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FOSTERING STUDENT MOTIVATION AND ENGAGEMENT IN ENGLISH TEACHING

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Motivation serves as the driving force propelling language learners, influencing their persistence, enthusiasm, and ultimately, their success in mastering a new language. Students who are driven and directed toward learning with their motivation in full gear will focus, exert effort, and have confidence in their ability to succeed. Encouraging learners in English language education remains a key challenge for educators worldwide. This abstract aims to delve into the various facets of motivation and its intricate role in fostering effective English acquisition. It explores diverse approaches, including creating supportive learning environments, fostering autonomy, establishing real-world connections, employing varied teaching strategies, promoting collaboration, setting goals, cultivating growth mindsets, offering feedback, integrating student interests, and adapting to different language learning contexts.

Keywords: *motivation, language learning, inspiration, interaction, autonomy, feedback, extrinsic motivation, intrinsic motivation*

Introduction: Language learning is a transformative journey, one that extends far beyond the acquisition of vocabulary and grammar. It encompasses the cultural nuances, communication dynamics, and the inherent joy of connecting with others on a deeper level. At the heart of this journey lies a crucial element: motivation. When students are motivated, they become active participants in their learning, eagerly exploring new concepts and persisting through challenges. Ellis, R suggests that the learners who are motivated to integrate both linguistic and non- linguistic reasons of the learning experience will attain a higher degree of proficiency in language learning. Thus motivation is the collage of effort, desire and effect [1].

However, fostering and sustaining student motivation and engagement can be a complex endeavor for educators. Here are several strategies that can help create an environment conducive to stimulating and sustaining students' drive for learning a new language.

Establish a Supportive Learning Environment: A supportive learning environment extends beyond mere physical locations or traditional classrooms. It involves a comprehensive outlook that embraces psychological, emotional, and cultural dimensions. It creates an environment

where learners feel they belong, are safe, and are encouraged to take risks, make errors, and actively participate in acquiring the language.

Encourage transparent communication, value diverse viewpoints, and cultivate a sense of belonging among students. In fact, students tend to be more active and engaged in classrooms with a strong sense of community [2].

With the support of their classmates, students can find the courage to speak a new language, to do their best, and to believe they can learn. In fact, it's not just individuals who will have more confidence in their ability to learn. According to Bandura, A. the group itself also has a certain level of confidence and motivation, and the more they collectively believe in themselves, the more they will achieve [3].

Foster Autonomy: Granting students a level of authority in their learning can significantly influence their drive. Present options in tasks or assignments, enabling exploration of topics within the curriculum that captivate them. Providing independence fosters a sense of possession and obligation toward their learning results. In an increasingly interconnected world, the presence of diverse cultures has become a crucial facet of educational settings. Embracing cultural significance and sensitivity isn't solely about inclusivity; it stands as a fundamental support beam in constructing a dynamic and effective learning experience for students from various backgrounds. Autonomy in language learning pertains to learners' capacity and liberty to make decisions, establish objectives, and assume responsibility for their learning path. It equips learners to be proactive, self-governing, and self-reliant in their pursuit of language acquisition.

Connect Learning to Real-World Contexts: Drawing parallels between what's taught in the classroom and real-life scenarios can boost student involvement. Showcasing how classroom concepts link to everyday situations or potential career paths helps students grasp the practical relevance of their education. Involving students in real-world problem-solving tasks demonstrates the applicability of their learning, sparking inspiration. Aligning language learning with real-life contexts means merging language skills with everyday situations, emphasizing how these skills apply practically. This approach bridges the gap between theoretical knowledge and its application, emphasizing the relevance and practicality of language skills in various situations.

One of the most effective methods to encourage learning while maintaining student enthusiasm and engagement is to incorporate project-based learning. Project-based learning is a teaching method in which students actively engage in real-world and personally-meaningful projects. In a language learning classroom, projects are an ideal way to engage students because they help students use the language, they are studying rather than just learn about the language. Instead of doing

drills and fill-in-the-blank worksheets, students actually use their language skills in an authentic project [4].

Incorporate Varied Teaching Strategies: Vary instructional approaches to accommodate diverse learning styles and preferences. Employ a combination of teaching methodologies such as lectures, discussions, group tasks, multimedia demonstrations, and practical involvement to sustain students' motivation and active participation. Integrate technology when suitable to capture students' interest and excitement. Understanding the specific requirements of our students allows us to implement tailored teaching methods. This means that “the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs” (Tomlinson 2017, p. 7). Note that the differentiation is proactive: teachers don't just respond to classroom problems, they begin their planning with an awareness of student differences and an intention to help all students succeed. This concept of planning and creating classes with different student needs and abilities in mind is known as Universal Design for Learning. This approach can help a teacher plan instruction that engages students who experience various disabilities or other challenges, students of average ability, and exceptionally skillful students, all together in the same classroom [5].

Encourage Collaboration and Peer Interaction: Encourage student collaboration via group projects, discussions, or peer-led teaching sessions. Fostering teamwork not only enriches comprehension through diverse viewpoints but also nurtures a feeling of unity and joint accomplishment. Collaboration in language learning entails learners actively participating with peers to practice, discuss, and glean knowledge from each other. It establishes a supportive atmosphere that promotes communication, cultural sharing, and reciprocal learning among learners.

Learning is inherently a social act, and knowledge is acquired and constructed through interactions with others. This is not to say that one cannot learn independently, but learning is more robust and knowledge is retained longer when learning is done with others [6].

