

RESEARCH PROPOSAL ON MOTIVATION OF ENGLISH-MAJORED JUNIORS TOWARD LEARNING ENGLISH AT TAY DO UNIVERSITY

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ABSTRACT

Teachers get stressed when their message is not delivered to their students, or when they may find students lose motivation to learn English. However, motivation has always been an important concept in the study of linguistics with extrinsic motivation and Intrinsic motivation. Many students are motivated by their instrumental desire. They were motivated to learn English because of their goals, such as getting a good score, passing their English subject, getting a reward from the teacher, and having a promising career in the future. It showed that their motivation in learning English had been affected their English achievement. The researchers hope that after this research is conducted, students will find and identify motivation in learning in general and motivation in learning English in particular. Therefore, this study is devoted to stating what motivation is, its importance in learning English. More specifically, the study identifies the motivation to encourage English majored juniors at Tay Do University to learn English to better their future.

Key words: motivation, English majored juniors, university

CHAPTER 1: INTRODUCTION

(This chapter is an introduction of this study. It mentions the ins and outs rationale, research aims, research question, significance and the organization of the study.)

1.1 Rationale

English is one of the most commonly used language in the world. It is recognized as an official language in a total of 67 different countries as well as 27 non-sovereign entities (Wikipedia). Indeed, living in a very connected world requires more communication skills and as a bridge, it is trouble-free for you to connect with people, movies, music, culture, or whatever you want via English fluency. English language plays a vital role in our lives because it makes possible communication between different countries and not only that, it is also a common language appearing in a variety of aspects such as trading, diplomacy, education, economy, society, and international business is general. English is the working language of many international organizations. For many people, learning English is a way to get access to a broader range of information, connections, and opportunities. For that reason, in the fierce competition of globalization and modernization, more and more recruiters and multinational firms are demanding candidates with their advantage of using English fluently. It is improved one thing that people who have well-built English ability can obtain greater opportunities than the others in a job interview. Moreover, to ensure quality, almost all universities and colleges teach English as a compulsory subject for a graduation requirement. Therefore, learners have to identify the crucial purpose of learning English and create motivation is an undeniable element that can help us conquer English proficiency.

In learning English, students are motivated by different reasons such as: learning English to get a good job, learning English increases ability to communicate with people all over the world. Moreover, learning English creates favorable conditions for traveling. Therefore, learning English cannot be separated with motivation. In other words, success or failure someone in learning English depends on motivation level. Although some students feel that English is a very difficult subject, it is possible to try and achieve the desired results when motivated. Therefore, motivation is a key to get success in learning process. This is in line with Harmer's opinion (2001, p. 3), "It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success."

Motivation shows evidently why a student decides to learn an ology, it is also a key showing how hard a student invests in their subject because of its influences toward learning. There would be, of course, not an exception for all English majored students at Tay Do University in processing of choosing a major, especially English linguistics. Based on explantation above, the researcher conducts the study named "*Motivation of English-majored freshmen towards learning English at Tay Do University*".

1.2 Research question

This study is conducted to answer the research question:

What are motivations of English-majored juniors towards learning English at Tay Do University?

1.3 The significance of the study

The study is conducted to find out the motivations of English-majored juniors towards learning englins. Motivation is indispensable when doing anything, learning is no exception. Students improve their desire as well as results when leaning English.

1.4 The organization of the study

The research consists of 5 chapters:

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Research Aims, Research Questions, and Hypothesis

Chapter 4: Research Methodology

Chapter 5: Expected Outcomes

CHAPTER 2: LITERATURE REVIEW

2.1 Overview of Motivation

2.1.1 Definitions of Motivation

Motivation is a multifaceted concept that has been the subject of scholarly researches in different academic areas and no single available theory has yet captured its total complexity (Dornyei, 2001).

Robert Dubin (Professor Emeritus of Administration and Sociology) has defined "*Motivation as something that moves the person to action and continues hin in the course of action already initiated.*" It refers to the way a person is enthused at work to intensify his desire and willingness to use his potentiality for the achievement of organisation objectives.

