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Motivation for learning English of Thu Dau Mot University' students

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ABSTRACT

This paper aims to identify the English-learning motivation of Thu Dau Mot University's students. Based on the questionnaire, the data for analysis were collected from more than 100 students of different majors studying non-majored English at Thu Dau Mot University's Foreign Language Center. The findings show that students have relatively positive learning motivation. In the relationship between learning achievement and motivation, the motive that comes from the students' desire to get a better job occupies 58.4% of all the students surveyed because they believe it is essential and decisive to ensure their future income (applying for a job to earn money), and motivation to integrate into modern world life (because English is a global language: 40.4%) are the factors affecting students' achievement.

Keywords: *English, foreign language, learning motivation, students Thu Dau Mot University*

1. Introduction

On the current trend of international integration, English is increasingly attracting the attention of many people, becoming an indispensable means at many levels and professions. However, using English fluently is not easy for many people. In addition to learning efforts, learners' individual learning motivation also plays an important role in achieving success. It can be said that the learning motivation of people in general and the motivation of students in particular is the key to promoting learners to achieve their

desired results. Some studies show that, even though they are in the same class, with the same curriculum, lecturer and learning environment, the basic impact on each student's motivation to learn English is different, leading to different outcomes. Therefore, the article conducts a survey to point out the characteristics of motivation and basic influences on students' motivation to learn English in order to help them realize the importance of foreign language learning motivation, the key to improving the effectiveness of their learning process in the current tendency of globalization and international integration.

2. Theoretical backgroup

Motivation is the driving force that stimulates people to make choices, take actions, make efforts, and persist in taking action to achieve their desired goals. In the 1970s of the twentieth century, Gardner & Lambert (1972) conducted the first research on instrumental motivation and integration motivation. Opportunistic motivation is related to learners' individual desires, specifically "positive attitudes towards the target language speaking community and the ability to integrate in that community" (Gardner & Lambert, 1972,); whereas, instrumental motivation relates to functional reasons such as seeking a better career opportunity, getting a pay raise, or simply passing a test. Integration motivation and tool motivation are both basic factors that make learners successful in the process of learning a foreign language. Gardner and Lambert (1972) suggest that students who have a warm attitude towards a language and want to assimilate into the culture of the speakers of that language are more motivated. As a result, they are more successful than those who simply learn the language for getting a better job opportunity. In a work published in 1983, Gardner classified motivation into two groups: (1) instrumental motivation refers to learning a foreign language for a number of pragmatic goals such as employment, exams,... and (2) integrative motivation because of some needs related to human and culture connection. And, in a follow-up work, Gardner (1985b), shows that motivation is composed of 4 factors: goal setting, individual learning efforts, desire to achieve goals and the right attitude to human behavior. Motivation is the key to success in learning and teaching a foreign language. Learners are only really successful when they have the right learning motivation that will generate efforts to motivate them to complete the difficult tasks that the learning process sets out.

Schiefele (2001) argues that intrinsic learning motivation comes from the learners' sincere desire for the language, which plays a decisive role in the process of acquiring language achievement. However, external factors including the social environment and the conditions of the foreign language learning environment such as teachers, learning materials, classmates, etc. also have an influence on inspiring and motivating students as well as forming their attitudes. Specifically, the role of teachers is very comprehensive, especially if the foreign language learning environment is not in an English-speaking country but mainly in the classroom under a teacher's guidance. Therefore, teachers play

the main role in stimulating students' learning motivation. Learning materials can encourage and motivate learners' reasons for learning and understanding. Learning materials are able to reduce students' motivation if they find their contents and tasks too difficult, or conversely, too easy for their language level or are stiff, with little update or change. In particular, the compilers of teaching materials need to pay attention to the learners' needs, desires and qualifications so that the material can effectively promote its spiritual values. According to Gardner's 2005 model of social education, the motivation to learn a foreign language is formed by one of the three factors: (1) Learning a foreign language as a tool to achieve personal goals (instrumental motivation); (2) Learning a foreign language due to the need to integrate into the native community or the language community outside the classroom (motivation for integration); (3) Learning foreign languages by having a positive attitude towards the learning environment. These factors are linked together by solid and broken lines showing the different roles of factors of individual identity affecting the language acquisition environment and thereby shaping learning outcomes. practice. During the teaching process, we noticed that students have different learning motivations, and their learning efficiency is also not the same.

