

<https://doi.org/10.62837/2024.6.391>

RABIYE SULEYMANLI
Azerbaijan University of Architecture and Construction
suleymanlirabiye@gmail.com

THE EFFECT OF MOTIVATION ON STUDENTS' ENGLISH LANGUAGE LEARNING PROCESS AT HIGHER INSTITUTIONS

Summary

Açar sözləri: motivasiya, öyrənmə prosesi, xarici motivatorlar, daxili motivatorlar, ingilis dili, öyrənmələrin tipi

Ключевые слова: мотивация, процесс разьясняются, внешние мотиваторы, внутренние мотиваторы, английский язык, тип разьясняются

Keywords: motivation, learning process, extrinsic motivators, intrinsic motivators, English Language, type of learners

Recent studies show that there is a direct relationship with motivation and students' learning process effectiveness. How effectively university instructors lead the class is the key to positive learning outcomes for students. Surely, it is impossible to make every student motivated or satisfied, however the way how instructors approach class members impact their motivation level. Students can be motivated by different sources such as university awards, or certificates by their deans, scholarships etc. however, in most cases instructors are main role takers as motivators. The purpose of this paper is to study the Impact of motivation of students' English language learning ability in higher educational institutions in Azerbaijan, Baku.

Defining motivation: Before we start, it will be better to define terms "Motivation" and "Learning ability". In many studies, motivation theory considered as a tool or method that driving force toward person's goal or outcome. Motivation is usually defined by authors as a reason that why "people initiate, continue or terminate a certain behavior at a particular time" [1-5]. This is what authors think about motivation however, for higher institution student's motivation can be define differently. There are many different definitions of motivation, especially in language learning. Harmer [6] explains the meaning of motivation as the 'internal drive' that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called 'the action driven by motivation'. [7], In Gardner's socio-educational model, notes that motivation is perceived to be composed of three elements. Effort, desire, and affect. Effort is a measure of a learner's motivation and the amount of time they devote to language learning. Affect denotes the learner's emotional responses to language study, whereas desire represents the learner's level of desire to master the language.

Actually, there are lots of theories of motivation. The most suitable for this research is SDT- self-determination theory by Ryen and Deci [8]. SDT framework explore the motivational factors from two aspects; extrinsic and intrinsic motivators.

Extrinsic motivators are related to mostly extrinsic rewards while intrinsic ones contain activities those are desired because of their inherently interesting or enjoyable features. I believe that the power of intrinsic facilitators are more than extrinsic ones, especially in educational context. People have tendency to get tangible rewards such as gifts, payments, bonuses as a result of external motivation activities. In addition to that, students need to accomplish extrinsic motivation activities to avoid punishment by instructors. On the other hand, students with intrinsic motivation are engaged in activity because they think it is fun to do they just enjoy without expecting any reward. How instructors can make students intrinsically or extrinsically motivated or what are the impact of motivation on students learning process- these are need to be researched.

Learning: Learning is a complex process too. We can also describe learning as acquiring new knowledge, skills, and abilities. If we are talking about learning process, we need to pay attention to types of the learners. Learners can be visual, auditory, reading writing learners and, kinesthetic learners according to Fleming's VARK model [9]. Visual learners acquire material by means of visual elements as images, graphs. They would be better if instructors explain materials in presentations that includes visual images. In learning process, visual learners try to imagine visual pictures of materials so that they will better acquire. For auditory learners' best way of learning is spoken language. They need to hear information by lectures or discussions to acquire the knowledge. Read and write learners prefer to receive the information in a written form. Reading and writing assignments are pleasure for them. If read and write learners take notes they analyse, acquire information in a better way. Kinesthetic learners however learn by movement experiments and hands-on activities. Teaching process require taking into consideration all type all learners. Instructors need to introduce various techniques, methods that students with different learning types can learn. The reason why I mentioned learning types here is motivation techniques and reasons may differ from one type of learners to another. For instance, one-group students can be motivated by tangible rewards, while others prefer intrinsic motivational rewards. The research's main goal is to explore students' motivation with different type of learning styles in English learning by identifying the motivating factors for them.

