



The impact of motivation on developing undergraduate students' speaking skills

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ABSTRACT

The article examines the impact of motivation on improving speaking skills among undergraduate philology students using a task-based language teaching paradigm. It emphasizes the importance of motivation in developing excellent verbal communication abilities. By incorporating relevant and engaging tasks, educators can cultivate a strong sense of motivation, encouraging active participation and fostering a positive attitude towards speaking. Understanding motivation's impact can lead to more effective teaching strategies and better outcomes for undergraduate philology students. The article suggests practical improvements in pedagogical practices to boost student motivation and enhance English speaking skills development.

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Bakalavriat talabalarining gapirish ko'nikmasini rivojlantirishda motivatsiyaning ta'siri

ANNOTATSIYA

Kalit so'zlar:

motivatsiya,
gapirish ko'nikmalari,
ichki/tashqi motivatsiya,
vazifaga asoslangan til
o'rgatish,
amaliy strategiyalar.

Maqolada vazifaga asoslangan til o'qitish paradigmasidan foydalangan holda, filologiya bakalavriat talabalari o'rtasida gapirish ko'nikmalarini rivojlantirishda motivatsiyaning ta'siri ko'rib chiqiladi. Ko'plab tadqiqotlar og'zaki muloqot qobiliyatlarini takomillashtirishda motivatsiya muhimligini ta'kidlaydilar. O'qituvchilar tizimli va qiziqarli vazifalarni o'z ichiga olgan holda talabalarda motivatsiya tuyg'usini rivojlantirishi, faol ishtirokni rag'batlantirishi va nutqqa ijobiy munosabatni takomillashtirishi mumkin. Motivatsiyani oshirish filologiya bakalavriat talabalari uchun samaraliroq o'qitish strategiyalari va yaxshi natijalarga olib kelishi mumkin.

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Maqolada talabalarning motivatsiyasini oshirish va ingliz tilida gapirish ko'nikmalarini rivojlantirish uchun pedagogik amaliyotni amaliy takomillashtirish taklif etiladi.

Влияние мотивации на развитие навыков говорения студентов бакалавриата

АННОТАЦИЯ

Ключевые слова:

мотивация,
навыки говорения,
внутренняя/внешняя
мотивация,
обучение языку на основе
задач,
практические стратегии.

В статье рассматривается влияние мотивации на улучшение навыков говорения среди студентов-филологов бакалавриата с использованием парадигмы обучения языку на основе задач. Подчеркивается важность мотивации в развитии навыков устного общения. Включая соответствующие и увлекательные задания, преподаватели могут развивать мотивацию, поощряя активное участие и способствуя позитивному развитию говорению. Понимание влияния мотивации может привести к более эффективным стратегиям обучения и лучшим результатам в улучшении навыка говорения для студентов-филологов бакалавриата. В статье предлагаются практические решения для повышения мотивации студентов и улучшения развития навыков говорения на английском языке.

INTRODUCTION

The growing need for language learning in Uzbekistan has risen as a result of rapid worldwide international development, economic expansion, and greater cross-border cooperation. Fostering effective communication skills among educational establishments in foreign languages became a national priority (Djuraeva M., 2022). This priority led to the implementation of new language learning programs and initiatives across the country, ultimately enhancing global competitiveness and cultural understanding. The English language as a lingua franca is considered essential for global communication and collaboration, making it crucial for language learners in Uzbekistan to develop strong communication skills.

Speaking skills are regarded as a basic aspect of language proficiency, especially for students studying philology, who need to be highly proficient communicators to succeed academically and professionally. Many scholars, however, argue that students experience anxiety, lack of confidence, and low motivation when engaging in oral communication (Vaca-Cardenas M., 2023). According to W. Wulandari, the issue with low motivation is considered a significant barrier to developing strong speaking skills because students may not see the immediate practical applications of speaking a foreign language in their daily lives (Wulandari, W. et al., 2018). Some students may be more shy or introverted, which makes it harder for them to practice and get better at speaking, even though they know how important communication is to language learning. Therefore, educators must create a supportive and encouraging environment for students to feel comfortable practicing their speaking skills. By providing opportunities for students to engage in meaningful conversations and emphasizing the relevance of oral communication skills, educators can help motivate students to overcome their barriers and improve their speaking abilities. The given article bridges the theoretical and practical domains by looking into the following issues:

- The impact of motivation (intrinsic and extrinsic) on speaking skill development;
- Effective teaching strategies that increase motivation for oral proficiency;
- Practical recommendations for language instructors to foster a motivating classroom environment.

