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ID перевірки:
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Дата перевірки:
10.05.2022 21:43:47 EEST

Тип перевірки:
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10.05.2022 21:55:29 EEST

ID користувача:
100006701

Назва документа: Орос Крістіна Василівна

Кількість сторінок: 54 Кількість слів: 14174 Кількість символів: 102427 Розмір файлу: 1.34 MB ID файлу: 1011032581

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Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Регістраційний № _____

Кваліфікаційна робота
ДОСЛІДЖЕННЯ МОТИВАЦІЇ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ
МОВИ ЯК ІНОЗЕМНОЇ У СТАРШІЙ ШКОЛІ

ОРОС КРИСТІНИ ВАСИЛІВНОЇ

Студентка 4-го курсу

Освітня програма 014 Середня освіта. Англійська мова і література
Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ
Протокол № / 2021 року

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Робота захищена на оцінку _____, «__» _____ 2022_ року

Протокол № _____ / 2022_

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота

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Виконала: студентка 4-го курсу

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014 Середня освіта.
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Берегове
2022

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Department of Philology**

**EXPLORING ENGLISH AS A FOREIGN LANGUAGE LEARNING MOTIVATION
OF HIGH SCHOOL LEARNERS**

Bachelor's Thesis

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Beregszász – 2022

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INTRODUCTION

Nowadays, learning English is becoming more and more popular, therefore students should be motivated to learn foreign languages. It is generally acknowledged that motivation plays a principal role in language learning and acquisition. The success of any action is dependent on the extent to which persons try to attain their goals, along with their desire to do so. Typically, people refer to this psychological factor – the impulse that generates the action – as motivation. It is a driving force that arouses, incites, or stimulates action. Motivation is a critical factor in specifying the readiness of learners to communicate.

Dornyei (2000) believes that the complexity of the idea of motivation lies in its attempts to elaborate a person's actions on behavior, which cannot be explained by just one approach (Dornyei, 2000). This difficulty, as Dornyei (2000) states, is not the lack of theories to explain motivation but the multitude of theories and models. Fortunately there are now a lot of studies available on the role of motivation in language learning.

The development of motivation for learning at school age without exaggeration can be regarded as one of the central problems of the modern school, a matter of social importance. Its relevance is due to updating the content of education, setting tasks for students to form methods of independent acquisition of knowledge and cognitive interests, implementing moral education for students, developing their active life position, and introducing compulsory secondary education. Topicality of the problem together with its theoretical and practical significance, informed the choice of the aim and tasks of this thesis.

This study aims to explore the motivation of learning English as a foreign language of high school learners in one school located in the Transcarpathian region.

The object of research is the motivation of students toward learning foreign languages.

The subject of research is the attributes of motivation and ways of enhancing the motivation of senior form students in learning English as a foreign language.

The tasks of this thesis are the following:

1. to provide the theoretical and conceptual background on the problem of language learning motivation;
2. to review previous studies about the role of motivation in language learning;
3. to determine which type of language learning motivation prevails among high school learners and the key factors of enhancing language learning motivation.

Both theoretical and empirical methods were employed in the study, such as analysis, synthesis, comparison, classification, generalization, and survey research (questionnaire). A

quantitative research design was employed in two questionnaire studies purporting to explore the features of language learning motivation prevalent among high school learners.

The theoretical and practical value of the thesis consists in highlighting the role of motivation in language acquisition. The theoretical value consists in providing an overview of the construct of motivation and its theories. The practical value of this study consists in providing empirical evidence in terms of various aspects of motivation.

The thesis is made up of an introduction, four parts, conclusions, a resume, references, and appendices. Part 1 provides a theoretical and conceptual framework for the study by reviewing the literature on the construct of motivation and its theories. Part 2 examines the relationship between the motivation of students and the self. Part 3 provides the background information, and the research questions, along with the aims and outline of the research on the learning motivation of the EFL language learners. In Part 4 the empirical research, the research questions, procedure, and results are presented. The research observed the type of motivation of EFL learners and the main factors affecting their motives.

PART 1

**THEORETICAL FOUNDATIONS OF THE STUDY OF LANGUAGE
LEARNING MOTIVATION OF HIGH SCHOOL LEARNERS**

1.1 Definition of motivation

This part provides the theoretical foundations of the construct of motivation, its theories and also research into the motivation of students towards learning foreign languages.

While motivation is talked about virtually all the time in everyday contexts, the word poses some considerable difficulties as a research concept, as its definition and the variables included differ according to the theoretical framework being used. Although opinions differ with regard to the composition of the complex motivational construct involved in human behavior, a simple definition many researchers would agree to could be that motivation, a word which derives from the Latin verb *movere*, concerns what moves a person to the choice of a particular action, what moves him or her to expend effort on this action and to persist with this action (Dornyei, 2001).

While early motivational research paid much attention to the factors involved in triggering human action, contemporary motivational research has come to focus more on those factors involved in persisting and continuing to engage with a chosen activity. In this part of the thesis, the theories with potential to shed light on the interaction between students' motivation, time, and context will be explored; that is, the focus is on exploring those theories that may provide insights into the factors that motivate students to learn foreign languages and to sustain their effort over time, and on those that may shed light on the interaction between individual motivation and the learning environment of the university. I will argue in this vein that research on the self as a motivational concept is a promising area that has much educational potential.

It has been noted that there is very little consensus among researchers with regard to the exact properties of motivation. The focus of this thesis excludes an in-depth discussion of early motivational theories as covered elsewhere (Owens, 1981; Schunk, Pintrich & Meece, 2008; Weiner, 1990, 1992), but in order to understand recent developments in motivational theories, it may be important to note that early motivational theories were dominated by quite a mechanistic view of motivation; the changing emphasis on either the instinctive or reflexive side of human behavior is vividly depicted through the "man as a machine" metaphor in Weiner's *Human Motivation* (1992). The metaphor stresses the responsive role that is being ascribed to humans

when motivation is attributed to inner forces - needs in Hullian terms (Hull, 1951), Triebe I drives in Freudian terms (Freud, 1934) — or to outside stimuli and reinforcement in behaviorist terms (e.g. Watson, 1913). Such a deterministic view of human behavior left many researchers unsatisfied, especially in the field of learning (Atkinson, 1964; Koch, 1956; Rotter, 1966; Weiner, 1969).

1.2 Influential Theories in Mainstream Motivational Research

Around 1960 and in line with the general Zeitgeist in psychology, theories turned to a cognitive view of motivation in which humans are seen as proactive rather than responsive (an overview is provided by Bandura, 1986; Deci and Ryan, 1985; Weiner, 1990). Most researchers conceded that actions are not always under direct motivational control, i.e. that they can be unconscious; but cognitive psychology started to focus more on conscious thought processes and purposeful rather than on elicited behavior. Hand in hand with this change in mainstream motivational research underwent a gradual theoretical narrowing down the process and today there is no longer any grand theory dominating the field:

There has been a general shift from the creation of all-encompassing, broad theories to a focus on narrower, more bounded "mini-theories" and the analysis of specific aspects of motivated behavior (Graham and Weiner, 1996, p. 64)

Particular attention has been paid to the process of setting goals for oneself, of planning courses of action to reach valued outcomes or to avoid unwanted ones, and of interpreting positive and negative outcomes of an action. These cognitive motivators have found theoretical framing in three very influential groups of theories, i.e. goal theories (Locke and Latham, 1990, Schunk et al., 2008), expectancy-value theory (Atkinson, 1964; Rotter, 1966) and attribution theory (Heider, 1958; Werner, 1985, 1992, 2005), all of which have directly or indirectly influenced L2 motivational theories. An in-depth review of these theories lies outside the scope of the present research; they will, however, be briefly outlined, as they have shaped thinking on L2 motivation, particularly during the 1990s. I will then discuss three self-concept theories that are particularly germane to the present study and to a more recent development in L2 motivational theories.

According to goal theories, humans exercise self-influence through setting themselves challenging goals, a process that serves as a cognitive mechanism of motivation and self-directedness. One distinguishes goal setting and goal-orientation theories. In goal-setting theory (Locke & Latham, 1990), goals are considered as immediate regulators of behavior. The theory

suggests that the way individuals set themselves goals is a crucial predictor of their work performance. Specific and difficult goals are linked to better performance than easy and non-specific goals. Locke and Latham provide evidence that goal setting is strongly related to the expenditure of effort and that individuals with specific and challenging goals persist longer at a task than individuals with easy and vague goals provided the goals are attainable (Latham and Locke, 2006, 2007); effect sizes in meta-analyses ranged from .42 to .80. (an overview of early research is provided by Locke, 1996; Locke & Latham, 1990). In the context of the present study, it may also be worth pointing out that goal-setting combined with feedback appears to enhance performance (Bandura and Cervone, 1986; Becker, 1978; Erez, 1977).

