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MOTIVATION: DOES IT MAKE LANGUAGE LEARNING MORE EFFECTIVE?

Proficiency in foreign languages is an indispensable skill for those living in the 21st century, as it enables individuals to engage in global communication, access diverse cultures, and adapt to an increasingly interconnected world. In today's Ukraine, English is in great demand. However, despite the awareness of the importance of foreign languages for modern citizenship, the boom in learning English, and particular successes achieved, Ukrainian university students' proficiency in English leaves much to be desired. To change the situation for the better, language teachers are looking for hidden reserves and resources to make their teaching and, thus, learning more effective. One of them is student motivation to learn languages. In the present article, the authors analyze motivation, its types and kinds, reflect on their experience of teaching English at Ukrainian universities, and focus on factors that boost student motivation. In order to understand what motivates their students and how well they, teachers, are informed about their students' motivation factors to study foreign languages, an instrument was created and employed – a Questionnaire for students. The Questionnaire examines the factors that influence student motivation as well as the problems and difficulties that students face and experience in the process of learning. The Questionnaire and its results help reflect on and assess teaching, see what teachers may be proud of and what should be changed and improved, as well as what measures to be taken to raise student motivation. By reflecting on the results of the Questionnaire, insights into teaching practices can be gained, allowing for the identification of successful strategies and areas requiring improvement. This reflection informs targeted actions to enhance student motivation and create a more engaging and supportive learning environment.

INTRODUCTION

The 21st century presents educators with the multifaceted challenge of preparing learners to meet modern demands. Central to this mission is equipping students with the 4 Cs – Communication, Collaboration, Creativity, and Critical Thinking – skills deemed essential for personal and professional success (Trilling & Fadel, 2009). These competencies enable students to effectively interact with others, adapt to changing environments, and approach problems with innovative solutions. Additionally, fostering autonomy and resilience among learners is crucial, as is cultivating digital literacy to navigate and utilize emerging technologies like artificial intelligence.

Amid this emphasis on 21st-century skills, one capability stands out as indispensable: proficiency in foreign languages. A strong command of languages, particularly English – the global lingua franca – enhances the ability to apply other skills in real-world contexts. In Ukraine, the demand for English proficiency is particularly pronounced. Students pursue English to excel in their academic fields, access opportunities for international study, and secure prestigious careers. Business professionals rely on English to communicate with global partners, while government officials must meet language proficiency standards (B2 level, as per the Common European Framework of Reference for Languages, 2017) to hold positions of authority. Beyond these professional applications, the general population views English as a gateway to career advancement and global mobility.

This growing demand underscores the vital role of English proficiency in modern education, making it an essential focus for both students and educators.

Statement of the problem. Although the importance of foreign languages in modern society is widely recognized, and despite the growing interest in learning English along with notable achievements, the level of English proficiency among Ukrainians – especially university students – remains insufficient.

To improve the situation, language teachers are seeking hidden reserves and resources, exploring various methods and techniques to make their teaching (Lavrijsen et al., 2021) – and, by extension, learning – more effective. One of these methods is enhancing student motivation to learn languages. It is impossible to learn anything or teach it to anyone without motivation on the part of the learners. As D. Samore (2019) states, 'Without motivation, learning is dead'. In this article, the authors reflect on their experience of teaching English at a Ukrainian university, with a focus on boosting student's motivation to learn English. Based on a survey conducted within the framework of this research, the current study aims to answer the following research questions: (1) What factors motivate university students to succeed? (2) How well are teachers informed about their students' motivation factors for studying foreign languages? Additionally, the study explores how implicit attitudes towards motivation, as measured by the Implicit Association Test (IAT), influence university students' ability to consciously identify and report the factors that boost their motivation.

It is crucial for teachers to understand whether they consider student motivation when designing classroom activities to maximize learning outcomes and whether they are willing to make alterations to syllabuses if deemed necessary (Sung & Tsai, 2014, p. 44).

Literature overview. The Cambridge Online Dictionary defines motivation as 'enthusiasm for doing something, the need or reason for doing something, willingness to do something, or something that causes such willingness'. Brown (2007) further elaborates, describing motivation as 'the extent to which you make choices about (a) goals to pursue and (b) the efforts you will devote to that pursuit' (p. 72). Motivation is widely recognized as a complex and multifaceted phenomenon, crucial to the success and pace of second or foreign language learning. It drives human behavior by providing energy and direction (Dörnyei, 2009) and is described as 'a

47

fundamental educational variable because it uses previously learned skills, strategies, and behaviors to promote new learning and performance' (Alvarez et al., 2024).

