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Motivation in the ESP Classroom at the University of Banja Luka, Bosnia and Herzegovina

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Abstract:

Motivation has been identified as one of the main factors affecting English language learning. As it has always been a fundamental concept in the study of language learning, this paper seeks to investigate motivation for learning English for specific purposes at the University of Banja Luka. The study examined the type of English language learning motivation of 264 undergraduates studying at the Faculty of Architecture, Civil Engineering and Geodesy, Faculty of Medicine, and Faculty of Mechanical Engineering where English is taught as English for Specific Purposes. A modified motivational questionnaire of 20 items was used. Items were adopted from a questionnaire already conducted by Vuković-Vojnović and Knežević; Đurović and Silaški. The questionnaire was updated with some additional general questions about the students and the course they attended. The main findings imply that the students are equally instrumentally and integratively motivated, with minor differences depending on the faculty and the subject status. Namely, most mechanical engineering students learn English because it is a compulsory subject. Besides them, a great number of students at the Faculty of Medicine, whose subject is also compulsory, find the grade to be the most important motivation. The results of the study are relevant and useful for the development and improvement of students' motivation. The paper also suggests possible solutions for the enhancement and improvement of ESP subject syllabi.

Keywords: Motivation, integrative, instrumental, ESP, language learning

1. Introduction

Language teachers often use the term motivation to describe a successful or unsuccessful student. So many factors may affect motivation and make it easier or more difficult for a student to learn a foreign language. Dörnyei and Ushioda consider it reasonable to believe that student enthusiasm, dedication, and perseverance are key success factors in language learning (2011). They argue that sufficiently motivated students can achieve practical knowledge of a foreign language regardless of language propensity or other cognitive characteristics, while those with insufficient motivation usually fail to do so (ibid.). The term motivation is an appropriate way to talk about someone's success or failure without going into detail about the factors that influenced such progress. In other words, as Dörnyei and Ushioda say, motivation refers to the factors that preceded certain activities (causes and origins), and the main goal in motivational psychology is to answer the question of what these factors are (2011). According to them, motivation is responsible for the choice of a certain activity, the effort invested in it, and persistence in that activity. In other words, motivation explains why people choose an activity, how diligently and how long they will work on it (2011). No research so far has been able to fully answer these questions. Dörnyei and Ushioda explain this by the fact that many different factors influence human behaviour (ibid.).

How much should we, as teachers, actually deal with the type of motivation in teaching English? The fact is that most textbooks for English, especially for intermediate and upper-intermediate level, are rich in content related to the culture of people who speak English. So, most of them are texts that deal with the issues that foreigners face when learning the language while trying to integrate into the cultures of English-speaking communities. They deal with the members of that culture and their typical activities, difficulties, relationships, etc. In other words, it is assumed that a person learning English should assimilate into the very culture of the English-speaking community.

The authors of this paper, like many other teachers, have always believed that integrative motivation is the most important and most effective for learning a foreign language. However, not only a couple of decades ago, but also in recent times, in many studies experts concluded that the situation is not quite like that. According to these researches, it is believed that instrumental motivation can be just as effective as the integrative in foreign language learning. For that very reason, it is important to find the answer to the question about the type of motivation in language teaching, because we cannot expect optimal learning if students are not motivated.

Considering that for a long time we have been teaching professional English to students who are going to be architects, geodetic, civil and mechanical engineers, doctors of medicine, etc., our assumption was that in this case, instrumental motivation prevails over integrative. Precisely for that reason, this paper aims to examine the degree of integrative and instrumental motivation in students learning English for specific purposes in relation to the faculties they attend and the status of the subjects they have, given that English language subject does not have the same status at these faculties. Namely, English at the mentioned faculties has the status of a compulsory subject, an elective, an optional subject or a compulsory skill.

In previous researches conducted in neighbouring Serbia (Vuković-Vojnović and Knežević, 2007; Silaški and Đurović, 2014; Radojičić, 2007; Topalov, 2008, 2011;) it has been found that the type of motivation among students of general English differs from that of students of professional English. The different goals of learning English among these students indicated that students who learn general English are integratively motivated, and students who learn professional English, due to a specific goal, i.e. language learning for professional purposes, are instrumentally motivated. Also, in 2018, Krsmanović conducted a survey among students of non-philological faculties and determined that there are individual differences among those students, which are important for the process of learning English. In this paper, we reflect on both differences because it is obvious that the process of learning a foreign language is influenced by both.

In this age of globalization, as Crystal notes, we might assume that student motivation is implied given that English is a global language, used by about 1.5 billion people worldwide (Ushioda, 2013), and, as Graddol states, that it is considered a basic educational skill (ibid.). In reality, this does not seem to be true, but it seems that this status has a negative impact on student motivation (ibid.).

Motivation has been a popular topic in the field of teaching and learning a second and foreign language for several decades, and it has attracted the attention of many researchers in that field. Numerous studies have been conducted that have one common conclusion, i.e. that motivation is undoubtedly a fundamental factor for successful foreign language acquisition (Gardner, 1985). It is considered to play a significant role in language acquisition and to influence learning outcomes. As a consequence, everyone involved in the language acquisition process is persistently trying to find the most effective ways to motivate students, as well as to achieve a certain methodology that would be most effective in foreign language teaching.

For that reason, it is necessary to constantly revisit this topic, with new research and discussion in order to update the existing results and discoveries in that area. This paper tried to look at the existing findings related to motivation in foreign language teaching, and to present and discuss the results of our research conducted at the University of Banja Luka, and, finally, to suggest some ideas in accordance with the survey for further research, as well as possible solutions for achieving effective motivation in foreign language learning.

2. Motivation and Types of Motivation

The word motivation is derived from the Latin word *movere* which means *to move* (Dörnyei and Ushioda, 2011). Numerous language acquisition experts have offered definitions of motivation. It is defined as the degree to which an individual seeks to acquire language because of the desire and pleasure that derive from it (Gardner, 1985). Next, motivation is perceived as a combination of three elements - effort, desire and attitude. The students' effort refers to the time spent learning the language. Desire indicates how much the student wants to know the language and the attitude illustrates the emotional reactions of the student regarding language learning (Gardner, 1982). Harmer calls motivation an inner force that pushes someone to do something (1991). For Dörnyei, motivation is a process in which a certain stimulus initiates an activity and lasts until some other force interrupts it or until it is completed (1998). Dörnyei and Otto state that motivation can be described as dynamic arousal which varies, acting on cognitive and motor processes from the very beginning where it initiates them, until the end, where it evaluates them. (Dörnyei and Ushioda, 2011).

