MOTIVATION OF PRE-SERVICE ENGLISH TEACHERS TO LEARN ENGLISH AS A FOREIGN LANGUAGE IN CHALLENGING CIRCUMSTANCES

Iryna Zadorozhna,[1]
Doctor of Sciences (Education), Professor,
Department of English Philology and Methods of Teaching English,
Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

zadorozhna.iryna@tnpu.edu.ua
ORCID: 0000-0003-1599-1372

Olha Datskiv,[2]
PhD in Education, Associate Professor,
Department of English Philology and Methods of Teaching English
Volodymyr Hnatiuk National Pedagogical University,Ternopil, Ukraine

olhadatskiv@tnpu.edu.ua
ORCID: 0000-0002-0283-7627

Abstract. The problem of motivation in foreign language learning has always been of great importance. Researchers agree on the non-static, dynamic nature of motivation, investigate the role of the motivational context, and recognize the fact that some aspects of motivation are not internal but are externally determined by the learner's sociocultural environment. The study aims to investigate the prevalent type of motivation among pre-service English teachers in challenging circumstances. The analysis of motivation sources and ways to protect and maintain motivation to learn English as a foreign language in challenging circumstances constitutes the novelty of the study. 60 fourth-year students (57 females and 3 males) participated in the investigation. The questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) has been used as a tool to collect quantitative data. The results reveal that the level of motivation is high with a prevalence of instrumental motivation. Qualitative data have been obtained from interviewing students. During the interviews, the students identified the sources of their motivation, critically evaluated their learning situation, and described their learning circumstances as challenging. The study suggests pedagogical implications in line with positive psychology recommendations and the latest research on the protection and maintenance of a motivation to learn English as a foreign language in challenging

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[1] Corresponding author, responsible for conceptualization, methodology, supervision, writing - reviewing and editing.
[2] Co-author, responsible for formal analysis and investigation, data curation, writing - original draft preparation, visualization.

circumstances. The implications for teachers include developing motivational strategies, maintaining engagement, providing role models, using technology.

Keywords: integrative motivation; instrumental motivation; motivational strategies; challenging circumstances; teaching English; pre-service English teachers.

1. INTRODUCTION

COVID-19 pandemic has created an enormous disruption of educational systems, affecting 94 per cent of learners in more than 190 countries on all continents (UN, 2020). Educational institutions around the world continued their work in challenging circumstances having switched to online learning. Professors and students were forced to re-think the use of available tech resources to both deliver higher education services and to benefit from those services (Szopiński & Bachnik, 2022). Studies from around the world report that higher education students had to deal with many challenges of online learning: lack of motivation and suitable learning environments since they were isolated (Adnan, 2020; Bao, 2020; Szopiński & Bachnik, 2022); lack of faculty observation, reaction and help to struggling students (Xhelili, Ibrahimi, Rruci, & Sheme, 2021), lack of access to internet facilities, proper interaction and contact with students and instructors and ineffective technology (Adnan, 2020).

In Ukraine, these challenges have been further exacerbated by the war with Russia. 6.5 million people have already fled Ukraine, 8 million people have been internally displaced, and those numbers are still increasing (OECD, 2022). Students are among those groups of the population who have been disproportionally impacted by the war. Online learning, in particular online learning of foreign languages, has been jeopardised by affective factors such as negative emotions, anxiety, changes in attitude and motivation towards learning English as a foreign language (EFL) resulting from the bombing of schools, evacuation of students and teachers to safe locations.

Literature Review

Along with the development of humanistic language teaching, the affective factors in teaching foreign languages attract researchers' attention as their importance is reassessed and reevaluated. Affective factors include the learners' individual factors, the effect between the learners and that between the learners and the teachers (Bao & Liu, 2021). These complex psychological factors commonly include self-esteem, inhibition, anxiety, personality, motivation, attitude, etc. which can promote or impede language output. In language learning, affective factors have been explored from the perspective of the students, teachers and teaching (Arnold, 1999).

The learners' attitude toward the target language is one of the most significant factors affecting language learning (Gardner, 1985; Genc & Aydin, 2017; Hromova, 2019). Numerous researches stress the importance of enjoyment for both learners and teachers and a positive

classroom climate for achieving success in language learning (Dewaele et al., 2018; Frenzel et al., 2018, Gabryś-Barker, 2016; Jin & Zhang, 2018; Prior, 2019).

