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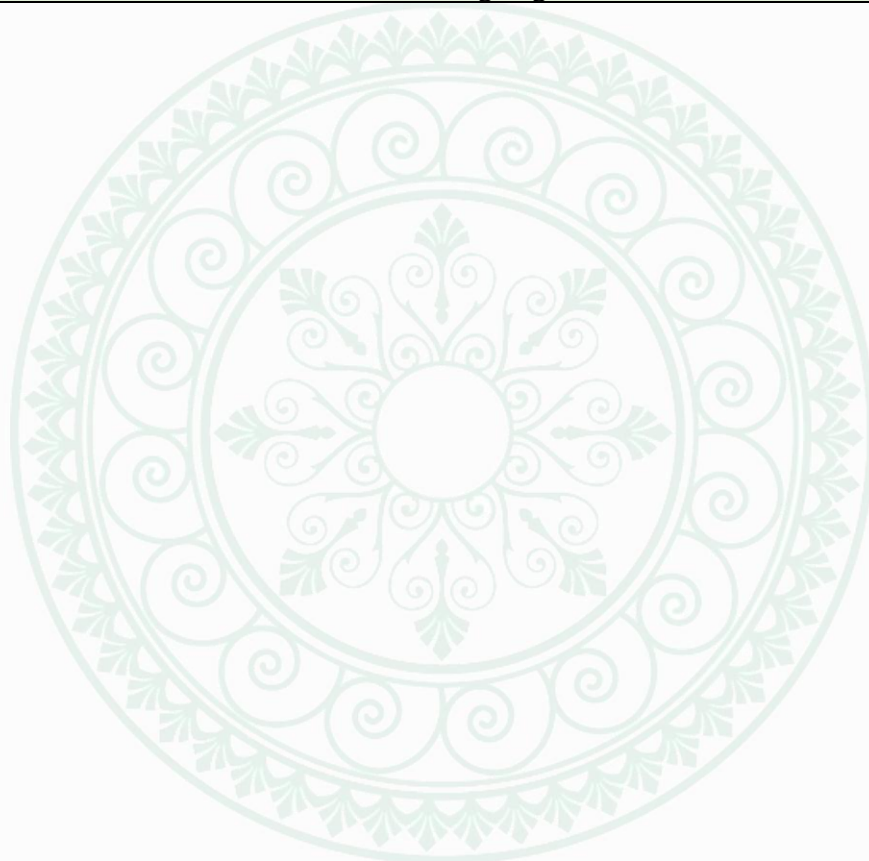
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HOW MOTIVATION AFFECTS SUCCESS IN LEARNING ENGLISH

Abstract. This article examines the role of motivation in second language acquisition (SLA) and its impact on learners' language learning effectiveness. Motivation is analyzed as one of the key psychological factors that determines learners' interest, engagement, and persistence in acquiring a second language. The study discusses different types of motivation, including integrative, instrumental, intrinsic, and extrinsic motivation, and their significance in the learning process. The findings indicate that learners who possess multiple motivational orientations tend to achieve higher levels of language proficiency and show greater active participation in learning activities. The article also emphasizes that motivation is a dynamic process influenced by classroom environment, teacher behavior, and social context. Overall, motivation is considered a crucial factor in successful second language acquisition.

Key words: second language acquisition, motivation, integrative motivation, instrumental motivation, intrinsic motivation, extrinsic motivation, language learning, learner engagement, L2 motivational system

Annotatsiya. Ushbu maqolada ikkinchi tilni o'zlashtirish jarayonida motivatsiyaning roli va uning til o'rganish samaradorligiga ta'siri o'rganilgan. Motivatsiya o'quvchilarning tilni o'rganishga bo'lgan qiziqishi, faolligi va davomiy harakatlarini belgilovchi asosiy psixologik omillardan biri sifatida tahlil qilinadi. Maqolada integrativ, instrumental, ichki va tashqi motivatsiya turlarining o'quv jarayonidagi ahamiyati yoritilib, ularning o'quvchilar muvaffaqiyatiga ta'siri ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatadiki, bir nechta motivatsion omillarga ega bo'lgan o'quvchilar tilni o'zlashtirishda yuqori natijalarga erishadi va o'quv jarayonida faolroq ishtirok etadi. Shuningdek, motivatsiya o'quv muhiti, o'qituvchi yondashuvi va ijtimoiy omillar ta'sirida o'zgarib turadigan dinamik jarayon ekanligi ta'kidlanadi.

Kalit so'zlar: ikkinchi tilni o'zlashtirish, motivatsiya, integrativ motivatsiya, instrumental motivatsiya, ichki motivatsiya, tashqi motivatsiya, til o'rganish, o'quvchi faolligi, L2 motivatsion tizim

Аннотация. В данной статье рассматривается роль мотивации в процессе овладения вторым языком и её влияние на эффективность изучения языка. Мотивация анализируется как один из ключевых психологических факторов, определяющих интерес, вовлечённость и настойчивость обучающихся в процессе изучения второго языка. В работе рассматриваются различные виды мотивации, включая интегративную, инструментальную, внутреннюю и внешнюю мотивацию, а также их значение в учебном процессе. Результаты исследования показывают, что обучающиеся с несколькими мотивационными ориентациями достигают более высокого уровня владения языком и проявляют большую активность в учебной деятельности. Также подчёркивается, что мотивация является динамическим процессом, зависящим от учебной среды, поведения преподавателя и социального контекста. В целом мотивация рассматривается как важнейший фактор успешного овладения вторым языком.

