

Investigation the Attitude and Motivation of Russian and Korea Researchers Towards Learning English Language¹

Yuliya YurISOVna Karamova², Alfiya RafISOVna Alikberova³, & Safiulin Ilhat Irikovich³

Abstract

The research is intended to investigate the attitudes and motivation of Russian and Korea Researchers Towards Learning English Language. In Russia, the study of Korea began in the XVII century from the works by N. Spafariia and L. Lang. A new stage in the study of the Korean state is associated with the name of the Russian navigator, Admiral I. Kruzenshtern. Russian spiritual missions to China played a significant role in the opening of the Korean state. The works and reports of the Russian embassy and Orthodox missions to China in the XVII-XVIII centuries also contained information about Korea. In particular, the works by N. Bichurin laid a foundation to a scientific study of the history and culture of Korea in Russia. N.Ia. Bichurin is considered the founder of scientific Korean studies in Russia. By the end of the 1890s, a special interest in the Korean state is awakening in the Russian Empire in connection with the increasing role of Korea in Russia's foreign policy. This explains the appearance of a large number of works devoted to the history, culture, traditions of the "Country of Morning Freshness". Among the numerous works presented there were quite a lot of works written by non-specialists, so the presented information was not always accurate.

Keywords: Russia; Korean Studies; Russia-Korean Relations; International Relations.

1. Introduction

English is the first international language of communication worldwide. When we know English, we can come to and communicate with the citizens of most of counties in this globe, without any confusion in expressing our feelings and

¹ Please cite this paper as follows:

Karamova, Y. Y., Alikberova, A. R., & Irikovich, S. I. (2019). Investigation the attitude and motivation of Russian and Korea researchers towards learning English language. *Journal of Research in Applied Linguistics*, 10 (SP), 1328-1336.

² Kazan Federal University; valieva.yul@yandex.ru

³ Kazan Federal University

thinking. It is widely used in Sudan. It is anticipated that with the trend of globalization, Sudan will face stiffer competition from other foreign countries. Thus, Sudanese students should be well equipped with a solid education foundation and in training to remain competitive; including the ability to communicate with English. It is also widely used in various professions such as the medical, engineering, legal and business. Therefore, it is very crucial for Sudanese students to be proficient in English so that they can use it efficiently for academic purposes and later in professional settings.

Several definitions of attitude and motivation from different perspectives are considered in the field of language learning. Motivation refers to a basic psychological process (Tella, Ayeni & Popoola, 2007). "It was a factor that became driving force on work action". According to Luthans (1998), Motivation is the management process influencing behavior of knowledge on what make people think. It contributes to the process of stimulating people to act and achieve specific goals. The concept of attitude is complex, and many definitions have been proposed to describe its essence, Gardner (1985, p.267) defines attitudes as "the sum total of a man's intinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Gardner (1985) also points out that: "Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

Students' attitude and motivation toward learning English can be determined by different factors and there are many factors that might be among the causes of the students' low proficiency in English. One might be attributed to students' motivation towards the English language. This is because learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning (McDonough, 1983). McDonough (1983, p.142) states that: "motivation of the students is one of the most important factors influencing their success or failure in learning the language". Another factor is learners' attitudes. This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language.

The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972, p.3) state that: "his [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself". In addition, Lifrieri (2005, p.14) assert that: "Attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment". All in all, a better understanding of students' motivation and attitudes may assist ESL/EFL curriculum and instruction designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful ESL/EFL learners (Gardner &

Lambert, 1972). Additionally, it can help curricula writers create and teachers select activities and tasks that promote students' motivation and attitudes. Attitudes towards a particular language might be either positive or negative. Some learners may have negative attitude towards the 6 second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation. Some individuals might possess neutral feelings. Language attitude is an important concept because it plays a key role in language learning and teaching. According to Midraj (2003), "a successful learner is the one who possesses positive attitudes towards the target language". This study will investigate several approaches' for determining students' attitudes and motivation toward learning English. Literature on a motivation in the student learning pointed to factors of individual interest, external motivation, Intrinsic motivation, transformation of information into knowledge, and depth of study processes to determine how student motivation can be measured. It is a well-established belief among most researchers that attitude and motivation are crucial to students' learning. However, the concept of attitude motivation, as will be illustrated in chapter two, proves complex since it takes a respectable number of different disciplines to arrive at a reasonable understanding of its different facets.