Goal-orientation theory has a slightly different focus, as it deals especially with the quality of an individual's goal orientation. In contrast to goal-setting theory, it deals with the questions of why an individual may want to engage in a task and how he/she will approach the task. Contemporary achievement goal theory distinguishes between mastery and performance goal orientations (Pintrich, 2000a, 2000b). The former refers to the pursuit of "mastery goals" with the focus on learning content, and the latter to the pursuit of "performance goals" with the focus on getting good grades, outdoing other students, or demonstrating abilities (Ames, 1992; Ames and Archer, 1988). Sometimes further distinctions are drawn between intrinsic, mastery, and task-involved orientations on the one hand and extrinsic, performance, and ego-involved orientations on the other (Ames, 1992; Dweck and Leggett, 1988). In mainstream motivational research, there are numerous studies exploring the relationship between goal-orientations and motivated engagement (e.g. Anderman and Wolters, 2006; e.g. Diener and Dweck, 1978; Diener and Dweck, 1980; Pintrich and Garcia, 1991; Pintrich and Schrauben, 1992; Wolters and Yu, 1996). In L2 motivation theories, the interest in goal theories increased in the 1990s; existing theoretical frameworks were expanded and attention was paid to the importance of learner goals for motivational processes.

Expectancy-value theory principally addresses the initial phase of motivation, as it aims to explain the incentive to pursue a particular action by an individual's expectancy of success and the value that the individual attaches to this success (Atkinson, 1964). In addition, the locus of control - that is, whether a person perceives that the outcome of an event lies outside or within his control - further influences expectancies (Rotter, 1966). This construct of locus of control can also be found in attribution theory (see below) in the dimension of perceived causality.

Although there is no direct equivalent in L2 motivational models, the influence of expectancy-value theory can be traced in the socio-psychological framework, which places great emphasis on the value that learners attach to the language, or on the attitude that they have towards the language and the country. Newer approaches within mainstream motivational

theories have already attempted to connect expectancy-value theory to research on the self and identity via the value component (Brophy, 2009), a line of thought which could be particularly interestingly pursued in the educational context, but which has not yet found an echo in recent conceptualizations of L2 motivation.

Attribution theory originated in the work of Heider (1958), but its most significant proponent has been Weiner (Weiner, 1985, 1992, 2005). The underlying tenet of attribution theory is that individuals always evaluate why a particular outcome occurred, and that in the process they make causal attributions, based on which they make decisions. In his early writings, Weiner (Weiner, Russell & Lerman, 1979) focused on four main causes to which people attribute success and failure: ability, effort, task difficulty, and luck. Later, other attributions were added and, importantly, two new qualities of attributions were conceived: locus of causality and stability. Locus of causality refers to the perceived location of a cause as internal or external to the learner, whereas stability refers to the potential changeability of a cause over time. A further, later added dimension concerned the extent to which an event or outcome is under the control of the learner or participant. Causes can thus be perceived to be internal or external, stable or unstable, controllable or uncontrollable. Expectancy of succeeding in a task depends on the individual's interpretation of causality in previous achievement situations: e.g. if a person repeatedly fails an examination having assiduously studied for it, and others have passed it, according to Weiner, it is likely that he or she will attribute his/ her failure to lack of ability.

Since the 1990s, attention has also been paid to attributions in the field of L2 motivation. McDonough (1986, p. 155) states that attribution to stable causes such as aptitude is most common in language learning:

In the case of language learners, one of the most frequent attributions to a stable factor outside their control is to aptitudes such as an ear for languages. Thus, a language learner may easily save face by ascribing failure to a physical disposition: "I'm no mug, but I've got no ear for languages".

The differing findings from existing studies, however, do not reflect this conclusion (McQuillan, 2000; Tse, 2000; Ushioda, 1996b; Williams and Burden, 1999; Williams, Burden, Al-Baharna, 2001; Williams, Burden, Poulet & Maun; 2004). For instance, a small-scale study by Williams and Burden (1999) revealed a tendency amongst primary and secondary students in the UK to identify internal effort as the main reason for success in learning a foreign language, together with help from others and a growing sense of competence. By contrast, external factors such as distraction by others, the difficulty of work, and poor teaching were most often cited as reasons for failure. A study on French students' motivation in relation to cognitive thought process (Ushioda, 1996b) showed that university students who experienced negative outcomes

during their course of study and still displayed high motivation did not attribute these negative course outcomes to ability but instead stressed that it could be overcome by effort, and hard work.

Tse (2000) found that American university students (N=51) attributed success to the teacher, the environment, the community, and personal motivation, and failure to lack of effort, the teacher, and the course. A study into the attributions of students in Bahrain for their success and failure in learning English (Williams et al., 2001) revealed that practice, support from family and teachers, exposure to the language, and a positive attitude were the most frequently cited reasons for success by these students. By contrast, inadequate teaching methods, lack of support from family and teachers, poor comprehension, and a negative attitude were the most commonly cited reasons for failure.

Another study set in the US (McQuillan, 2000) identified motivation, the pace of the lesson, quality of teacher, ability, time and effort, level, and atmosphere as the most common explanations of success by 81 university students of foreign languages. On the other hand, lack of time and effort, poor study strategies and atmosphere were most frequently cited for failure.

The study by Williams et al., (2004) suggests that in England secondary schools students of German attribute their failure more to lack of effort than do students of French or Spanish. Note that different research instruments were used, which makes direct comparison difficult: McQuillan's quantitative study used a questionnaire that had already specified attribution categories, while the other studies cited above are set in a qualitative paradigm and attribution categories emerged from interviews (Ushioda, 1996b. Williams & Burden, 1999), questionnaires with open-ended questions (Williams et al., 2004) or a combination of both (Williams et al., 2001), or FL autobiographies (Tse, 2000). However, findings seem to indicate that attributions for success and failure may depend on the language being studied and on the cultural background of the students.

While attribution theory can undoubtedly make a valuable contribution to researchers' understanding of language learning motivation, the attempt to explore students' attributions for success and failure through the quantitative research instrument was not successful, as the attribution scale failed to reach sufficient reliability in the pilot phase of the study.

PART 2

MOTIVATION OF HIGH SCHOOL LEARNERS AND THE SELF

The brief sketch of motivational theories above does not intend to reflect the plethora of theoretical frameworks in the wider motivational landscape. Rather, three theories have been singled out due to their influence in both mainstream and L2 motivational research. I would now like to draw special attention to an interesting development in motivational research, which may be described as the rise of the self as a motivational concept, which, in Pajares and Schunk's words, appears to be "on the verge of dominating research and theory on academic motivation" (2002:17); a trend also perceivable in recent developments in L2 motivational research.

In mainstream motivational research, there are a great many studies looking at the relation between motivation and the self, although these are theoretically founded on different strands of motivational research, among them self-worth theory (Covington, 1976, 1992, 1998) and research on the self as a concept (Marsh, 1986, 1987, 2006; Marsh, Kong and Hau, 2000; Marsh, Seaton, Trautwein, Ludtke, Han, O'Mara and Craven, 2008). Here, I will discuss self-determination theory (Deci and Moller, 2005; Deci and Ryan, 1985; Deci and Ryan, 2008; Ryan and Deci, 2000; Vallerand, 1997), self-efficacy theory (Bandura, 1969, 1986, 1995, 1997), and possible selves theory (Dunkel and Kerpelman, 2006; Markus and Nurius, 1986; Markus and Nurius, 1987; Markus and Ruvolo, 1989) in more detail, as they have most strongly influenced the theoretical thinking of this study.

2.1 Self-Determination Theory

Self-determination theory has not only been highly influential in mainstream psychological theory but has also increasingly guided research on language learning. Its influence can be traced to the field of language learning autonomy and to the Canadian motivational language learning research context. The present section will provide an overview of self-determination theory as developed by Deci and Ryan and their colleagues (Deci and Moller, 2005; Deci and Ryan, 1985; Deci and Ryan, 2008; Ryan and Deci, 2000; Vallerand, 1997) and will highlight some empirical studies that may shed light on the findings of the present enquiry. According to self-determination theory, human motivation is shaped by three basic human needs: the need for self-determination, or autonomy, the need for competence, and the need for interrelatedness, i.e. the need to be part of a social world. The first two in particular have received much attention in mainstream motivation research.

