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**Factors Affecting the Motivation of Secondary School
Students to Learn English Language
(grades 5 & 9)**

MASTER PAPER

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ABSTRACT

This thesis is intended to discover the motivation that students have to learn the English language, and find the affecting factors of motivation for upper secondary school students. It also investigates to what extent English determines the motivational characteristics of learning in relation to gender, year of study, and course level. The theoretical part presents a short overview of the main theories of motivation to provide a background that is necessary for understanding main motivational concepts in second language acquisition. The practical part explains the results and interpretation of the students' most influential factors of motivation to learn English language in the survey findings at the upper secondary school level.

ANOTĀCIJA

Šī darba mērķis ir pētīt skolēnu motivāciju, mācoties angļu valodu, un noteikt faktorus, kas vidusskolas skolēnus motivē mācīties angļu valodu. Darbā tiek pētīts, cik lielā mērā angļu valodas mācīšanās motivāciju ietekmē tādi faktori kā dzimums, valodas mācību ilgums kā arī zināšanu līmenis. Teorētiskajā daļā apskatītas galvenās motivācijas teorijas, kuru izpratne ir nepieciešama, lai saprastu galvenos motivācijas konceptus otrās valodas apgūvē. Balstoties uz informāciju, kas iegūta aptaujājot vidusskolas skolēnus, praktiskajā daļā izskaidroti un interpretēti faktori, kuri visvairāk ietekmē skolēnu motivāciju mācīties angļu valodu.

Key words

Motivation, factors affecting motivation, secondary school student, teacher, the English language, goals.

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Introduction

Since the development of intercultural and international communications are increasing every day, the need for learning foreign languages is also growing. Learning languages is the ability to cooperate, to achieve understanding between nations, and earn respect for individuals regardless of their racial, nationality, religious beliefs or political affiliation. Young people should more actively learn foreign languages as it can help increase the number of graduates in the labor market. Future citizens of Kazakhstan, should know a foreign language along with their native language, and should be able to freely express their thoughts in those languages as it is a requirement of modern society. However, developing and maintaining motivation to learn a foreign language at the secondary education level in Kazakhstan is quite problematic. It is associated with the peculiarities of the mental development of middle school students.

Today Kazakhstan is faced with many social and economic changes. Therefore, the implementation of English language appears as one of the most leading options in the multilingual education system. The number of programs taught in English significantly increased when Kazakhstan joined the Bologna three-cycle system (Dearden, J., 2014). As English has become the language of modern business communication, its importance in economics and business is enormous. Further, it occupies an important place in other spheres such as: science, technology, trade, sports, tourism, art, aviation and shipping.

Kazakhstan takes part in a number of international surveys, such as TIMSS and PISA. According to OECD research, Kazakhstan society is very diverse culturally and ethnically (OECD 2014). Kazakh people are also multilingual. Two thirds of the population speak in Kazakh their official “state” language. Russian is the second official language and is spoken by around ninety four percent of the population. English is understood by only fifteen percent, written and read fluently by only ten percent. Schools in Kazakhstan are normally taught in Kazakh or Russian, and their third language is English (Antonio Schiavano 17/18). Most schools offer multi-lingual education, which means that schools teach more subjects in English or offer other language choices. Therefore, “foreign language” subject has a significant role in Kazakhstani schools.

The topic of this paper “Factors affecting the motivation of secondary school students in learning English language” was not chosen by chance. Growing up in Kazakhstan this problem of motivation in learning a foreign language was prominent. Children know that a

foreign language is necessary for their future. They are interested in foreign languages and they want to speak it, but when they are faced with certain difficulties, they lose that interest and, most of the previously acquired knowledge. There are many factors and forces that influence a students' motivation. Moreover, the factors interact with each other, making it even more complex. To make known all of the possible variables, influences and sources of motivation for second language acquisition became the basis of this research paper.

This research therefore aims to analyze the motivational factors from different perspectives. Taking into account the differences in fifth grade students, who are focused on searching for their personal identity and ninth grade students, individuals who direct their own interests in the field of professional and social engagement, there arises a question as to whether there are different motivational factors between the fifth and ninth grade students.

As students' gender is an another important factor that could significantly influence the nature of motivation to learn the English language. It is generally said that in terms of marks, female students achieve better academic results, while male students are better at critical thinking, thus achieving better academic results. Female students will be motivated by factors different from male students due to this preconception. In this research paper, it will be explored if there are any differences between the male and female students motivation to learn English.

One of the tools used in school environments to help increase motivation in learning are grades or marks. A great impact on academic achievement should be the source and intensity of the motivation to learn. Thus, this research will also aim to find the importance of grades in relation to the characteristics of motivation.

Aim

The aim of this research is to find out what motivates teenager students to learn the English language, specifically those in grades five and nine.

Research Objective

The research objective is the motivational characteristics needed to better learn English language.

Research questions

- What are the most influential factors that motivate students to learn the English language?

Observational questions:

- Are there any characteristic differences in motivation between fifth and ninth grade students?
- Are there any characteristic differences in motivation between female and male students?
- Is there any correlation between motivational characteristics and received marks?

Research task

- to analyze scientific literature on the problem of research
- to work out the research methodology
- to determine the influential factors of educational motivation in fifth and ninth grades students

Research methods

The research methods used included the analysis of scientific works and a questionnaire distributed in an online format. By analyzing various theories about motivation, a better questionnaire could be formed. With this questionnaire, more accurate data could be collected and analyzed to better understand the phenomena of motivation in students when learning the English language

Research basis

120 respondents of two upper secondary schools

Respondents of the questionnaire were students of two upper-secondary state schools, located in the center of Almaty, Kazakhstan. The study programs at these schools are focused on Physics and Mathematics. Respondents of the questionnaire are students in fifth and the ninth grades.

Stages of Work

The literature for this research was analyzed between January and November 2018. The distribution and collection of the student responses took place in November 2018. The questionnaire results were analyzed during December 2018 and January 2019. The theoretical part was written between February and May 2019.

Structure of the research paper

This thesis consists of two parts, theoretical and practical. The theoretical part examines the concepts of motivation and factors influencing it in general and in the English language learning. The practical part of this thesis investigates the factors influencing the motivation to learn English language in secondary school. It begins by depicting the design, methods, and instruments used in the study. Then, it presents the results of the questionnaire, as well as the interpretation findings.

1. Concept of 'motivation' and 'motive'

The term "motivation" (lat. 'moveo-movere') means "to move". In psychology, the term is understood as a driving force for our conducts or sources. It includes concepts such as longing, push, volition, wish, pressure, interest, aim, purpose, etc. It is important to distinguish the concept of "motivation" from the concept of "motive". In contrast to motivation, the "motive" belongs personally to the subject of behavior and it is considered to be its stable personal property, from the inside encouraging to commit specific actions.

Ibid once said that the human behavior has two basic dimensions – direction, and magnitude (intensity). Motivation, by definition, concerns both of these. Motivation is a process of changing the attitudes of an individual, and is a reason to force an individual to act or perform actions. Therefore, motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. (Ibid., 7)

Motivation is a mental phenomenon which is interpreted differently. In one case, it is a set of factors supporting and guiding, i.e. determine the behavior. In another case - as a set of motives. In the third case - as an incentive, causing the activity of the organism and determining its direction. Wlodowski explained motivation as "the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior" (1985, p. 2). The two models of motivation discussed also concentrate on specific factors that influence motivation. Motivation is an internal psychological characteristic of a person, which finds expression in external manifestations: in a person's attitude to the world around him, and in various activities. Educational and cognitive motivation of young students are their active approach to learning and the realization of their desire to study well.

The term motivation is used in all areas of psychology, which explores the causes and mechanisms of human behavior and it makes the motivation a complex union. It is a force of behavior, opening up to the subject in the form of needs, interests, drives, goals, and ideals that directly determine human activity. In the process of implementation the student learns and is formed as a person. The author agrees that one of the main conditions for successful learning is the motivation in learning. From this point of view, the motivational sphere is understood as the core of the personality to which its properties, such as orientation, value orientations, attitudes, social expectations, emotions and other socio-psychological characteristics.

2. Sources and ways of motivation

There are various approaches to distinguish motivational sources and their components. Sources refer to where behavior is motivated. However, the author thinks that Decker's distinction seems very logical to mean. His two primary sources of motivation are distinguished as: internal ones that can be biological, (e.g. hunger) or psychological (e.g. interest), and also external sources such as incentives and goals.

In the combination of internal and external sources, motivated behavior is intensified. For example, the motivation for food, increases hunger (push), while also the attractiveness and size of food prizes (pull) also affect motivation. Both types of motivation belong to the interest group and to aspects, that teachers logically must examine when a new course is structured. From the one point of view, teachers sometimes ignore motivation and often underestimate the value of these educational aspects. However, there are also other perspectives on further division of the concept of motivation: *integrative* and *instrumental*, depending on the reason for learning.

Intrinsic and extrinsic motivation

The system of motivation for students in the field of active educational and cognitive activity may contain two types of motivation: intrinsic and extrinsic.

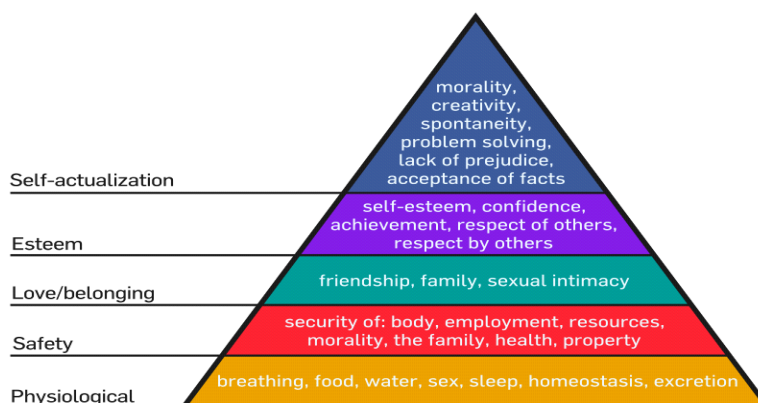
Intrinsic motivation is an intrapersonal interest in an activity — self-motivation. Internal motives are the most productive, as they are based on interest, on something important and significant for students. Internal motives encourage a person to learn as his goal and as an important tool for achieving his goals. Inner motives may also be curiosity, the student's desire to raise his cultural and professional level, his need for new information. Educational situations related to internal motivation do not contain internal conflict. In general, intrinsic motivation is characteristic for strong students seeking to master their profession at the proper level and to acquire practical skills. In school practice, motivation is known as the form of interest. Therefore, a deep interest can arise only on the basis of intrinsic motivation. The author thinks that consequently, teacher's task is to reveal the inner potential of student. From the information mentioned above, one can conclude that intrinsic motivation can be seen, when the result is: 1) ensures the independence of mental work and activities; 2) reveals ways to own their development; 3) provides self-expression; 4) causes a feeling of satisfaction from correctly

performed task; 5) satisfies the need for self-actualization and self-realization; 6) creates a sense of self-worth.

Compared to the intrinsic motivation, external motivation is based on external factors, such as: fear of punishment, threat and demand, group pressure, expectation of future benefits, teacher's assessment, the desire to avoid trouble, etc. External motivated learning activity becomes a condition that allows to achieve other goals. This may be getting good grades (certificate, diploma), scholarships, praise, recognition of comrades, obedience to the requirements of the teacher, etc. Regardless of how students learn, they participate in the process of learning and acquirement of school subjects does not become personal value. The extrinsic motivation is related to the outside reality of the individual, which seems to be a fertile area of teachers' interest. Teacher can motivate learners extrinsically by offering benefits or rewarding outcomes of an actual task accomplishment. Extrinsic motivation might influence the goals that are set at the beginning of a course and the amount of effort that is invested into the actual process of fulfilling partial tasks leading to the desired achievement. Hence, extrinsic motivation arises, when results: 1) allows student to achieve credibility in the group; 2) increases prestige; 3) ensures safety; 4) increases the possibility of social and psychological contacts; 5) ensures material well-being; 6) provide social recognition.

The more interesting and creative activity a student performs, the more their growth in motivation is satisfied, but unlike other needs, satisfaction leads not to saturating the need, but to increasing motivation. Maslow's Hierarchy of Needs classifies five basic categories of needs, the most basic ones being placed at the bottom of the pyramid (see Picture 1).

Picture 1: Maslow's Hierarchy of Needs



The pyramid clearly illustrates how individual needs are important in one's everyday life. The most life-saving needs being placed at the very bottom of the pyramid and providing a foundation for any further activity. For example, one needs to saturate their basic human needs to be able to cope with any other action. A teacher's interest area appears first in the second layer where securities are presented as future goals desired by the learners. In addition, one could say that all the layers somehow reflect motivational aspects which might be crucially vital in the language teaching-learning processes and one cannot be ignored for the sake of the other. Needless to say, all the aspects are closely interconnected, but very often majority of them cannot be influenced by the teacher.

Integrative motivation and instrumental motivation

Integrative motivation is the power of one's behaviour when the pupil enjoys the targeted language and would like to discover the world, become more acquainted with the way of life and meet and get to know with other people. This type of motivation is usually used by students in exchange programmes where they experience a new environment, people, habits and try to improve their language knowledge by communicating to their new friends. According to Dörnyei this type of motivation is an orientation of the pupil reflecting a positive method towards the second language and "the desire to interact with and even become similar to valued members of that community" (2001, p. 16). Very similar definition is given by Brown who claims that integrative motivation "describes learners who wish to integrate themselves into the culture of the second language group and become involved in social interchange in that group" (2000, p. 162).

Farther, the author claims that a student learns the language in support of a purpose relating to occupation or other useful motive. Students who are going to get to a university or be employed to a position which they keep dreaming about usually have instrumental motivation.

Positive and negative motivation

The Prince explains two types of motivation: positive and negative (2013 p.1). Positive motivation is energized by presenting a motivating/reinforcing stimulus to the person after the desired behaviour is performed, making the behaviour more likely to reoccur in the future. It means that positive motivation can be described as an attempt to achieve something. It is the inner interest, and it is connected with a reward that we enjoy. A good example of this can be

when a student is praised for completing their homework, or when money is given for good school results at the end of the school year.

Negative motivation occurs when, after a certain behavior has been exhibited, a certain stimulus is removed. The chance of that certain behavior occurring in the future is increased because the negative consequences such as psychological stress are removed. If the unpleasant impetus cannot be eliminated, it is known as a punishment. However, Prince (2013, p.2) states that a negative motivation for a punishment procedure should not be mistaken. With negative motivation, desired behaviour is increased, whereas with punishment unwanted behaviour is decreased.