The problem of motivation has long attracted researchers' attention and there are numerous descriptions and interpretations of this phenomenon in scientific literature. According to Ryan and Deci (2000), "to be motivated means to be moved to do something" (p. 54). Motivation is a complex phenomenon. In this paper, we regard motivation from the perspective of the constructivist approach, according to which motivation is determined "by social context as well as personal choice" (Douglas, 2014, p. 159). People have not only different amounts, but also different kinds of motivation. That is, they vary not only in the level of motivation, but also in the orientation of their motivation (Ryan & Deci, p. 54). Authors of Self-Determination Theory suggest a distinction between intrinsic (doing something because it is inherently interesting or enjoyable) and extrinsic (doing something because it leads to a certain outcome) types of motivation. Intrinsic motivation results in high-quality learning and creativity. It exists both within individuals, and in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task (Ryan & Deci, 2000). Ryan and Deci further argue that it is equally important for educators to implement both types of motivation because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable. Knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching (p. 55).

Gardner (1985) notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study. There are two types of motivation as proposed by Gardner and Lambert (1972), namely integrative (the desire to learn a foreign language to communicate with the people and integrate into their culture) and instrumental (the desire to learn a language because of someone or a utility it might have for the learner). Gardner (1985) stated that integrative motivation supplants instrumental motivation, due to the fact that it includes cognitive variables and goal-oriented strategies that are essential for the language learning practice. Dörnyei (2001) proved that integrative and instrumental motivations are of equal importance and positively affect the success of language learning. Since motivation is one of the most powerful affective variables in accounting for the success or failure of virtually any complex task (Bao & Liu, 2021, p. 466), its importance in language learning cannot be underestimated.

There is no clear consensus or assumption that one form of motivation is superior to the other. Hence the need for further investigation of the problem to have various perspectives and reference points for expanding the knowledge about the influence of affective factors upon learning English, especially now, when conditions of learning have deteriorated because of various challenges, including Covid-19 pandemic and hostilities in different parts of the world, have prompted educational institutions to provide their services

online. Szopiński and Bachnik (2022) believe that students' motivation and engagement constitute the key factor in predicting and/or evaluating their attitude towards online learning and willingness to join classes both in the present and in the future.

The Cambridge Dictionary defines the word "challenging" as "difficult, in a way that tests ability or determination" (The Cambridge Dictionary, n.d.). Since 2020 the conditions for learning have been challenging worldwide because of Covid-19 pandemic. In Ukraine, the challenge has been aggregated by health threats from Covid-19 and Russia's invasion of Ukrainian territories which caused immense suffering and deteriorated learning in those institutions which resumed their work in two weeks after the invasion in March, 2022. Challenging circumstances are defined in literature as "factors which directly affect the ability of the institution or the teacher to be effective" (Sowton, 2021, p. 4). Taking into account the complexity and nuance of the relationship between motivation and achievement (Lamb et al., 2019; Sowton, 2021), more research is needed into the motivation of learners and teachers in challenging circumstances.

The **aim** of this study is to investigate the pre-service English teachers' motivation to learn EFL in challenging circumstances. The research questions are as follows: 1. What is the prevalent type of pre-service English teachers' motivation towards learning EFL in challenging circumstances? 2. What are the sources of motivation to learn EFL in challenging circumstances as indicated by the learners? 3. What are the pedagogical implications for protecting and maintaining students' motivation to learn EFL in challenging circumstances?.

2. METHODS

2.1. Research design

To achieve the goal, a mixed method was chosen, which implied the use of quantitative and qualitative research methods. The quantitative method was used to process the questionnaire results, the qualitative method was applied to analyse and interpret the interview results.

2.2. Participants

The participants were 60 students of Volodymyr Hnatiuk National Pedagogical University in Ukraine. The students were in the final fourth year of the Bachelor's programme "Secondary Education (The English Language and Literature)" at the faculty of Foreign Languages (Department of English Philology and Methods of Teaching English). 57 participants were females and 3 – males. The participants' age ranged from 21 to 25 years. Volodymyr Hnatiuk National Pedagogical University is located in Ternopil. It is the city in the west of Ukraine where active hostilities are currently not taking place but there is a constant threat of missile attacks. During the research (April – May, 2022) all the participants studied online from home, from abroad or from the university hostels.

