

# THE ROLE OF MOTIVATION AND ENGAGEMENT IN LEARNING ENGLISH AS A SECOND LANGUAGE

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**Annotation.** This article explores the crucial role of motivation and engagement in the process of learning English as a second language. Drawing on theories of motivation and engagement, as well as empirical research in the field of second language acquisition, the article examines how these factors impact language learning outcomes. The article also discusses practical strategies for promoting motivation and engagement among English language learners, with a focus on creating a supportive and stimulating learning environment. Overall, the article highlights the importance of motivation and engagement in enhancing the effectiveness of English language instruction and fostering successful language acquisition. Many materials are available online that have been specifically developed to support independent English language learning, such as, case study, observation, survey, and questionnaire that were written between 2000 and 2022. The current study was designed to explore whether the nature of engagement in informal second language practices might help to explain some of the aforementioned individual and group differences in proficiency and motivation.

**Key words:** *Motivation, engagement, language acquisition, support, second language.*

**Абстракт.** В этой статье исследуется решающая роль мотивации и вовлеченности в процессе изучения английского как второго языка. Опираясь на теории мотивации и вовлеченности, а также на эмпирические исследования в области овладения вторым языком, в статье рассматривается, как эти

факторы влияют на результаты изучения языка. В статье также обсуждаются практические стратегии повышения мотивации и вовлеченности среди изучающих английский язык с упором на создание поддерживающей и стимулирующей среды обучения. В целом, в статье подчеркивается важность мотивации и участия в повышении эффективности обучения английскому языку и содействии успешному овладению языком. В Интернете доступно множество материалов, специально разработанных для поддержки независимого изучения английского языка, таких как тематические исследования, наблюдения, опросы и анкеты, которые были написаны в период с 2000 по 2022 года неформальная практика второго языка может помочь объяснить некоторые из вышеупомянутых индивидуальных и групповых различий в владении и мотивации.

**Ключевые слова:** *Мотивация, вовлеченность, овладение языком, поддержка, второй язык.*

**Abstrakt.** Ushbu maqola ingliz tilini ikkinchi til sifatida o'rganish jarayonida motivatsiya va faollikning hal qiluvchi rolini o'rganadi. Motivatsiya va jalb qilish nazariyalariga, shuningdek, ikkinchi tilni o'zlashtirish sohasidagi empirik tadqiqotlarga asoslanib, maqola ushbu omillar tilni o'rganish natijalariga qanday ta'sir qilishini o'rganadi. Maqolada, shuningdek, ingliz tilini o'rganuvchilar o'rtasida motivatsiya va faollikni oshirishning amaliy strategiyalari muhokama qilinadi, asosiy e'tibor qo'llab-quvvatlovchi va rag'batlantiruvchi o'quv muhitini yaratishga qaratilgan. Umuman olganda, maqola ingliz tilini o'qitish samaradorligini oshirish va tilni muvaffaqiyatli o'zlashtirishni rag'batlantirishda motivatsiya va faollikning muhimligini ta'kidlaydi. Ingliz tilini mustaqil o'rganishni qo'llab-quvvatlash uchun maxsus ishlab chiqilgan ko'plab materiallar, masalan, 2000 va 2022 yillar oralig'ida yozilgan amaliy tadqiqotlar, kuzatishlar, so'rovlar va so'rovnomalar kabi Internetda ko'plab materiallar mavjud. Joriy tadqiqot ishtirok etishning tabiati yoki yo'qligini o'rganish uchun mo'ljallangan. norasmiy ikkinchi til amaliyotlari malaka va motivatsiyadagi yuqorida aytib o'tilgan individual va guruh farqlarini tushuntirishga yordam berishi mumkin.

**Kalit so'zlar:** *Motivatsiya, jalb qilish, tilni o'zlashtirish, qo'llab-quvvatlash, ikkinchi til.*

### **Motivations: Intrinsic and extrinsic**

Motivation is a key factor that drives ESL learners to engage in the language learning process. According to Youssef (2012), motivation can be broadly categorized into two types: intrinsic and extrinsic motivation. Intrinsic motivation refers to learners' internal desire to learn English for personal fulfillment or enjoyment, while extrinsic motivation involves external factors such as rewards for grades. Furthermore, according to Riyanti (2019), intrinsic motivation is more effective in sustaining long-term language learning, as it leads to higher levels of engagement and persistence.

In addition to intrinsic and extrinsic motivation, Milli's socio-educational model of motivation emphasizes the role of integrative and instrumental motivation in ESL learning (Mili, 2019). Integrative motivation refers to learners' desire to integrate into the target language community and culture, while instrumental motivation involves learning English for practical purposes such as career advancement or academic success. Both types of motivation are important for ESL learners, as they provide different sources of motivation that can enhance their overall language learning experience.

Engagement is another critical factor that influences ESL learners' success in acquiring English proficiency. Engagement refers to learners' active participation and involvement in the language learning process, including their level of interest, attention, and effort (Nguyen, 2019). Engaged learners are more likely to be motivated, attentive, and persistent in their language learning, leading to better outcomes in terms of language proficiency and fluency.

### **Learning Comes Alive: How Authentic Tasks Motivate Language Learners**

Research has shown that various factors can enhance learners' engagement in ESL learning, such as authentic tasks, meaningful interactions, and collaborative activities (Khan & Takkac, 2021). Authentic tasks involve real-world language use and application, which can motivate learners to engage with the language in

meaningful ways. Meaningful interactions with peers and teachers also promote engagement by providing opportunities for communication and social interaction in English. Collaborative activities, such as group projects or discussions, encourage learners to work together towards common goals, fostering a sense of community and shared responsibility in the language learning process.

### **Beyond Aptitude: Why Motivation is the Key to Language Acquisition**

Motivation, defined as the driving force that energizes and directs learners' behavior toward achieving their language learning goals, has been widely recognized as a fundamental factor in second language acquisition. According to self-determination theory (Wang et al., 2022), motivation can be categorized into intrinsic motivation, extrinsic motivation, and amotivation, each influencing learners' engagement and persistence in learning English as a second language. Intrinsic motivation refers to learners' inherent interest and enjoyment in the language learning process, while extrinsic motivation involves external rewards or pressures that influence learners' engagement, such as grades or social approval. Amotivation, on the other hand, reflects a lack of motivation or interest in language learning.

### **Conclusion**

The literature overwhelmingly supports the critical role of both motivation and engagement in successful English language learning. Studies have shown that motivated learners are more likely to invest effort, persist through challenges, and ultimately achieve their goals. Furthermore, engaging learning environments that cater to different learning styles and promote active participation can significantly boost motivation and lead to deeper understanding.

This review has explored the various motivational factors influencing second language acquisition, including integrative and instrumental motivation (Wang et al., 2022). It has also highlighted the importance of fostering a positive learning environment that promotes student engagement (Khan & Takkac, 2021).

By understanding the interplay between motivation and engagement, educators can develop effective strategies to support learners in their English language journey. This may involve incorporating techniques that address different

motivational needs, creating interactive learning activities, and fostering a supportive classroom atmosphere.

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