

МОТИВИРОВАННОЕ ПОВЕДЕНИЕ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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Мотивация была определена одним из ключевых факторов, оказывающих влияние на изучение второго языка, и ее роль в образовательном процессе была тщательно изучена. Тем не менее относительно меньше внимания уделяется различным моделям мотивации при изучении иностранного языка. Таким образом, целью данного исследования является изучение мотивированного поведения в обучении студентов Казанского федерального университета. Для достижения цели исследования было выявлено мотивированное поведение при обучении. В исследовании использовался стандартный опросник через онлайн-форму Google для определения мотивированного поведения при изучении английского языка среди 80 учащихся.

Ключевые слова: мотив, мотивация, мотивированное поведение в обучении.

MOTIVATED LEARNING BEHAVIOR OF STUDENTS IN ENGLISH LANGUAGE LEARNING

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Motivation has been identified as one of the key factors, which influences second language learning and its role in the learning process has been investigated extensively. Still, there has been relatively less emphasis on various motivational patterns in study foreign language. Hence, the aim of this research is to investigate motivated learning behaviour of students participating in study of Kazan Federal University. In order to fulfill the aim of the study, motivated learning behavior was identified. The study used a standardized questionnaire via an online-

Google Form to define motivated learning behaviour towards English language learning among 80 students.

Keywords: motive, motivation, motivated learning behaviour.

Motivation is related to the action; therefore, its relevance can be specified in the view of the behavioural domain. In foreign language motivation research, considerable attention has been given to the relationship between motivation and students' learning behaviour to emphasize how students motivate themselves as language learners and how it affects their learning process itself.

Self-determination theory (SDT) has been one of the most prominent theories in the field of language learning motivation in which there are different types of motivation based on a wide range of strives and goals that cause actions and particular behaviour. SDT offers an internally consistent framework which can systematically describe many orientations in a comprehensive manner. Moreover, the theory explains understanding why certain orientations are the best predictors of relevant variables such as effort [11, p. 98]. The most basic distinction in SDT is based on the characteristics of intrinsic motivation and extrinsic motivation. *Intrinsic motivation* is defined as "resulting from an interest in the subject/activity itself" whilst *extrinsic motivation* is described as "resulting from external factors of reward or punishment" [10 p. 215]. Green-Demers *et al.* (1997) found that self-determined motivation serves as a better predictor of motivated behaviour, especially, when behaviour increases due to intrinsic or extrinsic rewards. Noels (2001) argued that SDT views various facets of regulation (*internal, integrated, identified, introjected, external, amotivation*) with amotivation at one end, followed by each of the four elements of extrinsic motivation, and then intrinsic motivation being placed at the opposite end. It is interesting to note that intrinsic motivation and identified regulation have been related to integrative motivation while external regulation has been associated with instrumental motivation [11, p. 100]. These types of motivation are not categorically different but rather different ends of a continuum where the types of motivation show to what extent the learner is self-determined (Noels *et al.*, 2003). However, Dörnyei and Clément maintained that intrinsic motivation is the most important part in determining a student's level of effort and investment in the language learning process [5, p. 415].

Since motivation is the antecedent of motivated learning behaviour [7], it concerns two key aspects of motivated human behaviour: the desire to learn the language and motivational intensity (or effort), and attitudes towards learning the language. Additionally, Ur characterized 'motivated' learners in terms of motivated behaviour. In other words, they are learners, who "are willing to involve themselves in learning activities for the purpose progress" [13, p. 12]. Ur found some features of students' motivated learning behaviour. The first is that learners consistently invest a high level of effort in language learning, and are not prevented by failure or lack of progress. The following feature is that learners are not frustrated by situations when they do not have any progress. The next one is the need for achievement in which learners are motivated to achieve a goal, that is, they have a desire to overcome difficulties in order to achieve the aim. Consequently, motivation has effects on students' learning and behaviour. However, Dörnyei *et al.* (2006) defined motivated learning behaviour in another way and characterized it using a new dichotomy: *direction* (students' choice preference to learn a language) and *intended effort* (students' investment into learning English). Csizér and Dörnyei identified that integrativeness directly affects these two criterion measures [2, p.10].