Social motivation

Social motivation is another type of motivation. It is the desire to communicate and interact with other people, striving to realize and analyze the ways and forms of their cooperation and relationships between teachers and peers. Examples of this kind of motivation include responsibility, commitment to the tasks and the duty to achieve objectives. Dunning (2010) explains that social motivation has a major impact on people's lives because the intensity of social motives corresponds to biological needs, even if they are learned or acquired.

The author claims that it is necessary to take into account the information about individual aspects of the motivational sphere. Along with this, the fact that all aspects of motivation should be considered only in the context as a whole individual; the identity of each student is in the context of age, and age is in the context of the development of the entire school period. The author thinks that the task of teacher is to distinguish the purpose of student's motivation and at the same time to develop students' desire for success, to encourage even small achievements and not to focus on the failures. Motivation is the main tool that can give an opportunity to increase the level of interest of students to the educational process and increase their personal scientific and creative potential.

3. The role of motivation in language learning

We live in a world of globalization. This means that the role of personal contacts and verbal communication, including interethnic, requiring the knowledge of a foreign language, is growing. A foreign language plays a huge role in shaping personalities and enhancing education, because knowledge of foreign language allows people to get direct access to other countries. It gives one, the opportunity to directly communicate with representatives of other nations. Therefore, interest in foreign language, specifically English, has increased significantly.

The interest and need of a second language increases the importance of the subject "foreign language" in educational institutions. Here the concept of motivation comes to the top of importance. Motivation is the most important beginning in the process of mastering a foreign language. Modern psychologists and teachers claim that the quality of performance in learning and its result depends on the motivation and needs of an individual. Motivation causes purposeful activity, which determines the choice of means and methods, leading to the achievement of set goals.

Almost the whole period of the formation of a personality, from kindergarten to higher education institution, a person is engaged in learning processes. Education is one of the main goals of any person, and that is why motivation is one of the important problems in pedagogy. In practice, the study of educational motivation of students shows an insufficient level of its development. Therefore, it is important to develop motivation in a targeted and stepwise manner.

Motivation is the core of the learning process in general and motivation creates a will to achieve goals while learning a language. A second language is difficult to teach if the student does not have a desire to learn. Managing motivation while learning a foreign language is one of the central problems in teaching methods. The term motivation commonly be used to describe processes, and methods students use to produce cognitive activity. The study and proper use of existing motives guide the development of the personality and its movement in the right direction and is the core of the pedagogical process.

Success in learning languages mostly depends on student's motivation that they follows in education process. Gardner is one of the leading researchers that focus on motivation in the

field of second language acquisition (SLA). By specifying four motivational aspects, he chose to define motivation in language leaning as:

1. a goal,
2. effortful behavior to reach the goal,
3. a desire to attain the goal,
4. positive attitudes toward the goal (Gardner, 1985, p. 50).

Therefore, motivation is the “launching mechanism” of any human activity, either communication or cognition. Real, effective and final success supports motivation. If there is no success, then the motivation fades away, and this negatively affects the performance of activities. The educational process is a complex activity, so there are a lot of motives for learning, and they can not only manifest themselves separately in each person, but also merge into one, forming complex motivational systems. The author believes that in order to participate fully in the learning process and reach their goals students must develop a positive attitude towards the usage of foreign language. They should be motivated to start and, perhaps more importantly, continue their effort despite the difficulties.

4. Factors influencing motivation

Motivation is a driving force that pushes and encourages a person to master a foreign language. Therefore, motivation in learning can be determined by a number of specific factors. These include:

- the characteristics of the student (gender, self-esteem, level of intellectual development)
- the features of the teacher and his attitude to teaching
- organization of the pedagogical process
- specifics of the academic subject (in this case, a foreign language) (Williams and Burden 1997)

Based on factors the author claims that learning motivation can be affected by several factors.

Effects of external motivation

With external motivation, the activity performed by achieving goals that are set independently or by other people. External motivation is not directly related to the content of the subject, but due to external circumstances, several motives are exposed:

The motive of achievements is caused by the desire of a person to achieve success and high results in any activity, including in the study of a foreign language. For example, for excellent marks, getting a diploma, etc;

The motive of self-affirmation is the desire to assert themselves, to get the approval of other people. A person learns a foreign language to gain a certain status in society;

The motive of identification is the desire of a person to be like another person, as well as to be closer to their idols and heroes (for example, to understand the lyrics of favorite group)

Affiliation motive is an aspiration for communication with other people. A person can learn a foreign language in order to communicate with foreign friends;

The motive of self-development is the desire for self-improvement. A foreign language serves as a means for spiritual enrichment and the general development of a person;

The prosocial motive is associated with an awareness of the social significance of the activity. A person learns a foreign language because he is aware of the social significance of learning. (L.M. Fridman 1983)

Effects of internal motivation

With internal motivation, causes that rise an activity are within the individual, he is an inner source of motivation. Inner motivation is not connected with external circumstances, but directly with the object itself. The action of external motives (prestige, self-affirmation, etc.) may enhance the internal motivation, but they are not directly related to the content and process of the activity.

To sum up the external and internal factors of motivation towards second language, a summarising table was suggested by Williams and Burden (1997, in Dörnyei, 2001, p. 20):

Figure 2: Aspects of language learning by Williams and Burden (1997)

| INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intrinsic interest of activity <ul style="list-style-type: none"> • arousal of curiosity • optimal degree of challenge | Significant others <ul style="list-style-type: none"> • parents • teachers • peers |
| Perceived value of activity <ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity | The nature of interaction with significant others <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions |
| Sense of agency <ul style="list-style-type: none"> • locus of causality • locus of control re: process and outcomes | The learning environment <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos |
| Mastery <ul style="list-style-type: none"> • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy | The broader context <ul style="list-style-type: none"> • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitudes |
| Self-concept <ul style="list-style-type: none"> • realistic awareness of personal strength and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern • learned helplessness | |
| Attitudes <ul style="list-style-type: none"> • to language learning in general • to the target language • to the target language community and culture | |
| Other affective states <ul style="list-style-type: none"> • confidence • anxiety, fear | |
| Developmental age and stage | |
| Gender | |

Motivation and personality variables

In general, many people see a relationship between personality attributes and the successful acquisition of a second language. Successful students typically display various types of characteristics. They may be extroverted, self-confident, active, passive, independent as well as introvert or shy. Unsuccessful students are more frequently described as demonstrating a lack of self-assurance and being shy, afraid to express their opinions, and nervous. Whatever their form of behaviour, students who attempt to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances in achievements than those whose affective filter is constantly up.

W. Rivers (1964) has observed that an individual's motifs such as fear or anxiety, when combined with learned social motifs such as a desire for status in a group and for social approval, creates a series of reactions that may inhibit work towards progress in a foreign language.

Important components that affects the motivation to learn is the individual learners' feelings of competence and self-efficacy. Showing no signs of inhibition, they are usually eager to take risks, are not afraid of making mistakes in speech, and are ready to adopt some of the identifying characteristics of another cultural group. They have a low affective filter and can understand much of the input they face.

Attitudes and motivation

In general, some people have a much easier time of learning languages when compared others. Some students learn and acquire knowledge rapidly, while others just struggle along and may never achieve command of a second language. Krashen one of the educational researchers has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter.

From the information mentioned above the following can be concluded, for effective learning of a foreign language, driving factors are of great importance. Influential factors that encourage students to learn can not be only one, but the whole system of factors of different

properties. Some factors influence the nature of learning activities, others - the attitude to learn. The student's learning activity is prompted not by one factor, but by the whole system. Also the author claims that internal, external, personality variables and attitudes can be closely related to success in language learning. Formation of motivation is difficult work. Teacher in this process is not as a passive observer. He develops such systems of psychologically thought-out techniques, so that they stimulate and develop the motivational sphere of the learner. In other words, the task of the teacher is to "open the heart of the child", to awaken in him the desire to learn.

5. Ways of increasing motivation in foreign language learning

According to psychological studies of motivation and interest in teaching a foreign language, a teacher's efforts should be aimed at developing the student's internal motivation, which comes from the activity itself and has the greatest motivating force. Intrinsic motivation determines the attitude of learner in the subject, and ensures progress in mastering a foreign language. A foreign language is associated with many school disciplines and, above all, opens the way for students to gain additional knowledge of geography, history, literature and other subjects. Therefore, it is important to build knowledge in such a way that learners can master the ability to use a foreign language to fill up their knowledge of these subjects. In accordance with this, many methodologists proposed various ways in increasing motivation:

- 1) the creation of a specially developed system of exercises, performing which students would feel the result of their activities;
- 2) the involvement of the emotional sphere in the learning process;
- 3) the nature of the pedagogical influences of the teacher, in particular to the presence of incentives and reinforcements;
- 4) the use of audiovisual equipment in the classroom;
- 5) the use of personal individualization;
- 6) developing a system of extracurricular activities that strengthen the motivational side of language learning;

Also, author agrees that increase in motivation goes through:

- 1) the involvement of students in independent work at the lesson;
- 2) the problem of tasks and situations;
- 3) control of knowledge and skills;
- 4) use of cognitive games;
- 5) country study material and, of course, the friendly attitude of students (N.Yu. Skorokhodova 2002).

When the student is encouraged to engage in the activity and personally likes to speak, read, and learn new things, they will likely have an interest to learn a foreign language.

However, the reality in Kazakh schools is more challenging, as students are often not motivated intrinsically but the source of their motivation is rather extrinsic. Therefore, the fact that students' motivation is also affected by external factors should not be neglected. The author decided to distinguish the most significant participators: teachers, parents, and peers, as well as the feedback which the students are provided.

Teachers

Teachers are one of the most important factors that can influence a learners' motivation. Teachers can engage students in a long way of learning a new language, and they have a significant function and role in activating and sustaining student's motivation to learn the language. However, motivation is something that does not always exist in every learner. Learners may be well-motivated at the beginning of their study programme, but in the course of time, their motivation may fade away, if it is not stimulated by success, praise or other factors. Gardner (1985) describes that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality and (c) teachers' ways of interacting with the learners. The author agrees that one of the essential duties of the teacher should be helping students to generate intrinsic motivation. For example, by the choice of study books, teaching methods, and overall organization of their classes. The students need to see that the teacher is well-prepared and well-organized, have faith in the teacher's demonstrable knowledge of the subject, and their aims in the lesson and of the course. A teacher is the guide, mentor or facilitator, therefore teachers should make the learning process enjoyable and interesting for the students.

Williams & Burden also pointed out that all learners tend to be affected by their personal feelings about their educators, and therefore, their view of their teachers and of the cooperations that arise between them and their teachers will impact their motivation to learn (1997, p. 69).

Dörnyei (2001) names other important teachers qualities that can influence the students. These include enthusiasm, commitment, and having sufficiently high expectations for what the students can achieve. He states that when the teachers clearly identify their reasons for being interested in the topic, and then share these reasons with the students, they can achieve the same commitment towards the subject matter as their own.

Peer motivation and group dynamics

Some people may argue that not only parents but also peers can have a great impact on the learner motivation. Hadfield states that “a positive group atmosphere can have a beneficially affect the assurance, motivation, and self-image of its individuals, and thus significantly affect their learning” (1992, p.10). There is a high probability that all teachers have come across “good” and “bad” second language class groups. Teaching in “good” groups, where students are inspired, always come in one time, always pay attention, cooperate and are active, is such a pleasant and rewarding experience. On the other hand, teaching in “bad” groups, where students spend the learning time by playing with their phones under their desks or talking to their classmates, are not active during the lesson and motivated students start losing their interest. It can become a very exhausting as well as disappointing situation for a teacher. Why this happens in a classroom, even if the teacher treats each group the same way, can be explained a sub discipline within social sciences called group dynamics, which is highly related to second language teaching.

Dörnyei & Murphey (2003, p. 4) explain that groups have their own life and the members behave differently in the group than they do outside the group and even the most different kinds of groups seem to have some essential features in common. When the development of a group goes wrong it can become an important obstacle in learning. However, if the positive group development processes are followed, they can reward members and give them the necessary driving force to pursue group learning objectives beyond our expectations.

Parents

Usually parents are the first and most enduring educators of their child. The parents’ attitude toward learning is the one that children experience first even if the parents are not aware of it. This initial involvement in the learning process can influence how the child will perceive the necessity of learning in the future. Gardner points out that not only the parents’ attitudes towards the usefulness of learning the target language can affect the learner, but also the way the parents view the language speaking community can have a great impact on the motivation of the child to learn the language (1985, p. 108). But parents can do more to increase their child’s motivation to learn on a regular basis. To give them their attention is one of the most powerful tools of motivation. The author claims that parents should show the interest in the school subjects and help if necessary. It can support greater academic motivation, improves

academic performance and school behaviour. The author highlights the importance of parental involvement and suggests schools to increase it, by becoming more parent-friendly and by creating a welcoming environment. Parents should also be part of the decision making process of the school.

Conclusion

From the very beginning of learning a foreign language, students show a high interest in English subject. Further interest in the subject may decrease or disappear. One of the reasons for this weakening of interest is a lack of understanding of the process and the duty of the teaching. Some students are convinced that the goal of the teacher is to give knowledge. But knowledge can not be given if the person is not aware and does not want to perceive himself as a tool in learning process. Therefore, the motivation sphere is the central area where this problem can be solved. Motivation is the basis of learning. The formation of motivation occurs under the influence of both internal motives of a person and external conditions, aimed at achieving the final result. The task of the teacher is to create such conditions under which student is able to occur internal motivation. Only in such case it is possible to maintain high level of interest in the subject. The teacher should build up his activities so that the students see and understand the speech perspective. Motivation is wide term in education and in psychological education. In its structure, a significant place takes its own motives, aspirations and goals of the student, which determines the complexity of stimulating external motivation. The author claims that motivation is formed by the same ultimate goals in learning with the desires and interests of students. Considering these factors is the key to the effectiveness and efficiency of the learning process in general and in the learning a foreign language.

6. Research Program

Method

The theoretical part of this thesis shows that motivation is a very complex phenomenon that can have a major impact on the determination of learning in students. Depending on the individual student, particular situations and settings, many elements can affect motivation. The empirical part of this thesis therefore aims to define the most significant factors that energize the students' motivation to learn the English language at the upper secondary school level.

In this research, the written online questionnaire survey was used. In this study a quantitative method was used in order to analyze factors that influence student motivation in English, specifically looking at the factors of gender, year of study and last received mark in English subject.

Research Program

This survey questionnaire was written in English and divided into three parts. The first part consists of 50 statements aimed at investigating factors that influence student's motivation in language learning. The 50 statements of the first part of the questionnaire were formulated after a careful study of Dörnyei's motivation questionnaires, which inspired design the research.

