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«ФІЛОЛОГІЯ ОЧИМА МОЛОДЬ»

**ЗБІРНИК МАТЕРІАЛІВ
У УЧНІВСЬКОЇ КОНФЕРЕНЦІЇ
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LEARNING ENGLISH AND TYPES OF LEARNING MOTIVATION

Today, English is the second or third most popular language in the world. With an estimated 350-400 million native speakers, English is also used globally as a lingua franca (or common tongue) by a staggering number of non-native English speakers around the world.

An estimated 1.5-2 billion people - a quarter of the world's population - now have at least some basic English competence in speaking and/or writing. As English is spoken as a native language in the United Kingdom, the USA, Canada, Australia, New Zealand, Ireland, South Africa and other nations, you may be familiar with the variations in English spoken in these different countries.

An increasingly diverse number of people of all ages, nationalities and walks of life are actively learning or improving their English. There are currently 500 British Council Accredited English language schools in the United Kingdom alone as well as a growing number of language schools opening worldwide in English and non-English speaking countries.

In recent years, there has also been an increase in online language courses and tuition which often cater for customers such as busy business professionals. Some language schools also offer corporate courses or private lessons to tailor to these learners' specific language needs.

As English is predominantly used as a language of communication among business professionals from different lands, these learners need to be familiar with specific vocabulary and functional language to use in business settings such as meetings, negotiating, bargaining and so on.

Many English lesson providers offer English for Academic Purposes (EAP) courses for learners who wish to study undergraduate and postgraduate qualifications in English.

These learners can attend pre-sessional or foundation courses at universities or colleges to ensure their English is the correct level for academic study before their undergraduate or postgraduate courses start.

Motivation is identified as being a crucial factor in the learning process.

Research shows that there is a clear correlation between motivation and achievement.

Motivation has been defined as:

'More than simply arousing interest, it also involves making a decision to act, sustaining the interest, and deciding how much effort to put in' There are two main types of motivation - extrinsic and intrinsic:

Extrinsic motivation leads you to do something because of an external pressure, for example, a possible promotion at work, or influence from parents.

Intrinsic motivation leads you to do something because of an internal desire, such as pleasure and interest in learning.

Research indicates that although many students have extrinsic motivation to learn English, intrinsic motivation leads to better long-term learning. There are some learners who enjoy learning English and other languages for pleasure. Teachers of English also often enjoy studying languages, too. However, as this module has shown, there is an overwhelming range of extrinsic motivational factors that lead to students embarking on an English language course. It is useful for teachers and learners to consider extrinsic and intrinsic motivation and this is often considered during an initial needs analysis and tutorials.

You may have learned a foreign language at school as part of a national curriculum. If so, the external motivational factor was the educational authority of your country. However, you may have enjoyed working with your classmates, liked the teacher and enjoyed using the language on a cultural exchange visit - These are all intrinsic motivational factors. You may have studied a foreign language to communicate better on holiday or while living abroad.

Extrinsic motivational factors would include basic survival, while intrinsic motivation would include being proud of being able to communicate with native speakers of the foreign language without resorting to using English. In Module 2, we will consider ways that a teacher can help to develop intrinsic motivation among learners but, for now, it is important to have an awareness of motivational factors.

References

1. Thornbury, S. How to teach vocabulary. Essex: Pearson Education Limited. 2002. 192 p.
2. Swan, S & Smith, B. Learner English (2nd ed.), Cambridge Univeristy Press. 2001. 362 p.