

Language Learning Motivation Theory and Its Role in the Context of Language Teaching Practice in Uzbekistan

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ABSTRACT

The issue of foreign language learning and teaching is almost the most discussed topic in the sphere of andragogy and higher educational system, as it is included into the syllabi of all courses in all higher educational institutions in Uzbekistan. Teaching foreign languages to the students majoring non language specialties always faces the problem of student's inadequate attitude to the subject as it is not considered to be a core subject. Here is why, the theory of language learning motivation and its role in teaching foreign languages deserves a diverse attention of the specialists. This article discusses these issues and some practical survey results dedicated to the topic being discussed.

KEYWORDS: *second language learning (L2), instrumental motivation, integrative motivation, assimilative motivation, self-determination theory, intrinsic and extrinsic motivations, instrumental outlook, integrative outlook, Uzbek learners, positive teaching.*

Second language learning (L2) motivation has passed a long way from Gardner's socioeducational theories of motivation (Gardner, 1972), who was arguable the first L2 motivation researcher influencing thousands of others and giving start to several works (You et al., 2014), to Noels' application of self-determination theory (Noels, 2001) and directed motivational currents (Dörnyei, Henry, & Muir, 2016). Over five decades the scholars has evaluated several L2 motivation theories, though, Papi and Hiver (2020) argued most of them to be 'limited in scope, present a reduced view of the individual as an L2 learner, and treat motivation as linear links between motives as variables.'

In the era of globalization, learning a second language is more relevant than ever. Survey conducted by Chinese researches showed that the boom in learning second language started in late 1980s and reached its peak to 2010s - present (You et al., 2014). This was assumed to be the influence of extreme jump of the development of social media and Internet itself, which increased the occasions of being in touch with representatives of other nation and different language speakers. People started getting interested in different cultures, the travelling between countries and moving to them became more affordable and easier. Therefore, it is not surprising that according to the survey the most influential motivation for second language learning was 'cultural interest' with score 4.14, closely followed by 'travelling' gaining 3.96.

Surprisingly, the survey showed that female respondents are more motivated in learning second language, except the situations when the motivation is driven by 'parental expectations,' where representatives of both genders showed almost equal results: 3.19 and 3.22.

In Uzbekistan, motivation to learning second language is highly supported by the governmental policies and opportunities (Babaniyazova, 2016). Example of such policies may be release of students with appropriate IELTS (or any relevant certificates regarding relevant language) score from duty taking entrance exams from second language. Moreover, the employment market of Uzbekistan is also facing tendency of treating potential employees with fluent second language over those who

has not and increase in the number of positions requiring English as must-know.

Nevertheless, possibly gaining higher score in University entrance exams and value added to the resume of job seekers by knowing second or even third language is not exhaustive list of motivations. Globalization has found its reflection in Uzbek society as well, as was found in China (Nazarova, 2019). Nowadays, more and more people are getting motivated to learn second language for travelling or moving to another country purposes. Even entertaining activities such as watching foreign languages, serials, football matches are increasing cultural interest of the population which, in turn, leads to motivation learning foreign language.

However, as was argued by Papi and Hiver (2020), L2 motivation is not linear link between certain types of motivations, but rather cumulative analyses of several motives, values and factors. Thus, it is incorrect to identify the influence of the certain motivation type distinctly from others, since, as matter of fact, motivation for foreign language learning is sum of several motivation types and values.

Before going to further analyses of what motivates Uzbek people to learning foreign languages, it is crucial to distinguish several kinds of motivations. Gardner and Lambert (1980) have evaluated two types of motivations: instrumental motivation and integrative motivation.

Instrumental motivation is when learner treats foreign language learning as an instrument to reach functional goal, which may be getting job position, to be able to read useful materials and articles, to use on a holiday in foreign country, to pass examination or to meet requirements.

On the other hand, integrative motivation is driven by desire of learner to learn about or be able to communicate with people of L2 group.

Further, Douglas Brown (2014) in his book - Principles of Language Learning and Teaching - supported the argument that integrative motivation is too broad to be defined only in a one type, thus, assimilative motivation should be separated from it. Unlike integrative motivation, desire of second language learner in assimilative motivation is not limited to communicating with L2 group or learning about their culture, but requires wish of becoming indistinguishable member of the L2 community with prolonged contact with the culture.

On the other hand, Edward Deci (2007) argued in the same book that there are intrinsic and extrinsic motivations. Intrinsic motivation is when reward the learner gains from L2 learning is nothing more than activity itself. Learner seeks for internal rewarding, such as sense of self-determination or competence. Extrinsically motivated learners, in contrast, are driven by desire of getting external reward, whether it can be grade, job or feedbacks or even admiration of other people. This does not necessarily mean extrinsically motivated behaviour chases some material or mercenary aims, but only shows that motivation of learner is highly connected with the actual results of his or her studies. Distinguishing which type of motivation drives learner the teachers may shape the programme to maximally maintain the motivation in high levels during the whole process of learning.

