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### MOTIVATION AS A KEY FACTOR OF STUDENTS' SUCCESS IN LEARNING ESP

*The English language has been a language of global communication and there is no doubt that any graduate is expected to master this language in their professional environment. Hence, the English language is an important need for students, especially Vocational English that is why students seem to be highly-motivated. Motivation of students in English for Specific Purposes is an important task for a teacher as it can lead to their success or failure. The article is aimed at considering the importance of motivation for students and studying how teachers can enhance it to improve second language teaching, in particular ESP. In the article, there have been considered two key motivations, namely instrumental and integrative ones and there have been supposed some techniques which build instrumental and integrative motivation. In order to build these two kinds of motivation a teacher is to enhance the students' enthusiasm in learning second language during the whole ESP course. Teachers should implement some techniques which build instrumental and integrative motivation. The task of a teacher is to combine both kinds of motivation to get benefits from them. The main focus is paid to the students' micro-motivation and its types, namely intrinsic and extrinsic motivations and biological drive. There have been studied advantages and disadvantages of intrinsic and extrinsic motivations. The article reveals the importance to develop the students' autonomy, mastery and purpose which together build intrinsic motivation.*

**Keywords:** motivation; instrumental; integrative; biological drive; micro-motivation; macro-motivation; carrot-and-stick approach; gamification; autonomy; mastery; purpose.

**Fig. 2. Table. 2. Ref. 8.**

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### МОТИВАЦІЯ ЯК КЛЮЧОВИЙ ФАКТОР УСПІХУ СТУДЕНТІВ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

*Англійська мова є мовою глобальної комунікації, і немає сумнівів, що будь-який випускник повинен володіти цією мовою у своєму професійному середовищі. Мотивація студентів англійською мовою для професійних цілей є важливим завданням для викладача, оскільки вона може призвести до їх успіху або невдачі. Розглянуто два ключових типи мотивації, а саме: інструментальна та інтегративна, також були запропоновані деякі методи, які формують інструментальну та інтегративну мотивації. Основна увага приділяється мікро-мотивації студентів і її типам, а саме внутрішньої та зовнішньої мотиваціям, а також біологічному мотиву. У статті розкривається важливість розвитку автономії студентів, їх майстерності та мети, які формують внутрішню мотивацію.*

**Ключові слова:** мотивація; інструментальний; інтегративний; біологічний мотив; мікро-мотивація; макро-мотивація; метод винагороди і покарання; гра як метод викладання; автономія; майстерність, мета.

**I**ntroduction. Motivation for language learning is a highly important issue in higher education nowadays. The ability to communicate in a foreign language in a number of professional subject areas appears to be one of the crucial competences of a highly-qualified specialist. As English has been a language of global communication, so-called "bridge between nations", there is no doubt that any graduate is expected to master English in the professional environment. Since the English language is an important need for students, especially Vocational English, so students seem to be highly-motivated. Motivation of students in English for Specific Purposes is no doubt an important issue which will be studied in this article.

**The aim of research** is to consider the importance of motivation for students and study how teachers can enhance it to improve second language teaching, in particular ESP. The term ESP stands for English for Specific Purposes which means "training learners the particular skills and language they need in order to function in a particular set of professional situations in English. Learners are grouped according to their needs, not just their language level, and the trainer tries to tailor each course to the learner's particular needs" [7]. Thus, the article explores students' motivation for learning Specific language discipline, for example, English for Economists, Finance, Law, Tourism, etc.

**The main part of research.** Motivation is

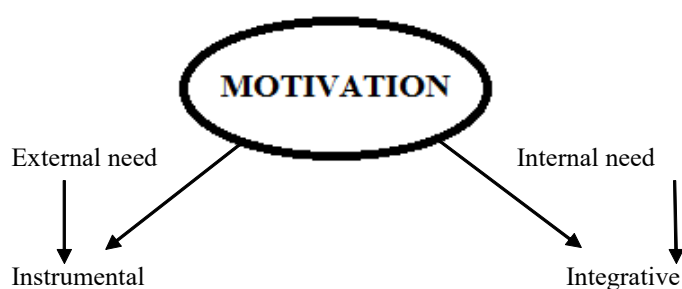


Fig. 1. Motivation for language learners

considered to be a key priority for education system. Thus, how can we define the term “motivation”? According to Masgoret M. and Gardner R. (2003), “motivation refers to goal-directed behavior, and when one is attempting to measure motivation, attention can be directed towards a number of features of the individual. The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not” [4, 173].

