

THE ROLE OF MOTIVATION IN ESL STUDENT ACHIEVEMENT

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Abstract: *Motivation in Second Language Acquisition (SLA) and English as a Second Language (ESL) learning has been viewed as a complex and far-reaching factor that affects learners' retention, engagement, and performance. It includes intrinsic factors (e.g. personal interest and integrative orientations) and extrinsic factors (e.g. academic demands, social pressure). In ESL environments, motivation plays a key role in the development of language skills (LS), communicative competence, and academic achievement. The findings of the present exploration support the claim that extrinsic motivation prevails among Uzbek students to EFL learning motivated mainly by educational obligation and cultural maintenance rather than integrative motivation. The results highlight the importance of considering ESL success holistically by accounting for cognitive, affective and sociocultural aspects in order to promote lifelong language engagement and proficiency.*

Keywords: *Intrinsic motivation, Uzbek EFL students, L2 learning, language proficiency, extrinsic motivation, motivational types and orientation in SLA Integrative vs. integrativeness form Academic achievement.*

INTRODUCTION

Motivation in SLA and ESL learning is a complex construct that influences the extent to which an individual will endeavor or persist in learning a new language. It includes intra-personal factors (i.e., learners learn for the pleasure of learning to use, learn due to believe that it is named language is beautiful or valuable) and inter-personal conditions (reward/punishment). In ESL contexts, motivation plays a key role in the development of L2 proficiency (Ellis et al., 2005) as it impacts learners' contributing factors such as engagement, goal-setting, and persistence. A variety of theoretical conceptualizations have been proposed to account for motivation's influence: intrinsic motivation (the student has the desire to learn), which is related to integrative orientations towards the target language community, and extrinsic motivation (ie, the student feels compelled or forced)—be it compliance with academic expectations or social influences. It has been shown that motivation not only starts, but also supports language learning behavior and affects the speaking proficiency, communicative competence, and academic achievement [1].

When evaluating ESL student success, it is essential to consider both the cognitive, academic-based, and non-cognitive factors that significantly contribute to language acquisition. Common measures of academic performance are standardized tests and course grades. However, successful ESL accomplishment is also contingent on the acquisition of skills ranging from speaking confidence, listening comprehension, to communicative competence. Motivational, self-efficacy, personality traits, and willingness to communicate

(WTC), amongst other non-cognitive variables, are determinative in the performance of students. For instance, English learners are reluctant to speak English owing to reasons related to self-perceptions, motivation, mindset, and academic performance, which generate dynamic interplays of factors that lead to participation in the use of language within authentic situations [6]. Similarly, affective aspects such as anxiety and enjoyment influence listening performance and spoken communication, demonstrating the multivariate characteristics of ESL achievement [7].

In the Uzbekistan context, academic success is also connected with adaptation to foreign educational systems and cultural integration processes, which are affected by motivation and engagement. The intricate role of motivation and external educational factors emphasizes that a holistic measure, covering not only technical/achievement but psychological dimensions, is required to judge the achievement of ESL learners [8].

Types of motivation and their spread among ESL students. Especially, motivational studies conducted among Uzbek EFL learners demonstrate a dominance of more extrinsic types of motivation, which are related to the formal requirements for education or a desire to preserve one's heritage. ("genuine interest" and "integrativeness") It is relatively constrained in the present sample. For example, in Uzbekistan, students mainly show extrinsic motivation, including fulfilling obligatory language learning, while their traditions and culture are protected from the invasion of target culture influences without much support for integrating instrumental motivation [2]. This is mirrored by Uzbekistan IBCs, where motivation correlates with extrinsic motivations, i.e., academic achievements, job prospects, or the filial imperative, as opposed to intrinsic reasons such as interest in English and successfully fitting into English culture [1]. This kind of extrinsic dominance may be problematic for the promotion of lifelong language engagement, and the development of proficiency in integrative motivation has been correlated with higher achievement and continued language use.

Cultural identity and language attitudes are so both influence the motivation towards Uzbeks in language learning. Learners construct their sense of learning English, between cultural maintenance and social conformity, trying to follow global communication but preserve ethnic-origin identity [1]. Parents' and community attitudes, especially with regard to gendered education role expectations, have a substantial impact on the motivation of learners. In Uzbekistan, such community carrier representations in interplay with learners' motivational orientations meet English seen as a means for access to professional opportunities but also as a context of language-in-culture mediation [5]. Such attitudes may inhibit willingness to communicate and participation in learning, which suggests that socio-cultural aspects need to be taken into account for motivational interventions or curriculum development. Many Uzbek EFL learners are socialized into multilingual environments, and their motivational profiles appear to be buried dormant. Therefore, describing the specific affective and motivational profile of multilingual learners is important for designing pedagogical interventions that contribute to learning persistence and performance.

Factors Affecting ESL Motivation in Uzbekistan: Background to the Study. The language policy of independent Uzbekistan since 1991 has necessitated that all schools

must introduce English as an additional language. The motivation to learn and use foreign languages (FL) by LI users is a complex, multi-faceted issue, and this study will seek to identify aspects that shape their enthusiasm as FL learners. Affective filters (anxiety, self-confidence, enjoyment) have a significant influence on ESL motivation and oral communication in Uzbekistan. Anxiety—at the expense of a newer learner's readiness and desire for speaking tasks—impedes proficiency growth. But, a high level of positive feeling, such as enjoyment and high self-motivation, allows students to engage in working with oral communication that leads to better results for an outcome [7]. Research has also demonstrated that motivation in learning is an important source of pleasure and acquisition as well as the real-world application of language, aiding communicative confidence [7]. Furthermore, it has been found that anxiety and enjoyment are not only different but also independent constructs in L2 listening. Recognition of this affective complexity implies that motivational strategies should focus not only on diminishing anxiety, but on actively generating fun and positive experiences in language learning [10]. It is the combination of these affective elements that has a profound effect on learners' long-term motivation and academic success in ESL contexts [6].

Conclusion

In conclusion, ESL students in Uzbekistan predominantly demonstrate an extrinsic motivational pattern that is significantly converged by cultural identity and socio-educational environments. The affective face motivation, for example, anxiety and enjoyment, is influential in learners' oral achievement and academic studies. The incorporation of technology tools and new pedagogical strategies positively promotes motivation and language learning. So, motivation is a complex and multifaceted construct that lies within the socio-cultural, psychological, and institutional context in place together to influence ESL students' achievement in Uzbekistan [1], [4], [7].

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