



**EOC**  
EUROASIAN  
ONLINE  
CONFERENCES

# GERMANY

## CONFERENCE

**INTERNATIONAL CONFERENCE ON  
SCIENCE, ENGINEERING AND  
TECHNOLOGY**



Google Scholar

zenodo

OpenAIRE

doi = digital object  
identifier

eoconf.com - from 2024

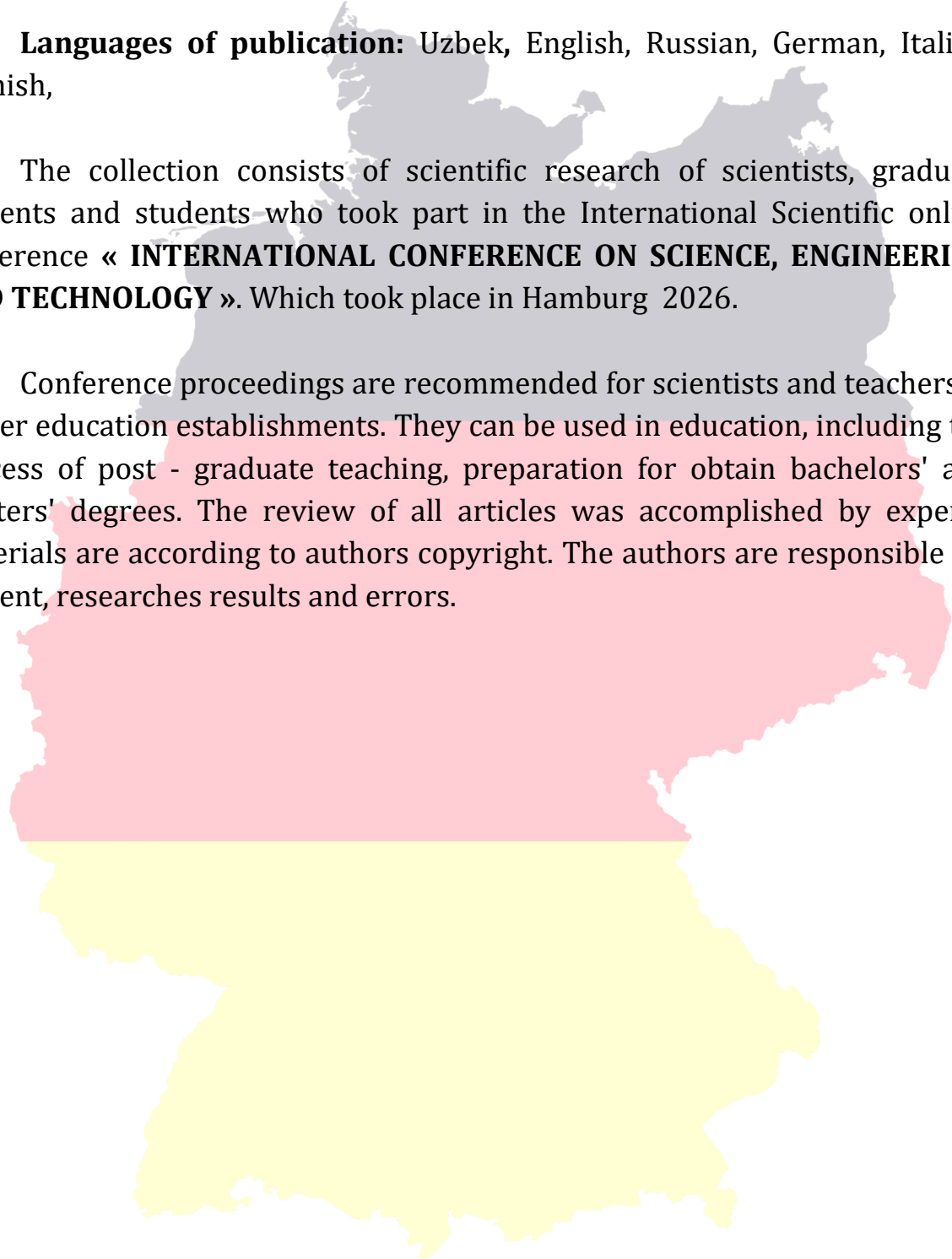


**INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY:**  
a collection scientific works of the International scientific conference –  
Hamburg, Germany, 2026 Issue 5

**Languages of publication:** Uzbek, English, Russian, German, Italian,  
Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference « **INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY** ». Which took place in Hamburg 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





## Motivational Factors in Learning English as a Foreign Language

MAMATOV ARABBOY DILMURODJON UGLI

Teacher of English at Toshloq District Technical College No. 3

**Abstract.** This article examines the motivational factors influencing the process of learning English as a foreign language among students. Motivation plays a significant role in language acquisition and directly affects learners' academic achievement, communication skills, and learning engagement. The study analyzes intrinsic and extrinsic motivational factors, including personal interest, career opportunities, educational environment, teacher support, and the use of modern technologies in language learning. Furthermore, the article highlights effective strategies for increasing students' motivation in English classes through interactive teaching methods and digital educational tools. The findings demonstrate that highly motivated learners achieve better language proficiency and show greater participation in classroom activities.

