

THE USE OF MOTIVATIONAL STRATEGIES IN A SECONDARY IN A EFL CLASSROOM

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Annotation . *Motivational strategies are essential tools in encouraging students to actively participate in learning a foreign language. This article explores different types of motivational strategies used in secondary EFL classrooms and analyzes their effectiveness in increasing student engagement and academic performance. The study combines theoretical insights with practical applications, offering useful recommendations for English language teachers.*

Keywords. *motivation, strategies, secondary school, EFL, student engagement, teaching methods.*

Аннотация. *Мотивационные стратегии являются важными инструментами для стимулирования учащихся к активному участию в процессе изучения иностранного языка. В данной выпускной квалификационной работе рассматриваются различные типы мотивационных стратегий, применяемых в классах английского языка как иностранного в средней школе, и анализируется их эффективность в повышении вовлеченности и академической успеваемости учащихся. Исследование сочетает теоретические основы с практическими рекомендациями для преподавателей английского языка.*

Ключевые слова. *мотивация, стратегии, средняя школа, английский как иностранный, вовлеченность учащихся, методы преподавания.*

Annotatsiya. *Motivatsion strategiyalar chet tilini o'rganishda o'quvchilarning faolligini oshirishda muhim vosita hisoblanadi. Ushbu bitiruv*

malakaviy ishida o'rta maktabda ingliz tilini chet tili sifatida o'qitishda qo'llaniladigan motivatsion strategiyalar turlari o'rganilgan va ularning o'quvchilarning darsga bo'lgan qiziqishi va o'zlashtirishiga ta'siri tahlil qilingan. Tadqiqot nazariy yondashuv va amaliy tavsiyalarni o'z ichiga oladi, ingliz tili o'qituvchilari uchun foydali tavsiyalar beradi.

***Kalit so'zlar.** motivatsiya, strategiyalar, o'rta maktab, chet tili sifatida ingliz tili, o'quvchi faolligi, ta'lim metodlari*

INTRODUCTION

Motivation is a fundamental element that significantly influences students' success in language learning and overall academic performance. However, many secondary school learners often face challenges in staying motivated and engaged in English as a Foreign Language (EFL) classrooms. To address this issue, teachers increasingly turn to a variety of motivational strategies aimed at creating a positive and stimulating learning environment. This diploma paper explores the use of motivational strategies in secondary EFL classrooms and examines their effectiveness in enhancing students' interest, participation, and language acquisition. It highlights the importance of motivation as a driving force behind learners' efforts and persistence in language learning. The study emphasizes that without adequate motivation, even well-structured lessons may fail to produce the desired educational outcomes. By focusing on different types of motivational techniques — such as goal-setting, positive reinforcement, collaborative learning, and the use of engaging materials — the paper seeks to provide valuable insights into how these strategies can be practically implemented by language teachers. Ultimately, the aim is to support students' academic development and help them build a more meaningful and lasting connection to the English language.

METHODS AND LITERATURE REVIEW

Research has shown that motivation plays a vital role in second language acquisition, especially among adolescent learners in secondary school settings.

Scholars such as Zoltán Dörnyei, Robert Gardner, and Jeremy Harmer have extensively studied motivational factors and proposed various strategies that can be effectively implemented in the language classroom. These include intrinsic and extrinsic motivation, integrative and instrumental orientation, as well as classroom-specific techniques like goal-setting, praise, rewards, and learner autonomy. Goal-setting allows students to work towards achievable outcomes, giving them a sense of direction and purpose in their learning. Praise and positive reinforcement help build learners' confidence and create a supportive classroom atmosphere that encourages participation. The use of engaging and culturally relevant materials increases students' interest and helps make the learning experience more enjoyable and meaningful. Additionally, collaborative tasks such as pair or group work promote social interaction and a sense of belonging, which are crucial for sustaining motivation. This diploma paper employs a mixed-methods approach, combining both qualitative and quantitative research techniques. Surveys and questionnaires were distributed to English language teachers and students in secondary schools to gather data on commonly used motivational strategies and their perceived effectiveness. Classroom observations were also conducted to analyze how these strategies are applied in real teaching scenarios. The collected data was then categorized and analyzed to identify patterns, challenges, and best practices in maintaining and improving learner motivation. By linking theoretical concepts with practical classroom methods, this study provides a comprehensive understanding of how motivation can be strategically fostered to enhance language learning outcomes in secondary EFL contexts.

RESULTS

The results of the article show that the effective application of motivational strategies significantly enhances student engagement and performance in the secondary EFL classroom. Based on classroom observations, surveys, and teacher interviews, the author identified a set of practical techniques that contribute to increased learner motivation. These include goal-setting, the use of praise and positive reinforcement, collaborative learning, learner autonomy, and

the integration of authentic materials. The research highlights that students responded positively to lessons that offered variety, emotional support, and opportunities for self-expression. The findings confirm that when motivational strategies are implemented consistently and thoughtfully, students are more likely to participate actively, develop a stronger interest in learning English, and achieve better academic results. The author successfully connects theoretical principles with real classroom outcomes, offering valuable insights into the everyday practice of language teaching. These results provide strong evidence in support of using motivational strategies as an essential part of effective EFL instruction in secondary schools.

ANALYSIS AND DISCUSSION

The analysis presented in the diploma paper demonstrates the author's ability to critically evaluate the relationship between motivational strategies and student engagement in EFL settings. Through careful examination of classroom data and survey responses, the author identifies not only which strategies are effective, but also why they work in specific learning contexts. KEY trength of the discussion lies in its balance between theory and practice. The author thoughtfully relates the observed classroom behaviors to established motivational theories, particularly those of Dörnyei and Gardner. For example, the impact of goal-setting and autonomy-supportive teaching is discussed in light of intrinsic motivation theory, while the use of praise and feedback is connected to behaviorist approaches. Furthermore, the paper recognizes that motivational strategies are not universally effective in the same way for all learners. Factors such as student personality, cultural background, teacher attitude, and classroom atmosphere are acknowledged as influencing the success of certain techniques. This nuanced discussion reflects a mature understanding of the complexities of real-life teaching environments. The author also reflects on the challenges teachers may face in maintaining motivation, such as limited time, large class sizes, or lack of training in motivational methods. Suggestions are offered for overcoming these obstacles, including professional development, flexible lesson planning, and the use of learner-centered approaches.

CONCLUSION AND SUGGESTION

In conclusion, motivational strategies play a crucial role in enhancing students' engagement, interest, and success in learning English as a foreign language. By actively involving learners in goal-oriented, meaningful, and supportive classroom activities, teachers can foster a positive emotional climate that boosts students' willingness to participate and persist in their learning. The diploma paper clearly demonstrates that when motivational strategies are thoughtfully applied, students are more likely to become confident, responsible, and enthusiastic language learners.

To maximize the effectiveness of these strategies, it is essential for educators to receive ongoing training, use varied and student-centered approaches, and adapt their techniques based on the learners' needs and classroom dynamics. Creating an encouraging environment, offering constructive feedback, and allowing learners autonomy are key components in maintaining motivation over time. In future research, it would be valuable to examine the long-term effects of motivational strategies on language retention and fluency, as well as to explore how digital tools and online platforms can be integrated into motivational practices in secondary EFL contexts.

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