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INFORMATION ABOUT THE JOURNAL

“KLAD” is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students’ involvement into science and research.

«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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PART 02

KAZGUU LIBERAL ARTS DIGEST

RESEARCH
PAPERS



LANGUAGE LEARNING MOTIVATION

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INTRODUCTION BACKGROUND

Motivation - is an abstract concept, that can be considered as one of the leading factors in human entities' behavior, and is defined by Cook and Artino (2016) as a process, in which an individual is targeted to achieve personal goals by accomplishing particular activities. This term assists the productivity of each person, consequently, the stated goals of an individual will be succeeded (Kilic & Akan, 2021).

The concept of motivation has been discussed in a wide range of sciences, beginning with psychology, continuing with cognitive sciences, and finishing with linguistics. Talking particularly about linguistics, and language studying, it can be said that exactly this term plays a pivotal role in the case of successful foreign language learning implementation. Thus, procedures that are targeted to increase students' motivation were equipped within the language teaching sphere. For instance, educational centers conduct surveys which aim is to identify students' purpose of language learning; after gathering the data, an analysis is conducted, and after finding majority's opinion, implementations according to motivation are applied (Kilic & Akan, 2021).

Despite the fact that educational organizations identify students' language

learning purposes, there were no investigations focusing on students' strategies and experiences toward perceiving the motivation. Therefore, this paper will focus on the process of students' motivation maintaining.

RESEARCH GAP RESEARCH DESIGN

There were many studies which were focusing on the percentage of motivation level among students and factors, that affect the motivation. As an example, a quantitative research from Sener and Erol (2017) depicts that beginning from 33% to 54% of Turkish students are motivated positively to learn a second language. Sidaway (2021), Kilic and Akan (2021) guided qualitative studies towards factors of foreign language learning motivation, and revealed that social environment (e.g. teachers, classmates, parents) is the leading factor for high degree of motivation.

Despite provided studies in relation to the concept of motivation and its factors, there is still a lack of qualitative researches devoted to the experiences of people, who tried to keep their motivation to successfully learn a language.

For this reason, this study is designed as a qualitative research, for gathering students' experiences and perceptions.

RESEARCH SITE

Previous studies were conducted within schools, which provide foreign language lessons on the basic level. Owing to that reason, there is a lack of studies that were settled within universities or other educational organizations which offer learning the English language at high levels, beginning with upper-intermediate level. Thus, this study is conducted within the KazGUU university, in which language lessons are taught beginning from the B1 (intermediate) level.

SAMPLE

As it was mentioned earlier, according to the research site (schools) the sample, subsequently, will be school pupils. Naturally, the major amount of pupils are still not ascertained with their future specialization, thus, they may take the foreign language learning not so seriously, as college or university students do. Thereby, conducting a study on language learning motivation among university students will bring more elaborated views. Accordingly, the sample that was chosen for this research is KazGUU students.

PURPOSE OF THE STUDY

The purpose of the study is to bring new insights regarding motivation and investigate how KazGUU students keep their motivation during the whole semester. In addition, there will be clarifications of students' associations with the motivation and English language terms.

RESEARCH QUESTIONS

After the identification of the previous researches' gaps, the following research questions have arisen:

1. What are the experiences of students towards preserving their motivation during the period of studying? (Main research question)

2. What words are associated with the term Motivation? (Research question)

3. What words are associated with the term English language? (Subsidiary question)

SIGNIFICANCE OF THE STUDY

Although it was already revealed that motivation is helpful in terms of language learning and the techniques for its increase are equipped, there is still a need to investigate further within particular huge educational centers, such as universities. This fact highlights the significance of the current study.

KEY TERMS

The most frequent terms, which are defined by Cook and Artino (2016), that can be found in this paper are following:

Motivation - a process, in which an individual is targeted to achieve personal goals by accomplishing particular activities;

Extrinsic motivation – motivation, that is stimulated by external factors and conditions;

Intrinsic motivation - motivation, that is stimulated by internal factors and conditions.

THESIS OUTLINE

The current thesis consists of the following sections: introduction, literature review, methodology, findings, discussion, and conclusion. The introduction chapter clarifies the statement of the research problem, gap, significance of the study, and settled research questions. The following section focuses on the reviewed literature and a deeper explanation of the concept of motivation. In the next section methodological part of the research, research participants, research site, and ethical considerations are explained in a detailed way. The following two chapters are devoted to the presentation of the

results and their further discussion. The last chapter – Conclusion – is a summary of the findings, and, in addition, the limitations of the study will be acknowledged and recommendations for future researches will be provided.

LITERATURE REVIEW

MOTIVATION CONCEPT

By examining the topic-related literature, it can be said that motivation affects learners' attitudes to learning and increases their concern about language acquisition. Several amounts of published quantitative studies (e.g. Dörnyei, 1994) suggest that the cognizance of the significance of motivation is widely spread among educational sciences, due to its efficiency and validity in education. In this manner, most educational centers have taken into account and promoted operations for incentive advancement into teaching programs. Nevertheless, it was revealed that there are other components of motivation, which are present beyond the academic sphere; for example, motivation, which arises in terms of language knowledge for good career opportunities formation. On this point, the present literature review emphasizes the presence of motivation "inside" the classroom and "outside" the classroom; in other words, concepts of motivation for studying, which are caused by the principle of academic performance, i.e. extrinsic motivation (Deci, 1975), and concepts, which are risen by principles of students' perspectives for life, i.e. intrinsic motivation (Deci, 1975) will be presented.