Researchers have different classifications of learning motivation. This study chooses the analysis from Gardner's (2005) taxonomy to clarify the results that we have investigated. Gardner in his educational model has classified motivation into three groups: instrumental motivation, integrative motivation and attitude motivation towards the learning environment. In which, the first two motivations participate as the foundation to form foreign language learning attitudes before learners are exposed to learning and will be present during and after the learning process. The motivation related to the element in the classroom only arises when learners have participated in foreign language learning activities, thus playing the role of nurturing and maintaining existing attitudes and giving rise to new ones.

3. Methodology

The corpus of the article is based on the authentically-surveyed data of 100 students (41 males, 59 females) studying non-majored English at levels 3, 4, and 6 at Thu Dau Mot University's Foreign Language Center in May 2023 with a questionnaire of 25 questions and in-depth interviews with 20 collaborators to collect qualitative data for the research purpose of the article. In the samples, the total number of third-year students is 44, accounting for the highest percentage, the second highest proportion is fourth-year students with a total of 36, the lowest proportion is second-year students (20 students). The majority of the students surveyed major in Economics (Business Administration, Accounting), followed by Information Technology major. The rest are in equal proportions.

The goal of the article is to identify which motives/groups of motives greatly affect

students' attitudes toward learning English accurately and objectively. Apparently, the author designed a questionnaire for students, the main population to collect the data for this study.

4. Results and discussion

4.1. Self-assessment of students' English ability

Subjective self-assessment: learners evaluate their own results in the learning process.

It can be said that learning a foreign language is a long journey with the resonance of many factors from family, school and society. Of the 100 students surveyed, most of them started learning English at elementary school.

Awareness of the role of English: English is an important and valuable part that students need to accumulate to have a solid motivational foundation when entering the university with expectations to accomplish goals for their future. The need also stems from the children's own daily learning practice when the most valuable, modern, and hottest resources are in English. It is obvious that English makes modern people more valuable and of confident to integrate and is the image of a global citizen with an indispensable ability to speak English.

It is also because of the recognition that English is necessary in today's practice, so it is inevitable that the role of English in the future will be recognized by the survey group with a high rate of agreement.

The percentage of students who find learning English necessary for the future has slightly increased in amplitude of 95.6% shows that students predict English will continue to hold an important position and will be even more important in the future. Only a very small number of 1.3% oppose the view that "Learning English is necessary for the future". The reason for these choices is partly related to self-determining future career goals.

The survey results indicate that students want to learn English not simply as a foreign language, or as knowledge, but connecting and applying information directly or indirectly related to student life and learning through the content of this subject. If after graduation, English is mainly used for issues related to professional activities, then the actual use of English by students while sitting in the lecture hall is much richer: used for entertainment, studying, communicating, looking for scholarship opportunities and also in part-time work... Only 8.5% of students gave a negative opinion about "The importance of English in the application" . This ratio also shows that students both affirm and expect, want to acquire not only skills related to using a certain language as a communication tool, i.e. mastery of listening skills, speaking, reading, and writing, but also expect that the content presented in that language must be useful and help students accumulate valuable information and knowledge in life as well as in activities. learning motivation to be able to apply those contents in practice. However, when asked: "Satisfaction with the current

level of English", the results prove that the majority of students have a dissatisfied attitude towards their current English level, accounting for a proportion of 22.0%, a very dissatisfied attitude accounted for 11.0%, satisfied attitude was 18.0%, very satisfied accounted for very low rate (2.0%). At the same time, 44% of students have a neutral level of satisfaction with their current level of English (see *Figure 1*).