2.3. Instruments and Procedure

The level of students' motivation towards learning English has been assessed using an adapted version of AMTB (Gardner's (2004) international version of 'Attitude/Motivation Test

Battery'). The Attitude/Motivation Test Battery is comprised of scales assessing the individual's affective reactions toward various groups, individuals and concepts associated with second language acquisition. As reported in the test manual, it demonstrates a reasonable level of internal consistency, reliability and validity. The original test battery consists of 12 scales with 104 items. Since in our research the focus was on determining the prevailing motivation to learn EFL, the questionnaire contained 20 items divided into 2 sections measuring the instrumental and integrative orientation of motivation. A five-point Likert-type scale from strongly disagree to strongly agree was used in the questionnaire for questions 1-20. After conducting the pilot study with 10 students other than the respondents the questionnaire items were modified. The reliability coefficient (Cronbach's Alpha) value for both sections of the questionnaire was greater than 0.70.

In the first stage of the research, the level of students' motivation towards learning English was assessed with the questionnaire. In the second stage, interviews with the students about their EFL learning, sources of motivation and strategies for sustaining their motivation in challenging circumstances have been conducted. In the third stage, the results were analysed and interpreted.

Stressing the need for "small scale" research, Ushioda (2016) maintains that there should be complete congruence between pedagogical and research tools, i.e. the methods we use to understand motivation in the classroom should serve pedagogical as well as research purposes, and that these methods should be coherent with our normal classroom practice instead of seeming like an intrusion or imposition on the learning processes. She further states that the teacher might invite learners to talk or write about their motivation, raise their awareness of factors or events that negatively affect their motivation (p. 17). In line with these suggestions, in this study, we use interviews with students to identify sources of their motivation to learn EFL and suggest effective motivational strategies to be used in the classroom.

The research was conducted in accordance with ethical considerations. All the participants were informed about the purpose of the study and could withdraw their participation at any time.

3. RESULTS AND DISCUSSION

3.1. The questionnaire results.
First, we interpreted the mean scores of motivation levels using Table 1.

Table 1. Interpretation of mean scores of motivation levels

Scale	Mean range	Level of motivation	Score range
5	strongly agree	very high	4.50 – 5.00
4	agree	high	3.50 – 4.49
3	neither agree nor disagree	moderate	2.50 – 3.49
2	disagree	low	1.50 – 2.49
1	strongly disagree	very low	1.00 – 1.49

The mean score for each item was used to indicate the participants' motivation level; the higher mean score implies that the participant is highly motivated, while the lower mean score implies a lower motivation level. The mean scores were calculated separately for each section of the questionnaire.

Table 2. Mean scores of instrumental orientation items and the students' level of motivation

No.	Questionnaire item	Mean	Level of motivation
1.	Studying English is important for me because I will need it to pass my final exam.	3.53	high
2.	Studying English is important for me because I will need it to improve my communication skills.	2.51	moderate
3.	Studying English is important for me because I will need it for my future career.	4.43	high
4.	Studying English is important because it will be useful in getting a good job.	4.93	very high
5.	Studying English is important for me because it will help me in my further study.	4.47	high
6.	Studying English is important to me because it will help me when I travel.	4.65	very high
7.	Studying English is important because it will make me more educated.	4.85	very high
8.	Studying English is important because it will make me a knowledgeable and skilful person.	4.83	very high
9.	Studying English is important because it will make me successful.	4.50	very high
10.	Studying English is important because other people will respect me more if I know English.	3.45	moderate
	Overall mean score	**4.22**	**high**

Table 2. indicates that Item 4 (Learning English is important because it will be useful in getting a good job) has the highest mean score (4.93). This can be explained by the fact that in the final year of their Bachelor's programme students determine successful employment as their primary goal and highly estimate the tools that will help them to achieve this goal. Very high means have been obtained for Items 7 (Studying English is important because it will make me more educated) (4.85), 8 (Learning English is very important for making me a knowledgeable and skilful person) (4.83), 9 (Studying English is important because it will make me successful) (4.50). This implies that the participants recognise learning English as a means of advancement in their lives. Item 2 (Studying English is important for me because I will need it to improve my communication skills.) has the lowest mean score (2.47) which corresponds to a moderate level of motivation orientation. The overall mean score (4.22) in this section demonstrates a high degree of instrumental motivation to learn EFL.

