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UNDERSTANDING AND FOSTERING MOTIVATION IN LAW STUDENTS STUDYING ENGLISH AS A FOREIGN LANGUAGE

This paper delves into the nuanced relationship between motivation and the pursuit of English proficiency among law students, exploring the various motivational factors that drive their commitment to mastering a foreign language essential for a successful legal career on the international stage. Increasing motivation for law students learning English as a foreign language is crucial for their success in both language acquisition and legal studies. The aim of this article is to investigate and underscore the intricate relationship between motivation and English proficiency in the context of law students learning English as a foreign language. The article seeks to explore the multifaceted nature of motivation as perceived by both philologists and educators, examining its role in shaping the success of law students in acquiring linguistic competence. Additionally, the article aims to review recent research contributions from scholars, shedding light on the dynamic interplay between motivation and language learning outcomes.

The article highlights the pivotal role of motivation in driving law students towards successful language acquisition, particularly in navigating the complexities of legal discourse. Furthermore, it emphasizes the relevance of English proficiency in the globalized legal landscape and the transformative impact it holds for law practitioners. The article proposes recommendations for educators, incorporating practical strategies to enhance motivation among law students, addressing challenges unique to their academic and professional context.

The article advocates for a holistic approach to language education tailored to the specific needs and aspirations of law students. It underscores the symbiotic relationship between motivation and linguistic competence, emphasizing their enduring significance for the legal professionals of tomorrow.

Key words: higher education, legal discourse, factors of motivation, English for Specific Purposes (ESP), innovative methods, language competence.

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РОЗУМІННЯ ТА РОЗВИТОК МОТИВАЦІЇ У СТУДЕНТІВ-ПРАВНИКІВ, ЯКІ ВИВЧАЮТЬ АНГЛІЙСЬКУ МОВУ ЯК ІНОЗЕМНУ

У цій статті розглядаються особливості взаємозв'язку між мотивацією та прагненням студентів-правників оволодіти англійською мовою, досліджуються різні мотиваційні чинники, що зумовлюють їхню спрямованість на оволодіння іноземною мовою, яка є важливою для успішної юридичної кар'єри на міжнародній арені.

Підвищення мотивації студентів-правників до вивчення англійської мови як іноземної має вирішальне значення для їхнього успіху як в оволодінні мовою, так і у вивченні правових дисциплін. Мета цієї статті – дослідити та підкреслити складний взаємозв'язок між мотивацією та рівнем володіння англійською мовою в контексті вивчення студентами-правниками англійської мови як іноземної. У статті розглядається багатогранна природа мотивації з точки зору як філологів, так і педагогів, досліджується її роль у формуванні успіху студентів-правників в оволодінні мовною компетенцією. Крім того, стаття має на меті проаналізувати нещодавні дослідження науковців, які проливають світло на динамічну взаємодію між мотивацією та результатами вивчення мови.

У статті підкреслюється ключова роль мотивації в успішному оволодінні мовою студентами-правниками, особливо в орієнтуванні в складноцях юридичного дискурсу. Крім того, вона підкреслює актуальність володіння англійською мовою в глобалізованому правовому середовищі та її трансформаційний вплив на практикуючих юристів. У статті пропонуються рекомендації для викладачів, що включають практичні стратегії підвищення мотивації студентів-правників та вирішення проблем, характерних для їхнього академічного та професійного контексту.

Стаття виступає за цілісний підхід до мовної освіти, пристосований до конкретних потреб і прагнень студентів-правників. Вона підкреслює симбіотичний зв'язок між мотивацією та мовною компетентністю, наголошуючи на їхньому неминущому значенні для майбутніх правників.

Ключові слова: вища освіта, юридичний дискурс, мотиваційні чинники, англійська мова за професійним спрямуванням, інноваційні методи, мовна компетенція.

Introduction. In the ever-expanding global legal landscape, proficiency in English has emerged as a vital skill for law practitioners. Law students, as future legal professionals, are increasingly recognizing the importance of mastering English as a foreign language to navigate international legal contexts and communicate effectively in a diverse, interconnected world. Motivation, therefore, plays a pivotal role in shaping the success of law students in acquiring this linguistic competence. The ability to understand and articulate legal concepts in English not only facilitates cross-border collaboration but also opens avenues for participating in global legal discourse.