The need for self-determination is reflected in people's need to act autonomously and to feel in control of their own actions. When people act out of free choice, they act in a self-determined manner. It is important to note that although self-determination is seen as a basic human need, the environment exerts influence on it: "Although we define self-determination as a quality of human functioning, we also emphasize that it can be either supported or hindered by environmental forces [...] when the environment supports self-determination, the person will be more self-determining" (Deci & Ryan, 1985, pp. 38-39).

The need for self-determination is integral to intrinsic motivation, a concept which has strongly shaped the motivational research landscape. Intrinsic motivation refers to the motivation that arises from the pleasure an activity produces in itself. While early mechanistic theories could not explain motivations for behavior such as exploration and play, intrinsic motivation can account for such behavior as it seen as an explorative force to engage with an activity and to learn out of interest and enjoyment (Deci & Moller, 2005). Intrinsic motivation is internally regulated. Choice seems to play an important part in intrinsically motivated behavior (e.g. Deci & Ryan, 1985; Deci & Ryan, 2008; Moller, Deci & Ryan, 2006; Zuckerman, Porac, Lathin & Deci, 1978), and so does conquering challenges (e.g. Csikszentmihalyi & Nakamura, 1989; Danner & Lonky, 1981; Deci & Ryan, 1985; Harter, 1974; Shapira, 1976).

For instance, a by now well-known experimental study with 80 US undergraduate university students showed that participants had significantly higher levels of intrinsic motivation when allowed to choose which puzzles to work on and to freely allot their time during the process of problem solving (Zuckerman et al., 1978). Another study involving 60 college students in the US found that students prefer to work on challenging puzzles unless they were promised extrinsic rewards, in which case students preferred the easy ones (Shapira, 1976). Experimental studies involving children similarly showed that children who could freely choose an activity would usually opt for one that provided a challenge (Danner & Lonky, 1981); in addition, children would report greater pleasure when engaging with moderately difficult tasks than with easy or difficult ones (Harter, 1974). More recent experimental studies have refined these early findings by suggesting that providing an initial choice to select one particular task does not in itself enhance intrinsic motivation: rather, ongoing choices in work methods, pace and effort are needed to sustain intrinsic motivation (Thomas & Oldfather, 1997). Note, for instance, that the early study by Zuckerman et al. (1978) allowed initial choice but also allowed for freedom with regard to time management in the process of problem-solving, which may have been an important factor in the positive effect observed. As Reeve, Nix and Hamm (2003) conclude on the basis of another experimental study involving 60 undergraduate students from a US university, task choice between teacher-chosen activities does not necessarily have an effect

on intrinsic motivation unless it is embedded within a larger autonomy-supportive environment and classroom climate.

Intrinsic motivation is not only anchored in people's need to be self-determined, but also in their need to be competent: when people feel competent and self-determined, they are more likely to enjoy an activity and to continue to engage in it. Although intrinsically motivated behavior is seen as part of human nature, a sense of competence is necessary to sustain it.

Table 2.1.

Overview of the motivational impact of proposed approaches

| How can the university environment | More Content and Language Integrated Learning | Extension and Support of Autonomous Forms of Learning |
|--|--|--|
| counteract decreasing levels of intrinsic-motivation and (b) self-efficacy for speaking and listening over the course of the year? | provides intellectual challenge may stimulate sense of progress provides opportunities for mastery experience | provides challenge geared to individual provides learner choice, may stimulate sense of progress provides opportunities for mastery experience |
| enhance students' self-efficacy beliefs for language learning tasks in the areas of reading, writing, grammar and translation? | provides opportunities for mastery experience | provides opportunities for mastery experience |
| nourish existing ideal L2 unbeliefs? | (indirectly) may enhance self-efficacy and intrinsic motivation (directly) may offer literature tutors as linguistic role models (directly) may counteract beliefs about year abroad | (indirectly) may enhance self-efficacy and intrinsic motivation (directly) may offer peers as linguistic role models (directly) may counteract beliefs about year abroad |

It is worth pointing out in this respect that one's needs to master challenging tasks are linked to one's needs for competence: when activities are perceived to be unmasterable, perceived incompetence occurs. Self-determination theory therefore stresses that for sustained intrinsic motivation, choice and an optimal level of challenge is needed, the latter being defined as a challenge that is slightly harder than one's skill level (Deci and Ryan, 1985). The

close relationship between intrinsic motivation, task challenge and perceived competence has been revealed by a variety of experimental as well as questionnaire studies (e.g. Boggiano, Main and Katz, 1988; Csikszentmihalyi and Nakamura, 1989; Csikszentmihalyi, Rathunde and Whalen, 1993; Danner and Lonky, 1981; Harter, 1974; Hunt, 1966, 1975; Shapira, 1976); indications are that tasks that are too challenging have a detrimental effect on intrinsic motivation and result in perceived incompetence. Note, however, that tasks that are too easy may be similarly detrimental, as they fail to engage the person and may result in boredom.

Perceived incompetence, however, may not only derive from failing to perform overly challenging tasks. The influence of feedback in this respect has generated a great deal of research (e.g. Anderson, Manoogian and Reznick, 1976; Deci, 1971; Fisher, 1978; Koestner, Ryan, Bernieri and Holt, 1984; Reeve and Jang, 2006; Reeve, Jang, Carrel 1, Jeon and Barch, 2004; Ryan, 1982). It appears that feedback which is controlling is detrimental to intrinsic motivation, while feedback which is informational is beneficial. Feedback which is controlling prescribes thinking and behaving in a specified way, while informational feedback enables the learner to engage with the activity more effectively without undermining the need for autonomy. For instance, in an experimental study by Ryan (1982), 64 students received informational feedback and the other 64 received controlling feedback while solving a puzzle. Informational feedback consisted of short information about students' performance, controlling feedback provided the same information combined with information how students should be doing (e.g. "good, you're doing as you should"). Findings showed that students who received controlling feedback did not only rate their level of intrinsic motivation lower in the self-report questionnaire subsequently administered, but they also performed significantly worse on the puzzle tasks and ceased to engage with them when free to choose whether to continue. An insightful recent experimental study involving 20 teachers used a longitudinal approach to explore the impact of feedback in the school context (Reeve et al., 2004). The experimental group consisting of 10 teachers was trained to give autonomy-supporting feedback to students, which made a perceptible impact on students and significantly improved students' intrinsic motivation and engagement in the tasks over time.

There is also evidence to show that monetary rewards, and other rewards such as tokens etc. often used in schools, are detrimental for intrinsic motivation, as they tend to be experienced as controlling and thereby undermine people's need for self-determination (e.g. Deci, 1971, 1972, for a meta-analysis of experiments see Deci, Koestner and Ryan, 1999).

Extrinsically motivated behavior is sometimes mistaken for the antagonistic counterpart of intrinsic motivation. It is important to note, however, that extrinsic motivation is not just the opposite of intrinsic motivation. It is true that externally regulated behavior is felt to be

alienating as it undermines people's sense of self-determination, yet Deci and Ryan (2000) define extrinsic motivation on a continuum: behavior can either be completely externally regulated (initiated by external rewards or punishment), or somewhat externally regulated (by exerting self-control, for instance, in order to comply with expected norms), or somewhat internally motivated (when people attribute personal importance to an activity), to the point where external motivation becomes internally regulated and fully synthesized with the self, in which case it may co-exist harmoniously with intrinsic regulation of motivation. While the continuum outlined above does not suggest that extrinsically motivated activities necessarily become internalized, it is possible that extrinsically motivated behavior may become internalized over time. It is hypothesized that significant others who model or value certain behavior can play a part in this process (Deci & Ryan, 1985; Ryan & Deci, 2000).

2.2 Self-Efficacy Theory

Similarly to self-determination theory, self-efficacy theory has been very influential in mainstream psychology, in particular in the field of educational psychology. In their review of motivational research, Graham and Weiner (1996) find that self-efficacy constructs predict behavior and behavioral change more consistently than any other motivational construct. Self-efficacy beliefs have also shown to influence a wide range of other motivational beliefs, such as, for instance, expectancy beliefs, or the value someone places on an activity (Bandura, 1997).