Motivation is a very important for an organization because of the following benefits it provides: 1. Puts human resources into action: Every concern requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources. 2. Improves level of efficiency of employees: The level of a subordinate or an employee does not only depend upon his qualifications and abilities (Namaziandost, Neisi, Kheryadi, & Nasri, 2019). For getting best of his work performance, the gap between ability and willingness has to be filled which helps in improving the level of performance of subordinates. This will result into- Increase in productivity, reducing cost of operations, and Improving overall efficiency. 3. Leads to achievement of organizational goals: The goals of an enterprise can be achieved only when the following factors take place: a. There is best possible utilization of resources, b. There is a co-operative work environment, c. The employees are goal-directed and they act in a purposive manner, d. Goals can be achieved if co-ordination and co-operation takes place simultaneously which can be effectively done through motivation. 4. Builds friendly relationship: Motivation is an important factor which brings employees satisfaction. This can be done by keeping into mind and framing an incentive plan for the benefit of the employees. This could initiate the following things: a. Monetary and non-monetary incentives, b. Promotion opportunities for employees, c. Disincentives for inefficient employees. In order to build a cordial, friendly atmosphere in a concern, the above steps should be taken by a manager. This would help in: a. Effective co-operation which brings stability, b. Industrial dispute and unrest in employees will reduce, c. The employees will be

adaptable to the changes and there will be no resistance to the change, d. This will help in providing a smooth and sound concern in which individual interests will coincide with the organizational interests, e. This will result in profit maximization through increased productivity. 5. Leads to stability of work force Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise only when they have a feeling of participation in the management. The skills and efficiency of employees will always be of advantage to employees as well as employees. This will lead to a good public image in the market which will attract competent and qualified people into a concern. As it is said, "Old is gold" which suffices with the role of motivation here, the older the people, more the experience and their adjustment into a concern which can be of benefit to the enterprise (Namaziandost, Shatalebi, & Nasri, 2019).

2. Methods

This study used the following methods:

- 1) analysis of research literature on the topic;
- 2) the method of specific situations (case method) in the analysis of examples;
- 3) instrumental observation;

Also, the study used such general scientific methods as analysis and synthesis in determining the goals, resources and tools of the concept under consideration, as well as a structural approach.

3. Results and Discussion

The success in second language acquisition depends on many factors. Attitude and motivation factors are among the most important ones. Lifrieri (2005, p. 4) points out that: "When asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them". Brown (2000, p.160) states that: "It is easy in second language learning to claim that a learner will be successful with the proper motivation". With similar views, Gardner (2006, p. 241) states that: "students with higher levels of motivation will do better than students with lower levels". Moreover, another important factor is learners' attitudes. This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language. The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972, p. 3) state that: "His [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself". However, first we will dive into underlying theory of attitude and motivation issues. Additionally, we have to take a look briefly at the other factors that influence

language learning. There are many explanations for that issue. "The general factors that influence second language learning are: age, aptitude and intelligence, cognitive style, attitudes, motivation and personality" (Ellis, 2008; Namaziandost, Nasri, & Ziafar, 2019).

Students learn by becoming involved . . . Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Learning is not a spectator sport. Students are not learning much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to experiences, apply it to their daily lives. They must make what they learn part of themselves. When students are actively involved in the learning task, they learn more than when they are passive recipients of instruction. Experience makes it increasingly clear that purely verbal presentations - lecturing at large groups of students who passively expect to absorb ideas that actually demand intense deductive and inductive mental activity coupled with personal experience - leave virtually nothing significant or permanent in the student mind (Stern, 1983).

