

EXTERNAL MOTIVATIONAL FACTORS AFFECTING ENGLISH LANGUAGE LEARNING OF STUDENTS FROM FACULTY OF ENGLISH LANGUAGE STUDIES- HUBT

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***Abstract:** Motivation is of great importance in the process of learning in general and in language learning in particular. Besides the intrinsic factors (internal factors) belonging to the learners such as their study preferences, their own desires and their specific goals at specific time, their strengths and weaknesses; extrinsic motivation factors (external motivational factors) which include teachers- related factors such as knowledge, teaching method, teaching pedagogy, the materials prepared and chosen by teachers and learning conditions are also significant to the success of language acquisition. The study focuses on external factors affecting English language learners from Faculty of English Language Studies – HUBT through a questionnaire.*

***Key words:** External motivational factors, language learning.*

1. Introduction

Motivation is a thing that can increase student's determination and interest in language learning. Motivation is considered as "a key consideration in determining success in a second or foreign language learning, it determines the extent of active, personal involvement in second language learning" (Gadner, 1985, 210). The more motivation a learner has, the more time he or she will spend leaning an aspect of the language. Therefore, most teachers and researchers would agree that it has a very important role in determining the success or failure in any learning situation. Motivation helps preserve continuous efforts in learning and lead to better learning achievement. Learner difference and context difference require researchers and teachers to take

various views on motivation as to devise suitable teaching style that can both enhance language learning and facilitate the achievement of educational goals. Understanding the external factors that might have influenced on the motivational level of students inside classroom will help teachers find ways to enhance their students' interest into lessons and make them gradually become more motivated in learning.

2. Brief review of literature

2.1. Definitions of key terms

Motivation is defined as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Keller, 2010:75).

According to Karmo, C. (2015) motivation is "a desire to achieve a goal,

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combined with the energy to work towards that goal” (p.43). The word motivation makes us think of a goal, effort, desire, energy, active involvement, persistence. A teacher must know the sources of motivation to be able to support the learner’s desire for success.

Specifically, for language learning motivation can be understood as learner’s orientation with regard to the goal of learning a second language. Ellis (1994,

as cited in Salim, M.T., 2014) considers motivation as the exertion which learners contribute into learning a L2 as a result of their need or desire to learn.

2.2. Models of motivation in language learning

- Dornyei’s 1994 framework of motivation in language learning as this framework is a good example of educational approach as it focuses on motivation from classroom perspective:

| | |
|--|--|
| Language level | Integrative motivational subsystem |
| | Instrumental motivational subsystem |
| Learner level | Need for achievement |
| | Self-confidence |
| | • Language use anxiety |
| | • Perceived second language competence |
| | • Causal attributions |
| | • Self- efficacy |
| Learning situation level | |
| Course-specific motivational components | Interest in the course |
| | • Relevance of the course to one’s need |
| | • Expectancy of success |
| | • Satisfaction (one has in the outcome) |
| Teacher – specific motivational components | afflictive motive (to please the teacher) |
| | • Authority type |
| | • Supporting |
| | • Direct socialization of motivation |
| | • Modeling |
| | • Task presentation |
| | • Feed back |
| Group – specific motivational components | Goal orientation |
| | • Norm and reward system |
| | • Group cohesiveness |
| | • Classroom goal structure (cooperative, competitive or individualistic) |

(Dornyei, 2001, p.18)

The learning situation level is associated with situation – specific motives rooted in various aspect of second language learning within a classroom setting: course specific motivational components (related to the syllabus, the

teaching materials, the teaching method and the learning tasks); teacher – specific motivational components (concerning the motivational impact of the teacher’s personality, behavior and teaching style/ practice) and group – specific motivational

components (related to the characteristics of the learner group).

- *The model of Crookes and Schmidt's (1991)* focuses more on classroom; the motivation relates to the four levels:

- Micro level: At this level they pay attention to the relationship between attention and motivation. It is said that attention is closely related to the subject's disposition, goals and intention.

- Classroom level: What happens in the classroom is likely to increase, maintain or decrease student's motivation. Therefore, the tasks, the teaching methods, the interaction between teacher and students are important in bearing student's motivation.

- Curricular level: in this level, curricular level planning and implementation are of importance in case their objectives and contents are suitable to student's needs and interests.

- Long-term leaning outside the classroom: this level includes outside classroom learning contexts such as informal situations with foreigners outside classroom.

In this study, the level of motivation in language learning is analyzed in the classroom level (according to Crookes and Schmidt's model) or learning situation level (according to Dornyei's model) (focuses on course-specific motivational components and teacher – specific motivational components).

3. Method

3.1. Participants and setting

24 students from TA 23.01 from Faculty of English Language Studies – HUBT participated in this study. They are 2nd year students at the Faculty and they are between 19 to 21 years old. The proficiency level of the participants ranged from intermediate to upper intermediate,

being most of them intermediate second language learners.