Educators consider motivation a primary determinant of learners' success in acquiring a second language (Gardner et al., 1985; Kanfer, 19898; Gardner, 2001; Dörnyei, 1998). It not only engages learners in the process but also empowers them to take responsibility for their outcomes. Furthermore, motivation influences learning achievement, fosters creativity, enhances critical thinking, and builds resilience and confidence. However, the absence of motivation – referred to as amotivation – is a widespread challenge, often resulting in diminished interest and lower academic persistence. Amotivation, which stems from a lack of connection between actions and outcomes, is prevalent among students who struggle to find meaning or value in their tasks (Banerjee & Halder, 2021).

Motivation is not static; it fluctuates due to various internal and external factors. One of the primary challenges students face in maintaining motivation is the mismatch between teaching methods and individual learning preferences. For instance, traditional lecture-based teaching may fail to engage students who thrive in interactive or hands-on learning environments. Additionally, overly rigid curricula that do not align with students' personal interests or career goals can lead to disengagement.

Another significant challenge is the lack of perceived relevance in the material being taught. Students often struggle to connect what they learn in the classroom with real-world applications, particularly in language learning, where practical use outside the academic setting may not be immediately evident. This disconnect can lead to a decline in both intrinsic and extrinsic motivation.

External factors, such as high academic pressure, limited resources, and unfavorable classroom environments, also contribute to waning motivation. For example, large class sizes and limited opportunities for individual feedback can make students feel overlooked and unsupported. Similarly, socio-economic challenges, such as inadequate access to technology or learning materials, can hinder students' ability to stay motivated.

In the Ukrainian context, these challenges are compounded by systemic issues, such as outdated teaching methodologies and a lack of integration between language learning and modern technological tools. The ongoing socio-political climate may also impact students' ability to focus on long-term educational goals, further diminishing their motivation.

The role of motivation in language learning has been the subject of numerous studies worldwide, including in Ukraine. Researchers have examined various motives driving students to learn foreign languages at Ukrainian universities (Dovhan, 2009), explored methods and techniques for enhancing motivation (Ridel, 2017; Tymoshchuk, 2019), and analyzed factors that either encourage or discourage students (Kruk, 2022; Soraida, 2016). Additionally, studies have addressed the dynamics of motivation, including how it varies by specialism, age, and gender (Nguyen, 2019; Sung & Tsai, 2014).

Traditionally, researchers classify motivation into two main categories: intrinsic and extrinsic. Intrinsic motivation originates from within the individual, driven by enjoyment and satisfaction derived from the learning process itself (Harmer, 2008). Conversely, extrinsic motivation arises from external factors, such as the need to pass an exam, obtain a reward, or secure a better job. While intrinsic motivation is more enduring and effective for long-term learning (Brown, 2007), both types are intertwined and valuable in the classroom.

Another important distinction in motivational theory is between integrative and instrumental motivation. Instrumental motivation focuses on achieving specific objectives, such as acquiring qualifications for career advancement. In contrast, integrative motivation reflects a desire to communicate fluently and accurately with speakers of the target language and to integrate into their community (Gardner et al., 1985). Both types play significant roles, depending on learners' goals and contexts.

Amotivation can have profound and far-reaching consequences on both academic and personal development. Academically, students who lack motivation often demonstrate poor

performance, reduced engagement, and lower persistence rates. This disengagement can lead to a lack of foundational skills, which negatively impacts their ability to succeed in future academic or professional endeavors. Over time, amotivation can result in increased dropout rates, particularly in higher education settings where self-directed learning is critical.

On a personal level, amotivation can erode self-esteem and foster feelings of helplessness. Students who consistently fail to see the connection between their efforts and outcomes may develop a fixed mindset, believing that their abilities are static and cannot be improved. This mindset not only hampers academic growth but also affects personal resilience, making individuals less likely to take risks or pursue ambitious goals.

