

Strategies to Enhance Motivation for Non-Majored English Students in General English Language Classes: A Case Study at University of Finance-Marketing

Nguyễn Thị Nguyễn*

*ThS. Trường Đại học Marketing

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Abstract: Motivation is a crucial factor in the success of language learning, especially for non-majored English students in general English language classes. This case study explores effective strategies to enhance motivation among students at the University of Finance-Marketing who are studying English as a secondary skill. By understanding the unique challenges faced by these students and implementing tailored motivational techniques, educators can create a more engaging and supportive learning environment. The study aims to provide practical insights into ways educators can boost motivation and improve student engagement in general English language classes at a specialized university.

Keywords: Motivation, student engagement, motivational techniques, non-majored English students

1. Introduction

Language learning is a complex and multifaceted process that requires dedication, perseverance, and above all, motivation. In the context of general English language classes at the University of Finance-Marketing, non-majored English students face unique challenges and motivations compared to students who have chosen English as their main area of study. These students, pursuing degrees in finance, marketing, and related fields, are required to develop English language proficiency as a secondary skill to enhance their career opportunities and global competitiveness. Understanding and addressing the motivational needs of non-majored English students in these classes is vital to fostering a positive and effective learning experience.

The University of Finance-Marketing is renowned for its specialized programs in finance and marketing, attracting students with diverse academic backgrounds and career aspirations. While these students recognize the importance of English language proficiency in their future professional endeavors, they may not have the same level of intrinsic motivation towards language learning as those specializing in linguistics or language studies. As such, educators at the University of Finance-Marketing face the challenge of engaging and motivating non-majored English students in general English language classes to ensure their success in acquiring language skills that are essential for their academic and professional growth.

Motivation, as a key determinant of success in language learning, plays a crucial role in shaping students' attitudes, engagement, and performance in general English language classes. The concept of motivation in language learning has been widely studied and theorized in the field of education, emphasizing the importance of intrinsic and extrinsic factors that drive individuals to learn and master a new language. For non-majored English students at the University of Finance-Marketing, understanding their unique motivational profiles and implementing tailored strategies to enhance their motivation is essential for creating a supportive and stimulating learning environment.

The purpose of this study is to investigate effective strategies to enhance motivation for non-majored English students in general English language classes at the University of Finance-Marketing. By conducting a case study that delves into the specific challenges and motivations of these students, this research aims to provide practical insights for educators to cultivate a more engaging and impactful learning environment for non-majored English students. Through the exploration of motivational techniques, goal-setting methods, interactive activities, and supportive measures, educators can empower non-majored English students to develop their language skills with enthusiasm and confidence.

2. Content

2.1. Literature Review

Motivation is a crucial factor in language learning, influencing students' engagement, persistence, and success in acquiring language skills. In the context of non-majored English students at the University of Finance-Marketing, understanding the unique challenges they face and implementing effective motivational strategies is essential for creating a supportive learning environment. This literature review explores key theories and research findings related to motivation in language learning, with a focus on strategies to enhance motivation for non-majored English students in general English language classes.

Importance of Motivation in Language Learning

Motivation is a fundamental driver of language learning success, influencing learners' attitudes, effort, and achievement (Dörnyei, 2001). Deci and Ryan's Self-Determination Theory (1985) posits that intrinsic motivation, characterized by autonomy, competence, and relatedness, leads to more sustained and meaningful learning outcomes. In the context of non-majored English students at the University of Finance-Marketing, understanding and nurturing intrinsic motivation is crucial for fostering a positive and engaging learning experience.

Motivational Challenges Faced by Non-Majored English Students

Non-majored English students often encounter specific challenges that impact their motivation in language learning. Schmidt, Boraie, and Kassabgy (1996) identified factors such as lack of interest, perceived lack of relevance, and limited exposure to authentic language use as barriers to motivation among non-specialist language learners. These challenges are particularly relevant for students at the University of Finance-Marketing, who may prioritize their primary field of study in finance and marketing over English language learning.

Factors Influencing Motivation in Language Learning

Gardner's socio-educational model (1985) distinguishes between integrative and instrumental motivation as key determinants of language learning success. For non-majored English students at the University of Finance-Marketing, aligning language learning goals with their professional aspirations can enhance motivation and engagement in general English language classes.