3.2. Research questions

1. What are the external factors that might have influenced on English learning motivation of students from Faculty of English Language Studies – HUBT?

2. How important is each factor in enhancing the level of motivation of students from Faculty of English Language Studies – HUBT inside English classroom?

3.3. Instruments

A motivational factors questionnaire was developed to elicit information regarding the research questions. The questionnaire items were adapted from Life, J. (2011) which covered some main aspects of motivation in classroom level. Some questions related to internal factors such as student's confidence in their English ability, their personal goals in learning English, the self- student preferences were omitted because the study focused on learner's external motivational factors. The questionnaire consists of 13 questions.

Question 1 focuses on which one is more important: fun atmosphere inside class time or knowledge gained after lessons.

The questions on material – related factors (question 2 to question 6) were used to ask about the importance of content and the appearance of the materials that are being used.

The questions on teacher – related factors (question 7 – 10) dealt with such qualities of teachers as knowledge, friendliness, teaching style and helpfulness during and after class time.

The questions on learning condition – related factors (question 11-13) were designed to explore comfort level within classroom setting.

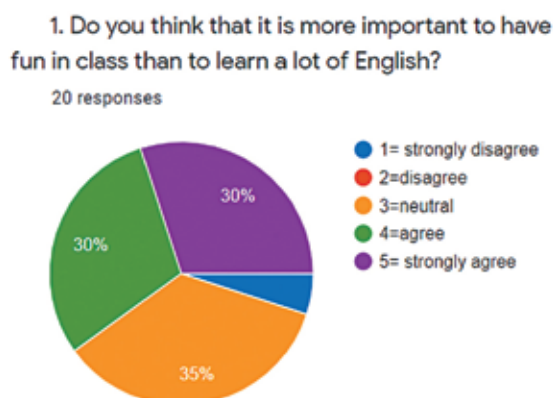
3.4. Data collection procedure

The study was conducted during 2 weeks at the end of June – 2020. The questionnaire items were delivered to students via emails and they were to submit their answers after one week. 24 students from TA23.01 were chosen because I taught this class this semester and they were willing to help me conducting my research in such short period of time.

The questionnaire items were designed using Google Form. The responses to the questionnaire are neatly and automatically collected in Forms, with real time response info and pie charts.

4. Results and discussion

Figure 1. The importance of the factor fun in class



The results, as shown in Figure 1, indicated that fun atmosphere inside classroom and learning a lot of English are equally important to students. This is important for teachers as this is the duty of them to make lessons and learning activities become more interesting and make students get involved in the classroom tasks and as a result this can increase the level of motivation inside classroom.

a) Material- related factors

Figure 2. The importance of useful learning materials

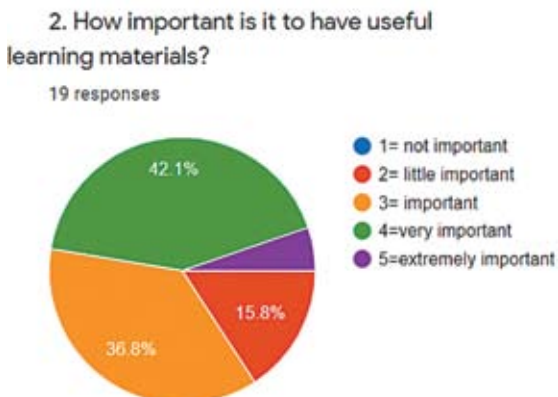


Figure 3. The importance of interesting learning materials

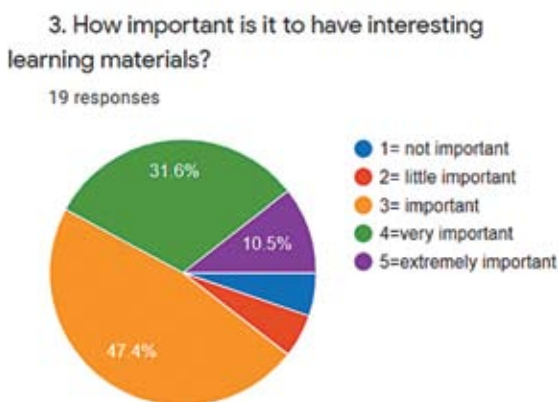
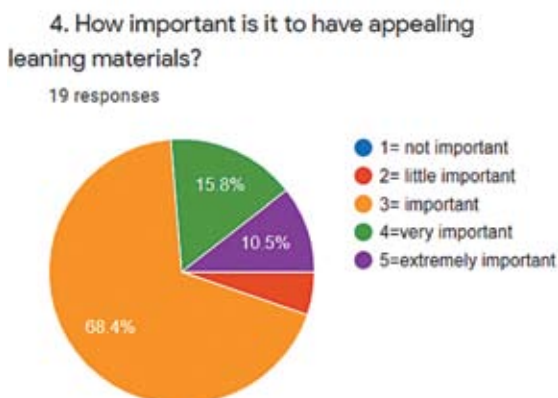


