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THE FACTORS INFLUENCING ENGLISH LANGUAGE LEARNERS' MOTIVATION

Abstract: Motivation/demotivation has been widely regarded by teachers and scholars as one of the most essential factors in second language (L2) learning. The current study looked at the importance of motivation and the elements that influence students' motivation when teaching/learning English as a foreign language. Parental, contextual, and instructor attitude components were investigated. In this research participated 40 students of the 1st year studying English at the Department of Social and Humanities of the Academy of Physical Education and Mass Sports. The participants were given a survey that included many statements about the aforementioned issues. According to the findings of the current study, there are tactics and behaviors that stimulate students while suppressing favorable views about English learning. The findings revealed that learners were more motivated to study English when their parents supported and encouraged them to do so. The study also discovered that reinforcing learner ideas encouraged students, and that students were more driven when they worked with their peers. Furthermore, the study's findings revealed a variety of actions and tactics for motivating students.

Key words: Motivation, study of English language, English teacher, student, education

АҒЫЛШЫН ТІЛІН ҮЙРЕНУШІЛЕРДІҢ МОТИВАЦИЯСЫНА ӘСЕР ЕТЕТІН ФАКТОРЛАР

Аңдатпа: Оқытушылар мен зерттеушілер мотивация мен демотивацияны шет тілін (L2) оқытудағы ең маңызды элементтердің бірі ретінде есептейді. Бұл зерттеу мотивацияның рөлі мен оның студенттерге әсер ететін факторларын қарастырады.

Бұл мақалада ата-ана, қоршаған орта және оқытушының студенттерге ағылшын тілін үйретудегі қарым-қатынасына байланысты факторлар зерттелді. Бұл зерттеу жұмысына дене шынықтыру және бұқаралық спорт академиясының қоғамдық-гуманитарлық пәндер департаментінде ағылшын тілін оқитын 1-курстың 40 студенті қатысты. Қатысушыларға аталған факторларға қатысты бірнеше мәлімдемелерден тұратын сауалнама берілді. Ағымдағы зерттеу студенттерді ынталандыратын, бірақ ағылшын тілін үйренуге деген оң көзқарасты басатын стратегиялар мен мінез-құлықтардың бар екенін көрсетті. Бұл нәтижелер студенттердің оларға ата-аналары ағылшын тілін үйренуге қолдау көрсеткенде олардың ынтасының жоғарылағанын көрсетті. Сонымен қатар бұл зерттеу жұмысында студенттердің сенімін нығайту студенттерді ынталандыратыны және достарымен жұмыс істегенде олардың мотивациясының жоғарылағаны анықталды.

Түйін сөздер: мотивация, демотивация, шет тілін үйрену, стратегия, мінез-құлық.

ФАКТОРЫ, ВЛИЯЮЩИЕ НА МОТИВАЦИЮ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК

Аннотация: Мотивация / демотивация широко рассматривается учителями и учеными как один из наиболее важных факторов в изучении второго языка (L2). В текущем исследовании рассматривалась важность мотивации и элементы, влияющие на мотивацию учащихся при преподавании/изучении английского языка как иностранного. Были исследованы родительский, контекстуальный и инструкторский компоненты отношения. В данном исследовании приняли участие 40 студентов 1 курса, изучающих английский язык на социально-гуманитарном факультете Академии физического воспитания и массового спорта. Участникам был предложен опрос, который включал множество утверждений по вышеупомянутым вопросам. Согласно результатам текущего исследования, существуют тактики и модели поведения, которые стимулируют учащихся, подавляя при этом благоприятные взгляды на изучение английского языка. Результаты показали, что учащиеся были более мотивированы к изучению английского языка, когда их родители поддерживали и поощряли их в этом. Исследование также показало, что закрепление идей учащихся воодушевляет учащихся и что учащиеся более мотивированы, когда работают со своими сверстниками. Кроме того, результаты исследования выявили разнообразие действий и тактик для мотивации студентов.

Ключевые слова: Мотивация, изучение английского языка, учитель английского языка, ученик, образование.