Thus, the picture painted by the results of the current research study is somewhat good. participants have positive attitudes towards the learning of English. They realize the importance of English in the university programme and they have the desire to learn English. Although the majority of the students had agreed about their desire of the English language, and they feel excited when they communicate in English with others. They had agreement about the use of English in business offices, paying attention during studying English, and watching an English film, meanwhile a large number of students (94.3%) support the idea that "when I hear someone speak English well, I wish I could⁷⁸ speak like him", and they even consider they do not think it is a waste of time, and a great number disagreed with "Speaking English anywhere makes me feel worried." The statistical results obtained in this study showed that, subjects are generally more extrinsically motivated than intrinsically motivated to learn English to do well in their examinations and for future career. However, it seems that their extrinsic motivation is only limited to, achieving personal career goals and does not extend to a desire people will respect them more if they have knowledge of a foreign language, gain respect from others nor contribute to the society. This is not very encouraging as students' reasons for improving themselves are driven by self-interest. This is supported by the lesser interest shown to improve English for intrinsic reasons, though some did seem to be interested to improve themselves for intrinsic reasons such as self-development, communication purposes and integration into the L2 community. With reference to previous research, the study findings generally support findings in other Sudanese contexts which revealed that, both students and teachers are instrumentally motivated (Alhmali, 2007). The fact that English students are generally those who perform better in the

study seem to further confirm the positive attitudes and motivation towards the learning of English

A new stage in acquainting Russians with the Korean state is connected with the name of the Russian navigator, admiral, and the man who made the first Russian round-the-world expedition - Ivan Fedorovich Kruzenshtern (1770-1846). In 1805, he carried out a systematic study of the Sea of Japan on the coastal waters of the Korean Peninsula on the ships called *Nadezhda* and *Neva*. The new data received by I. Kruzenshtern during this expedition helped to clarify, supplement, and correct the information received by the French navigator Jean-Francois de Laperouz and the captain of the British fleet, William Robert Broughtan, at the end of the XVIII century. Thus, we can say that with the beginning of the XIX century a new stage of acquaintance with the Korean state begins. In honor of I. Kruzenshtern's contribution to the development of science, "*the southern part of the Korea Strait north of the Japanese island of Kyushu was subsequently called the Kruzenshtern Pass. The expedition of I.F. Kruzenshtern was also attended by the astronomer Horner and the naturalists Langedorf and Tilesius*" (Cumings, 2005; Beloglasov, 2015; Penkovtsev & Shibanova, 2015; Zinoviev, 2013; Yeoh, 2018).

A large number of works of a special, military-strategic content, as well as providing the reader with general information about Korea, appear during the Russian-Japanese War (the growth in the number of such works in the first year of the war is especially characteristic) (Hwang, 2016).

The publication in 1900 of the three-volume work "Description of Korea" is an important event not only in Russian-Korean studies but also in the world. This work contains all the information about Korea, which was in world literature. As B.D. Park writes, "*It summarizes the vast factual material on Russian-Korean trade, presents data characterizing the penetration of Russian capitalism into Korea, shows the contribution of Russian scientists and travelers to the study of Korea, and also tells about the development of cultural ties between Russia and Korea. The book contains information about Russian-Korean political relations after the Chinese-Japanese war, when a sharp struggle unfolded between the pro-Russian and pro-Japanese groups in the ruling circles of Korea*" (Seth, 2010).

