

## The Main Role of Motivation in English Language Learning

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**Annotation:** When trying to explain any success or failure in English language learning, motivation is often used as a key factor which determines the rate of success. This affective variable plays an even more important role when English is learned for specific purposes. This is why the present study explored learner motivation in an ESP context trying to find out the causes of learner low motivation. Therefore, the outstanding knowledge of English language is a basic need for students who want to join global community of scientists and researchers.

**Keywords:** Motivation, ESP context, factors, global, reading technical and scientific literature, writing research articles, manuscripts, letters, mails, preparing oral presentations

Students may become discouraged and lose interest in learning ESP unless they are taught effectively, or constructive learning methods are implemented. When defining successful or unsuccessful learners the term ‘motivation’ will be frequently used by language teachers. There are many aspects that have to be taken into consideration that have an impact on language acquisition. Age, intelligence, learning achievements, aptitudes, anxiety, personalities, attitudes, self-identities, parental encouragement and motivation are just some of them. Framework encourages the development and dissemination of new methods of teaching languages to increase the motivation of learners stating that these methods should be learner focused, practically oriented and more applied to professional contexts.

Types of motivation are as follows:

**Intrinsic motivation** refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. An intrinsically motivated student is already eager and prepared to learn English; he does not need his teacher to tell him that English is important or a universal language. He is inertly ready for learning English.

**Extrinsic motivation** refers to our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature. Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual. A student can be extrinsically motivated to learn English when he makes efforts in learning but for the sake of exam only or for pleasing his parents or teacher. In reality, he is not inertly motivated to learn English but rather pushed by external factors.

**Instrumental motivation** is generally indicated by the aspiration to get practical benefits from the study of a second language. It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members. Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2. Learners with 'instrumental' motivation learn a foreign language because they want to pass the exam, find a better paid job, i.e. for practical, utilitarian reasons. In this case, learning the language is not the main goal, but rather a means by which a learner reaches his/her professional or personal goal. The main reasons for learning a foreign language are assimilation with the target language community and culture, and perhaps because of a strong emotional interest in the speaker of that foreign language. This dichotomy of motivation (instrumental and integrative) was in later years specified as orientation considering whether a learner's context was "academic or career-related, or socially or culturally oriented". Cooper and Fishman introduced a third type of motivation, called "developmental or personal motivation" which relates to "personal development or personal satisfaction". The instrumentally motivated learner of English is neither intrinsically or extrinsically motivated to attend the English course but for the sake of getting a job for example at an American or a British company that offers a good salary he learns English. He sees Integrative means belongingness and loving the community that speaks that language. Who wants to live in the American society and who likes their values has an integrative motivation. It means also attitude. Attitudes can be about languages or about being bilingual in general, as well as about the relation of the student's attitudes toward L1 or L2. Regarding the ESP motivation, the importance of identifying learners' specific needs is usually emphasized. Dudley-Evans and St John (1998) argued that ESP motivation of students depends on linking the English language to their main subject courses and the target-profession. Medical and healthcare students have to "grasp technical language of the discipline quickly; need to be able to function effectively in the kinds of communicative situation that recur frequently in medical interaction; and they particularly need advanced communication skills to deal with difficult and stressful situations". Therefore, to study such a demanding, technical discipline, students will be more motivated when learning in their English language course about topics they can relate to. In 2013, Malcom revealed in her research that medical students were more motivated when authentic medical texts as well as relevant course materials were used during the course. There are different genres and medical situations with the relevant topics and authentic texts that are learned during the Medical English course, e.g. simulated case conferences, listening and reporting, reading and reporting, preparing and presenting short talks and papers based on a case, or on a medical topic, doctor-patient role plays, uses of euphemism and metaphor, writing case reports, learning a large corpus of technical and specialized terms, adopting an academic medical vocabulary, practicing pronunciation of difficult technical and professional words, pair-speaking activities. Teachers' basic roles in a Medical English course are more as "planners, orchestrators and monitors of student activity than as language instructors". Nevertheless, considering above mentioned arguments motivation is an important element in foreign language learning, especially for the acquisition of ESP.

Healthcare practitioners are in high demand throughout the world. There is already a 7,2 million global healthcare workers shortage which will reach 12,9 million in coming decades, and will have serious consequences on the health of billions of people across all areas of the world. Consequently, according to statistics provided by the Member States, the highly regulated professions that move the most from one country to another in the EU are doctors of medicine and

nurses, although physiotherapists are also highly ranked on the list. Motivation has been the central subject of numerous studies since certain aspects of motivation have a deep impact on the achievement or acquisition of any foreign language. “Effective communication and cultural awareness are important elements of language teaching, as intercultural competence, ability to work in multilingual and multicultural teams, flexibility and good communication skills are highly demanded by the employers”. As far as motivation in learning ESP is concerned, Hutchinson and Waters (1987:8) have already asserted that “the clear relevance of the English course to their (learners’) needs would improve learner’s motivation and thereby make learning better and faster”. R. Gardner and W. Lambert were the first who with their associates and students seriously engaged in a research on motivation.

Together they settled standardized assessment techniques for measuring a wide range of motivational components based on a social psychological approach, and they studied motivation as a complexity of different factors and attitudes. Two basic types of motivation based on the socio-educational model were recognized at that time by Gardner and Lambert, namely ‘instrumental’ and ‘integrative’ [2].

In our case, to motivate Medical English learners for acquisition complex, career-specific and highly technical professional language rich in colloquialisms, acronyms and abbreviations, the ESP teachers should improve their motivational practices, i.e. identify learners’ needs, modernize their teaching methods, use appropriate activities, and relevant, upto-date materials. Another important element that should be in focus in the teaching process is learners’ roles. Motivated learners will pay attention in the classroom, actively participate, and finally achieve their ultimate goal.

For every student or professional, including medical, whose first language is not English, reading technical and scientific literature, monitoring the development and progress of medicine, searching for clinical answers within literature, writing research articles, manuscripts, letters, mails, preparing oral presentations, and collaborating with other scientists in English is much more challenging and demanding than it is for native speakers of English.

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