These are just some of the definitions of motivation, and there are many. Dörnyei and Ushioda concluded that the only thing about motivation that most experts would agree with is that motivation is responsible for why people choose an activity, how long they are willing to keep the activity, and how diligently they will persevere in it (2011).

Since we teach professional English, we must mention one of the facts when it comes to motivation. Ushioda (in Dörnyei and Ushioda, 2011) points out that in research language motivation is usually researched in isolation from everything else. However, the same author points out that it is necessary to take into account that the student is at the same time or was in the past a student of some other fields. A student learning a language will find it difficult to separate the motivation to learn a language from the motivation for other areas of study (ibid.). This is exactly what is very important in our research because we teach professional English and, in our case, we cannot view motivation in isolation, because it can be largely conditioned by motivation for the field that our students' study.

When we talk about motivation, we can distinguish two types depending on the author who proposed them. There are two main theories and the most accepted classifications of types of motivation. The first is Gardner's concept of integrative and instrumental motivation, which is related to integrative and instrumental types of orientations.

Dörnyei explains integrative motivation as a favourable attitude towards a community that speaks the foreign language and a desire to communicate with the members of that community, and to become part of that community (1994).

When we talk about instrumental motivation, it can be defined as the practical benefit of knowing a foreign language, such as an opportunity for a better job or a higher salary (Dörnyei, 1994).

Finally, the second classification was proposed by Deci and Ryan (1985). They highlighted two types of motivation: extrinsic and intrinsic. The first is when a student performs an activity because of external rewards or in order to avoid punishment. In contrast, intrinsic is associated with the joy a student experiences when learning a language

(Dörnyei, 1994). As the name suggests, intrinsic motivation is motivation within a learner who learns simply because learning gives him/her a sense of satisfaction and confidence. In other words, intrinsic motivation is what people will do without an external cause.

On the other hand, extrinsic motivation is the motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on assignments because they believe that participation will result in desirable outcomes, such as rewards, teacher praise, or avoidance of punishment. Students usually learn a language because they feel they have to do it, not because they want to.

In this context of defining motivation, we want to draw attention to the expression of orientation. Why orientation? Because it is not uncommon in literature and speaking to hear the meaning of motivation and orientation being equated, and these are not the same concepts. When it comes to orientations, they are defined as goals and as reasons for language learning (Gardner, 2010). When we talk about orientations, it is important to say that there are different classifications of orientation, depending on the author. For example, in the case of Gardner and Lambert (1959), Gardner (2010) focused his research on integrativeness and argued that the types of orientation proposed by Lambert and him in 1959 were mainly two: integrative and instrumental orientation. The first is related to the openness and desire of the student to become part of a community that speaks a foreign language and to feel integrated, and the second is related to the practical desire to learn the language because the student wants to have a better job or wants to improve their chances for passing an exam (Gardner and Lambert, 1959). However, other authors, such as Noels et al. (2003), found that other orientations are also very important for foreign language learning motivation. Therefore, they list four types of orientations: travel, friendship, knowledge, and instrumental orientation (*ibid.*).

Thus, when it comes to orientations, two classifications are important in research: Gardner's concept of integrative and instrumental orientations and the four types of orientations proposed by Noels et al. (2003). When we talk about the types of motivation, the most important classifications are Gardner's integrative and instrumental motivation and the extrinsic and intrinsic motivation proposed by Deci and Ryan. In our paper, we emphasize the concept of integrative and instrumental motivation proposed in Gardner's research, and later supplemented by Dörnyei's findings.

3. A Historical Overview of Motivation to Learn a Language

According to Dörnyei, the research of motivation in learning a foreign language took place through several main developmental stages: the socio-psychological period, the cognitive-situational period, the period of the process model and the socio-dynamic period. The first period lasted from 1959 to 1990 and was most active in Canada in the research by Robert Gardner and his associates, whose approach was based on the view that students would be more motivated to learn a language because they wanted to feel part of the community. This type is known as integrative motivation. In addition to pointing out the difference between motivation in teaching and learning a foreign language from that in other school subjects, Gardner greatly contributed to the development of motivation research by introducing instrumental and integrative concepts of motivation and presenting questionnaires to examine students' attitudes and motivation (AMTB) (Gardner, 2001).

Integrative motivation encompasses three dimensions: integrativity, relationship to the learning context, and motivation (Masgoret and Gardner, 2003). The first dimension, integrativity, is related to identification with a foreign language-speaking community (Masgoret and Gardner, 2003). The second, the relationship to the learning context, implies the reaction of the individual to anything related to the immediate context in which the language is learned (Masgoret and Gardner, 2003). Finally, the third and most important dimension, motivation is related to goal-oriented behaviour; and according to these scientists, some important characteristics of a motivated individual are: investing effort; persistence and attention in performing the task; goals, desires and aspirations; enjoying the activity; satisfaction with success and disappointment with failure and the use of strategies to help him/her achieve goals (*ibid.*).

Gardner (1959) also developed a socio-educational model of second language acquisition, which focuses on the relationship between individual differences and language achievement, focusing on the motivational variable which is one of the most important causes of success and failure in second language acquisition. The variables that Gardner (2010) talks about are ability, motivation, culturally relevant variables, educationally relevant variables, foreign language anxiety and instrumentally relevant variables. Gardner sees motivation as a primary variable that has a large impact on a student's success or failure while learning another language. In his explanation of motivation variables, Gardner (2010) argues that motivation is a complex structure with behavioural, cognitive, and affective elements and that motivated students strive to achieve their goals and enjoy everything they must do to achieve their goals.

