, at least, *plurilingualism*) we are to know about the most recent investigations in the field of communicative competence. They are as following:

o *Linguistic competence*: the learner's ability to understand, explain and use the language correctly.

o *Discourse and text competence*: the learner's ability to understand, explain and use words and phrases in context; text functions, text types, discourse markers. In the IGLO context, understanding is central and in particular the decoding of text typical features is relevant for the learner. Knowing whether you are for instance faced with an informative text or a directive text can indeed change your understanding of any given text and make you think twice about information given, if the format is that of a request rather than a piece of informative text on the fall in interest rates in the EU.

o *Pragmatic competence*: the learner's ability to understand, explain and use the rules and norms that exist in a given communication situation. In the IGLO context, understanding is central and understanding, if the piece of text that you are reading is part of an ongoing debate, a feature article or perhaps a letter to the editor may indeed change your understanding of the message that is sent. For the IGLO learner, decoding the communication situation is therefore relevant and his/her attention should be drawn towards culture and language specific features in the text that will reveal this, such as deictic elements and elements of politeness.

o *Socio-cultural competence*: the learner's ability to understand, explain and communicate within the cultural premises of the target culture; intercultural competence. In the IGLO context, understanding is central since the course aims at increasing the learner's knowledge and insight into the target culture. Text topics are selected in such a way that diversity is ensured and as much cultural ground as possible is covered in order to allow the learner to decode cultural differences and utilise this information for overall understanding of a text.

o *Strategic competence*: the learner's ability to understand, explain and solve own communication problems. In the IGLO context, understanding is central and a point is made of having the learner resort to a reading grammar and vocabulary lists for assistance.

As a result of these *basic considerations*, text selection in the IGLO project is based on two principles:

- o *Identifying similarities* (and therefore, indirectly, differences)
- o *Providing explanations for the learner.*

The *similarities* that are utilized are:

- o *Grammatical similarities*
- o *Vocabulary similarities*
- o *Text type format*
- o *Cultural similarities*
- o *Similarities in communication situations.*

Regarding the explanations given, focus is on explaining:

- o *Grammar problems*
- o *Vocabulary problems*
- o *Idioms and set phrases*
- o *Cultural differences that are mirrored in language[4].*

* (IGLO-Project)

Nowadays English is the language used for communication as a *lingua franca* (in all senses). It is recommended for people to learn as many foreign languages as possible (in the form of *multilingualism*, or, partially, in the form of *plurilingualism* – the form of partial skills of learning languages); although we are not only to learn languages but to master them too, and motivation, to our mind, is a key factor for perfectionism.

Motivation is considered to be one of the basic psychological categories. «Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action» [1]. Motivation does not exist in a vacuum. It is to be connected to human needs, ranging from physical ones to needs for self-actualization. According to Brown there are six drives of motivation such as: 1) the need for *exploration* (the subjects of education want to get some knowledge on the unknown (by means of

investigation), and relate the known to the unknown. Thus, when discovering a new language, a new world is being discovered, too); 2) the need for *manipulation* (people also want to manipulate and change the environment (both human and non-human) in which they live and work; it is realized by means of transactional and interactional language use); 3) the need for *activity* (physical, and especially mental (psychological) activities, are conditional when learning a language); 4) the need for *stimulation* (people, that include subjects of learning, are to be stimulated not only by other people, but also by thoughts (ideas, feelings) in order to function properly, it means that activities have to be stimulating, too); 5) the need for *knowledge* ('*the hunger for knowledge*') (new directions in language learning, e.g. task-based learning and others, clearly demonstrate this); 6) the need for *ego enhancement* (it means to be recognized, estimated, accepted and acknowledged by others and find self-realization in the process of learning'. These drives are the basic ones for proving that motivation is a key factor in promoting multilingualism.

Nowadays we can see that English is the language used for communicating in all contexts. It has become the language of international written information exchange (e-mail messages) and 'lingua franca' in many international meetings (conferences).

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Several important factors should be taken into account when identifying realistic aims for a language course, but this is especially true for a Pronunciation Course. Pronunciation is not the subject most people feel naturally motivated for (at least at the beginning of the course it is at worst hated). This is often enforced by the aims (objectives) which are set for pronunciation classes.

Traditionally, the goal of a Pronunciation Course was to obtain *native-like* pronunciation. Even though it was realized that relatively few people would achieve this level, the objectives were formulated as such. Most scientists now believe that a native-like pronunciation is an inappropriate goal for most learners [5]. *Native-like* speech production is not even a prerequisite for understanding a speaker in the target environment. The aim of the language politics has clearly changed over time and in the example of the case of the written form of intercomprehension (e.g. e-mail messages, written tests and so on), pronunciation is an almost negligible entity, thus very often we are having 'mute students'.

From a psychological perspective, a high degree of perfectionism in the learning process of pronunciation can also turn difficult and become demotivating, rather than motivating. Learners, who feel that they cannot attain the aim of a native-like pronunciation, might give up before they have even half-reached their level of competence.

Thus, we are to define for ourselves that the main aim of Pronunciation Course is not learner's perfection (although it is desirable), but:

- 1) mutual *intelligibility*;
- 2) the learner's ability to adequately work (function) on different levels such as:
 - a) a social level;
 - b) an administrative level;
 - c) an academic level.

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* the IGLO project – is a three-year project aimed at promoting cross-linguistic comprehension among the Germanic languages on the model of the (mainland) Scandinavian situation, where speakers produce their own language but understand the other Scandinavian languages.