Table 3. Mean scores of integrative orientation items and the students' level of motivation

No.	Questionnaire item	Mean	Level of motivation
11.	Studying English is important because it enables me to better understand and appreciate the ways of life of native speakers.	3.57	high
12.	Studying English is important because it will allow me to be more at ease with people who speak English.	2.57	moderate
13.	Studying English is important because it enables me to keep in touch with my friends from other countries.	4.15	high
14.	Studying English enables me to discuss interesting issues in English with people from other countries.	4.32	high
15.	Studying English enables me to help other people.	3.39	moderate
16.	Studying English enables me to participate freely in academic, social, and professional activities.	4.51	high
17.	Studying English is important because it will allow me to meet and converse with many different people.	3.57	high
18.	Studying English enables me to appreciate English art and literature.	3.55	high
19.	Studying English enables me to be an open-minded and sociable person.	4.33	high
20	Studying English enables me to enjoy English books, movies, etc.	4.31	high
	Overall mean score	**3.83**	**high**

Table 3 shows that Item 16 (Studying English enables me to participate freely in academic, social, and professional activities) indicates the highest level of integrative motivation with a mean score (4.51). The respondents are fully aware of the importance of participation in academic, social, and professional activities for their future. Item 12 (Studying English is important because it will allow me to be more at ease with people who speak English.) has the lowest average mean score (2.56) at the "moderate" level of motivation.

Table 4. Mean scores for instrumental and integrative orientation

Type of mean scores	Mean	Level of motivation
Average mean score for instrumental orientation	4.22	high
Average mean score for integrative orientation	3.83	high
Overall mean score	**4.03**	**high**

As illustrated in Table 4, the overall mean score is (4.03) which means that the participants are highly motivated to learn EFL. The average mean score of instrumental motivation (4.22) was higher compared to the average score for integrative orientation (3.84).

The data demonstrate that the participants' motivation is high with an instrumental orientation level higher than the integrative one by 0.39.

The findings in this study are consistent with findings where the participants were more instrumentally motivated (Al-Ta'ani, 2018; Silva, 2015; Wimolmas, 2013) and contrary to findings by Hromova (2019), Deldeniya, Khatibi and Ferdous Azam (2018) where the students showed higher values in integrative motivation. The conclusion by Hromova (2019) that the students' perceptions of learning languages may reflect only the current state of students' minds and different factors appearing constantly may influence those perceptions (p. 82) is highly applicable to our research of students' motivation in challenging circumstances. The results of this study also support the idea that high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions (Dörnyei & Csizér, 1998). The results support the research by Szopiński and Bachnik (2022) who state that online studies exacerbate the lack of engagement among unengaged students, but they create new opportunities for those who are motivated to learn.

3.2. The qualitative analysis results

Interview results.

This section contains a content analysis of the students' answers to an interview question (What or who motivates you to learn English in challenging circumstances?) and their evaluation of the circumstances they learn English in. The major themes generated as a result of the students' responses to content analysis were the following: "career and job prospects", "role models", "students", and "myself" (Table 5).

Table 5. Themes and codes for an open-ended question "Who or what motivates you to learn English in challenging circumstances?"

Themes and codes			
Opportunities (89)	Role models (43)	Students (29)	Myself (11)
To find a job (34) To move abroad (21) To communicate with people (in other countries) (26) To travel (6) To understand TV serials (2)	university teachers (26) successful people(17) parents (7) TED talk speakers (3)	My students (16) Other students in my group (13)	

Opportunities. The participants chose the opportunities that learning EFL can provide as their major motivational drives in challenging circumstances. The majority of respondents mentioned finding a job in Ukraine or abroad: "The source of my motivation is the prospect to