According to Steven McDonough, “Motivation is a property of the learner, but it is also a transitive concept: coaches can motivate their clients, teachers can motivate their students. Furthermore, it is dynamic and changes over time, especially in the usually long-drawn out process of language learning. Motivation is thus remarkably complex” [6].

Concerning the field of second language learning, the best known research was done by Robert Gardner and Wallace Lambert in 1972. In their book “Attitudes and motivation in second language learning” they defined two key motivations for students, namely instrumental and integrative [3].

Instrumental motivation is considered to be an outcome of an external need. For instance, if learners’ need is to communicate in the foreign language in the job, or to study successfully in academic environment, that will be the external need as the need itself comes from outside, not from the learners themselves. In this case the language is a useful tool to accomplish tasks successfully.

Unlike instrumental motivation, integrative one comes from within the learner. It comes from the learner’s desire to integrate with other people who speak the same language, to feel confident speaking a foreign language in the future when they will communicate with other people of the same

professional area, for example, medical English, legal English, business English, etc.

As we can see in Figure 1, the classification of motivation conducted by Gardner R. and Lambert W. in 1972 shows a clear correlation between motivation and needs. That means, to motivates students, teachers must take in consideration students’ needs while planning lessons for ESP.

Studying students’ motivation, we can state that there are two important things about instrumental and integrative motivation. “Firstly, all learners probably have some combination of the two types, and this combination will vary over the course of their learning. As teachers, we need to be aware of both types, in order to take advantages of them. Secondly, and perhaps more importantly, both instrumental and integrative motivation work on a large scale: they help us to understand why a particular learner is attending a course, their macro-motivation. But they say very little about their micro-motivation: how that learner feels during and between individual lessons. It is quite possible for a learner to have high levels of integrative and instrumental motivation, and still feel demotivated by boring lessons or an unpleasant learning environment. Conversely, it is possible for a learner with little or no instrumental or integrative motivation to be highly motivated in the classroom, due to the quality of the teaching, for example” [7].

As teachers we can use some techniques for exploiting and building language learners’ motivation both instrumental and integrative in an ESP course” [7]. In the table below we can see some techniques which can be implemented in ESP lessons.

As we can see some techniques tend to focus more on instrumental motivation while others on integrative one. The task of a teacher is to combine both kinds of motivation to get benefits from them. This is really essential when we design an ESP course for a particular group of students.

The next aspect of motivation worth studying is micro-motivation. As it was already mentioned, macro-motivation is large-scale, and it can predetermine the reason why a student attends a particular course or why learners need a second language. While micro-motivation is small-scale which means it is more about how students feel during and between classes, whether they find the tasks useful, relevant and whether they are involved in the class and to what extent, namely the motivation carries out specific actions. Micro-motivation can be divided into three types: intrinsic and extrinsic

Table 1.

Techniques to improve students' motivation [7]

<p>Instrumental motivation</p> <ul style="list-style-type: none"> <li>- Set daily, weekly and monthly targets and review those targets at the end of each day, week or month.</li> <li>- Raise awareness of your assessment criteria at the beginning of the course so that the learners know exactly what is expected of them.</li> <li>- Focus strongly on learners' professional needs when setting up and designing the course.</li> <li>- Use real-life case and role plays, authentic texts, etc. from learners' professional fields.</li> <li>- Get the learners to explore the internet for interesting articles, videos, podcasts, etc., in English and report back to the class on why they were interesting.</li> </ul>	<p>Integrative motivation</p> <ul style="list-style-type: none"> <li>- Find out why they want to learn English and include activities in the course that give them what they want.</li> <li>- Encourage learners to attend events in the English language.</li> <li>- Make sure your learners always know why they are doing an activity and how it will help them in their professional lives.</li> <li>- Get learners to communicate with real people around the world, for example by joining and participating in online communities.</li> </ul>
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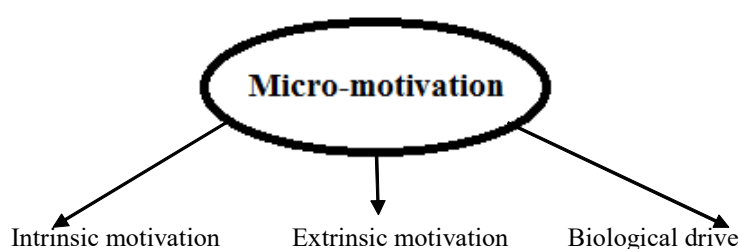


Fig. 2. Micro-motivation [7]

motivations and biological drive, as shown in Figure 2.

