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Aspects of Motivational Basis for Learning English by Psychology Students

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ABSTRACT
The article analyses the concept of motivation and features some facts on the importance of differentiation between the intrinsic-extrinsic constructs and integrative-instrumental orientations to motivation, as well as the necessity to study students' actual motivational background to learning English. The article describes a recent study of motivational basis in Psychology students in terms of learning English. The research aims to find out and to assess the presence of certain motivational types and orientations. The author examines and interprets the results of the written questionnaire concerning definite orientations to motivation in Psychology students of Cherkasy National University.

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Introduction

A student's cognitive activity during studying is one of the determining factors of professional formation, growth and improvement. Many theorists connect the concept of cognitive activity closely to the notion of autonomy, stating that both are reciprocally determining. Students' autonomy promotes an increase in activity during systematic class sessions and extracurricular activities. In its turn, an activity boost guides an individual towards independent work, motivates them to seek ways of self-accomplishment in the spheres of general education and professional areas. These issues were analysed in the works of V.M. Vergasov, M. Doubinka, Z. Slyepkan', N. Tokar' and others. All of them agree on necessity to trigger not only students' cognitive activity but to activate the whole process including the system of methods, ways and means, organisational forms that support students' activity enhancement during cognitive processes, taking into account the factors explaining causes of students' success or failure. In regards to this, motivation is that affective construct to be taken into consideration when creating and practically implementing language courses programmes for students of non-linguistic departments. Undoubtedly, the term motivation is a key component of the process of teaching and learning a foreign language being the most frequently used concept to interpret success and failure in completing a task. The fact was supported by numerous experiments and studies conducted by A. Maslow, E. Deci, B. Weiner, R. Schmidt, W. Lambert and others. Motivation is a fundamental notion in the learning process. In the sphere of English learning, motivation draws attention of many scientists as a subject of research. Thus, it is vital to understand the complexity of the term motivation, its components, influences of social environment on motivation formation, importance of taking into account the orientations of motivation, as well as necessity to study real motivational background, which is linked to English learning by non-linguistic students in general and psychology students in particular. These issues need to be studied in detail, generalised and implemented to make the process of English learning more effective, productive, and successful.

The Purpose of the Study

The article is devoted to the analysis of students' motivational aspects in terms of various approaches to the content of the notion of motivation in English learning process. The author evaluates the data obtained through the written questionnaire of the first year students of Psychology Department and considers prospects of students' individual motivation studies in order to increase its level during the English learning process and to improve their learning outcomes.

Statement of the Problem

Motivation is defined in several ways. It may be described as 'a system of motives or stimuli, which encourage certain forms of activity or behaviour. Motives can take the forms of conceptions and ideas, feeling and experience, which express a person's material and spiritual needs' [1]. Psychologists consider motivation to 'consist of stimuli, which cause bodily awakening and define its direction. They mean conscious and unconscious psychological factors inducing an individual to act according to definite purposes and orientations' [2]. However, usually, motivation is known as a complex notion encompassing the following components:

1) a significant goal or need;
2) desire to achieve the goal;
3) awareness of learning English relevance in the goal achievement or meeting the needs;

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4) believe in possibility of success or failure in learning English;
5) evaluation of potential benefits of English learning outcomes [3].

Motivation can be global, situational or task oriented. English learning requires the presence of all three levels of motivation. Learners can have a high level of global motivation, but a low level of task-oriented motivation to complete activity that aims to form skills and proficiency in written English.

Studies of motivation in the sphere of learning English support the differentiation between two major types of motivation: integrative and instrumental. Instrumental side of this dichotomy refers to English learning as a means of achieving instrumental, valuable for an individual's goals: career promotion, successful passing exams, reading materials on speciality, etc. Instrumentality assumes the existence of utterly practical goals. Integrative side refers to the learners who endeavour to integrate or to become an integral part of the society of a studied language as well as to engage in societal activity within the group. In this case, learners are interested in learning English because they strive to expand their knowledge about people, customs and traditions belonging to the English language culture. English learning process occurs in conditions, which cannot be solely instrumental or integrative. Most situations encompass a combination of two of them, as both are significantly influencing success in learning English [4].