**Keywords:** motivation, English language learning, foreign language education, intrinsic motivation, extrinsic motivation, communicative competence, interactive teaching methods, digital technologies, student engagement, language acquisition.

**Introduction.** In the modern globalized world, the English language has become one of the most important means of international communication. It is widely used in education, science, technology, business, tourism, and digital communication. As a result, learning English as a foreign language has become a major priority for students in many countries. The growing demand for English proficiency has encouraged educational institutions to improve language teaching methodologies and create effective learning environments. However, one of the most significant factors affecting successful language acquisition is students' motivation.

Motivation is considered a key element in the process of foreign language learning because it directly influences learners' interest, participation, persistence, and academic achievement. Students with strong motivation are generally more active in classroom activities, more willing to practice communication skills, and more successful in mastering language competencies. On the other hand, low motivation often leads to poor academic performance and lack of engagement in the learning process.

Researchers in the field of language education have identified different types of motivation, including intrinsic and extrinsic motivation. Intrinsic motivation refers to a learner's personal interest, enjoyment, and desire for self-development, while extrinsic motivation is related to external factors such as grades, career opportunities, social recognition, and educational requirements. Both types of motivation play an important role in helping learners achieve language proficiency. In recent years, technological advancements and interactive teaching methods have significantly influenced students' motivation in English language learning. The use of multimedia resources, online platforms, mobile applications, and communicative activities has created more engaging and student-centered learning



environments. These approaches not only improve language skills but also increase learners' confidence and interest in using English in real-life situations.

The purpose of this article is to analyze the main motivational factors affecting the learning of English as a foreign language and to examine effective methods for increasing students' motivation in English classes. The study also explores the role of teachers, educational technologies, and classroom atmosphere in enhancing learners' language acquisition and academic success.

**Literature Review.** Motivation has long been recognized as one of the most important factors influencing success in foreign language learning. Many scholars and researchers have emphasized that motivated learners are more likely to achieve higher levels of language proficiency and maintain long-term interest in learning activities. In the field of English language teaching, motivation is commonly divided into two major categories: intrinsic motivation and extrinsic motivation.

According to Gardner and Lambert, motivation plays a central role in second language acquisition because learners' attitudes and goals strongly influence their learning outcomes. They identified integrative motivation, which reflects a learner's desire to communicate with people from different cultures and become part of the language community, and instrumental motivation, which is associated with practical goals such as employment, academic success, and career development.

Deci and Ryan's Self-Determination Theory also contributed significantly to understanding learner motivation. The theory explains that students are more successful when they experience autonomy, competence, and social support in the learning process. Intrinsically motivated learners usually demonstrate greater creativity, confidence, and persistence in language learning activities compared to learners who rely only on external rewards.

Recent studies have shown that interactive teaching methods and digital technologies positively influence students' motivation in English language learning. Researchers have highlighted that multimedia presentations, online learning platforms, educational games, and mobile applications create more engaging and student-centered environments. These tools help learners improve speaking, listening, reading, and writing skills while reducing anxiety and increasing classroom participation.

Furthermore, several scholars emphasize the important role of teachers in motivating students. Positive teacher-student relationships, constructive feedback, communicative activities, and collaborative learning tasks significantly increase learners' confidence and willingness to use English in real-life situations. Modern educational approaches therefore focus not only on language instruction but also on creating supportive and motivating classroom environments.

**Methods.** This study used qualitative and quantitative research methods to investigate motivational factors in learning English as a foreign language. The



research focused on identifying the main elements that influence students' motivation and analyzing their impact on language learning effectiveness.

Data were collected through questionnaires, classroom observations, and interviews with students and English language teachers. The questionnaire included questions related to students' interests, learning goals, classroom participation, teacher support, and the use of digital technologies in English classes. Interviews were conducted to gain deeper insights into students' attitudes toward learning English and the challenges they face during the learning process.

The participants of the study consisted of secondary school, vocational college, and university students who were studying English as a foreign language. Different age groups and educational backgrounds were included to ensure objective and reliable results.