The questionnaire's second part was designed differently. One the of th psychologists such as Sak proposed research method (2000), which is also based on close-ended items, but arranged differently. Two statements were put in opposition, which are contradictory. Consequently, the respondent must choose which statement they have a more positive attitude towards and mark their preference on the scale ranging from 1 to 5. This part of the questionnaire consists of 10 pairs of statements that intend to find out whether the students are motivated intrinsically or extrinsically.

Third part of the questionnaire contains three factual questions on gender, study year and the last received mark for their English language subject.

Since it was a not standardized questionnaire, the questionnaire used in this study was piloted to reveal any weakness before final administration. The questionnaire was first tested with 15 students in the fifth grade of the same schools.

The questionnaire was sent to the school administrations by e-mail and English teachers of both schools helped distribute and conduct the survey. The questionnaire was administered during regular English lessons but a computer classroom was used instead of their regular language classroom. Each student had access to one computer to complete the questionnaire online, which made the data processing much easier. Before filling in the questionnaire, students were given an explanation for the purpose of the research and why the results were important for improving learning and teaching process in the English language. Afterwards, it was explained how to complete the questionnaire, and it was requested that they read every statement. In case of any questions regarding the comprehension of statements, they were allowed use an online dictionary.

Data analysis

To present and analyze the collected data, descriptive statistics method was required. MacKey explained that the descriptive analysis enables summaries and overviews of a largest of collected data and an easy understanding to be provided (2005, pp. 250–251). The data was processed in Microsoft Excel, shown in raw frequencies and converted to percentages, then entered in tables. Frequencies and percentages are also added to improve the results. In addition, the differences between male and female, fifth and ninth grade students and students receiving responses to good and bad marks are presented.

Personal data presentation

Personal data is discussed in the third part of the questionnaire. The author considers that these findings are suitable for the first and second parts of the questionnaire which deal with the factors affecting the students' motivation to study the English language.

Table 1: Personal data of the respondents; gender and year of study

| FIFTH GRADE STUDENTS | | | | NINTH GRADE STUDENTS | | | | OVERALL | | | |
|----------------------|------|--------|------|----------------------|----|--------|----|---------|----|--------|----|
| Freq | | % | | Freq | | % | | Freq | | % | |
| 68 | | 57 | | 52 | | 43 | | 120 | | 100 | |
| Male | | Female | | Male | | Female | | Male | | Female | |
| Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| 16 | 23,5 | 52 | 76,5 | 12 | 23 | 40 | 77 | 28 | 23 | 92 | 77 |

Table 1 revealed that a total of 120 students participated in this study. The total number of interviewees comprises of 28 male or 23%, and 92 female or 77% of all students participating. 68 respondents (57%) were students in the fifth grade, with 16 male (23, 5%) and 52 female (76, 5%) students. The students in the ninth grade were comprised of 12 male (23%) and 40 female (77%) students, which is in total 52 students (43%) who were involved in the study.

Table 2: Received grades of learners in English langue subject

| GRADE | FIFTH GRADE STUDENTS | NINTH GRADE STUDENTS | TOTAL |
|-------|----------------------|----------------------|-------|
| 5 | 28 | 24 | 52 |
| 4 | 20 | 16 | 36 |
| 3 | 16 | 4 | 20 |
| 2 | 0 | 0 | 0 |
| MEAN | 2,7 | 2,3 | 2,53 |

Table 2 shows the grades received by the respondents during the mid-2018/2019 school year in the English language subject. There were 4 students of the fifth grade and 8 students of the ninth grade who received a grade of 5, and there were 28 students of the fifth grade and 24 students of the ninth grade who received a grade of 4. It means that in total, there were 64 respondents who were considered better students, as they were classified with grades of 5 or 4. There were also 56 respondents who were classified with grades 2 and 3, categorized as weaker students. This study group included 20 fifth grade students and 16 ninth grade students who received grades of 3, and 16 fifth grade students and 4 ninth grade students who received a grade of 2 for the English language subject.

Integrative motivation

The integrative motivation category addressed how language is learned from a learner's desire to identify the language speakers with their culture and social life. The statement in this category aimed at both possibilities, as the English language is also considered as an International language.

Table 3: Frequencies, percentages and means for the Integrative motivation

| Integrative motivation items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|-----|--------------------------------|------|-----------|------|--------------------|------|-------------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| For me English is important because I can learn about the culture and social life of people from the English speaking countries. | 4 | 3,3 | 12 | 10 | 32 | 26,7 | 44 | 36,7 | 28 | 23,3 | 3,67 |
| Studying English enables me to live in one of the English speaking countries and become integrated as another member of the community. | 0 | 0 | 4 | 3,3 | 8 | 6,7 | 44 | 36,7 | 64 | 53,3 | 4,4 |
| I would like to speak English well because it will allow me to meet and communicate with more and varied people. | 0 | 0 | 4 | 3,3 | 16 | 13,3 | 32 | 26,7 | 68 | 56,7 | 4,37 |
| English is important to me because it enables me to join in world events. | 0 | 0 | 8 | 6,7 | 20 | 16,7 | 48 | 40 | 44 | 36,7 | 4,07 |

Table 3 shows that the majority of students were strongly motivated by the desire of English-speaking people to learn about culture and social life. Or they are neutral towards the possible motivation, since only 16 of the 120 respondents (13.3 %) strongly disagreed or disagreed with it. In their view, the respondents were even more positive that " Studying English is important because it will enable me to live in one of the English speaking countries and become integrated as another member of the community." The vast majority of respondents either agreed with this statement (44/36 respondents, 7%) or agreed with it strongly (64/53 respondents, 3%). Also to the statement "I would like to speak English well because it will allow me to meet and converse with more and varied people." the respondents expressed positive attitudes as most of the students either strongly agree (68 / 56 respondents, 7%) or agreed (32 / 26 respondents, 7%) and none of the respondents strongly disagreed with it. As the

overall mean of the last statement in the table is 4.07, a conclusion can drawn that the students are also highly motivated by the vision of themselves as a part of the world community and the possibility to become involved in world happenings.

If we consider the results of the survey aimed at integrative motivation, we can come to conclusion that students are highly stimulated by this kind of motivation. Most of them consider learning English language as important, as it would give them an opportunity to learn from the English-speaking countries about their culture and social life.

Table 4: Frequencies of two seemingly opposing items of Integrative motivation

| Opposing item 1 | Frequency | | | | | Opposing item 2 |
|------------------------------------------------------------------------------------------------------------------------|-----------|----|----|----|----|-------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I learn English because I am interested foreign countries culture and habits and becoming integrated in the community. | 13 | 31 | 45 | 15 | 16 | I learn English because I would like to become part of the global, cosmopolitan society and join in what is happening in the world. |
| Mean | 2,93 | | | | | Mean |

The frequencies of preferred statements in two the apparently opposing sources of integrative motivation are shown in Table 4. Results show that students are motivated in equal measure by both the positives of the English-speaking countries and their members. In fact, the result shows that motivation of one type doesn't necessarily exclude motivation of another type since it may coexist together.

Instrumental motivation

The Instrumental Motivation category focused on motivation for external goals such as getting a job or reading in English.

Table 5: Frequencies, percentages and means for the Instrumental motivation

| Instrumental motivation items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|-------------------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|-----|--------------------------------|------|-----------|------|--------------------|------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| Studying English is important because I will need it for my future studies. | 11 | 11 | 0 | 0 | 4 | 3,3 | 38 | 30,8 | 66 | 55,8 | 4,23 |
| Studying English is important because it will be useful in getting a good and well paid job. | 0 | 0 | 2 | 1,7 | 2 | 1,7 | 25 | 21,7 | 90 | 76 | 4,67 |
| Studying English is important because it enables me to work abroad. | 8 | 6,7 | 5 | 4,2 | 7 | 5,8 | 30 | 24,2 | 70 | 59,2 | 4,27 |
| I would like to read the literature and watch films in the original language. | 8 | 5,8 | 5 | 4,2 | 19 | 21,6 | 21 | 18,3 | 67 | 56,7 | 4,13 |
| Studying English is important because it enables me to communicate and deal with problems when travelling abroad. | 5 | 3,3 | 1 | 0,8 | 10 | 9,2 | 41 | 36 | 62 | 51,7 | 4,3 |

Table 5 demonstrates the importance for the vast majority of students to learn English because they will need it in their future studies, probably at universities either in Kazakhstan or abroad because no one student chose the option differently but 37/30 (8%) students agreed and 67/55 (8%) chose the option strongly agree. The second reason that was used to study English was, “Studying English is important because it will be useful in getting a good and well paid job” and 90 (76 %) of the students firmly agreed and 25 (21 %) of the students agreed. 100 (83, 4%) students identified in the table to strongly agree or agree on the Likert scale, implying that most students view the learning of English as important as it can allow them to work abroad.

Considering the average 4.13 of the ninth statement in the table, we can conclude that when students are interested in movies or literature in the original language, the English knowledge is considered beneficial as most people agree with this statement strongly agree (68/56, 7 %) or agree (22/28, 3 %). The last statement on the table indicates that over half of the students strongly agree (62/51, 7 %) and 42 (35 %) agree that students also have a positive attitude in learning English, as this enabled them to interact and address discomfort in a foreign country.

The results demonstrate clearly that instrumental motivation gives rise to the motivation for learning English. For a variety of instrumental reasons, most students have claimed to learn the language. The most powerful is that they want to speak English well as it can be useful in the future when seeking a well-paid job. The ability to speak English is also seen to be essential for the communication and management of problems when visiting foreign countries. Students also argued that English knowledge could allow them to work abroad or would be necessary for their future careers.

Social motivation

In the category Social Motivation is due to the sociocultural influence that leads to a certain purpose.

Table 6: Frequencies, percentages and means for the Social motivation

| Social motivation items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|-----------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|------|--------------------------------|------|-----------|------|--------------------|------|-------------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| I consider learning English important because an educated person is supposed to be able to speak English. | 1 | 0,8 | 11 | 9,2 | 4 | 3,3 | 66 | 54,8 | 38 | 31,8 | 4,07 |
| English is important because people will respect me more if I have knowledge of it. | 1 | 0,8 | 23 | 19,2 | 40 | 33,3 | 35 | 29,2 | 21 | 17,5 | 3,43 |
| I consider learning English important because people I respect think that I should do it. | 6 | 5 | 18 | 15 | 69 | 57,5 | 23 | 19,2 | 4 | 3,3 | 3,03 |

The results of the responses to social motivational statements were presented in Table 6. The table confirms that the results of this kind of motivation do not match those of the earlier categories. Especially, the results for item 28 “I consider learning English important because people I respect think that I should do it” are quite different. The mean of the answers to this statement is 3, 03, which corresponds to the number of students expressing their opinion (69/57, 5 %). Nevertheless, 6 (5%) participants strongly disagreed and 18 (15%) participants disagreed with it whilst 4(3, 3%) respondents strongly agreed and 23 (19, 2%) respondents agreed with the statement. Also to item 15 “English is important because people will respect me more if I have knowledge of it.” the highest number of students 40 (33, 3%) adopted a rather neutral viewpoint.

The results in this category suggest that social motivation, although not as motivating as instrumental or integrative motivation, is also one of the motivating factors. Since most people consider good education to be important and knowledge of the International language to be part of their requirements, students also perceive English as a critical factor in their motivation for learning. Respect is also generally recognized as a positive element by society. People want to be respected, and knowing the English language is one of the tools to gain respect from society.

Parental encouragement

In the first half of this questionnaire, the category of parental encouragement that affects motivation to learn included statements 9, 14, 19, 26, 35 and 44.

Table 7: Frequencies, percentages and means for Parental encouragement

| Parental encouragement items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|------------------------------------------------------------------------------------------|-----------------------|------|--------------|------|--------------------------------|------|-----------|------|--------------------|------|-------------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| It is very motivating for me when my parents encourage me to study English. | 4 | 3,3 | 15 | 12,5 | 45 | 37,5 | 23 | 19,2 | 33 | 27,5 | 3,53 |
| I study English to avoid being punished by my parents. | 59 | 49,2 | 33 | 27,5 | 16 | 13,3 | 9 | 7,5 | 3 | 2,5 | 1,87 |
| I study English to please my parents. | 42 | 35 | 26 | 21,7 | 44 | 36,7 | 6 | 5 | 2 | 1,7 | 2,13 |
| My motivation increases when my parents praise me for my achievement in English. | 8 | 6,7 | 7 | 5,8 | 46 | 38,3 | 51 | 42,2 | 8 | 6,7 | 3,37 |
| I study English to avoid being reprimanded by my parents. | 41 | 34,2 | 43 | 35,8 | 20 | 21,2 | 15 | 12,5 | 1 | 0,8 | 2,1 |
| My motivation increases when my parents show considerable interest in my English studies | 5 | 4,2 | 31 | 25,8 | 32 | 26,7 | 39 | 32,5 | 13 | 10,8 | 3,2 |

Table 7 shows how the involvement of the parents influenced their children's motivation to learn English. We can conclude from the results in the table that the parental impact is not very profound on the motivation of students. In particular, given that almost half of the respondents 59 (49, 2 %) disagreed strongly with this statement and 33 (27.5 %) disagreed with avoiding being punished by parents as a cause to study English. The statement “I study English to avoid being reprimanded by my parents” did not get high grades either (2.1) since almost all students disagree strongly 41 (34, 2 %) or disagree 43 (95, 8 %) that for this reason they are going to study English.

The statement “It is very motivating for me when my parents encourage me to study English.” received the highest mean (3, 53) of all the statements related to parental encouragement as 56 respondents (46, 7%) agreed or strongly agreed with that statement.

We can conclude from the results of the statements related to parental support that parents and their involvement have no strong influence on the motivation of the students to

learn the English language. We can see that students perceive negative motivation instruments, such as punishment and repression, as quite unfavorable. Punishment and reprimand did not motivate the majority of students to study English. Tools for good motivation are an important source of motivation for many students, in this case encouragement, praise and attention.

Teacher's influence

The objective of this category is to analyze the motivation of English students from teachers. This category was divided into three subcategories, related to teacher's personality, the teacher's performance and teacher's feedback.

Teacher's personality

The first part of the questionnaire examined the effect of teacher's personalities on a students's motivation to learn English.

