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CONCEPTUALIZATION AND SYSTEMATIC ANALYSIS OF THEORIES AND TYPES OF MOTIVATION FOR LEARNING ENGLISH

Abstract. The article explores the conceptualization and provides a systematic analysis of theories and types of motivation for learning English. Key aspects of motivation are examined as a primary factor for successful language acquisition in contexts where English is a second language. The author analyses fundamental motivational theories, including self-determination theory, expectancy-value theory, goal orientation theory, social-cognitive theory, and attribution theory. Particular attention is paid to integrative and instrumental orientations that determine the influence of cultural and social factors on the learning process. The dynamic nature of motivation is highlighted, showing its dependence on pedagogical strategies, social context, educational environment, and learners' internal characteristics.

The role of the teacher as a primary motivator, capable of adapting teaching approaches to students' needs, is emphasized, alongside the importance of integrating pedagogical strategies aimed at sustaining student interest in the learning process. The necessity of creating conditions for developing intrinsic motivation, which fosters active learning, and forming a positive attitude toward English learning is underscored. Key components of the "L2 Motivational Self System" are also examined, including the ideal L2 self, the ought-to self, and the L2 learning experience. Special attention is given to the interplay between intrinsic and extrinsic motivation and their impact on learning efficiency and academic achievements.

The article analyses the main barriers affecting motivation levels, such as insufficient language environment, challenges in integrating motivational models into curricula, and limited access to resources. Conclusions emphasize the necessity of synthesizing various motivational theories to develop effective English language learning models that account for the socio-cultural specificities of the educational

environment. The practical significance of the research lies in the potential application of its findings to improve English teaching methodologies in secondary and higher education institutions.

Keywords: motivation, self-determination theory, integrative orientation, instrumental orientation, motivational system, English language, educational environment, pedagogical strategies.

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КОНЦЕПТУАЛІЗАЦІЯ ТА СИСТЕМНИЙ АНАЛІЗ ТЕОРІЙ І ТИПІВ МОТИВАЦІЇ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті досліджено концептуалізацію та проведено системний аналіз теорій і типів мотивації до вивчення англійської мови. Розглянуто ключові аспекти мотивації як основного чинника успішного оволодіння мовою в умовах, коли англійська виступає другою мовою. Автор аналізує основні мотиваційні теорії, включаючи теорію самодетермінації, теорію очікуваної корисності, теорію мети, соціально-когнітивну теорію та теорію атрибуції. Окрему увагу приділено інтегративній та інструментальній орієнтаціям, які визначають вплив культурних і соціальних факторів на процес навчання. У статті досліджено динамічний характер мотивації, яка залежить від педагогічних стратегій, соціального контексту, освітнього середовища та внутрішніх характеристик здобувачів освіти.

Висвітлено роль вчителя як основного мотиватора, здатного адаптувати підходи до навчання відповідно до потреб учнів, а також підкреслено важливість інтеграції педагогічних стратегій, орієнтованих на підтримку зацікавленості учнів у процесі навчання. Наголошено на необхідності створення умов для розвитку внутрішньої мотивації, яка стимулює активну навчальну діяльність, та формування позитивного ставлення до вивчення англійської мови. Також розглянуто ключові складові «Мотиваційної системи Я» у вивченні англійської мови, включаючи ідеальне «Я», «Я», якого потрібно досягнути, та навчальний досвід. Особливу увагу приділено аналізу взаємодії між внутрішньою та зовнішньою мотивацією, їхнім впливом на навчальну ефективність і академічні досягнення учнів.

Проаналізовано основні бар’єри, які впливають на рівень мотивації, зокрема недостатнє мовне середовище, труднощі інтеграції мотиваційних моделей у навчальні програми та обмежений доступ до ресурсів. Зроблено висновки про необхідність синтезу різних теорій мотивації для розробки ефективних моделей навчання англійської мови, які враховують соціально-

культурні особливості освітнього середовища. Практичне значення результатів дослідження полягає у можливості їхнього застосування для вдосконалення методик викладання англійської мови в закладах середньої та вищої освіти.

Ключові слова: мотивація, теорія самодетермінації, інтегративна орієнтація, інструментальна орієнтація, мотиваційна система, англійська мова, освітнє середовище, педагогічні стратегії.