Figure 4. The importance of appealing learning materials



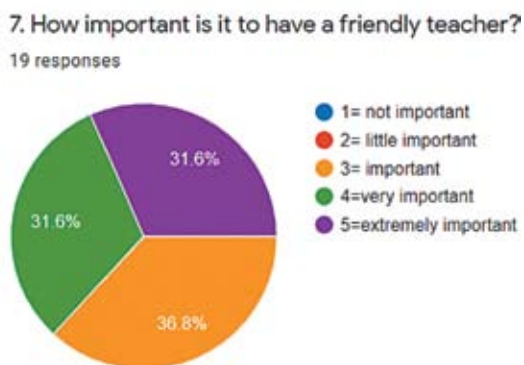
All the students, as shown in Figures 2, 3, 4 agreed that the studying

materials should be appealing with colorful pages rather than black and white photocopied text books. They also noticed the importance of usefulness and the interesting content of the materials used inside classroom. The usefulness of the materials is more highly appreciated than the appearance. Therefore, it can be inferred that the materials used inside classroom should be useful.

According to the answers to the two open-ended questions: Question 5 and Question 6 that related to the textbooks being used, most of the students said that the lessons if were just taken from textbook were boring and all of the students answered that they would like to learn from other sources like audio – related materials, YouTube Channels or through films. Although most of the students realized the importance of the knowledge inside textbooks with so many good topics and useful vocabulary, they said the textbooks are somewhat too difficult to their current English levels. They would also appreciate if their teachers could use additional materials like handouts that had been adapted to be suitable to their level and related to the topic of the lessons.

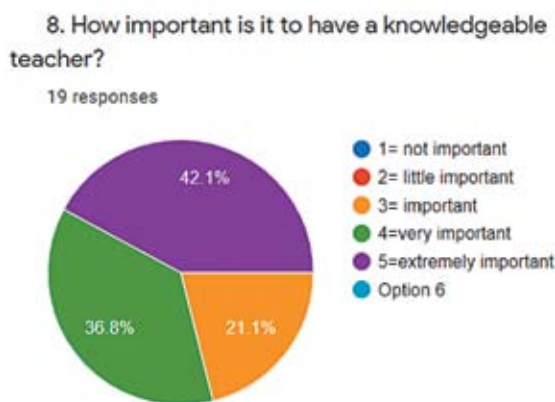
b) Teacher - related factors

Figure 5. The importance of teacher’s friendliness



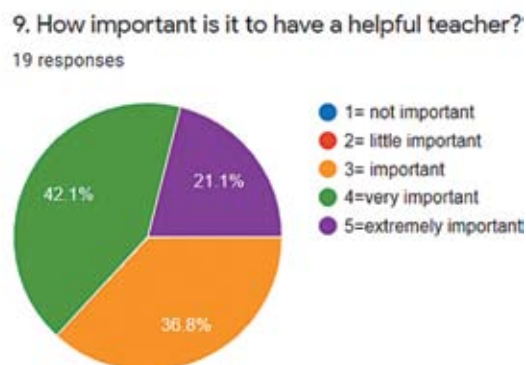
Most students (37%) think it’s important for their teachers to be friendly as this would help students easy to approach their teachers whenever they have studying difficulties (Figure 5).

Figure 6. The importance of teacher’s knowledge



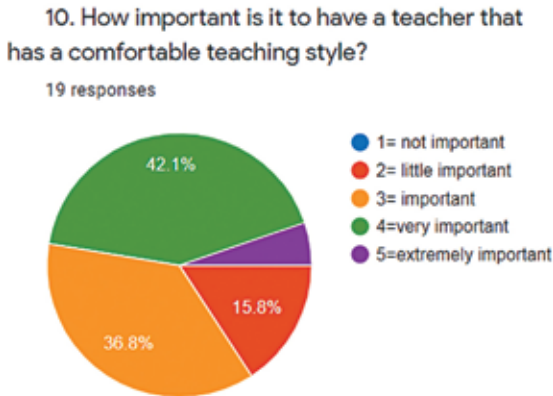
As it can be seen from Figure 6, knowledge of teachers is of great importance. Nearly a half of students agree that having a knowledgeable teacher is extremely important. All the students agreed that teacher’s knowledge is of great importance to their success in language learning.

Figure 7. The importance of teacher’s helpfulness



Being helpful is also important as more nearly half of the students answered that this quality of the teacher is very important.