EXTRINSIC INCENTIVE

Beginning with the internal classroom aspect, quantitative researches on the topic of motivation, which were conducted by Imsa-Ard (2020) and Sidaway (2021), have shown that half of the students were demotivated to learn a language, because of the inappropriate techniques of language

teaching. The explanation here is that such kind of language training classroom procedures were applied explicitly for the exam-oriented education system, which is commonly used in the vast majority of schools and universities. Moreover, Imsa-Ard (2020) states that 12% of learners were motivated (i.e. forced) to study a language within a course because of parental and teacher pressure. Notwithstanding these findings, Kilic and Durdagi (2016) have discovered that there were at least 14% of students, who were highly motivated to learn a language in a classroom by the reason of their own will to communicate and assist each other. Such attitudes regarding language learning in the classroom among students establishes a friendly atmosphere. A pleasant setting reflects positively on students' motivation and foreign language performance (Busse & Walter, 2013). What is more, Imsa-Ard (2020) states that if the surrounding is benevolent, students are reasoned to speak and perform confidently in front of the class; learners practice grammar exercises without anxious feelings and are not afraid to make mistakes.

Obviously, inside the classroom, students have to demonstrate their academic knowledge of the language. However, there is a presence of outliers, who intended to use natural, non-academic language. Analogous examples from reviewed literature about this phenomenon will be presented in the following paragraph.

INTRINSIC INCENTIVE

Continuing with the external classroom aspect, it can be said in advance, that students, whose goals are independent from school's or university's language course achievement, have immunity to language learning demotivation. Yurtseven and Altun (2016) explain this as a fact that these learners inquire a foreign language in a more practical way. In addition, authors have concluded that such students prefer and eager to study and speak more natural language, such as native speakers,

than academic language. Altun (2016) interprets such desire as an inclination to investigate cultural aspects of a studied language. Another detailed examination of motivational orientations by Sener and Erol showed that 'the aim of learning English as a foreign language was mostly to find a good job' (Sener & Erol, 2017, p. 261). Furthermore, a qualitative study by Sidaway (2021) describes students' strong incentive in relation to their intention of ability to use a language for future utilitarian ambitions. For instance, participants from Sidaway's (2021) study, who are planning to move to English-speaking countries, have responded that it is vital for them to be able to interact effortlessly with their future neighbours, classmates, and colleagues. It should be also mentioned that students, who are driven by intrinsic motivation, have the ability to achieve language-related goals regardless of circumstances.

CONCLUSION

There is a plenty amount of factors that stimulate the motivation toward language learning. A review of the relevant literature proves that there are many students who find inspiration for language studying in assisting each other inside the classroom, while others are stimulated by adaptability for good opportunities in future living conditions. Researches show that, in generic, the data was collected with the usage of quantitative methods. As a consequence, there is a gap in gaining the information from the qualitative approach. Moreover, it should be clarified about the experiences of people, who endeavored to preserve a motivation for successful language achievement. In light of that, this study will expand the awareness regarding students' motivation and will answer the questions which are given in the methodology section.

METHODOLOGY

This chapter explains and justifies the methodological part of the research. The

paper aims to explore KazGUU students' perceptions of the English language learning motivation by answering the following research questions:

1. What are the experiences of students towards preserving their language learning motivation during the period of studying? (Research question)
2. What words are associated with "Motivation", according to KazGUU students? (Sub-question)
3. What words are associated with "English language", according to KazGUU students? (Sub-question)

In generic, the description of this chapter is divided into 6 sections. The first section will clarify the particular research design, which was chosen for the study. The subsequent section will be devoted to the inclusion characteristics of sample recruiting along with the portrayal of the research site. The following section will discuss data collection methods, which were operated in the study, alongside the management of data. The next section describes how the collected information will be analyzed. The fifth section will narrate the limitations and challenges that occurred during the process of data collection. The final section is dedicated to the description of ethical considerations.

RESEARCH DESIGN

The study is built upon a qualitative research design. Silverman's (2013) inquiry confirms that it is preferable to operate with a qualitative approach in terms of conducting a study about the issues related to the perceptions and experiences of human entities. Thus, an advantage of using the qualitative method is that it allows making an investigation deeper into participants' language learning motivation experiences, thoughts, perceptions, and feelings.

In addition, as it was mentioned before in the previous chapter, which is devoted to

the review of the literature, pre-existing studies regarding the chosen topic, in most cases, were conducted with the usage of quantitative methods. Furthermore, it can be known from Creswell's (2016) book that quantitative researches provide generalized results. Consequently, such kinds of studies do not demonstrate the detailed opinion and unique experiences of each research participant. According to this fact, it is another reason for conducting the study, which will be compiled through the medium of qualitative research design.

It is common knowledge that information is gathered by the researcher single-handedly with the usage of specialized qualitative research tools, such as interviews, observations, etc.; in other words, information should be filtered through the researcher's lens. For instance, during the process of the interview conducting, the researcher has to inquire about the participant's viewpoint for getting a clear understanding of the performed issue or phenomenon. Moreover, such investigations are held within the natural setting of the research participants (Hatch, 2002).

