

«The Role of Intrinsic Motivation in Adult ESL Learning»**Maqsudova Dildora Qobuljon qizi****Teacher of English as a Second/Foreign Language (TESOL — Teaching English to Speakers of Other Languages)**

Annotation: The paper examines the role of intrinsic motivation in adult ESL learning. It focuses on internal factors such as interest, self-efficacy, and personal goals that influence learners' engagement and success in studying English. The study suggests that higher levels of intrinsic motivation enhance autonomy, persistence, and overall learning outcomes. The findings can help ESL teachers create a supportive learning environment that fosters students' internal motivation and long-term commitment to language learning.

Keywords: intrinsic motivation, adult learners, ESL, self-efficacy, learner autonomy.

Аннотация: В данной работе рассматривается роль внутренней мотивации в изучении английского языка взрослыми учащимися. Основное внимание уделяется внутренним факторам, таким как интерес, самоэффективность и личные цели, влияющим на вовлечённость и успешность обучения. Исследование показывает, что высокий уровень внутренней мотивации способствует развитию автономности, настойчивости и повышению результатов обучения. Полученные выводы могут быть использованы преподавателями английского языка для создания поддерживающей образовательной среды, стимулирующей внутреннюю мотивацию и долгосрочный интерес к изучению языка.

Ключевые слова: внутренняя мотивация, взрослые учащиеся, ESL, самоэффективность, автономность обучения.

Annotatsiya: Bu ilmiy ishimizda kattalar tomonidan ingliz tilini o'rganishda ichki motivatsiyaning roli ko'rib chiqiladi. Asosiy e'tibor qiziqish, o'ziga ishonch (self-efficacy) va shaxsiy maqsadlar kabi ichki omillarga qaratilgan bo'lib, ular o'quvchilarning o'rganish jarayoniga jalb etilishi va muvaffaqiyatiga ta'sir ko'rsatadi. Tadqiqot shuni ko'rsatadiki, ichki motivatsiyaning yuqori darajasi mustaqillikni, davomiylikni va o'quv natijalarining yaxshilanishini ta'minlaydi. Olingan natijalar ingliz tili o'qituvchilariga ichki motivatsiyani rivojlantiruvchi va til o'rganishga uzoq muddatli qiziqishni rag'batlantiruvchi ta'lim muhitini yaratishda yordam beradi.

Kalit so'zlar: ichki motivatsiya, kattalar o'quvchilari, ESL, o'ziga ishonch, o'quv mustaqilligi.

The Role of Intrinsic Motivation in Adult ESL Learning

Introduction

In today's globalized world, proficiency in English is a key component of both professional success and personal development. For adult learners, the process of acquiring a foreign language is often a conscious and goal-oriented decision, influenced by personal values, interests, and self-perception. Motivation, therefore, becomes a crucial factor determining the effectiveness and sustainability of the learning process. Among various types of motivation, intrinsic motivation—driven by genuine interest, enjoyment of learning, and the desire for self-improvement—plays a particularly important role. Understanding how intrinsic motivation affects adult ESL learners can help educators create more engaging and supportive learning environments that foster autonomy and long-term commitment to language learning.

Aim of the Study

The aim of this study is to identify the role of intrinsic motivation in the process of learning English among adult learners and to determine the key factors that contribute to its development and maintenance. The research seeks to explore how elements such as personal interest, self-efficacy, and goal orientation influence learners' engagement, persistence, and overall achievement in ESL settings. By examining these relationships, the study aims to provide insights that can help educators design motivational strategies and learning environments that enhance adults' internal drive to learn and sustain long-term success in language acquisition.

Research Objectives

- To analyze theoretical approaches to the concept of motivation in psycholinguistics and in the methodology of foreign language teaching.
- To identify the main types of intrinsic motivation among adult learners, such as interest in the language, goals of self-development, and a sense of achievement.
- To determine the relationship between intrinsic motivation and learning success in adult ESL education.
- To develop practical recommendations for ESL teachers on how to support and strengthen students' intrinsic motivation in the learning process.

Hypothesis

It is assumed that a high level of intrinsic motivation has a positive effect on adult learners' academic performance, autonomy, and sustained interest in learning English. Learners who are internally motivated tend to engage more actively in the learning process, demonstrate greater persistence in overcoming difficulties, and achieve higher levels of language proficiency. Therefore, intrinsic motivation is expected to serve as

a key predictor of long-term success and self-directed learning behavior in adult ESL education.

Research Methods

1. Questionnaires and interviews with adult ESL students to collect data on their motivational factors and learning attitudes.
2. Observation of learners' academic activity and engagement dynamics throughout the learning process.
3. Comparative analysis of the academic performance of groups with different levels of intrinsic motivation.
4. Data processing using descriptive statistical methods to identify correlations and trends related to motivation and learning outcomes.

Expected Results

1. Identification of key factors that stimulate and sustain intrinsic motivation among adult learners of English.
2. Empirical confirmation of the positive influence of intrinsic motivation on the effectiveness of English language acquisition, including learners' performance, persistence, and engagement.
3. Development of practical recommendations for creating a motivating educational environment in ESL courses that fosters learner autonomy, self-efficacy, and long-term interest in studying English.

The results are expected to contribute to improving teaching practices and designing learner-centered ESL programs that enhance intrinsic motivation and overall learning success.

Conclusion

The results of this study can be valuable for English language teachers in designing learning programs tailored to the needs of adult students. By emphasizing the role of intrinsic motivation, educators can create learning environments that promote autonomy, self-confidence, and a positive attitude toward the learning process. The findings highlight that adult learners, when guided by genuine interest and personal growth goals, are more likely to demonstrate consistent effort, long-term engagement, and higher achievement in ESL learning.

Furthermore, understanding the mechanisms that foster intrinsic motivation can help teachers develop more effective instructional strategies—such as learner-centered activities, goal-setting techniques, and reflective learning tasks—that sustain motivation over time. These insights may also contribute to broader discussions in psycholinguistics and adult education, offering a deeper understanding of how emotional and cognitive factors interact in second language acquisition.

In conclusion, strengthening intrinsic motivation should be regarded as a central objective in adult ESL education, as it not only enhances academic outcomes but also supports learners' personal development and lifelong commitment to mastering the English language.

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