The study aims to identify the motivational elements that affect English language acquisition. Pupils are driven by both integrative and instrumental factors. In the modern world, studying English is unavoidably important for the majority of people as well as university students. For students attending universities, proficiency in the English language is crucial for both their academic and professional careers. The study's findings suggest that students attending universities have a strong desire to learn English. According to the responses to the questions about instrumental motivation, they consider English to be a crucial first step toward their future academic goals. According to some experts, language learners would succeed more if they were at ease with the people and cultures of the language's target and wanted to

learn more about or even integrate into the community where the language is spoken. All the researchers agree that, motivation is the key factor of learning a foreign language. High motivation and ability help learner to learn a foreign language.

Methodology. In this study, a short survey has been conducted on for analysing motivational factors for students taking into consideration both instructors' and students' aspect. Quantitative information has been collected at the end. Each survey (survey for teachers and survey for students) contain 8 questions (6 multiple choice and 2 open ended questions). Survey has been conducted at one of the Universities in Baku. Overall, 22 university instructors and 38 students completed the survey. They were given the promise for anonymity and no one were asked to mention their names while taking the survey. Four different groups were participated overall and each had different English instructors. The design of this research work is exploratory.

Results: First of all, survey takers were asked to choose which group they belong as certain type of learners. Results shows that almost 39 % of learners are visual ones, 32 % of them are read and write, 19 % of them are auditory, 7% of them are kinaesthetic, the rest 2% specified that they belong mix type of groups like visual and read-write. Furthermore, more than half of the students think that motivation is “very important” in learning English, other part also believe motivation is “important” for them. No one identified the motivation as insignificant in learning process. They also said that if they are motivated they learn in a better way. Some students also explained why motivation is important for them. Here are some interesting answers. “Because this helps us to explore more words in English, to take part in competitions, debates with classmates, and I think these ways helps us to increase our English level.” “Because for a person to believe in himself and to be better.” “If we are motivated we learn English easily”. Students were asked if their teacher use different techniques to motivate students for different type of learners or not? Almost half of the students say yes instructor uses completely different techniques a quarter of them claimed that instructor tries to use only some audial or visual materials while teaching. Some part of students believe instructor usually sticks on one method. Very few quantities of them think that instructor never motivates them. At the end, more than half of them announce that they are extremely satisfied or satisfied with English lessons at University. One quarter of students say they are somewhat satisfied and only one student claim that he/she is not so satisfied. When it comes to instructors' survey results almost all of them claim that they are using completely different methods for different type of learners. They also strongly believe that motivation is one of the essential factors in learning English. Furthermore 70 % of instructors say that they have attended seminars or webinars on motivation. The rest group of instructors have never attended in such type of seminars. Here are the table that shows survey results for both students and instructors' motivational factors of students in learning English.

Students are motivated by:	For instructors	For Students
Rewards like chocolate, food etc.		
Good grade	+	+
Good comments	+	+
Creative teaching techniques	+	+
Group work, competition		+
Money Reward		+
Certificates	+	+

Surely the factors have been included to survey do not completely cover all motivational factors, however it helps us to understand the effect of some extrinsic and intrinsic factors on students' motivation and learning.

One of the elements of language acquisition is motivation, which is unquestionably a useful facilitator in the process. Techniques that encourage goal-related behavior on an individual basis are called motivational tactics. Motivation is one of the many different approaches to promote human behavior since it is recognized to be fairly complicated, whether it is in the context of teaching or gaining English language skills. Following this logic, learning outcomes can be somewhat influenced by students' motivation for learning the English language. Examining how students succeed or fail in their English language studies is important since it may have an impact on their motivation and method of language acquisition. Students learn foreign languages for a variety of reasons. Motivation is defined as the extent one strives to acquire a language because of the desire to do so and the satisfaction derived from [10]. Along this line of thought, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. Students have many different reasons for studying a foreign language. Motivating influences come from a variety of sources. These elements are crucial to learning a foreign language. A person needs to be driven and determined to learn a foreign language. Similar to how water must have both hydrogen and oxygen molecules to form, any shortage will cause problems. 'Motivation provides the primary impetus to initiate learning the English language and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent' [11]. Without desire, a pupil is unable to acquire a foreign language because motivation makes goals obvious. Picking up a foreign language is quite challenging. There may be one or several objectives when studying a foreign language, such as communicative competency or language mastery.