Introduction. Motivation is extremely vital in improving students' English learning ability. Dornyei (1998) emphasized the importance of motivation, which is seen as a cornerstone to learning a second language (L2) and one of the most important elements influencing language learners' performance. It is commonly believed that the more driven learners are, the better their chances of acquiring a second/foreign language are. Learners who pick English as a major and study it as a foreign language are worried about the motivating elements that play a significant role in academics, skill development, and practicing English in everyday situations. The current study investigated parental, environmental, and instructor attitude-related motivating variables among learners, and it assisted in determining which tactics may best promote ESL/EFL learning among these elements. The section on teacher attitude-related aspects investigated the responsibilities of instructors and their execution of various motivating tactics in their classrooms. The study looked at whether parents actions and ideas about their children's English education affected their motivation to learn English the most in the part on parental influences. Environmental factors that inspire ESL/FL learners were also explored [1].

Motivation is a term frequently used in both educational and other research contexts. In educational contexts, motivation is what triggers us to act to learn English, to learn to teach English, or to teach it. This basic explanation acknowledges the four elements that it includes:

- * The reasons why we want to learn
- * The strength of our desire to learn
- * The kind of person we are
- * The task and our estimation of what it requires of us. (McDonough, 2007, pp. 369-371)

Motivation

Motivation, according to instructors and academics, influences the rate and success of L2 learning. Furthermore, motivation gives the initial urge to begin learning L2 and subsequently the driving power to persevere through the long and frequently irritating learning process; in fact, all of the other aspects connected with L2 acquisition, to some extent, assume drive [2].

Even persons with outstanding abilities cannot achieve long-term goals without sufficient motivation, and neither appropriate curriculum nor competent instruction are sufficient on their own to ensure student achievement. However, tremendous drive may compensate for severe deficiencies in both language ability and learning environment. A motivated learner, according to Masgoret and Gardner (2003), increases effort, accepts responsibility, has objectives, wants, and

enjoys the process and learning. According to Oxford and Shearin (1996), motivation is an important factor in ensuring that learners are completely engaged in the learning process [3].

Demotivation

Only the benefits of motivation have been described after investigating the nature of L2 motivation. Unfortunately, pupils may be negatively impacted during the learning process as well. Certain negative factors have a substantial impact on motivation. They may be tied to specific learning experiences (e.g., public humiliation, poor test scores) or social learning events (e.g., the teacher's personality and conduct, the classroom community) (Dörnyei and Ushioda, 2011). Until recently, the dark side of motivation, known as demotivation, was not considered a study area. Despite this, its importance in the learning process has been shown (Dörnyei and Ushioda, op. cit.). Demotivation was defined by Dörnyei (1998) as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action [4]." Demotivated learners exhibit little interest in the L2 or L2 community culture, are hesitant to participate in class activities, and have no close relationship with the teacher or classmates. As a result, students exhibit increasing skepticism in the classroom. Eventually, these students achieve horrible learning outcomes, which exacerbates their remaining drive. Once such a vicious circle forms, it becomes nearly impenetrable (Trong Tuan, 2011).

The causes of a lack of motivation

Lack of motivation can be attributed to a variety of factors. To provide illustrations for these reasons, consider the following: Lack of confidence in one's talents, being bashful, a lack of information, not studying enough for the courses, and so on. Furthermore, we should keep in mind that these might be medical or mental issues with the learner (Ersöz, 2004). In addition to these reasons, the findings of a study conducted with instructors and students reveal that there are other elements that influence students' desire. For example, memorization, uninteresting instructor explanations of subjects, teacher ignorance of students' psychological conditions, difficult and dull subjects, and reluctance to learn. All of these elements contribute to learning [5].

The socio-functional validity of a second language is a key component in motivating people to study it. Learning a second language may or may not be worthwhile from the student's perspective depending on its social reality, because language learning has an important social function when the learner has a reason to use the acquired knowledge and skills to communicate with other people of importance in his or her environment. In other words, when there is no out-of-class validity, language acquisition loses its functional relevance and motivation suffers (Jafari, op. cit.).

Beside from these student-related aspects, students' peers influence students' attitudes about language learning results, because students may like studying the language if their friends enjoy it. Furthermore, earlier learning experiences impact students' current learning results. They may be inclined to learning achievement if they are successful. If they are unsuccessful, they will predict failure. Furthermore, the information from their previous learning experiences is regarded as the informed foundation from which they might continue studying now and in the future. Students with good prior learning expertise can study successfully today. Trong Tuan (2012, p.432) provides further information on extrinsic motivation [6].