Another important point is the difference that Gardner (2010) makes between orientation and motivation. Orientations are reasons to learn a language, but they do not always imply motivation. The first orientations presented by Gardner and Lambert in 1959 were instrumental and integrative orientations (Gardner and Lambert, 1959). Orientation is, according to Gardner, the general goal, purpose and/or direction of the activity (2010). The difference between integrative and instrumental orientation lies in the fact that integrative orientations reflect the desire of the individual to become part of the community, while instrumental orientations are related to practical benefits for the individual (Gardner, 2010). Although Gardner has always focused on integrative motivation, Dörnyei (2005) also emphasizes that motivation can be combined with instrumentality to create instrumental motivation. To conclude the overview of this theory description it is important to mention what stands out most as a flaw of this theory, and that is that it has been confirmed in a bilingual context, such as Canada. Integrative motivation is what drives a student to be successful in learning another language, as he/she is willing to be part of a community that speaks a foreign language. However, in other contexts where a foreign language is not spoken outside the classroom, such as in our country, the learner is not initially integratively motivated

because there is no community that speaks a foreign language outside the classroom context, where he/she can use the language and integrate within that community.

The next period that occurred in the 1990s was cognitive-situational. Researchers in this period began to explore several contextual factors that have to do with motivation. The three most important features of this period were the theory of self-determination, the theory of attribution and motivation in performing a task.

The first theory was proposed by Deci and Ryan (1985), and focused on extrinsic (external) and intrinsic (internal) motivation (Dörnyei, 2005). The first type of motivation refers to the external pressure on the student to achieve his/her goal, as a reward or punishment, while the second is related to the joy that the student experiences during language learning (Noels et al., 2003). These two concepts (intrinsic and extrinsic motivation) with corresponding subtypes along with the lack of motivation are part of the scale of language learning orientations, an instrument that Noels et al. developed to measure the components of self-determination theory in foreign language learning (Dörnyei, 2005). Also, another important contribution made by Noels et al. is the reinterpretation of the concept of integrativity, concerning orientations, for which Noels et al. claim to be more than what Gardner (1959) suggested. They proposed four orientations: travel, friendship, knowledge, and instrumental orientations (Noels et al., 2003). In this way, they completed Gardner's original concept of integrative and instrumental motivation.

The period of the process-oriented model is focused on changing motivation over time (Dörnyei, 2005). As Dörnyei further states, motivation is a dynamic construct and varies over time. It can change even during a foreign language lesson. Therefore, if motivation can vary in one hour, then during the years of learning a foreign language it can go through different phases (ibid.). This dynamic characteristic of motivation is crucial for studying the impact on learning. The most important theory in this period was developed by Dörnyei and Otto (1998). They presented this process-oriented model of motivation.

This model is divided into three phases that are associated with different motives: the preactional phase, the actional phase, and the postactional phase (Dörnyei, 2005). The preactional phase, called choice motivation, refers to the motivation that must arise. Second, the actional phase, also called actional motivation, is related to the fact that existing motivation needs to be maintained and protected throughout the duration of the activity (ibid.). Lastly, third, the postactional phase, also known as the phase of retrospection, or self-assessment, is the phase where students evaluate the way the action is completed. The most important point of this last phase is, according to Dörnyei's understanding, that the way students evaluate their previous experiences in this phase will determine the activities for which they will be motivated later. In this last period, the focus has been on motivation and identity/personality (ibid.).

Dörnyei (2005) presented a new approach to understanding motivation in foreign language learning, which emerged as part of a motivational self-system that explores a number of theories of a foreign language with knowledge of personality in psychology. From a motivation perspective, there are two possible selves, and these are the *ideal self* and *ought self* (Higgins, 1987). The *ideal self* represents the attributes that the individual would like to possess, and *ought self* refers to the attributes that the individual thinks he/she ought to possess. Dörnyei (2005) attempts to combine some influential theories in the field of foreign language with research findings on personality in psychology. The first refers to the particularity of the *ideal self* (the person we want to become). According to Dörnyei (2010), the *ideal self* is an important factor that positively influences the motivation to learn a foreign language due to the desire to reduce the difference between our actual self and ideal self, and we could also say that if the person we would like to become speaks a certain foreign language, we will be more motivated to learn it. This component of the motivational self-system is related to integrative and instrumental motives (ibid.).

The second component, *ought self*, is related to the qualities that are necessary to avoid negative outcomes, that is, what the individual thinks he/she ought to have in order to avoid failure and achieve his/her goal (ibid.). Dörnyei relates this second component with extrinsic instrumental motives.

Finally, the experience of learning a foreign language is influenced by motives related to the immediate environment and the influence of teachers, curricula, groups, etc., i.e. motives related to the learning context (ibid.).

4. Methodology

With the aim of better understanding the concept of motivation in learning and teaching a foreign language at the University of Banja Luka, this paper tries to examine the level and type of motivation in students of the Faculty of Architecture, Civil Engineering and Geodesy (FACEG), Faculty of Mechanical Engineering (FME), and Faculty of Medicine (FMed). The research focuses on motivation as a factor that contributes to foreign language learning, with an emphasis on the concept of instrumental and integrative student motivation. In order to determine the students' propensity to learn a foreign language, 264 students were interviewed using a questionnaire that has already been used to examine the motivation in teaching English to students of natural sciences and economics (Vuković-Vojnović and Knežević; Đurović and Silaški). We conducted the research because we believe that the results could contribute to the development of a successful teaching process and materials. The research tried to answer the following questions:

- Which type of motivation do students show more – instrumental or integrative?
- Does the type of motivation depend on the faculty (Faculty of Architecture, Civil Engineering and Geodesy, Faculty of Mechanical Engineering and Faculty of Medicine) and the status of the subjects that students attend (compulsory skill, elective, compulsory and optional subject)?