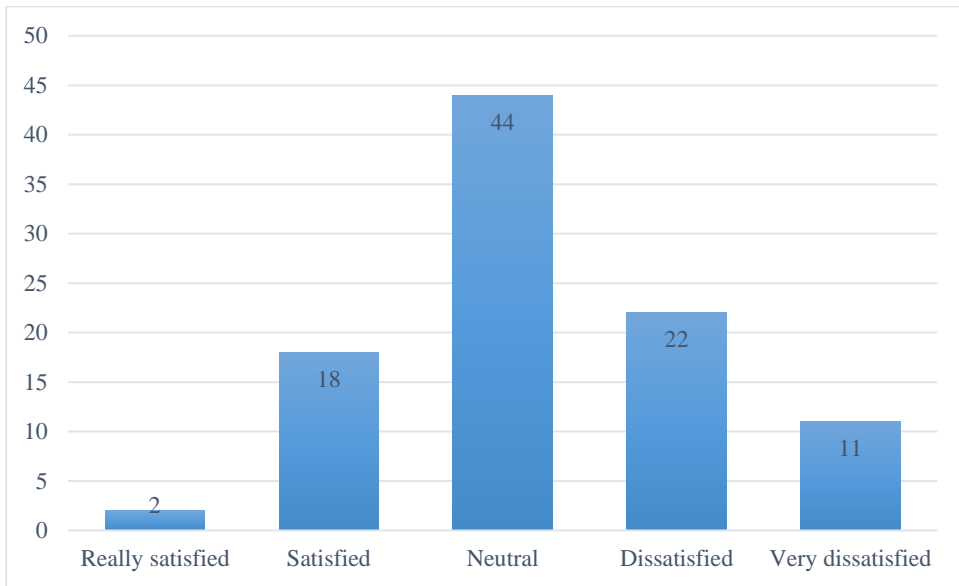


Figure 1. Satisfaction with current level of English

Survey results also show that students still have difficulties in learning and applying English for the most part due to limited vocabulary (75.8%), fear of mistakes - lack of confidence (58.6%), impatience, being easily bored (51.5%), no effective learning methods (47.5%), no practice environment (accounting for 39.4%). For details see *Figure 2*.

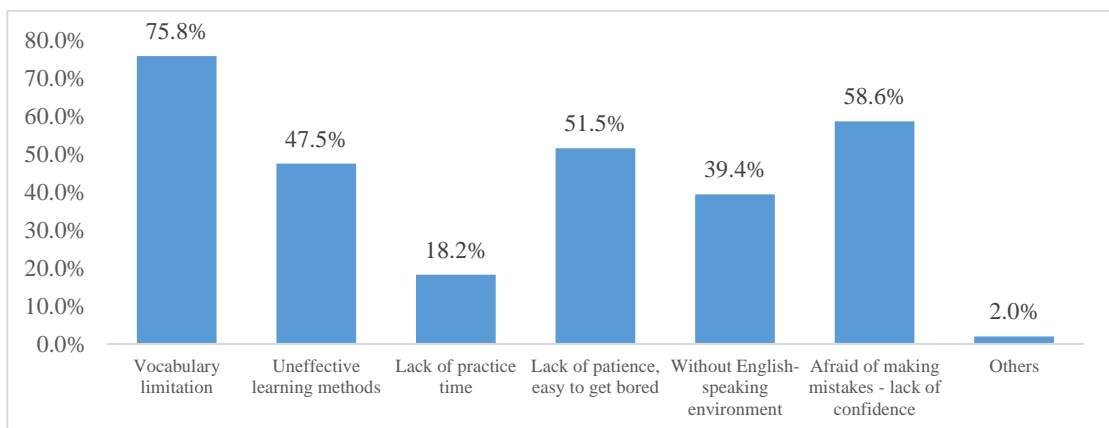


Figure 2. Students' difficulties in learning English

From this result, it is required that the teacher and the curriculum system should be designed in the direction of specialized content for a specific group of subjects so that students do not feel bored, monotonous or far from the reality that they are taught. Finding out what is

interesting and useful through learning is also a way to promote a positive learning attitude among students, making them more excited to practice foreign language skills. At this time, foreign language learning activities are no longer simply learning a new language, but also acquiring necessary knowledge of life in that foreign language as well.