Environmental factors also affect learners' motivation. Even if they strive to encourage themselves, external variables such as classroom management keep them from succeeding. For example, if the classroom is overcrowded and there isn't enough light, it demotivates pupils since it makes learning harder due to tough conditions (Trong Tuan, op. cit.). On the contrary, physical factors like as lighting, a pleasant ambiance, desk organization, and the display of various visuals and valuable materials have a positive impact on learning (Trong Tuan, op. cit.). To summarize, kids can be impacted by their learning environment and the physical aspects of their classroom in the same way that their friends or classmates are.

Attitudes of teachers

The instructor and the teaching strategies that are accompanied by suitable guidance and assistance have a direct impact on students' learning motivation. Learners enjoy the several avenues that are available to them for improved understanding and learning. Appropriate student counseling or advice, as well as thoroughly designed learning methodologies, facilitate the transfer of knowledge from the instructor to the learner. Motivation functions as a driving force that pushes learners to learn, initiates learners to adopt relevant skills, and enables them to employ for knowledge acquisition. Additionally, professors and their teaching approaches influence students' motivation. Teachers, instructors, school surroundings, and students' classmates all influence students' interest in school and desire to study. When compared, however, instructors are considered as the most significant component owing to their important involvement in students' learning. When students see that their teacher is interested in their own growth, they become more motivated to study (Trong Tuan, 2012). Teachers should urge students to learn about the topic of the day right from the start. Furthermore, teachers should change the activities, assignments, and resources since students feel reassured by the existence of predictable classroom routines. Changing up the activities, tasks, and materials can assist to minimize demotivation and boost student engagement (Trong Tuan, op. cit.) [7].

Parental influences

Learning starts in the home. As a result, parents have received significant attention in general education as a significant social-relevant factor influencing children's motivation and achievement (Butler, 2015). Cheung and Pomerantz (2012) estimated that the kids' parent-related motivation, or what they called parent-oriented motivation, would clarify the positive aftereffects of parental involvement and its role in understudies' scholastic engagement and accomplishment at the secondary school level (Butler, op.cit.). Above all, Cheung and Pomerantz's findings demonstrated that parent-oriented inspiration was distinct from extraneous and inherent inspirations, and that it exceptionally clarified the beneficial effects of parental contribution on students' achievement (Butler, op. cit.). According to the literature, parents' overall attitudes about English education have a minimal or no significant association with their children's motivation. Parents' perceptions about their own children's ability, on the other hand, grew with grade level (Butler, op. cit.) [8]. In the case of an outsider in terms of children's L2 learning, noteworthy findings on the part of parental factors in previous research were combined as follows: (1) Despite the fact that lower socioeconomic status parents and language minority parents communicated their ability and frequently got intends to help their kids in their scholar duties for school, their help had a tendency to have insignificant effects; (2) creating rich proficiency home situations encouraged the kids' dialect and educational development; and (3) the kids' utilization of L1 was encouraged.

Wigfield et al. (2006) found four significant parental characteristics that influence children's outcomes, such as academic success and motivation: (1) qualities of the parent, family, and neighborhood (including main Parental involvement in child's study and school, teaching strategies, training values, etc.); (3) parents' general beliefs and behaviors (parenting styles, values of school achievement, efficacy beliefs, etc.); and (4) parents' child-specific beliefs (perception of their child's competence, expectations for the child's success, etc.). This concept suggests that these four parental qualities, together with child factors (such as gender, aptitude, birth order, and so on), determine the kid's results. All of these factors, including child outcomes, are assumed to impact each other, either directly or indirectly. Furthermore, there are cultural variances in the relationships between these elements (Butler, 2015) [9].

Features of the classroom or environmental elements

It is difficult to motivate both pupils and teachers. It takes a lot of work. Aside from parental and student-related issues, classroom characteristics or environmental factors also have an impact on students' motivation. These characteristics have nothing to do with the instructor and are connected to environmental circumstances such as classroom size, desk arrangement, demographic

considerations, scenarios, technological learning tools in the classroom, climate, weather conditions, and so on. Knowing about these issues and attempting to solve them can create a more welcoming and motivating atmosphere for both students and instructors [10].