The participants in the survey were students of the 2018/2019 academic year at the above-mentioned faculties, at the University of Banja Luka. Students of the Faculty of Medicine have English as a compulsory and elective subject; Faculty of Architecture, Civil Engineering and Geodesy as an obligatory skill; Faculty of Mechanical Engineering as a

compulsory and optional subject. The 200 students who participated were from the Faculty of Medicine, 37 students from the Faculty of Architecture, Civil Engineering and Geodesy and 27 students from the Faculty of Mechanical Engineering. 204 students out of the total number of respondents attended English as a compulsory subject, 17 as an elective, 34 as a compulsory skill and 9 as an optional subject. A certain number of ECTS credits is allocated to compulsory subjects and electives, while compulsory skills and optional subjects do not have assigned credits, nor do they enter the grade point average.

The test instrument was a 20-question questionnaire that tested instrumental and integrative motivation. The questionnaire also contained questions about age, gender, faculty, subject status, semester in which they attend the subject, the number of ECTS credits that are allocated to the subject and the regularity of attendance. For the purposes of this paper, we have considered only the results according to the faculty they attended, the status of the subject as well as whether the course has been allocated with ECTS credits. The answers were arranged on a scale from 1 (I absolutely disagree) to 6 (I absolutely agree).

The questionnaire was created with Google Forms application and was sent to students by e-mail as a link. Students responded anonymously and were all given clear instructions and explanations in advance on how to complete it. All responses were collected automatically into a document in Google Docs and then saved to a computer as an Excel document where the data was further analyzed by percentage analysis.

5. Results and Interpretation

This section presents the number of students according to the faculty (Figure 1.) and the status of the subject (Figure 2.), as well as the questionnaire results (Tables 1.). Out of the total of 264 students, Figure 1. shows that most of them are students from the FMed (200 students), primarily due to the fact that these students have English already on their first year of study so the number of students is higher compared with the following years of study.

Taking into consideration the status of the English language as a subject, it is not equal at the three faculties under study and the curricula are partly adjusted based on whether the subject is optional, elective, compulsory or is referred to as a compulsory skill.

The results show that the students are both integratively and instrumentally motivated, although to different degrees relative to the specific statements in the survey.

Figure 1: Overview of the Number of Students According to the Faculty

Figure 2: Overview of the Number of Students According to the Status of the Subject

		FACEG	FME	FMed	FACEG	FME	FMed	FACEG	FME	FMed	FACEG	FME	FMed	FACEG	FME	FMed	FACEG	FME	FMed
		6			5			4			3			2			1		
1.	Learning English is a pleasure for me, not an obligation.	13 35.1%	4 14.8%	64 32.0%	15 40.5%	9 33.3%	49 24.5%	6 16.2%	8 29.6%	63 31.5%	2 5.4%	3 11.1%	12 6.0%	1 2.7%	1 3.7%	6 3.0%	0 0.0%	2 7.4%	6 3.0%
2.	I think that knowing English will be beneficial for my future career.	36 97.3%	15 55.6%	116 58.0%	1 2.7%	10 37.0%	52 26.0%	0 0.0%	1 3.7%	30 15.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.7%	1 0.5%	0 0.0%	0 0.0%	1 0.5%
3.	The feeling of pleasure after successfully acquiring English language subject content is enough to motivate me to learn.	13 35.1%	4 14.8%	57 28.5%	9 24.3%	11 40.7%	74 37.0%	14 37.8%	9 33.3%	45 22.5%	1 2.7%	0 0.0%	8 4.0%	0 0.0%	3 11.1%	12 6.0%	0 0.0%	0 0.0%	4 2.0%