In the context of language learning, prolonged amotivation can lead to a complete disinterest in acquiring new languages, depriving students of the cognitive and cultural benefits associated with multilingualism. Furthermore, the inability to communicate effectively in a globalized world can limit career opportunities and social mobility, perpetuating a cycle of underachievement and dissatisfaction.

Motivation is also closely linked to the Self-Determination Theory (SDT), which connects human motivation to three fundamental needs: competence, autonomy, and relatedness (Deci & Ryan, 1985, 2000, 2008). Competence refers to the ability to perform tasks successfully, autonomy involves making independent decisions, and relatedness pertains to feeling connected with others. When these needs are satisfied, learners are more likely to be intrinsically motivated. Assessment forms and methods play a crucial role in fostering competence and autonomy in students. To promote lifelong learning, teachers must prepare students to assess their progress independently after formal education ends. This shift emphasizes the importance of alternative assessment methods, such as the European Language Portfolio (ELP), which encourages self-reflection and autonomous learning. The ELP, developed under the guidance of the Council for Cultural Cooperation (2000a; 2000b), provides learners with tools to track their language development, set personal goals, and evaluate their achievements in alignment with their academic and professional needs. By integrating the ELP into classroom practices, educators can enhance students' ability to take responsibility for their learning and foster a more personalized and meaningful approach to language acquisition. Conversely, their absence can lead to amotivation or demotivation, the latter resulting from external negative influences that diminish previously existing motivation (Dörnyei & Ushioda, 2011).

Amotivation and demotivation can have significant consequences for learners, including reduced engagement, lower academic persistence, and even dropout (Banerjee & Halder, 2021). However, fostering a supportive classroom climate and employing autonomy-supportive teaching methods can help mitigate these effects. Positive teacher-student interactions, peer encouragement, and constructive feedback are critical in promoting motivation (Pelletier et al., 1995; Watkins, 2005).

The importance of addressing motivation in the classroom cannot be overstated. Teachers must create tasks that align with students' proficiency levels, offer meaningful assignments, and provide opportunities for choice and autonomy. By fostering a sense of community and belonging, teachers can further enhance relatedness, which in turn strengthens motivation. Ultimately, understanding and addressing the multifaceted nature of motivation is essential for improving language learning outcomes.

RESEARCH METHODOLOGY

Since motivation plays a crucial role in teaching / learning success, all teachers would like to know whether their students are motivated, whether they are interested in mastering the subject, what features of teaching / learning process attract them and what hinder the process.

The aim of the present research is to analyze whether and how the above ideas are implemented in the classroom at an average university in Ukraine (the one the authors of the article

work for). For that purpose, two instruments were designed, a Questionnaire and an Association Test.

The Questionnaire for students may help teachers analyze the type and level of their student motivation for learning English. It examines the factors that influence motivation as well as problems and difficulties that students face and experience in the process of learning / teaching. The Questionnaire and its results may be used by teachers to reflect on and assess their own teaching, to see what they may be proud of and what should be changed and improved, what measures to be taken to raise student motivation.

The research objectives were reflected in the research methods. First, a review of theoretical materials was conducted, particularly focusing on current publications related to the issue, followed by reflection on these materials and the accumulated teaching experience of the authors. This approach enabled the design and implementation of a quantitative and qualitative motivation survey, the Questionnaire.

The form of the Questionnaire was inspired by numerous questionnaires on motivation developed by English teachers all over the world, published in research articles and books on teaching English, on the Internet, and in the online OPEN course Fostering Student Motivation and Engagement (October 23 – November 27, 2023, OPEN, University of Oregon).

The Questionnaire was designed in the Google Forms format and implemented anonymously online. It was offered to 113 third-year students, majoring in English and Translation. The sample of students was not very big. However, it was the first experience. It is planned to continue the practice of questioning students and to engage more students in future. It will be interesting to compare the results and observe changes, if any, in students' attitude to learning English.

The Questionnaire consists of 2 parts, 7 sections and comprises 56 questions formulated as '*Mark the appropriate for you, what you are interested in or you prefer*'. Quantitative statistical data is used to describe the qualitative data – the relationship between variables. The results are presented in comparative tables and graphs for better visualization (they were designed automatically and attached to Google Forms).