Ключевые слова: овладение вторым языком, мотивация, интегративная мотивация, инструментальная мотивация, внутренняя мотивация, внешняя мотивация, изучение языка, вовлечённость обучающихся, L2 мотивационная система

Introduction. Second Language Acquisition (SLA) is a complex process influenced by cognitive, social, and affective factors. Among these, motivation is widely recognized as one of the most significant determinants of success in learning a second language. Motivation affects how learners initiate language learning, the amount of effort they invest, and their persistence in overcoming difficulties. In SLA contexts, especially where learners have limited exposure to the target language, motivation becomes a crucial internal driving force. Scholars such as Gardner and Dörnyei have emphasized that motivated learners are more likely to achieve higher proficiency because they actively engage in learning opportunities and maintain long-term commitment. Motivation in SLA is not a static trait but a dynamic process that evolves depending on personal goals, classroom environment, and social influences. Therefore, understanding motivation is essential for improving language teaching practices and enhancing learner outcomes.

Literature Review. Research on motivation in SLA has developed significantly over the past decades, with early foundations laid by Gardner's socio-educational model. Gardner and Lambert introduced the concepts of integrative and instrumental motivation, which remain central to SLA theory. Integrative motivation refers to learners' desire to identify with and become part of the target language community, while instrumental motivation is associated with practical goals such as employment or academic success. Studies show that both types contribute to language achievement, though their impact may vary depending on learning context [1; 245].

Later research expanded these categories by incorporating cognitive and psychological perspectives. Dörnyei's L2 Motivational Self System shifted focus from external orientation toward internal self-perception, emphasizing the "ideal L2 self" and "ought-to L2 self" as key motivational drivers. This model highlights how learners' imagined future selves can strongly influence effort and persistence in language learning [2; 67].

In addition, intrinsic and extrinsic motivation theories, derived from self-determination theory, have contributed to SLA research. Intrinsic motivation involves learning a language for personal satisfaction, curiosity, or enjoyment, while extrinsic motivation is driven by external rewards or pressures. Empirical studies suggest that intrinsic and integrative motivation are often linked to higher proficiency and sustained engagement, whereas instrumental motivation is particularly effective in structured educational environments [3; 102].

Recent research also emphasizes the dynamic nature of motivation. It is influenced by classroom practices, teacher support, cultural context, and learner identity. Motivation is no longer seen as a fixed characteristic but as a fluctuating process shaped by continuous interaction between the learner and environment. This shift has led to more holistic approaches in SLA research that combine psychological, social, and contextual factors [4; 88].

Methodology. This study adopts a qualitative research design to examine the role of motivation in second language acquisition. The data were collected through semi-structured interviews and classroom observations involving intermediate-level English learners. A total of 20 participants were selected using purposive sampling to ensure variation in age, academic background, and learning experience. The interviews focused on learners' reasons for studying English, their learning strategies, and their perceived challenges. Classroom observations were conducted over a four-week period to analyze learner engagement and participation patterns. The data were analyzed using thematic analysis. First, interview transcripts were coded to identify recurring motivational themes such as integrative goals, instrumental goals, intrinsic interest, and external pressure. Second, observational data were compared with interview findings to examine how motivation manifested in actual learning behavior. The study also considered contextual factors such as teacher feedback, classroom

atmosphere, and peer interaction. Ethical considerations were ensured by obtaining informed consent and maintaining participant confidentiality throughout the research process. This methodological approach allows for an in-depth understanding of how motivation operates in real classroom settings and how it influences learner behavior and language development.

Results. The findings indicate that motivation plays a central role in shaping learners' engagement and achievement in second language acquisition. Most participants reported a combination of integrative and instrumental motivation. Learners with integrative motivation demonstrated higher levels of participation, curiosity about cultural aspects of the language, and willingness to communicate. These learners often engaged in additional language exposure activities such as watching films or interacting with native speakers. Instrumental motivation was also strongly present, particularly among students who viewed English as essential for academic success or career advancement. While these learners showed consistent effort in structured tasks, their engagement outside the classroom was comparatively limited. Intrinsic motivation appeared in learners who expressed enjoyment in language learning activities, often showing higher persistence even when facing difficulties. Overall, the results suggest that learners with multiple types of motivation tend to perform better than those relying on a single motivational source. Motivation was also found to fluctuate depending on classroom conditions and teacher encouragement, confirming its dynamic nature in SLA.

Discussion. The findings support existing theories that motivation is a key factor in second language acquisition. Consistent with Gardner's model, both integrative and instrumental motivations contribute to language learning success, although integrative and intrinsic motivations appear to promote deeper engagement. The results also align with Dörnyei's theory, which emphasizes the importance of learners' self-concept and future-oriented goals in sustaining motivation. The study highlights that motivation is not isolated but interacts with environmental factors such as teaching methods and peer influence. Learners who experienced supportive and interactive classrooms tended to show higher motivation levels. This suggests that educators play a crucial role in fostering and maintaining learner motivation. Furthermore, the coexistence of multiple motivational types indicates that SLA motivation is complex and multidimensional. Learners are rarely driven by a single factor; instead, their motivation evolves depending on context and experience. This reinforces the idea that effective language instruction should address both internal and external motivational dimensions.

Conclusion. Motivation is a fundamental element in second language acquisition, influencing learners' effort, persistence, and overall achievement. The study confirms that integrative, instrumental, and intrinsic motivations all contribute to language learning, though their impact varies depending on individual and contextual factors. Motivation is not a fixed trait but a dynamic process shaped by personal goals, classroom environment, and social interaction. The findings suggest that educators should adopt strategies that enhance both intrinsic and extrinsic motivation, such as creating meaningful learning activities, connecting language learning to real-life goals, and fostering positive classroom environments. By doing so, teachers can support sustained learner engagement and improve language learning outcomes.

Ultimately, understanding motivation in SLA provides valuable insights into how learners acquire a second language and how teaching practices can be improved to support long-term success.

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