Moreover, integrativeness has been discovered to be an important variable to predict learners' motivated behaviour and their success in language learning (Clément, Dörnyei & Noels, 1994; Ren, Yu, 2013; Shaaban, Ghaith, 2000). Nevertheless, the concept of integrativeness has often been challenged. According to Gardner (1985), integrativeness involves the language learners' identification with native speakers of a foreign language. Students who learn a language might wish to integrate with native speakers; however, this community in a foreign language setting can be absent. Dörnyei (2003) argued that the absence of the community in the foreign language setting might not be a problem if the identification associated with integrative disposition is generalized to the cultural and intellectual values associated with language. For instance, English that has become an international language can serve as a lingua franca [8, p. 280]. Students can integrate with other non-native speakers who are studying the same second language in an international environment with the purpose of improving their language competence. Some studies have

also justified that the lack of identification with English native speakers is a meaningful factor in motivation (Lamb, 2004; Yashima, 2000; Warden, Lin, 2000). It can also be supposed that this factor can affect learners' motivated behaviour, for example, students have a great desire to put their energy and effort to learn a language (Csizér & Dörnyei, 2005a). In view of the above, Kormos and Csizér pointed out that nowadays integrativeness has no relevance for many learners in a rapidly developing world.

Motivation is associated with performing behaviour for its own sake as a means to an end in a given learning environment. The findings of different studies (Dörnyei, 2003; Kormos, Csizér, 2008; Lamb, 2004) showed that the concept of motivated learning behaviour can be valid in the language learning. The following step is to analyze motivated learning behavior with the help of statistics. In order to get appropriate data about students' motivated behaviour, it was adapted the Dörnyei's questionnaire for the students of Kazan Federal University, studying in the direction of 44.03.05 "Teacher education (Russian and foreign (English) language)". The questionnaire was divided into two sections. The first section included 5 items dealing with motivated learning behaviour. The second section provided information, concerning students' backgrounds. The data was analyzed was analyzed by using the SPSS program (Statistical Package For Social Sciences).

Table 1

ANOVA results comparing the mean scores of cluster membership

	Group 1 (n=29)	Group 2 (n=34)	Group 3 (n=17)	F	Sig	df	Tukey's post-hoc tests
Motivated learning behaviour	3.39	4.21	4.36	15.7	.000	2	1<2<3

*n – number of students in each cluster group
p < .001

An expected pattern emerged for the construct of motivated learning behaviour. In this study, the consistent relationship between criterion measures provided a strong case for the validity of the clustering process, for example, Group 1 (3.39), Group 2 (4.21), Group 3 (4.36). The

scores of Group 3 exceeded the scores in Group 2, whereas for Group 2 it was higher than Group 1. That is, Group 3 and Group 1 differed not only in terms of their motivational intensity but also in terms of their intended effort, and showed a constant growth in terms of their motivated behaviour. Therefore, Group 1 includes the weakly motivated students, Group 3, on the other hand, is the inverse of Group 1 containing the highly motivated students, and Group 2 consists of the students who are moderately motivated to improve the language.

The evidence illustrates that the highest degree of the motivated learning behaviour and mean values appears in Group 3. It confirms the idea that a balance between motivated learning behaviour, intrinsic and extrinsic motives, and even future language self leads to higher levels of motivation for language learning (Dörnyei, 2009). It is possible to claim that the balance between all groups of motives and motivated learning behaviour in Group 3 is the most effective motivational configuration. Papi and Teimouri suggested that the combination of such results shows that learners with a balanced self-system might perform the great amount of motivated behaviour and have behavioural characteristics necessary for long-term language learning [12, p. 495]. Some researchers (e.g. MacIntyre, Clément, Dörnyei, Noels, 1998) found that both intrinsic and extrinsic motivation results in performance-related motivated behaviours, however, only intrinsic motivation induces learners to communicate in a language, which is a highly internalized type of motivated learning behaviour. The results indicate that motive is an antecedent of action for international students to improve a language proficiency but is influenced by other factors such as language ability and the quantity of learning experience as well.

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