In accordance with these characteristics, the current study equips individual semi-structured interviews with each person, who volunteered to participate, in their natural setting – KazGUU University – where people might have faced the concept of language learning motivation. Detailed information and portrayal of sampling recruitment, research site, and research instruments are described in the following paragraphs.

PARTICIPANTS & RESEARCH SITE

PARTICIPANTS

By looking at the research topic, problem, and questions, which are aforementioned, it can be obvious that the target population for the study concentrates on the students from KazGUU. For this research, purposive

sampling is equipped. This type of sampling allows the researcher to examine various cases of perceptions from participants regarding a specific topic (Crossman & Ashley, 2020). Students were asked to take participation voluntarily with the application of the verbal informed consent; in addition, there were two inclusion criteria, which are important for the present research. The first criterion focuses on the person's current year of study in KazGUU, and the second deals with the presence of experience in English language learning. It is also essential to mention that participant's major plays a kind of pivotal role, simply because it is considered by the researcher of this study that chosen major deals with the perception of English language learning motivation. In relation to these rationales, 4 participants were engaged in this study. The information about picked participants is depicted in the form of a table and demonstrated below.

Table 1
Information About Participants

Name	Major	Year of study
Student B	International Relations	1 year
Student E	Applied Linguistics	2 year
Student A	Management	1 year
Student T	Applied Linguistics	3 year

RESEARCH SITE

The study has been conducted at the research participants' natural setting – KazGUU University. This research site is preferred because the English language is used here as an official language of learning – the majority of the disciplines (e.g. Academic Writing, Basic English Language, Critical Thinking) and faculties (e.g. Applied Linguistics, International Relations, Translation Studies) are specifying on this language, student's research works have to be written in English, and lessons are conducted in English; accordingly, it is essential to conduct the research within

this site by the fact that students had to deal with the foreign language learning and still facing that process within the KazGUU University.

DATA COLLECTION AND MANAGEMENT

The research instrument that has been used in this research is the semi-structured interview. This type of interview consists of open-ended questions, which were designed to figure out the information regarding the research problem. An advantage of using this type of research tool allows changing the structure of the interview due to the fact that when individuals are asked to answer the question, the interview session “becomes a game of finding the right answers” (Hatch, 2002, p.102). Thereby, with the usage of semi-structured interviews, there was an ability to ask participants additional questions to allow participants to elaborate their answers and get more detailed information.

All the interviews were audiotaped with the digital audio recorder and transcribed using a Microsoft Office Word platform. The gathered data are contained in the researcher’s personal computer (PC), with restricted access. The accession to the PC is protected with double-step verification, thus, the reliable safety of the participant’s personal information and interview transcripts is guaranteed. By the end of the research, all preserved data will be eliminated without the opportunity to be restored.

DATA ANALYSIS

The transcribed interview data will be analyzed inductively, i.e. the procedures such as identification of codes from the raw data and its development into the categories, which are flowing into the themes and serving the key finding of the research, will be applied (Thomas, 2003). In this way, the analysis will be held in five steps:

1. Reading the transcript;
2. Recognition of specific elements of data;
3. Labeling the elements to form the categories;
4. Diminishing the overlapping amongst categories;
5. Creating themes from the revealed categories.

LIMITATIONS AND CHALLENGES

The study was performed within three months. Subsequently, due to the limited amount of time the possible number of participants constituted only from three to five individuals. According to this limitation, the researcher was not able to conduct surveys with the greater amount of people and investigate the topic deeper. In addition, despite the fact that in the previous sections it was described that individual semi-structured interviews were conducted, it was planned, in the beginning, to organize a focus group interview with 4 people. The intention was to make it like a discussion in a circle (See Picture 1) and let people reflect on each other’s experiences as well as share pieces of advice that could help one to keep language learning motivation; however, it was impossible to find an appropriate time of the session for each participant and the researcher as well. Thus, it has been decided to change this format to the individual semi-structured interview.

It has also affected the sampling choosing strategy due to the reason that focus group interviews require purposeful homogeneous sampling, i.e. there should be individuals with similar experience and background (Hennink, 2013). Thereby, instead of picking 1-st year High School of Economy (HSE) KazGUU students, I had to find and ask new volunteers for interviews, who were deemed as purposeful sampling (See Table 1), and conduct interviews separately.

ETHICAL CONSIDERATIONS

For minimizing any risks that may occur during the process of data collection, management, and transcription, ethical principles, such as verbal consent and confidentiality, have to be followed.

Before conducting interviews with participants, they have got familiar with the process of the interview session and asked for verbal informed consent and a consent form. Participants were also informed that they have a right to not participate if they are not willing to. For regulation of the confidentiality of the personal information of people, who took part in the study, all names of individuals, cities, and schools, which were mentioned during the discussion, were changed in the interviews' transcription. The study has minimal risks because the topic is not sensitive.