Statement of the problem. In today's globalised world, knowledge of English has become an integral part of professional and personal development, which requires special attention to the motivation for learning it. However, researchers face numerous challenges in conceptualising this concept due to the existence of a large number of theories that often contradict each other and do not form a single synthesised concept. In addition, in the context of Ukraine, the specificity of cultural, social and educational conditions adds to the complexity of developing motivational models that meet the needs of students. Despite the considerable scientific interest in motivation in language learning, the issue of integrating the main theories and adapting them to the realities of learning English as a second language is still insufficiently covered.

Analysis of recent research and publications. Important aspects of motivation to learn English have been studied by such scholars as Z. Dörnyei, R. Gardner, W. Lambert, M. Lamb, Y. Hromov etc. as well as researchers of modern approaches to motivational systems, in particular M. Papi and Y. Teimouri. Much of the research focuses on the theories of self-determination, integrative and instrumental motivation, as well as pedagogical strategies to stimulate interest in language learning. However, the issue of synthesising different theories of motivation and adapting them to changing educational contexts remains relevant.

The purpose of the article is to provide a scientific objectification of the concept of "motivation", to conduct a systematic analysis of the main types of motivation, to explore the key theoretical approaches to its study, and to identify the key motivational orientations.

Presentation of the main material. Motivation plays an important role in the success of learning English, especially in countries where it is taught as a second language, including Ukraine. It is usually quite difficult for secondary school students to practically apply the knowledge and skills they have acquired, as the language environment may not exist outside the classroom. In such circumstances, motivation to learn English is particularly important for the development of language skills and competences. The relationship between learning and motivation remains inextricable, as motivation can facilitate learning and learning can motivate.

According to Z. Dörnyei, motivation is an abstract, hypothetical concept that we use to explain why people think and behave in certain ways. Obviously, in this sense, the term covers a whole range of motivations, from material incentives such

as a pay rise to idealistic beliefs such as the desire for freedom, which have very little in common except that they drive certain behaviours. Thus, "motivation" is best seen as a broad term that encompasses a variety of meanings. According to the researcher, when we say that a certain student is "motivated", most teachers and parents imagine an interested, responsible and enthusiastic person. In comparison, an "unmotivated" student is quite easy to imagine, although it can be quite difficult to describe "unmotivation" [6, p. 1-2].

It is generally accepted that motivation is an internal or other state (need, desire or aspiration) that is not subject to research and serves to activate or intensify purposeful behaviour and give it direction. It is therefore difficult to define or measure accurately.

The above suggests that some of the factors involved in motivation to learn English are cognitive (interest, curiosity or engagement), some are affective (confidence or lack of anxiety) and others are behavioural (persistence, attention or engagement).

However, according to scholars, motivation can also be seen as a dynamic concept, open to pedagogical intervention, which can be influenced by a wide range of variables, such as the social context, teacher competence or variation in strategies, depending on the learning context or task requirements. At this time, research interest also began to focus more on the role of learners rather than teachers as agents who regulate and shape their own motivation [7, p. 6].

R. Wlodkowski and M. Ginsberg believe that in terms of mutual understanding and strictly controlled boundaries of application, motivation wanders the expanses of psychology with almost reckless abandon. The authors note that there are more than twenty internationally recognised theories of motivation with opposing viewpoints, different experimental approaches, and ongoing disagreements over proper terminology and definition issues. In the field of teaching and learning, this has led to negative consequences [19, p. 2].

In the context of the aforementioned peculiarity of the study of the nature of motivation, namely the large number of theories, we propose to analyse some of them. We will focus on such theories as attribution theory, expectancy-value theory, goal orientation theory, social-cognitive theory, and self-determination theory, which are summarised in Figure 1.1. Each of these theories is very convincing and independent in its own right. It argues that people will be motivated to do something only when they expect success and value the outcome (expected utility theory), or that it is the goal that gives meaning, direction and purpose to a particular action (goal theory). In addition, our past actions and the interpretation of their results determine our behaviour now and in the future (attribution theory). Also, we will be more motivated to do something of our own free will than when we are forced to (self-determination theory) or when we are convinced of our own effectiveness (social-cognitive theory) [4].