4.	I want to learn English well in order to achieve better overall results during my studies.	13 35.1%	6 22.2%	81 40.5%	11 29.7%	11 40.7%	62 31.0%	7 18.9%	6 22.2%	40 20.0%	3 8.1%	2 7.4%	8 4.0%	2 5.4%	2 7.4%	4 2.0%	1 2.7%	0 0.0%	5 2.5%
5.	While learning English I like to acquire new knowledge related to my future profession.	21 56.8%	9 33.3%	72 36.0%	14 37.8%	9 33.3%	83 41.5%	2 5.4%	5 18.5%	31 15.5%	0 0.0%	3 11.1%	8 4.0%	0 0.0%	1 3.7%	3 1.5%	0 0.0%	0 0.0%	3 1.5%
6.	I want to learn English well in order to watch movies without subtitles.	14 37.8%	7 25.9%	85 42.5%	11 29.7%	10 37.0%	64 32.0%	8 21.6%	5 18.5%	26 13.0%	0 0.0%	2 7.4%	13 6.5%	3 8.1%	2 7.4%	9 4.5%	1 2.7%	1 3.7%	3 1.5%
7.	I want to learn English in order to enrol master/PhD studies abroad.	9 24.3%	5 18.5%	60 30.0%	8 21.6%	12 44.4%	44 22.0%	8 21.6%	4 14.8%	52 26.0%	3 8.1%	0 0.0%	18 9.0%	7 18.9%	4 14.8%	15 7.5%	2 5.4%	2 7.4%	11 5.5%
8.	I want to learn English because it is important for me to acquire wide general education.	19 51.4%	10 37.0%	98 49.0%	17 45.9%	10 37.0%	65 32.5%	1 2.7%	7 25.9%	30 15.0%	0 0.0%	0 0.0%	4 2.0%	0 0.0%	0 0.0%	1 0.5%	0 0.0%	0 0.0%	2 1.0%
9.	I am learning English solely because it is a compulsory subject in the curriculum.	3 8.1%	2 7.4%	19 9.5%	1 2.7%	6 22.2%	25 12.5%	4 10.8%	7 25.9%	39 19.5%	6 16.2%	3 11.1%	42 21.0%	12 32.4%	6 22.2%	37 18.5%	11 29.7%	3 11.1%	38 19.0%
10.	I want to learn English well in order to read literature in English language.	2 5.4%	2 7.4%	25 12.5%	3 8.1%	7 25.9%	36 18.0%	8 21.6%	3 11.1%	50 25.0%	10 27.0%	5 18.5%	40 20.0%	8 21.6%	6 22.2%	38 19.0%	6 16.2%	4 14.8%	11 5.5%
11.	I want to learn English in order to find a job abroad.	7 18.9%	7 25.9%	57 28.5%	9 24.3%	9 33.3%	54 27.0%	13 35.1%	6 22.2%	38 19.0%	5 13.5%	1 3.7%	26 13.0%	1 2.7%	2 7.4%	15 7.5%	2 5.4%	2 7.4%	10 5.0%
12.	I want to learn English in order to find a well-paid job.	10 27.0%	7 25.9%	59 29.5%	15 40.5%	11 40.7%	60 30.0%	10 27.0%	6 22.2%	44 22.0%	2 5.4%	2 7.4%	19 9.5%	0 0.0%	1 3.7%	16 8.0%	0 0.0%	0 0.0%	2 1.0%
13.	I am learning English as it will be beneficial during my studies.	12 32.4%	9 33.3%	79 39.5%	18 48.6%	13 48.1%	69 34.5%	5 13.5%	2 7.4%	42 21.0%	1 2.7%	1 3.7%	1 0.5%	1 2.7%	2 7.4%	5 2.5%	0 0.0%	0 0.0%	4 2.0%
14.	While learning English I like to learn about the way of life and the civilization of the English speaking countries.	3 8.1%	3 11.1%	37 18.5%	10 27.0%	7 25.9%	46 23.0%	10 27.0%	5 18.5%	60 30.0%	8 21.6%	6 22.2%	25 12.5%	4 10.8%	3 11.1%	21 10.5%	2 5.4%	3 11.1%	11 5.5%
15.	Getting a high grade in the exam is my primary motivation to learn English.	3 8.1%	4 14.8%	30 15.0%	3 8.1%	8 29.6%	35 17.5%	7 18.9%	6 22.2%	65 32.5%	6 16.2%	3 11.1%	29 14.5%	11 29.7%	4 14.8%	25 12.5%	7 18.9%	2 7.4%	16 8.0%
16.	I want to learn English in order to watch television shows in English without subtitles.	7 18.9%	6 22.2%	66 33.0%	12 32.4%	8 29.6%	52 26.0%	5 13.5%	5 18.5%	48 24.0%	6 16.2%	4 14.8%	17 8.5%	5 13.5%	2 7.4%	12 6.0%	2 5.4%	2 7.4%	5 2.5%
17.	I want to learn English for further specialization within my profession abroad.	13 35.1%	8 29.6%	60 30.0%	10 27.0%	11 40.7%	65 32.5%	10 27.0%	5 18.5%	45 22.5%	2 5.4%	1 3.7%	17 8.5%	2 5.4%	1 3.7%	9 4.5%	0 0.0%	1 3.7%	4 2.0%
18.	I want to learn English to be able to communicate with people from the English speaking countries.	21 56.8%	9 33.3%	99 49.5%	11 29.7%	13 48.1%	71 35.5%	3 8.1%	3 11.1%	20 10.0%	2 5.4%	0 0.0%	3 1.5%	0 0.0%	2 7.4%	5 2.5%	0 0.0%	0 0.0%	2 1.0%
19.	I want to learn English to be able to communicate when travelling abroad.	25 67.6%	12 44.4%	119 59.5%	9 24.3%	12 44.4%	63 31.5%	3 8.1%	2 7.4%	18 9.0%	0 0.0%	1 3.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
20.	I want to learn English language terminology used in my profession.	28 75.7%	15 55.6%	121 60.5%	8 21.6%	10 37.0%	61 30.5%	1 2.7%	2 7.4%	16 8.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.0%

