



УДК 378.091.212.7.[015.3:005.32]:811.111'243

THE INFLUENCE OF MOTIVATION ON STUDENTS' PROGRESS IN ENGLISH LEARNING PROCESS

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The article considers the main types of motivation in the classroom, and in particular mastering of English. Factors of social character that motivate to master a foreign language have been determined. Types of motivational tasks to improve the performance of students in the learning process have been listed.

Key words: motivation, learning process, autonomous, performance, applications, key factors intercultural.

У статті розглянуто основні види мотивації в навчальному процесі, зокрема при вивченні англійської мови. Визначено переважаючі фактори соціального характеру, що спонукають до опанування іноземної мови. Перелічено різновиди мотиваційних завдань задля підвищення продуктивності студентів під час навчального процесу.

Ключові слова: мотивація, навчальний процес, автономний, продуктивність, застосування, основні фактори, міжкультурний.

В статье рассмотрены основные виды мотивации в учебном процессе, в частности при изучении английского языка. Определены преобладающие факторы социального характера, побуждающие к овладению иностранным языком. Перечислены виды мотивационных задач для повышения производительности студентов во время учебного процесса.

Ключевые слова: мотивация, учебный процесс, автономный, производительность, применение, основные факторы, межкультурный.

Our world today is a multicultural and globalized place. The inventions and improvements of new technologies, combined with their applications and the Internet make it possible to communicate and interact with people all over the world. Taken together, these advances opened up new possibilities on the job market and for the economy, but as a result, they also made things more complex. Due to globalization, flexibility is oftentimes highly desired, and speaking another language is not just an additional qualification anymore, but rapidly has become a prerequisite for a successful career.

Some of the main reasons for learning English may include studying it as a hobby or for traveling purposes. It is said that international travel promoted the need for a common language; thus, much information about a country is disseminated in English, and it is commonly spoken by people working in the tourist industry, for instance, at airports, on tourist's tours and attractions, in hotels and shops, which are frequently visited by tourists [5, p. 23]. Moreover, the dominance of the English language in popular culture

such as in the music and film industry contributed to the spread of this respective language and further arguments of its popularity. Songs and movies, which are known all around the world, are generally written in English, and are oftentimes of American or British origin [5, p. 35]. However, not only did popular music and films instigate many to learn the language in order to understand them, but also the widely used practice of publishing electronic and printed media, such as news and other information as well as fictional publications in the particular language, was an additional factor for people's motivation to acquire at least a certain level of proficiency [5, p. 47]. Undoubtedly, some of the most important uses of English are for educational, business, diplomatic and professional purposes. In order to communicate with each other, English is used as a common denominator for communication at international conferences, trade and business meetings, and within many international organizations [5, p. 36]. All of the abovementioned factors facilitated the spread of the English language to various areas and countries all over the world.



Adequate knowledge of this respective language is not only useful for entertainment purposes (e.g. travels, popular films and music), but it moreover, plays an essential role and can be seen as a prerequisite in order to become a member of a global community, and to successfully take part in a diverse society [5, p. 65].

Physiological studies have found that speaking two or more languages is a great asset to the cognitive process. The brains of bilingual people operate differently than single language speakers, and these differences offer several mental benefits.

Speaking a foreign language improves the functionality of your brain by challenging it to recognize, negotiate meaning, and communicate in different language systems. This skill boosts your ability to negotiate meaning in other problem-solving tasks as well.

The **objective** of this study was to examine the correlation between intrinsic and extrinsic motivation and how they relate to learning and retention of the English language in different environments. Previous literature has established that factors such as Intrinsic and Extrinsic Motivation choice and autonomy support affect the students' progress of different age categories and in different ways. In the last few decades this issue was discussed by a number of researchers such as Noels K., Pelletier, L., Clément, R., Vallerand, R., Murphy, P. & Alexander, P., Csikszentmihalyi M., Thornbury S. and many others. Also, Topalov J. emphasized the importance of students' interpretation of certain events and the role of their beliefs, emotions and values in achievement situations. Therefore, motives were no longer looked for outside, but inside the individual.