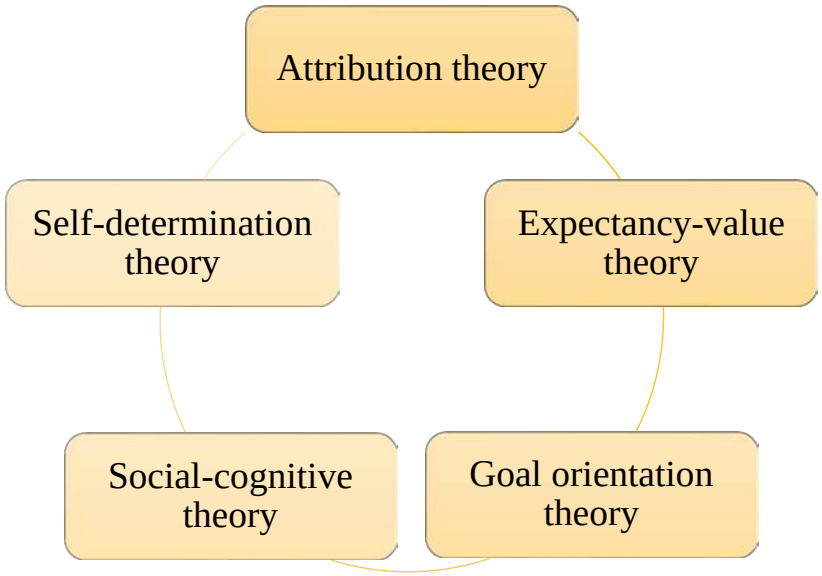


Fig. 1.1. Generalised scheme of motivation theories

In the context of the above, we can conclude that all the proposed theories define the content of motivation. However, we see one problem, namely, ignoring each other and lack of synthesis. The consequence is that each theory works separately, but together they are unable to form a coherent definition of the concept of motivation.

Traditionally, research on motivation in the field of English language learning has demonstrated different priorities from those of mainstream psychological approaches. This is largely due to the specific object of such research – language. It does not require much justification that language is more than just a communicative code, grammatical rules and vocabulary that can be studied in the same way as any other school subject. Referring to the fundamental work of R. Gardner, we note that English in the educational environment is not just an "educational phenomenon" or "component of the educational programme", but also a sample of the cultural heritage of native speakers. Therefore, its study and teaching can be seen as the imposition of elements of another culture into the students' own "living space". An example of the fact that language and culture are inextricably linked is clearly seen in situations where students for some reason do not perceive and openly avoid representatives of the English-speaking community [9, p. 205].

J. Vibulphol believes that motivation starts the language learning process and maintains its dynamics. According to the scientist, without motivation, learners are unable to start language acquisition and continue it after certain difficulties and peculiarities of this process. As a rule, motivated learners have a higher level of academic achievement than those whose level of motivation is lower [18, p. 64].

In explaining the above phenomenon, it is worth paying attention to the views of M. Lamb. The researcher argues that the main motivator for learning English in the classroom is the teacher. However, it is necessary to remember about lessons

where students are already consciously motivated, for example, preparing for important exams. As a rule, during such lessons, the motivational role of the teacher is limited to skilful teaching of the material. This strategy will be effective by default because there is an obvious proximate goal. In many other contexts, the level of motivation of students is minimal, and in such circumstances the teacher has to show his/her skills more intensively [11, p. 306].

Y. Hromov argues that "motivation of cognitive activity is both a prerequisite, condition and result of educational activity. We believe that enhancing the educational role of learning in the process of learning English is possible only by creating favourable conditions for the formation of the most productive learning motivation" [1, p. 4].

As learning a new language is a deeply social event, it requires the activation of a wide range of cultural elements. In this regard, between the 1960s and 1990s, much of the early research on language learning motivation focused on how learners' perceptions of a language, its speakers, and culture influence their desire to learn it. This line of research was initiated and inspired by a group of Canadian professors in the fields of psycholinguistics and sociolinguistics, in particular R. Gardner, W. Lambert and R. Clement.

It is worth noting that R. Gardner and W. Lambert were the first to address the difference between motivation to learn a language and general motivation to learn. In the theory of motivation to learn English, scholars recognise that not only ability but also motivation plays an important role in language learning. Finally, it has been stated that English language learning is qualitatively different from other types of learning because it is embedded in the process of mediation between the learner's personality and the culture of the language being studied [3].

According to R. Gardner, English, unlike almost any other component of the educational programme, should be seen as a central social and psychological phenomenon. When learning a new language, a learner is faced with the task of not just learning the relevant information (vocabulary, grammar, pronunciation, etc.) that is part of their own culture, but rather of assimilating the symbolic elements of another ethnolinguistic community. In addition, the learner's task is to integrate them in a basic way and make them part of his/her linguistic treasury. As a result, the willingness or ability to identify with other cultural communities becomes an important factor in the process of learning English [8, p. 11].