4.2. Students' motivation to learn English

The article analyzes the survey results from two angles: by engine group and by selection ratio, specifically as follows:

4.2.1. According to the motivation groups

Instrumental motivation group: In general, the group that allows learners to acquire language achievement for instrumental reasons accounts for the highest proportion of all motive groups. In the group of instrumental motivations, the individual motives - stemming from the learners' own needs (such as applying for scholarships, studying abroad for self-sufficiency, etc.) common needs, and common goals of the entire surveyed group such as achieving the prescribed output standards, applying for a job, and the chance of success in the future. In which, the factor of learning for a living is very evident with 58.4% of the surveyed people learning English because they believe that it is an essential condition that determines the material achievements in their work (applying for a job to earn money).

Integrative motivation group: Although the rate is not as high as that of the instrumental group of motivation, the group of integration opportunities plays an indispensable role in promoting learners' motivation. The highest percentage in this group of motivations comes from the desire to integrate into the modern life of the world (because English is a global language: 40.4%). Personal motivations such as traveling (21.3%), updating news account for a more modest proportion (occupying 7.9%). A remarkable number of students engaged in a learning English environment because of their friends' temptation or participating in social activities is not high (10.1% and 9.0% respectively). This indicates that most of them obtained their motivations before doing English courses at the university and that their friends or extracurricular activities do not have much influence on their initial motives. In these two subgroups, the studied subjects are more interested in extracurricular activities that require solutions, if formulated, also need to take into account how these extracurricular activities develop positive emotions. learners and limit negative emotions such as anxiety and apprehension when practicing the language.

Attitudes toward learning situation: a more modest proportion. However, the modesty in proportions has an objective cause. This motivation is not available since students are exposed to a language but is a new result formed during or after foreign language learning activities at school. This makes the selection results lower than the other two groups. However, considering each specific aspect such as the reason for the inspiring learning environment, friends, family, and lecturers, the percentage of respondents who choose to choose is still relatively high, ranging from 2.2% to 2.2%. 5.6% showed that the attitudes

of previously shaped learners can still be changed by these types of motivations.

4.2.2. According to the selection rate

Figure 3 shows that judging by the selection rate tense, dynamic muscle applying for a job to earn money, the highest percentage (58.4%), learning English to achieve the regulated standards on foreign languages (accounting for 51.7%), want to have opportunities to advance in their future careers (accounting for 37.1%) (belonging to the engine engine group). The motivation to learn English because it is a global language is also quite high (40.4%). This shows that, (1) learners are well aware of the skills needed in the future according to the needs and requirements of society to ensure they find the best career opportunities for themselves; (2) The trend of globalization is guiding learners in choosing a language to learn and having a positive or negative attitude towards that language. According to the statistics of the Foreign Language Center of Thu Dau Mot University, there are currently 21,298 students studying non-specialized foreign languages at the Foreign Language Center (excluding 3,934 students who have not yet chosen an input foreign language). to 17,123/21,298 students, accounting for 80.4% choosing English; 4,077/21,298 students, accounting for 19.1%, chose Chinese, 98/21,298 students, accounting for 0.46%, chose French. This proves that learners choose which language to learn brings benefits both in the immediate future (reaching the prescribed foreign language output standards) and in the future (easily applying for jobs, opportunities for career advancement).