Motivation has been considered as one of important factors influencing the success of second language learning. "*Motivation is a force that energizes, sustains, and directs behavior toward a goal*" (Paul Eggen&Kauchak Don, 2005:349). Briefly, motivation is understood as a reason a person does something. For instance, living abroad movitates a person to learn English, learn about foreign cultures and cuisines. As a student, the basic motivation to learn English is usually to pass exams or to graduate and get a high paid job.

In addition, Parsons, Hinson and Brown (2001) defined motivation as a important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process.

2.1.2 Kinds of Motivation

In many previous studies, the majority of researchers focused on the two most fundamental types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation can also be called integrative motivation and extrinsic motivation is also known as instrumental motivation.

2.2.2.1 Intrinsic motivation

Ur Penny (1996:280) defines Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitude of the learners: whether they see the learning as worthwhile, whether they like the language and it's a cultural, political and ethic association.

Intrinsic motivation is related to an internal wish to do something. Deci (1975:23) defines intrinsically motivated activities as: "the ones for which there is no apparent reward except the activity itself." Self- determination theory puts emphasis on three innate psychological needs which need to be satisfied in order for an individual to feel intrinsically motivated. Those needs are: autonomy (in deciding what to do and how to do it), competence (abilities and skills by which we manage to control our environment) and relatedness (relationships we develop through our interaction with others). This assumption has significant implications for students engaged in the learning process. Namely, students are more likely to experience intrinsic motivation in an environment that promotes the satisfaction of these needs than in the one which neglects them (Brophy, 2004). Moreover, according to some studies, intrinsically motivated learning tends to be more valuable than extrinsically oriented one (Deci and Ryan, 2000).

Intrinsic motivation was adeptly illustrated by the concept of flow, developed by Mihaly Csikszentmihalyi. Flow represents the feeling of complete absorption in the activities which we enjoy. For an artist, flow is most likely to take place while creating a certain piece; for a mathematician, while solving a math problem. At any rate, whenever it happens, people lose their sense of time. They stay focused on the task without letting any distractions keep them away from what they are doing (Brophy, 2004).

According to Sardiman (2014:89) intrinsic motivation is a motive that becomes active and functioning does not need to be simulated from the outside, because in each individual manage something. Intrinsic motivation are inherent in the learning situations and meet student's need and purposes.

People do certain activities because it gives them pleasure and develops a particular skill bases on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understanding it.

When the learners have intrinsic motivation, it will give a good influence to their leaning. Because intrinsic motivation comes from the learners itselfs. Thus, they learn English by their internal desire not from other factors from outside the learner.

2.1.2.2 Extrinsic motivation

According to Brown (1987:115), instrumental motivation: Learner wishes to achieve goals utilizing the foreign language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as mean for attaining intrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describing a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statues.

Tileston (2010) defined instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. She stated "extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result".

Who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment (Topalov, 2011). Extrinsic goals can vary from short-term goals (good grades, prizes from the teacher and parents, participation in competitions, etc) to long-term ones (possibility of winning scholarships, better job opportunities, higher social status, etc). Certain studies carried out in the 1970s and 1980s showed that rewards can lead to a decrease in intrinsic motivation among people who are already doing something because of their own reasons (Brophy, 2004).

Even though the distinction between the two types of motivation is still essential when discussing motivation, the attitude towards extrinsic motivation has changed. Today, it is thought that intrinsic motivation and extrinsic reward can work together toward motivated learning (Topalov, 2011). In line with this, Deci and Ryan (2000) have reconsidered their original theory of self-determination in order to include extrinsic motivation. This reviewed theory claims that even extrinsically motivated behavior can be self-determined if the process of internalization (transformation of external regulations into internal ones) takes place.

2.2 The importances of Motivation

" *Action may not always happiness, but there is no happiness without action*" (William James).

Action is a vital component in human lifestyles and each movement has its own purpose and motivation. There are things without motivation, regardless of what a person does, may now no longer succeed, or may no longer gain the preferred results.

According to Brewer & Burgess (Educational Specialists), motivation is a basic and essential part of learning. Gardner (Psychologist, Research Professor of Cognition and Education) considers, believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. And according to Cook, the performance and presentaion of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis considers sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated (Veronica, 2008.233).