Consequently, it is critical to identify the underlying causes of any potential influences on students' desire for learning English, particularly for teachers whose goal is to encourage students' motivation. English is taught to students for a variety of reasons. An increasing number of university students are discovering the value of studying this language and are showing an increasing amount of interest in doing so due to factors such as job shortages, educational advancement, and other comparable factors.

Since English is the primary language of instruction at the university level, all of the texts are written in that language. In order to succeed in the competitive world, kids must be motivated to read and learn English. This has also been reflected in the research's questionnaires. According to this study, the majority of students vehemently disagree that learning English is a need for earning a university degree. However, they are motivated by other things. For practical reasons, a lot of students choose to speak with English native speakers. Since the majority of students wish to pursue further education, they must interact with English language native speakers. Since education increases one's potential for success in life, the majority of students aspire to increase their level of knowledge. He becomes inspired to learn English in this way. In addition to being a prestigious language, English is used internationally. English is a highly esteemed language in places where it is not the mother tongue. Without a doubt, English is regarded as a respected language in world. Thus, who is proficient in English, he/she has a roughly defined social standing in the community. According to this study, learning English helps pupils become more socially accepted. The majority of students desire to travel overseas for various reasons. Traveling will be dull and incomplete if you don't learn English. Then, acquiring English language skills is required. However, some students at the private university just study English out of curiosity. Integrative motivation is this. According to certain studies, learners who are motivated by integration acquire language more effectively than those who are driven by instrumental factors. With the proliferation of communication media, students have developed a keen interest in learning about the customs and cultures of English-speaking native speakers. They read novels, stories, magazines, articles, and newspapers, and they even wish to make friends with people from other countries. There are instances where college students are seen to be too dependent on watching movies and enjoying English-language music. They believe they are learning English well as a result. Students are keen to learn about the lifestyles of English native speakers through this medium. Humans are thought to be incapable of making decisions on their own, as evidenced by instrumental motivation. Students must react to the social system that has been built. Because of the differences between modern and traditional society, students must acquire proficiency in English if they hope to pursue careers that embody the principle of instrumental motivation.

Ədəbiyyat

1. Kazdin AE, ed. (2000). "Motivation: an overview". Encyclopedia of Psychology. American Psychological Association. ISBN 978-1-55798-187-5. Archived from the original on 2021-05-13. Retrieved 2021-05-13.
2. "Motivation and Motivation Theory". Encyclopedia of Management. Archived from the original on 2021-04-29. Retrieved 2021-05-13.
3. Graham S. "Motivation". Encyclopedia of Education. Archived from the original on 2021-05-13. Retrieved 2021-05-13.
4. Filipp SH. "Motivation". Encyclopedia of Aging. Archived from the original on 2021-05-13. Retrieved 2021-05-13.
5. Mario, Coccia (2019). "Theories of Self-determination". Global Encyclopedia of Public Administration, Public Policy, and Governance. Cham: Springer International Publishing. p. 1–6. doi:10.1007/978-3-319-31816-5_3710-1. ISBN 978-3-319-31816-5. S2CID 239371929. ...motivation that originates from Latin word movere = "to move."
6. Harmer, J. 1991. 'The Practice of English Language Teaching'. Harlow: Longman
7. Gardner, R. C., and Lambert, W.E. (1972). Attitude and Motivation in Second Language
8. Fleming, N. (2001). Teaching and Learning Styles: VARK Strategies. Neil D. Fleming.
9. <https://books.google.co.id/books?id=K04uyQEACAAJ>
10. Fleming, N. (2001). Teaching and Learning Styles: VARK Strategies. Neil D. Fleming.
11. <https://books.google.co.id/books?id=K04uyQEACAAJ>
12. Fleming, N. (2001). Teaching and Learning Styles: VARK Strategies. Neil D. Fleming.
13. <https://books.google.co.id/books?id=K04uyQEACAAJ>
8. Ryan, R.M., & Deci, Edward. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology. 61. 101860. 10.1016/j.cedpsych.2020.101860. <https://www.researchgate.net/publication/340508212>
9. Fleming, N. (2001). Teaching and Learning Styles: VARK Strategies. Neil D. Fleming. <https://books.google.co.id/books?id=K04uyQEACAAJ>
10. Gardner, R.C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold Publishers
11. Dornyei, Zoltan (2009). 'Motivation in second and foreign language learning'. Language teaching, 31:3 (117-135).