4. Conclusions

As regards gender, results show no significant differences between subjects' response to attitude and motivation. Moreover, male and female students have stronger instrumental motivation orientation than integrative motivation. Meanwhile, attitudes highlight females have slightly more positive attitudes towards English language and its learning. These results agreed with the hypothesis suggested by Abdelrahim (2012) on Omdurman Islamic University Sudan, students" which says that, they had positive motivation towards the use of English and motivation scores were higher

among students, no significant differences were found. Thus, it would appear that students are not very different in terms of their attitudes and motivation towards the learning of English. This study also showed that students, irrespective of their gender have stressed the importance of learning English language because of its efficacy in the daily life and communicative purposes. It is essential for the teachers to understand that language learning can best take place through a communicative approach where the students are encouraged to interact and discuss real life experiences and issues. Finally, students have positive attitudes intrinsically motivated to learn English because most of them indicated that they wanted to learn English and, their goal was instrumental since they wanted people to respect them more if they have knowledge of a foreign language and to secure good jobs.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

- Abdelrahim, I. (2012). *Motivation to learn English among college students in Sudan*. Retrieved from <http://dx.doi.org/10.5539/elt.v5n8p49>, Aljouf University, King Saudi Arabia
- Alhmali, J. (2007). *Student attitudes in the context of the curriculum in Libyan education in middle and high schools*. (Unpublished Thesis). University of Glasgow.
- Beloglasov, A. (2015). Russia's policy on providing security in central Asia at the beginning of the XXI century". *Mediterranean Journal of Social Sciences*, 6(3), 219-226.
- Bichurin, N. *A Statistical description of the Chinese Empire*. Retrieved from http://az.lib.ru/b/bichurin_i/text_0220.shtml
- Brown, H. (2000). *Principles of language learning and teaching*. New Jersey: Prentice Hall
- Cumings, B. (2005). *Korea's place in the sun: A modern history*. London: W. W. Norton.
- Ellis, R. (2008). *SLA research and language teaching*. New York: Oxford University Press.
- Gardner, R. (1985). *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. (2006). The socio-educational model of second language acquisition: a research paradigm. *EUROSLA Yearbook*, 6, 237–260.

- Gardner, R., & Lambert, W. (1972). *Attitudes and motivations in second language learning*. Rowley, Massachusetts: Newbury House.
- Hwang, K. (2016). *A history of Korea*. Red Globe Press.
- Lifrieri, V. (2005). *A sociological perspective on motivation to learn EFL: The case of escuelas plurilingües in Argentina*. (Unpublished Dissertation) University of Pittsburgh.
- Luthans, F. (1998). *Organizational behavior*. Boston: Irwin McGraw-Hill.
- McDonough, S. (1983). *Psychology in foreign language teaching*. George Allen & Unwin: London.
- Midraj, S. (2003). *ESL students' attitudes and communicative competence*. (Unpublished Dissertation). Terre Haute, Indiana State University.
- Namaziandost, E., Nasri, M. & Ziafar, M. (2019). Comparing the impacts of various inputs (I + 1 & I-1) on pre-intermediate EFL learners' reading comprehension and reading motivation: The case of Ahvazi learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(13), 1-20. doi:10.1186/s40862-019-0079-1
- Namaziandost, E., Neisi, L., Kheryadi, & Nasri, M. (2019). Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus. *Cogent Education*, 6(1), 1-15. <https://doi.org/10.1080/2331186X.2019.1683933>
- Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, 5(3), 83-101. <https://doi.org/10.17323/jle.2019.9809>
- Penkovtsev, R., & Shibanova, N. (2015). Wars and military conflicts of the XXI century in the context of the strategic interests of the United States. *Journal of Sustainable Development*, 8(4), 164-168.
- Seth, J. (2010). *A history of Korea: From antiquity to the present*. Rowman & Littlefield Publishers.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). Work Motivation, Job Satisfaction, and Organizational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria. *Library Philosophy and Practice*, 1-16.
- Yeoh, E. (2018). Brave new world meets nineteen eighty-four in a new golden age: On the passing of Liu Xiaobo, advent of big data, and resurgence of China as world power. *Contemporary Chinese Political Economy and Strategic Relations*, 4(2), 593-764.

Zinoviev, V. (2013). Modern historiography of industrial personnel of pre-revolutionary Siberia. *Siberian Historical Research*, 1, 31-41.