In the dissertation research, V. Busse notes that in the original concept of R. Gardner and W. Lambert, motivation was defined as the interaction between the desire to achieve a goal, the effort expended and the satisfaction associated with this process. The attitude of learners towards native speakers and language culture had a decisive influence on these factors. This pattern allowed us to develop a well-known differentiation between integrative and instrumental orientations (a set of reasons for learning English). Among the most famous are [3]:

– integrative orientation, which refers to a positive attitude and sincere interest in native English speakers and their culture;

– instrumental orientation, which is shaped by considerations of practical purposes and other benefits of learning and using a language.

According to V. Busse, the socio-psychological approach, and with it the idea of integrative nature, had a dominant influence on the theory and research of motivation to learn English [3].

For their part, A. Pestushko and V. Honcharova identify four motivational orientations [14]:

– on the process;
– on the result;
– on the teacher's assessment;
– to "avoid trouble"

Scientists also identify the following components of motivational activity [14]:

– satisfaction from the activity;
– the significance of the immediate result for the individual;
– the "motivational" power of reward for performance.

The first and second components focus on the process and outcome of activities and are internal to motivation. While the third component captures external (positive and negative in relation to the activity) factors of influence.

A similar idea can be seen in K. Szymankiewicz's study. She understands the motivation to learn English oral communication in Polish educational institutions as a multifunctional system of incentives (needs, motives, goals, interests). The researcher differentiates the following four components of this system [17, p. 68]:

1. Orientation to the process of educational activity, which implies the learners' desire to master English; a sense of satisfaction arising from the process of mastering English oral communication; the motive of the significance of the efforts spent on performing certain actions.

2. Orientation to the result of educational activities is characterised by an interest in obtaining a personal result, for example, in the form of the amount of knowledge acquired.

3. The orientation towards teacher assessment is determined by the student's desire for external assessments of educational activities.

4. Trouble avoidance orientation, which includes the so-called defensive motives – the desire to avoid a bad grade; the desire to keep up with group mates.

Along with this, V. Busse considers the following concept of structuring motivation to learn English in an educational context, proposed by Z. Dörnyei. The researcher notes that this concept is important because it forms the basis on which the modern L2 Motivational Self System is based. In this framework, motivation to learn English is located at three different levels: the language level, the learner level and the educational environment level. The first level comprises components based on the socio-educational framework and includes integrative and instrumental distinctions. The second level includes individual characteristics with which learners

immerse themselves in the educational process, such as the need to achieve a goal, acquire foreign language competences, causal attributions (the desire to find an explanation for what is happening to them and around them), self-efficacy, self-confidence and fear of language use [3].

The third level of the above structure relates directly to the audience, as it is characterised by a number of motivational components that are specific to the discipline, to the teacher, and to the group. Discipline-specific motivational components include interest in the discipline, relevance to students' needs, expectations of success and satisfaction. Teacher-specific components include the type of authority and process modelling, reflection and presentation of tasks. The motivational components specific to the group are purposefulness, the existing system of norms and rewards, cohesion and the structure of goals in the classroom [3].

Given the above characteristics of the basic structuring concept, we propose to consider *the* modern *L2 Motivational Self System* in English language learning. M. Papi and Y. Teimouri note in their study that in response to calls to expand the scope of motivation research and present a new direction for understanding various factors, T. Higgins' theory of self-differences was used. The authors note that the proposed modernised motivational system is based on the idea of learners' desire to reduce the discrepancy between their present and future selves in learning English. It is important that this model is based on the shortcomings of the integrative motive model previously proposed by R. Gardner and W. Lambert and overcomes them. M. Papi and Y. Teimouri add another feature of the modernised system, namely the concept of identity [13, p. 496-497].

The next step in the study is to identify the components of the Self-Motivational System in English language learning. It should be noted that its main components include:

– The ideal L2 self;
– The ought-to L2 self;
– L2 learning experience.

Let us take a closer look at each component. "The ideal L2 self" refers to the specific aspects of the personality that represent the aspirations, hopes and desires of a person when learning English. It contains traditional integrative and larger internal instrumental motives and is a strong determinant of differences in learners' motivated behaviour [13, p. 496-497].

"The ought-to L2 self", on the other hand, refers to the competences that a person believes he or she should master. For example, duties, responsibilities and expectations to avoid possible negative consequences. Researchers note that such a self has a much lesser impact on motivated human behaviour than the ideal self [13, p. 496-497].

