STUDENT MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract:

This article focuses on the role of motivation in learning English as a foreign language. Motivation is one of the main factors that helps students achieve success in language learning. The paper discusses different types of motivation, factors that influence it, and practical ways to improve students' interest in the classroom. The results show that students who are internally motivated usually achieve better results over time. Motivation plays a crucial role in second language acquisition, especially in learning English. This study examines students' motivation, the factors influencing it, and effective strategies to enhance it. The research was conducted among primary school students through classroom observations, teacher reflection, and questionnaires. The findings reveal that interactive teaching methods, positive reinforcement, and a supportive learning environment significantly increase students' motivation and engagement in English language learning.

Keywords: motivation, English language learning, intrinsic motivation, extrinsic motivation, student engagement, interactive learning, communicative approach, teaching strategies, teacher role, learning process, language competence, primary education, learning environment, positive reinforcement, self-confidence, second language acquisition.

Introduction

Today, English has become one of the most widely used languages in the world. It is important in many areas such as education, business, and everyday communication. However, learning English can be difficult for many students. One of the key reasons why some learners succeed while others face problems is motivation.

Gardner (1985) explains motivation as a combination of effort, desire, and a positive attitude toward learning a language. In other words, students need not only ability, but also interest and willingness to learn. English has become a global language used in communication, education, and professional development. Students' success in learning English largely depends on their level of motivation. According to Dörnyei (2005), "motivation provides the primary impetus to initiate learning and the driving force to sustain it."

During teaching practice, it was observed that some students showed low interest and participation in English lessons. This highlighted the need to explore the factors affecting motivation and identify effective strategies to improve it. Therefore, the purpose of this study is to analyze students' motivation and suggest practical ways to enhance it..

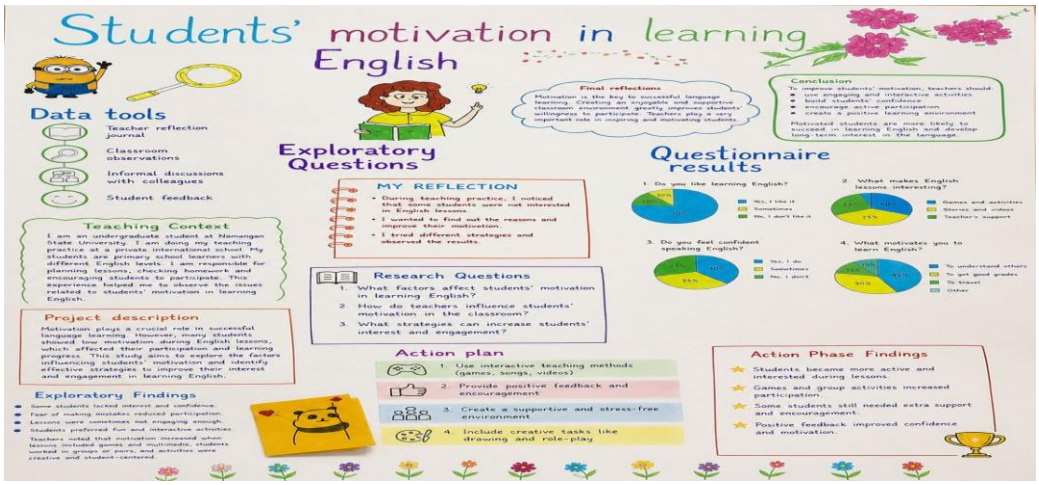
Literature Review

Many researchers have studied the role of motivation in language learning. According to Deci and Ryan (2000), intrinsic motivation comes from personal interest or enjoyment, while extrinsic motivation is influenced by outside factors like grades or rewards. Dörnyei (2001) states that motivation is not stable and can change depending on different situations. Williams and Burden (1997) also emphasize that emotions and classroom atmosphere have a strong effect on students' motivation. This shows that motivation can be developed and improved over time.