Table 1: Survey Results According to the Faculty

		English Language Proficiency Test Results																							
		Section 1: Reading Comprehension				Section 2: Writing Skills				Section 3: Listening Comprehension				Section 4: Speaking Skills				Section 5: Grammar and Vocabulary							
		Compulsory skill	Elective	Compulsory subject	Optional subject	Compulsory skill	Elective	Compulsory subject	Optional subject	Compulsory skill	Elective	Compulsory subject	Optional subject	Compulsory skill	Elective	Compulsory subject	Optional subject	Compulsory skill	Elective	Compulsory subject	Optional subject	Compulsory skill	Elective	Compulsory subject	Optional subject
		6				5				4				3				2				1			
1.	Learning English is a pleasure for me, not an obligation.	4	9	57	11	5	1	53	14	0	7	64	6	0	0	15	2	0	0	7	1	0	0	8	0
		44.4%	52.9%	27.9%	32.4%	55.6%	5.9%	26.0%	41.2%	0.0%	41.2%	31.4%	17.6%	0.0%	0.0%	7.4%	5.9%	0.0%	0.0%	3.4%	2.9%	0.0%	0.0%	3.9%	0.0%
2.	I think that knowing English will be beneficial for my future career.	5	14	115	33	4	1	57	1	0	2	29	0	0	0	0	0	0	0	2	0	0	0	1	0
		55.6%	82.4%	56.4%	97.1%	44.4%	5.9%	27.9%	2.9%	0.0%	11.8%	14.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.5%	0.0%	0.0%
3.	The feeling of pleasure after successfully acquiring English language subject content is enough to motivate me to learn.	4	5	53	12	4	2	81	8	1	7	46	13	0	2	6	1	0	1	14	0	0	0	4	0
		44.4%	29.4%	26.0%	35.3%	44.4%	11.8%	39.7%	23.5%	11.1%	41.2%	22.5%	38.2%	0.0%	11.8%	2.9%	2.9%	0.0%	5.9%	6.9%	0.0%	0.0%	2.0%	0.0%	0.0%
4.	I want to learn English well in order to achieve better overall results during my studies.	3	6	78	13	4	7	64	9	1	2	44	6	0	1	9	3	1	0	5	2	0	1	4	1
		33.3%	35.3%	38.2%	38.2%	44.4%	41.2%	31.4%	26.5%	11.1%	11.8%	21.6%	17.6%	0.0%	5.9%	4.4%	8.8%	11.1%	0.0%	2.5%	5.9%	0.0%	5.9%	2.0%	2.9%
5.	While learning English I like to acquire new knowledge related to my future profession.	5	7	71	19	3	7	82	14	1	3	33	1	0	0	11	0	0	0	4	0	0	0	3	0
		55.6%	41.2%	34.8%	55.9%	33.3%	41.2%	40.2%	41.2%	11.1%	17.6%	16.2%	2.9%	0.0%	0.0%	5.4%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	1.5%	0.0%
6.	I want to learn English well in order to watch movies without subtitles.	3	7	83	13	4	5	67	9	1	2	28	8	0	2	13	0	1	1	9	3	0	0	4	1
		33.3%	41.2%	40.7%	38.2%	44.4%	29.4%	32.8%	26.5%	11.1%	11.8%	13.7%	23.5%	0.0%	11.8%	6.4%	0.0%	11.1%	5.9%	4.4%	8.8%	0.0%	0.0%	2.0%	2.9%
7.	I want to learn English in order to enrol master/PhD studies abroad.	3	9	54	8	3	1	52	8	1	6	50	7	0	1	18	2	2	0	17	7	0	0	13	2
		33.3%	52.9%	26.5%	23.5%	33.3%	5.9%	25.5%	23.5%	11.1%	35.3%	24.5%	20.6%	0.0%	5.9%	8.8%	5.9%	22.2%	0.0%	8.3%	20.6%	0.0%	0.0%	6.4%	5.9%
8.	I want to learn English because it is important for me to acquire wide general education.	4	8	97	18	4	6	67	15	1	3	33	1	0	0	4	0	0	0	1	0	0	0	2	0
		44.4%	47.1%	47.5%	52.9%	44.4%	35.3%	32.8%	44.1%	11.1%	17.6%	16.2%	2.9%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	1.0%	0.0%
9.	I am learning English solely because it is a compulsory subject in the curriculum.	2	0	19	3	2	1	28	1	1	1	44	4	0	1	46	4	1	7	36	11	3	7	31	11
		22.2%	0.0%	9.3%	8.8%	22.2%	5.9%	13.7%	2.9%	11.1%	5.9%	21.6%	11.8%	0.0%	5.9%	22.5%	11.8%	11.1%	41.2%	17.6%	32.4%	33.3%	41.2%	15.2%	32.4%
10.	I want to learn English well in order to read literature in English language.	1	4	22	2	4	4	35	3	2	5	48	6	1	2	43	9	1	2	41	8	0	0	15	6
		11.1%	23.5%	10.8%	5.9%	44.4%	23.5%	17.2%	8.8%	22.2%	29.4%	23.5%	17.6%	11.1%	11.8%	21.1%	26.5%	11.1%	11.8%	20.1%	23.5%	0.0%	0.0%	7.4%	17.6%
11.	I want to learn English in order to find a job abroad.	4	7	54	6	3	5	55	9	2	4	39	12	0	1	27	4	0	0	17	1	0	0	12	2
		44.4%	41.2%	26.5%	17.6%	33.3%	29.4%	27.0%	26.5%	22.2%	23.5%	19.1%	35.3%	0.0%	5.9%	13.2%	11.8%	0.0%	0.0%	8.3%	2.9%	0.0%	0.0%	5.9%	5.9%
12.	I want to learn English in order to find a well-paid job.	2	9	55	10	4	4	65	13	3	3	45	9	0	1	20	2	0	0	17	0	0	0	2	0
		22.2%	52.9%	27.0%	29.4%	44.4%	23.5%	31.9%	38.2%	33.3%	17.6%	22.1%	26.5%	0.0%	5.9%	9.8%	5.9%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	1.0%	0.0%
13.	I am learning English as it will be beneficial during my studies.	6	6	77	11	2	5	76	17	1	6	37	5	0	0	3	0	0	0	7	1	0	0	4	0
		66.7%	35.3%	37.7%	32.4%	22.2%	29.4%	37.3%	50.0%	11.1%	35.3%	18.1%	14.7%	0.0%	0.0%	1.5%	0.0%	0.0%	0.0%	3.4%	2.9%	0.0%	0.0%	2.0%	0.0%
14.	While learning English I like to learn about the way of life and the civilization of the English speaking countries.	2	5	33	3	4	3	46	10	2	8	57	8	1	0	31	7	0	1	23	4	0	0	14	2
		22.2%	29.4%	16.2%	8.8%	44.4%	17.6%	22.5%	29.4%	22.2%	47.1%	27.9%	23.5%	11.1%	0.0%	15.2%	20.6%	0.0%	5.9%	11.3%	11.8%	0.0%	0.0%	6.9%	5.9%
15.	Getting a high grade in the exam is my primary motivation to learn English.	3	0	31	3	2	2	39	3	3	6	63	6	0	5	28	5	1	2	26	11	0	2	17	6
		33.3%	0.0%	15.2%	8.8%	22.2%	11.8%	19.1%	8.8%	33.3%	35.3%	30.9%	17.6%	0.0%	29.4%	13.7%	14.7%	11.1%	11.8%	12.7%	32.4%	0.0%	11.8%	8.3%	17.6%
16.	I want to learn English in order to watch television shows in English without subtitles.	3	7	63	6	3	3	54	12	2	3	49	4	0	3	19	5	1	1	12	5	0	0	7	2
		33.3%	41.2%	30.9%	17.6%	33.3%	17.6%	26.5%	35.3%	22.2%	17.6%	24.0%	11.8%	0.0%	17.6%	9.3%	14.7%	11.1%	5.9%	5.9%	14.7%	0.0%	0.0%	3.4%	5.9%
17.	I want to learn English for further specialization within my profession abroad.	4	10	54	13	2	2	73	9	2	5	44	9	1	0	18	1	0	0	10	2	0	0	5	0
		44.4%	58.8%	26.5%	38.2%	22.2%	11.8%	35.8%	26.5%	22.2%	29.4%	21.6%	26.5%	11.1%	0.0%	8.8%	2.9%	0.0%	0.0%	4.9%	5.9%	0.0%	0.0%	2.5%	0.0%
18.	I want to learn English to be able to communicate with people from the English speaking countries.	4	11	93	21	3	4	78	10	2	2	21	1	0	0	3	2	0	0	7	0	0	0	2	0
		44.4%	64.7%	45.6%	61.8%	33.3%	23.5%	38.2%	29.4%	22.2%	11.8%	10.3%	2.9%	0.0%	0.0%	1.5%	5.9%	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	1.0%	0.0%
19.	I want to learn English to be able to communicate when travelling abroad.	6	11	115	24	3	4	69	8	0	2	19	2	0	0	1	0	0	0	0	0	0	0	0	0
		66.7%	64.7%	56.4%	70.6%	33.3%	23.5%	33.8%	23.5%	0.0%	11.8%	9.3%	5.9%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
20.	I want to learn English language terminology used in my profession.	5	14	119	26	3	2	67	7	1	1	16	1	0	0	0	0	0	0	0	0	0	0	2	0
		55.6%	82.4%	58.3%	76.5%	33.3%	11.8%	32.8%	20.6%	11.1%	5.9%	7.8%	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%