The Questionnaire comprises the following sections: 1.1 *Introduction* – 2 questions; 1.2 *In General* – 13 questions, 7 of them are supposed to be connected with intrinsic motivation, 6 with the extrinsic one; the other 5 sections are not connected with motivation directly, but help find out what is engaging for students, what attracts / distracts them in the process of learning, things which make students competent, autonomous, and related. Dealing with these items (Part 2), They are: *2.1 I am interested in* – 11 questions; *2.2 I like to work* (modes and patterns of learning) – 4 and *2.3 I like to learn by* (particular forms and tasks of learning) – 10; *2.4 I like when* (forms and techniques used by teachers students were asked to choose the three most appropriate options for them. teacher's attitude) – 16; *2.5 The following hinders my learning English*. The students are not expected to give direct answers to the questions of the last section.

Participants. A total of 93 third-year Bachelor's degree students majoring in English participated in the research by completing the Questionnaire. Of these, 62 students also took part in the Implicit Association Test. The participants were selected from a cohort of English language students, typically aged between 19 and 20 years. All participants were native speakers of Ukrainian and had intermediate to high proficiency in English, as they were in their third year of study in the English major. Participation was voluntary.

RESULTS AND DISCUSSION

The first two introductory questions were about the students' background: how long they have studied English and whether their parents are proficient in the language (see Figure 1 and Figure 2).

It is possible to infer the longer students are immersed in English, the more proficient they are and the more interested they get. It happened that the majority of the students (57%) have studied English for more than 8 years, which means that their choice concerning their future career was not a random one (see Figure 1).
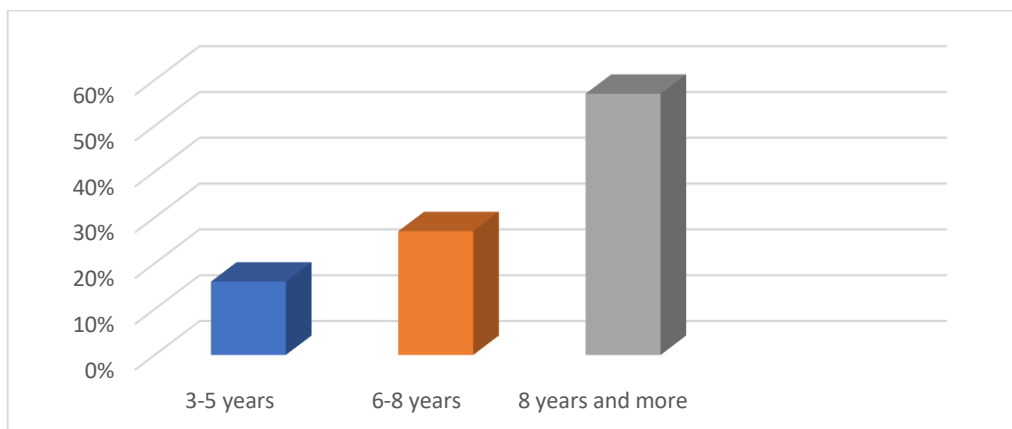
Figure 1. **Duration of English Study and Its Influence on Proficiency and Career Interest**
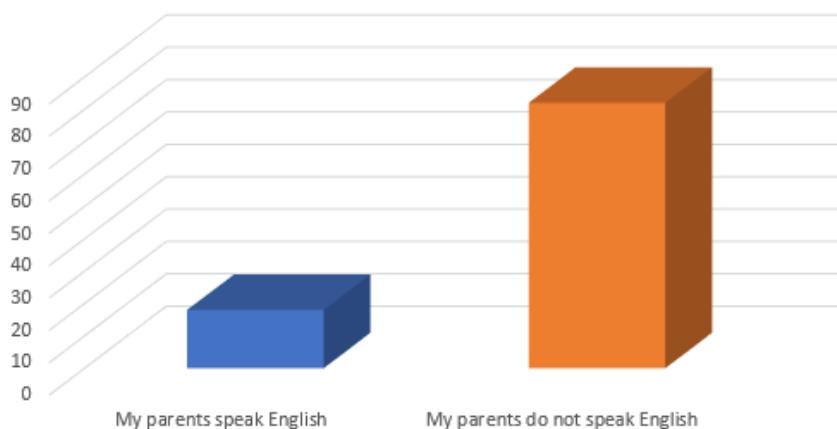
Developed by authors

Figure 2. **Parental Influence on Students' Motivation to Learn English**

Developed by authors

It is logical to suppose that if students' parents speak English, they influence their children's motivation in learning languages. They may have been the first language teachers and role models 'for attitudes and behaviors that could assist in future success, as well as the development of English interests and activities. Students often learn attitudes, cultural morals, and values from their parents' (Huy Cuong Nguyen, 2019, p. 61). Unfortunately, in the case with the students in question only an insignificant part of parents (18%) were proficient in languages. That may be explained by the fact that in the near past Ukraine was far from the West (it was a republic of the former USSR), foreign language skills were not in demand and were not included into the soviet system of values.