The general importance of self-efficacy beliefs for motivated engagement in learning has been well-researched in the school context (see, for instance, Schunk et al., 2008) as well as in the higher education context (see, for instance, Lent, Brown and Larkin, 1984; Shell and Husman, 2008). Also, the significance of self-efficacy beliefs for the adjustment of first-year students to higher education has been documented (Chemers, Hu and Garcia, 2001).

However, in the field of L2 motivation self-efficacy beliefs have been considerably less influential, although there have been some attempts to include them in motivational frameworks. I will argue that the dimension of perceived competence is important to understanding motivation, yet research evidence for the importance of self-efficacy beliefs for language learning motivation is somewhat sparse and marred by methodological difficulties, which is why the existing studies will be discussed in a separate section below.

The present section will provide an overview of self-efficacy theory as developed and popularized by Albert Bandura (1986, 1995, 1997) and point out some empirical studies that are of interest for the purpose of the present enquiry. Note that self-efficacy theory has generated a

large body of empirical studies, not only in the US but also in different cultural contexts and across different disciplines (e.g. Bassi, Steca, Fave and Caprara, 2007; Garcia and De Caso, 2006; Graham, 2007; Magogwe and Oliver, 2007; Matsui, Matsui and Ohnishi, 1990; Schwarzer, Bafiler, Kwiatek, Schroder and Zhang, 1997; Speier and Frese, 1997).

Bandura's reflections on self-efficacy are rooted in a social cognitive view of human functioning. From a social cognitive perspective, humans are seen as proactive and self-regulating, rather than merely reactive to inner drives or environmental influences. Human functioning is seen as the product of a dynamic interplay of cognitive and other personal factors, environmental events, and behavior, an idea which is expressed in Bandura's model of triadic reciprocity:

In the social cognitive view, people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other (Bandura, 1986, p. 18)

At the heart of the theory is the view that individuals are agents of their behavior who actively engage in their own development; individuals possess a differentiated set of self-beliefs, which enable them to exercise a measure of control over their thoughts, feelings and actions (Bandura, 1997). Among the mechanisms that help humans to measure control, Bandura ascribes an eminent role to self-reflection. Individuals evaluate the adequacy of their thoughts and behavior and alter their thinking and subsequent behavior according to this self-reflective evaluation. Of vital importance to this process of self-reflection are self-efficacy beliefs, which shape motivation, human behavior, affective and physiological states.

According to Bandura, perceived self-efficacy refers to human capability beliefs, i.e. people's perceptions of their ability to perform well on a given task. It is important to note that people's sense of efficacy is based on their beliefs about their capability (which does not necessarily mean that these are objectively true). As Bandura states: "Perceived self-efficacy is an important contributor to performance accomplishments, whatever the underlying skills might be" (1997, p. 37). There is wide-ranging evidence from diverse areas to support Bandura's claim that self-efficacy beliefs are better predictors of behaviour than the real capability of people (e.g. Barling and Abel, 1983; Barling and Beattie, 1983; Godding and Glasgow, 1985; Manning and Wright, 1983, an overview of the academic context is provided by Pajares, 1994). There have also been various studies conducted in the institutional learning context suggesting that self-efficacy beliefs affect achievement (a metaanalysis of studies conducted before 1990 is provided by Multon, Brown and Lent, 1991), predict performance even when controlling for previous performance (Eccles, Adler, Futterman, Goff, Kaczala, Meece and Midgley, 1983; Meece,

Wigfield and Eccles, 1990) influence task choice, learners' persistence and engagement (Pajares and Schunk, 2002; Schunk and Pajares, 2005; Zimmerman and Kitsantas, 2007) and the use of self-regulation strategies (Linnenbrink and Pintrich, 2000; Pintrich and DeGroot, 1990; Shell and Husman, 2008).

Bandura (1997) further argues that particularly in higher education, where students are expected to become more and more autonomous in their learning, self-efficacy beliefs are a prerequisite for success. In this vein, a recent investigation by Kitsantas and Zimmerman (2009) may be of interest: the study explores the relationship between self-efficacy beliefs, homework and achievement of 223 American college students via path analyses. Results suggest that self-efficacy beliefs strongly influence the effort students expend on home assignments, which, in turn, proves to have a significant impact on the final examination performance. Another particularly insightful study for the present research context is provided by Chemers, Hu and Garcia (2001), who take a longitudinal look at first-year university students at a Californian university. Data were elicited by administering questionnaires at two time points; the sample in the first questionnaire was based on 373 students, while the second sample was based on 256 students from the original sample. Structural equation modelling was used for the analysis. The data provided strong support for the thesis that initial self-efficacy has predictive value for students' subsequent academic performance and their adjustment to higher education. Interestingly, the study also revealed that students with a higher level of initial self-efficacy were also more likely to evaluate the new learning environment as challenging, while less self-efficacious individuals felt it to be more threatening, and this was associated with perceived stress. While it needs to be pointed out that the sample included a larger proportion of female than male students (79% female students at Time Point 1 and 82% at Time Point 2), a factor which may influence the generalizability of the results, the longitudinal data seem to support Bandura's (1997) proposition that people with a high sense of self-efficacy achieve better results because they approach challenges in a different way than individuals with a low sense of self-efficacy: according to Bandura, self-efficacious individuals approach tasks with the intention and anticipation of mastery; they intensify their efforts in the face of adversities and persist longer in the tasks.

However, Bandura (1997) points out that self-efficacy beliefs are not stable. He distinguishes four factors, which are hypothesized to be both sources of existing self-efficacy beliefs and sources of possible change:

1. inactive mastery experiences that serve as indicators of capability
2. vicarious experiences that alter efficacy beliefs through the transmission of competencies and comparison with the attainment of others

3. verbal persuasion and allied types of social influences that one possesses certain capabilities

4. physiological and affective states from which people partly judge their capability and strength

The term mastery experiences refers to the positive effect of prior successful performances, which according to self-efficacy theory have the strongest impact on capability beliefs. Performance success generally raises the sense of personal efficacy, while failure lowers it. Individuals develop their capability beliefs on the basis of their interpretation of performance in a task.

The second source, vicarious experience, also influences self-efficacy beliefs, although not as strongly as mastery experiences. Seeing other people who are similar to oneself succeed in a task can lead the person to believe that a task is manageable and that he or she might possess similar capabilities of succeeding. Conversely, observation of failure on the part of other people one judges to resemble oneself can lower one's perception of competence. In a similar vein, surpassing associates or competitors raises self-efficacy beliefs, whereas being outperformed lowers them. Referential comparison is especially important when comparison to others is the only way of judging one's success in a task.

The third source of influence is verbal persuasion, or other people's judgements of one's ability to accomplish a task. Although this source is seen as weaker than the previous two, verbal persuasion, such as encouragement in overcoming obstacles, can provide specific information about personal competence and can act as a source of efficacy information. Encouragement by significant others can heighten one's sense of competence while negative persuasions can weaken perceptions of competence and hinder the development of a strengthened sense of self-efficacy: "It is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than if they convey doubts" (Bandura, 1997: 101). However, self-efficacy theory places less importance on verbal persuasion than does research on self-concept, which relies heavily on influence by significant others (Pajares and Schunk, 2002).

The fourth source comprises the affective dimension; it refers to somatic information from which people partly judge their capabilities yet according to Bandura (1997) self-efficacy beliefs can, in turn, also influence physiological states themselves.

The four sources of self-efficacy hypothesized by Bandura have been tested across different disciplines; early findings are synthesized in Bandura (1997). It is worth pointing out, however, that the most convincing evidence has been found for the influence of mastery experience on self-efficacy beliefs (e.g. Fantuzzo and McWayne, 2002; Hampton, 1998,

Klassen, 2004; Lent, Brown, Gover and Nijer, 1996). For instance, a study on 163 Japanese first-year students found that all four hypothesized sources of self-efficacy beliefs were significantly correlated with self-efficacy but only verbal persuasion and mastery experience were strongly correlated with self-efficacy (Matsui et al., 1990). Britner and Pajares (2006) similarly found significant correlations between self-efficacy and vicarious experiences, social persuasion, physiological arousal and mastery experience in a study on 319 school student designed to investigate the four hypothesized sources of self-efficacy. However, only mastery experience significantly predicted self-efficacy. In a recent critical review of existing literature, Usher and Pajares (2008) summarize a substantial body of evidence stating that mastery experiences appear indeed to be the best predictor for self-efficacy beliefs; however, contextual variables, among them gender, ethnicity and academic ability or domain, seem to play an important role in determining the strength and influence of the four different sources.