Students gain new material in their classrooms while interacting with their peers. As a result, we cannot dismiss the importance of peers in the learning process. Students' peers, like the parental factor, influence students' attitudes toward language learning results because students may like studying the language if their friends enjoy it. Furthermore, earlier learning experiences impact students' current learning results. When they were successful learners in the past, they were more likely to learn the path to success in the future. Furthermore, the information from their previous learning experiences is regarded as the informed foundation from which they might continue studying now and in the future. Students with a successful learning background can study successfully right now. When discussing classroom aspects, we can claim that physical factors such as lighting, ambience, desk arrangement, displaying various types of visuals, and useful objects have a big impact on learning. Furthermore, if the classroom has a large number of pupils and insufficient lighting, it demotivates students since it makes learning harder.

Methodology. Participants. Our participants in this study were 40 first-year students from the Academy of Physical Education and Mass Sports' Department of Social and Humanities. There were 40 pupils in all (30 men and 10 women). Their ages ranged from 18 to 20. They graduated from high schools in various parts of Kazakhstan [11]. As a result, they had disparate backgrounds. Some of them had learned English under difficult conditions. Students from villages had less knowledge and fluency in English than those from large cities and towns, which provided them with opportunities to enhance their English level. Nonetheless, all of them experienced motivational issues, but the severity of these varied substantially. They have been studying English for at least 8 years.

Instruments. As a data gathering tool, a questionnaire was employed. The questionnaire included questions and remarks on both qualitative and quantitative data. Statements were created in response to the study questions. From the research questions, we derived several likely relevant elements. These identified likely elements were used to create the questions and statements. The questionnaire was broken into three portions, with each component analyzing a different research subject. The first section of the questionnaire had Likert-scale questions, while the second section contained open-ended questions. The open-ended questions allowed us to more clearly assess the data [12]. Quantitative statements were quite helpful in analyzing data and creating charts from it. To make it easier to find material, we separated the first section into three titles: Classroom Effect, Parental Factors, and Teacher Attitudes. The Classroom Effect section deals with classroom supplies and environmental aspects, as implied by their titles. The Parental Factors section included remarks regarding the learners' parents and how they assisted them in increasing their motivation. Statements under the Attitudes of teachers' section focused on instructors' abilities to employ instructional approaches. All of the sections had 8 statements and they were given to the participants to mark from 1 (I don't agree) to 5 (I agree definitely). With the help of these 24 statements, we got our data practically in a short time. In the last part, we asked an open ended question. The question was as follows: Is there anything else which demotivates you while you are learning a foreign language? The questionnaire was meant to gather information about their difficulties or to learn more about their parents' backgrounds. This questionnaire would be helpful for learning and identifying which problems students face or how their parental situations affect their motivation [13].

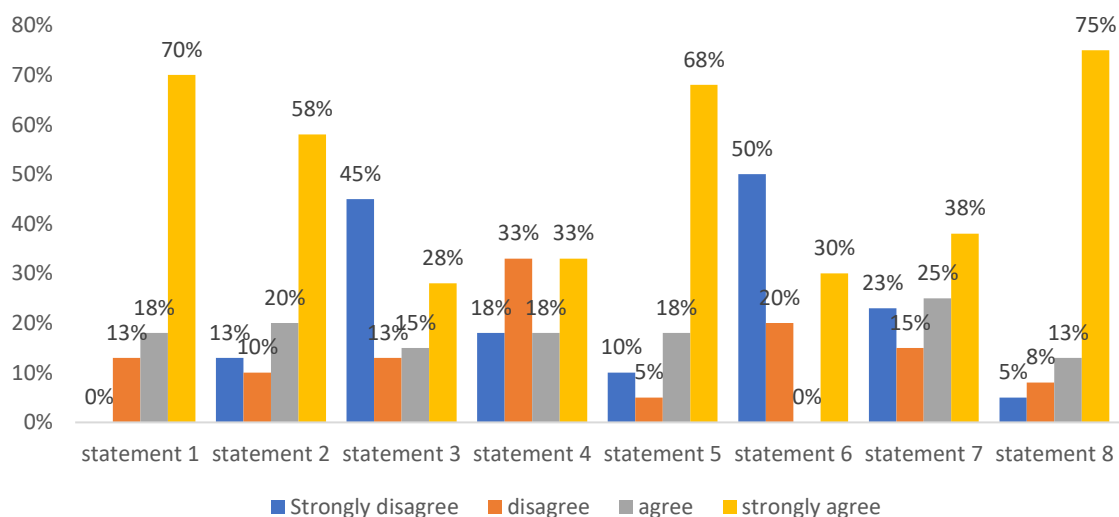
Procedure. The research gave useful data that aided in determining the answers to the research questions. The questionnaire was administered to 40 academy students during their leisure time. Students were given an unlimited amount of time to answer to the questions. A total