Section 1.2 of the Questionnaire is connected with motivation. It is possible to say that the students are motivated to learn English. It means that those who came to the University, choosing the major subject at random, without understanding its specificity or under the influence of their parents or friends, have dropped out. Almost three quarters of students (73%) enjoy learning English; for 59% studying English broadens their outlook; 56% believe that English will help them become an open-minded and sociable person. 83% consider English as important for their career.

The opinion of others influences students' extrinsic motivation – in our country people's prestige is higher when they know foreign languages. 21% of students answered that other people would think more highly of them if they know a foreign language. Parents do not play a considerable role in encouraging students to learn (17%). It seems that intrinsic motivation prevails.

More than half of the students (58%) would like to work abroad. This fact coincides with the purposes and objectives of the European Union (Ukraine strives to be a member of this union) –

51

free movement of people, goods, and capital. On the other hand, it is important to develop the sense of patriotism, students' desire to develop Ukraine, to stay in Ukraine and make it a developed, prosperous, and democratic country. Ukraine deserves that. So, this is the area for us, teachers, to pay attention to and to develop.

The second part of the Questionnaire reflects students' interests and preferences in learning / teaching which are indirectly connected with their motivation.

Teaching English as well as all the other subjects taught at universities in Ukraine is based on unified curricula and syllabuses developed on the basis of them. That is why the learning outcomes, skills to develop, themes, topics, and situations learnt are determined by these fundamental documents. Practically all the items in section 2.1 of the Questionnaire are included into the 4-year course of English for the Bachelor's degree. Still, the most popular themes are Music – 56%, Movies – 54%, English, Learning and Teaching English – 51%. Current Events are not very popular – 21% of students are interested in current events. However, in the country which is in the state of war, current events – the situation on the front, events in the country, international news – should be paid more attention to. It may be conducted, for example, in the form of warming up – brief presentations and discussions at the beginning of each class. Environmental Issues are attractive only to 8%. However, the attitude to the problem traditionally changes at the end of the semester when the Syllabus Module *People and Nature* is covered. Students' interest is manifested in their discussions and presentations of their work on projects *Urgent environmental issues in the world and Ukraine*: *What I am able to do to improve the environment.*

It is very important to know individual student's learning preferences presented in parts 2.2 and 2.3 of the Questionnaire. As it was anonymous (it was the students' d3ecision), it is difficult to make conclusions concerning each and every particular student. However, it is possible to trace tendencies and find out the needed information talking to students and observing their work in the classroom. In general, they prefer working individually, alone – 81% or with a partner – 57%. They like watching videos – 86%, talking and discussing issues when they can express their opinions and points of view – 73%.

Students enjoy playing games (39%) and listening to music (65%), suggesting that games and music could be more widely integrated into the classroom. Songs can be directly linked to themes, topics, and grammar structures being taught. Music has significant potential in fostering a positive classroom atmosphere. Additionally, songs offer an opportunity to hear language used in real-life contexts, enhancing students' comprehension skills. Through listening to songs, students are also exposed to the culture, customs, traditions, and values of the country whose language they are learning.

On the other hand, music can serve as background accompaniment during lessons, supporting various classroom activities. The use of music and songs is a powerful tool for boosting motivation, creating a positive environment, and increasing student engagement. By incorporating music into the classroom, educators can strengthen students' sense of connection and involvement, contributing to their overall learning experience.

In future, in the surveys to follow it will be interesting to find out the development of what skills, in particular, are more useful and attractive to students: speaking, listening, writing, reading, or translation. However, writing and translation skills are developed by separate subjects included into the Curriculum. More than that, developing these skills as home assignments is not practiced a lot nowadays as there is a risk of using artificial intelligence tools on the part of students. If in the classroom, it takes much time.

