



# IJTIMOYIY-GUMANITAR SOHADA ILMIY-INNOVATSION TADQIQOTLAR

ILMIY METODIK JURNALI

ISSN 3060-5059



**VOL.3 № 5**

**2026**

**O‘SMIR YOSHDAGI O‘QUVCHILARNING INGLIZ TILINI O‘RGANISHDA FAOL  
ISHTIROKINI DAVOM ETTIRISHGA BO‘LGAN MOTIVATSIYASINI RIVOJLANTIRISH:  
TADQIQOTGA ASOSLANGAN HARAKAT REJASI**

**Allanova Inabat Ayapbergen qizi**  
Varvik universiteti, TESOL magistranti

**Annotatsiya**

Ingliz tilini o‘rganayotgan o‘smirlarni motivatsiya qilish murakkab jarayon bo‘lib, ko‘pincha tashqi bosimga bog‘liq. O‘zbekistondagi xususiy markazda o‘tkazilgan tadqiqot so‘rovlar va muhokamalar asosida motivatsiyani o‘rganadi. Hamkorlik, o‘yinlar va qiziqishlar faollikni oshiradi, o‘qituvchi markazli darslar esa pasaytiradi. Tadqiqot motivatsiya nazariyalariga asoslangan harakat rejasini taklif etadi.

**Kalit so‘zlar:** O‘smir o‘quvchilar, motivatsiya, ingliz tili o‘qitish, O‘zini o‘zi belgilash nazariyasi, sinfdagi faollik, izlanish xarakteridagi harakat tadqiqoti.

**ФОРМИРОВАНИЕ МОТИВАЦИИ У ПОДРОСТКОВ-ОБУЧАЮЩИХСЯ К  
ПРОДОЛЖЕНИЮ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА: ИССЛЕДОВАТЕЛЬСКИЙ ПЛАН  
ДЕЙСТВИЙ**

**Алланова Инабат Аяпберген кизи**  
Университет Уорик, магистрант TESOL

**Аннотация**

Мотивация подростков к изучению английского языка является сложной задачей и часто зависит от внешнего давления. Исследование, проведённое в частном центре Узбекистана, основано на анкетировании и обсуждениях. Результаты показывают, что сотрудничество, игры и личные интересы повышают вовлечённость, тогда как учитель-центрированные уроки снижают её. Предлагается план действий на основе теорий мотивации.

**Ключевые слова:** Подростки-обучающиеся, мотивация, преподавание английского языка, теория самодетерминации, вовлечённость в классе, исследовательское действие (эксплоративное исследование).

**FOSTERING TEENAGE LEARNERS' MOTIVATION TO REMAIN ENGAGED IN ENGLISH  
LANGUAGE LEARNING: AN EXPLORATORY ACTION PLAN**

**Allanova Inabat Ayapbergen qizi**  
University of Warwick, TESOL Master's Student,

**Abstract**

Motivating teenage English learners is challenging, especially when attendance is externally driven. This study in an Uzbek private centre explores motivation through questionnaires and teacher discussions. Results show collaborative activities, games and personal interests increase engagement, while teacher-centred lessons reduce it. It proposes an action plan based on motivation theories.

**Keywords:** teenage learners, motivation, English language teaching, Self-Determination Theory, classroom engagement, exploratory action research.

Motivating teenage learners is widely recognized as one of the most complex challenges in English language teaching. Although English proficiency is increasingly associated with academic achievement, global communication, and employment opportunities, teenage learners do not automatically demonstrate sustained engagement in language learning. In many educational settings, adolescents frequently appear distracted, reluctant to participate, or emotionally detached from classroom activities (Dörnyei, 2001; Ushioda, 2011).

This issue became particularly evident in the researcher's own teaching practice at a private learning centre in Uzbekistan, where many teenage students appeared inattentive during lessons, demonstrated minimal enthusiasm toward classroom tasks, and occasionally requested permission to leave class early. Even activities designed to be interactive or enjoyable often failed to maintain learner engagement. Over time, these recurring patterns prompted critical reflection on the nature of motivation

among teenage English language learners and the extent to which teaching practices themselves may have contributed to learner disengagement.

Recognizing that learner motivation is dynamic, context-dependent, and strongly influenced by classroom ecology, the researcher initiated an exploratory action plan aimed at understanding the factors shaping students' motivation and identifying strategies capable of fostering greater engagement. The study focused on integrating learner interests, promoting autonomy-supportive teaching, and increasing collaborative, socially meaningful classroom activities while avoiding excessive reliance on external rewards.

The inquiry was guided by the following research questions:

1. What do students perceive as the main factors influencing their motivation to continue learning English?
2. What do students perceive as the main factors demotivating them from continuing to learn English?
3. What do teachers perceive as the most effective methods for increasing teenage learners' motivation in English language learning?