Table 8: Frequencies, percentages and means for Teacher influence – personality

| Teacher personality items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|-------------------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|------|--------------------------------|------|-----------|------|--------------------|------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| I think that it is highly motivational when the English teacher promotes a positive attitude towards the subject. | 3 | 2,5 | 9 | 7,5 | 16 | 13,3 | 40 | 33,2 | 51 | 42,5 | 4 |
| The agreeable personality of an English teacher is very important for me. | 0 | 0 | 0 | 0 | 15 | 12,5 | 52 | 44,2 | 53 | 43,3 | 4,3 |
| If the English teacher has high expectation, it motivates me to study. | 4 | 3,3 | 15 | 12,5 | 58 | 48,3 | 15 | 12,5 | 28 | 23,3 | 3,4 |
| I think that it is highly motivational when the English teacher is enthusiastic for their subject. | 0 | 0 | 13 | 10,8 | 36 | 30 | 36 | 30 | 35 | 29,2 | 3,8 |
| The English Teacher support and care are very important for me. | 0 | 0 | 0 | 0 | 45 | 37,5 | 36 | 30 | 39 | 32,5 | 4 |

From the results of the teacher personality's responses to the motivation of English students in Table 8, it can be concluded that this factor has an effect on motivation. Most respondents 92 (76, 7 %) agreed or strongly agreed that it is very motivating when the English

teacher supports a positive approach to the subject. More students 105 (87, 5 %) also said that the English teacher's agreeable personality was important or very important to them. Many respondents 75 (62/5 %) also stated that the support and care provided by English teachers were essential, and no student considered the support or assistance from teachers to be of no importance. The personality of teachers was not regarded as essential by any of the students. Only a few 12 (10 %) students also believed that it is not motivating to promote a positive attitude to the subject. Only the results of responses to the statement “If the English teacher has high expectation, it motivates me to study.” were rather diverse. Almost half of the students (58 / 48, 3%) selected the option neither agree nor disagree.

Thus, it can be stated that the teacher's personality has a strong influence on the motivation of students to learn English in most cases. Students perceive the enthusiasm of the teacher as a motivator for learning as well as personal interest and help received from the teacher. In addition, the teacher contributes significantly to the motivation of the learner by promoting a positive attitude to the subject.

Teacher’s performance

This sub-category, which covers the performance of teachers aimed to analyze how the performance of teachers affected the motivation of teachers to learn English.

Table 9: Frequencies, percentages and means for Teacher influence – performance

| Teacher performance items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|-------------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|-----|--------------------------------|------|-----------|------|--------------------|------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| If the teacher uses varied teaching materials (pictures, videos, PPTs, clippings) it motivates me to learn. | 3 | 2,5 | 0 | 0 | 25 | 20,8 | 51 | 42,5 | 41 | 34,2 | 4 |
| If the learning method, the teacher chooses, is interesting, it motivates me to learn. | 0 | 0 | 2 | 1,7 | 22 | 18,3 | 48 | 40 | 48 | 40 | 4,2 |
| If the organization of the English classes is varied, it motivates me to learn. | 0 | 0 | 2 | 1,7 | 46 | 38,3 | 45 | 37,5 | 27 | 22,5 | 3,8 |
| It is demotivating for me if the teacher’s pronunciation is poor. | 0 | 0 | 11 | 9,2 | 50 | 41,7 | 31 | 25,8 | 28 | 23,3 | 3,6 |
| When a task is presented, it is important for me to understand the English teacher’s clear intention. | 0 | 0 | 7 | 5,8 | 54 | 45 | 43 | 35,8 | 16 | 13,3 | 3,6 |
| It is motivating for me if the teacher has a good command of English. | 0 | 0 | 0 | 0 | 19 | 15,8 | 58 | 48,3 | 43 | 35,8 | 4,2 |

Table 9 presents the results of the statements referring to performance of a teacher in relation to the students' motivation to learn English language. The main motivational aspects are, according to the results, the method of learning chosen by the teacher and the teacher's good command of English. The first mentioned factor is conditioned by an interest that arises from the type of the learning method that the teacher selects. This was perceived by substantial majority as motivating 48 (40%) or very motivating 48 (40%).

The latter aspect was viewed as even more motivating, as 58 respondents agreed (48, 3%) and 43 respondents strongly agreed (35, 8%) with the statement: "It is motivating for me if the teacher has a good command of English."

It was actually interesting that a teacher's good knowledge of the language was important for the students, as the mean was 4, 2, but in general, they were not as demanding as all the answers to the statement in terms of correct pronunciation: "It is demotivating for me if the teacher's pronunciation is poor." resulted in mean of only 3,6, as nearly half of the respondents 50 (41, 7%) expressed their neutral view to that statement. The statement "When a task is presented, it is important for me to understand the English teacher's clear intention." achieved a mean of all responses 3,6 from all responses, as the highest number of students 54 (45%) marked the option neither agree nor disagree on the Likert scale and 43 (35,8%) students agreed. The mean of all responses to the statement: "If the organization of the English classes is varied, it motivates me to learn." is 3, 8, which indicates that students regard this factor as motivational too.

To sum up, students perceive the teachers' performance as affecting the motivation to learn the English language. Different teaching materials, varied class organizations, and use of interesting method were the factors that the students considered the most motivating. The teacher is also regarded as extremely motivating by their good command of English. Surprisingly, teacher's poor pronunciation is not so much in the mind of students, as was anticipated by the researcher. The least powerful aspect of all the reasons analyzed to learn English in relation to the teacher performance was that when a task is presented, clear intentions by the teacher is important to understand.

Teacher feedback

This subcategory was designed to explore the motivation of students to learn English and the impact of feedback from teachers.

Table 10: Frequencies, percentages and means for Teacher influence – feedback

| Teacher feedback items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|-------------------------------------------------------------------------------------------|-----------------------|-----|--------------|------|--------------------------------|------|-----------|------|--------------------|------|------------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| When I obtain bad grades I feel motivated to study harder. | 11 | 9,2 | 20 | 16,7 | 38 | 31,7 | 28 | 23,3 | 23 | 19,2 | 3,3 |
| If I am reprimanded for poor achievement by my teacher, I feel motivated to study harder. | 3 | 2,5 | 0 | 0 | 34 | 28,3 | 68 | 56,7 | 15 | 12,5 | 3,8 |
| When my teacher praises me for my performance, my motivation increases. | 0 | 0 | 7 | 5,8 | 26 | 21,7 | 54 | 44,8 | 33 | 26,7 | 3,9 |
| If I am well explained what needs to be improved I feel motivated to learn it. | 0 | 0 | 13 | 10,8 | 38 | 31,7 | 57 | 47,5 | 12 | 10 | 3,6 |
| My motivation increases when I obtain good grades. | 0 | 0 | 0 | 0 | 47 | 39,7 | 42 | 35 | 31 | 25,8 | 3,9 |

Table 10 presents the results of the questionnaire aimed at the influence of the teacher's feedback on the motivation of the students. The highest scores of the subcategory (3, 9) therefore gave items that questioned the positive motivation instruments. The first one "When my teacher praises me for my performance, my motivation increases," 54 (44, 8%) students marked agree and 33 (27, 7%) students marked strongly agree. In the second one "My motivation increases when I obtain good grades" students marked strongly agree 31 (25, 8%) or agree 42 (35%). Surprisingly, students felt motivated by being reprimanded for poor achievement by their teacher. The overall mean was 3, 8 and more than half of the respondents 68 (56, 7) selected the option agree and 15 respondents decided for the option strongly agree. Nevertheless, most of the students do not view obtaining bad grades as highly motivating, as the mean is 3, 3 and the most often selected option was neither agree nor disagree 38 (31, 7%). The rest of the responses were almost equally distributed on both sides of the Likert scale. Most of the students also felt motivated 57 (47, 5%) or highly motivated 12 (10%) to learn if it was well explained to them what needed to be improved.

Based on the findings, the following can be concluded that the feedback of the teacher is mostly seen as motivating, especially if the teacher uses positive incentives like praise and

good grades. To the researcher's great surprise, the means to negatively motivate students are also seen as motivating when implemented in the teaching / learning process.

In particular, many are driven to be reprimanded for poor academic performance by the teacher. However, in some circumstances, it could be counter-productive to apply this tool into the teacher's motivating practice as some students strongly disagree with being motivated by a reprimand, thus lead to radical decreases of motivation. Even though it is not as intensive as a reprimand, some students are motivated by other means of negative motivation, by the bad grades. In addition, when the teacher clearly defines the space for improvement and the student's weak points, they are encouraged to review their academic achievements and increase it.

It was also interesting comparing the strength of the motivations arising from the encouragement of parents and teachers. Therefore, the second part of the questionnaire, the two points were opposed and then these two motivating factors were analyzed.

Table 11: Frequencies and mean of two seemingly opposing items of teacher and parental encouragement

| Opposing item 1 | Frequency | | | | | Opposing item 2 |
|---------------------------------------------|-----------|----|----|---|---|----------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Teacher encouragement is motivating for me. | 23 | 24 | 60 | 9 | 4 | Parental encouragement is motivating for me. |
| Mean | 2,7 | | | | | Mean |

Table 11 presents the data gathered from the second part of the motivation questionnaire regarding parenthood and teachers' support. 47 students declared the motivation of the teacher more motivational than encouragement. 60 respondents perceive either one or more motivating factors, and only 12 students say parental encouragement was motivating. Taking into account the findings, one can conclude that students see the encouragement of teachers as more motivating than their parents' encouragement. This outcome corresponds to the findings of the previous categories dealing with the responses to the first part of the motivation questionnaire related to parental encouragement and teacher influence.

Peers influence

The first section of the questionnaire examined the influence of peers on the motivation of students to learn English.

Table 12: Frequencies, percentages and means for Peers influence

| Motivation items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|--------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|------|--------------------------------|------|-----------|------|--------------------|------|------------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| It is very important for me when my friends help me with my English studies. | 3 | 2,5 | 21 | 17,5 | 36 | 30 | 37 | 30,8 | 23 | 19,2 | 3,5 |
| Studying English is important in order to gain the approval of my peers. | 5 | 4,2 | 19 | 15,8 | 60 | 50 | 31 | 25,8 | 5 | 4,2 | 3,1 |
| It is very important for me when my friends encourage me to study English. | 4 | 3,3 | 51 | 42,5 | 26 | 21,7 | 31 | 25,8 | 8 | 6,7 | 2,9 |
| If I feel that my friends have a positive attitude towards learning English, it motivates me to learn. | 1 | 0,8 | 11 | 9,2 | 80 | 66,7 | 19 | 15,8 | 9 | 7,5 | 3,2 |

Table 12 shows the frequencies and percentages of student responses to the items relating to the motivation of learning English by peers. Subsequently, frequencies were converted into means to show the average opinion of all students. The highest mean score (3,5) obtained the statement: “It is very important for me when my friends help me with my English studies.” as 23 (19, 2%) students strongly agreed, 37 (30, 8%) students agreed with that statement. The second highest mean score (3,2) was achieved in the statements: “If I feel that my friends have a positive attitude towards learning English, it motivates me to learn.” However, the participants' neutral views were expressed in two thirds 80 (66,7 %). The other two statements received the average scores very close to the number 3, which indicates that students generally have taken a rather neutral view of these statements. However, if the frequencies of the answers are examined, the assumption does not necessarily need to be correct assumption. Seeing that the statement “It is very important for me when my friends encourage me to study English.” which achieved the mean score 2,9, most of the students did not select the option neither agree nor disagree 26 (21, 7%) but agree 31 (25, 8%) and even more students 51 (42, 5%) disagreed with that statement. Nevertheless, it does not apply to the last statement “Studying English is important in order to gain the approval of my peers.” as a large number 60 (50%) of students really selected the neutral option.

The results of the items of the motivation questionnaire relevant to the peers influence on the motivation of the students to learn English revealed that students are motivated by their peers. The motivation, however, is not seen as being very intense. The students identified support for the study of English from a friend as the motivator. Some of the students also declared that a positive attitude of their peers towards the learning English stimulates their motivation to learn. However, most of the students have not confirmed their differential opinion about the thinking and motivation of their friends to learn English.

Group dynamics

This category was formed to help students learn the English language and its impact on the motivation of students.

Table 13: Frequencies, percentages and means for Group dynamics

| | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------|--------------|------|--------------------------------|------|-----------|------|--------------------|------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| Realization that my classmates have better marks than me motivates me to study harder. | 16 | 13,3 | 29 | 24,2 | 22 | 18,3 | 37 | 30,8 | 16 | 13,3 | 3,1 |
| Realization that my classmates can speak worse English than me makes me slacken my efforts. | 48 | 40,0 | 23 | 19,2 | 46 | 38,3 | 3 | 2,5 | 0 | 0,0 | 2 |
| If I feel that my classmates do not work hard on English, I lose my motivation too. | 37 | 30,8 | 19 | 15,8 | 56 | 46,7 | 3 | 2,5 | 5 | 4,2 | 2,3 |
| Realization that my classmates have mostly worse marks than me makes me slacken my efforts | 41 | 34,2 | 27 | 22,5 | 44 | 36,7 | 7 | 5,8 | 1 | 0,8 | 2,2 |
| Realization that my classmates can speak better English than me motivates me to study harder. | 8 | 6,7 | 7 | 5,8 | 34 | 28,3 | 43 | 35,8 | 28 | 23,3 | 3,6 |
| Realization that my classmates do not show considerable progress in English and still are getting good marks makes me study less hard. | 11 | 9,2 | 44 | 36,7 | 54 | 45,0 | 8 | 6,7 | 3 | 2,5 | 2,6 |
| If I feel that there is a cooperative atmosphere in the English classroom, it motivates me to study. | 1 | 0,8 | 3,0 | 2,5 | 48 | 40,0 | 51 | 42,5 | 4 | 3,3 | 3,7 |

The student answers the motivational questionnaire statements investigating motivations for learning English based on group dynamics are presented in Table 13. The respondents declared that if they feel that there is a cooperative atmosphere in the English classroom, it

motivates them to study since the item stating it achieved the score 3, 7. Nevertheless, only 51 of them (42, 5%) agreed and 4 (3, 3%) strongly agreed with that statement. Another statement which received high mean score (3, 6) was: "Realization that my classmates can speak better English than me motivates me to study harder." The highest number of students either agreed 43 (35, 8%) or strongly agreed 28 (23, 3%) with that statement. This statement either agreed on the highest number of students 43 (35, 8%), or firmly agreed on 28 (23, 3%). In 53 cases 44 (1%), when the students realize that their classmates have mostly better marks than they have, they are motivated to study harder. However, the marks of their classmates do not change their motivation for learning in 45 (37.5%) cases.