Table 2: Survey Results According to the Status of the Subject

6. Integrative Motivation

Integrative motivation is best reflected in the first statement which evidently shows that internal motivation is based on satisfaction the learning process and the acquired knowledge provide. Namely, considering the total number of students according to the faculty, it is clear that most students enjoy learning English, whereas those who absolutely agree come from the FMed (32%). On the other hand, 40.5% students of the FACEG and 33.3% of FME students agree with this statement (grade 5).

Overall, the students are integratively motivated, this not being dependent to a great extent on the status of subject and learning English in the classroom. It is interesting to note that in comparison with the other two groups, the FME students expressed negative attitude towards the first statement (grades 3, 2 and 1). Such an attitude can be associated with different perceptions towards learning a foreign language, which may originate from the previous levels of education¹.

Closely connected with the first statement is statement 3, which refers to the satisfaction after the acquisition of learning contents that the highest number of students agree or mainly agree with. However, it is quite different for the students who have English as an elective subject, thus 52.9% of them absolutely agree with statement 1. This can be explained by the fact that the English language as a subject is their own choice, not a compulsory subject. Therefore, their satisfaction comes from the acquisition of target language.

Although students agree with the statements to do with pleasure after the acquisition of particular language (grades 6, 5 and 4), the teaching units/ material itself is not the main source of satisfaction during the learning process. Namely, integrative motivation is reflected in other aspects of communication and language use. Thus, 42.5% of FMed and 37.8% of FACEG students absolutely agree with statement number 6 (I want to learn English well in order to watch movies without subtitles.). Also, around half of these two groups of students absolutely agree with statement 8 (I want to learn English because it is important for me to acquire wide general education.), 51.4% of FACEG and 49% of FMed students, respectively. A high percentage of agreement indicates that films and general education are central to learning English for these two faculties. In comparison to them, FME students mainly agree with the previous two statements. Considering the wide-spread presence of the English language in all spheres of life (including film programs and online contents), it has been part and parcel of general education for a very long time. Therefore, it is interesting to compare responses related to films and those for statement 16. Evidently, watching TV programs in English without subtitles is favoured by most students. The reason for this may lie in the television program as such, as young generations mainly get access to it by the Internet, with quite limited amount of contents containing subtitles. It is worth noting, though, that 35.3% of the students who attend English as a compulsory skill have shown a negative attitude, expressing various degrees of disagreement with statement 16 (Table 2.).

Taking into account the status of the subject, students from all groups believe that learning English for general educations is important, with 52.9% of those who learn it as a compulsory skill absolutely agreeing with the statement. This shows their awareness of the importance of having language skills in the today's world.

The responses for statement 10, relating to the English literature, show more than a half of FMed students agree with it. On contrary, 64.8% of FACEG students mainly do not agree with this statement (grade 3), thus showing the highest percentage of disagreement relative to other faculties and other grades 6-1 for this statement. As literature can be used to expand one's knowledge of a particular culture, the negative attitude expressed by the FACEG students in regards with using literature to learn English points to their perception of language learning and mastering as an instrument to be practically applied in their professional lives.

Apart from literature, a great deal of other materials can be used to learn about the way of life and civilization of the English-speaking peoples (statement 14), which most students are interested in. However, a fair number of FME students (44.4%) have not shown interest in such a knowledge. This is why it can be said they also primarily perceive language learning as obtaining skills for their future professions.

In comparison with other statements about integrative motivation, majority of students rated statement 18 (I want to learn English to be able to communicate with people from the English-speaking countries.) as 'I absolutely agree'. On the other hand, only few students disagree with this statement, so it seems that communication in English is a significant part of learning. Further, travelling and contacts with people abroad characterize the modern world, something 56.8% of the FACEG and 49.5% of the FMed students absolutely agree with.

7. Instrumental Motivation

Teaching and learning English for professional purposes is a very common educational approach at the university level (the so-called *English for Specific Purposes*). This approach is administered at the three analyzed faculties. That this kind of teaching is suitable has been confirmed by students' responses to statement 20 (I want to learn English language terminology used in my profession), with very high absolute approval by all respondents, i.e. 75.7% of FACEG, 55.6% of FME and 60.5% of FMed students.

It is quite similar for statement 2 (I think that knowing English will be beneficial for my future career.), that most students absolutely agree with (e.g. 97.3% of FACEG students). It is closely related with statement 5, which refers to learning English for the purpose of acquiring knowledge linked with the future profession. A high percentage of agreement with these three statements is a sign of prevailing instrumental motivation to use English for professional purposes. Students at various years of study have shown this kind of motivation really matters to them, the awareness of the relevance of a foreign language in professional life being present from the first year of study (e.g. medicine students).

¹ Also, FME students come from different high schools, mainly technical vocational and grammar schools.

Besides the occupational goals, good grades during the study (statement 4) or enrolment of master or doctoral study abroad (statement 7) play a significant role as well. According to the number of affirmative responses, it is obvious that good grades and further levels of education are crucial motivational factors that apply to most of the students (Table 1.). Moreover, chances of enrolling study abroad are not so good without excellent grades.

After completing the study (especially in other countries), a great number of students seem to hope for a job abroad. Taking a look at responses to statement 11 (I want to learn English in order to find a job abroad.), unfortunately, most students from the three faculties express their wish to go abroad.