FINDINGS

This basic qualitative study aims to explore the KazGUU students' experiences regarding language learning motivation. The current chapter demonstrates the main findings derived from semi-structured interviews, answering the following questions:

1. What are the experiences of students towards preserving their language learning motivation during the period of studying? (Main research question)
2. What words are associated with Motivation, according to KazGUU students? (Sub-question)
3. What words are associated with

English language, according to KazGUU students? (Sub-question)

Revealed themes in the chapter are classified according to the structure, which can be seen in the Figure1 below.

Note. This figure demonstrates how the themes are structured. The first part, which is called Extrinsic, consists of sub-themes called Future, Communication, and University, which is in its turn divided into other sub-themes called Assessment, Procedure, and Socialization. The following part, which is called Intrinsic, consists of three sub-themes: Self-development; Self-esteem, which has another three sub-themes called Positive, Negative, and Neutral; and Born-linguist.

EXTRINSIC MOTIVATION

As known from the Literature Review part, motivation can be extrinsic and intrinsic, in other words, a motivation that comes from the outside and the inside. Thus, after exploring participants' perceptions and experiences, it was revealed that half of them are motivated by extrinsic incentives. Moreover, according to the participants' responses, it was logical to divide these factors into other categories such as Future, Communication, and University. In addition, within the University part, there are three more categories: Assessment, Procedure, and Socialization.

FUTURE

When the participants were asked about



Figure1

A Schematic Display of the Motivation For KazGUU Students

the circumstances that help them preserve their motivation, it was mentioned by three out of four participants that the English language is widely used in many spheres, so it is a necessity for future careers and employment. Views on this theme are exemplified below:

Student A: I believe that in our time knowledge of English is a necessity... In my opinion, English is simply a base

Researcher: Base on what?

Student A: The base for building a further career, for example, even to learn a good, one or another specialty, requires knowledge of English, well, this is if you consider quality education, quality universities.

This participant claims that the knowledge of the English language is a foundation for the construction of a career.

Student B states a similar opinion and provides an example about their future career:

...nowadays the English language is a good skill on the resume. If we talk specifically about my specialty, then it is necessary to know a foreign language, because, without it, it makes no sense to master this specialty, ... Because in the future, I'll be working at the embassy, and that's what keeps me motivated.

This student considers that the English language will be evaluated as a good competence in their resume due to the fact the specialization that they study deals with international communication.

Student E claims that the knowledge of English is good for future proficiency:

English is a foreign language, you know, an international language and the fact that maintaining it is extremely useful because almost the whole world speaks English, and being able to write an academic language is, I think, a good skill for the future.

The participant states that the ability to write in an academic English language will be useful for the future.

Thus, the participants are thinking about the conditions of their life in the future. Students consider that with the knowledge of the English language they will be able to gain good career opportunities.

COMMUNICATION

Half of the participants have responded that their motivation to learn English is tightly connected to communication. A participant has responded that it motivates them to learn a language to create new acquaintances: "Thanks to the English language I found many new acquaintances." (Student B). In this manner, the person is able to practice the language skills and make new friends at the same time.

One student is motivated to practice speaking skills when the community in class is familiar: "As an exception, there are classes where most of the students I know personally, they are my acquaintances, friends, and, like, during these classes I'm more active than in classes where I don't know anyone." (Student E). It can be interpreted as the fact that the student feels comfortable when they are surrounded by acquainted individuals, and have more motivation to develop their ability to speak fluently.

In this manner, participants perceive the English language as a tool that assists them in the expansion of their circle of communication and are motivated to practice it within a group of people.

UNIVERSITY

Each participant has mentioned that there is at least one reason, which is related to their current university studies, that motivates them. Indeed, the research site, KazGUU University has a unique system of assessment and a wide range of well-

qualified lecturers.

The findings are divided into the following sub-topics and participants' perceptions regarding this theme are presented in the following paragraphs.

Assessment. The research site, KazGUU university, has a specialized system of assessment. Students receive graded and non-graded assignments, thereby, half of the students are motivated to study a language within the University to get marks for graded assignments and pass the course, without being enrolled in the summer term:

Researcher: Do you do any English-related homework?

Student E: Extremely rare. I do, yes, but not always.

Researcher: What about graded assignments?

Student E: Graded assignments, they have to be done, so yes.

Researcher: And what do you think about when you do them?

Student E: Well, I'm thinking about not being enrolled into a summer term, that's all.

As it can be seen from the Student's E response, the person is motivated to successfully pass the course without working off in the summer.

The participant B has a quite similar point of view:

Student B: homework in English, they are not mandatory, you can say, because they are not graded, do it at will. I don't do it personally, I'm not interested.

Researcher: So you prefer to do only the graded tasks?

Student B: Yes.

This participant prefers to accomplish, at

least, graded tasks, because non-graded assignments do not seem interesting to the student.

Another response from the Student E regarding the assessment of tasks: "I did it at first because of my grades, because I had to do an assignment so that I wouldn't have to go to the summer term... I was just learning English, that's all, just for grades". Consequently, it can be interpreted that the evaluation takes place in this participant's motivation.

It is also important to mention that half of the participants react negatively to the low marks for the assignments:

Researcher: And if your grades are below 70%, how do you feel?

Student A: Here I am already dissatisfied with myself and begin to analyze. I analyze where I need to become better, there may have been some gaps, etc.

