movie both time-consuming and exhausting. Here we can see some examples of movies that can be used when teaching English. Three examples are: Forrest Gump, The Lion King and, The Pursuit of Happiness since they display relevant themes such as kindness, life and death, and the definition of happiness that the students can relate to and reflect upon.

In conclusion, this research has given us insights into the benefits and challenges in using movies in teaching English in secondary schools. The findings demonstrate that there are extensive benefits with the use of movies as an educational tool in a multimodal teaching approach, but also that there are significant challenges. The most visible benefits are learners` motivation, target language input, and knowledge construction. But we must about challenges too. Crucial challenges in using movies in English teaching are: time management, creating meaningful tasks for language development, and selecting appropriate movies for the target group. These challenges force teachers to reflect on different teaching methods, theories on teaching and learning, and be aware of the different cultural aspects of the target language.

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MOTIVATION FOR A SECOND OR FOREIGN LANGUAGE LEARNING

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The history of research on "motivation"

Speaking of the researching work on "motivation", people will naturally think of the most outstanding contributors in this field – Gardner and Lamber and their associates, because they have done the most important work (Gardner, p. 51). In 1980s, Gardner and Lamber started their research. The original theory was an outgrowth of Mowrer's views (1950) on individual development which emphasize the importance of identification with a valued person. They (1972) suggested that those people who identify positively in this way would like to resember the foreign peoples concerned, to understand their culture and be able to participate in it. This pattern of motivation they label an integrative orientation. They also described an instrumental orientation to language

learning. This type of motivation is based on the advantages that can accuse if a language is known (Peter Skehan, p. 53). Their research since then has linked cognitive factors with affective factors, where motivation and attitude are considered to relate directly to both formal and informal language learning. At the same time, other notable related researchers such as Schumann, Giles and Byrne and Krashen have also provided their different models to contend. It is necessary now to have a look at different definitions of motivation developed by many researchers.

Definitions of several kinds of motivation and the relevant debate

In Rod Ellis's Second Language Acquisition (p. 715), he himself having not done any research on motivation, he could not give his own but several researchers are mentioned in the book. Gardner and Lambert come the first because of their influential status or main body of work they have done in this field. They distinguish "instrumental motivation", which occurs when a learner has a functional goal, such as to get a job, pass an examination, to meet the educational requirement, to use in his/her job, to use on holiday in the country, to read useful material in the target language and exploit members of the foreign culture, etc. (Wilkins, p. 184) and "integrative motivation", which occurs when a learner wishes to identify with the culture of L2 group.

H. Douglas Brown in his book – Principles of Language Learning and Teaching (p. 155) talks of assimilative motivation which is claimed by Graham. Graham thought that integrative motivation had been too broadly defined in previous research. He then made a distinction between integrative and assimilative motivation. Integrative motivation is the desire on the part of a language learner to learn the second language in order to communicate with, or find out about, members of the second language group. Assimilative motivation is the drive to become an indistinguishable member of a speech community, and it usually requires prolonged contact with the second language culture. Assimilative motivation is characteristic of persons who, perhaps at a very young age, learn a second language and second culture in order to identify almost exclusively with that second culture. Thus, seen in this light, one can be integratively oriented without desiring to 'lose oneself' in the target culture.

In the same book, "Intrinsic and Extrinsic Motivation" was introduced to readers. Edward Deci defined intrinsic motivation: Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.

Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accuse to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

The above mentioned concepts of motivation are so far commonly seen in the leading books on applied linguistics.

Gardner and Lambert in their book, Attitudes and Motivation describe some case studied and illustrate two important orientations in dome detail: an "instrumental outlook", reflecting the practical value and advantage of learning a new language, and an "integrative outlook", reflecting a sincere and personal interest in the people and culture represented by the other group. It was authors' hunch that an integrative orientation would sustain better the long-term motivation needed for the very demanding task of second or foreign language learning.

As to other kinds of motivation, some researchers, such as Rossier (Rod Ellis, p. 516) argues that motivation are intrinsic interest should be emphasized, because without the desire to communicate, an integrative motivation may not be effective. It is the need to get meaning across and the pressure experienced when this is achieved that provides the motivation to learn a second language. Crooks and Schmidt (1991) and Brown (1990) also strongly favors intrinsic orientations, especially doe ling-term retention. Maslow (1970) claimed that intrinsic motivation is clearly superior to extrinsic.