The notion that one's mastery experiences are the most influential source of self-efficacy information has significant pedagogical implications in the context of institutionalized learning. Opposed to self-enhancement models of academic achievement, which try to alter students' beliefs of self-worth or competence mainly by verbal persuasion, social cognitive theorists hold that one should primarily try to enhance competence and confidence through successful experience in a performance, that is, through authentic mastery experiences. If verbal persuasion is employed, persuaders must try to cultivate students' beliefs in their capabilities while at the same time ensuring that the envisioned success is attainable (Bandura, 1986). In this respect, the importance of performance feedback which informs learners of goal progress is suggested as a way of persuading students of their capabilities. Bandura (1995) also points out that care must be taken as it is easier to weaken self-beliefs through verbal persuasion than to strengthen them; this is instructive with regard to findings suggesting that competence beliefs decline as students advance through school (Eccles, 1984, Eccles, Wigfield, Flanagan, Miller, Reuman & Yee, 1989; Harter, 1990, Marsh, 1989; Wigfield. Eccles and Pintrich. 1996; Wigfield, Eccles & Rodriguez. 1998).

It is worth pointing out that there is an interface between self-determination and self-efficacy theory, in that both theories acknowledge the importance of perceived competence for motivated engagement. Both theories also show that motivated behavior is influenced by context. Further, it is interesting to note that both theories stress the importance of feedback received through task engagement apart from verbal persuasion: self-efficacy theory stresses the importance of mastery experience when engaging with activities for people's competence beliefs: and in a similar vein, self-determination theory underlines the importance of mastering tasks,

while stressing, however, that in order to master tasks and to derive pleasure from this, tasks have to be optimally challenging.

In the motivational literature, there seems to be a lack of agreement with regard to the differences between self-efficacy and self-concept; sometimes the terms are even used synonymously in the literature, and this makes some theoretical clarification necessary.

Although self-efficacy and self-concept are both concerned with the individual's perceptions of competence, there are some important differences which deserve attention: to begin with, self-efficacy beliefs are dynamic, while research on self-concept usually views the self as stable. This is a significant point, as self-efficacy beliefs may therefore better serve to shed light on motivational processes, as explored in this study.

Also, self-efficacy is more task- and situation-specific than self-concept (Bandura, 1997, Schunk et al., 2008). One's self-concept has traditionally been a more general view of oneself, although in recent years domain-specific elements of the self, e.g. someone's self-concept for mathematics, has received increasing attention (e.g. Marsh, 1986). While self-efficacy is mainly concerned with judgments of capabilities, self-concept is a self-descriptive judgment including the feelings of self-worth that accompany competence beliefs (Pajares & Schunk, 2002). Also, self-efficacy beliefs are measured differently from self-concept: while self-efficacy does not compare with others and focuses on a specific ability to accomplish a task, self-concept items focus on social comparison (Marsh, 1993), including items such as "compared to others in my class I am good at [...]". Self-efficacy items, on the other hand, are worded in terms of can, a judgment of capability. (Bandura, 1997; Mills, 2004, Pajares & Schunk, 2002).

PART 3

ENGLISH LANGUAGE LEARNING MOTIVATION OF HIGH SCHOOL LEARNERS

In this part, the purpose of the research, the methods, as well as the participants, materials, and techniques used to collect information are presented. The given research aimed to picture the learning motivation of a group of EFL language learners.

3.1 Methodology

The research aims to picture the characteristics of motivation of EFL learners and the main factors affecting their motives. The research provides insight into the motivation of students in schools in the Transcarpathian region. Based on the literature, the research questions were the following: Research question number one: What is the level of motivation among these students towards English language learning? Research question number two: Are they predominantly integratively or instrumentally motivated towards English language learning?

The answers to the above research questions are connected to the research findings in Part 2 where the results of the questionnaire study and their interpretation are provided.

3.1.1 Participants

The survey was conducted in a secondary school of I-II grades number 5 named after Taras Shevchenko. It is located in Berehove, Transcarpathia. It is a school with extensive learning of the English language. Students of that school have more opportunities to study and communicate in English, than in other schools of Berehove. Students have to study English for 3 and a half hours a week.

The study was conducted among the 9th-grade students, to provide important information in determining the extent and type of their motivation, motivation i.e. integrative or instrumental. These students were aged between 14-15. Fifteen female and ten male students filled in the questionnaire. At the time of data collection, all of the participants had studied English for 9 years in the primary and secondary school.

3.1.2 Data collection and analysis

In order to conduct this research, where the aim was to find out what level of motivation students have, a questionnaire was developed as a research instrument. It was anonymous and a quantitative research design was employed. The questionnaire was supplied with an explanation which provided detailed information of requested actions.

The study aimed to find out what motivation English as a foreign language students have and to explore what type of motivation prevails.

In this study a 5 point Likert scale, ranging from “Strongly agree” and “Strongly disagree” was used. There were 20 questions in the questionnaire. The questionnaire consisted of two main parts: integrative motivation (1-10 items) and instrumental motivation (11-20 items).

The research was conducted in the middle of the first semester of the academic year 2020/2021. This research required the participation of students, who were generally willing to take part in the study. The learners were informed about the purpose of the research and asked to respond to the questions without giving their names. The background information required was their age and gender. Copies of the questionnaire were handed out to students, and it took approximately 25 minutes.

The learners were asked to read the questions carefully and choose the response which best described why and how they learn English.

3.2 Results and Discussion

The questionnaire provides the data obtained from twenty-five students who learn English as a foreign language. The first part of the questionnaire deals with general information about the participants and the type of their motivation.

Regarding the age of the participants, the biggest number of answers came from the age category of 15. After that comes the age category of 14.

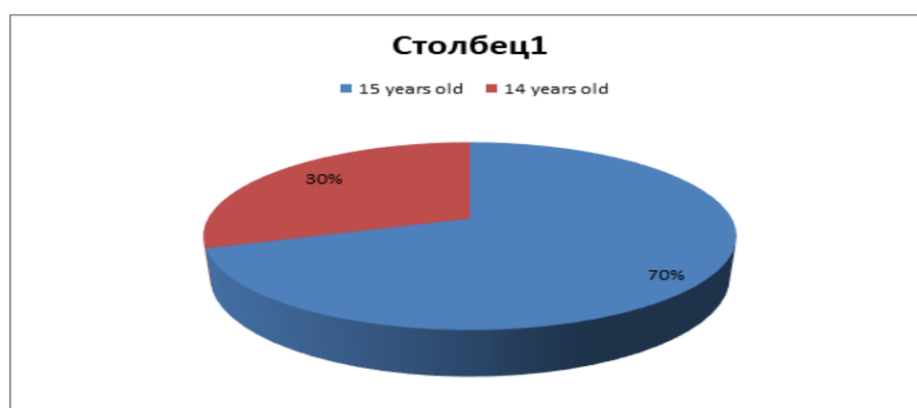


Figure 3.1. The age of the participants

The main part of the questionnaire focuses on the type of motivation among EFL learners. The questionnaire consists of 20 close-ended questions divided into two sections: first - instrumental motivation; second -integrative motivation.

The responders were asked to locate their answers to the questions about motivation on five-point Likert-scale items from “strongly agree” to “strongly disagree”.

3.2.1 Instrumental motivation

Learners with instrumental motivation want to learn a language for practical reasons such as getting a higher salary or applying to college. Many school language learners have a clear instrumental language learning motivation: they want to fulfill a school language requirement.

Table 3.1. The instrumental motivation results

| Instrumental Motivation | Strongly Disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 1. I mainly focus on using English for class assignment and the exams. | 5% | 7% | 4% | 30% | 54% |
| 2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class. | 45% | 15% | 6% | 24% | 10% |
| 3. I am interested in reading only | | | | | |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| English textbooks for my study, but not other English texts e.g newspapers, magazines. | 15% | 5% | 6% | 35% | 39% |
| 4. I am more interested in earning a good job than learning English language itself. | 6% | 12% | 15% | 32% | 35% |
| 5. I am more interested in furthering my higher education than learning English language itself. | 7% | 17% | 20% | 25% | 31% |
| 6. Learning English is important for travelling abroad. | 5% | 8% | 26% | 33% | 28% |
| 7. Learning English is important for making me a knowledgeable and skillful person. | 15% | 23% | 5% | 21% | 36% |
| 8. Learning English is important for making me an | | | | | |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| educated person. | 27% | 3% | 5% | 30% | 35% |
| 9. Being proficient in English can lead to more success and achievements in life. | 5% | 3% | 12% | 35% | 45% |
| 10. Being proficient in English makes other people respect me. | 12% | 11% | 17% | 30% | 30% |

As can be seen from the results, most students were driven by instrumental motivation. All students were motivated to learn English because they wanted to achieve good results in school and in the future enter an institution of higher education and get a good job.