The simplest motivation is our biological drive. "This is what makes us want to eat, to be comfortable, to look good in front of other people, etc. For those of us, like teachers, who want to increase motivation, there is not much we can do about biological drives, although we can easily demotivate people if we do not respect those drives" [7].

Traditionally, there has been used motivation based on a combination of rewards and punishments. This well-known approach is called the carrot-and-stick approach. This metaphor means "if we want to persuade our donkey to move, we can offer him a carrot as a reward or we can hit him with a stick if he refuses. This approach was widely used in families, in schools and in businesses" [7]. Therefore, this method tends to be quite ineffective in changing behavior, or even damage motivation at all.

The other forms of motivation, namely intrinsic and extrinsic motivations (Deci and Ryan 1985) [1], appear to be more effective in language learning. In particular, intrinsic motivation is considered to be the best form of motivation. That can be motivation to do a task because it is fun, not because you have to, or you get a reward or can be punished. A good example is games: we play because it is fun, enjoyable. Extrinsic motivation can include expectations of teachers, grades, or in case of games, if you try to reward someone for playing a game,

they will see the activity as extrinsic motivation. Thus, gamification has become one of the effective principles to make language learning intrinsically motivating.

However, both extrinsic and intrinsic motivations have some advantages and disadvantages [5; 8]. On the one hand,

extrinsic motivation makes students ready for behavior changes and students "typically involve relatively little effort and preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students. On the other hand, extrinsic motivation can often distract students from learning the subject at hand. Thus, it can be challenging to devise appropriate rewards and punishments for students' behaviors. Also, extrinsic motivation typically does not work over the long term. Once the rewards or punishments removed, students lose their motivation" [5, 163].

Regarding intrinsic motivation, a big benefit is that it is "long-lasting and self-sustaining, and the focus is on the subject rather than rewards or punishments" [8]. Considering drawbacks, we can note that sometimes it takes some time and efforts to learn interests of students. That is why it is helpful to know your students' interests in order to connect these interests with the subject matter [5].

In the ESP classroom, we can take the advantages of both extrinsic and intrinsic motivations to make language teaching more effective and language learning more inspiring for students. That is, of a teacher sets an achievable task which appeals to a particular group of students, he can raise students' intrinsic motivation in such a way. On the other hand, if we keep a record of students' scores and give them the opportunity to beat their previous scores, in other words to improve their grades, that gets students more

Table 2.

Aspects of intrinsic motivation [7]		
Intrinsic motivation		
Autonomy	Mastery	Purpose
If students are given the chance to decide for themselves, they are more eager to succeed in performing a task.	The tasks are challenging enough for students but not too difficult to achieve. They are satisfying and motivating.	Students know what they can achieve performing a particular task which is relevant for their future jobs.

motivated. Thus, we can combine benefits of both extrinsic and intrinsic motivations. Another good example is when a teacher gives students autonomy to choose the topic of the task they like or are interested in, and students are instructed about the task but are free to present the topic the way they see it, or like it.

As intrinsic motivation is considered to be the most helpful and effective, there should be done some further studies of that motivation. "Research into intrinsic motivation has identified three aspects of intrinsic motivation: autonomy, mastery and purpose" [7].

As shown in Table 2, teachers should take into consideration these three aspects of intrinsic motivation if we want to raise extensively motivation of students.

Autonomy in the ESP classroom can be effective if we promote it at the course design stage, also when planning the next lesson. A good example is when a teacher knows the students' interests, he can prepare satisfying, achievable tasks for them and give them the possibility to choose the task they like, and they can work individual or in groups.

Mastery is another aspect of intrinsic motivation. Maintaining a sense of progress can raise students' motivation. Thus, if a teacher focuses on their achievements, rather than mistakes it is obviously more motivating for students. For instance, "keeping examples of your students' old writing tasks, so that a few months later you can show them how bad their writing used to be" [7].

Concerning purpose of students' intrinsic motivation, we can single out large-scale purpose and small-scale purpose. Large-scale purpose represents life goals of learners as well as organizational goals. In other words, what students can achieve in their professional areas and how they are going to achieve their life goals.