While the above two selves are considered to be general motivational components, the third one – the experience of learning English – deals with local motives inherent in the immediate educational environment. It worth noticing that these components of the system can act as a higher-order combination and coordinate the direction and intensity of the learner's behaviour [13, p. 496-497].

Along with this, we propose to focus on generalised aspects of motivation to learn English. Z. Dörnyei in collaboration with K. Csizer, through factor analysis and multi-item scaling, conceptualised such aspects in the form of seven components. Among them are [5, p. 21-22]:

– integrativeness;
– instrumentality;
– vitality of the L2 community;
– attitudes towards the L2 speakers/community;
– cultural interest;
– linguistic self-confidence;
– environment (milieu).

The next step in the study is to identify and characterise the main types of motivation for learning English that are used today.

One of the most popular theories that differentiates between types of motivation is the self-determination theory by E. Deci and R. Ryan. In their work, the authors argue that various internal and external factors, self-determined and controlled forms of motivation, can provoke or influence motivation. Under such conditions, behaviour related to the feeling of self-satisfaction is classified as intrinsic motivation. On the other hand, extrinsic motivation involves behaviour aimed at obtaining external rewards or avoiding punishment [15]. According to the aforementioned theory, intrinsic motivation is undoubtedly superior to its opposite – extrinsic. The purpose of this theory was to study the conditions that help maintain intrinsic motivation and understand the factors that weaken it [2, p. 13-17].

In the context of the main types of motivation according to the Deci-Ryan theory, it is worthwhile to describe their impact on English language learning and to define the third type – amotivation (lack of motivation), as well as the six 'regulatory styles'. On the one hand, intrinsic motivation (internal regulation) is entirely personal, arising from pure interest, curiosity or pleasure in performing a task. On the other hand, amotivation (lack of regulation) leads to inaction or action without true intentions. In the middle is extrinsic motivation with four styles of regulation that range from external (actions motivated solely by expected favourable or unfavourable consequences) to integrated regulation (external values and goals are fully integrated into the self). The transition from external to integrated regulation requires that values and goals become internalised (personally important) and integrated. These processes contribute to (or inhibit) the satisfaction (or unsatisfaction) of the three basic psychosocial needs mentioned above: relatedness, competence and autonomy [4, p. 1010].

As noted above, the model of psycholinguists R. Gardner and W. Lambert plays an important role in determining the types of motivation, which focuses on two important motivational components: integrative and instrumental orientations. The aim of their study was to identify the relationship between these components and success in learning English. The researchers' idea of integrative and instrumental motivation for learning English has been widely accepted in the field of similar studies [10].

Thus, according to Lambert's interpretation, integrative orientation reflects an interest in learning another language because of a sincere and personal interest in people and culture. While instrumental orientation emphasises the practical value and benefits of learning a new language.

The basic principle of the above motivational model is that the integrative motive promotes language learning because it reflects active involvement in the process. This has been confirmed by relevant research. Their results showed that integratively motivated learners are more active in English classes, tend to take part in excursions to another cultural community and interact with its members. They are also more likely to continue learning the language in the future. Therefore, in order to study the concept and influence of instrumental motivation in learning a new language, it is necessary to create a situation in which it will be manifested in relief [16, p. 433].

Finally, we agree with the opinion of G. Oxbrow and C. Juárez that distinguishing different types of motivation and focusing on one may not be very effective. The reason for this is that it is the intensity of motivation in all its cognitive, affective and behavioural components that is the decisive factor. Extrinsic motivation can contribute to language acquisition in the short term and is often related to classroom learning, task orientation and language proficiency. On the other hand, the intrinsic type of motivation, when a learner feels a genuine interest in communicating in a new language and a positive attitude towards its culture, contributes to more successful learning [12, p. 59-60].

Conclusion. All of the above leads to the conclusion that learning English in the modern world is closely related to the development of motivation in learners, as it stimulates the desire to learn and achieve new results. On the basis of five recognised theories, the main characteristics of four types of motivation are outlined. In particular, the mechanisms that control the motivational processes of learners of English in the process of learning the language were identified. Taking into account all the features, we believe that our attention should be focused on the need not only to identify or create conditions for the development, but also to help learners of specialised secondary education maintain their motivation to learn English. Understanding the role and influence of various factors on the formation of adolescents' motivation is key to improving the quality of education.

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