3.2.2 Integrative motivation

Integrative motivation is a type of motivation that is particularly relevant to learning foreign languages: it refers to a learner's intrinsic orientation or desire to communicate with, be more like, or to join the L2 (second or foreign language) user community.

Table 3.2. The integrative motivation results

| | | | | | |
|------------------------|-------------------|----------|-----------|-------|----------------|
| Integrative Motivation | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|------------------------|-------------------|----------|-----------|-------|----------------|

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 11. Studying English enables me to understand English books, movies, pop music etc. | 25% | 35% | 20% | 10% | 10% |
| 12. Studying English enables me to better understand and appreciate the ways of life of native English speakers. | 15% | 20% | 37% | 14% | 14% |
| 13. Studying English enables me to keep in touch with foreign acquaintances. | 23% | 33% | 10% | 18% | 17% |
| 14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds. | 33% | 27% | 12% | 18% | 10% |
| 15. Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists. | 35% | 27% | 10% | 19% | 9% |
| 16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups. | 25% | 37% | 10% | 16% | 12% |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| 17. Studying English enables me to behave like native English speakers: e.g accent, using English expressions. | 41% | 37% | 2% | 10% | 10% |
| 18. Studying English enables me to appreciate English arts and literature. | 44% | 26% | 4% | 16% | 10% |
| 19. Studying English helps me to be an open-minded, and sociable person like English speaking people. | 34% | 17% | 22% | 17% | 10% |
| 20. I am determined to study English as best as I can to achieve maximum proficiency. | 22% | 17% | 16% | 25% | 20% |

As can be seen from the results (Table 3.2.), very few students were driven by integrative motivation. In my opinion, one of the reasons for students' responses might be the lack of understanding that the English language can be useful in their future, and that language knowledge is useful not only in education but also in everyday life.

The given study demonstrated that motivation was a complex entity with different components, such as the needs, desires, interests, attitudes, and behaviors of students. Also, in the respondents' opinion, motivation was a combination of effort and desire to achieve language learning goals.

To sum up, the research aimed to find out what form of motivation was prevalent and how motivated EFL learners commonly were, and the main factors affecting the choice of this motivation. The current study found that almost all of the students are instrumentally motivated,

that means that students learn English only for have a good mark and that's all. Another important finding was that half of the student did not really know why they should learn English language, though, English is very popular and it is the international language.

Part 4

DETERMINING THE TYPE OF LANGUAGE LEARNING MOTIVATION OF SENIOR FORM STUDENTS

Motivation is one of the main conditions for success in the educational process. It promotes cognitive learning. It is also a driving force for the growth of the individual as a whole. In this part, the purpose of the research, the methods, the participants, materials, and techniques used to collect information are presented. The given study aimed to explore the motivation of the EFL language learners and uncover factors that lead to its enhancement.

This part provides the background information, the research questions, the hypotheses, along with the aims and outline of the research.

4.1 Methodology

The research aimed to analyze the type of motivation of EFL learners and the main factors affecting their motives. The study provides an insight into the motivation of high school students in schools in Transcarpathia.

Based on the literature, the research questions were the following:

Research question number one: Are students internally or externally motivated toward learning the English language?

Research question number two: Which type of motivation prevails: external or internal?

4.1.1 Participants

The survey was conducted in one of the schools with extensive learning of the English language. It is located in Berehove, Transcarpathia. Students have to study English for three and a half hours a week.

One of the fundamental goals of this school is the development of students' communicative competence. It involves mastering several languages as a means of intercultural communication. Development of skills to use a foreign language as a tool in the dialogue of cultures is prioritized. Its goal is a comprehensive study of English, German and Hungarian.

This study was conducted among the 10th and 11th-grade students, to provide information on the extent and type of their motivation i.e. external or internal. These students were aged between 15 and 16. Twenty female and fifteen male students filled in the questionnaire. At the time of data collection, all of the participants had studied English for 9,5-10 years in primary and secondary school.

4.1.2 Data collection and analysis

To conduct this research, the aim of which was to explore language learning motivation, a questionnaire was used as a research method. It was anonymous. A quantitative research design was employed. The questionnaire was supplied with an explanation that provided detailed information on the requested actions.

The survey was chosen as a survey tool intentionally. In the 21st century, you need to follow all the trends to be closer to your students. This approach encourages students to be more open and make the survey not overly scientific, but on the contrary - to create a friendly and comfortable atmosphere when filling it.

In addition, anonymous surveys have several advantages. Namely, they require less time and money, produce results quickly, have unlimited analytical capabilities, and provide more accurate data.

Quick implementation means that thanks to online surveys, you do not have to wait for the completed paper questionnaires to be returned to you. Data are collected automatically. As a result, collecting data through online surveys generally takes much less time than through traditional surveys. Hundreds of online surveys can be conducted in just a few days.

Quick collection of the required number of answers and achievement of the survey quota are invaluable for the researcher.

More accurate data - higher quality. This means that traditional methods of conducting surveys depend on the attentiveness of employees, whose job is only to transfer data from paper forms to the electronic system. This process is strongly influenced by the human factor. The number of errors in conducting online research is minimal, as all participants enter data directly into the system.

Quick analysis. All researchers seek to save their time. Owing to online surveys, the answers of all respondents are available in real time. Their answers can be easily transferred to special software and/or spreadsheets for more detailed analysis.

Honest answers (mitigating the "interviewer effect"). The anonymity of online surveys makes them more convenient than traditional research tools when it comes to sensitive issues. This is due to the lack of an interviewer who asks questions directly.

This phenomenon is called "interviewer mitigation". Interviewers can influence responses by their very presence, as some respondents tend to begin to give "socially acceptable" answers to certain sensitive questions. But by being alone with the questionnaire, they become more honest.

In this study, a 5 point Likert scale, ranging from “Strongly agree” and “Strongly disagree” was used. There are 40 questions in the questionnaire. The questionnaire consists of one part, where questions on two types of motivation are mixed.

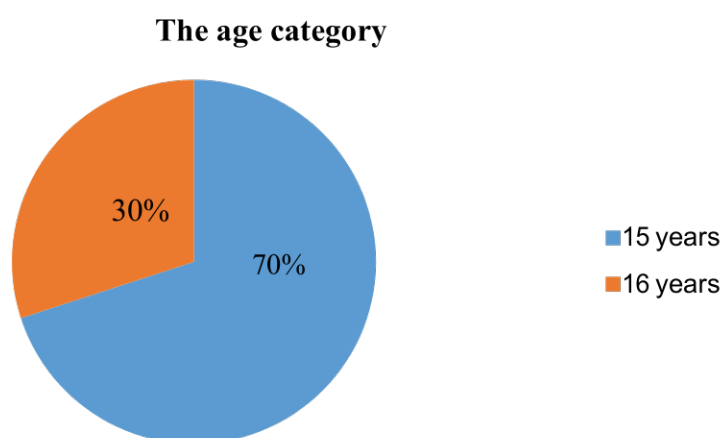
The research was conducted at the beginning of the second semester of the academic year 2021/2022. This research required the participation of students, who were generally willing to take part in the study. The learners were informed about the purpose of the research and asked to respond to the questions without giving their names. The background information required was their age and gender. Copies of the questionnaire were handed out to students, and it took approximately 35 minutes.

The learners were asked to read the questions carefully and choose the response which best described why and how they learn English. The results of the study showed that all questionnaires were completed and the answers can be called as honest as possible because students gave extended answers and accurately described their views on external and internal motivations using a scale.

4.2 Results and Discussion

The questionnaire provides the data obtained from thirty-five students who learn English as a foreign language.

Regarding the age of the participants, the biggest number of answers came from the age group of 15, followed by the age group 16.



The main part of the questionnaire focuses on the external and internal types of motivation among EFL learners. The questionnaire consists of 40 close-ended questions.