of 40 questionnaires were returned by applicants, and they were all incorporated in the study. First of all, the outcomes of each factor's statement were examined individually. Following that, we evaluated the percentages and ratios of each item in the variables to determine the aspect and which things had an impact on students' motivation [14].

Furthermore, data were statistically examined to determine the relevance of each motivating element, and three independent charts (see Tables 1, 2, and 3) were created as a result. The questionnaire was developed with the validity and reliability difficulties in mind. Each component was well represented in questions in the questionnaire. To boost validity, all of the items were written under the linked variables, and unrelated items were removed from the questionnaire. The claims were made simple to grasp and presented in a testable format. Moreover, the questionnaire was administered to three students again, at different times, to test its reliability. In the second questionnaire exam, the responses of the three pupils were nearly identical.

In this article, we assumed that all participants had answered the questions truthfully and candidly. Furthermore, we ensured that all individuals were really interested in participating in our research. It was also believed that all participants had equal levels of English learning experience [15].

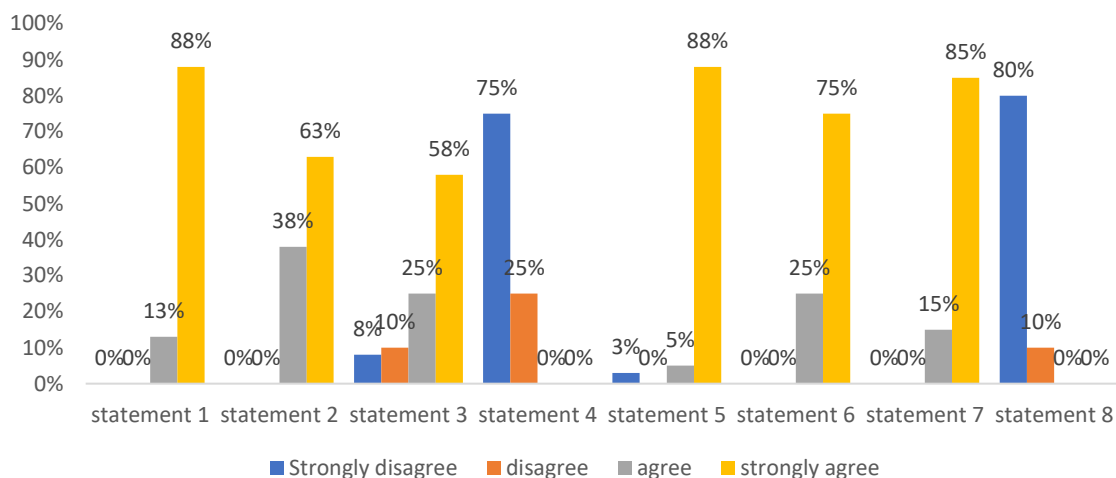
Results. The findings of this investigation are summarized in the tables below. All figures are shown as percentages and frequencies. The questionnaire statements are labeled with their percentages, such as statement 1, statement 2, and so on. In the questionnaire, statements are written in numerical sequence. Below are three tables. The percentages of parental variables are shown in Table 1. Table 2 displays statistics on teacher attitudes as percentages. Table 3 displays the proportion of statements about classroom variables. According to the findings, students were conscious of their surroundings while learning. They were well-versed enough to create their learning settings and regulate their motivation. The purpose of this questionnaire was to discover their difficulties in learning a foreign language, particularly English.



