

THE ROLE OF LEARNER MOTIVATION IN ENGLISH LANGUAGE EDUCATION

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Annotation: One of the most important factors in improving the efficacy of teaching English as a foreign language is motivation. It is among the most important elements that can affect language learners' success. This article explores the critical role of learner motivation in English language education, emphasizing its impact on language acquisition, retention, and overall success. By examining various motivational theories and their application in educational contexts, the article identifies strategies to enhance motivation among English language learners. The findings suggest that fostering intrinsic motivation and creating a supportive learning environment are essential for effective language education.

Keywords: Learner motivation, English language education, intrinsic motivation, extrinsic motivation, language acquisition, educational strategies.

Introduction

Motivation is a fundamental component of the learning process, particularly in the context of language education. In recent years, researchers have increasingly recognized the significance of learner motivation as a determinant of success in acquiring a new language. This article investigates the multifaceted nature of motivation in English language education, exploring how different types of motivation influence learners' engagement and achievement. By analyzing existing literature and motivational theories, this study aims to provide insights into effective strategies for enhancing motivation among English language learners.

Motivation is a fundamental concept in psychology that describes the processes that drive individuals to take action toward achieving goals. It encompasses the internal and external factors that stimulate and sustain behaviors, influencing the direction, intensity, and persistence of those behaviors.

The Latin word *movere* (to move) is where the word motivation originates. A common definition of motivation is an internal condition or force that encourages people to participate in and continue goal-directed behaviour. [1] Motivational states describe why individuals or animals start, continue, or stop a given behaviour at a specific moment. [2] Motivational states are defined by the objective they want to achieve, as well as the level of effort and time invested in achieving the objective. [3] Amotivation, or resistance to or lack of interest in a particular activity, is the opposite of motivation. In a slightly different context, "motivation" can also mean the act of inspiring someone or a purpose or objective for taking action.

Methods

The two main categories of motivation are extrinsic and intrinsic. While extrinsic drive entails completing a task in order to obtain benefits from outside sources or prevent unfavourable consequences, intrinsic motivation refers to doing something for its own sake (Deci Ryan, 2000). [4] When it comes to English language instruction, extrinsic motivation might come from the

desire to achieve particular objectives like passing tests or landing a job, whereas intrinsic drive is frequently associated with a sincere interest in the language and its culture.

Although numerous scholarly definitions of motivation have been put out, there isn't much agreement on how to best define it. [5] This is due in part to the fact that motivation is a multifaceted, complex phenomenon, and various definitions frequently emphasise different facets of it. Internal influences are highlighted in several definitions. This can include physiological factors pertaining to bodily demands or psychological aspects pertaining to preferences and volitions. [6] For instance, Jackson Beatty and Charles Ransom Gallistel view motivation as a physiological process similar to hunger and thirst, whereas John Dewey and Abraham Maslow view it from a psychological standpoint as a type of want.

The term "learning a foreign language" refers to the appropriation of a language other than one's mother tongue. This can occur in a variety of contexts, but two in particular: one where the language is socially dominant and the other where the foreign language is not widely spoken in the students' immediate social environment. [7]. The process of learning a foreign language necessitates a multifaceted, multivariate, and integrative framework that is unified under two categories of factors: context-related variables (a) and subject-related variables (b) [8].

The linguistic, social, and educational contexts are all included in the context variables. These include things like the frequency of the foreign language's use, the amount of time spent studying it, common social attitudes and beliefs about it, cultural sensitivity, social networks, access to cultural goods, educational policies, the school environment, and teaching strategies. [9]

Personal characteristics include aptitudes, the learning process, and motivational and affective elements. The development of phonological, grammatical, and pragmatic abilities as well as learning strategies are all part of aptitudes. [10] A variety of elements, including attitudes, empathy, self-worth, extraversion, inhibition, imitation, anxiety, and most importantly, motivation, are embodied in the emotional domain. [11] The motivation process that underpins the entire learning process must therefore be understood.

Amotivation	Extrinsic Motivation				Intrinsic Motivation
Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Less Self-determination	←—————→				More Self-determination
Amotivation = No Motivation	Controlled Motives = Low-quality Motivation				Autonomous Motives = High-quality Motivation

Fig. 1. Motivation types and regulation [12]

Motivated learners show higher levels of engagement and persistence in their studies, according to numerous studies [13]. Gardner (1985), for example, discovered that students who were

intrinsically motivated to study English had a higher chance of becoming fluent and sustaining their interest over time [14]. On the other hand, students who are only motivated by external causes could find it difficult to remember and use the language in real-world situations.

Results and discussion

These days, it's widely acknowledged that motivation is crucial for learning any subject, but it's especially important for studying foreign languages. The issue of boosting motivation during the English language learning process in military school, however, has not received much attention. Therefore, this article's goal is to identify strategies for boosting English study motivation using cadet school pupils as an example. English is the official language of international summits and exercises, as is well known. Many public organisations and political negotiations use it as their language. However, as a subject, the ultimate goal of which is mastering the skills of foreign language communication (both oral and written), it has a number of specific features, one of which is mastering the English language by teaching the ability to communicate in a foreign language.

It is essential to establish educational and cognitive activities that foster students' high levels of cognitive interest in studying English, regardless of the degree and kind of educational institution they are attending. The definition of the many motivations that pupils develop when learning English is a topic of much debate. For instance, V.D. Shadrikov thinks that "motivation is due to the needs and goals of the individual, the ideals of man, the conditions of his activities (both objective, external and subjective, internal-knowledge, skills, abilities, and character)" [15] in his writings on the psychology of education.

Several factors contribute to learner motivation in English language education:

1. **Teacher Influence.** The role of teachers is pivotal in shaping students' motivation. Supportive and enthusiastic educators can create a positive learning environment that fosters intrinsic motivation (Brophy, 2010).
2. **Classroom Environment.** A collaborative and interactive classroom atmosphere encourages learners to engage with the material and each other, enhancing motivation (Ryan Deci, 2000).
3. **Goal Setting.** Setting achievable and meaningful goals can significantly boost learners' motivation by providing direction and a sense of accomplishment (Locke Latham, 2002).

To cultivate motivation among English language learners, educators can implement several strategies:

1. **Incorporating Relevant Content.** Connecting the curriculum to students' interests and real-life experiences can enhance intrinsic motivation.
2. **Encouraging Autonomy.** Providing learners with choices in their learning process fosters a sense of ownership and increases intrinsic motivation.
3. **Utilizing Technology.** Integrating technology into language learning can make the process more engaging and interactive, appealing to a generation accustomed to digital interaction (Godwin-Jones, 2018).

Conclusion

In conclusion, for English language instruction to be successful, learner motivation is essential. Teachers can create focused tactics to improve student engagement and accomplishment by knowing the many forms of motivation and the factors that affect them. More successful language learning experiences can result from fostering intrinsic motivation through pertinent material, encouraging teaching methods, and opportunities for autonomy. Prioritising learner motivation will be crucial as the area of English language education develops in order to equip students to function in a world that is becoming more interconnected by the day.

Motivation plays an important role in learning English as a foreign language, particularly in terms of students engagement, participation and academic performance. Sustaining motivation is crucial for language learners, it allows them to keep practicing, tackling challenges, and achieving proficiency. While much research has been conducted on second language motivation, there is a need to examine in greater detail how intrinsic and extrinsic motivational factors lead to student engagement and what instructional strategies learners believe to be the most motivating.

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