

A Study on Students' Motivation to Learn English at Tay Do University

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ABSTRACT

Motivation is an important factor to explain the success or failure of students. However, many students still have not identified their learning motivation. This study aimed to describe and examine English-majored students' intrinsic, extrinsic, integrative and instrumental motivation toward learning English as a foreign language. Thirty English-majored students from Tay Do University were selected to participate in the study. A questionnaire was used as a tool for this survey to better understand student motivation. The results of the assessment showed that the students had motivation, and internal factors promoted the students in learning English. This suggests that motivation has a very important role in learning English as a foreign language successfully.

Keyword: *Students' motivation, Motivation in learning English, Intrinsic and extrinsic motivation*

1. INTRODUCTION

During the globalization period, English has become considered as an international language for communication, business, cultural exchange, education, and other purposes. It's difficult to deny that English has benefited individuals in a variety of ways. As a result, it is now the most popular language to learn. Because of the demand for English, people are expected to be able to speak both their native tongue and English in this new environment. So that many universities in Vietnam now demand English as a subject. For example, at Tay Do University, English is a compulsory subject for all majors.

This high demand has prompted instructors and students to do extensive study on English language learning, including ways to improve English abilities, retain vocabulary, invest in language learning, teach English more effectively, and encourage students in foreign language classes. Language aptitude, age, first language, and emotional variables can all be facilitators.

However, we especially care about motivational factors which are predicted to very much facilitate foreign language learning. We realize that motivation is really important in the process of learning a language. If language teachers do not grasp the link between motivation and language learning, they will be unable to successfully teach a language. Passion, which connects to a person's fundamental objectives and aspirations, lies at the heart of motivation. Successful learners are aware of their preferences, as well as their strengths and limitations, and they are able to successfully exploit their talents while compensating for their deficiencies. The learner's enthusiasm is connected to successful language acquisition. Instructors should also discover methods to engage with this enthusiasm.

The purpose of the study was to investigate the motivation of English-majored students at Tay Do University toward learning English as a second language.

Research question

This study was conducted in order to answer the following questions:

1. Are English-majored students at Tay Do University motivated to study English?
2. What factors might help the English-majored students stay motivated while studying English?

2. LITERATURE REVIEW

2.1 Definitions of motivation

Motivation plays an extremely important role in our life general and learning particular, it impulses human action. When determining motivation will help students have better learning results. That's what causes you to take action.

Motivation is a process that stimulates, inspiring and energizes students to feel responsible, confident, and enthusiastic in the learning process (Bomia et al., 1997). Motivation refers not only to the factors that motivate action but also to the factors that maintain the actions towards the goal.

2.2 Types of motivation

Intrinsic motivation

Intrinsic motivation refers to behavior that is satisfying an individual from inside, when you engage in a behavior because you find it rewarding. You are performing an activity for its own sake rather than from the desire for some external reward. If you passionate in learning English and follow it, you are probably a person who is intrinsically motivated towards that particular subject. It is a motivation to learn that comes from an internal force such as interest in language learning on the desire for further personal development in general. The benefits of intrinsic motivation in learning English is that it is can be long-lasting and self-sustaining as it drives out the feeling of enjoyment, having a higher tendency to employ strategies that are more challenging and demanding, higher learning achievement is not expected.

Extrinsic motivation

Extrinsic motivation is the opposite of intrinsic motivation. English learners are prone to change external factors to motivate them in doing something. Praise, winning a trophy, awards or something else and are inspired by someone are often used to exert extrinsic motivation. In another word, extrinsic motivation comes from outside the individual motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment. Extrinsic motivation in learning English will also motivate English students to create and set goals because they are convinced that they will be rewarded for it. The setting of educational goals is fundamental to achieving improved performance and quality grades when learning English as a second language.

Integrative motivation

Integrative motivation is the enjoyment in learning a second language due to the individuals' genuine interest in the people and culture of another language group. This motivation arises when learners have a desire to become attached to and penetrate the culture of the target language. Brown's (1994) also defined that integrative motivation is where learners have the desire to integrate into the target language community.

Instrumental motivation

Instrumental motivation is expressed in the desire to gain something practical or concrete from the second language learning process (Hudson, 2000). With pragmatic motives, the purpose of language acquisition becomes more practical such as to meet school requirements or to graduate from college, to apply for a job, to claim a higher salary, relying on language competence or to achieve higher social status.

3. METHODOLOGY

3.1 Participants

In this study, the participants were thirty English-majored students at Tay Do University. This study included 6 males, 20 females, and 4 students who preferred not to say. They ranged in age from 18 to 20. They were all Vietnamese native speakers with English as a second language, and they had studied for a long time (about 7 years on average). They studied with many lecturers who used various teaching methods. They had also used a variety of facilities to aid their studies, engaged in faculty or school events, and learned about academic policies at university. The majority of them were students who wanted to improve their English skills but had not yet determined what their motivation was for learning English.

