BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

THE ROLE OF MOTIVATION IN ENGLISH LANGUAGE LEARNING

Xolliyeva Mashxura Erkinjonovna
3rd-year student, Termez State Pedagogical Institute
Email: mashhuraxolliyeva24@gmail.com
Doi: https://doi.org/10.5281/zenodo.23066344

Abstract: This article discusses the role and significance of motivation in foreign language learning, with particular emphasis on learning English as a foreign language. It examines the concept of motivation and explores two major types of motivation: intrinsic and extrinsic motivation. The article also highlights the ways in which motivation influences learners' engagement, persistence, and willingness to improve their English language skills. Finally, several practical recommendations for increasing and maintaining learners' motivation are presented.

Key words: role of motivation, language acquisition, types of motivation, intrinsic and extrinsic motivation, English learner, second language learning.

Introduction

Motivation is a significant element of learning a second language (L2). During the process of learning a second language, it serves as a trigger that converts the ability and action into performance. When a learner starts to acquire a new language as a second language, the learner faces various difficulties. The difficulties that learners face could be linguistic and cultural. In the process of learning new things, a learner needs motivation, encouragement, dedication and determination to overcome all such challenges.

In the process of second language acquisition, internal and external factors play a significant role. The learning process of second language acquisition encourages the learner to participate actively. These factors are known as motivation, as they provide dedication to studies. When learners take an interest and build curiosity and enthusiasm for learning on their own, intrinsic motivation is driven. Extrinsic motivation is developed by the environment. Outer variables like praise, reward, or position in the class are included.

For learning a second language acquisition, motivation is a kind of desire to enhance it. In a learning setting, students should first have an interest in learning the language. Motivation has a crucial role in learning and producing second language acquisition in learners. In the world, Individuals with minimum abilities can enhance their skills and set their long-term goals just by providing some motivation. Teachers ' motivation plays a great role in students learning a second language. At the same time, high motivation suppresses significant inabilities of learners in both learning conditions and language skills. In a classroom, motivation has a great impact on the successful study of Second Language learning. It enhances learners' intellectual learning capability as well as language aptitude. Motivation is considered a major part of achieving any goal in life.

Moreover, in every educational learning process, motivation has a positive influence on learners. The context of motivation continuously changes and evolves; therefore, it is called dynamic. It is

observed that big-motivated students achieve greater success than less esteemed learners who are not well-motivated. It is also mandatory for teachers to maintain the motivation of learners. To call an individual a motivated person, it is essential that with motivation, he should have considerable effort and interest in learning a second language.

However, the crucial role of teaching never be declined. In addition to functioning as knowledge providers, Teachers can encourage students and create a positive learning environment. By designing more engaging and relevant classes and by understanding what motivates their students, teachers can enhance the chances of overall learning. This article aims to examine the concept of motivation in second language learning and explores its various facets and implications for teaching practices.

Main body

On the basis of various psychological theories, the concept of motivation is examined extensively in the learning process. The psychoanalytical theory of motivation is proposed by Sigmund Freud. The main focus of this theory is on the factors that drive human behavior. Human behavior is based on subconscious desires. After this concept, by keeping its foundation, Clark Hull and B.F Skinner gave some theories. They primarily focused on the reinforcement and rewards that shape the behavior of a human. If positive or negative reinforcement and rewards are given to the learner, then they will progress.

According to the research of (Vallerand et al., 1992), for higher engagement and better gain of the target language, intrinsic motivation can lead; on the other hand, for learners who may not initially be intrinsically interested, extrinsic motivation can act as a catalyst. In language acquisition, this duality is especially relevant as the level of students' motivation can be significantly influenced. This influence is due to their experiences and backgrounds.