Another dimension of motivation as a complex holistic concept is a degree to which learners are intrinsically or extrinsically motivated in achieving success in completing tasks. Edward Deci defines intrinsic motivation as follows: 'Intrinsically motivated activities are ones, for which 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 intrinsic reward... Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination'[5]. Extrinsic motivation, on the other hand, is stimulated by the expectation of a reward from the outside the person. Common extrinsic rewards may include monetary rewards, prizes, higher grades, promotion at work, career enhancement and some definite individually valued forms of positive responses. We can view certain activities initiated only to avoid punishment, no matter a positive or a negative one, also as extrinsically motivating activities. In this case, we perceive punishment avoidance as a personal challenge that can assist in building students' sense of competence and self-determination. Thus, intrinsic motivation depends solely on a personality, their willingness to work towards their goal, to strive to get satisfaction from obtained results. Contrary to it, extrinsic motivation is based on the outer source, the environment, namely a reward, an award or a prize from other people.

Which type of motivation is more influential and prevailing? A definite number of theorists, such as G. Crookes and R. Schmidt, D. Brown, K. Noels and others conducting research on motivation sturdily support intrinsic motivation, particularly for the long-term preservation of language materials. According to Jean Piaget, people search for a reasonable challenge, because they generally view uncertainty, incongruity and a lack of balance as motivation [6].

It is essential to differentiate between intrinsic-extrinsic motivation factors and integrative-instrumental orientation to motivation. The connection between the dichotomies of intrinsic-extrinsic continuum and integrative-instrumental orientation can be illustrated in the table below.

Table 1. Motivation dichotomies.

Motivation → / ↓	**Intrinsic**	**Extrinsic**
Integrative	An English learner wants to integrate with the English culture by means of immigration or marriage	Some other person wants an English learner to study English for integrative motives
Instrumental	An English learner wants to achieve certain goals using the language studied. They may include furthering a career, success in academic setting, etc.	An external authority wants an English learner to learn the language. Among those authorities, we can mention corporations of various sizes, organisations, institutions and other.

The mentioned above relationship can be applicable to the English language classes. That is why; teachers of English need to use the data as well as their pedagogical armamentarium to create the language-learning environment and situations that provide support and encourage their learners. Knowing what type of motivation prevails among the English learners in class can assist a teacher in choosing the most appropriate methods and strategies. It is essential to analyse the learners' motivational bases, to estimate the current reasons for learning English in order to organise the educational process in accordance.

Methods and Procedure

The study aims to reveal and assess types and orientations to motivation in non-linguistic undergraduate students. It has been assumed that knowledge of prevailing motivational background for learning English can assist in organising more successful learning process taking into account a considerable affective factor of motivation.

At the beginning of the academic year, students are asked to report on their reasons for learning English. Data are collected with concise questionnaires, which cover statements in regards to all motivation orientations and types. Students mark only those statements, which are characteristic of them personally using the degree scale on the right side of the paper. The questionnaire below is used to assess Psychology students of Cherkasy National Bohdan Khmelnytskii University. However, an adopted or altered version of it can be utilised for a wider range of speciality.

Reasons for Learning English

Choose those reasons that are the most important for you

1. I have to be able to write projects and my thesis in English.
2. I need to learn English so that I can get any job in English-speaking countries.
3. I think English is an important international language, so I would like to learn it in case I need it.
4. My parents want me to study English to succeed in my professional growth.

5. I am going to leave for one of English-speaking countries as a refugee, and I want to make a success of my life there.
6. I am trying to establish some links with international partners, so I need to improve my English.
7. My relatives think my knowledge of the English language will help me to settle in English-speaking countries.
8. I only learn English because it is on the curriculum.
9. I learn English as I think it will be useful in some way for travel.
10. I think I need to learn English for a specific purpose for Psychology students in order to know how to operate in English in the field of Psychology.