Student A reports that low marks dissatisfy them and it encourages them to review the gap in their knowledge.

The same situation with the Student B:

Researcher: How do you feel if you get grades below 70%?

Student B: I'm sad. Because I studied to be a translator (in college), it was my specialty subject and it's embarrassing to say that I have less than 70% in English.

It can be interpreted that according to the fact that Student B has graduated from the Linguistic College, it is shameful for them to gain low marks.

One participant does not take low marks seriously: "Well, it's really like, it's not a big deal. Well, I feel pretty good, like, score and score, that's it." (Student E). Thus, low marks do not affect Student's E language learning motivation.

Student T has mixed feelings about the

issue:

I got, like, 60% at the colloquium... here I admit that it was my fault that this evaluation came out, because the teacher began to ask exactly this topic. When I heard, I said, "What's that? Have we ever covered that?" and she said we didn't do that in a lesson, but it had to be done at home. Well, I think it's wrong. On the other hand, I understand that there's not always enough time to cover all the topics on the subject. It's my fault, but it's not, because it's not my fault that we don't have time to cover all the topics, but it's also my fault that I didn't pay attention, I didn't know how I missed it.

Thus, this participant argues that the limited time of the syllabus affects badly on academic achievement, however the student acknowledges their own inattentiveness.

Participation in class is also graded, so one participant has mentioned that it motivates them to practice their English speaking skills: "I always try to participate as actively as possible because, well, first of all, it counts as an evaluation." (Student T). Thereby, the student finds motivation in class-participation assessment.

In addition, attendance is significant for course achievement, thus, according to the response, which is presented below, one student is motivated to attend the English and other English-related disciplines to have at least 80% of attendance: "Well, in order to sit a lesson mostly to not get summer term, because attendance percentage is small." (Student E). As a consequence, the participant finds motivation in the sufficient percentage of their attendance.

In general, students are motivated to attend English classes, complete assignments and participate in the lesson for better academic achievement, and simply pass the course, without the summer term enrollment.

Procedure. Every lecturer in KazGUU conducts lessons in their own way.

Subsequently, lecturers are equipping different techniques and procedures to share the knowledge with students. Two out of four participants have mentioned that they were motivated because of the interesting approach of a teacher. Views on this theme are demonstrated below.

It was the most favorite subject because Teacher A taught it. This is the most creative teacher I think, and the lessons were as interesting as possible. And we tried not to miss a single lesson, although, this is a discipline, 10 credits, on which you can miss 8 times, but we, even when we were late, even knowing that we are late, we came to this lesson, because the lessons of this person were very interesting and productive. ... She was on the same wage as us. Like a teenager. (Student B)

According to the response, the student is motivated because the teacher and students have common ground, it makes the process of education more interesting.

One participant had the same experience when they were motivated by a teacher: "The motivation was to learn from this teacher. So I did all the assignments that she gave, always performed." (Student E). Thereby, the participant is motivated to complete tasks from the particular lecturer.

One student has mentioned that it was motivating for them to complete interesting assignments: "...and such kind of interesting tasks I like to do, like Teacher B. To study global problems, news, discuss about it." (Student B). Thereby, this participant's motivation increases when the tasks are designed like a discussion of a certain field or topic.

Thus, students are motivated to take part in the lessons and complete the tasks because they liked the teacher's approach, attitude, or the design of the procedures.

Socialization. It is a common manner that there is a need to conduct a task within a group of students – group works. To

that extent, half of the participants are motivated to socialize within the university and expand their knowledge of a language for completing the group tasks. Perceptions on this theme are presented below.

...when the teachers start saying, like, “sit in groups now and start doing some kind of task”. This is what I don’t like. Well, of course, I’m gonna have to do this task force thing just because where I’m going, I’m not going anywhere. But although sometimes some teachers realize that not everyone can work in a group, and so they say, okay, if you don’t want to work in a group, then work individually. That’s when I have this opportunity, I work individually, but it’s not always, so I just don’t have a choice, and I work in a group. (Student T)

The participant does not like to take part in group tasks, however, it is inevitable, and students have to accomplish the group task together, whether they want it or not.

Student B, vice versa, likes to socialize and discuss different topics in English:

At the beginning of the lesson, we talk about global problems. I like that we not only talk about language, but we cover different spheres of life ... I just walk in and when someone says something, I just follow, I answer, I’m not prepared, I’m just spontaneous, I’m good at it, and I’m always ready to answer everything.

According to this response, it can be interpreted that the student is motivated to take part in discussions and practice their speaking fluency. Moreover, the participant confidently answers each question, which are arising during the discussion.

INTRINSIC MOTIVATION

Beyond the extrinsic motivation, there is a presence of an intrinsic motivation, which was discovered in the participants’ answers. Therefore, the theme is also divided into sub-categories.

SELF-DEVELOPMENT

All the participants have mentioned that they are motivated to learn a language for self-development. The views are exemplified below:

Researcher: What do you think about when you go to the English lesson?

Student A: Well... About how the lesson will pass and whether I will learn something new for myself

Researcher: Is there anything that helps you keep your motivation?

Student A: In principle, it helps me to realize that I’m learning for myself, that I need it primarily for my life and future, and naturally, it’s my life, I love it and I want to do better, so motivation does not disappear.