Demotivating factors in this category were also investigated. The least demotivating was perceived the feeling of the respondent that their classmates can speak English worse than them as 48 (40%) students declared that they strongly disagree and 23 (19, 2%) disagree that they slacken their effort if the ability of their classmates to speak English is worse than theirs. The second least demotivating factor was identified the realization that the classmates have worse marks than the respondent, as 41 (34, 2%) participants strongly disagreed, 27 (22, 5%) with slackening their efforts due to worse marks of their classmates than theirs. Another statement "If I feel that my classmates do not work hard on English I lose my motivation too." is not perceived as demotivating by most of the students either as 37 (30, 8%) strongly disagreed, 19 (15, 8%) disagreed with that statement. The realization that their classmates are not showing significant progress in English and are still getting good marks has been identified as the most demotivating factor for students. Nevertheless, only 11 (9, 2 percent) students admitted that it makes them less difficult to study, so we can conclude that even if this one was recognized as the most demotivating in terms of average score (2, 6), the demotivation for most students is not intensive.

It was the most interesting and positive finding of this category that the students were more motivated by the realization that they could speak better English than their classmates. Another positive finding was that the students' motivation is not decreased by the negative influences that might appear in the classroom environment such as decreasing efforts, bad mark and insufficient home preparation of the classmates. However, a positive working environment in the classroom was found to be the most motivating factor in this category.

Sense of belonging

The objective of this part was to analyze the motivation to learn from the sense that the students are part of the school community.

Table 14: Frequencies, percentages and means for Sense of belonging

| Sense of belonging items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|--------------------------------------------------------------------------------------------------------------------|-----------------------|-----|--------------|------|--------------------------------|------|-----------|------|--------------------|------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| The feeling that I am a real part of this school, which requires high academic endeavor, motivates me to study. | 7 | 5,8 | 25 | 20,8 | 40 | 33,3 | 45 | 37,5 | 3 | 2,5 | 3,1 |
| The feeling that I am a real part of this school, which has a very good reputation, motivates me to study. | 3 | 2,5 | 25 | 20,8 | 44 | 36,7 | 33 | 27,5 | 15 | 12,5 | 3,3 |
| The feeling that learning English is important part of the students' life at this school motivates me to study it. | 1 | 0,8 | 8 | 6,7 | 46 | 38,3 | 48 | 40 | 17 | 14,2 | 3,6 |

Table 14 shows how motivated the students are by the sense of being part of the school community that they visit regularly. Considering the general means taken by all participant replies, it can be concluded that, of the three that were presented for evaluation by the students of the survey, learning English was a major motivating factor in school life. It's a very important part of school life. The reason for this fact is that only one respondent (0, 8 %) strongly disagree and 8 (6, 7 %) disagreed. 48 (30 percent) students also thought that they felt they are a real, motivating part of the school. The statement "The feeling that I am a real part of this school, which requires high academic endeavor, motivates me to study." achieved a rather neutral mean score (3, 1).

The results show that it is not an easy task to answer the research question if the sense of belonging contributes to the motivation for learning English. From the mean scores one can draw a conclusion that the sense of belonging energises the motivation but to a certain extent only. Students' awareness that language learning is an essential part of the school lives is recognized as an important factor in encouraging a large number of students to participate in academic education. Nevertheless, the opinion on being motivated by the perception that the students really belong to the school, which is considered esteemed, is rather diverse and almost the same number of students perceive it as motivating and unmotivating.

Positive and negative motivation

This category was designed to analyze whether the motivation of students to study English positive or negative.

Table 15: Frequencies, percentages and means for Positive and negative motivation

| Positive and negative motivation items | Strongly disagree (1) | | Disagree (2) | | Neither agree nor disagree (3) | | Agree (4) | | Strongly agree (5) | | Mean |
|--------------------------------------------------------------------------------------------|-----------------------|------|--------------|------|--------------------------------|------|-----------|------|--------------------|------|------|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| If I were rewarded for good results (money, sweets) I would study harder. | 3 | 2,5 | 13 | 10,8 | 24 | 20 | 25 | 20,8 | 55 | 45,8 | 4 |
| When my teacher praises me for my performance, my motivation increases. | 0 | 0 | 7 | 5,8 | 26 | 21,7 | 55 | 45,8 | 32 | 26,7 | 3,9 |
| My motivation increases when I obtain good grades. | 0 | 0 | 0 | 0 | 47 | 39,7 | 42 | 35 | 31 | 25,8 | 3,9 |
| My motivation increases when my parents praise me for my achievement in English. | 8 | 6,7 | 7 | 5,8 | 46 | 38,3 | 51 | 42,2 | 8 | 6,7 | 3,4 |
| I study English to avoid being reprimanded by my parents. | 41 | 34,2 | 43 | 35,8 | 20 | 21,2 | 15 | 12,5 | 1 | 0,8 | 2,1 |
| If I am reprimanded for poor achievement by my teacher I feel motivated to study harder. | 3 | 2,5 | 0 | 0 | 34 | 28,3 | 68 | 56,7 | 15 | 12,5 | 3,8 |
| When I obtain bad grades I feel motivated to study harder. | 11 | 9,2 | 20 | 16,7 | 38 | 31,7 | 28 | 23,3 | 23 | 19,2 | 3,3 |
| If I were reasonably punished for poor results (extra work) it would make me study harder. | 12 | 10,0 | 33,0 | 27,5 | 42 | 35,0 | 25 | 20,8 | 8 | 6,7 | 2,9 |

The table 15 presents the results of the responses to the items related to positive and negative motivation. 80 students (66.6 %) agree that if they were rewarded for good results, they will have to study harder. Furthermore, 87 students (72 %) confirmed that their motivation increases if their teacher praises them and 59 (48.9 %) if their parents praise them for their English performance and achievement. Also, 73 students (60, 8 %) claim that their motivation increases with good grades. 16 students (13, 3 %) admit that they study English to avoid being reprimanded by their parents. Nevertheless, 83 students (69, 2%) also confirm that if they were reprimanded for poor achievement by their teacher, they would feel motivated to study harder. In addition, 51 students (42.5 %) claim that getting bad grades motivates them to study harder. However, only 33 students (27.5 %) see punishment as motivating for poor outcomes.

To sum up, the factors that the students consider to be the most motivating in this category are rewards for good results such as money or sweets, the teacher's and parents' praise for good performance and achievements in English as well as good grades. Bad grades are the least motivating factor to study harder. Students evaluate the punishment for poor results such as extra work in a rather diverse manner. Therefore, defining clearly whether or not this factor is motivating is not appropriate.

Table 16: Frequencies and means of the opposing items of the positive and negative motivation

| Opposing item of positive motivation | Frequency | | | | | Opposing item of negative motivation |
|----------------------------------------------------------------------|-----------|----|----|---|---|-------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| If I am praised for my achievement, it motivates me to study harder. | 19 | 33 | 52 | 9 | 7 | If I am reprimanded for my poor achievement, it motivates me to study harder. |
| Mean | 2,47 | | | | | Mean |
| If I get rewarded for good results, it motivates me to study harder. | 20 | 33 | 62 | 1 | 4 | If I get punished for poor results, it motivates me to study harder. |
| Mean | 2,47 | | | | | Mean |
| Constructive positive feedback makes me work harder. | 39 | 34 | 39 | 7 | 1 | Constructive negative feedback makes me work harder. |
| Mean | 1,83 | | | | | Mean |

Table 16 results show that 52 students perceive that they are more motivated to be praised for the achievement than to be reprimanded for their poor results and that only 16 students have confirmed that they are more motivated by punishment than by praise. Furthermore, if they are rewarded, 53 students feel more motivated to study harder than if they were punished and only 5 participants responded conversely. The last pair of objects opposed received the clearest of the three pairs of items investigated. The mean of all responses to this pair of items was 1, 83 in favour of the statement “Constructive positive feedback makes me work harder” as 73 participants declared that they regard positive feedback as more motivating than the negative feedback and only 8 respondents expressed their opposite point of view.

When comparing the findings of the first part and the second part of the questionnaire, it can be confirmed that no discrepancy has been discovered and that both of them have produced nearly equivalent results. Therefore, taking into account the facts presented, we one can draw a conclusion that positive motivation is more effective in generating motivation to learn English than negative motivation, since most of the factors recognized as motivating were sources of

positive motivation.

Nevertheless, it should be noted that a few students strongly disagreed with being motivated by their teacher's reprimand, which means that misuse of this motivational tool by the teacher could lead to a significant decrease in these students' motivation. It should be stressed in view of the results of this category that positive motivation tools should be applied before the negative motivation is used.

Intrinsic and extrinsic motivation

This category was attempted to investigate if the students are motivated rather intrinsically or extrinsically.

Table 17: Frequencies and means for Intrinsic and extrinsic motivation

| Opposing item of intrinsic motivation | Frequency | | | | | Opposing item of extrinsic motivation |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------|----|----|----|----|-----------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I like challenging schoolwork to learn as much as I can. | 4 | 40 | 24 | 36 | 16 | I prefer schoolwork to be easy and fast done. |
| Mean | 3,17 | | | | | Mean |
| I study English because I consider it interesting and enjoyable. | 61 | 51 | 8 | 0 | 0 | I study English because it is the school requirement. |
| Mean | 1,56 | | | | | Mean |
| I study English to become a more knowledgeable person. | 55 | 49 | 16 | 0 | 0 | I study English because I want to get good grades. |
| Mean | 1,68 | | | | | Mean |
| I like to do my schoolwork without help and when I do not understand something right away I try to figure it out by myself first. | 33 | 19 | 29 | 31 | 8 | When I do not understand something right away I want the teacher to tell me the answer. |
| Mean | 2,68 | | | | | Mean |
| I do not mind writing tests because they serve as a valuable feedback on my achievement. | 16 | 57 | 47 | 0 | 0 | If I know that it is possible to use cheat sheet, I usually prepare it before the test. |
| Mean | 2,26 | | | | | Mean |

The table 17 introduces the frequencies of the responses to the statements related to intrinsic motivation, which were placed on the left side of the table, and to extrinsic motivation, which were placed on the right side of the table 17. It is reported that 44 students prefer the difficult school work to be done easily and quickly, and 52 students prefer the other way round. Most students (112) claim they are studying English because they consider it interesting and

pleasant not because it is a requirement for schools. Most of the students declared that they study English in order not to get a better qualification. None of the students have the opposite preference. Furthermore, 52 students acknowledge that they like to do their work in school without help and they try to figure it out by themselves when they do not understand something immediately. However, 39 students admit that they want the Teacher to answer them if they don't immediately understand something. The results of the last couple of the opposing issues show that only 16 certainly do not care about writing because they provide valuable feedback on their performance, 57 students chose number two and 47 respondents were rather neutral. Satisfyingly, no student said they would like the cheat sheet before the test if they knew it could be used.

The results of this survey showed that students mostly learn English because they do not consider it as a compulsory subject at a school as interesting and enjoyable. Moreover, students study the language because they want to be well educated, not because of the good marks. They don't mind being studied as their academic achievements are illustrated by the results. Moreover, more students prefer to perform their tasks alone and, if they do not understand immediately, they try to solve the problem without being helped by the teacher first. However, more students do not like difficult tasks that are quickly accomplished in order to obtain the most knowledge possible over difficult schoolwork.

Taking account of all the results of this category that explores the inner and outer motivation, we can conclude that the student's satisfaction with learning the language does not depend largely on external motives and social demands and their practical rewards, for example good grades. It can therefore be concluded that when learning English, students are motivated rather intrinsically than extrinsically.

Difference between male and female students' motivation

The purpose of this chapter was to identify differences in student motivation between the motivation of male and female students. For the purpose of the study all means of the responses to all statements in the first part of the questionnaire were counted and then selected only the statements which revealed the difference of at least half a mean point between the responses of male and female students.

Table 18: Means of male and female student responses

| Type of motivation | Statement | Mean | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------|--------------------|
| | | M ^{ale} | F ^{emale} |
| Integrative motivation | English is important to me because it enables me to join in what is happening in the world. | 4,6 | 3,9 |
| Instrumental motivation | Studying English is important because I will need it for my future studies. | 3,4 | 4,5 |
| | Studying English is important because it enables me to work abroad. | 3,7 | 4,4 |
| | I would like to read the literature and watch films in the original language. | 3,6 | 4,3 |
| Social motivation | English is important because people will respect me more if I have knowledge of it. | 4,1 | 3,2 |
| Parental encouragement | My motivation increases when my parents praise me for my achievement in English. | 2,6 | 3,6 |
| Peers influence | Studying English is important in order to gain the approval of my peers. | 3,6 | 3 |
| Teacher influence - personality | If the English teacher has high expectation, it motivates me to study. | 2,7 | 3,6 |
| | The English Teacher support and care are very important for me. | 3,6 | 4,1 |
| Teacher influence – feedback | When I obtain bad grades I feel motivated to study harder. | 2,3 | 3,6 |
| | My motivation increases when I obtain good grades. | 3,4 | 4 |
| Group dynamics | Realization that my classmates have better marks than me motivates me to study harder. | 2 | 3,4 |
| | Realization that my classmates can speak worse English than me makes me slacken my efforts. | 1,6 | 2,2 |
| | Realization that my classmates can speak better English than me motivates me to study harder. | 3 | 3,8 |
| Sense of belonging | The feeling that I am a real part of this school, which requires high academic endeavour, motivates me to study. | 2,3 | 3,3 |

The table 18 presents the statements with the most noticeable significant differences between the means of the male and female students' responses. Male students believe strongly that English is important because it enables them to be part of the world's events. Female students consider English for this purpose by 0, 7 mean point less important than male students.

If we analyse the items of instrumental motivation, female respondents are more motivated by its means than male respondents as there is a 1,1 mean points difference for the statement “Studying English is important because I will need it for my future studies”, a 0,7 mean point difference for the statement “Studying English is important because it enables me to work abroad” and a 0,7 mean point difference for the statement “I would like to read the literature and watch films in the original language”. There is also a 0,9 mean point disproportion between male and female students’ belief that English is important due to the respect of others since the mean of male participant responses is 4,1 and female participant responses 3,2. Nevertheless, female respondents feel by 1 mean point more motivated than male respondents by being praised by their parents for their accomplishment in English. Female respondents also feel by 0,9 mean point more motivated than male respondents if the teacher has high expectation, by 0,5 mean point by the teacher support and care and by 1 mean point by the feeling that they are a real part of the school, which requires high academic endeavour. Moreover, also items belonging to the category of group dynamics showed to be a more important source of motivation for female students than for male students as the difference between the means of responses to the statement “Realization that my classmates have better marks than me motivates me to study harder.” is 1,4 mean points and to the statement “Realization that my classmates can speak better English than me motivates me to study harder.” is 0,8 mean point. However, female respondents also admitted that realization of the fact that their classmates can speak worse English, make them slacken their effort more often than male by 0,6 mean point. Another motivating factor for female students than male students is teacher’s feedback, in particular, getting good grades of 0,6 mean point, and getting bad grade by 1,3 mean point. The male respondents nonetheless, believe that the English language is important to gain their peers’ approval, by 0.6 mean points stronger than the female respondents’ belief.