Although the study initially intended to prioritize student perspectives, practical limitations and the evolving nature of the inquiry resulted in a stronger emphasis on teacher reflections and pedagogical implications.

## **2. Context of the Study**

The study was conducted in a private English language learning centre in Uzbekistan. The researcher teaches mixed-ability teenage groups consisting of approximately twelve learners per class. Students attend lessons several times a week outside regular school hours. Their motivations for studying English vary considerably: some learners aim to pursue higher education opportunities requiring English proficiency, while others attend primarily because of parental expectations or broader societal pressure associated with the increasing importance of English in Uzbekistan. Learners' proficiency levels range from beginner to intermediate. Lessons generally combine textbook-based instruction with activities focusing on reading, listening, speaking, and writing skills. Occasionally, communicative games and pair-work activities are incorporated into classroom practice. Despite these efforts, recurring patterns of learner disengagement became increasingly noticeable. Several students frequently requested permission to leave class early, remained passive during explanations, or demonstrated limited enthusiasm toward classroom activities. Moreover, disengagement often appeared contagious: when a few learners withdrew from participation, others tended to imitate similar behaviour, negatively affecting the overall classroom atmosphere. This classroom environment also influenced the researcher's own motivation and confidence as a teacher. Questions occasionally emerged regarding whether the instructional approaches used were sufficiently meaningful, age-appropriate, or engaging for teenage learners. At the institutional level, additional constraints complicated the situation. Limited classroom time, changing group compositions, modest technological resources, and parental pressure for visible academic achievement created tension between syllabus completion and learner-centred pedagogy. These contextual challenges highlighted the need for a systematic exploration of how classroom practices might better support teenage learners' motivation and sustained engagement.

## **3. Literature Review**

Motivation has long been recognized as one of the most significant factors influencing second language acquisition. Among the most influential theoretical perspectives is Self-Determination Theory, developed by Edward Deci and Richard Ryan (1985), which argues that intrinsic motivation flourishes when learners experience autonomy, competence, and relatedness.

Autonomy refers to learners' sense of choice and control over their learning process, competence relates to feelings of effectiveness and achievement, while relatedness involves positive social connections with peers and teachers. This framework helps explain why teenage learners often respond positively to collaborative tasks, games, and activities connected to their interests.

L2 Motivational Self System, proposed by Zoltán Dörnyei (2005), further emphasizes the importance of learners' future self-images in sustaining motivation. According to this perspective, learners become more engaged when they can imagine themselves successfully using English in meaningful personal or professional contexts.

Expectancy-value theories of motivation similarly suggest that students are more likely to engage in learning when they believe they are capable of succeeding and when they perceive classroom tasks as relevant and valuable. Conversely, repetitive textbook exercises and teacher-dominated instruction may

reduce learners' perceived value of classroom activities.

Research on adolescent learning additionally highlights the importance of social interaction and peer dynamics. H. Douglas Brown (2007) as well as Marion Williams and Robert Burden (1997) note that teenagers are highly sensitive to issues of belonging, peer approval, and classroom relationships. Consequently, collaborative learning environments often enhance both participation and emotional engagement.

Recent studies conducted in Uzbekistan also support these findings. Researchers such as Shamsiddinova (2024), Rasulova (2025), Hamidova (2023), and Yuldasheva (2022) found that learner-centred instruction, collaborative tasks, and opportunities for self-expression significantly improve motivation among young English language learners.

Taken together, these theoretical and empirical perspectives suggest that teenage motivation is most effectively fostered through autonomy-supportive teaching, meaningful classroom content, and socially engaging learning experiences.

#### **4. Methodology**

This study adopted an exploratory action research approach to investigate teenage learners' motivation in English language learning. Exploratory action research was selected because it allows teachers to systematically examine classroom challenges while simultaneously reflecting on and improving their own teaching practices.

##### **4.1 Participants**

The participants included twelve teenage learners enrolled in English classes at a private learning centre. In addition, several MA TESOL colleagues contributed informal pedagogical insights based on their own teaching experiences and observations regarding learner motivation.

##### **4.2 Data Collection**

Data collection involved two primary methods:

- A questionnaire administered to all twelve students through Telegram;
- Informal interviews conducted with MA TESOL colleagues concerning effective motivational strategies for teenage learners.

The questionnaire aimed to identify factors that increased or reduced students' motivation to participate in English lessons. Teacher interviews focused on practical classroom strategies and broader understandings of adolescent motivation.

##### **4.3 Data Analysis**

Student responses and teacher reflections were analysed thematically. Recurring ideas, behavioural patterns, and motivational themes were identified and grouped into broader categories, including learner interests, collaboration, autonomy, classroom atmosphere, and task design.