Thus, Student A is motivated by the concept of personal development. In addition, the participant says that they are enjoying their life, consequently, the constant growth and advancement of their lifespan helps them to keep their motivation.

Student B has similar perceptions:

I like a foreign language because it broadens our horizons and our aspects of life ... here to support your English language, we need to talk more, even if we have mistakes, I make mistakes, we will understand this and improve our speaking, and I am not afraid to make mistakes.

According to the response, the student claims that the presence of mistakes will help in improving your English skills, thus, there is a motivation to continue learning a language.

The Student’s E opinion is analogous to the Student’s B response. They both consider that the knowledge of the English language helps them expand their skills and horizons:

Many speak fluent English. Well, sometimes people who feel, you can see from them,

you can hear from them that they are a little, they have difficulties speaking English, but I think it is even good, because, with the experience of your skills, your speaking skills improve and in the future you will have a good English.

Accordingly, the participant states that

The Student T is a very hard-working person, thus, it is a pleasure for them to acquire knowledge, and practice English tasks:

I love to take tests, I love to take exams. Yes, you may think that I'm inadequate, but I love it, I like it, I don't know. That's my passion, you know... And the more homework, the better for me. I mean, so, yeah, if there's a lot of homework, I think, "Hurrah, I'm gonna sit this one out".

Consequently, this person likes to study and has motivation to work harder.

According to the gathered responses, language learning motivates and assists students to expand their skills and horizons, and acquire new insights about the world.

SELF-ESTEEM

In each participant's answer, there was a mention that the concept of self-esteem was assisting them as motivation. However, in some cases, self-esteem had not only positive effect, but neutral and negative effects as well. These are explained in the following paragraphs.

Positive. Three participants have shared the view that they like to stand out in front of other students, and they are confident in themselves. Participants' answers are demonstrated below:

Student B: To be honest, I am considered the most active student in Teacher's B class. And this is to the point that it annoys others [laughs].

Researcher: You mentioned that it annoys

others that you are the most active, it somehow affects you? What do you feel?

Student B: I don't care because it's their opinion and I shouldn't care if they're not as active as I am. I can't help it if they're so passive. If they're passive, it doesn't mean I have to be passive too. And in general, I like to stand out [laughs].

Researcher: So it motivates you in principle to participate (on the lesson)?

Student B: Yes.

Accordingly, Student B likes to participate actively, thereby it motivates them to perform the language knowledge that they already have.

The identical situation for the Student T:

When you participate on the lesson, everybody sees you, everybody hears you, and, like, this is a chance to show off, to shine your knowledge, to show you who's boss. ... I want to show myself so much, so I try. ... I have been told by many that "yes, I always admire you, I want to be like you". ... I hear a lot of people say that and when they say that, I realize that, yes, I'm on the right track, and I have to keep going, and I have to keep developing.

According to this response, the student likes other individuals' attention and compliments, subsequently, it motivates them to expand their language knowledge further.

Student A shares a similar opinion: "I like to be listened to". The participant also likes to gain attention.

Negative. Two participants have mentioned that they had times when they have lost their motivation according to their character traits or mental instability. The voices of participants are exemplified below:

My mood - unstable, so let's say, it changes a lot, so if I'm upset, for example, something upsets me, I don't want to learn, I don't want

to live simply. ... It doesn't really start out that specific anymore, it starts out in a more global way. That is to say, this is not only about learning English but in general about life. (Student T)

Student T provides an answer that due to personal traits it is possible for them to lose motivation amid the unpleasant circumstances.

Same view from the Student E:

Researcher: Have you ever had moments when you felt you had lost the motivation to learn, learn a language?

Student E: Well, how hard to answer actually. Well, it was, maybe, but it's not related to grades and so on. It's more about my mental state and so on.

Researcher: So there are some factors, for example, there was no mood and you didn't want?

Student E: I didn't want to do anything in general, like that. In general, neither learn and so on.

Researcher: So it's some kind of internal factor, right?

Student E: Yes.

Similarly, this participant loses motivation under the influence of personal factors, such as a decline in mental status.

Neutral. Some factors of self-esteem have a neutral effect – it performs in a good way, but does not bring any new impulses to the learning process. Such response was recorded from one participant:

Well, I had an 80% rating ceiling once, but when I got 80, I didn't have much of a reaction, but I was glad to get that rating, like, I know I can do that, but somehow understanding what I can do, I have no motivation to do that, carry out further tasks, simple. (Student E)

Thereby, the student understands and sees their own potential, however, it does not motivate them to put efforts further.

According to the voices of participants, there were similar opinions, however, there is still a presence of some differences.

BORN-LINGUIST

Despite the participants who are motivated by other intrinsic factors, there is one participant that is considered to have an eternal source of internal motivation. This information can be acquired from the following quotations:

Since childhood I watched cartoons in English, well, just on TV were some cartoons, they were foreign, of course, in English, I watched them. ... I liked it, I understood it and I studied some words from there. ... And it was from childhood that I was good at it. (Student T)

According to this quote, Student T tends to have early bilingualism.

This participant considers language learning as a hobby: "I love to learn languages. ... I think of learning languages as my hobby. ... My motivation never fades. Just as long as languages exist, so do I. And it's great that they exist". Thereby, the person claims that due to the existence of plenty amount of languages, their motivation does not disappear.