Among the statements above, numbers 1, 2, 3, 5, 6, 10 relate to intrinsic motivation, numbers 4, 7, 8 represent extrinsic motivation, when points 1, 4, 6, 8, 9, 10 go to instrumental orientation to motivation, and points 2, 3, 5, 7 belong to integrative orientation to motivation. Therefore, a student's personal desire to learn English for the further use of it in the job-related and specialised sphere is an example of instrumental intrinsic motivation, and a student's personal striving to learn English in order to become an accepted member of the English-speaking community serves an example of integrative intrinsic motivation. Following the desire of others in regards to learning English for advancing a career demonstrates the existence of instrumental extrinsic motivation, while learning English because someone wants a learner to become involved in social interaction in an English-speaking society or group is evidence for integrative extrinsic motivation. As it has been proved by several studies, if teachers want to see long-term learning-oriented behaviours during English classes, intrinsic motivation will be especially effective. Since extrinsic motivation can be effective just for a short period of time, the presence of intrinsic motivation is highly required [6].

The first year students of Psychology Department were participants in the study. There were 35 participants in total, including 29 female students and 6 male students. They entirely represent the ratio between female and male students at the Department.

Students' survey questionnaires were handed out during the first English lesson. Participants were asked to fill in the questionnaires and return them to the researcher. Thirty-five questionnaires were handed in. Despite the fact that this stood for just the students of the first year, we can make some generalisations, as participants were typical representatives of English learners of their age and status.

Table 2. Questionnaire sample

	REASONS FOR LEARNING ENGLISH	Extremely important	Important	Not important at all
1.	***Instrumental-intrinsic motivation** I have to be able to write projects and my thesis in English. I am trying to establish some links with international partners, so I need to improve my English. I learn English as I think it will be useful in some way for travel. I think I need to learn English for a specific purpose for Psychology students in order to know how to operate in English in the field of Psychology.			
2.	***Instrumental-extrinsic motivation** My parents want me to study English to succeed in my professional growth. I only learn English because it is on the curriculum.			
3.	***Integrative-intrinsic motivation** I need to learn English so that I can get any job in English-speaking countries. I think English is an important international language, so I would like to learn it in case I need it. I am going to leave for one of English-speaking countries as a refugee, and I want to make a success of my life there.			
4.	***Integrative-extrinsic motivation** My relatives think my knowledge of the English language will help me to settle in English-speaking countries.			

*Notes for the teacher's copies only

Results

According to the obtained results, we can notice the predominant position of intrinsic motivation (75,4%). The percentage of participants with intrinsic instrumental orientations is dominant 43,2%, along with the percentage of participants with intrinsic integrative motivation is 32,2% .

Table 3. Survey results

	REASONS FOR LEARNING ENGLISH	
1.	Instrumental-intrinsic motivation	43,2 %
2.	Instrumental-extrinsic motivation	15,15 %
3.	Integrative-intrinsic motivation	32,2 %
4.	Integrative-extrinsic motivation	9.45 %

The pie chart below illustrates the percentage of each type and orientation to motivation according to the questionnaire results. It is clear that the main type of motivation among the participants is an instrumental intrinsic one (43,2%). More than a third (32,2%) of students are influenced by integrative intrinsic motivation. The impact of significant others on learning English for academic success and occupational purposes is demonstrated by less than a fifth (15,15%). The last type of motivation is integrative extrinsic. Only a small minority, 9,45%, left for this.

The proportion of those with instrumental orientation to motivation and those with integrative orientation to motivation is quite similar, at 58,25% and 41,65% respectively, while the percentage of those influenced by intrinsic and extrinsic motivation is different. Slightly more than three quarters of participants (75,4%) have intrinsic motivation, though the proportion of students with extrinsic motivation is noticeably low, at less than a quarter (24,6%).