The proposed draft law, No. 9432 “On the use of the English language in Ukraine” establishes the status of the English language as the language of international communication. This legislative initiative signifies a notable alteration in language prerequisites for diverse positions within Ukraine. The inclusion of English language proficiency as a prerequisite for specific roles, especially within civil service, law enforcement, and other sectors, accentuates the growing significance of linguistic capabilities within the professional milieu. The potential introduction of English language tests for public office positions reflects a recognition of the globalized nature of communication and the need for officials to be proficient in an internationally recognized language. This move aligns with broader trends where language proficiency is considered an essential skill for individuals occupying diverse roles, especially those involving international cooperation.

This draft law can serve as a compelling motivator for law students to acquire proficiency in English. The incorporation of English language requirements for certain roles in the legal domain underscores the practical relevance and necessity of English language skills in the field.

Review of recent research. Motivation in the context of foreign language learning represents a multifaceted concept, viewed through distinct lenses by philologists and educators alike. From the perspective of a philologist, motivation extends beyond a mere desire to learn a language; it encompasses an intrinsic passion for unraveling the intricacies of linguistic structures, exploring cultural nuances, and fostering a deep appreciation for language as a living entity. Philologists perceive motivation as an intellectual and emotional engagement with language that transcends utilitarian objectives, driven by an innate curiosity to understand and communicate.

Teachers, on the other hand, interpret motivation through the lens of pedagogy, where it becomes a dynamic force shaping the learning experience. In language education, motivation serves as the catalyst for sustained effort, active participation, and the acquisition of linguistic competence.

According to Androsiuk & Tsepko, “Learning motivation is a system of external and internal motives with a multilevel structure, the levels of which can be evaluated according to defined criteria and indicators reflecting students’ attitudes toward the subject of study. Its formation occurs in several consecutive stages. The motivation to learn a foreign language arises not at the beginning of specially organized educational activities but during the process itself if it is interesting, and students are active and initiative in this activity” (Androsiuk, Tsepko, 2019: 12).

Pedagogically, motivation influences instructional strategies, classroom dynamics, and the design of language learning activities. Effective educators recognize the need to tap into various motivational sources, fostering an environment that inspires students to overcome challenges, persist in their language learning journey, and ultimately achieve proficiency. “With

regard to the process of learning language in the conditions of modernization, motivation can be characterized as a motivating and regulatory mechanism of activities for mastering foreign language communicative competence, which ensures the student's involvement in foreign language activities and mastering its means. The action of this mechanism is ensured by a set of motives, where the priority is cognitive motives motivated by the teaching method, which contributes to the activation of personal activity, the development of communicativeness and cognitive interests in the field of foreign language, which corresponds to social values, interests, expectations and needs at the current stage" (Dekusar, 2022: 341).

According to Aristova, learning motivation is defined as a specific system of external and internal motives. The hierarchy and interaction of these motives are shaped under the influence of pedagogical conditions. This system has a multilevel structure, and the levels of formation can be assessed using criteria and indicators. These criteria and indicators reflect the learners' attitudes toward the discipline they are studying. The formation of this system occurs in several successive stages (Aristova, 2015: 17).

Contemporary foreign researchers in the field of motivation significantly contribute to learners' English proficiency, and the mediating role of motivation within this pathway is notably elucidated by scholars such as Haihua Wang, Lin Xu, and Jiaxin Li. Their work broadens and deepens the understanding of the contribution of positive emotions and motivation in the process of language learning. The researchers substantiate that the role of motivation can be optimally harnessed to facilitate Foreign Language Education (FLE) and synergistically collaborate with FLE to enhance English as a Foreign Language (EFL) learners' academic achievement. This is accomplished by navigating the trajectory from enjoyment to motivation and subsequently from motivation to academic success (Wang H. et al., 2023: 11).