Further, second language acquisition has gained a lot of attention in previously done research. The relationship between motivation and second language acquisition is important to explore deeply because it is mandatory for a student to learn a second language. There are two main types of motivation: intrinsic motivation and extrinsic motivation. The motivation that comes from the personal interest, attitude, enjoyment, or curiosity of a learner about language learning is known as intrinsic motivation. At the same time, the motivation that depends on external factors like praise, awards, or reinforcement is known as extrinsic motivation. Therefore, in the learning of a second language, intrinsic and extrinsic factors give the way for a learner (Vallerand, 2000).

Moreover, it is recognized that the difference between instrumental and integrative motives is essential to comprehend the objectives of learners. In this process, practical objectives are referred to by the Instrumental motivation. As academic achievement or career progress, integrative motivation refers to the desire to connect with the culture and community of the target language (Ryan & Deci, 2000). Research indicates that students with high levels of integrative enthusiasm are more likely to be motivated and dedicated to their language learning than students who are primarily motivated by instrumental goals (Ryan & Deci, 2000).

In the next step, the most crucial key area of research is how teachers can promote motivation. Research study shows that teachers' attitudes, expectations, and methods of instruction can have a big impact on how motivated their pupils are. For instance, a study by (Gunawan et al., 2020) shows that teachers who produce a supportive and engaging classroom atmosphere can increase learners' intrinsic motivation by making language learning fun and relevant. However, the

significance and practicality of language acquisition for second language learners can be increased by appealing to students' integrative motives and culturally responsive teaching methods.

In concluding statement, students who are seeking a better language learning process must study the dynamics of motivation. There is a great need to reform teaching methodologies and new techniques that teachers should implement in the classrooms. It is observed, moreover, that an engaging and motivating environment can only be created by the teacher. Teachers must play a crucial role in balancing intrinsic and extrinsic motivation.

Conclusion

In conclusion, motivation plays a significant role in the process of English language learning and has a direct influence on learners' engagement, persistence, and willingness to develop their language skills. Motivated learners are more likely to participate actively in classroom activities, practise English regularly, overcome difficulties, and take greater responsibility for their own learning. Therefore, motivation should be considered not only as a psychological factor but also as an important element of effective language education.

The discussion also shows that learners' motivation can be influenced by various internal and external factors, including personal interests, learning goals, teacher support, classroom environment, learning activities, and the perceived usefulness of English. A supportive and engaging learning environment can encourage students to participate more actively and maintain their interest in learning. In this regard, teachers have an important role in creating meaningful learning experiences, providing appropriate feedback, encouraging learner autonomy, and connecting classroom activities with students' real-life needs and goals.

However, motivation should not be viewed as a fixed characteristic of learners. It may change depending on their experiences, progress, expectations, and learning environment. For this reason, maintaining motivation requires continuous support and appropriate teaching strategies rather than relying on a single motivational technique.

Overall, developing and maintaining learners' motivation can contribute to more active participation, greater persistence, and more effective English language learning. Further research could examine how specific motivational strategies influence different language skills, particularly speaking, listening, reading, and writing, among EFL learners in different educational contexts.

References

1. Vallerand, R. J. (2000). Deci and Ryan's self-determination theory: A view from the hierarchical model of intrinsic and extrinsic motivation. *Psychological inquiry, 11*(4), 312-318. https://www.jstor.org/stable/1449629
2. Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. *Educational and Psychological Measurement*, *52*(4), 1003–1017. http://dx.doi.org/10.1177/0013164492052004025
3. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020
4. Gunawan, D., Rumengan, J., Nurtjahjo, A., & Wibisono, C. (2020). The Effect Of Locus Of Control, Work Characteristics, Reward With Work Satisfaction As Intervening Variables On

The Commitment Organization. *In The Bunda Halimah Hospital Using SEM-PLS. Talent Development & Excellence*, 12(1).

5. Tariq, I., Hamza, A., & Ullah, K. (2024). The Role of Motivation in Second Language Learning. *Qlantic Journal of Social Sciences and Humanities, 5*(4), 84-89. https://doi.org/10.55737/qjssh.791014569