Figure 8. The importance of teacher’s comfortable teaching style



One of the strongest motivators in learning is the personal qualities of the instructors, both as a teacher and a role-model. Students consider friendliness, knowledge, teaching style as the most important qualities of their teachers and all these are equally important to students. The knowledge is more important than the teaching style and the friendliness.

c) Learning condition factors

Figure 9. The importance of the classroom setting

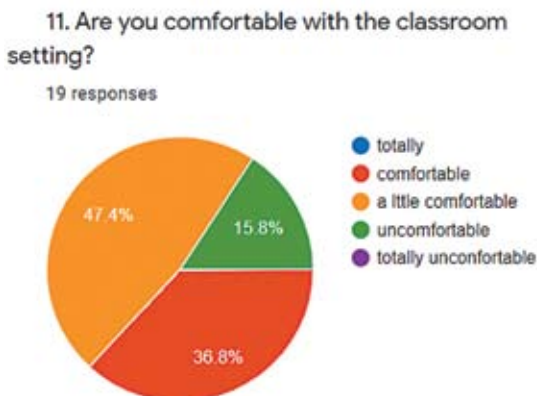
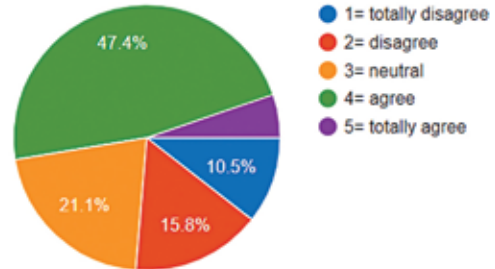


Figure 10. The importance of learning conditions

12. Do you agree that the learning condition (the availability of books, extra materials, library, labs, etc) in your university is adequate to the success of your English language learning?
19 responses



5. Conclusion and recommendations

5.1. Conclusion

The study focuses on exploring external motivational factors which might have influenced on student’s learning English language at Faculty of English Language Studies. Regarding the results of the study, there are different factors such as material – related factors, teacher – related factors, learning condition related factors. They were of great importance because external motivational factors could help to increase internal motivational factors in language learning. According to Rost (2012) there are three layers to increase student’s motivation. The first is “Finding passion” which does not mean that students have to become passionate about learning in order to succeed but they need to find a way to connect English learning to their real passion in life. Teachers can help students to develop their passions by using music, movies, games, etc...; into classroom activities. Another useful way is through the teachers themselves as a model of motivation in learning. The second layer of motivation is “Changing reality”. Students in his study lack motivation to learn as they

do not receive sufficient instruction. The third layer of motivation is “Connecting to learning activities”. Teachers can use personalized warm ups, make each learning activity as vivid as possible and assign tasks to individual, pair work and group work to make every students get involved in the whole lesson and remember to give feedback. Pair work gives students the chances for greater independence and they can work without the pressure of the whole class watching or listening of what they are doing or teacher’s controlling every move. Group work enables students to express and exchange their own ideas with the classmates and it also helps shy and reluctant students feel confident and more motivated.

5.2. Recommendations

For the teachers: As the main sources of motivation inside classroom, it is important to attend to student’s needs, encouraging in any achievement they have made and

make them believe that they can succeed with learning as long as they try their best. Besides using the knowledge from the text books, it is teacher’s duty to find other sources of information related to the topic of the lessons or apply useful and various teaching methods to make the lessons more interesting, fun and to maintain motivation level inside classroom.

For the university: Because learning condition at the moment is just adequate to student’s learning needs, it is also necessary to improve our facilities for language learning such as buying more books for the library, equipped classrooms with air-conditioners (especially in summer) in order to make students and teachers willingly come to class, build English language learning labs. Additionally, it is also necessary to create more opportunities for teachers and students to take part in such as some exchange programs or design more extra- curricular activities./.

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CÁC NHÂN TỐ NGOẠI LỰC TÁC ĐỘNG ĐẾN QUÁ TRÌNH HỌC TIẾNG ANH CỦA SINH VIÊN TẠI KHOA NGÔN NGỮ ANH, TRƯỜNG ĐẠI HỌC KINH DOANH VÀ CÔNG NGHỆ HÀ NỘI

Phan Phương Thúy

Tóm tắt: Sự hứng thú trong học tập đóng vai trò quan trọng trong quá trình học nói chung và quá trình học ngoại ngữ nói riêng. Bên cạnh các yếu tố nội tại liên quan tới người học như cách học, mục đích học tại từng thời điểm, điểm mạnh điểm yếu của từng người học, thì các yếu tố ngoại lực như kiến thức và phương pháp dạy của giáo viên, tài liệu giảng dạy và điều kiện học tập cũng rất quan trọng đối với sự thành công của việc học ngôn ngữ. Nghiên cứu này tập trung vào các yếu tố ngoại lực có thể ảnh hưởng tới hứng thú của sinh viên khoa Ngôn ngữ Anh trong lớp học.

Từ khóa: Sự hứng thú trong học ngoại ngữ, học ngoại ngữ.