The collected data were analyzed using comparative and descriptive analysis methods. Statistical information obtained from questionnaires was presented in percentages and tables to identify the most influential motivational factors. The findings of the study were used to evaluate effective strategies for increasing students' motivation and improving English language teaching practices.

**Results and Discussion.** The findings of the study revealed that motivation plays a crucial role in the successful learning of English as a foreign language. Based on the questionnaire results and classroom observations, most students demonstrated a positive attitude toward learning English, especially when interactive teaching methods and digital technologies were used during lessons.

One of the most significant motivational factors identified in the study was career opportunity. A large percentage of students stated that English proficiency is important for obtaining better jobs, studying abroad, and accessing international educational resources. This indicates that instrumental motivation strongly influences students' desire to learn English. Many participants believed that English language skills would increase their competitiveness in the global labor market.

Another important factor was personal interest and self-development. Students who enjoyed English movies, music, social media content, and communication with foreign people showed higher levels of intrinsic motivation. These learners participated more actively in classroom discussions and demonstrated better speaking and listening skills. The findings suggest that integrating authentic materials into English lessons can significantly improve students' interest and engagement.

The study also showed that teacher support has a direct impact on learners' motivation. Students reported that encouraging feedback, positive classroom atmosphere, and communicative teaching approaches increased their confidence and willingness to use English. Teachers who used collaborative activities, group



discussions, role plays, and multimedia presentations created more effective and motivating learning environments.

In addition, the use of digital technologies positively affected students' learning motivation. Online platforms, mobile applications, educational videos, and interactive exercises made lessons more interesting and accessible. Many students stated that technology-based learning helped them practice English independently outside the classroom and improved their vocabulary, pronunciation, and communication skills.

However, the research also identified several challenges affecting learner motivation. Some students experienced anxiety and fear of making mistakes while speaking English. Limited vocabulary knowledge, lack of speaking practice, and traditional grammar-focused teaching methods reduced classroom participation and confidence. These factors negatively influenced students' motivation and language learning performance.

The results confirm the views of many researchers that both intrinsic and extrinsic motivational factors are essential for effective foreign language acquisition. The study demonstrates that student-centered teaching methods, supportive classroom environments, and modern educational technologies contribute significantly to improving learners' motivation and academic achievement in English language education.

Overall, the findings highlight the importance of creating engaging and interactive English learning environments that address students' personal interests, professional goals, and communication needs. Educational institutions and teachers should therefore focus on developing innovative teaching strategies that encourage active participation and long-term motivation in language learning.

**Conclusion.** In conclusion, motivation is one of the most important factors influencing the successful learning of English as a foreign language. The study showed that both intrinsic and extrinsic motivational factors significantly affect students' language learning performance, classroom participation, and communicative competence. Learners who are highly motivated demonstrate greater interest in English lessons, actively participate in classroom activities, and achieve better academic results.

The research findings revealed that career opportunities, personal interest, teacher support, interactive teaching methods, and digital technologies are among the major factors that increase students' motivation. Modern educational approaches, including multimedia tools, online learning platforms, collaborative activities, and communicative teaching strategies, create more engaging and student-centered learning environments. These methods not only improve language proficiency but also increase learners' confidence and willingness to use English in real-life situations.



At the same time, the study identified several challenges such as speaking anxiety, lack of vocabulary, and traditional teaching approaches that may negatively influence students' motivation. Therefore, teachers should focus on creating supportive classroom environments, encouraging active communication, and applying innovative teaching methods that address learners' individual needs and interests.

Overall, improving students' motivation is essential for enhancing the quality and effectiveness of English language education. Educational institutions and teachers should continue implementing modern pedagogical technologies and motivational strategies to support learners in achieving higher levels of language proficiency and academic success.

### References

1. Gardner, R. C., & Lambert, W. E. *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers, 1972.
2. Deci, E. L., & Ryan, R. M. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press, 1985.
3. Dörnyei, Z. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press, 2001.
4. Harmer, J. *The Practice of English Language Teaching*. 5th edition. London: Pearson Education, 2015.
5. Brown, H. D. *Principles of Language Learning and Teaching*. New York: Pearson Education, 2007.
6. Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2014.
7. Krashen, S. D. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, 1982.
8. Lightbown, P. M., & Spada, N. *How Languages are Learned*. Oxford: Oxford University Press, 2013.
9. Ellis, R. *The Study of Second Language Acquisition*. Oxford: Oxford University Press, 2008.
10. Nation, I. S. P., & Macalister, J. *Language Curriculum Design*. New York: Routledge, 2010.