Taking into account the results of the category, it can be concluded that female students are more motivated by academic accomplishment and results than male students. The result is supported by the fact that they are much more motivated than male students in obtaining of grades, whether good or bad. Female students also more often prefer if the teacher has high expectation and are pleased by the awareness that they belong to the school community where high academic endeavour is expected. In addition, the group dynamics influence them more easily, in particular in terms of better academic results such as grades or skills. Female students are also more likely to decrease their academic effort if they realize that their academic performance is better than their classmates’. They are also more commended for their academic success. Support and personal interest of teachers are also more important for female students

than male students. In addition, the instrumental aims that require English knowledge such as future studies, career and the literature, and films are more motivating for female than for male.

However, male students are motivated more by the factors of integrative motivation, in particular by participating in the world's events. Moreover, their motivation seems to be stimulated more by social factors than by female students, as they consider knowledge to be important as they think that society will respect them more because they are able to speak the language. In addition, they perceive language knowledge to help them to gain their peers' approval, which is also more motivating for male students than female students.

Difference between the fifth grade and the ninth grade students' motivation

This chapter was designed to identify the differences in motivation between students in fifth and ninth grades.

Table 19: Means of the fifth and ninth grade students responses

| Type of motivation | Statement | Mean | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|
| | | 5 st | 9 th |
| Integrative motivation | English is important because I can learn about the culture and social life of people from the English speaking countries. | 3,3 | 4,2 |
| Instrumental motivation | I would like to read the literature and watch films in the original language. | 3,8 | 4,6 |
| | Studying English is important because it enables me to communicate and deal with problems when travelling abroad. | 3,9 | 4,8 |
| Social motivation | I consider learning English important because an educated person is supposed to be able to speak English. | 3,8 | 4,5 |
| Parental encouragement | I study English to please my parents. | 2,4 | 1,8 |
| Teacher influence - personality | I think that it is highly motivational when the English teacher promotes a positive attitude towards the subject. | 3,6 | 4,6 |
| | If the English teacher has high expectation, it motivates me to study. | 3,1 | 3,8 |
| | I think that it is highly motivational when the English teacher is enthusiastic for their subject. | 3,2 | 4,6 |
| | The English Teacher support and care are very important for me. | 3,5 | 4,5 |
| Teacher influence – performance | If the teacher uses varied teaching materials (pictures, videos, PPTs, clippings, etc.) not only the Student's Book, it motivates me to learn. | 3,6 | 4,5 |
| | If the learning method, the teacher chooses, is interesting, it motivates me to learn. | 3,8 | 4,6 |
| Teacher influence – feedback | When I obtain bad grades I feel motivated to study harder. | 2,8 | 3,8 |
| | If I am reprimanded for poor achievement by my teacher I feel motivated to study harder. | 3,5 | 4,1 |
| | When my teacher praises me for my performance my motivation increases. | 3,7 | 4,2 |
| Negative motivation | If I were reasonably punished for poor results (extra work) it would make me study harder. | 2,5 | 3,3 |
| Group dynamics | If I feel that my classmates do not work hard on English I lose my motivation too. | 2,1 | 2,7 |
| Sense of belonging | The feeling that learning English is important part of the students' life at this school motivates me to study it. | 3,4 | 3,9 |

Table 19 shows the differences in the means of responding to the first section of the questionnaire from the fifth and ninth grade students. Results show that the ninth grade students consider learning the English language because they can learn more about the culture and social life of English speakers than the fifth grade by 0, 9 average point. They also confirmed that

they would like to read the literature and watch movies by 0,8 average points in original language more often than younger students. The ninth grade students also believe that learning English is more important since it allows them to communicate and to deal with difficulties during their travel abroad, as the results in the study groups differ by 0,9 mean points.

The older students consider English learning more important than younger students by 0,7 average points. On the other hand, more students of the fifth grade admitted that they study to please their parents as there is a 0,6 a mean point difference between their responses.

In examining the results, the teacher's role in the learning process is also important for students of the ninth grade. They are more motivated by positive attitude towards the subject (1 mean difference point), by high expectations of the teacher (0,7 mean difference point point) and by the teacher's enthusiasm for their subject (1,4 mean differences of points), and by the teacher's support and care. Moreover, the ninth grade students consider also teacher's performance more motivational than their younger schoolmates in many aspects, above all, using varied teaching materials (0,9 mean point difference) and interesting learning method chosen by the teacher (0,8 mean point difference). In addition, the feedback of teachers is more important for students of grade 9 than for grade 5, especially when they get bad grades (1 average point difference), are criticized for poor achievements (0,6 average point difference) and are praised by the teacher (0,5, mean point difference).

In addition, a reasonable punishment for ninth grade students was recognized as a higher source of motivation than for fifth grade students, since the mean difference between the two groups analysed was 0,8 points. In addition, the impression that learning English is a significant part of the life of the students at this school motivates students in ninth grade by 0,5 averaging points to learn it more than students in fifth grade.

Taking into account the total results of differences among motivation of students in the fifth or ninth graduates, we can conclude that the students in the ninth grade are generally more motivated to study English because in the vast majority of cases their average motivational factors are above the mean of the fifth grade students. It can be seen that English is one of the subjects examined in the UNT exam (Unified National Tesing), so the elderly students feel more necessary to learn the language to pass it. Especially, if we take into consideration the factors related to the teacher's role in the learning process, particularly, the positive as well as negative feedback, the method the teacher chooses, varied teaching materials and the personality of the teacher who is enthusiastic and promotes a positive attitude towards the

subject, who is ready to help and has high academic expectation. Furthermore, it can be attributed to the sense that the learning of English is an important element in the life of students.

Difference between better and weaker students' motivation

The purpose of this chapter was to analyse differences between the motivation of the better and the weaker students. All the methods used for the analysis in the first part of the questionnaire were taken into account and then only the statements were selected which revealed the difference between the answers of the better and the weaker students at least half a mean.

Table 20: Means of the better and weaker students responses

| Type of motivation | Statement | Mean | |
|--------------------------------|------------------------------------------------------------------------------------------------------------|--------------------|--------------------|
| | | B ^{etter} | W ^{eaker} |
| Integrative motivation | English is important to me because it enables me to join in what is happening in the world. | 3,8 | 4,4 |
| Instrumental motivation | Studying English is important because it enables me to work abroad. | 4,6 | 3,9 |
| Social motivation | I consider learning English important because people I respect think that I should do it. | 2,8 | 3,3 |
| Parental encouragement | I study English to please my parents. | 1,9 | 2,4 |
| Peers influence | Studying English is important in order to gain the approval of my peers. | 2,8 | 3,4 |
| Teacher feedback | My motivation increases when I obtain good grades. | 4,1 | 3,6 |
| Group dynamics | Realization that my classmates have better marks than me motivates me to study harder. | 3,5 | 2,6 |
| | If I feel that my classmates do not work hard on English I lose my motivation too. | 2,1 | 2,6 |
| | Realization that my classmates can speak better English than me motivates me to study harder. | 3,9 | 3,4 |
| Sense of belonging | The feeling that I am a real part of this school, which has a very good reputation, motivates me to study. | 3 | 3,6 |

The table 20 introduces the findings related to the difference between the motivation of the better and the weaker students. The younger students are more convinced that English is important for them than the better students, as it can allow them to join in what is happening in world as the difference between the means of these two investigated groups is 0,6 mean point. The weaker students also consider learning English more important since the people they respect think they should learn English (0,5 mean point difference) and they can be approved by

their peers (0,6 mean point difference). They are also motivated to study by 0.6 mean point rather than better students because they feel that they are a real part of their school which is very well-known. The weaker students also confirmed that they are learning English in order to please their parents by a mean 0,5 point higher than their classmates with better grades. Furthermore, they admitted that they also lose their motivation if they feel that their classmates don't work hard on English. The results show that the mean difference between the responses of the weaker and better students is 0.5.

However, the better students have been convinced more profoundly of the importance of learning English as they can work abroad. The mean difference between the responses of the two groups investigated is 0.7 mean point. The better students also claim more often than their weaker schoolmates that their motivation increases when they obtain good grades (0,5 mean point difference), when they realise that their classmates have better marks (0,9 mean point difference) and that their classmates can speak better English than they do (0,5 mean point difference).

Taking into account the findings of this category, it can be concluded that weaker students' motivation is more affected by external and surrounding worlds. They seem to study because of their desire to get respect from others, their peers' approval or to please their parents. They're more glad to be part of a school which has a very good reputation compared to better students. In addition, if they realize that their academic achievement is not required by their peers, their motivation to learn the English language decreases. However, the ability to participate in world events makes weaker students more likely to be motivated and ready to study harder.

The motivation of the better students, on the contrary, seems to be more determined by group dynamics than the motivations of the weaker students, particularly if they realize that their classmates are better able either in terms of marks or language skills. They also feel that knowledge of the language is more important as it can make it possible for them to work abroad.

The author considered it important, in relation to this aspect, to analyze the intrinsically and extrinsically motivation difference between better and weaker students. The intrinsic and extrinsic motivation were investigated by two apparently contradictory statements and the respondents were asked to make a decision on their preferences in the second part of the motivation questionnaire.

Table 21: Means for intrinsic and extrinsic motivation in relation to better and weaker students

| Opposing item of intrinsic motivation | Mean | | Opposing item of extrinsic motivation |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-------------------------------------------------------------------------------------------------|
| | Better students | Weaker students | |
| I like challenging schoolwork to learn as much as I can. | 3,25 | 3,07 | I prefer schoolwork to be easy and fast done. |
| I study English because I consider it interesting and enjoyable . | 1,18 | 1,85 | I study English because it is the school requirement . |
| I study English to become a more knowledgeable person. | 1,68 | 1,64 | I study English because I want to get good grades . |
| I like to do my schoolwork without help and when I do not understand something right away I try to figure it out by myself first. | 2,06 | 3,45 | When I do not understand something right away I want the teacher to tell me the answer. |
| I do not mind writing tests because they serve as a valuable feedback on my achievement. | 2,13 | 2,42 | If I know that it is possible to use cheat sheet , I usually prepare it before the test. |

The table 21 presents the means of the responses of the better and weaker students related to the intrinsic and extrinsic motivation investigated in the second part of the motivation questionnaire. From the drawn data we can conclude that better students prefer school work to be done easily and quickly than weaker students, as the difference between their responses is 0,18 mean points. Better students also claim that they study English because they consider it interesting and enjoyable not because it is a school requirement by 0, 67 mean point more often than weaker students. The groups of students analyzed almost equally agreed that they are learning English to become better knowledgeable, not because they wish to receive good grades (0, 04 mean point difference). However, there was found substantial 1, 39 mean points difference between better and weaker students related to the paired items of independent mastery versus dependence on the teacher in figuring the problems. The better students prefer to do their homework without help and they attempt to fulfill the task first by themselves if they do not understand anything immediately (mean 2, 06). On the other hand, the weaker student prefers when the teacher gives the answer to questions or approach this matter from a neutral perspective (mean 3, 45). Better students also declared that they do not mind writing tests when compared with weaker students (0,29 mean point difference) as they provided valuable feedback on their achievement. That was contrary to the statement, " If I know that it is possible to use cheat sheet, I usually prepare it before the test."

In conclusion, the only significant difference between better and weaker students was the investigation of intrinsic and extrinsic motivation in the rather self-reliance approach of better students compared to the immediate assistance of weaker students by the teacher. Moreover, weaker students study English more often than better students, not because they consider it interesting or satisfying, but because it is a compulsory subject in school. The results from the other pairs of items analyzed were quite unimportant. The conclusion can therefore be drawn that better students are rather intrinsically motivated except by the preference for simple tasks, whereas weaker students depend on the particular situation and are motivated by both motivation types.

Discussion

The results of the questionnaire relating to the motivational characteristics for learning the English language are presented and have been divided and interpreted in various categories.

Interpretation of the data

The data received from the motivation survey showed that many factors stimulate the motivation of the students to learn English. The factors most influential were recognized by students in the instrumental motivation category. The desire to learn the language in order to achieve certain concrete goals is a motivating factor. The most motivating goals of the students were to obtain a well-paid job that included knowing the English language, along with work abroad. Nonetheless, Williams & Burden (1997, p. 117) state that instrumental motivation is seen as less likely to lead to success than integrative motivation, which is perceived by students as second most motivating. Such motivations arise when the learner wants to acquire the language because they have a personal affinity with the people speaking the language, an interest in their culture and social life and wish to be integrated as another member of language speaking community. In case of the English language, which is a crucial means of communication between people all around the world and thus has become the International language, this identification is also associated with globalized world. According to results of the survey, students perceive this double interpretation of the sociocultural background of the English language speaking community as equally motivating.

The influence of the teacher, above all their pleasant personality, the good command of English and the teaching method they use, is also highly motivational to the students. Furthermore, most students feel motivation when the teacher uses a range of teaching resources, fosters positive language attitudes, and maintains an atmosphere of care and support within the classroom.

In addition, the importance of the influence of the teacher was compared with the significance of parental encouragement and findings show clearly that the teachers' support is more essential or identical for most of the students that of their parents. However, most students consider parental support to be motivational, although not as motivational as their teachers' support. In most aspects, the teachers' performance, personality, and feedback have been shown to be more motivational than peers. But the help provided by friends in English studies is also seen as motivating by most students. Results from the group dynamics

demonstrated that the cooperative atmosphere in the English classroom and the realization of a better understanding of English by classmates stimulate the motivation to learn. On the other hand, the awareness of worse academic achievement of their classmates does not make the students slacken their efforts. The other analyzed modeling processes were found rather unimportant with regard to motivation.

According to the results, social-motivating factors also motivate students to believe that an educated person should speak English. Their belief is particularly motivating. Furthermore, the sense of belonging, most importantly the feeling that learning the English language is an essential part of the students' life at the school, greatly contributes to the determination of the learners to study the language. Most students also admitted they would study harder if they had been honored for high academic achievement.

However, the survey also showed that several factors are not considered motivating by most of the students. Among the most obvious are the methods of negative motivation, the punishment and reprimand by the parents. Another aspect that does not motivate students to learn is the pleasing of their parents as the reason for studying.

In every aspect, the role of the teacher in motivating students to learn is essential, and there are many elements that teachers can employ to promote motivation in the teaching process. Firstly, the teacher must be able to energize the instrumental motivations as the most stimulating type of motivation. It can be achieved by setting a convenient goal. The teacher should encourage the learners to set their own goals which they personally perceive as challenging but attainable. Moreover, educator should ensure that the set goals are specific in terms of the content, as well as the presence of a time limit, as it allows the students to focus on the objective. Here it must be emphasized that self-esteem is important to the students - that they can believe in their own ability to achieve even difficult goals. However, the aims that are related to the future benefits from the knowledge of English, such as getting a well-paid job or working abroad, should be supported by visualization of vivid and lively images of their future career in order to promote the motivation to learn.