Methodology

The study was conducted in a private international school among primary school students with different levels of English proficienc. The main purpose was to understand students' motivation in learning English and what factors affect it. To collect the data, I used simple methods. First, I observed the students during the lessons. I paid attention to how they participated, how interested they were, and how active they were in class. This helped me see their motivation in a real classroom situation. I also gave short questionnaires to the students. The questions were about their motivation to learn English, what they like about the lessons, and what makes learning difficult for them. Some questions were open so they could share their own ideas. After collecting the data, I looked at the answers and

observations to find common patterns. This helped me understand what affects students' motivation and how they feel about learning English.



Data Collection Methods

The following tools were used:

.Teacher reflection journal

.Classroom observations

.Informadiscussionswithcolleagues
.Student feedback through questionnaires.

Research Questions

.What factors affect students' motivation in learning English?

.How do teachers influence students' motivation?

.Whatstrategiccanincreasestudents'engagement?

Results

Initial Observations

The observations showed that:

Some students lacked interest and self-confidence

Fear of making mistakes reduced participation

Lessons were not always engaging

Students preferred interactive and enjoyable activities.

Questionnaire Results

The questionnaire revealed that:

70% of students like learning English

60% find games and activities the most interesting

Only 40% feel confident speaking English

Main motivational factors include:

Understanding others (45%)

Getting good grades (30%)

Traveling (15%.



Implemented Strategies

To improve motivation, the following strategies were applied:

Use of interactive methods (games, songs, videos)

Providing positive feedback and encouragement

Creating a supportive and stress-free environment

Including creative activities such as role-play

Outcomes

After applying these strategies:

Students became more active and engaged

Group work increased participation

Positive feedback improved confidence

Some students still required additional support.

Discussion

The findings indicate that motivation is influenced by both intrinsic and extrinsic factors. Deci and Ryan (1985) state that "intrinsic motivation refers to doing an activity for its inherent satisfaction." Moreover, the teacher plays a critical role in shaping motivation. Ushioda (2011) emphasizes that "motivation emerges from classroom interaction and learning experiences." This study confirms that interactive teaching and a positive learning environment significantly enhance students' motivation. The results are also consistent with Williams and Burden (1997), who argue that teachers can influence motivation through their teaching methods and classroom environment.

Types of Motivation

There are two main types of motivation in learning English:

Intrinsic motivation – when students learn because they enjoy the language or the learning process itself. This type usually leads to deeper understanding and long-term success.

Extrinsic motivation – when students learn for external reasons such as passing exams, getting good grades, or finding a job in the future. This type can also be helpful, especially in the short term.

Overall, students who are intrinsically motivated are more likely to continue learning for a longer time.

Factors Affecting Motivation

Several factors can influence students' motivation:

Teacher's role: A supportive and friendly teacher can increase students' interest in learning.

Learning environment: A positive and comfortable classroom makes students more active.

Teaching methods: Activities like games, discussions, and technology make lessons more interesting.

Self-confidence: Students who believe in their abilities are more motivated.

Goals: Having clear goals helps students stay focused and organized.

Ways to Improve Motivation

Teachers can use different strategies to improve motivation in the classroom:

Using games and interactive tasks

Giving regular and helpful feedback

Encouraging teamwork and group activities

Using modern technologies and learning apps

Creating a motivating environment is one of the teacher's most important responsibilities.

Conclusion

This study demonstrates that motivation is one of the most important factors in learning English. The findings confirm that motivation plays a decisive role in the

process of language acquisition, particularly in learning English. Furthermore, interactive lessons, positive reinforcement, and a supportive learning environment significantly increase students' engagement and participation. These factors help students build self-confidence and improve their overall learning outcomes.Therefore, teachers should:

Use interactive teaching methods

Encourage active participation

Build students' confidence

Create a positive and supportive learing environment. Motivation are useful but intrinsic motivation is more effective in the long run. Teachers should apply different methods to keep students interested plays a very important role in learning English.Both intrinsic motivation. When students are motivated, they learn more easily and achieve better results.

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