It is important to make a distinction between the intrinsic – extrinsic instruct and Gardner's integrative – instrumental motivation. One essential difference between the intrinsic – extrinsic continuum and integrative – instrumental continuum is that the former is free of the cultural beliefs and attitudes of learners and teachers, while the latter relies exclusively on a social-psychological approach. That is why the intrinsic – extrinsic continuum has almost got the same significance as the integrative –instrumental one. And this intrinsic – extrinsic continuum in motivation is applicable to foreignlanguage classmates around the world to harness the power of intrinsically motivated learners who are striving for excellence, autonomy and self-actualization (Brown, p. 157).

It is likely that the relationship between motivation and achievement is an interactive one. A high level of motivation does stimulate learning, but perceived success in achieving L2 goals can help to maintain existing motivation and even create new types. Rod Ellis's conclusion (p. 515) finally put an end to the chicken-and-egg debate.

The current researches on the application of motivation in learning and teaching

Since the significant function of motivation has been universally acknowledged, more and more researchers are focusing on the practical application of motivation in language learning and teaching classroom. In

modern times particularly in advanced countries, instructional approach is following the principles of students-centered teaching paradigm. Cooperative learning has thus been introduced into classroom. Actually the instructional use of small groups in order to achieve common learning goals via cooperation has made an almost unprecedented impact in English language education during the last two decades. Intensive investigations have almost invariably indicated that this kind of learning is a highly effective classroom intervention, superior to most traditional forms of instruction in terms of producing learning gains and student achievement, higher-order thinking, positive attitudes towards learning, increased motivation, better teacher – student and student – student relationships accompanied by more developed interpersonal skills and higher self-esteem on the part of the student. However, the most important thing is that in psychological processes in cooperative language learning, the motivational system is generated by peer cooperation (Dornyei, 1977).

Secondly, Norm and Reward system is one of features of cooperative learning. Under it, students are motivated to excel by their need for social approval and by the wish to avoid negative sanctions for not doing their fair share in working towards group success (Ames & Ames, 1984).

Thirdly, in cooperatively structured classrooms, autonomy-supporting classroom contexts lead to a higher level of long-term, intrinsic motivation. This claims that autonomy is at the core of the motivation to learn is also central to Deci and Ryan's (1985) influential "self-determination" theory which has shown that it exerts a significant positive impact on motivation in L2 context. The number of different motivational aspects which CL significantly affects explains the remarkable results obtained in a major study on the role of motivation in CL by Sharan and Shaulov (1990), who found that more than half of the variance in achievement in three academic subjects was caused by the "motivation to learn" factor.

Such a substantial impact is very rare in motivation studies in several. Therefore, how effective the motivational system promoted within cooperative situations is can be seen.

Conclusions

Motivation in language learning is a very complicated psychological phenomenon And it is also the single most influential factor in learning a new language (Gardner, 1985). It is these two reasons that motivation has been an important research topic in the field of applied linguistics all the time. With the advancement of globalization, more and more people will desire to learn another language to equip themselves both in work and in life. This has entrusted researchers to further investigate motivation in L2 or foreign language learning and its linkage with other factors and its function in facilitation the acquisition of the target language. It is all researchers hope that the fervent quest in this language teaching business will be to see to it that our future pedagogical tools

can empower all the learners to turn their dream of mastering another language into reality.

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LEARNING ENGLISH USING THE ZOOM PLATFORM FIRSTHAND: PROS AND CONS

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The COVID-19 pandemic has triggered new ways of studying. Nowadays, when everything is closed due to the quarantine, including different educational institutions, online learning, especially learning English, is becoming more and more popular.

English is the main intermediary language and global communication tool that connects people around the world. All educational institutions are looking toward online learning platforms to continue with the process of educating students. In this case, Zoom has become one of the most popular and convenient programs for distance learning, and especially learning English.

Zoom is a video conferencing and calling software loved by many educators for its broad functionality, reliable connection, and smooth operation. However, as with most teaching methods, online learning through Zoom has also its own set of positives and negatives.

This software has a lot of pros. Initially, it is quality connection. This is the main and indisputable advantage of the service in comparison with its direct competitor Skype and other similar services. People come to Zoom due to the fact that the connection never fails and the sound is clear. While learning English online, the sound quality plays an important role. It makes easier for students to understand the speaker/tutor and is vital for learning new words and their pronunciation.