Since motivation can change over time (Dürnyei Z.) [2], we can single out three phases, namely choice, execution, and retrospection [2]. "The initial choice to actually learn the language or start the task rather than just think about it requires different springs to the maintenance of effort, perseverance, or tolerance of frustration in the second phase. Finally, the learner

needs to come to terms with the whole experience and evaluate the outcomes. Dürnyei [2] offers a checklist of 35 motivational strategies covering the three phases for teachers to try out. However, he warns that the aim is to become a 'good enough' motivator, not a perfect one." [6]. Thus, the role of a teacher is central and challenging as motivation "involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation" [6].

Despite some probable challenges and obstacles, we can state that motivation in the ESP classroom can be extensively enhanced due to some simple motivational techniques. Among most useful techniques, we can suppose the following: challenges, competitions, experiments, project work and competitive games. These tasks should be fun, include some kind of humor and creativity. And, finally, praise or winning points and stickers can be used as evaluation of students' progress in the ESP classroom.

**Conclusions.** Summarizing our thoughts above, it would be emphasized that motivation is an important factor which can lead to students' success or failure. That is why the task of a teacher is to enhance their enthusiasm in learning second language during the whole ESP course. The teacher should design tasks which involve students in real-life professional situations and integrate them into the team which could co-operate together and come to common decisions and solutions. Thus, to achieve these goals we should enhance students' instrumental and integrative motivations. Teachers should implement some techniques which build instrumental and integrative motivation. The task of a teacher is to combine both kinds of motivation to get benefits from them.

A great deal of attention should be paid to micro-motivation which predetermines students' behavior in the classroom. Among three types of micro-motivation, namely intrinsic and extrinsic motivations and biological drive, intrinsic motivation is considered to be the best form of motivation. Furthermore, teachers should take into consideration three aspects of intrinsic motivation which are autonomy, mastery and purpose if we want to raise extensively motivation

**УДОСКОНАЛЕННЯ МЕТОДИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ  
ЗАСОБАМИ ІНТЕРАКТИВНОГО НАВЧАННЯ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ**

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of students. These three aspects build students' intrinsic motivation, or in other words their inner desire to acquire second language.

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**УДОСКОНАЛЕННЯ МЕТОДИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІЧНИХ  
ПРАЦІВНИКІВ ЗАСОБАМИ ІНТЕРАКТИВНОГО НАВЧАННЯ НА УРОКАХ  
АНГЛІЙСЬКОЇ МОВИ**

*У статті розглядається методична підготовка як складова загальної професійної підготовки майбутніх педагогічних працівників на уроках англійської мови, а також вказані можливі методи її вдосконалення. Зокрема, визначено роль засобів інтерактивного навчання у цьому процесі. Виокремлено найбільш ефективні з точки зору розвитку професійної компетентності методи інтерактивного навчання (робота в парах/трійках; “Карусель”; дискусії, ділові ігри, аналіз ситуацій; метод акваріуму; “Мозаїка”; рольові методи; “Мікрофон”; “Мозковий штурм” та “брейн-ринг”), експериментально доведено їхню ефективність у підвищенні методичної майстерності майбутніх вчителів англійської мови.*

**Ключові слова:** методична підготовка; професійна компетентність; інтерактивне навчання; педагогічний працівник.

**Літ. 10.**

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**IMPROVEMENT OF METHODOLOGICAL PREPARATION OF FUTURE TEACHERS BY  
MEANS OF INTERACTIVE LEARNING IN THE ENGLISH LANGUAGE**

*The article deals with methodological training as a component of the General professional training of future teachers in English lessons, as well as the possible methods of its improvement. In particular, the role of interactive learning tools in this process is defined. The most effective from the point of view of development of professional competence methods of interactive training (work in pairs / threes; “Carousel”; discussions, business games, analysis of situations; aquarium method; “Mosaic”; role-playing methods; “Microphone”; “Brainstorming” and brain-ring), experimentally proved their effectiveness in improving the methodological skills of future teachers of English.*

*Now the system of educational process is at the stage of active development and changes. In connection with these processes, the training of future teachers acquires almost a leading role, which is confirmed by the fact that society has significant expectations from the educational reform and from new personnel in the education system in particular. It is obvious that the basis for the formation of their own individual style of students of pedagogical universities lay during training. During this period, the most effective and acceptable to use in their experience means and methods of training are also determined.*