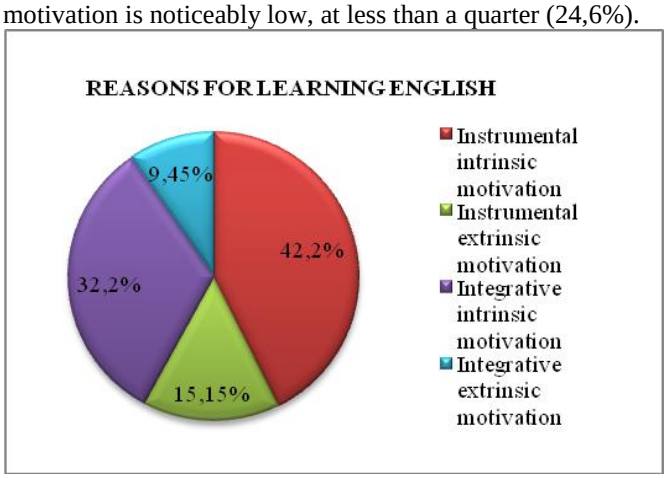

Figure 1. Reasons for learning English.

Comparative gender results also prove to be remarkable.

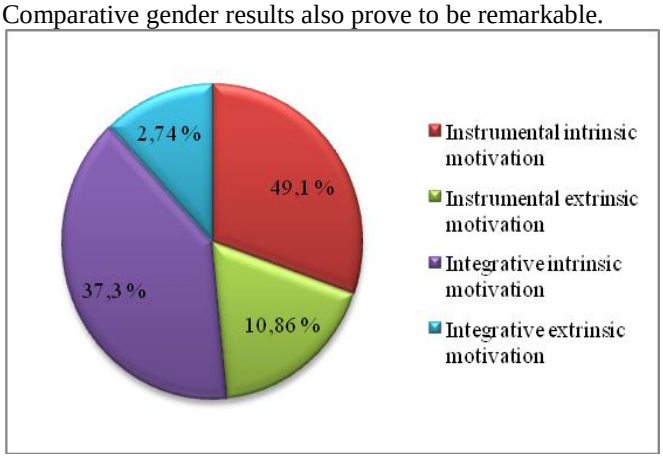

Figure 2. Survey analysis of the female student participants.

The pie chart above shows that under a half of female participants (49, 1%) has instrumental intrinsic motivation. Slightly less than two-fifths (37, 3%) reveals to have integrative intrinsic motivation. The female students with instrumental extrinsic motivation that takes up 10, 86%, follow that. The smallest part of the female participants, which comprise 2, 74% has integrative extrinsic motivation.

The next pie chart analyses the male student participants.

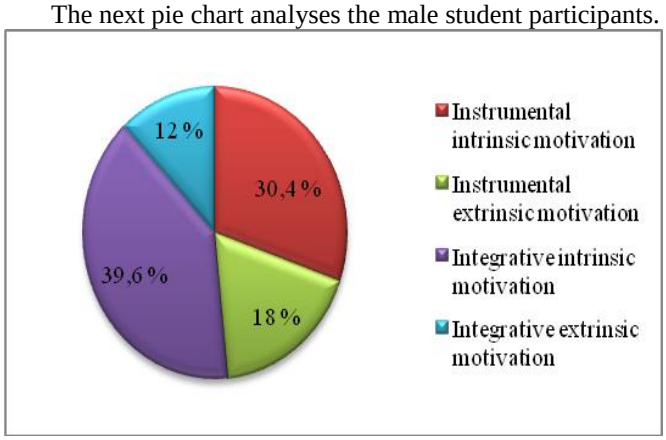

Figure 3. Survey analysis of the male student participants.

The majority of them, more than a third (39, 6%) has integrative intrinsic motivation. It is followed by almost a third of male students who has instrumental intrinsic motivation and takes up 30, 4%. A minority with instrumental extrinsic motivation is 18 % within the male student participants. The smallest amount of male students, slightly above one in ten, has integrative extrinsic motivation. They take up only 12%.

Discussion

During the survey, most students have demonstrated the existence of intrinsic motivation of both instrumental and integrative orientation. This fact confirms the students' conscious desire to learn English. This students' majority with formed intrinsic motivation manifests a mature personality, the existence of stable views on learning English, and the ability to have learning autonomy.