The participant acquires language not as a tool for communication or skill, as other participants did, but as an activity or a concept that brings satisfaction and pleasure:

Honestly, I'd like to know all the languages in the world, even the ones that are already dead. Here's the example Latin. Yes, I would love to learn all the languages of the world, speak them and become the most phenomenal polyglot ever. Yeah, it would be cool if I was, I don't know, in a Guinness Book of World Records, that everyone knew

about me for thousands of generations, that I was written about in books, and that I wrote my own books. Well, it's again not because I want fame or some recognition, just. I don't know, I just like it.

This response, once again, states the fact that the participant does not study a language for fame and career, conversely, Student T has strong passion regard languages.

Concluding the Student's T responses, it can be said that the person is passionate about the language learning process and has an immunity to demotivation.

ASSOCIATED WORDS

Participants were asked to answer the following sub-questions: (1) what words are associated with Motivation, according to KazGUU students? (2) what words are associated with English language, according to KazGUU students?

The answers to these questions are demonstrated in the table, which is given below.

DISCUSSION

This study investigated the language learning motivation of KazGUU students. The focus was on the experiences of keeping their motivation during the whole semester. The answers to the research questions will be discussed further here,

beginning with students' word associations, continuing with the answers to the main research question, and finishing with the explanation of the revealed themes and their comparison with previous researchers' findings.

SUB-QUESTIONS

Answering the first sub-question, words, which are given by students to associate the term English language, can be analyzed according to the students' background and current major:

1. Student B gives such words because their major is International relations, that's why such associations may occur.
2. Student E offers such words owing to the reason that their major is Applied Linguistics, and the student has a gradual interest in this educational sphere. Consequently, such associations may take place.
3. Student A provides such words due to their responses. The student acquires the language as a base for future and life, thereby such words were shared.
4. Student T demonstrates such words by the reason of the fact that the student considers the language learning process as a hobby. Subsequently, similar words are presented.

Answering the second sub-question, words, which are given by students to associate the term Motivation, can be analyzed

Table 1
Students' Words Associations

	English Language	Motivation
Student B	Education, International Relations, geopolitical, Lincoln, USA.	Family, Ambition, Self-development
Student E	Grammar, Vocabulary, Academic writing	Goal, Future, Interest
Student A	Interesting, Helpful	Success
Student T	Foreign language, Travel, Education, Major, Hobby, Talent, Polyglot	Ambition, Desire, Goal, Accomplishment

according to the students' background and current major:

1. Student B gives such words because, according to their responses, they have high self-esteem, and as it was mentioned in the previous part, such people tend to be ambitious. Thereby there is a presence of such words.
2. Student E offers such words owing to the reason that they have responded that the English language is an international language, and this fact motivates them to acquire new skills for the future.
3. Student A provides this word due to their responses. The student is motivated by perspectives of future careers and successful life conditions that may be brought with the knowledge of the English language, thereby such word was shared.
4. Student T demonstrates such words by the reason of the fact that the student has strong intrinsic motivation. Subsequently, similar words are presented.

MAIN RESEARCH QUESTION

Answering the main research question, it can be noted that students are governed by external and internal factors to preserve their motivation during the period of study. In addition, according to the voices of participants, such factors as the University's rules, future perspectives, and communication with other people give more details about the external aspect; whereas such elements as personal development, ego, and inner sense of the language describe the internal aspect of motivation.

EXPLANATION OF THEMES

FUTURE – TWO-FACTOR THEORY

The concept of the Two-factor Theory (2022) focuses on the external factors that stimulate an individual to set and accomplish particular goals. Thus, participants are

partially affected by such extrinsic factors as future career, income, and relationships with colleagues, which are affecting their language learning motivation.

COMMUNICATION – COMMUNICATION THEORY

Scudder's (1980) Communication Theory explains the fact that each living entity tends to communicate with one another for cooperation and other needs. In this manner, participants perceive the English language as a tool that assists them in the expansion of their circle of communication.

UNIVERSITY – ADAPTIVE STRUCTURATION THEORY

Findings of the theme University can be proved with the assistance of the Adaptive Structuration Theory (Turner, Morris, & Atamenwan, 2019), which explains the concept that motivation to complete a task or tasks arises because of the presence of the regulated laws and rules within the organization or a group. Consequently, due to the KazGUU University study requirements, students' motivation to learn a language is based on University's regulations, such as graded class participation and counted percentage of attendance, accordingly to the Adaptive Structuration Theory.

SELF-DEVELOPMENT – GROWTH MINDSET

According to the voices of participants, language learning assists students to expand their skills and horizons, and acquire new insights about the world. It may serve as a piece of evidence that KazGUU students have a growth mindset, which is, according to Dweck (2017), "based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (p.15). In this manner, the Growth Mindset Theory by Dweck (2017) proves the Self-development

theme.

SELF-ESTEEM – THE CONCEPT OF SELF-ESTEEM

This theme has a sense in this research, because, according to Golubeva (2019), level of the self-esteem affects one's attitudes and motivation towards different aspects of life.