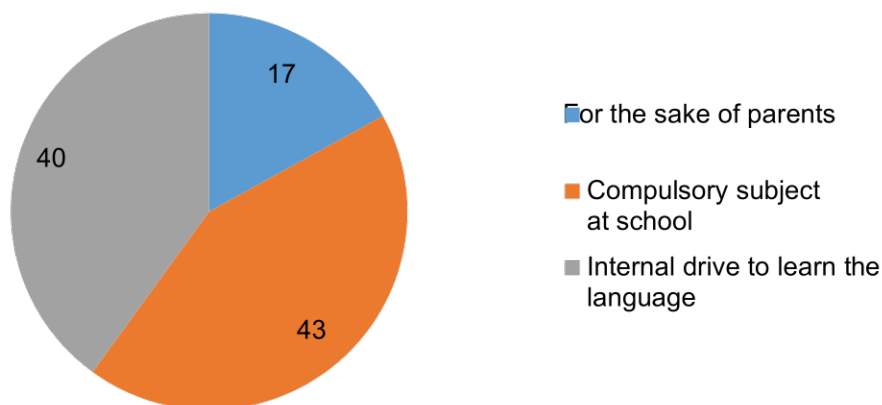
The responders were asked to locate their answers to the questions about motivation on five-point Likert-scale items from “strongly agree” to “strongly disagree”.

In particular, the questions concerned how and why English is studied. The survey is first and foremost important for the students themselves because when answering the questions, the students themselves think about how they are affected by English lessons and for what purpose they study it.

If we analyze certain types of questions, we can understand that a certain part of students, namely 17% of students, learn English at the request of parents. Of the rest, 43% seek to learn and improve their English, and 40% are neutral - they learn the language, and do homework regularly but do not want to learn more.

The survey is also important for the students themselves because, with their help, they understand their thoughts, analyze their strengths and weaknesses, and assess the impact of the external environment on their lives.

The purpose of learning English



Analyzing this chart it is important to note that these indicators seriously affect learner motivation. Describing in detail each indicator, we can identify the following. Children whose parents force them to learn English and do homework are not internally motivated to learn the language. They presumably try to get praise from their parents. In the worst case, they lose all desire to learn. They experience problems learning the language. Nevertheless, they have to continue doing their homework so that the parents stay satisfied with their progress.

Students who do their homework regularly but do not want to gain additional knowledge will have a knowledge base that allows them to talk and listen to music or watch movies. These students are easily given reading tasks because they acquire sufficient vocabulary. Thanks to the program in the school with in-depth study of English, without even looking for additional material, students have a satisfactory level of knowledge.

43% of students want to learn a language autonomously and seek to improve their knowledge. These students belong to the most motivated group. They see many advantages in language learning and positive consequences.

4.3 External and internal motivation

Learners with external motivation want to earn a reward or avoid punishment. Many school language learners have a clear external language learning motivation: they study the English language in order to gain good marks. External motivation which arises under the influence and pressure of external impulses - requirements, orders, coercion; causes external discomfort (the student is obliged to do someone's will). This motivation is based on incentives, punishments, and other types of stimulation that either guide or inhibit human behavior. In the case of external motivation, the factors that regulate behavior do not depend on the inner "I" of the individual;

Learners with internal motivation learn the English language for its own sake rather than for the desire for some external rewards. They learn English because they find it enjoyable and useful. Internal motivation, which arose under the influence of internal discomfort (a person acts to get inner satisfaction, get a positive mental state); learners with this type of motivation learn on their initiative and do not depend on others; this motivation helps to get pleasure from work, arouses interest, joyful excitement, increases self-esteem.

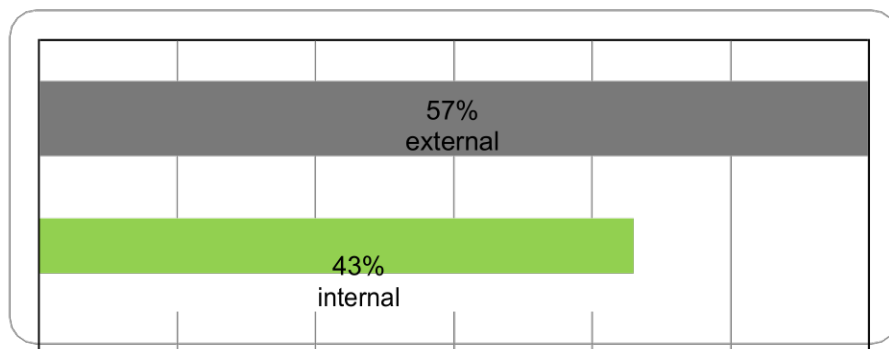


Diagram 4.3. The external and internal motivations: results of comparative analysis.

As shown by the results, most of the students were externally motivated. These students learned the English language not because they enjoyed it or because they found it useful, but in order to get good marks and not disappoint their parents. Nevertheless, a lot of EFL learners were internally motivated. These students learned English for its own sake rather than for a reward. They strived to gain proficiency in English, and they found it very useful and engaging.

Most students wanted to get a profitable job in their future related to the English language. Also, some of these learners liked playing computer games where they chatted with teammates in English, and some of them enjoyed watching serials and films in the English language.

Overall, it was shown that the majority of students were externally motivated. Many of them wanted to get good marks and were not interested in learning English. Summing up the results of the survey, it was evident that among the internally motivated learners, the majority felt that English helped them to feel confident and they were willing to do their best - 20%. This percentage indicates the number of respondents who strongly agreed with this statement. In addition, 17% strongly agreed that learning English helped them communicate with foreigners. 14% of the respondents also said that English helped them understand native speakers' values and lifestyles. 10% of the respondents strongly agreed with the statement that English made them more confident. They believed that English lessons helped them to better understand and read books in English, listen to music, watch movies, and understand and analyze works of art. In addition, these learners noted that due to their language proficiency, they could communicate with other native speakers and even help (for example, a tourist to indicate the direction).

Learning motivation is a process that initiates, directs, and supports efforts to implement learning activities. It is a complex system created by motives, goals, reactions to failures, persistence, and attitudes of learners. The general process of developing learner motivation is to promote the transformation of broad motives of students into a mature motivational sphere with a stable structure and dominance of individual motives. Therefore, motivation is a mandatory component of any activity, including learning. The success of educational activity depends on the direction and level of learner motivation development. This study highlighted types of language learning motivation and based on it ways of enhancing learner motivation as a pathway to successful language mastery.

CONCLUSIONS

The present study was designed to explore the language learning motivation of senior form students. The first and the second part of the thesis discussed the theoretical foundations of the study of language learning motivation of senior form students and the most influential theories in motivational research. In the first part, the definition of motivation and its influential theories were explained. In the second part, the self-determination and self-efficacy theories were illustrated.

The concept of "motivation" includes a range of aspects, like the system of aspirations, interests, needs, motives, and goals. A distinction is made between external and internal motivation. The formation of external motivation can be influenced by the teacher, friends, acquaintances, and the need to pass a test or exam.

The emergence of intrinsic motivation is a long and complex process when a person realizes the need to learn a foreign language to achieve this goal.

Self-determination theory aims to establish the extent to which human behavior is influenced by various factors that influence our motivation to act, with particular emphasis on the idea of self-determination or the ability to voluntarily decide what and how to do, as a fundamental explanatory element. The main goal of the theory of self-determination is to understand human behavior in a way that this knowledge can be generalized to all situations that people of all cultures may face, and can affect any area, sphere, or vital area. In this sense, this theory focuses on motivation as the main element for analysis, assessing the existence of energy accumulation produced by various human needs, which will later receive direction or focus on meeting these needs.

The theory of self-efficacy emphasizes the role of observational learning and social experience in the development of personality. The basic concept of social cognitive theory is that the actions and reactions of the individual, including social behavior and cognitive processes, in almost every situation are influenced by actions that the individual has observed in others.

As self-efficacy develops from external experience and self-perception and influences the determination of the results of many events, it is an important aspect of social cognitive theory. Self-efficacy is a personal perception of external social factors. According to this theory, people with high self-efficacy — that is, those who believe they can work well — are more likely to perceive difficult tasks as something to be mastered rather than avoided.

The third part presented the results of an empirical study exploring the motivation of EFL language learners. The main aim of the research was to picture the attributes of motivation

of the EFL learners and the main factors affecting it. The main objective was to examine whether students were predominantly integratively or instrumentally motivated toward English language learning. An anonymous and quantitative questionnaire was used as the basis for the research. The participants included in the study were learners from the 9th grade and of the 14-15 age group.