Wlosowicz investigates the relationship between English Philology students' motivation for studying Business English and their actual knowledge of business terminology, some underlying economic concepts and basic rules of business correspondence. The results of the research show, both the students' motivation and knowledge of Business English are varied and a certain relationship between motivation and the students' performance on the tasks as well as their perception of the tasks' difficulty (Wlosowicz, 2023: 17).

Researchers and educators understand that learning the English language or any other foreign language, which is not one's mother tongue, poses dif-

ficulties. The success or failure of language learners largely depends on the presence or absence of motivation (Tran Kim Sang, 2021: 70).

The study of motivation in learning English as a foreign language remains relevant today. Not only teaching methods are changing, but also the conditions and approaches to teaching. With the emergence of new methods and the advent of new technologies, students find new motivations.

Aim. The article aims to highlight the pivotal role of motivation in driving law students towards successful language acquisition, particularly in navigating the complexities of legal discourse. Furthermore, it aims to emphasize the relevance of English proficiency in the globalized legal landscape and the transformative impact it holds for law practitioners. The article proposes recommendations for educators, incorporating practical strategies to enhance motivation among law students, addressing challenges unique to their academic and professional context.

Statement of basic materials. In contemporary times, scant research exists to substantiate the claim that any particular training modality significantly surpasses others in terms of effectiveness. The issue can be framed as follows: a proficient, creative, and proactive teacher possesses the capability to transform a seemingly ineffective method into an efficacious one, whereas an inexperienced and uninformed teacher may compromise the effectiveness of an otherwise sound instructional approach. In essence, the efficacy of a pedagogical approach diminishes when students fail to embrace it. Furthermore, some argue that the specific teaching method assumes a secondary role when students harbor an intrinsic desire for learning. In this view, positive motivation among students engenders learning outcomes not contingent upon the method itself but rather stems from their independent motivation. Nevertheless, students do not consistently exhibit positive motivation, as it can readily be supplanted by negative motivation. Given that learning, especially in the context of foreign language acquisition, lacks efficacy and purpose in the absence of positive motivation, efforts should be directed toward cultivating positive motivation at all stages of learning. This endeavor, notably, can be facilitated through the implementation of experientially grounded didactic and methodological solutions. This motivation serves as the propelling force behind learning, acting as the assurance of success in the overall learning process.

It has been observed that several factors positively influence students when learning English as a foreign language. These factors include: 1) the presence of a competent teacher, encompassing both professional

and personal qualities, effective organization of the teaching process, and proficiency in educational technologies; 2) the availability of well-designed instructional materials, with particular emphasis on opportunities for expressive speaking practice; 3) a robust testing program that facilitates feedback from the student to the teacher.

The presence of a competent teacher is particularly crucial for law students. This is because legal terminology and nuances require specialized expertise, and a teacher well-versed in both language instruction and legal concepts can significantly enhance the learning experience. The availability of well-designed instructional materials is of paramount importance for law students learning English. As legal discourse often involves oral communication and argumentation, access to materials that facilitate expressive speaking practice becomes essential, which tends to enhance positive motivation compared to scenarios where students are limited to listening exercises only. Law students benefit more from practice scenarios that mirror the communication demands they will encounter in their legal careers. A robust testing program tailored to law students' needs is indispensable. This includes feedback mechanisms that allow students to convey their understanding and application of legal English to the teacher. Such feedback loops contribute to a more effective learning process, aligning language acquisition with the unique requirements of legal discourse.

Hence, the presence of a competent teacher and the implementation of well-structured programs assume a pivotal role in motivating students to acquire proficiency in a foreign language. These factors not only stimulate students' curiosity and intellectual inquisitiveness but also underscore the significance of incorporating elements of humor and relaxation into lessons.

Motivation stands as a cornerstone in the broader educational context, acting as a driving force that significantly influences students' academic journeys. At its core, motivation serves as the propellant that propels learners forward, instigating curiosity, and fueling the desire to acquire knowledge. In the broader educational landscape, motivated students tend to exhibit increased engagement, enhanced cognitive performance, and a proactive approach to learning.

The intrinsic connection between motivation and academic success is profound. Motivated students demonstrate a heightened willingness to invest time and effort into their studies, translating into improved academic performance. A motivated mindset contributes to effective goal-setting, persistence through challenges, and a resilience that fosters a positive learning experience.