According to the responses, and Golubeva's (2019) work, it can be said that self-esteem may bring positive effects on language learning motivation, when a person owns a high level of self-esteem, such people necessitate to dominate in the community and be highlighted. The negative effect of self-esteem brings the effect that a person tends to be a perfectionist, and in such a manner, one becomes very self-critical. Talking about neutral effects that may occur between self-esteem and language learning, it is shown that a person understands his or her abilities, it is pleasurable, however, no effort will be put into future tasks and challenges. Thereby, this theory explained the theme.

BORN-LINGUIST – THE UNCONSCIOUS MIND

This theme can be explained with the help of Freud's (1915) work about the unconscious mind. Psychologist claims that human entities are not able to understand their own desires due to the fact that they may be too distressing for the human psyche to confess; owing to that reason, such thoughts are tightly restricted within the unconscious mind. The theory can be connected to this finding owing to the reason that Student T has mentioned the fact that they do not understand why they really like to learn languages, and why do they so passionate about them. However, Freud (1915) recommends analyzing the proper work of the brain's defense mechanisms only when the psychoanalysis was conducted.

Expected Themes

University

In the studies which were conducted by Imsa-Ard (2020) and Sidaway (2021), it is discovered that an exam-oriented educational system affects negatively the students' motivation. Consequently, the only motivation that drives them is simply to pass the course without getting a bad mark. The same situation is for KazGUU students, which is described in Assessment sub-category; the student has to achieve at least 60% mark to pass the course, thereby, people put effort to gain such percentage. Continuing with the Procedure sub-category, there is a contrast with Imsa-Ard's (2020) research, in which were described that students were forced by teachers to learn a language, my research has revealed that students are motivated to study a language when the lecturer applies interesting techniques and approaches of language teaching. Talking about the last sub-category – Socialization, however, there were no pieces of evidence from previous studies when students had an incentive to learn a language in terms of socializing with other students to complete a group task.

FUTURE

In contrast with my findings, Yurtseven and Altun (2016) are tended to categorize this theme as an intrinsic incentive, while in my research this topic takes place as an extrinsic incentive. On the other hand, Sener & Erol (2017) categorize the theme Future as an extrinsic motivation as well as I do.

COMMUNICATION

The same interpretation of the theme named Communication as in the study which was conducted by Kilic and Durdagi (2016). Participants, in both cases, are highly motivated to learn a language to communicate with other students and

make more friends. In addition, Sidaway's (2021) participants have responded that the English language is extremely necessary for them due to the fact that they have to move into English-speaking countries and communicate with new colleagues and neighbours.

SELF-DEVELOPMENT

Only in Altun's (2016) research it was also revealed that participants have a desire to discover more information about the studied language and its cultural background. This finding from Altun's (2016) study is similarly classified as an internal incentive.

UNEXPECTED THEMES

BORN-LINGUIST

During the process of reviewing the literature, there were no facts or findings which are describing an experience of a participant who has deep intrinsic incentives as in my research. As a consequence, it can be assumed that my study has included the participant with a unique experience. Accordingly, future studies may investigate the narrative qualitative research with this particular participant, conduct a peer review procedure regarding the intrinsic motivation concept either guide psychoanalysis as Freud (1915) recommended.

SELF-ESTEEM

Similarly, this theme was not revealed and mentioned in the previous studies. It is important to mention that this topic is supported by Golubeva's (2019) work, a study that was conducted in terms of psychological sciences. Thus, future researchers can pay more attention to making investigations within psycholinguistics or sociolinguistics.

CONCLUSION

To conclude the study has answered all the stated questions, and the findings were

approved with the theories and compared with the previous studies on the topic. Looking back at the reviewed literature and comparing it with the findings of the current research, it can be said that the concepts of extrinsic and intrinsic incentives still exist. KazGUU students' motives are partly coherent with the results of other studies, however, the authors of the previous articles on the topic prefer to categorize these concepts into different sub-themes; it could happen due to the reason that we have different samples, research designs, and research sites. Thus, there are two themes (Born-linguist, Self-esteem) which are bringing new details, knowledge, and insights for further investigations upon the motivation concept.

CONCLUSION

The study aimed to find out the experiences of KazGUU students regarding perceiving motivation during the period of studying. The current chapter will present a summary of the findings which were discussed, present limitations, as well as the significance of the study, and the recommendations for future authors who are interested in the topic.

Overall it can be said that KazGUU students are motivated by external and internal factors, which have their own specific subthemes. All of these factors are explained further with the help of theories from such authors like Turner, Morris, and Atamenwan (2019).

SIGNIFICANCE

The significance of the findings from this study is, compared with previous researchers, there were no themes that were similar to born-linguist and self-esteem; thanks to the chosen participants this study brings some new insights regarding the topic.

LIMITATIONS

Limitations of the current study are related

to the research site and sampling. These two criteria are specific, so the findings are differing from previous researches' results and may differ in future investigations, from site to site and from sample to sample.

RECOMMENDATIONS FOR PRACTICE

According to the revealed sub-theme, born-linguist, in the future, there may be conducted narrative phenomenological studies with the participant who has the same experience as Student T does (or a researcher can perform an investigation exactly with this individual). Moreover, due to the discovery of the theme self-esteem, a research in the field of psycholinguistics can be provided.

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