Effective Strategies to Enhance Motivation

Research has shown that incorporating authentic

materials, real-world applications, and meaningful tasks in language learning can enhance motivation and engagement among students (Dörnyei, 2001). By connecting language learning to practical contexts relevant to students' future careers in finance and marketing, educators can increase the perceived relevance and importance of English language skills for non-majored students at the University of Finance-Marketing.

Peer Collaboration and Supportive Learning Environment Creating

a supportive and collaborative learning environment is crucial for fostering motivation among non-majored English students. A sociocultural theory of Vygotsky (1978) emphasizes the role of social interaction and collaboration in supporting cognitive development. By encouraging peer collaboration, group activities, and community-building initiatives in general English language classes, educators can enhance students' sense of belonging and motivation to succeed in their language learning endeavors.

2.2. Research Methodology

2.2.1. Research Design

This study adopts a qualitative case study design, which allows for a detailed exploration of a specific phenomenon in a real-world context (Yin, 2014). The case study approach is well-suited for investigating complex issues and phenomena within a specific setting, such as the motivational strategies for non-majored English students in general English language classes at the University of Finance-Marketing. Through qualitative data collection methods, this research aims to provide rich and nuanced insights into the motivational dynamics of non-majored English students.

2.2.2. Participants

The participants in this study consist of non-majored English students enrolled in general English language classes at the University of Finance-Marketing. A purposive sampling strategy will be used to select participants who represent a diverse range of backgrounds, experiences, and levels of English proficiency. Inclusion criteria include students who are non-native English speakers, pursuing degrees in finance, marketing, or related fields, and taking general English language courses as part of their academic program.

2.2.3. Data Collection Methods

Data will be collected through a combination of semi-structured interviews, classroom observations,

and document analysis. Semi-structured interviews will be conducted with non-majored English students to explore their motivations, challenges, and experiences in general English language classes. Classroom observations will provide insights into the learning environment, teaching methods, and student interactions. Document analysis will involve reviewing course materials, syllabi, and educational resources related to general English language classes at the University of Finance-Marketing.

2.2.4. Data Analysis

Data analysis will follow a thematic analysis approach, involving the identification of key themes, patterns, and insights derived from the collected data (Braun & Clarke, 2006). Transcripts from the interviews, observational notes, and document analysis findings will be coded and analyzed to identify recurring themes related to motivation, challenges, and effective strategies for non-majored English students. Through a systematic process of data coding, categorization, and interpretation, this research aims to uncover meaningful findings that inform the development of targeted motivational strategies.

3. Conclusion

Motivational Needs of Non-Majored English Students

The data analysis revealed several key motivational needs among non-majored English students at the University of Finance-Marketing. Participants expressed a desire for practical language skills relevant to their future careers in finance and marketing. Integrating real-world examples and industry-specific language tasks was identified as crucial for increasing motivation and engagement in English language classes. Additionally, participants highlighted the importance of peer collaboration and opportunities for authentic language practice to enhance their motivation and learning outcomes.

Challenges in Motivation

Non-majored English students also encountered various challenges that affected their motivation in language learning. A common challenge reported by participants was the perceived lack of relevance of general English language classes to their academic and professional goals. Many students expressed frustration with traditional teaching methods that did not align with their individual learning preferences and needs. Moreover, limited exposure to authentic language use and opportunities for practical

application hindered students' motivation to actively participate and engage in language learning activities.

Effective Motivational Strategies

Participants identified several effective motivational strategies that positively influenced their engagement and persistence in general English language classes. Incorporating authentic materials, real-world tasks, and industry-specific examples was found to increase the relevance and perceived importance of English language skills for non-majored students. Moreover, establishing a supportive and collaborative learning environment through peer interaction, group activities, and community-building initiatives enhanced students' sense of belonging and motivation to succeed in their language learning endeavors.

In conclusion, the findings of this research study highlight the importance of understanding and addressing the motivational needs of non-majored English students in general English language classes. By implementing effective motivational strategies tailored to students' professional aspirations and learning preferences, educators can enhance student engagement, persistence, and success in language learning. Moving forward, further research and collaboration between language instructors, educational researchers, and students can continue to advance our understanding of motivation in language education and inform the development of innovative approaches to support non-majored students in their language learning journey.

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