Picture 1 1. Parental Factors n=40

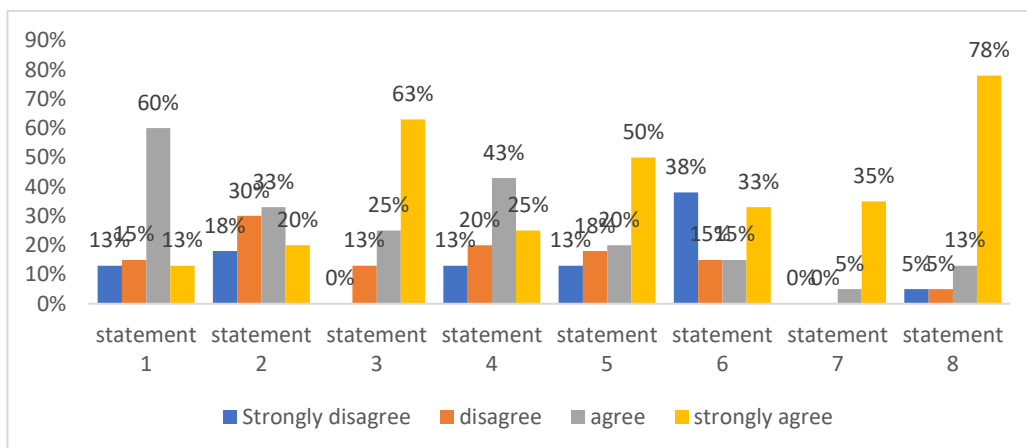
According to the questionnaire findings, 70% of the participants (28/40) were more motivated since their parents believe they should dedicate more time to their English studies, although 13% of the participants (5/40) disagree. Furthermore, when their parents urge them to learn English as much as possible, 78 percent of the participants' motivation improves. When their parents help them with their homework, 45 percent of the participants (18/40) are not more

motivated. The mastery of English by parents was encouraging for 33% of the participants (13/40), however it was not motivating for 18% of them (7/40). Because their parents emphasized the value of education, more than half of the participants (68 percent, 27/40) were more motivated



Picture 2. Teacher's Attitude n=40

Almost all of the participants (88 percent) were more motivated when professors explained why they were participating in an activity and what the aim was. Furthermore, 63 percent of students (25/40) strongly agreed that realistic learner attitudes boosted their motivation. According to the findings, 83 percent of the participants (33/40) thought that the teacher's maximal eyecontact was inspiring for them in general. Only 8% of those polled (5/40) strongly disagreed with this assertion. Furthermore, results suggest that 78 percent of participation kids (30/40) were unmotivated when the teacher paused at every single blunder when the students made a mistake. This message did not motivate any of the students. The majority of the participants (88 percent, 35/40) strongly agreed that they were more motivated in the classroom when the teacher was nice. Only one individual strongly disagreed. 75 percent of participants (35/40) were more motivated when the teacher utilized realias or authentic materials. In addition, 85% of the participants (34/40) were more motivated when the teacher provided positive comments when pupils completed something. Only 10% of the participants (4/40) thought it was inspiring when teachers punished kids to maintain discipline. The remaining 36 individuals (90%) strongly disagreed with this assertion [16].



Picture 3. Classroom Factors n=40

When their companions chatted, most of the learners' motives were disrupted (table 3). Sixty percent of the participants (24/40) said their buddies interrupted them. Thirty-three percent of the students (13/40) desired to collaborate with their peers. Sixty-three percent of the participants (25/40) selected the option "strongly agree." None of our participants selected the strongly disagree option. Those students believed that having images and other resources in the classroom helped them study better. 42 percent of pupils (17/40) said that the brightness of classrooms influenced their learning.

Fifty percent of the students said they were terrified of speaking in front of people. This is one of the most significant issues that all teachers will encounter in their classrooms. Thirty-eight percent of the participants (20/40) strongly agreed that they were frightened of speaking in front of others, while 38 percent of the students strongly disagreed that they would like to study with their friends rather than work separately. Furthermore, 78 percent of participants (35/40) strongly agreed that they could ask questions to their friends in, and 78 percent of learners (26/40) said they had no trouble regulating their motivation.