Despite the fact that in both groups of female students and male students intrinsic motivation takes up the considerable position, the data concerning instrumental or integrative orientation to motivation appeared to be different. The results obtained from the female students' questionnaires showed the predominant influence of instrumental internal motivation (49, 1%). This confirmed more practically oriented approach to learning English.

The male students showed preferences to integrative intrinsic motivation taking up 39, 6%. Thus, the female part of the questioned students demonstrated practical, academic and career orientation, while the male part reveals socio-cultural orientation to motivation. Consequently, we can state that the first year students of Psychology department who participated in the survey have intrinsic motivation, which is essential in learning English.

Summing up the results of the survey, we can make some conclusions as for the Psychology students' motivational bases including existing types and orientations:

1. Students-participants showed high percentage of individuals with intrinsic motivation.
2. Students-participants are nearly equally motivated to learning English in regards to the instrumental and integrative orientations to motivation.
3. Female students-participants demonstrated instrumental internal motivated approach to learning English, while male students-participants revealed their integrative intrinsic motivational basis.
4. Understanding students' types and orientations to motivation can assist the teachers of English understand the students and their interests better and guide them properly, correctly and successfully to the attainment of their goals.
5. Awareness of students' orientation to motivation can contribute to more student-centred, effective, productive, creatively organised English learning settings and programmes.

Conclusion

Motivational factors affect language-learning process, including learning progress and success. The issue of motivation is of crucial vitality to the teachers of English who must attempt to develop and formulate ways to engage students' interest, as it is significant to know what drives their students, what can awake and sustain their desire to learn English as long as possible. In addition, it is necessary for teachers to show students how to benefit fully from the English learning process and its outcomes. Most teachers are able to help their students discover the pleasure of gaining understanding or acquiring a skill.

Scientists, counting psychologists and educationalists, examine motivation in terms of the intrinsic and extrinsic motives of the learners. Students who learn English for their own self-perceived needs and goals are intrinsically motivated. Extrinsically motivated students pursue a objective only to get an external reward. Intrinsically motivated students show outcomes that are more successful and seem to be more matured as personalities than those who are intrinsically oriented. Speaking about instrumental and integrative orientation to motivation, we need to distinguish instrumental and integrative goals. Instrumental orientation to motivation may be of academic or career related context. Students with instrumental orientation to motivation strive to attain the following goals: academic success and excellence, which encompass highest marks or grades, merits, passing exams etc. Integrative orientation to motivation may be socially or culturally oriented. Students with integrative orientation to motivation usually have the subsequent goals: to integrate themselves into the target language country, to become associated with the target language country culture and society, to become involved in social interchange in the society. Teachers should bear in mind that most language situations engage a mixture of instrumental and integrative orientations.

Thus, it is important for an English teacher to know which context a student may be motivated mostly and driven intensely to success in learning English.

As it has been stated earlier, students' intrinsic motivation is highly preferable during English classes. However, not all students are intrinsically motivated. To promote students' intrinsic motivation, teachers should be aware of such factors as developing trusting relationships with students, building students' self-confidence and academic independence, personalising a learning process, increasing students' goal orientation, which means to realise the students' goals. Thus, it would be recommended to conduct studies concerning students' motivational bases at the beginning of an English course.

Every educational establishment organises learning settings with many extrinsically driven factors, such as a prescribed and fixed curriculum, strict course goals and objectives, certain parental expectations, institutional assessment requirements and many more. Moreover, standardised test scores add to those extrinsic pressures in English learning surroundings. However, when teachers know their students' motivational background, they can correspondently alter the course content making it more student-oriented, which stands for appealing student-centred ones with choices of topics meeting students' needs and demands. Even in order to make assessment tests more personalised, teachers can add several forms like peer evaluation, self-assessment, portfolio compilation that would trigger the process of building intrinsic interest in achieving goals set by others.

Thus, the results of the questionnaire described in this work can aid teachers in detecting and evaluating motivational peculiarities of individual students, as well as the motivational background of the complete academic group. This will be helpful while developing and implementing educational programmes, selecting methods, techniques and materials to improve language-learning process as a whole and the academic results of individual students.

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