Motivation displays something specific approximately every one people and permits us to advantage valued effects like stepped foward performance, better wellbeing, private growth, or a feel of purpose. Motivation is a pathway to alternate our manner of thingking, feeling, and behaving. Moreover, motivation is the defining thing that turns an excellent idea into instantaneously action. It turns an excellent concept right into an enterprise and may undoubtedly effect the sector round you. Without motivation, you may not obtain anything, there are not any purpose posts to intention for and no reason to attempt in the direction of.

Motivation is a critical lifestyles skill, the purpose it's critical is due to the fact anyone in this earth is precise and has a reason. To steward your reason well, you need to be inspired to paintings in the direction of your dreams which facilitates your desire grow to be a reality, not only for your sake, however the sake of others as well. If Steve Jobs was not inspired to begin Apple, you will not have a Macbook air, Iphone or iPad. You wouldn't be maintaining that clothier purse or be sporting the ones garments if a clothier was not inspired to show their visualization right into a realization. You stay in a global in which motivation has solved issues and produced services and products you never know you needed.

2.3 The importance of motivation in learning English language

Motivation in foreign language learning has been defined in various ways. Dornyei (2001) stated that motivation refers to the efforts which learners make to learn a foreign language. Motivation is one of the keys that influence. Norris-Holt (2001) referring to Crookes and Schmidt (1991), defines motivation as "...the learner's orientation with regard to the goal of learning a second language". Motivation in this context can be understood as the one relating to attitude and vice versa with both having an influence on learning and acquisition. In addition, motivation takes a crucial part in acquiring the language. There are various definitions about motivation from experts which come from many point of views. Gardner states that "motivation is fusion of attempt and want in struggling to acquire the purpose in learning the language and positive posture in learning the language itself". It means that motivation is a willingness to achieve a destination to get satisfactory performance. In line with Gardner, the opinion which comes from Hong and Ganapathy, "motivation is a process that cannot be observed directly, but can be inferred by behaviors, such as effort, persistence and verbalisation." It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. Gardner (1985) assumed that motivation involved desire to learn a language, intensity of effort to achieve tis, and attitudes toward learning the language. In other words, motivation is an impulse that makes someone act in achieving certain goals. Spolsky (1990:157) stated that in motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. Without motivation, a person has no desire to learn the target language.

Gardner (2001:23) in Hwelys journal argues insists there is a close interation between motivation and language learning success. To establish language learners' motivation toward language learning, they should know the advantages of learning a new language. Learns need to understand what types of motivation they have because certain motivation brings them a geater success. To acquire a foreign language successfully, the learners need motivation and teachers who support their learning.

Motivation has an important role in success and failure in learning a second language.

In summary, motivation is a combination of effort and desire to obtain the aim of learning language as well as the positive attitude toward learning the language.

2.4 Factors affecting students' motivation in learning English

2.4.1 Learning environment

According to The Glossary of Educational Reform (2014), learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. It could be said that it is one of the factors that can motivate students in the process of studying. Ekiz (2016) agreed that "Apart from parental and student-related factors, classroom features or environmental factors also affect students' motivation". An enjoyable and supportive classroom atmosphere will create motivation for studying better. In contrast, if the classroom is too crowded and there is not enough light, it demotivates students, because it creates difficulty in studying due to troublesome conditions (Trong Tuan, 2012).

2.4.2 Teacher's components

Teachers play a pivotal role in promoting motivational qualities to their learners. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. Wong (2015) found that there is a positive correlation and direct relationship between the teacher and a students' English attainment.

Dornyei (2001) mentioned some teacher's factors affecting students' motivation such as appropriate teacher behavior, teacher's enthusiasm and a good relationship with the students. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn (C. Fen Ng and P. Kiat Ng, 2015).

2.4.3 Parental factors

Family is the roof affecting directly to human for all aspects in life. Garrett (1995) asserts in a speech at the Oklahoma Administrator's Conference that "the smallest school in America is the family", which illustrates the significant role that family has in education and motivation of students. It is, hence, quite reasonable to say that parental factor is one of things motivating children because parents are the first teachers of a student, and they take responsibility for their education. "Parents had substantial but varying influences on their children's motivation" (Yuko, 2014), that is because it depends on background and children's level. Parental encouragement is precieved to play the most significant role during the development of motivational intensity, desire to learn English, and attitude toward learning English.