find a good job.", "I'm very motivated by the possibility of getting a good job in my future.", "Pursuing a job. " In some cases, the students who were already employed referred to further advancing their career: "Building a good career motivates me the most.", "My job.", "Opportunities with this language, moving abroad". At the same time, a concern about the demotivating influence of the inability to find a job was voiced by one of the respondents: "I feel a lack of motivation because I can't find the job as a teacher (what I truly desire) as there are lots of retirees working at schools and not willing to go." A considerable number of respondents (21%) mentioned the current or future opportunity to move abroad. This supports the research by Hromova (2019) which indicates that "moving abroad appeared to be desirable for 24 % of students" (p. 78). Desire to communicate in English with people from other countries was also recognised in the following responses: "The first motivation is communication with people all over the world because English is a very popular and widely used language.", "Currently I live abroad so I just have to speak with people in English because this is the only way to understand each other. It motivates me as I have a stronger desire to learn English more". It should be noted that while the former response is general, the latter indicates the urgency and need of the respondent who finds themselves in challenging circumstances of being forced to live abroad. The respondents also indicated several utilitarian motivational drives within the theme "Opportunities" such as an opportunity to understand TV serials, movies and videos, songs, books in English: "Now I really like to watch TV serials in English and I want to understand all characters 100%.", "Being able to understand the language while watching movies and videos, listening to my favourite songs, reading books in English.", "I want to talk freely with native speakers and read literature in English without having to consult the dictionary.". Describing the opportunity to travel as a motivational source, respondents connected it with self-development: "My desire to travel a lot.", "Striving for self-development, opening of opportunities, such as travelling." Overall, in the respondents' answers the EFL opportunities have been indicated as the main source of motivation.

Role models. The answers included university teachers, successful people, and parents as role models and the source of motivation. The responses were as follows: "My university teachers and their abilities to inspire students!!!", "Listening to people who speak at a proficiency level (teachers, natives etc.).", "My mother is my motivator."," "My parents.", "TED talk speakers and successful people".

My students. The responses in this theme ranged from short answers: "My students.", "Kids I tutor.", "The children I teach." to longer explanations of reasons: "The children I worked with during my teaching practice this semester. They were amazing!" and expected results: "My students motivate me not to stop at one level of English but keep going and strive for perfection.", "The students I work with motivate me to learn English and become a better teacher.".

Myself. The question also yielded interesting responses with elements of reflection: "I can do it myself.", "Me, because it was my decision to learn the language. The more I understand the importance of it, the more I am motivated.", "My conscience makes me learn English every time when I'm not completely sure about some grammar structure, word

spelling or another issue that makes me feel confused. … Learning English is a long-lasting process that doesn't finish after graduating from university; it just develops into another perspective after getting a job and opens new horizons for practising and mastering a language."

In the interviews, the participants critically evaluated their learning circumstances. The answers "It's harder to learn anything than ever", "I thought Covid19 was the worst that could happen. I was wrong.", "The hardest thing is not to read the news all the time.", " I used to review my goals and progress, but now I stopped planning altogether." This demonstrates the necessity of learning self-motivation techniques and strategies, support from family and friends, peers and mentors. As the whole world is learning to motivate and educate their students in times of pandemic, Ukrainian education pays a double toll of motivating and educating in extremely demotivating circumstances of Covid19 and war. Clearly, the unparalleled circumstances Ukrainian students and faculty find themselves in require careful consideration and further study.

The results of the content analysis support research findings about the importance of self-motivation for successful language learning and protecting motivation (Lamb et al., 2019) and go in line with the questionnaire results supporting the prevalence of instrumental orientation in the participants' motivation. They also offer suggestions as to pedagogical implications which will be considered in the next part of this paper.

3.3. Pedagogical implications

Ushioda (2016) proposes to conduct research on motivation "through small lens" as "keeping the research focus narrow may also lead to interesting and illuminating small-scale studies of motivation in relation to specific learning events and experiences, and to locally grounded evidence-based analyses of how teachers work with and enhance their students' motivation" (p. 6). The present study is aimed to contribute to "small lens" pedagogically-oriented research on motivation grounded in specific contexts of practice and show how teachers can work responsively and adaptively to sustain motivation and shape learning in motivationally constructive ways.

Motivation is a consequential contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the structure of the language, i.e. vocabulary, grammar and pronunciation and the four main skills (Adwani & Shrivastava, 2017). Teachers can encourage or direct the students to go beyond the classroom goals, get them to make specific commitments at home to study the language, or have them make lists of what they will accomplish on their own in a particular week or month. Teachers can also give students "extra credit" work (Douglas, 2014, p. 136). On the other hand, in order not to decrease the students' motivation, the teachers should avoid doing things that make students feel unpleasant, interfere with the students' goals for themselves, assign tasks that students feel incapable of accomplishing and do things that disgrace the students.