More than half of the students (58%) indicated a preference for online studies, while 39% opposed it, citing that it hinders their learning. This suggests that virtual classrooms, created on the University Moodle and supported by live-video communication platforms such as Google Meet or Zoom, have been smoothly integrated and are quite popular. They successfully replace traditional face-to-face classrooms when necessary, such as during the COVID-19 pandemic and the war. These findings align with previous research on the emergency digital transformation of Ukrainian higher education institutions. As N. Mospan et al. (2022, p. 94) note, 'The COVID-19 pandemic has

tested universities' autonomy to quickly transform education online due to their varying technical facilities and financial resources'. This transformation occurred smoothly, thanks to the university administration's management, support from the ICT laboratory, and the enthusiasm of both teachers and students.

As a result, the only significant difference between online and offline classes is the physical presence in the classroom. N. Mospan et al. (2022, p. 101) further state, 'Despite the emergency transition to distance teaching-learning, the majority of academics (58.6%) and students (58.2%) see their future with digitally-based distance education'. It is clear that there is a growing trend in support of online learning. When properly organized, online education offers several advantages over traditional, offline learning.

The items that are closely connected with teachers and their mode of teaching are presented in section 2.4. It is, so to say, teachers' 'food for thought', things to reflect on to evaluate their own teaching. Students like when teachers are friendly and encouraging (54%), excited and enthusiastic about English (43%), praise students (43%), present precise and specific feedback on students' learning (39%). Students do like when teachers have a sense of humour and make learning fun (43%). It is expected that students appreciate the use of diverse materials and tasks in the classroom (36%), when teachers are fair with class rules and grades (32%) and encourage a classroom culture of kindness and cooperation (25%). We, teachers, should not forget about the above aspects of teaching and employ them in the classroom.

Students do not like very much working on projects, problem-solving tasks (they are liked by 37%) and discovery of things on their own (27%). The situation may be changed, with more problem-solving tasks and projects offered to students. The figures signalize that these forms of working should be analyzed, paid more attention to, based on interesting and engaging problems and conducted in exciting forms as they develop students' competence, autonomy, and relatedness.

Only a small proportion of students (12%) expressed interest in being taught how to monitor their progress through reflection. However, this skill is closely linked to autonomous learning and lifelong education. As technology advances and the volume of information increases, individuals are required to engage in continuous learning throughout their lives. Therefore, lifelong learning is a key priority, and students should be prepared for it during their university education. It is essential for students to assess their own achievements, monitor their progress, and evaluate outcomes. These abilities are crucial as they are closely linked to the development of 21st-century skills. Cultivating them will help improve the quality of teaching and learning (Vysotska, 2022).

The last part of the Questionnaire is about things which hinder learning. The answers make us, teachers, reflect and introduce immediate changes: materials used in class (41%), types of activities in class (36%), the textbook (32%). Materials and types of activities should be varied and the course textbook should be upgraded. We would like to complete the upgrading by the beginning of the new academic year.

Most people cannot name all factors which boost their motivation. Sometimes they are not willing to report on them. In order to detect students' implicit attitudes to 'motivation', an Implicit Association Test (IAT) was conducted. The IAT is an assessment which allows to identify subconscious association between mental representation of concepts in memory. It contributes to the measurement of hidden, intuitive and unconscious attitudes and beliefs, and gives insight into a level of mental operations which are revealed due to uncontrolled reactions.

The participants (62 students) were asked to name up to 10 reactions to the stimulus 'motivation'.

The results are presented from the most frequent to the least frequent: s*uccess (27); money (24); achieving goals/aims (18); future (16); job/work (14); travelling (13); dream, people (12); family (11); inspiration, communication, desire (10); goals (9); competition, energy, results, hard work, friends (8); happiness, discipline/self-discipline, opportunities (7); sport, career, power, progress, praise, parents (6); activities, needs, freedom, popularity, obstacles/challenges (5); ambitions, abilities, hobbies, music, films, comfort, parents' future, role model (4); excitement, development, studying, improvement, movement, weather, thinking, health, reward, changes,*

diploma, support, rest/relax, strength, mother (3); teamwork, knowledge, experience, pleasure, perseverance, bravery, books, free time, idea, skills, victory, passion, inner force, close people, leader (2); wealth, mood, engagement, enthusiasm, enjoyment, imagination, curiosity, satisfaction, joy, diligence, productivity, determination, creativity, confidence, personal growth, will, impulse, jealousy, envy, balance, peace, status, analysis, salary, payment, childhood, luck, destination, respect, pride, food, coffee, clothes, ocean, nature, Don't give up!, belief, effort, problem, influence, love, world, boost, me, teacher, father, groupmates, brother/sister, peers, loved ones (1).