RELATED STUDY

This research is similar to the research of Megarsa Dadi, 2018. *Student's Attitude & Motivation Towards English Language Learning*: English Major Students at Dire Dawa University in Focus. The aim of this study was to explore English major Students attitude and motivation towards English language learning. The study is descriptive and aimed to describe the existing students' attitude and motivation towards English language learning. The participants of study were all 1st, 2nd and 3rd year English major students at Dire Dawa University. In order to get the intended data, 35 close ended attitude questions were developed and filled by 51 English major students. The reliability of developed questions to all variables were evaluated by using Cronbach's Alpha and the obtained result marks a good reliability consistence which is greater than 0.7. The administered questionnaire was a five point Likert –scale attitude questions which was targeted to obtain English major students attitude and motivation toward English language learning. The obtained data was analyzed quantitatively using SPSS that contains descriptive statistics such as mean scores and standard deviations. Based on respondents' response, the result of the study revealed that students have positive attitude towards English language in general and English language learning in particular. Moreover, the obtained result also depicted that respondents have positive outlook on English language teachers and the activities students are given to interact with in classroom. In addition, the subjects' responses revealed that they are instrumentally motivated to learn English language. Finally, the researcher would like to recommend that teaching is not getting in front of the class; teachers' needs to be doing more to get students in taking an active role in their learning.

CHAPTER 3: RESEARCH AIMS - RESEARCH QUESTIONS –

RESEARCH HYPOTHESIS

3.1 Research aim

The aim of this study is to find out what motivated English marjored juniors toward learning English at Tay Do University

3.2 Research question

This study is conducted in order to answer the following question:

What are the motivation of English majored juniors toward learning English at Tay Do University?

3.3 Research hypothesis

Based on the related literature review and reasearch question, it is hypothesized that motivation has a vital role in learning English of English majored juniors at Tay Do University.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Research Design

The research will be carried out to answer the research questions and to test the hypothesis. Quantitative instrument will be used to find out the motivation of English majored juniors toward learning English at Tay Do University. The questionnaires will be delivered to students in order to survey their opinions. Besides, the observation will be also used to improve the specificity of the research. Finally, the data from the questionnaires, observation will be analyzed and concluded.

4.2 Participants

The participants of this study are 45 English majored juniors studying in the same class. They come from different areas, both rural and urban. Vietnamese is their mother tongue and English is their foreign language. They will be given questionnaires in order to get information about what motivated them toward learning English.

4.3 Instruments

Questionnaires are used to collect the participants' ideas about their motivation in learning English. The participants share their opinions which are essential in the research process. Thus, questionnaires are used as the instrument in this research.

4.3.1 Questionnaire

Group summary of the content of question group

Intrinsic motivation: Question 1 to 10
Extrinsic motivation: Question 11 to 20
Factors affecting students' motivation: Question 21 to 25

4.3.2. Observation

Some tasks will be also observed to improve the specificity of the research within one semester.

CHAPTER 5: EXPECTED OUTCOMES

Motivation is an influential factor in the teaching-learning process. Without motivation, learning is challenging to be reached because the students' effort and desire affect them in achieving the learning goals. The students were motivated by the enjoyment of the learning process itself (intrinsic motivation) or by their integrative desire. They wanted to learn English because it gave them pleasure and develops a particular skill, easily in communicating with other people from a different country, having knowledge from other countries by their English skill, such as culture, news, the way of communication with a stranger orally, or by using social media, such as Facebook, Twitter, Instagram, email, etc.

While, with extrinsic motivation, many students are motivated by their instrumental desire. They were motivated to learn English because of their goals, such as getting a good score, passing their English subject, getting a reward from the teacher, and having a promising career in the future. It showed that their motivation in learning English had been affected their English achievement.

The researcher hopes that after this research is conducted, students will find and identify motivation in learning in general and motivation in learning English in particular. Thereby being motivated to get good results, as well as fun in learning English.

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