The teachers realise that in challenging circumstances of learning in a war-ridden country students are under pressure from different factors such as coursework, prospects of

further study or employment. This pressure can be transformed into motivation if students have a positive attitude towards it. Setting short-term and long-term goals can help students to build motivation to study. Short-term goal should be related to specific task and activity in class, for example, to comprehend an engaging reading passage, or a conversation in English. A long-term goal should be based on social needs, for instance, meeting the current need of people in Ukraine for a high English proficiency level. As suggested by Adwani and Shrivastava (2017), the teachers' job is to teach students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge of it (p. 162-163).

Dörnyei (2020) proposes several ways that contribute to more "meaningful" approaches in motivating learners (p. 54), such as motivational strategies, student engagement, remotivation, role models, and the use of technology. As EFL learning in our context highlights the importance of self-motivational strategies, student engagement, role models and technology, we'll briefly describe them as important pedagogical implications.

Strategies

Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dörnyei, 2020). In the context of our research several motivational strategies for maintaining and protecting motivation seem feasible since the basic motivational conditions have already been created, initial motivation has been generated, and positive self-evaluation is being encouraged. The teachers should make learning stimulating and enjoyable, present tasks in a motivating way, set specific learner goals, protect the learners' self-esteem and increase their self-confidence, allow learners to maintain a positive social image, promote cooperation among the learners, support learner autonomy, promote self-motivating strategies among the learners.

Engagement

Successful positive psychology interventions (music, exercise, animals, laughter, gratitude and altruism) are contingent on the building of "social capital". Positive emotions help learners find positive meaning in negative circumstances that can enable them to build resilience and remain engaged in language learning (Lamb et al. 2019, p.635). Hence, the importance of engaging learners by creating a positive classroom environment, namely by building positive relationships, arranging the physical (or virtual) environment, setting high academic expectations, providing positive reinforcement, receiving students' feedback, encouraging collaboration, using humanistic teaching methods.

Role models

Role models in general have been found to be very influential on student motivation (Dörnyei, 2001; Dörnyei, 2020). The most prominent model in the classroom is the teacher: student attitudes and orientations towards learning are, to a large extent, modelled after their teachers. According to Sowton (2021), "it's crucial to recognise the teachers' inherent strengths and resilience, and that what teachers are able to achieve in many challenging circumstances is remarkable" (p. 3). According to our findings, parents remain the constant source of motivation for pre-service English teachers as well as famous people. It is important

to encourage students to discuss the problem of motivation in class and look for role models to keep their motivation high in challenging circumstances.

Technology

Enhancement of learner motivation is one of the frequently stated aims of innovations which introduce new technologies into the language classroom. (Lamb et al. , 2019, p. 601). To sustain motivation effectively by making foreign language learning engaging in challenging circumstances teachers should use video, computer games and other digital technologies, design language learning activities incorporating the use of smartphones, introduce a "flipped classroom" approach, involve students in technology-enabled projects creating opportunities for collaboration and social interaction, use social media and videoconferencing, utilise different online meeting platforms.

3.4. Limitations

In this study, we focused on the motivation of pre-service English teachers to learn EFL and suggested recommendations for sustaining high levels of motivation while teaching English in challenging circumstances based on our findings. However, our research is not without limitations. Firstly, the participants of our study were pre-service English teachers in the final year of their Bachelor's programme. A longitudinal study might be necessary to investigate changes in motivation as the students go on learning English. Secondly, the study was limited to the students who were able to continue their studies, albeit in challenging circumstances. Thirdly, a bigger number of students could have taken part in the research. Therefore, the findings may be generalised with caution.

4. CONCLUSIONS

This research provided insight into the types of motivation that prevail among pre-service English teachers learning English in challenging circumstances. It was found that EFL learners' overall motivation to learn the English language is high. The participants are mostly motivated by instrumental factors. They acquire English for the practical purposes of finding jobs, advancing careers. However, there are integratively motivated learners who want to integrate into the culture of English-speaking countries and be closer to native speakers. It was found that both instrumental and integrative motivation play a significant role in the process of EFL learning. Pedagogical implications of developing motivational strategies, maintaining engagement, providing role models, using technology for protecting students' motivation and sustaining it at a high level have been suggested based on the research results. High levels of motivation increase persistence, enhance cognitive processes and lead to improved performance in challenging circumstances. The obtained results will enable educators to develop their arsenal of motivational strategies and design appropriate motivational activities. The prospects for further research include the influence of affective factors such as emotions on foreign language learning.

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