Secondly, integrative motivation has been identified as the second factor in the list of factors which motivate language learning. And indeed, the teacher can do a lot to promote this kind of motivation. The teacher should especially help pupils to take a positive position in relation to both English speaking countries and language speaking communities. Many devices can be implemented. The teacher should first of all show his or her own attitude to the language, countries of origin and people who speak the language. In addition, teacher should be able to help students learn about and understand the culture, art, literature and habits of

English-speaking countries. Many materials relating to these issues should therefore become a common part of the learning process and should be handled in a positive way. Students should also be encouraged to watch television in English, read literature and to join the internet community, which adopts English as a common communication tool.

Thirdly, a further highly motivational factor was the influence of teachers. This is the field in which the teacher can influence the motivation most personally. Firstly, teacher needs to maintain a healthy student relationship based on support and care. Furthermore, teacher should also maintain a good command of English and try to further their education as the students perceive it as motivating. It can be explained in Hamilton's words (2000, p. 693) that when a student thinks someone else is more proficient than them, they appreciate their relationship and therefore want to do what the teacher asks. Furthermore, the teacher is responsible for organizing the classes. They should always try to create lessons that are pleasant and interesting for students. Therefore, the methods and materials employed must be varied and up-to-date, and modern education technology must also be used. Finally, various factors have been identified in the other categories which are considered highly motivational, and to some extent the teacher can influence them too.

Teachers should particularly encourage students to help each other with the studies to be in pairs or in small groups. The teachers could also urge parents to demonstrate their interest in their children's English language studies and therefore encourage them to learn. In addition, teachers should try to create such an educational environment that would provide all school members, including students and teaching staff, a sense of friendliness and consent so that they can evoke a sense of attachment to the school community which is also seen as motivating.

Conclusions and recommendations

The aim of this thesis was to identify the most significant factors that influence the students' motivation to learn English and to detect the characteristics and intensity of these factors. In addition, research has been analyzed the motivating factors in terms of gender, study year and previously received English grades to reveal the differences among student group motivations.

The study reached the aim, by conducting a questionnaire, which indicated the main influential factors of motivation to learn the English language. Farther, it identified the most influential factors which are the instrumental motivation, integrative motivation and teacher influence category. The research findings also indicated that students are mainly motivated by personal satisfaction of learning the language, fulfilling their internal needs, and the desire to become well educated. The findings also showed that the students perceive the means of positive motivation, such as reward, praise and good grades, more motivating than the means of negative motivation such as punishment, bad grades or a reprimand from their parents. However, to the researcher's great surprise, most students are also motivated by a teacher's reprimand for poor achievements.

The research questions of this study has been successfully answered. According the collected data, it has shown that there are several differences in motivation between the groups investigated in all three categories. Students in the ninth grade seem to be more motivated to learn in almost all aspects when compared to the students in the fifth grade. One exception was found that students in the fifth grade admitted that they study more often to please their parents. The gender of participants also influences the motivational characters in many aspects. Female students are motivated more by academic achievements, good results and instrumental goals, while male students are motivated more by social factors and peer approval. There was also a difference in the motivation character of the better and weaker students. The weaker students are more affected by the outside world, by people around them and their attitude towards them, while the stronger students tend to compare their academic achievements with the rest of the class.

The results of this study have contributed to the realization of several key implications for the teaching process and indicated clearly that it is the teacher who plays a critical role in promoting the students interest in learning. The data that has been collected can be used by educational institutions and teaching members. It will help them to be aware of the responsibilities of giving feedback in order to encourage motivation and increase students' self-

esteem to strengthen them in their learning processes. The practical part has been shown how teachers can achieve this important task, initiate and encourage the students to learn their language.

The motivation for language learning is very broad area and covers a lot of complex spheres. Indeed, all the categories which were investigated in this research are worth further research. As this study was focused on three distinctive point of view: gender, year of study and last received grade, this research can be explored more in depth. There are still many aspects and factors that influence motivation and it would be interesting to compare or conduct other motivational factors. In order to make language learning more motivating experience teachers and teaching members in the future can explore other factors in motivation. For instance, this may include any educational environment, such as non English educational institutions or rural schools. In addition, teaching materials or strategies used in the classroom by teachers also can be explored in order to maintain students' interest in learning.

This research on how to better improve motivational characteristics contributed greatly to my professional development as a teacher, and made me aware of the importance of the teacher's role in the learning process of students. Therefore, I hope this study will help other teachers understand their huge ability to affect the willingness of their students to learn the English language.

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Appendix 1: Questionnaire

Part I

Please rate these statements based on the scale below:

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

Colours representing the type of investigated motivation

- Integrative motivation**
- Instrumental motivation**
- Social motivation**
- Parental encouragement**
- Peers influence**
- Teacher influence - personality**
- Teacher influence – performance**
- Teacher influence – feedback**
- Positive motivation**
- Negative motivation**
- Group dynamics**
- Sense of belonging**

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Studying English is important because it will give me a chance to live in one of the English-speaking countries. | 1 | 2 | 3 | 4 | 5 |
| 2. When teacher uses various types of teaching materials (pictures, videos, presentations, etc.) it motivates me to learn. | 1 | 2 | 3 | 4 | 5 |
| 3. It is very important for me when my friends help me with my English studies. | 1 | 2 | 3 | 4 | 5 |
| 4. When I am graded bad marks I feel motivated to study harder. | 1 | 2 | 3 | 4 | 5 |
| 5. I need English for my future studies. | 1 | 2 | 3 | 4 | 5 |
| 6. I think that it is highly motivational when the teacher promotes a positive attitude and shows interest towards the subject. | 1 | 2 | 3 | 4 | 5 |
| 7. English is important to me because it enables me to join in what is happening in the world. | 1 | 2 | 3 | 4 | 5 |
| 8. When my classmates have better marks than me motivates me to study harder. | 1 | 2 | 3 | 4 | 5 |
| 9. It is very motivating for me when my parents encourage me to study English. | 1 | 2 | 3 | 4 | 5 |
| 10. When I get bad feedback for poor achievement by my teacher I feel motivated to study harder. | 1 | 2 | 3 | 4 | 5 |
| 11. I consider learning English important because an educated person is supposed to be able to speak English. | 1 | 2 | 3 | 4 | 5 |
| 12. If the learning method, the teacher chooses, is interesting, it motivates me to learn. | 1 | 2 | 3 | 4 | 5 |
| 13. The feeling that I am a real part of this school, which requires high academic endeavour, motivates me to study | 1 | 2 | 3 | 4 | 5 |
| 14. I study English to avoid being punished by my parents. | 1 | 2 | 3 | 4 | 5 |
| 15. English is important because people will respect me more if I have knowledge of it. | 1 | 2 | 3 | 4 | 5 |
| 16. Studying English is important in order to gain the approval of my peers. | 1 | 2 | 3 | 4 | 5 |
| 17. The agreeable personality of an English teacher is very important for me. | 1 | 2 | 3 | 4 | 5 |
| 18. Realization that my classmates can speak worse English than me makes me slacken my efforts. | 1 | 2 | 3 | 4 | 5 |
| 19. I study English because my parents demand. | 1 | 2 | 3 | 4 | 5 |
| 20. It is very important for me when my friends encourage me to study English. | 1 | 2 | 3 | 4 | 5 |
| 21. If I were rewarded for good results (money, sweets) I would study harder. | 1 | 2 | 3 | 4 | 5 |
| 22. If the English teacher has high expectation, it motivates me to study. | 1 | 2 | 3 | 4 | 5 |
| 23. I think that it is highly motivational when the English teacher is excited about their subject. | 1 | 2 | 3 | 4 | 5 |
| 24. Studying English is important because it will be useful in getting a good and well paid job. | 1 | 2 | 3 | 4 | 5 |
| 25. The English Teacher support and care are very relevant for me. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 26. My motivation increases when my parents praise me for my achievement in English. | 1 | 2 | 3 | 4 | 5 |
| 27. Studying English is important because it gives me an opportunity to work abroad. | 1 | 2 | 3 | 4 | 5 |
| 28. I consider learning English important because people I respect think that I should do it. | 1 | 2 | 3 | 4 | 5 |
| 29. If the organization of the English classes is varied, it motivates me to learn. | 1 | 2 | 3 | 4 | 5 |
| 30. English is important because I can learn about the culture and social life of people from the English speaking countries. | 1 | 2 | 3 | 4 | 5 |
| 31. If I feel that my classmates do not work hard on English, it decreases my motivation too. | 1 | 2 | 3 | 4 | 5 |
| 32. I would like to read the literature and watch films in the original language. | 1 | 2 | 3 | 4 | 5 |
| 33. It is demotivating for me if the teacher's pronunciation is poor. | 1 | 2 | 3 | 4 | 5 |
| 34. Realization that my classmates have mostly worse marks than me makes me slacken my efforts. | 1 | 2 | 3 | 4 | 5 |
| 35. I study English to avoid being reprimanded by my parents. | 1 | 2 | 3 | 4 | 5 |
| 36. When my teacher praises me for my performance, my motivation increases. | 1 | 2 | 3 | 4 | 5 |
| 37. If I am well explained what needs to be improved I feel motivated to learn it. | 1 | 2 | 3 | 4 | 5 |
| 38. When my classmates can speak better English than me motivates me to study harder. | 1 | 2 | 3 | 4 | 5 |
| 39. I would like to speak English well because it will allow me to meet and communicate with people from different cultures and backgrounds. | 1 | 2 | 3 | 4 | 5 |
| 40. If I were reasonably punished for poor results (extra work) it would make me study harder. | 1 | 2 | 3 | 4 | 5 |
| 41. Studying English is important because it allows me to communicate and deal with problems when travelling abroad. | 1 | 2 | 3 | 4 | 5 |
| 42. When a task is presented, it is important for me to understand the English teacher's clear intention. | 1 | 2 | 3 | 4 | 5 |
| 43. Being real part of school with a very good reputation, motivates me to study. | 1 | 2 | 3 | 4 | 5 |
| 44. My motivation increases when my parents show considerable interest in my English studies. | 1 | 2 | 3 | 4 | 5 |
| 45. Realization that my classmates do not show considerable progress in English and still are getting good marks makes me study less hard. | 1 | 2 | 3 | 4 | 5 |
| 46. If I feel that there is a cooperative atmosphere in the English classroom, it motivates me to study. | 1 | 2 | 3 | 4 | 5 |
| 47. My motivation increases when I obtain good grades. | 1 | 2 | 3 | 4 | 5 |
| 48. If I feel that my friends have a positive attitude towards learning English, it motivates me to learn. | 1 | 2 | 3 | 4 | 5 |
| 49. The feeling that learning English is important part of the students' life at school motivates me to study it. | 1 | 2 | 3 | 4 | 5 |
| 50. It is motivating for me if the teacher has a good command of English. | 1 | 2 | 3 | 4 | 5 |

Part II

Please rate on the scale which of the two statements applies to you more.

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------|
| I like challenging schoolwork to learn as much as I can. | 1 | 2 | 3 | 4 | 5 | I prefer schoolwork to be easy and fast done. |
| I study English because I consider it interesting and important . | 1 | 2 | 3 | 4 | 5 | I study English because it is the school requirement . |
| I study English to become a more knowledgeable person . | 1 | 2 | 3 | 4 | 5 | I study English because I want to get good grades . |
| I like to do my schoolwork without help and when I do not understand something right away I try to figure it out by myself first. | 1 | 2 | 3 | 4 | 5 | When I do not understand something right away I want the teacher to tell me the answer. |
| Teacher encouragement is motivating for me. | 1 | 2 | 3 | 4 | 5 | Parental encouragement is motivating for me. |
| If I am praised for my achievement, it motivates me to study harder. | 1 | 2 | 3 | 4 | 5 | If I am reprimanded for my poor achievement, it motivates me to study harder. |
| If I get rewarded for good results, it motivates me to study harder. | 1 | 2 | 3 | 4 | 5 | If I get punished for poor results, it motivates me to study harder. |
| I learn English because I am interested in the UK/USA ... culture and habits and becoming integrated in the community. | 1 | 2 | 3 | 4 | 5 | I learn English because I would like to become part of the global, cosmopolitan society and join in what is happening in the world. |
| Constructive positive feedback makes me work harder. | 1 | 2 | 3 | 4 | 5 | Constructive negative feedback makes me work harder. |
| I do not mind writing tests because they serve as a valuable feedback on my achievement. | 1 | 2 | 3 | 4 | 5 | If I know that it is possible to use cheatsheet , I usually prepare it before the test. |

Part III

Please provide this information by ticking in the box.