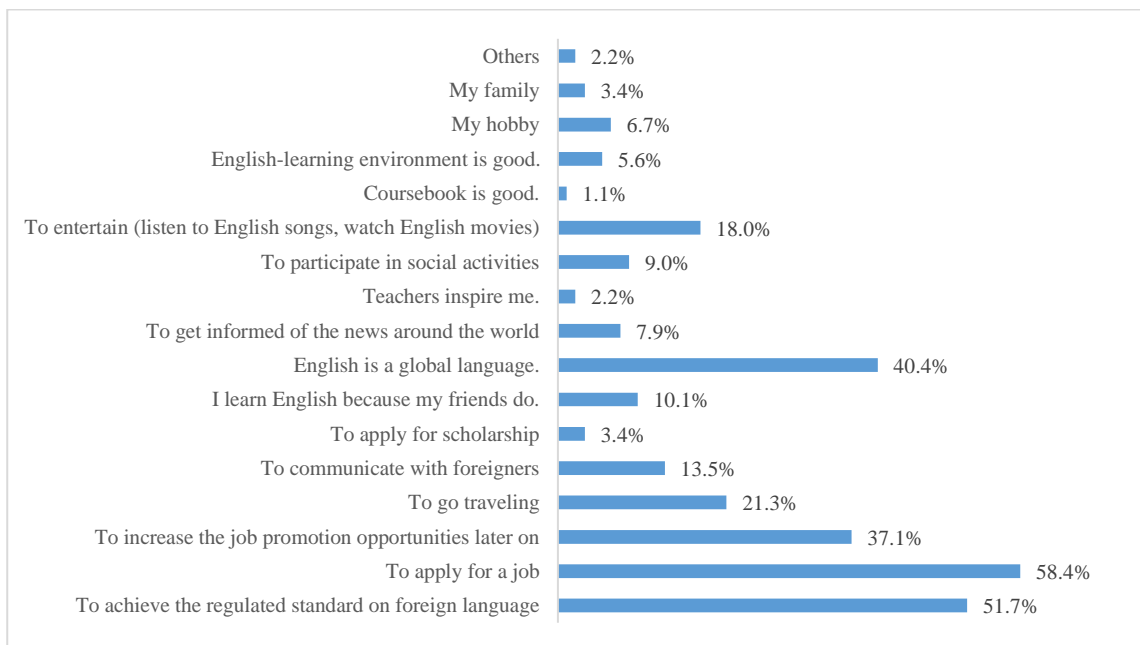


Figure 3. Motivation to learn English

On the basis of the above results, we realize the impact of motivation on students' English learning, which is: (1) motivation has a great impact on English learning achievement; (2)

students choose the tool motivation with a high percentage because the professional requirements also have a positive impact on the attitude and effectiveness of learning: (3) the love interest with the related factors is " imported" such as culture - society - individual speaker actively in the group of motivational integration shows that its impact on English attitudes is variable, influenced by social reality. ; (4) Attitude motivation towards the learning environment shows a positive change of learners when they admit that their inspirational teachers or friends make their English learning become comfortable and dynamic. This is the type of motivation that only appears after learners start learning English; (5) among the motivational factors affecting learners' English learning, the factor related to the tendency - to follow The crowd, curriculum elements, and documents show the faintest part of the learners' views on learning and teaching.

4. Conclusion

Motivation is a key factor in learning English as a foreign language. In fact, the majority of students are well aware of the role of English in their future careers, so they have found the motivation to learn it. The survey results show that students learn English for a better job, a foreign language certificate for graduation, integration, and an opportunity for career advancement and that there is no other factor other than the motivational factor which is the basic condition that gives rise to, promotes suppressor delays linguistic attitudes. Which direction is affected depends on the correctness of the engine as well as the ability to maintain those types of motives.

The survey results have shown that regardless of the type of motivation, even the one that is rarely considered by learners as an important motivation, if it is promoted, it can become a motivation and promote the achievement of learners. No matter how important the initial motivation is, if the teaching model does not focus on or promote it, that motivation will stop or be eliminated, even negatively affecting learning outcomes. Therefore, it is necessary to respect all types of motives, whether long-term instrumental, or short-term, instantaneous.

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