Moreover, motivation plays a pivotal role in shaping students' overall engagement and perseverance. It acts as the driving force that encourages active participation in class discussions, collaborative projects, and extracurricular activities. Students driven by motivation are more likely to overcome obstacles, stay focused on their educational objectives, and persevere through the inevitable challenges that arise during the learning process. In essence, motivation is a catalyst that not only boosts academic success but also cultivates a holistic and enduring commitment to the educational journey, laying the foundation for lifelong learning and personal development.

Law students undertaking the study of English encounter distinct challenges in their language learning journey. Legal discourse is often characterized by complex terminology, specialized vocabulary, and nuanced linguistic structures, posing specific hurdles for learners. The sheer volume of legal documentation and the need for precision in language add layers of complexity that demand heightened motivation and dedication from students.

The relevance of English proficiency in the globalized legal environment cannot be overstated. In an era of international legal collaboration and cross-border transactions, proficiency in English is a key enabler for effective communication and comprehension of diverse legal systems. Law students aspiring to engage in global legal practice recognize that English serves as the *lingua franca*, facilitating seamless interaction with legal professionals, clients, and institutions worldwide.

Case studies and examples further underscore the profound influence of motivation on language learning outcomes among law students. Instances where motivated individuals actively seek opportunities for language immersion, engage in legal writing competitions, or participate in international moot court competitions demonstrate a direct correlation between motivation and enhanced language proficiency. These examples illuminate how motivation becomes the driving force that propels law students beyond the inherent challenges, fostering not only linguistic competence but also a competitive edge in the global legal arena.

As law students embark on the challenging path of learning English, they often encounter specific motivational barriers unique to their academic and professional context. Recognizing and addressing these challenges is crucial for fostering a conducive environment for language acquisition and proficiency. Law students may face hurdles such as the demanding nature of legal studies, time constraints, and the intricate nature of legal language itself. The complex

and sometimes esoteric vocabulary inherent in legal discourse can be particularly daunting, leading to frustration and a dip in motivation levels. Addressing these challenges requires a nuanced understanding of the interplay between legal academia and language learning.

To enhance relevance and mitigate motivational challenges, it is imperative to tailor language learning materials to legal topics. By integrating legal case studies, statutes, and simulated legal scenarios into language classes, educators can create a learning experience that resonates with the professional aspirations of law students. This not only bridges the gap between theory and practice but also instills a sense of purpose, motivating students to engage more deeply with the language.

Recognizing the significance of collaboration, educators should implement collaborative learning approaches to create a supportive language learning community. Group activities, legal discussions, and collaborative projects can not only reinforce language skills but also provide a platform for students to share insights, tackle challenges together, and celebrate collective successes. This collaborative ethos fosters a sense of camaraderie and shared motivation among law students, making the language learning journey more engaging and enjoyable.

In addition to traditional language learning methods, incorporating innovative strategies can help overcome motivational barriers. Immersive experiences, such as legal internships in English-speaking environments, virtual moot court simulations, and interactive legal writing workshops, provide practical contexts for language use, enhancing motivation by linking language learning directly to the demands of the legal profession.

Addressing motivational barriers in the language learning process for law students requires a strategic and tailored approach. By acknowledging and mitigating challenges through tailored materials, collaborative learning approaches, and innovative strategies, educators can create an environment that not only facilitates language acquisition but also instills a lasting motivation for proficiency in English among law students. In doing so, the legal professionals of tomorrow are better equipped to navigate the intricacies of global legal practice.

By recognizing the symbiotic relationship between motivation and linguistic competence, this article advocates for a holistic approach to language education tailored to the specific needs and aspirations of law students. Motivation stands as a linchpin in the foreign language learning endeavors of law students. Beyond a mere desire to learn, it acts as a dynamic

force shaping their commitment, engagement, and perseverance. The intrinsic link between motivation and successful language acquisition is particularly pronounced in the context of legal studies, where the complexity of legal language and the global nature of legal practice demand a sustained and purposeful effort.