115 different reactions can be divided into two categories – extrinsic (59) and intrinsic (56) (Table 1).

Table 1

Classification of Student Reactions: Extrinsic vs. Intrinsic

Extrinsic factors – 59		Intrinsic factors – 56	
success (27)	rest/relax (3)	inspiration (10)	engagement (1)
money (24)	strength (3)	desire (10)	enthusiasm (1)
achieving goals/aims (18)	mother (3)	*goals (9)*	enjoyment (1)
future (16)	teamwork (2)	energy (8)	imagination (1)
job/work (14)	victory (2)	happiness (7)	curiosity (1)
travelling (13)	books (2)	discipline/self-discipline (7)	satisfaction (1)
dream (12)	free time (2)	freedom (5)	joy (1)
family (11)	close people (2)	ambitions (4)	diligence (1)
communication (10)	leader (2)	abilities (4)	productivity (1)
goals (9)	status (1)	hobbies (4)	determination (1)
competition (8)	salary (1)	comfort (4)	creativity (1)
results (8)	payment (1)	excitement (3)	confidence (1)
hard work (8)	respect (1)	development (3)	personal growth (1)
friends (8)	pride (1)	studying (3)	will (1)
opportunities (7)	wealth (1)	improvement (3)	impulse (1)
sport (6)	food (1)	movement (3)	jealousy (1)
career (6)	coffee (1)	thinking (3)	envy (1)
power (6)	clothes (1)	health (3)	balance (1)
progress (6)	ocean (1)	changes (3)	peace (1)
praise (6)	nature (1)	experience (2)	analysis (1)
parents (6)	boost (1)	pleasure (2)	childhood (1)
popularity (5)	teacher (1)	perseverance (2)	luck (1)
obstacles/challenges (5)	father (1)	bravery (2)	destination (1)
parents' future (4)	groupmates (1)	idea (2)	belief (1)
role model (4)	brother/sister (1)	skills (2)	effort (1)
music (4)	peers (1)	passion (2)	influence (1)
films (4)	loved ones (1)	inner force (2)	love (1)
diploma (3)	problem (1)	mood (1)	me (1)
reward (3)	world (1)		
support (3)			

Developed by authors

Some reactions like 'goals' can be both intrinsic and extrinsic depending on the nature of the goal and the motivation behind it. Extrinsic goals are driven by external rewards or outcomes, such as achieving success, earning money, or receiving praise. Intrinsic goals are driven by personal satisfaction, growth, or passion. So, whether a goal is intrinsic or extrinsic depends on what motivates a person to pursue it.

Most frequent responses including *success (27); money (24); achieving goals/aims (18); future (16); job/work (14); travelling (13); dream, people (12); family (11); inspiration, communication, desire (10)* belong to extrinsic motivation factors which can probably be explained by the fact that extrinsic factors have an important influence on most individuals. Students' associate 'motivation' with *success* when they *achieve goals* in the *future*, when they can get a good job, earn enough *money, travel,* stay with their *families, communicate* with their *families* and *friends.* They seek *opportunities*, they would like to get *praise* and *support* from *family* members, *peers* and *groupmates.* Very ordinary things like *coffee, food* and *clothes* can increase motivation, too. The reactions 'obstacles/challenges' and 'problems' are registered as well although they do not impact motivation significantly. Least frequent responses like 'nature' and 'ocean' strengthen motivation.

Intrinsic factors are presented with reaction like *inspiration (10), desire (10), goals (9), energy (8), happiness (7), discipline/self-discipline (7), freedom (5)* which uncover hidden inner motives which lift motivation. Even though *confidence, determination, enthusiasm,* etc. are mentioned, most students rely more on external factors which provide more motivation and lead to success. The responses 'jealousy' and 'envy' are negative feelings which, however, can generate and maintain motivation.