Fleming, N. (2001). Teaching and Learning Styles: VARK Strategies. Neil D. Fleming. <https://books.google.co.id/books>

ALİ TƏHSİL MÜƏSSƏSƏLƏRİNDƏ TƏLƏBƏLƏRİN İNGİLİS DİLİ ÖYRƏNMƏ PROSESİNƏ MOTİVASİYANIN TƏSİRİ

Xülasə

Məqalə motivasiya və tələbələrin öyrənmə prosesinin effektivliyi arasındakı əlaqəni öyrənməyə həsr olunmuşdur. Ali təhsil müəssəsiləri fonunda bu mövzunun araşdırılması tələbələr və onların İngilis dili bacarıqlarını inkişaf etdirmək üçün motivasiya mənbələrinin araşdırılmasında mühüm rol oynayur. Motivasiya adətən müxtəlif faktorlarla əlaqələndirilir. Bu məqalədə daxili və xarici motivatorlar və onların öyrənmə prosesinə təsiri izzah olunur. Bunlarla yanaşı tələbələrin öyrənmə tipləri və hansı motivatorların onlar üçün daha təsirli olduğu sorğu əsasında analiz edilmişdir. Həvəsləndirici təsirlər müxtəlif mənbələrdən gələ bilər. Bu elementlər xarici dil öyrənmək üçün çox vacibdir. İnsanın xarici dil öyrənmək üçün istəklili və qətiyyətli olması lazımdır. Nəticə etibarilə, tələbələrin ingilis dilini öyrənmək istəyinə hər hansı potensial təsirin əsas səbəblərini müəyyən etmək vacibdir. İngilis dili tələbələrə müxtəlif səbəblərə görə öyrədilir. Universitet tələbələri bu dili öyrənməyin dəyərini kəşf edir və iş imkanları, təhsildə irəliləyiş və digər bu kimi amillərə görə buna getdikcə artan maraq göstərirlər.

THE EFFECT OF MOTIVATION ON STUDENTS' ENGLISH LANGUAGE LEARNING PROCESS AT HIGHER INSTITUTIONS

Summary

The article is devoted to studying the relationship between motivation and the effectiveness of students' learning process. In the context of higher education institutions, the study of this topic plays an important role in the study of students and their sources of motivation to improve their English language skills. Motivation is usually associated with various factors. This article explains intrinsic and extrinsic motivators and their impact on the learning process. Along with these, students' learning types and which motivators are more effective for them were analyzed based on the survey. Motivational influences can come from a variety of sources. These elements are very important for learning a foreign language. A person needs to be willing and determined to learn a foreign language. Consequently, it is important to identify the underlying causes of any potential influence on students' willingness to learn English. English is taught to students for various reasons. University students are discovering the value of learning this language and are showing increasing interest in it due to job opportunities, educational advancement and other such factors.

ВЛИЯНИЕ МОТИВАЦИИ НА ПРОЦЕСС ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТОВ В ВУЗАХ

Резюме

Статья посвящена изучению взаимосвязи между мотивацией и эффективностью учебного процесса студентов. В условиях высших учебных заведений изучение этой темы играет важную роль в изучении студентов и их источников мотивации к совершенствованию навыков английского языка. Мотивация обычно связана с различными факторами. В этой статье разъясняются внутренние и внешние мотиваторы и их влияние на процесс разъясняются. Наряду с этим на основе опроса были проанализированы типы обучения студентов и какие мотиваторы для них более эффективны. Мотивационные влияния могут исходить из различных источников. Эти элементы очень важны для изучения иностранного языка. Человек должен иметь желание и решимость изучать иностранный язык. Следовательно, важно определить основные причины любого потенциального влияния на желание студентов изучать английский язык. Английский язык преподается студентам по разным причинам. Студенты университетов осознают ценность изучения этого языка и проявляют к нему растущий интерес благодаря возможностям трудоустройства, повышению уровня образования и другим подобным факторам.

Redaksiyaya daxil olma tarixi: 03.06.2024

Çapa qəbul olunma tarixi: 28.06.2024

**Rəyçi: Filologiya üzrə fəlsəfə doktoru, dos. Məhəbbət Əsədova
tərəfindən çapa tövsiyə olunmuşdur**