Gender: Male _____ Female _____

Year of study: 1st _____ 2nd _____ 3rd _____ 4th _____

The last received grade for the English Language subject:

1 2 3 4 5 N

Appendix 2: Complete table of means of the male and female students responses

| Type of motivation | Statement | Mean | |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|
| | | M | F |
| Integrative motivation | English is important because I can learn about the culture and social life of people from the English speaking countries. | 3,7 | 3,7 |
| | Studying English is important because it will enable me to live in one of the English speaking countries and become integrated as another member of the community. | 4,7 | 4,3 |
| | I would like to speak English well because it will allow me to meet and converse with more and varied people. | 4,1 | 4,4 |
| | English is important to me because it enables me to join in what is happening in the world. | 4,6 | 3,9 |
| Instrumental motivation | Studying English is important because I will need it for my future studies. | 3,4 | 4,5 |
| | Studying English is important because it will be useful in getting a good and well paid job. | 4,4 | 4,7 |
| | Studying English is important because it enables me to work abroad. | 3,7 | 4,4 |
| | I would like to read the literature and watch films in the original language. | 3,6 | 4,3 |
| | Studying English is important because it enables me to communicate and deal with problems when travelling abroad. | 4 | 4,4 |
| Social motivation | I consider learning English important because an educated person is supposed to be able to speak English. | 3,9 | 4,1 |
| | English is important because people will respect me more if I have knowledge of it. | 4,1 | 3,2 |
| | I consider learning English important because people I respect think that I should do it. | 3,1 | 3 |
| Parental encouragement | It is very motivating for me when my parents encourage me to study English. | 3,3 | 3,6 |
| | I study English to avoid being punished by my parents. | 1,7 | 1,9 |
| | I study English to please my parents. | 2,1 | 2,1 |
| | My motivation increases when my parents praise me for my achievement in English. | 2,6 | 3,6 |
| | I study English to avoid being reprimanded by my parents. | 2,3 | 2 |
| | My motivation increases when my parents show considerable interest in my English studies. | 2,9 | 3,3 |
| P e e | It is very important for me when my friends help me with my English studies. | 3,3 | 3,5 |

| | | | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| | Studying English is important in order to gain the approval of my peers. | 3,6 | 3 |
| | It is very important for me when my friends encourage me to study English. | 2,9 | 2,9 |
| | If I feel that my friends have a positive attitude towards learning English, it motivates me to learn. | 3 | 3,3 |
| Teacher influence - personality | I think that it is highly motivational when the English teacher promotes a positive attitude towards the subject. | 4 | 4 |
| | The agreeable personality of an English teacher is very important for me. | 4,3 | 4,3 |
| | If the English teacher has high expectation, it motivates me to study. | 2,7 | 3,6 |
| | I think that it is highly motivational when the English teacher is enthusiastic for their subject. | 3,9 | 3,8 |
| | The English Teacher support and care are very important for me. | 3,6 | 4,1 |
| Teacher influence – performance | If the teacher uses varied teaching materials (pictures, videos, PPTs, clippings, etc.) not only the Student’s Book, it motivates me to learn. | 4,1 | 4 |
| | If the learning method, the teacher chooses, is interesting, it motivates me to learn. | 4,3 | 4,1 |
| | If the organization of the English classes is varied, it motivates me to learn. | 3,6 | 3,9 |
| | It is demotivating for me if the teacher’s pronunciation is poor. | 3,4 | 3,7 |
| | When a task is presented, it is important for me to understand the English teacher’s clear intention. | 3,6 | 3,6 |
| | It is motivating for me if the teacher has a good command of English. | 4 | 4,3 |
| Teacher influence – feedback | When I obtain bad grades I feel motivated to study harder. | 2,3 | 3,6 |
| | If I am reprimanded for poor achievement by my teacher I feel motivated to study harder. | 3,9 | 3,7 |
| | When my teacher praises me for my performance my motivation increases. | 3,9 | 4 |
| | If I am well explained what needs to be improved I feel motivated to learn it. | 3,6 | 3,6 |
| | My motivation increases when I obtain good grades. | 3,4 | 4 |
| Positive motivation | If I were rewarded for good results (money, sweets) I would study harder. | 4,3 | 3,9 |
| Negative motivation | If I were reasonably punished for poor results (extra work) it would make me study harder. | 2,6 | 3 |
| Group dynamics | Realization that my classmates have better marks than me motivates me to study harder. | 2 | 3,4 |
| | Realization that my classmates can speak worse English than me makes me slacken my efforts. | 1,6 | 2,2 |
| | If I feel that my classmates do not work hard on English I lose my motivation too. | 2,6 | 2,3 |
| | Realization that my classmates have mostly worse marks than me makes me slacken my efforts. | 2 | 2,2 |
| | Realization that my classmates can speak better English than me motivates me to study harder. | 3 | 3,8 |
| | Realization that my classmates do not show considerable progress in English and still are getting good marks makes me study less hard. | 2,4 | 2,6 |
| | If I feel that there is a cooperative atmosphere in the English classroom, it motivates me to study. | 3,4 | 3,7 |
| Sense of belonging | The feeling that I am a real part of this school, which requires high academic endeavour, motivates me to study. | 2,3 | 3,3 |
| | The feeling that I am a real part of this school, which has a very good reputation, motivates me to study. | 3,3 | 3,3 |
| | The feeling that learning English is important part of the students’ life at this school motivates me to study it. | 3,4 | 3,7 |

Appendix 3: Complete table of means of the fifth and ninth grade students responses

| Type of motivation | Statement | Mean | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|
| | | 5 th | 9 th |
| Integrative motivation | English is important because I can learn about the culture and social life of people from the English speaking countries. | 3,3 | 4,2 |
| | Studying English is important because it will enable me to live in one of the English speaking countries (UK/USA ...) and become integrated as another member of the community. | 4,3 | 4,5 |
| | I would like to speak English well because it will allow me to meet and converse with more and varied people. | 4,2 | 4,6 |
| | English is important to me because it enables me to join in what is happening in the world. | 4,1 | 4 |
| Instrumental motivation | Studying English is important because I will need it for my future studies. | 4,2 | 4,3 |
| | Studying English is important because it will be useful in getting a good and well paid job. | 4,7 | 4,6 |
| | Studying English is important because it enables me to work abroad. | 4,2 | 4,3 |
| | I would like to read the literature and watch films in the original language. | 3,8 | 4,6 |
| | Studying English is important because it enables me to communicate and deal with problems when travelling abroad. | 3,9 | 4,8 |
| Social motivation | I consider learning English important because an educated person is supposed to be able to speak English. | 3,8 | 4,5 |
| | English is important because people will respect me more if I have knowledge of it. | 3,4 | 3,5 |
| | I consider learning English important because people I respect think that I should do it. | 3 | 3,1 |
| Parental encouragement | It is very motivating for me when my parents encourage me to study English. | 3,5 | 3,5 |
| | I study English to avoid being punished by my parents. | 1,9 | 1,8 |
| | I study English to please my parents. | 2,4 | 1,8 |
| | My motivation increases when my parents praise me for my achievement in English. | 3,5 | 3,2 |
| | I study English to avoid being reprimanded by my parents. | 2 | 2,2 |
| Peers influence | My motivation increases when my parents show considerable interest in my English studies. | 3,2 | 3,2 |
| | It is very important for me when my friends help me with my English studies. | 3,3 | 3,7 |
| | Studying English is important in order to gain the approval of my peers. | 3,1 | 3,2 |
| | It is very important for me when my friends encourage me to study English. | 2,8 | 3,1 |
| Teacher influence - personality | If I feel that my friends have a positive attitude towards learning English, it motivates me to learn. | 3,1 | 3,4 |
| | I think that it is highly motivational when the English teacher promotes a positive attitude towards the subject. | 3,6 | 4,6 |
| | The agreeable personality of an English teacher is very important for me. | 4,2 | 4,4 |
| | If the English teacher has high expectation, it motivates me to study. | 3,1 | 3,8 |

| | | | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| | I think that it is highly motivational when the English teacher is enthusiastic for their subject. | 3,2 | 4,6 |
| | The English Teacher support and care are very important for me. | 3,5 | 4,5 |
| Teacher influence – performance | If the teacher uses varied teaching materials (pictures, videos, PPTs, clippings, etc.) not only the Student’s Book, it motivates me to learn. | 3,6 | 4,5 |
| | If the learning method, the teacher chooses, is interesting, it motivates me to learn. | 3,8 | 4,6 |
| | If the organization of the English classes is varied, it motivates me to learn. | 3,9 | 3,6 |
| | It is demotivating for me if the teacher’s pronunciation is poor. | 3,7 | 3,5 |
| | When a task is presented, it is important for me to understand the English teacher’s clear intention. | 3,5 | 3,6 |
| | It is motivating for me if the teacher has a good command of English. | 4,1 | 4,4 |
| Teacher influence – feedback | When I obtain bad grades I feel motivated to study harder. | 2,8 | 3,8 |
| | If I am reprimanded for poor achievement by my teacher I feel motivated to study harder. | 3,5 | 4,1 |
| | When my teacher praises me for my performance my motivation increases. | 3,7 | 4,2 |
| | If I am well explained what needs to be improved I feel motivated to learn it. | 3,4 | 3,8 |
| | My motivation increases when I obtain good grades. | 3,7 | 4,1 |
| Positive motivation | If I were rewarded for good results (money, sweets) I would study harder. | 3,9 | 4 |
| Negative motivation | If I were reasonably punished for poor results (extra work) it would make me study harder. | 2,5 | 3,3 |
| Group dynamics | Realization that my classmates have better marks than me motivates me to study harder. | 2,9 | 3,2 |
| | Realization that my classmates can speak worse English than me makes me slacken my efforts. | 2,1 | 1,9 |
| | If I feel that my classmates do not work hard on English I lose my motivation too. | 2,2 | 2,6 |
| | Realization that my classmates have mostly worse marks than me makes me slacken my efforts. | 2,1 | 2,2 |
| | Realization that my classmates can speak better English than me motivates me to study harder. | 3,5 | 3,8 |
| | Realization that my classmates do not show considerable progress in English and still are getting good marks makes me study less hard. | 2,6 | 2,5 |
| | If I feel that there is a cooperative atmosphere in the English classroom, it motivates me to study. | 3,5 | 3,8 |
| Sense of belonging | The feeling that I am a real part of this school, which requires high academic endeavour, motivates me to study. | 3 | 3,2 |
| | The feeling that I am a real part of this school, which has a very good reputation, motivates me to study. | 3,1 | 3,5 |
| | The feeling that learning English is important part of the students’ life at this school motivates me to study it. | 3,4 | 3,9 |

Appendix 4: Complete table of means of the better and weaker students responses

| Type of motivation | Statement | Mean | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|
| | | B | W |
| Integrative motivation | English is important because I can learn about the culture and social life of people from the English speaking countries. | 3,7 | 3,6 |
| | Studying English is important because it will enable me to live in one of the English speaking countries (UK/USA ...) and become integrated as another member of the community. | 4,4 | 4,4 |
| | I would like to speak English well because it will allow me to meet and converse with more and varied people. | 4,2 | 4,6 |
| | English is important to me because it enables me to join in what is happening in the world. | 3,8 | 4,4 |
| Instrumental motivation | Studying English is important because I will need it for my future studies. | 4,1 | 4,4 |
| | Studying English is important because it will be useful in getting a good and well paid job. | 4,6 | 4,7 |
| | Studying English is important because it enables me to work abroad. | 4,6 | 3,9 |
| | I would like to read the literature and watch films in the original language. | 4,3 | 4 |
| | Studying English is important because it enables me to communicate and deal with problems when travelling abroad. | 4,3 | 4,3 |
| Social motivation | I consider learning English important because an educated person is supposed to be able to speak English. | 4 | 4,1 |
| | English is important because people will respect me more if I have knowledge of it. | 3,3 | 3,6 |
| | I consider learning English important because people I respect think that I should do it. | 2,8 | 3,3 |
| Parental encouragement | It is very motivating for me when my parents encourage me to study English. | 3,6 | 3,5 |
| | I study English to avoid being punished by my parents. | 2 | 1,7 |
| | I study English to please my parents. | 1,9 | 2,4 |
| | My motivation increases when my parents praise me for my achievement in English. | 3,4 | 3,3 |
| | I study English to avoid being reprimanded by my parents. | 2,3 | 1,9 |
| | My motivation increases when my parents show considerable interest in my English studies. | 3,2 | 3,2 |
| Peers influence | It is very important for me when my friends help me with my English studies. | 3,3 | 3,7 |
| | Studying English is important in order to gain the approval of my peers. | 2,8 | 3,4 |
| | It is very important for me when my friends encourage me to study English. | 3 | 2,8 |
| | If I feel that my friends have a positive attitude towards learning English, it motivates me to learn. | 3,3 | 3,1 |
| Teacher influence - personality | I think that it is highly motivational when the English teacher promotes a positive attitude towards the subject. | 3,9 | 4,1 |
| | The agreeable personality of an English teacher is very important for me. | 4,2 | 4,4 |
| | If the English teacher has high expectation, it motivates me to study. | 3,6 | 3,2 |

| | | | |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| | I think that it is highly motivational when the English teacher is enthusiastic for their subject. | 3,9 | 3,6 |
| | The English Teacher support and care are very important for me. | 4,1 | 3,9 |
| Teacher influence – performance | If the teacher uses varied teaching materials (pictures, videos, PPTs, clippings, etc.) not only the Student’s Book, it motivates me to learn. | 4 | 4,1 |
| | If the learning method, the teacher chooses, is interesting, it motivates me to learn. | 4,2 | 4,1 |
| | If the organization of the English classes is varied, it motivates me to learn. | 3,6 | 4 |
| | It is demotivating for me if the teacher’s pronunciation is poor. | 3,7 | 3,6 |
| | When a task is presented, it is important for me to understand the English teacher’s clear intention. | 3,4 | 3,7 |
| | It is motivating for me if the teacher has a good command of English. | 4,1 | 4,4 |
| Teacher influence – feedback | When I obtain bad grades I feel motivated to study harder. | 3,4 | 3,1 |
| | If I am reprimanded for poor achievement by my teacher I feel motivated to study harder. | 3,7 | 3,9 |
| | When my teacher praises me for my performance my motivation increases. | 3,9 | 3,9 |
| | If I am well explained what needs to be improved I feel motivated to learn it. | 3,4 | 3,7 |
| | My motivation increases when I obtain good grades. | 4,1 | 3,6 |
| Positive motivation | If I were rewarded for good results (money, sweets) I would study harder. | 3,9 | 4,1 |
| Negative motivation | If I were reasonably punished for poor results (extra work) it would make me study harder. | 2,8 | 2,9 |
| Group dynamics | Realization that my classmates have better marks than me motivates me to study harder. | 3,5 | 2,6 |
| | Realization that my classmates can speak worse English than me makes me slacken my efforts. | 2,1 | 2 |
| | If I feel that my classmates do not work hard on English I lose my motivation too. | 2,1 | 2,6 |
| | Realization that my classmates have mostly worse marks than me makes me slacken my efforts. | 2,1 | 2,3 |
| | Realization that my classmates can speak better English than me motivates me to study harder. | 3,9 | 3,4 |
| | Realization that my classmates do not show considerable progress in English and still are getting good marks makes me study less hard. | 2,6 | 2,5 |
| | If I feel that there is a cooperative atmosphere in the English classroom, it motivates me to study. | 3,5 | 3,9 |
| Sense of belonging | The feeling that I am a real part of this school, which requires high academic endeavour, motivates me to study. | 3,3 | 2,9 |
| | The feeling that I am a real part of this school, which has a very good reputation, motivates me to study. | 3 | 3,6 |
| | The feeling that learning English is important part of the students’ life at this school motivates me to study it. | 3,8 | 3,4 |

Master paper “Factors Affecting the Motivation of Secondary School Students to Learn English Language (grades 5 and 9)” elaborated in the Faculty of Education, Psychology and Art at the University of Latvia.

Herewith I confirm by putting my signature that the research has been conducted individually, as well as the fact that only the indicated sources of literature have been used in the paper and that the electronic copy of the paper corresponds to the printout.

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Date: _____

I recommend/do not recommend the paper for defense.

Advisor: _____

Personal signature: _____

Date: _____

Opponent: _____

Paper submitted in the Department of Educations Sciences and Pedagogical Innovations

Person authorized by the dean: methodologist _____

Paper has been defended in the session of the Commission on Master Graduation Examination

Secretary of the Commission: _____