Although our students have mainly shown similar motivation, their attitudes toward statement 9 point to significant differences. It refers to learning English solely because it is a compulsory subject during the study. This is something that 55.5% of FME students agree with, thus such high percentage can lead to a conclusion that the instrumental motivation prevails in this group of students. Simultaneously, this can also be indicative of the lack of integrative motivation. On the contrary, 78.3% of FACEG students, who learn English as a compulsory skill, have given grades 3, 2 and 1, expressing their disagreement with statement 9. Therefore, they do not learn English only because it is a compulsory subject. Even though they earn a grade after passing the exam, their integrative motivation is higher due to the fact there are no ECTS points awarded for English. Also, the FMed students have shown to be integratively motivated, 59.5% of them disagreeing with statement 9.

In line with the previous statement, most FACEG students (64.8%) do not find excellent exam grades to be the major stimulation to learn English (statement 15). Contrary to this, the students of the other two faculties responded that good grades are indeed motivating them. More precisely, most FME and FMed students study English as a compulsory subject, this being confirmed by affirmative responses (65.2%) to statement 15 according to the status of the subject (i.e. compulsory subject in Table 2.).

Regardless of the grades earned, students generally agree that learning English can be beneficial during the study (statement 13), can lead to a well-paid job (statement 12) or can help them when they travel abroad (statement 19).

8. Pedagogical Implications

Research results point to a number of guidelines that can be used to modify teaching material and further motivate students, especially integratively, in order for them to acquire various language skills and learn about the closely related culture. What is obvious from the results of the survey is that both kinds of motivation are present, with some differences for particular groups of students.

Specifically, instrumental motivation is reflected in the agreement on acquisition of professional terminology that the students will use in the future careers as well as general knowledge related to their profession that they acquire during the English classes. These are provided to a great extent in teaching materials already used, including ESP based textbooks and other specifically designed occupational material.

However, whatever the status of the subject and the grade as a common motivation to learn the language, teaching materials designed for specific purposes can also include material containing cultural, ethical and other topics. Thus, students can become familiar with the culture and the way English speaking peoples live, but they can also compare them to ours.

If we consider the disciplines studied at the three faculties in a broader sense, approaches that can be taken to present and discuss various professional topics can be as broad, by including some of the following:

- Technical/ professional contents with aspects of culture (e.g. renewable sources of energy, climate change, artificial intelligence, technological achievements, interaction between machines and men, (humanoid) robots, sensors, the-so-called smart buildings, devices, etc.);
- Dealing with technological and cultural phenomena implies an ethical dimension, which can be an additional motivation and challenge to develop students' critical thinking;
- Combining professional topics with the examples of use and their relevance in everyday life contributes to creation of world-view, awareness and responsibility that each of us bear as professionals in specific areas (e.g. the gap between attitudes for and against vaccination, fossil fuels, use of specific types of material, etc.);
- Teaching material that includes literature (e.g. famous quotes or excerpts), distinguished scientists' and experts' biographies as well as any other distinctive piece of writing leads to better general education and can be used as a framework for discussion;
- Besides written forms of professional language in textbooks, the insight into the present state of science and particular professions can be gained by a number of video and audio material available on the Internet about famous people, approaches, methods, etc.;
- As there are some senior students in this survey, they can become familiar with job descriptions in companies and institutes located in the English-speaking countries. Besides professional language, students need to learn about rhetorical and discourse properties of various genres (primarily written forms and presentations) if they want to pursue postgraduate study, either in our country or abroad.
- When classroom materials encompass most of these, they can contribute to the development of both types of motivation, new profession-based and general knowledge, which does not have to be strictly specific and occupational, but can include novel or different views and approaches within the particular profession.

9. Conclusions

Research results can be used to improve teaching and learning as well as to make certain modifications to the syllabus. Overall, the student's responses show they are content with what they learn. Besides, they are integratively motivated to learn English by watching films or TV program without subtitles, but also for general education and communication in that language. This is where the Internet and various platforms can provide a number of possibilities to add to already existing teaching units. Although video materials are already in use, integration of such material is suitable for presentation of relevant topics, so students can first improve their listening skills. Then, after they deal with audio and video sections in the classroom, various forms of interpretation can follow, either in written or oral form.

In contrast, learning English in order to read literature is not a motivational factor for a great number of FACEG students. In addition, learning about the civilization and the way of life is not motivating for almost a half of FME students. These attitudes shown by the students of technical (engineering) faculties signal their interest in professional language i.e. their instrumental motivation. Nevertheless, this actually makes some room for improvement, challenging both teachers and students. This is to say that engineering endeavours and achievements are part of civilizational advancements and reflect the culture they originate from (historically speaking very often from English speaking countries). Therefore, teaching units related to professional language can be intertwined with civilizational, cultural, and very often ethical aspects associated with those units/ topics. Some of the examples have been given in the pedagogical implications above, bearing in mind that the disciplines studied at the three faculties become enriched with new professional and scientific advancements often enough that a myriad of topics present themselves continuously.

Individual differences between the faculties regarding some statements about integrative motivation have shown that this type of motivation lags behind the instrumental, which is clearly shown in the students' responses. Whether the advantage is given to professional vocabulary or language use for career purposes, most respondents believe that English is important in these areas.

However, there is a statement about the instrumental motivation that points to a significant difference among the students. The FME students lean towards this kind of motivation stating that they learn English only because it is compulsory. This is not the case with the other two faculties, whose students mainly do not agree with the previous statement. Such an attitude of the FME students can be explained by the fact that they attended English as an optional subject on their previous year of study. This could be the reason why they perceive learning English and taking an exam only as an obligation. Besides perceiving the subject in this way, the FME students' views are similar for another statement stating that the grade is an important motivation to learn English, this opinion of theirs being shared by the FMed students as well.

To sum up, this paper has attempted to analyze particular parameters from the survey by using a rather asimple quantitative and qualitative analysis. By applying a more complex, statistical analysis based on a higher number of parameters, additional findings could be obtained about the correlation between the parameters and their significance for student motivation.

After introducing new material into units and varying the contents, students can gain new insights and eventually discover new motivation to learn English, not solely to pass the exam. Such an approach poses a challenge for both the teacher and students, prompting them to consider the learning process in a wider context, i.e. finding out about the world in general.

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