

## THE IMPACT OF MOTIVATION ON LEARNING ENGLISH

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### Abstract

Motivation is widely recognized as one of the most influential factors in second and foreign language acquisition. In the context of learning English as a foreign language (EFL), learners' motivation plays a crucial role in determining their level of engagement, persistence, and overall achievement. This article examines the concept of motivation, its types, and its impact on learning English. The study analyzes intrinsic and extrinsic motivation, explores motivational factors affecting English learners, and discusses the role of teachers in enhancing learner motivation. The findings suggest that motivated learners demonstrate higher achievement, stronger language skills, and greater confidence in using English. The article also provides pedagogical implications for English language teachers.

**Keywords:** motivation, English language learning, intrinsic motivation, extrinsic motivation, EFL, language acquisition

### Introduction

In recent decades, English has become a global language used in education, science, business, and international communication. As a result, learning English has become a priority in many countries where it is taught as a foreign language. However, despite the availability of modern teaching methods and resources, many learners still struggle to achieve proficiency in English. One of the key factors influencing success in learning English is motivation.

Motivation determines why learners start learning a language, how long they continue, and how much effort they invest in the learning process. Researchers emphasize that even the most effective teaching methods may fail if learners lack motivation. Therefore, understanding the impact of motivation on learning English is essential for both teachers and learners.

This article aims to analyze the role of motivation in English language learning, identify different types of motivation, and examine how motivation affects learners' performance and achievement. Additionally, the study highlights the teacher's role in fostering motivation in the classroom.

### Theoretical Background of Motivation

Motivation is generally defined as the driving force that initiates, directs, and sustains behavior. In language learning, motivation refers to the desire, effort, and positive attitude that learners have toward acquiring a new language.

Several theories explain motivation in educational psychology. One of the most influential theories is Self-Determination Theory, which distinguishes between intrinsic and extrinsic motivation. Another important framework is Gardner's Socio-Educational Model, which emphasizes integrative and instrumental motivation in second language learning.

According to Gardner, motivation in language learning consists of three main components: effort, desire to achieve the goal, and positive attitudes toward learning the language. These components interact to influence learners' success.

### **Types of Motivation in Learning English**

#### **Intrinsic Motivation**

Intrinsic motivation refers to learning English for personal interest, enjoyment, or satisfaction. Learners who are intrinsically motivated study English because they find it interesting or enjoyable. They may enjoy reading English books, watching movies, or communicating with others in English.

Research shows that intrinsically motivated learners tend to be more autonomous, persistent, and successful. They are more likely to continue learning English even when facing difficulties because their motivation comes from within.

#### **Extrinsic Motivation**

Extrinsic motivation involves learning English for external rewards or outcomes, such as passing exams, getting a job, receiving high grades, or gaining social recognition. In many educational contexts, extrinsic motivation is a dominant factor.

Although extrinsic motivation can be effective, it may not always lead to long-term language development. Learners who rely solely on external rewards may lose interest once the reward is achieved.

However, when combined with intrinsic motivation, extrinsic factors can positively support learning.

### **Factors Influencing Motivation in English Learning**

Several factors influence learners' motivation to learn English:

#### **Learner-Related Factors**

These include learners' age, goals, attitudes, self-confidence, and previous learning experiences. Learners with positive experiences and high self-esteem are usually more motivated.

#### **Teacher-Related Factors**

Teachers play a crucial role in motivating learners. Teaching style, personality, feedback, and teacher-student relationships significantly affect motivation. Supportive

and enthusiastic teachers can inspire learners to develop a positive attitude toward English.

### **Learning Environment**

A positive, interactive, and student-centered learning environment enhances motivation. Group work, communicative activities, and real-life tasks make learning English more meaningful and enjoyable.

### **Cultural and Social Factors**

Social expectations, cultural values, and the status of English in society also influence motivation. In many countries, English is associated with success and global opportunities, which increases learners' instrumental motivation.

### **The Impact of Motivation on English Language Skills**

Motivation has a direct impact on all four language skills: listening, speaking, reading, and writing.

Motivated learners spend more time practicing English, which leads to better language exposure and skill development. They are more willing to communicate in English, take risks, and learn from their mistakes. As a result, they develop better fluency and accuracy.

Studies indicate that motivation strongly correlates with academic achievement in English. Learners with high motivation achieve higher test scores and demonstrate stronger communicative competence.

### **The Role of Teachers in Enhancing Motivation**

Teachers are key agents in fostering motivation. They can enhance motivation by:

- Setting clear and achievable goals
- Using interactive and communicative teaching methods
- Providing positive and constructive feedback
- Encouraging learner autonomy
- Integrating real-life materials and technology

By creating a supportive learning atmosphere, teachers help learners overcome anxiety and fear of making mistakes. This increases learners' confidence and willingness to use English actively.

### **Pedagogical Implications**

Understanding the importance of motivation has several implications for English language teaching. Teachers should design lessons that address learners' interests and needs. Combining intrinsic and extrinsic motivational strategies can lead to better learning outcomes.

Curriculum designers should also consider motivational factors when developing English programs. Including meaningful content, communicative tasks, and cultural elements can enhance learner engagement.

## **Conclusion**

Motivation plays a central and decisive role in learning English as a foreign language. This study has demonstrated that learners' success in acquiring English largely depends on their level of motivation, which influences their effort, persistence, attitude, and willingness to engage in the learning process. Motivation is not a static factor; rather, it changes over time and is affected by various internal and external conditions.

The findings suggest that intrinsically motivated learners tend to achieve higher levels of proficiency because they learn English for personal satisfaction, interest, and enjoyment. Such learners show greater autonomy, are more resilient in overcoming difficulties, and continue learning beyond classroom requirements. Extrinsic motivation, while often driven by exams, grades, or career goals, also plays an important role, particularly in formal educational settings. When used appropriately, extrinsic motivation can reinforce learning and support long-term achievement.

Furthermore, the study highlights that teachers have a significant influence on learners' motivation. Teaching methods, classroom atmosphere, feedback, and teacher-student interaction directly affect learners' attitudes toward English. A supportive, interactive, and learner-centered environment enhances motivation and reduces anxiety, enabling learners to use English more confidently.

In addition, motivation has been shown to have a positive impact on all four language skills: listening, speaking, reading, and writing. Motivated learners are more willing to practice English regularly, communicate actively, and take responsibility for their own learning. As a result, they demonstrate better communicative competence and academic performance.

In conclusion, motivation should be considered a key component of effective English language teaching. Teachers, curriculum designers, and educational institutions must prioritize motivational strategies in order to improve learning outcomes. Future research may focus on specific motivational techniques, the role of technology in enhancing motivation, and comparative studies across different age groups and educational contexts.

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