Thus, the Implicit Association Test proves the importance of both intrinsic and extrinsic factors which boost students' motivation. Nevertheless, most frequent responses (for some reaction from 24 to 10 – *success, money, achieving goals/aims, future, job/work, travelling, dream, family, communication*) belong to extrinsic factors which influence motivation considerably.

CONCLUSIONS AND RECOMMENDATIONS

The analysis of the research results underscores the pivotal role of motivation in the language learning process, as it fosters students' self-esteem and enables them to achieve success and personal growth. While both intrinsic and extrinsic factors influence motivation, intrinsic motivation proves to be the stronger driver. The findings offer actionable insights into the factors that enhance students' motivation to learn English, enabling teachers to tailor their approaches to foster a more engaging and effective learning environment.

Practically, teachers can use these insights to design classroom activities that align with students' interests and needs, thus boosting their engagement and intrinsic motivation. For instance, incorporating diverse and interactive teaching methods, such as project-based learning, music, and games, can make lessons more appealing. Teachers should also create a supportive classroom atmosphere where students feel encouraged to take risks and learn from their mistakes without fear of judgment. By providing constructive feedback and recognizing students' achievements, educators can further enhance their motivation and confidence.

Conducting similar research regularly can serve as a reflective tool for teachers, helping them to evaluate their teaching methods and adapt to students' evolving needs. The Motivation Questionnaire is a practical instrument that not only gathers feedback but also facilitates continuous improvement in teaching practices. Such feedback-driven adjustments can significantly improve teaching outcomes and student satisfaction.

Encouraging students to take responsibility for their learning by developing autonomy and self-assessment skills has significant practical implications. By guiding students to track their progress and set personal goals, teachers equip them with the skills necessary for lifelong learning. Additionally, leveraging digital tools and platforms can make learning more accessible and engaging, especially in contexts requiring online or hybrid education.

Ultimately, creating a motivating learning environment is about more than just achieving academic success – it is about instilling a love for learning and a sense of pride in students' accomplishments. Teachers play a crucial role in fostering this greatness by nurturing students' ambitions and supporting their growth.

Future research could delve deeper into the long-term effects of various motivational strategies and explore the role of emerging technologies in enhancing motivation. These efforts would contribute to a more comprehensive understanding of how to sustain and improve motivation in language learning, ultimately benefiting both educators and learners.

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МОТИВАЦІЯ: ФАКТОРИ, ЩО ВИЗНАЧАЮТЬ ЕФЕКТИВНІСТЬ ВИВЧЕННЯ МОВ

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Володіння іноземними мовами є необхідною навичкою для тих, хто живе в XXI столітті, оскільки це дозволяє людині брати участь у глобальній комунікації, отримувати доступ до різноманітних культур і адаптуватися до дедалі більш взаємопов'язаного світу. В Україні сьогодні англійська мова користується великим попитом. Однак, незважаючи на усвідомлення важливості іноземних

57

мов для сучасного громадянства, бум у вивченні англійської мови та досягнуті певні успіхи, рівень володіння англійською мовою серед студентів українських університетів залишає бажати кращого. Для покращення ситуації викладачі мов шукають приховані резерви та ресурси для підвищення ефективності викладання, а отже, й навчання. Одним із таких ресурсів є мотивація студентів до вивчення мов. У цій статті автори аналізують мотивацію, її види та типи, діляться досвідом викладання англійської мови в українських університетах і зосереджуються на факторах, що підвищують мотивацію студентів. Для того, щоб зрозуміти, що мотивує їхніх студентів і наскільки добре вони, викладачі, обізнані з факторами мотивації своїх студентів до вивчення іноземних мов, було розроблено та використано інструмент – анкету для студентів. Анкета досліджує фактори, що впливають на мотивацію студентів, а також проблеми та труднощі, з якими студенти стикаються в процесі навчання. Анкета та її результати допомагають рефлексувати над викладанням, побачити, чим можна пишатися, а що потребує змін і покращень, а також які заходи слід вжити для підвищення мотивації студентів. Рефлексія на основі результатів анкети дає можливість отримати уявлення про викладацьку практику, визначити успішні стратегії та області, які потребують покращення. Ця рефлексія сприяє цілеспрямованим діям для підвищення мотивації студентів і створення більш залученого та підтримуючого навчального середовища.

Ключові слова*: вивчення мов, ефективність викладання, методи викладання, мотивація студентів, фактори мотивації.*