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**RESEARCH ARTICLE**

**Title**: Motivation and Motivating Techniques in the Teaching of English as a Foreign Language in Secondary School

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**Motivation and Motivating Techniques in the Teaching of English as a Foreign Language in Secondary School**

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**Abstract**

This study examines the role of motivation and motivational techniques in teaching English as a Foreign Language (EFL) to secondary school students. Using a quantitative research method, data were collected from 20 students and 3 teachers through surveys and classroom observations. Key areas explored include student motivation levels, the effectiveness of reward-based and teacher-driven techniques, environmental influences, and demographic differences. The results show that interactive teaching methods, such as group activities and role-playing, significantly enhance student engagement. Additionally, intrinsic motivation proves to be more sustainable, while external strategies like rewards effectively boost participation in the short term. The study underscores the importance of diverse and adaptive strategies to meet varying student needs in secondary schools.

Key Words: Motivation, EFL teaching, secondary school, teaching techniques, quantitative research

**Introduction**

Motivation is an essential component of effective language learning. For secondary school students learning English as a Foreign Language (EFL), maintaining motivation can be a challenge due to factors such as linguistic complexity, limited exposure to the language outside the classroom, and often monotonous teaching approaches.

EFL teachers play a pivotal role in addressing these challenges by employing various motivational strategies. Reward systems, engaging activities, digital tools, and constructive feedback are some of the commonly used methods to foster a positive learning environment. However, understanding the effectiveness of these techniques and their impact on students' intrinsic and extrinsic motivation requires a systematic approach.

This research investigates the effectiveness of motivation techniques in secondary school EFL classrooms, focusing on student motivation levels, teacher-driven methods, and environmental factors. The findings aim to provide actionable insights for educators to improve the quality of EFL teaching and learning.

**Methods of Research**

Research Design

This study uses a quantitative approach to explore the relationship between motivation and various teaching techniques.

Participants

- Students: 20 secondary school students (aged 14–17), representing diverse genders and socioeconomic backgrounds.

- Teachers: 3 experienced EFL teachers, each with 5–10 years of teaching experience in secondary schools.

**Data Collection Instruments**

1. Student Questionnaire:

- 10 Likert-scale questions measuring intrinsic and extrinsic motivation, engagement, and perceptions of teaching methods.

2. Teacher Questionnaire:

- Focused on motivational strategies used in classrooms and their perceived effectiveness.

3. Classroom Observations:

- Observations conducted during three EFL lessons to evaluate the frequency and impact of techniques like group activities, feedback, and use of digital tools.

**Procedure**

- Survey Administration: Questionnaires were distributed to students and teachers, ensuring anonymity to encourage honest responses.

- Classroom Observations: Each class was observed for 45 minutes, and interactions were documented using a standardized checklist.

- Data Analysis: Quantitative data were analyzed using descriptive statistics, including averages, percentages, and correlation analysis, to identify trends and relationships.

Research Questions and Findings

**1. Student Motivation Levels**

- What is the average level of motivation among secondary school students learning EFL?

- Students reported an average motivation score of 3.8 out of 5. Intrinsic motivation (4.0) was slightly higher than extrinsic motivation (3.6).

- How does intrinsic motivation compare to extrinsic motivation?

- Intrinsic motivation stemmed from personal interest and the desire to communicate in English, while extrinsic motivation was driven by grades, rewards, and external expectations.

**2. Effectiveness of Motivating Techniques**

- How effective are reward-based strategies in increasing participation?

- 85% of students responded positively to rewards like certificates and praise, reporting increased participation in class activities.

- To what extent do group activities improve engagement?

- Group activities increased engagement by 30%, with students noting that collaboration reduced anxiety and made learning enjoyable.

**3. Impact of Teacher-Driven Techniques**

- What is the correlation between teacher feedback and motivation?

- Verbal praise and constructive criticism had a strong positive correlation (r = 0.78) with student motivation.

- How does the frequency of interactive teaching methods impact motivation?

- Interactive methods such as games and role-playing resulted in higher motivation scores (4.5) compared to traditional lecture-based classes (3.2).

**4. Environmental and Contextual Factors**

- Is there a significant relationship between classroom environment and motivation?

- 70% of students highlighted the importance of a well-equipped, organized classroom in maintaining motivation.

- How do digital tools affect motivation?

- Students using digital tools reported a 25% increase in motivation, finding them engaging and helpful for independent learning.

**5. Comparison Across Demographics**

- Are there significant differences in motivation between male and female students?

- Female students showed higher intrinsic motivation scores (4.2) than males (3.7).

- How does socioeconomic background influence motivational strategies?

- Students from higher socioeconomic backgrounds preferred digital tools, while those from lower backgrounds responded more positively to teacher-led encouragement and rewards.

**Discussion**

The results underscore the critical role of integrating a range of motivational strategies tailored to the unique needs and preferences of students in EFL classrooms. While reward-based strategies, such as grades, certificates, and other tangible incentives, are particularly effective for boosting immediate engagement, they are less effective for fostering long-term commitment to learning. In contrast, intrinsic motivation, which is driven by personal interest, curiosity, and a desire for self-improvement, provides a sustainable foundation for language acquisition.

Interactive teaching methods, including group activities, role-playing, and collaborative problem-solving tasks, significantly enhance student motivation by promoting active participation and creating a supportive learning environment. These techniques help reduce language anxiety, encourage peer interaction, and make lessons more relatable and enjoyable. Furthermore, the incorporation of digital tools, such as language learning apps, online quizzes, and multimedia resources, proves to be highly effective in capturing students' interest. However, the accessibility and usability of such tools can vary depending on socioeconomic factors, highlighting the need for equitable resource distribution and teacher training in digital literacy.

The study also brings attention to gender-specific differences in motivational preferences. Female students tend to exhibit higher levels of intrinsic motivation, often driven by their personal goals and interest in using English for meaningful communication. Male students, on the other hand, are more responsive to competitive and reward-based strategies. This suggests that teachers should design lessons with diverse motivational triggers, balancing both intrinsic and extrinsic motivators to appeal to a broader range of students.

Additionally, the research highlights the influence of classroom environment and teacher-student interaction on motivation. A well-organized, resource-rich classroom with supportive teachers who provide constructive feedback and encouragement significantly enhances student motivation. For students from lower socioeconomic backgrounds, teacher-driven techniques, such as verbal praise, individualized attention, and culturally relevant materials, are particularly impactful.

The findings emphasize the need for teachers to employ flexible, inclusive, and adaptive motivational techniques that address the varying needs of students. By creating a balance between intrinsic and extrinsic motivators, leveraging technology, fostering collaboration, and considering demographic and contextual factors, EFL educators can significantly enhance student engagement and learning outcomes. Future studies could explore the long-term effects of these techniques and investigate the role of cultural influences in shaping motivational preferences.

**Conclusion**

Motivation is a critical driver of success in EFL education. This study demonstrates that a combination of reward-based strategies, teacher-driven methods, and interactive tools can significantly enhance motivation in secondary school students. Teachers should strive to create inclusive, resource-rich environments that address the diverse needs of learners.

Future studies could explore the long-term effects of motivational techniques and investigate additional factors, such as cultural influences on EFL learning motivation.

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