In addition, collaboration stands as a vital skill essential for students beyond their academic journey, particularly in their professional endeavors. Once students complete their education, they're unlikely to encounter routine grammar tests or tasks involving lengthy essays. Instead, they'll navigate a world where the ability to collaborate—solving problems, accomplishing projects, and effectively communicating plans and ideas with others—will be paramount.

Set Clear Goals and Expectations: Offer students precise and attainable learning objectives and standards. This clarity aids in comprehending expectations and allows them to monitor their advancement. Acknowledge milestones as they progress to sustain their motivation. Peer engagement offers abundant chances for learners to practice language skills—speaking, listening, and

understanding—in genuine, conversational contexts. Engaging in discussions, debates, or joint tasks enhances fluency and communication abilities.

Cultivate a Growth Mindset: Promote a growth-oriented mindset by acknowledging and praising effort and persistence over just emphasizing results. Educate students that skills can be cultivated through commitment and effort, nurturing resilience when encountering difficulties.

In general, motivation falls into two primary categories: extrinsic motivation and intrinsic motivation. Extrinsic motivation refers to a desire to get a reward or to avoid punishment. It emphasizes the external need to persuade students to take part in learning activities such as homework, grade, or doing something to please teachers [7]. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation [8]. Extrinsic motivation relies on external factors like rewards or punishments. This form of motivation might negatively impact students because they may not learn out of genuine interest but rather because they seek rewards or fear punishment. When students are driven by the promise of rewards, they're highly motivated to attend classes, learn, and reach set goals. However, if these rewards are removed or if there are no punishments, their interest in learning the language diminishes, and they might lose motivation to attend classes. Intrinsic motivation refers to learning having its own reward (Arnold, 2000). This implies that students are choosing to learn something they perceive as valuable or significant to them, doing so willingly and of their own accord rather than feeling obligated to do so.

Offer Constructive Feedback and Encouragement: Offer feedback promptly and precisely, emphasizing growth rather than just pointing out mistakes. Recognize students' hard work and provide direction on how they can enhance their skills.

Students' motivation to learn thrives when they feel capable-when they have confidence in their ability to succeed. There are various ways we can nurture this sense of competence among students:

- Crafting activities that match their skill level and providing support when tasks become challenging to ensure their success.
- Activating their prior knowledge and equipping them with essential vocabulary or structures before engaging in activities.
- Offering clear instructions and setting standards right from the start of each task to guide students toward success.
- Facilitating learning through discovery rather than merely presenting information, encouraging independent exploration.
- Instilling self-belief through supportive language and actions that bolster students' confidence.

- Providing precise, specific feedback and recognition, highlighting their strengths to bolster their confidence.

- Cultivating a positive perspective on mistakes, encouraging students to view errors as valuable learning opportunities—an essential aspect of fostering a growth mindset (Dweck, 2008) in our students.

- Teaching students the skills to self-assess and monitor their own learning progress through reflection exercises

Conclusion: In conclusion, fostering student motivation and engagement in English teaching is a multifaceted endeavor that involves nurturing a sense of competence, creating a supportive learning environment, and encouraging a positive attitude towards learning. By tailoring activities to students' levels, providing necessary support, and offering clear guidance, educators can instill confidence and a belief in success. Additionally, promoting a growth mindset, embracing mistakes as part of the learning process, and empowering students to self-assess and reflect on their progress all contribute to sustaining motivation and active engagement in the English learning journey. Ultimately, when students feel capable, supported, and encouraged, their motivation to learn English flourishes, leading to more fulfilling and effective language acquisition experiences.

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İNGİLİS DİLİNİN TƏDRİSİNDƏ TƏLƏBƏLƏRİN MOTİVASIYA VƏ FƏALİYYƏTİNİN YÜKSƏLDİLMƏSİ

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Dil öyrənmə, söz ehtiyatı və qrammatika əldə etməkdən kənara çıxan transformativ bir yoldur. Bu fəaliyyətin mərkəzində həlledici element dayanır: motivasiya. Motivasiya dil öyrənmələri həvəsləndirən hərəkətverici qüvvə rolunu oynayır, onların əzmkarlığına, həvəsinə və nəhayət, yeni dili mənimsəməkdə uğurlarına təsir edir. Motivasiyası ilə öyrənməyə yönəlmiş və yönləndirilən tələbələr diqqətini cəmləməyə səy göstərir və uğur qazanmaqda inamlı olurlar.

Tapşırıqları tələbələrin səviyyələrinə uyğunlaşdırmaqla, lazımı dəstəyi təmin etməklə müəllimlər uğura inam aşılamaq bilirlər. Dəstəkləyici öyrənmə mühiti öyrənmələrin özlərini, təhlükəsiz olduqlarını hiss etmələrinə, risk almağa, səhvlər etməyə və dilin mənimsənilməsində fəal iştirak etməyə təşviq edir. Tələbələr özlərini bacarıqlı, dəstəkləndiklərini və həvəsləndirildiklərini hiss etdikdə, onların ingilis dilini öyrənmək üçün motivasiyası güclənir və bu, daha dolğun və effektiv dil əldə etmə təcrübələrinə səbəb olur.

***Açar sözlər:** motivasiya, dil öyrənmə, həvəsləndirmə, interaktivlik, geridönüş, fəaliyyət, daxili motivasiya, xarici motivasiya,*

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