



## USE OF POTENTIAL MOTIVATION TOOLS IN SECOND FOREIGN LANGUAGE LEARNING

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**Abstract.** There are a number of factors that influence students' learning achievement in university, both directly and indirectly. Some authors (Horwitz, 1990; Ali Osman Engi, 2009) differentiate *Integrative Motivation and Instrumental Motivation*. *Integrative Motivation* begins with a personal effort and continues on with desire to know the target language's native speakers (Horwitz, 1987, 2001). *Instrumental Motivation* is associated with a pragmatic purpose for language learning whereby students study harder to receive high marks in school (Hamilton, 2001; Locastro, 2001). The integrative motivation tools can be *Extrinsic* and *Intrinsic* (M.D. López Gracia, 2009; Aleksandra Oletić, Nina Ilić, 2014). The aim of this article is to analyze the efficacy of extrinsic Motivation tools and intrinsic Motivation tools related to methodology used by the teacher. Six teachers of second foreign languages (Italian, French, Danish, German, Spanish, and Russian) from the LSMU were interviewed on April 17, 2019. Using the content analysis technique, we clarified what motivation tools were used in second foreign language learning and what the teachers' opinions about those tools were. After the survey of the interviews with the LSMU teachers of second foreign languages, content analysis was applied to compile a list of motivation tools that the teachers used most frequently. Moreover, a compiled e-questionnaire was sent to all students who were studying a second foreign language during the academic year of 2018-2019 to know students' opinion about the motivation tools used in second foreign language classes too.

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