3.2 Instrument

There were two main sections in the questionnaire. The first section was about students' personal information such gender, age and years of English study. The second one was designed on the basic of the five-degree scales including strongly agree (SA), agree (A), neutral (N), disagree (D), strongly disagree (SD). This section consists of 16 closed ended statements organized into four clusters:

- The items 1, 2, 3, 4 focused on the intrinsic motivation.
- Next, items 5, 6, 7, 8 referred to the extrinsic motivation.
- Items 9, 10, 11, 12 concentrated on the integrative motivation.
- Finally, items 13, 14, 15, 16 investigated the instrumental motivation.

4. RESULTS

4.1 General results

The results from the second questionnaire were presented in the following table.

Table 1. Students' motivation in learning English

Student's motivation in learning English	Percentages (%)
1. Intrinsic motivation	77.51
2. Extrinsic motivation	61.28
3. Integrative motivation	73.75
4. Instrumental motivation	71.08

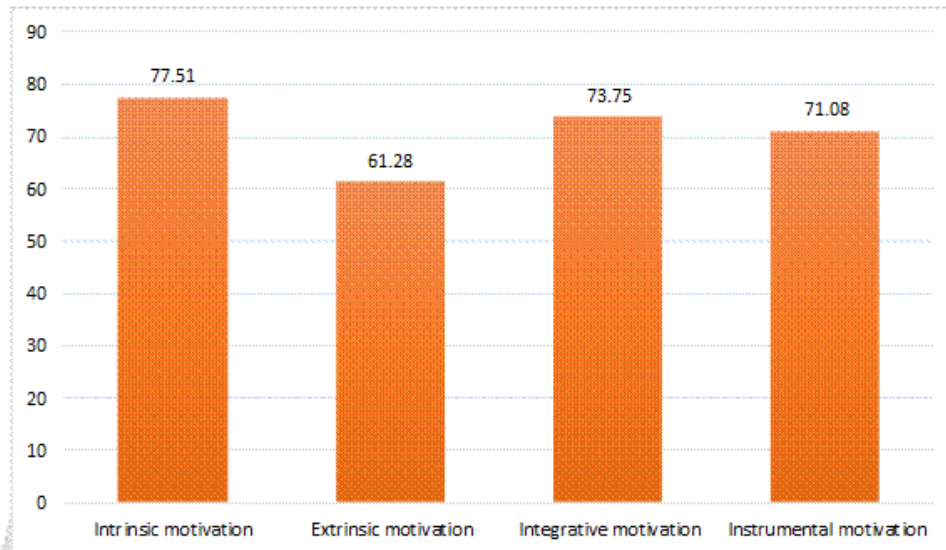


Fig 1. Students' motivation in learning English

The graph above showed how motivation affected students majoring in English. This graph implied that students were most affected in terms of intrinsic motivation (77.51%). The next was integrative motivation (73.75%) and instrumental motivation (71.08%). The last was extrinsic motivation (61.28%).

4.2 Detailed description on student's motivation

Intrinsic motivation

Table 2. Students' intrinsic motivation

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage (%)	26.65	58.33	14.19	0	0.83

As we can see from the table, the results of the questionnaire showed that most of the students had intrinsic motivation to learn English (58.33% for *agree* and 26.65% for *strongly agree*). The percentage of “neutral” (14.19%), “strongly disagree” (0.83%) and “disagree” (0%) was low. It meant that students were motivated by internal factors.

Extrinsic motivation

Table 3. Students' extrinsic motivation

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage (%)	13.33	41.65	25	16.69	3.33

The results showed that the higher percentage belonged to “agree” and “strongly disagree” (54.98%). The percentage of students who thought that they weren’t motivated by external factors was low. In other words, the students had extrinsic motivation to learn English.

Integrative motivation

Table 4. Students’ integrative motivation

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage (%)	18.37	61.65	16.65	3.33	0

From this table, the results from the questionnaire showed that the percentage of the students who agreed that they had integrative motivation (80.02%) was higher than the percentage of the students who did not (19.98%).

Instrumental motivation

Table 5. Students’ instrumental motivation

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage (%)	25.83	46.65	16.69	7.5	3.33

As we can see from the table, the results of the questionnaire showed that most of the students had instrumental motivation to learn English (25.83% for *strongly agree* and 46.65% for *agree*). The percentage of “neutral” (16.69%), “strongly disagree” (3.33%) and “disagree” (7.5%) was low. It meant that students were motivated by instrumental factors.

5. CONCLUSION

Motivation is a very important role in our lives. The same goes for learning. The results of the present study showed that the students at Tay Do University had motivation toward learning English including intrinsic motivation, integrative motivation, instrumental motivation and extrinsic motivation. Through the research results, I would like to offer some ideas on teaching and learning English for both teachers and students majoring in English at Tay Do University. For teaching, the researcher hopes that the teachers should create better and more quality lessons. Therefore, students may be more motivated to learn English. In addition, teachers should support students who are studying at the school, and help to improve themselves in the learning process. For learning, I suggest that the students do more self-study. This will help them expand their knowledge. Besides, students must be self-motivated so as not to feel bored in the learning process. For example, when they feel that knowledge of pronunciation helps them understand a movie better, they will suddenly be motivated to learn more pronunciation.

6. REFERENCES

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