English proficiency is not merely a prerequisite but a transformative asset in the legal profession. The globalized nature of legal practice necessitates effective communication and collaboration across borders, making proficiency in English a key competency for success. Mastery of English opens doors to international legal opportunities, facilitates participation in global legal discourse, and enhances the professional versatility of law practitioners.

Acknowledging the intertwined nature of linguistic and motivational aspects, a holistic approach to language education is paramount. It involves tailoring language learning materials to legal contexts, addressing specific challenges faced by law students, and fostering a supportive community that recognizes and values the intrinsic motivations of learners. This approach recognizes that language proficiency, coupled with motivation, is not only a skillset but a lifelong asset for legal professionals. Here are some recommendations for teachers to enhance motivation in this specific context: incorporate practical legal contexts in language learning materials to enhance relevance and engagement; implement motivational strategies tailored to the unique challenges faced by law students in learning a foreign language; encourage extracurricular activities, such as legal writing competitions or international moot court participation, to provide real-world applications for language skills; emphasize the global significance of English proficiency in legal practice through case studies and examples; promote collaborative learning environments that foster a sense of community and shared motivation among law students. Utilize multimedia resources, such as documentaries, podcasts, and videos, that focus on legal topics in English. This provides students with exposure to authentic language use in the legal context.

Elevating motivation for law students engaged in learning English as a foreign language is imperative for their success in both linguistic proficiency and legal studies. The teacher can elicit and sustain positive motivation in students through various strategies, including but not limited to:

- relevance to legal context. Integrate legal terminology and case studies into language lessons to make the content directly applicable to their field of study. Discuss and analyze legal documents,

contracts, and court decisions in English to enhance both legal and language skills simultaneously;

- real-world simulations. Engage students in role-playing scenarios related to legal situations, such as client meetings, negotiations, or courtroom proceedings. This practical application can make language learning more interesting and relevant;

- interactive learning resources. Utilize multimedia resources, such as documentaries, podcasts, and videos, that focus on legal topics in English. This provides students with exposure to authentic language use in the legal context;

- guest speakers and field trips. Arrange for guest speakers from the legal profession to talk to students about their experiences. Additionally, organize field trips to legal institutions, where students can witness English being used in professional settings. Regrettably, under the wartime conditions prevailing in Ukraine following the full-scale invasion by Russia, achieving this motivational point has become challenging;

- current affairs and legal news. Incorporate current legal issues and news articles into the curriculum. This not only keeps the content relevant but also encourages students to stay updated on both legal matters and English language usage;

- project-based learning. Assign projects that require students to research and present legal topics in English. This allows them to delve deeper into the language while gaining a comprehensive understanding of legal concepts;

- peer collaboration. Foster a collaborative learning environment by encouraging students to work together on legal case studies, presentations, or debates. This promotes teamwork and helps in making the learning process more enjoyable;

- feedback and recognition. Provide constructive feedback on both language proficiency and legal understanding. Recognize and celebrate students'

achievements, fostering a sense of accomplishment and motivating them to excel further.

- incorporate technology. Use language learning apps, online legal databases, and other technology tools to make the learning process more interactive and appealing to tech-savvy students;

- flexible assessment methods. Allow for a variety of assessment methods, such as presentations, written assignments, and practical exams, to accommodate different learning styles and preferences.

- set clear goals. Clearly outline language learning objectives and how they align with the students' legal career aspirations. This provides a sense of purpose and direction, increasing their motivation to achieve those goals.

Without a doubt, creating a motivating learning environment involves a combination of innovative teaching methods, relevant content, and understanding the unique needs of law students learning English as a foreign language.

Conclusions. There is the inseparable connection between motivation and English proficiency in the language learning journey of law students. Emphasizing the long-term benefits of language mastery within the legal profession, it advocates for an inclusive and holistic approach to language education. By recognizing and addressing both linguistic and motivational dimensions, educators and institutions can better equip law students for success in a globally connected legal landscape. In the face of ongoing challenges posed by the war, it's commendable that young people in Ukraine maintain a forward-looking perspective and recognize the significance of learning English, especially in the context of aspiring to join the European Union. The belief that English proficiency can enhance adaptability to new realities and contribute to better employment prospects aligns with common motivations observed in various global contexts.

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