The **present study** has examined how different learning activities can boost student's motivation for the task. It also investigated how modern social factors identify the reason of such rapid increase in English learning process.

The **importance** of a certain research aims to classify and modify modern methods of English teaching. Also, it can have practical application for teachers to modernize and improve their approach to using different materials in preparing a lesson.

Scientists have suggested 10 primary reasons to learn a foreign language.

1. Meet new people and develop life-long friendships.
2. Discover a new culture.
3. Become more open-minded.
4. Study or live overseas.

5. Improve your employability.
6. Completely transform your travel experience.
7. Increase your brain power.
8. Improve your decision making skills.
9. Develop confidence.
10. Impress people around you.

Why do we do the things we do? What is it that drives our behaviors? Psychologists have proposed some different ways of thinking about motivation, including one method that involves looking at whether motivation arises from outside (extrinsic) or inside (intrinsic) the individual [1, p. 23].

What exactly do we mean when we say extrinsic or intrinsic motivation?

As Kendra Cherry points out Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment [12].

Examples of behaviors that are the result of extrinsic motivation include:

- Studying because you want to get a good grade;
- Cleaning your room to avoid being reprimanded by your parents;
- Participating in a sport to win awards;
- Competing in a contest to win a scholarship.

In each of these examples, the behavior is motivated by a desire to gain a reward or avoid an adverse outcome.

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward [12].

Examples of actions that are the result of intrinsic motivation include:

- Participating in a sport because you find the activity enjoyable;
- Solving a word puzzle because you find the challenge fun and exciting;
- Playing a game because you find it exciting.

In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake [12].

The same theory can be applied to the learning process. Psychologists and educators have long considered the role of motivation in school achievement. Conflicting ideas exist regarding how motivation is defined and what factors contribute to its increase or decrease in the classroom, however. Earlier research endorsed the idea that motivation could only be characterized in a quantitative manner between two endpoints on a continuum [6, p. 72]. From this viewpoint,

students are either motivated or not motivated. Recently, it has been recognized that motivation is not a stable trait of an individual, but rather a more contextual and domain specific construct. It has been this broader interpretation that has allowed for the development of alternative theories regarding student motivation [6, p. 128].

Our next task is to define what is the role of Intrinsic and Extrinsic motivations in the learning process. According to Scott Thornbury, motivation is what drives learners to achieve a goal, and is a key factor determining successes or a failure in language learning. Whilst a motivated student is interested, focused, curious, enthusiastic, passionate, optimistic, autonomous and full of efforts, an unmotivated student is uninterested, disengaged, disruptive, apathetic, lazy, lacks efforts and gives up easily [10, p. 84].

Intrinsic motivation based in autonomy and competence, describes a situation in which material is engaged in for its inherent interest and the satisfaction and enjoyment it engenders. An example would be a person who enjoys learning a language because of the satisfaction felt when new concepts are mastered (competence) or because of the inherent interest and joy associated with learning the language.

Intrinsic motivation was adeptly illustrated by the concept of flow, developed by Mihaly Csikszentmihalyi. Flow represents the feeling of complete absorption in the activities which we enjoy. For an artist, flow is most likely to take place while creating a certain piece; for a mathematician, while solving a math problem. At any rate, whenever it happens, people lose their sense of time. They stay focused on the task without letting any distractions keep them away from what they are doing [2, p. 113].

Extrinsically motivated activities, on the other hand, are engaged in order to accomplish some goal that is separate from the activity in and of itself: for example, a person who wishes to learn a language because they believe bilingualism to be a valuable job skill, or because they believe it will make travel easier and more enjoyable. Activities can be initiated extrinsically and later be internalized to become intrinsically motivated, or they can begin out of intrinsic interest and be perpetuated in order to obtain other (extrinsic) outcomes [3, p. 97].

Thus, there is a continuum of behaviors, ranging from those that are completely extrinsically to completely intrinsically motivated. On the controlled, extrinsic end of the scale, externally regulated behaviors are done in order to avoid punishment or obtain reward.