These two theories do not contradict to each other, but rather one deals with the functional nature of motivation: whether motivation comes from desire to reach certain aim or be part of certain group, while other distinguishes motivation according to its source: internal or external.

Moreover, in Attitudes and Motivation, Lambert argued that motivation can be also distinguished by its orientation. One is 'instrumental outlook' which states that motivation reflects practical value of L2 learning, the other is 'integrative outlook' which drives from sincere personal interest.

Gardner argued that integrative motivation sustains better motivation which has long-term characteristics. Spolsky (1989) supported this claim stating that learners with integrative outlook

reach higher scores. Nonetheless, Lyster (2011) refuted this claim by finding out that among Indian students the highest score reached learners with instrumental orientation. Zhu Quan (2014) argued that such difference in claims and findings can be justified by the nature of the context under which motivation was analysed. Gardner based his analyses on Canadian learners which possess much positive attitude towards French and French speaking people and overall French is mother tongue for 21,4% of Canadians (Government of Canada, Statistics Canada, 2017). The situation may be drastically different in a country with no official second language, or no second language majority groups.

Analysing the foreign language learning motivation in the context of Uzbek learners the several parallels with Canadian case may be found. Due to historical background of the country, for learning Russian as a second language integrative motivation can be more influential or long-lasting.

Second language learning (L2) motivation is being evaluated and stressed for several decades. Several scholars have introduced their theories from socioeducational to behavioural. Nonetheless, L2 motivation is not limited to and cannot be analysed in the context of only one type. For instance, Uzbek learners are argued to have only instrumental motivation. However, drawing some parallels with Gardner's research, overwhelming influence of integrative motivation in learning Russian as second language can be noted. Furthermore, in learning English as L2, also, the crucial and long-term impact of integrative motivation cannot be ignored. Additionally, studies show that self-determination theory and positive teaching can be another innovative tool for driving motivation.

However, by the aims of this article, it will be correct to proceed with further analyses in the example of English as a foreign language.

Situation with English slightly differs from Russian. Integrative orientation also can be argued as taking place, as interest of Uzbek people to English culture and assimilative motivation is still actual (Samatova, 2019). Nonetheless, as was argued above it is common to Uzbek realities to treat language learning as functional instrument in reaching certain goals (Samatova, 2020). Such motivation needs external rewarding in form of feedbacks, recognition of merits, material rewards or presents as form of recognition of hard work done. Based on this, it can be recommended for teachers and tutors to reward learners with positive feedbacks and small presents as well as marks they deserved.

On the other hand, it is completely inappropriate to ignore the self-determination theories in learning motivation and success of confidence building diaries in the research conducted by Scott et al. (2020). Self-determination theory's taxonomy of motivation shows how amotivated learner can proceed with extrinsic motivation steps including external regulation in the beginning, intjection, identification, integration, to intrinsic motivation in form of enjoyment and satisfaction. In this matrix external regulations, which article has discussed above, are just the first step in the process of creating and maintaining strong motivation for long-time period.

During the research the respondents were asked to fill confidence building diary, where they were asked to write about positive activities, their feelings about it and reflection of the class itself. After all the answers were coded and analysed, surprisingly, 61% of positive activities respondents has mentioned were determined to be out-class activities such as listening, speaking clubs, singing and etc. Respondents choose to talk about their favourite character, planning future success as the activities which found the most reflect in their hearts. The most prevalent feelings about positive activities they were involved in were happiness, enjoyment and interest. On the other hand, in 8 and 7 instances respondents noted that they felt nervous and faced some difficulties.

While respondents were asked about their motivation at the end of survey, they have noticed that confidence building diaries were beneficial for them. After full analyses of diaries, the researches has

concluded that two main factors positively influencing the motivation are sense of competence and relatedness.

In conclusion, motivation to learning foreign language is not limited to one type of motivation. Although, as general nature overwhelming motivation for learning English in Uzbekistan is extrinsic motivation, the influence and benefit of positive psychology based on self-determination of learners is scientifically proven. The authorities determining and dealing with motivation of learners should not be only focused on external rewarding such as marking, feedbacking, benefits in exams and etc., but also, assist learners in self-determining and evaluating the motivation purely depending on external factors to intrinsic motivation, as external factors may disappear or come to logical end, but intrinsic motivation is personal and sincere. Studies show that learners has the most positive feelings from out-class activities which are close to their views, goals and interests. Speaking clubs, interactive studies in forms of singing or debates, negotiations, even just listening and reading on interesting topics are more beneficial in motivating students that in-class exercises. Learning process should be constructed in a way to increase learner's competence by challenging them and showing their achievements, which will stimulate their ego, as well as, making them feel relatedness to the society, group and friends, accompanied with support from and relatedness to teachers, rather than keeping distance with learners. Positive teaching is a key to motivation of students.

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