Participants were asked to write down whatever behaviors and tactics encourage or demotivate them in each category in the open-ended section of the questionnaire. Concerning the classroom component, participants reported that they were motivated when students in the classroom were enthusiastic about learning English. Furthermore, students are inspired when their classmates talk a lot of English throughout class. Furthermore, they are more motivated when there are a large number of pupils who are fluent in English. Participants, on the other hand, believe that their friends' jokes demotivate them when they speak English in class. They are also negatively effected when attendance in class is poor. Small class sizes, unclean scraped desks, and packed courses are all issues that demotivate students.

Participants reported that they would be more motivated if they could watch English films with their parents together as parental considerations. Furthermore, they would be more driven if their parents spoke English with them. Participants, on the other hand, were demotivated when their parents put a lot of pressure on them to learn English. They were also demotivated when their parents did not provide moral and monetary support.

Discussion. The major goal of this research was to discover the causes of a lack of desire when learning a language. A great deal of study has gone into determining these characteristics. The current study identified links between related studies on student motivation and parental influences. Earlier research revealed that pupils whose parents are fluent in English are more motivated and ready to learn the language than other students. We discovered a great link between students' motivation and instructors' tactics when it came to the teacher's attitude element.

The findings of this study demonstrated that there are certain methods, behaviors, and characteristics that have a direct impact on learner motivation. According to the findings of this study, family influences have a crucial part in learning English, and virtually all students are more motivated to learn English when their parents support and encourage them to do so.

Most of students are more motivated to learn English when their parents emphasize the importance of English in their lives and provide moral and monetary assistance.

In terms of the teacher's attitude, about 90% of the students who participated said that they are more motivated when teachers develop realistic learner goals and provide clear information about why they are involved in an activity and its purpose.

One of the most effective ways for increasing student motivation is for teachers to be personable throughout lessons. Furthermore, attendance of all students in English courses is critical to maintaining students' motivation at the best level possible.

In terms of in-class considerations, most students appear to be more motivated when they work with their buddies. Another significant conclusion is that many participants become demotivated when the session is crowded, loud, or has heating issues.

According to the findings of the current study, there are tactics and behaviors that might encourage students and boost their positive attitudes toward English learning. The findings will benefit instructors and parents by demonstrating some positive behaviors and ways for increasing student motivation.

Conclusion. The purpose of the current survey was to examine which factors affected students' motivation in ELT, and how much they affected their language learning. The paper also aimed at being a guide for the young teachers to be able to get their students' personal or environmental issues and assist them to create more motivating atmospheres.

The study's findings revealed some important and detailed information regarding several parental, environmental, and teacher-related issues that students experienced in the classroom. These issues diminished their desire, and as a result, they were unable to comprehend the directions provided to them. The study found that the teacher's attitude demotivated their focus because instructors are the only individuals who can provide children with precise information. As a result, teachers must be clear and consistent in their communication. Also, in the questionnaire's open-ended questions, participants claimed that if teachers were unable to use technology resources while teaching, students would be unmotivated. They become easily bored and lost interest in the topic or fresh knowledge.

Because there were numerous types of learners and everyone had a distinct comprehension capacity, it was critical to apply diverse learning tactics for their learners. Teachers should get to know their students and employ the best learning strategies for them. In addition to the teacher's attitude, parental difficulties had an essential effect in the learner's language development. All of the learners have had certain expectations from their parents when acquiring new knowledge; consequently, their families should provide adequate assistance to help them become motivated learners.

The learners tended to acquire a new language in a motivated atmosphere if their parents' attitude toward new language acquisition was good.

Furthermore, environmental issues have an impact on students' learning. The learning environment, particularly classrooms, should be bright and clean, and the items that students will use should be in good condition. According to our survey, students were terrified of speaking in front of their peers for fear of making errors. This was one of the most difficult circumstances that many of the students encountered. Both instructors and students should exercise caution when making remarks about their friends since even a minor misunderstanding might disrupt their friends' learning process. This article can be advantageous for related research in this field. Moreover, this research will be a guide for the new teachers to understand their students and challenges they face during learning a language. Furthermore, this study has limitations because as it was implemented on only 40 students in the same department. As a result, it cannot be assumed that all of these findings are applicable to every student.

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