

## THE IMPORTANCE OF MOTIVATION IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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**Annotation:** *This thesis explores the crucial role of motivation in successful English language learning within the context of Teaching English to Speakers of Other Languages (TESOL). It examines different theoretical perspectives on motivation, including intrinsic and extrinsic factors, and their impact on learner engagement, persistence, and ultimately, proficiency. The paper further discusses practical strategies for teachers to foster and sustain student motivation in the classroom, highlighting the importance of creating a supportive and stimulating learning environment.*

**Keywords:** *TESOL, motivation, second language acquisition (SLA), learner autonomy, intrinsic motivation, extrinsic motivation, classroom management, learner engagement, language learning strategies, self-efficacy.*

**Introduction:** Success in second language acquisition (SLA), particularly in the context of Teaching English to Speakers of Other Languages (TESOL), is significantly influenced by the learner's motivation. While pedagogical approaches and instructional materials play a vital role, motivation acts as a powerful catalyst, driving learners' engagement, persistence, and ultimately, their achievement of proficiency. This thesis examines the multifaceted nature of motivation in TESOL, exploring various theoretical frameworks and proposing practical strategies for teachers to cultivate and maintain a motivated learning environment.

Another effective factor in language learning, motivation is more specific than in a content-based subject. The history teacher can motivate students to take an interest in the subject, but the language teacher is looking for more than interest. Language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance.

**Main part:** Motivation, forces acting either on or within a person to initiate behaviour. The word is derived from the Latin term *motivus* (“a moving cause”),

which suggests the activating properties of the processes involved in psychological motivation.

The process of motivation is internal. Whether we characterise it as a need or a drive, motivation is an internal state that yearns for a change in the surroundings or in oneself. When we draw from this reservoir of energy, motivation gives the individual the will and guidance to interact with the world in a flexible, problem-solving manner.

Teachers employ both internal and external motivation to promote language use. Because they are aware of the advantages of learning a certain language, some students are highly motivated by internal factors. It is necessary to remind others of the potential outcomes of achievement. For instance, teachers highlight the advantages of being able to read English poetry, short tales, and novels in their original form in nations where studying literature is a significant component of the educational system. Teachers also focus on the career and economic benefits to pupils in other contexts: fluent English speakers work as interpreters, travel overseas for business, and work in tourism. One effective way to motivate pupils is to remind them of the jobs that are available for those who speak the language well.

Rewards can serve as an extrinsic motivator. Instructors provide engaging extra reading materials, play a video to walk students through a challenging language exercise, or bring in outside speakers to help students practise using the language in real-world situations. Teachers say it's especially hard to get kids to speak English in monolingual classes. In several nations, the following concepts have been successful in both small and big classes:

- Role-play, with one student taking the role of a foreigner;
- Native-speaking visitors answer questions on specific topics;
- Pen friends, by mail or E-mail;
- Group presentations of topics students have researched;
- Interclass debates;
- Speech competitions;
- Concerts with plays and singing

Allowing restricted use of the first language in class for particular purposes can assist motivate students whose first language is not English, even though speaking English is the ultimate goal. For instance, when the teacher does not speak all of

the students' languages, the L1 aids in organising the organisational portion of projects or in explaining a complex concept.

Managing specific students' behaviour is a continuous component of motivation. To help them decide whether to ignore or address off-task behaviour, seasoned educators typically have a scale of reactions.

Several theoretical frameworks attempt to explain the complex interplay of factors influencing learner motivation. These include:

1. **Intrinsic Motivation.** This refers to the inherent enjoyment and satisfaction derived from the learning process itself. Learners intrinsically motivated are driven by a genuine interest in the language, a desire for self-improvement, or a sense of accomplishment.

2. **Extrinsic Motivation.** This type of motivation stems from external factors such as grades, rewards, pressure from family or peers, or the prospect of future career opportunities. While extrinsic motivation can be effective in the short term, it may not lead to sustained learning or deep language acquisition.

3. **Self-Determination Theory (SDT).** This theory emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Learners feel motivated when they have a sense of control over their learning, experience a sense of mastery, and feel connected to their teacher and peers.

4. **Goal-Setting Theory.** This theory highlights the importance of setting specific, measurable, achievable, relevant, and time-bound (SMART) goals. Clear goals provide learners with direction and a sense of purpose, boosting their motivation and persistence.

Highly motivated learners tend to:

- Exhibit greater persistence. They are more likely to persevere through challenges and setbacks in the learning process.
- Engage more actively in learning activities. They participate more enthusiastically in class, complete assignments diligently, and seek out additional learning opportunities.
- Develop more effective learning strategies. They are more likely to employ active learning strategies, such as seeking out opportunities for language use, actively engaging with materials, and reflecting on their learning.
- Achieve higher levels of proficiency. Ultimately, motivated learners tend to reach higher levels of language proficiency compared to their less motivated counterparts.



Teachers can play a crucial role in fostering and maintaining student motivation through various strategies:

1. Creating a supportive and encouraging learning environment;
2. Offering choices and autonomy;
3. Providing opportunities for authentic language use;
4. Setting clear learning goals;
5. Using varied and engaging teaching methods;
6. Providing regular feedback and encouragement

In order to expose the rich world of culture and traditions of the nation where the language is being studied, teachers are now researching ways to influence students' thoughts, will, and emotions. All forms of speech activities - writing, speaking, listening, and reading - as well as their formation methods are examined. incorporating gaming technologies into the educational process in addition to conventional classroom instruction. Traditions, occupations, and game technologies must be incorporated into the training process in order to activate the educational process and stimulate cognitive activity. A shift away from conventional training forms and methods is the cause of the surge in interest in different types of games.

**Conclusion:** In conclusion, motivation is a fundamental factor influencing success in TESOL. By understanding the theoretical underpinnings of motivation and implementing practical strategies to foster a positive and engaging learning environment, teachers can significantly enhance their students' learning experiences and help them achieve their language learning goals. Further research should explore the effectiveness of different motivational techniques in various learning contexts and with different learner populations to optimize teaching practices and contribute to better outcomes in TESOL.

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