THE ROLE OF MOTIVATION IN ELT.

Motivating students to develop oral proficiency in a foreign language is a complex task that requires innovative and evidence-based teaching strategies. Z. Dörnyei emphasizes the importance of understanding second language motivation as a dynamic attribute that evolves, focusing on the reasons for learning and the relationship between motivation levels and language attainment in educational contexts (Dörnyei, Z., 2009). Creating a stress-free and collaborative learning environment is essential for motivating students to engage in oral communication. Research has shown that traditional methods often fall short in fostering the confidence and engagement needed for effective oral communication (Vaca-Cardenas M., 2023). According to H. Nguyen Task-based language teaching, where students work on real-life tasks, can help reduce anxiety and foster a sense of accomplishment (Nguyen Q., 2022), which eventually results from learners becoming more confident and motivated. Focusing on practical skills and meaningful communication increases the chance that students will feel encouraged and involved in their language learning process. Scholars argue that implementing anxiety-reduction and motivating techniques, such as emphasizing efforts over accuracy and using the first language as an instructional tool, could promote a positive learning environment in the classroom (Matus, 2018; Sohrabi & Safa, 2020). This type of classroom environment could contribute to an improvement in student engagement, involvement, and finally, language proficiency. Prioritizing effort over perfection encourages students to take risks and make mistakes, which is important for language learning. Additionally, using their native language as a learning tool can help students feel more confident and competent in their language learning activities. Overall, using these techniques could result in a supportive and effective environment where language learners can succeed.

INTRINSIC VS. EXTRINSIC MOTIVATION

Motivation in language learning can be classified into two main categories: intrinsic or extrinsic. Intrinsic motivation, which is driven by personal interest and the desire for self-improvement, is considered more effective for sustaining long-term language learning. Research has found that students prefer learning experiences that allow for self-direction rather than compulsory tasks (Jayasinghe M., 2024). Even when faced with challenges in speaking, students with strong intrinsic motivation continue to engage actively in learning (Chhen et al., 2024). On the other hand, extrinsic motivation, which involves external rewards and pressures, may not always be sustainable in the long run. When learners are driven by their interests and goals, they are more likely to persevere through difficulties and setbacks. In contrast, those who rely on external factors such as grades or rewards may struggle to maintain their motivation when faced with obstacles. Therefore, fostering intrinsic motivation through engaging and meaningful learning experiences is essential for sustaining long-term language learning success. Based on the motivation type, we suggest the following activities for undergraduate students (Table 1):

- Encourage students to set personal language learning goals that align with their interests and aspirations;
- Provide opportunities for self-directed learning and autonomy in choosing topics or projects to work on.

Table 1

Motivation Type	Sample Exercise
Intrinsic Motivation	Self-Directed Speech Practice: Students choose a topic of interest, prepare a 5-minute speech, and record themselves for self-reflection.
Extrinsic Motivation	Classroom Rewards: Students earn points for completing speaking tasks, which can be exchanged for small rewards.

Practice shows that teachers who are aware of the various motivational types can employ a variety of exercises to motivate students to speak and increase their confidence in English. By incorporating both intrinsic and extrinsic motivation activities, teachers can adapt to different learning preferences and effectively encourage students to participate in speaking exercises. This comprehensive strategy can lead to improved language proficiency and overall student engagement in the classroom.

While there are many approaches and methods to enhance students' motivation, in this article, based on the reviewed papers, we attempted to discuss the most important factors that develop students' communication competence. Our next focus will be on analyzing how task-based language instruction methodology can improve students' motivation and speaking skills.