The current study found that almost all of the students were instrumentally motivated which means that students learn the English language for practical reasons such as getting a good mark. Based on the results it could be stated that learner motivation is a combination of effort and desire to achieve the goal. The smallest part of the students was integratively motivated. This means that students learn a foreign language in order to better understand and get to know the people who speak that language. The obtained results demonstrated that motivation comprises different components such as needs, desires, interests, attitudes, and behaviors of students.

The fourth part presents the results of an empirical study that focused on analyzing the type of language learning motivation of high school learners and the factors influencing its development. The participants were learners from the 10th and 11th grades and of the 15-16 age group. The direct impact of external factors on student motivation was obviated in the study. In particular, most EFL senior form students learn English only to get good grades and avoid punishment from their parents. It was shown that most students were externally motivated, that is, they learned English not because they were interested in it or considered it useful, but in order to get acceptable grades.

Based on the above, it can be concluded that the quality of learning behavior and its results depend primarily on motivation, which causes purposeful activity. It also determines the course of action to achieve the goal. Motivation is the trigger of any activity, be it work, communication, or cognition. If there is no success, the motivation fades, and it negatively affects the performer's activities.

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Резюме

Дане дослідження покликане визначити вплив мотивації на вивчення англійської мови як іноземної в учнів старших класів. У першій та другій частинах дипломної роботи представлено результати вивчення теоретичних основ мотивації учіння мови старшокласників та найвпливовіші теорії в мотиваційних дослідженнях. У першій частині представлено визначення мотивації та впливові теорії. У другій частині було розглянуто теорію самовизначення та самоефективності.

У третій частині представлені результати емпіричного дослідження з вивчення мотивації тих, хто вивчає іноземну мову. Основною метою дослідження було з'ясування особливостей мотивації учнів щодо вивчення іноземної мови та основні фактори, що впливають на неї. Основною метою було вивчити, чи були старшокласники переважно інтегративно чи інструментально мотивовані до вивчення англійської мови. У дослідженні взяли участь учні 9-го класу та вікової групи 14-15 років. Згідно з результатами дослідження, майже у всіх учнів переважає інструментальний тип мотивації, що означає, що студенти вивчають англійську мову через практичні причини, такі як отримання хорошої оцінки. Результати демонструють, що мотивація учіння є поєднанням зусиль і бажання досягти мети. Найменша частина студентів була інтегративно мотивована, що означає, що студенти вивчають іноземну мову, щоб краще розуміти та пізнавати людей, які розмовляють цією мовою.

У четвертій частині представлені результати емпіричного дослідження, спрямованого на аналіз особливостей мотивації до вивчення мови старшокласниками та факторів, що впливають на її розвиток. Учасниками були учні 10 та 11 класів, вікової групи 15-16 років. З'ясовано, що більшість учнів старших класів вивчають англійську мову лише для того, щоб отримати хороші оцінки та уникнути покарання, як-от осуду батьків. Переважна більшість респондентів були зовнішньо мотивовані, тобто вивчали англійську мову не тому, що їм це було цікаво, а лише для того, щоб отримати хороші оцінки.

Виходячи з вищесказаного, можна зробити висновок, що якість навчальної поведінки та її результати залежать насамперед від мотивації, яка стимулює цілеспрямовану діяльність. Мотивація є тригером будь-якої діяльності, будь то робота, спілкування чи пізнання.

APPENDIX

Personal information:

Age:

Gender: Male/ Female

I. Choose the response that indicates how true your statement is. Put an “X” to the answer that best describes what you actually do in order to learn English .

1. Simply disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

PART A

| | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 1. I mainly focus on using English for class assignment and the exams. | | | | | |
| 2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class. | | | | | |
| 3. I am interested in reading only English textbooks for my study, but | | | | | |

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|--|--|--|--|--|--|
| not other English texts e.g newspapers, magazines. | | | | | |
| 4. I am more interested in earning a good job than learning English language itself. | | | | | |
| 5. I am more interested in furthering my higher education than learning English language itself. | | | | | |
| 6. Learning English is important for travelling abroad. | | | | | |
| 7. Learning English is important for making me knowledgeable and skillful person. | | | | | |
| 8. Learning English is important for making me an educated person. | | | | | |
| 9. Being | | | | | |

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|--|--|--|--|--|--|
| proficient in English can lead to more success and achievements in life. | | | | | |
| 10. Being proficient in English makes other people respect me. | | | | | |

PART B

| | Strongly Disagree | Disagree | Undecided | Agree | Strongly agree |
|--|-------------------|----------|-----------|-------|----------------|
| 11. Studying English enables me to understand English books, movies, pop music etc. | | | | | |
| 12. Studying English enables me to better understand and appreciate the ways of life of native English | | | | | |

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|---|--|--|--|--|--|
| speakers. | | | | | |
| 13. Studying English enables me to keep in touch with foreign acquaintances. | | | | | |
| 14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds. | | | | | |
| 15. Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists. | | | | | |
| 16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups. | | | | | |
| 17. Studying English enables me to behave like native English speakers: e.g accent, using English expressions. | | | | | |
| 18. Studying English enables me to appreciate English arts and literature. | | | | | |

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|--|--|--|--|--|--|
| <p>19. Studying English helps me to be an open-minded, and sociable person like English speaking people.</p> | | | | | |
| <p>20. I am determined to study English as best as I can to achieve maximum proficiency.</p> | | | | | |

Age:

Gender: Male\Female

II. Choose the response that indicates how true your statement is. Put an “X” to the answer that best describes what you actually do in order to learn English.

6. Strongly disagree

7. Disagree

8. Undecided

9. Agree

10. Strongly agree

| | Strongly disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|-------------------|----------|-----------|-------|----------------|
| 1. I would like to be fluent in many foreign languages. | | | | | |
| 2. My parents help me learn the English language. | | | | | |
| 3. I do not pay attention to the grades I receive in English lessons. | | | | | |
| 4. I have no sense of excitement when it comes to answering in English lesson. | | | | | |
| 5. I am looking forward to English lessons because the teacher is very good. | | | | | |
| 6. Learning English is really useful. | | | | | |
| 7. Learning English is important because it will allow me to be more relaxed in communicating with people who speak English. | | | | | |
| 8. I have a strong desire to know all aspects of learning English. | | | | | |
| 9. An English | | | | | |

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|---|--|--|--|--|--|
| lesson is a waste of time. | | | | | |
| 10. I would be upset if I had to speak English with a tourist. | | | | | |
| 11. Learning English does not give me any pleasure. | | | | | |
| 12. I try to understand English whenever I see and hear it somewhere. | | | | | |
| 13. My teacher does not motivate me to learn English. | | | | | |
| 14. Learning English is important for my future career. | | | | | |
| 15. I never feel confident when I speak English in class. | | | | | |
| 16. Knowledge of English is not an important goal in my life. | | | | | |
| 17. I do not like learning English. | | | | | |
| 18. I feel confident when I speak English. | | | | | |
| 19. I would prefer to have more English lessons than other subjects. | | | | | |
| 20. I would like to read articles and watch videos in English. | | | | | |
| 21. My parents think that it is very important for me to learn English. | | | | | |
| 22. I do not burden myself with checking my assignments when I get them back from my English teacher. | | | | | |
| 23. I really like learning English. | | | | | |
| 24. Learning English is important because English will allow you to | | | | | |

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| communicate with many different people. | | | | | |
| 25. If it were up to me, I would rather have more lessons of English. | | | | | |
| 26. I think English lessons are boring. | | | | | |
| 27. I would rather spend time studying other subjects than English. | | | | | |
| 28. I want to work abroad, so I'm studying English. | | | | | |
| 29. I learn English only for good grades. | | | | | |
| 30. My parents force me to study English. | | | | | |
| 31. I want to work in the future as an English teacher. | | | | | |
| 32. Knowledge of English gives me prestige. | | | | | |
| 33. English helps me watch movies in the original. | | | | | |
| 34. I learn English to be praised by my parents and teachers. | | | | | |
| 35. I study English in order to pass the exam well. | | | | | |
| 36. I do not need English in the future. | | | | | |
| 37. I study English for myself and because it is an interesting language. | | | | | |
| 38. My parents want me to learn English more than I want to. | | | | | |
| 39. My teacher delivers very interesting English lessons and that's why I am learning English. Teacher motivates us to | | | | | |

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| learn English. | | | | | |
| 40. I study English to communicate with my friends on computer games. | | | | | |

NYILATKOZAT

Alulírott, Orosz Krisztina angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Orosz Krisztina