Introjected behaviors are somewhat more internalized and are performed not to avoid punishment or gain reward, but rather to avoid the shame or guilt one would feel if the behavior were not done or to feel pride and worth in the eyes of others. More internalized, autonomous, and intrinsic, identified behaviors have been accepted and are valued as one's own (e.g. because a student understands their usefulness), and integrated behaviors are the most intrinsically motivated [8, p. 94].

An integrative orientation such as that described above is most closely correlated with intrinsic motivation [7, p. 167].

Even though the distinction between the two types of motivation is still essential when discussing motivation, the attitude towards extrinsic motivation has changed. Today, it is thought that intrinsic motivation and extrinsic reward can work together toward motivated learning [11, p. 88].

In order to boost language learning motivation Alex Warren (at the seminar for teachers of the English language, 10.10.2016, Lviv) suggested a number of strategies using visual activities by providing students with extraordinary pictures and videos which are considered to be thought – provoking:

Engage and inspire learners by arousing natural curiosity of the topic

(For example while showing the picture a student can be asked such questions as: think of three adjectives to describe that photo! How do you think the person on the picture felt before during or after a certain action?);

– **Use course material that relates to the students' lives** *(Imagine you're in the picture. What can you see, smell, hear? How do you feel? What questions would you ask him or her?);*

– **Enable students to make connections to others** *(Write your response to recent international posts or post the comment on somebody's speech);*

– **Involve students by giving them the opportunity for self – expression** *(give them a kind of problem – solving task where they can express their own opinions and come up with their solutions);*

Encourage students to be autonomous.

This point needs a bit more expanded explanation, as following: “Autonomy is your capacity to take responsibility for, and control of, your own learning, either in an institutional context, or completely independently of a teacher or institution” [10, p. 16].

An independent learner of English:

– Is truly aware of his/her learning needs and goals;



– Can reflect on how she/he learns;
 – Has a positive attitude towards language learning;

– Makes the most of learning opportunities.

INDEPENDENT – MOTIVATED – CONFIDENT – LIFE-LONG

Learners Learners Learners Learners

– **Challenge your students** (One of the most important tasks a teacher has is to try to match what the students are asked to do with the possibility that they can actually achieve it. Such goal – setting is vital) [4, p. 186].

– **Create a positive, fun, relaxed and supportive learning environment** (*As J. Harmer considers important to find students comfortable and relaxed, even in the midst of intense intellectual activity or vigorous argument*) [4, p. 150].

But during the recent years, researchers have carried out a number of studies that revealed different additional factors that influence the motivation of learning the English language, for example culturally motivated learners, geographically motivated learners and even religious motives can be observed.

– Nowadays Intercultural communication forces people to develop their knowledge of a foreign language to be up to date with artistic world to understand and be understood.

– A good example of geographically motivated learners can be noticed among the citizens of western Ukraine. While being given the chance to obtain Master Degree in Poland, students are highly motivated to master either Polish or English since the studying process is conducted in one of the languages. In general, it was a key factor to boost motivation for language learning among citizens of these regions.

– The international cooperation with foreign companies in Ukraine is increasing. These factors urged the importance of English learning. In Kyiv alone 144 representatives of international companies and organizations were registered. Therefore, 80% of business communication is conducted in English.

– Marketing research of Kyiv center “Intensyv” has conducted the poll to investigate the reasons of foreign language learning. 460 participants took part in the poll including employed male and female aged 22–49. The results are the following:

51% learn English for career purposes;

23% learn English to study abroad;

12% learn English to feel themselves comfortable while travelling;

7% learn English to communicate fluently on business trips abroad;

4% learn English to participate in international conferences and seminars;

3% learn English to communicate with foreign partners.

– Religious motivation appeared as a new dimension as a result of the religious environment. The studies conducted by Noel on the Muslim students have showed that religious motives were so internalized that they surpassed the intrinsic/extrinsic boundary, since Arabic is the sacred language of the Muslim religion and Muslim students have very strong feelings about it [8, p. 144].

Generally speaking, all this shows that social and cultural factors are very important when it comes to motivation orientations. The methods and practical implementation could be useful for those who are involved in teaching foreign language so they become familiar with different types of motivation to learn. The researched topic suggests tendencies for further investigation.

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