TASK-BASED LANGUAGE TEACHING

Task-Based Language Teaching has been a popular teaching strategy for over 30 years (Ur, 1999). It is often seen as a post-method pedagogy that emphasizes communicative and collaborative activities as the foundation for lesson preparation and delivery. TBLT is based on the idea that language is a tool for communication and can be learned through exposure and negotiation (Bygate, 2020). According to Ellis, this approach involves giving students real-world assignments that call for them to communicate meaning and use language for pragmatic purposes (Ellis, 2017). The goal is to make learning the target language more effective when students are task-focused and allowed to practice using real language in the classroom, rather than when language form is the main focus of instruction. By engaging in real-life, communicative tasks, students develop fluency and confidence in using complex language structures (Yahya, 2019). TBLT not only improves linguistic competence but also boosts students' self-confidence, making them more comfortable with speaking. However, despite the effectiveness of these strategies, some students may still struggle with motivation due to external factors or a lack of interest in language learning. This emphasizes how crucial it is to modify instructional strategies to meet the needs of each unique student. For instance, an example of a task-based activity to practice is provided below (Table 2):

Table 2

Task Type	
Real-life scenarios	Communicative tasks
Sample Exercise:	
<i>Role-Playing:</i> Students practice ordering food, attending interviews, or resolving complaints in pairs or groups	<i>Storytelling Workshop:</i> Students create and narrate a story based on a set of prompts, focusing on fluency and creativity

Among the task-type exercises that demonstrate confidence and language fluency are role-playing scenarios and storytelling exercises. Students can practice using language structures in context, have realistic conversations, improve their speaking abilities through interactive communication, and encourage one another to speak by participating in these activities.

PRACTICAL STRATEGIES AND SAMPLE EXERCISES

Some examples include role-playing job interviews, giving presentations, and engaging in debates. These activities provide students with opportunities to practice speaking in different contexts and develop their communication skills. Additionally, incorporating peer feedback and self-reflection after each exercise can further enhance students' speaking abilities. The table below (Table 3) contains additional useful tactics and related exercises for teachers that can be used to improve undergraduate students' speaking abilities while considering their motivational type:

Table 3

Strategies for Enhancing Speaking Based on Motivational Types

Approach	Strategy	Sample Exercise	Motivational type
Regular Practice	Encourage consistent speaking practice to build fluency and confidence.	<i>Daily Speaking Journal:</i> Students record a 2-minute journal entry daily, reflecting on their day or discussing a topic of choice.	Intrinsic motivation
Listening and Imitation	Improve pronunciation and rhythm through active listening and repetition.	<i>Shadowing Practice:</i> Students listen to a short audio clip and repeat it simultaneously, focusing on tone and rhythm.	Intrinsic motivation
Vocabulary Expansion	Enhance linguistic range by learning and applying new words.	<i>Vocabulary Challenge:</i> Students learn five new words daily and use them in a conversation or short speech.	Extrinsic motivation
Speaking Groups	Provide opportunities for real-time practice and peer interaction.	<i>Debate Club:</i> Students form teams and debate on assigned topics, practicing argumentation and fluency.	Extrinsic motivation
Feedback Mechanisms	Use constructive feedback to refine speaking abilities.	<i>Peer Feedback Sessions:</i> Students present a short speech and receive feedback from peers on strengths and areas for improvement.	

Teachers can apply the strategies and exercises in the table to help any undergraduate student improve their presentation skills in an organized and engaging manner. Students may improve their communication skills and boost their confidence while speaking in front of an audience by combining vocabulary development, group discussions, and feedback sessions.

CONCLUSION

To summarize, the most successful teaching approaches for improving student motivation in speaking development are a combination of creative, interactive, and technology-enhanced approaches. Teachers can support students in developing the skills

required for effective oral communication by creating a supportive and engaging learning environment. Motivation is a critical factor in improving speaking abilities among undergraduate students. Extrinsic and intrinsic motivation, and task-based learning all contribute to increased engagement and fluency. Frequent practice, vocabulary increase, and feedback systems are all effective ways to improve speaking abilities. The organized exercises and tables provided in this study provide educators with useful tools to employ in their classrooms. Because of varying levels of student motivation, a combination of specialized and diverse strategies is used to meet individual learning needs. Future research should look into how practical approaches and motivational strategies affect speaking skills over the long run, as well as how teachers can help students stay motivated throughout their language learning process.

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