#### **5. Findings**

##### **5.1 Student Perspectives on Motivation**

Analysis of student responses revealed several recurring themes related to classroom engagement. Most learners indicated that they enjoyed pair work, team activities, games, and communicative tasks. Students frequently described such activities as "more enjoyable," "interesting," and "less boring" compared to traditional teacher-centred instruction. Collaborative tasks appeared particularly effective in encouraging participation. Students reported feeling more comfortable interacting with classmates than responding individually to teacher questions. Team competitions and games also increased attentiveness and classroom energy. In contrast, students associated long teacher explanations and extended textbook-based activities with boredom and reduced concentration. Several learners suggested that repetitive grammar-focused exercises diminished their willingness to participate actively. These findings strongly align with Self-Determination Theory, particularly regarding the importance of relatedness and autonomy in sustaining learner motivation. Activities involving peer interaction and learner choice appeared to create a more supportive and engaging classroom environment.

##### **5.2 Teacher Perspectives on Motivation**

Teacher reflections further reinforced these patterns. One of the most frequently mentioned recommendations involved connecting lesson content to teenage learners' personal interests, including music, sports, technology, social media, and popular culture. Teachers also emphasized the limitations of excessive extrinsic rewards such as stickers, points, or prizes. While such rewards may temporarily increase participation, colleagues argued that they rarely generate long-term motivation. Instead, they recommended fostering intrinsic motivation through meaningful feedback, learner choice, and opportunities for

creativity. Another recurring theme involved the importance of classroom variety and movement. Colleagues observed that teenage learners respond more positively to lessons combining short collaborative tasks, communicative games, and brief competitive activities than to lengthy teacher-led explanations. Importantly, teachers cautioned against viewing motivation as a fixed personal trait. They emphasized that apparent disengagement may result from external factors such as mood, task difficulty, unclear instructions, or peer influence rather than a complete lack of motivation.

## **6. Discussion**

The findings of this exploratory study suggest that teenage learners' motivation is strongly influenced by classroom interaction, task relevance, and opportunities for social participation. Student responses and teacher reflections consistently indicated that collaborative and interest-based activities create more engaging learning environments than traditional teacher-centred instruction. From the perspective of Self-Determination Theory, these findings demonstrate the importance of satisfying learners' psychological needs for autonomy, competence, and relatedness. Pair work, games, and learner choice appear to strengthen relatedness and autonomy, while appropriately scaffolded tasks contribute to learners' sense of competence. Similarly, L2 Motivational Self System helps explain why personally meaningful and future-oriented activities may increase engagement. When learners can connect English learning to their identities, aspirations, or real-world interests, classroom participation becomes more purposeful. The findings also highlight the collective nature of classroom motivation. Disengagement often spread across the group, affecting not only students but also teacher morale and overall lesson energy. This suggests that motivation should be understood not merely as an individual psychological trait but as part of a broader classroom ecology shaped by peer interaction and emotional atmosphere. Overall, the study indicates that teenage learners are more likely to remain engaged when lessons are socially interactive, personally meaningful, and supportive of learner autonomy.

## **7. Implications for Practice**

Several important pedagogical implications emerged from this inquiry.

First, teachers should actively explore learners' interests and incorporate them into lesson design whenever possible. Topics related to teenagers' hobbies, social media use, music, technology, sports, and future goals may increase lesson relevance and emotional investment.

Second, collaborative learning should play a central role in teenage English language classrooms. Pair work, group projects, team challenges, and communicative tasks can strengthen peer interaction while simultaneously increasing opportunities for language practice.

Third, teachers should balance competition carefully. Friendly, team-based competitions may energize the classroom and increase participation when they emphasize cooperation and effort rather than individual superiority.

Fourth, autonomy-supportive teaching practices should be prioritized. Providing students with choices, encouraging creativity, and involving learners in classroom decisions may strengthen intrinsic motivation more effectively than external rewards.

Finally, reflective practices such as exit tickets and short learner reflections can help teachers continuously monitor classroom engagement and adapt instruction according to students' evolving needs.

## **8. Action Plan**

Based on the findings of this exploratory inquiry, an action plan was developed to improve teenage learners' motivation in future teaching cycles.

### **8.1 Interest Mapping**

At the beginning of each course, a brief anonymous interest inventory will be conducted using either paper-based questionnaires or Google Forms. The survey will gather information about students' hobbies, favourite activities, social media usage, music preferences, sports interests, and future aspirations.

The collected data will guide lesson planning and topic selection. For example, future classroom themes may include sports analysis, digital content creation, travel experiences, and technology-related discussions.

### **8.2 Collaborative Learning Activities**

The use of pair work, group projects, and communicative tasks will be increased. Students will work in mixed-ability groups with rotating responsibilities such as facilitator, presenter, timekeeper, and language coach.

Planned task formats include:

- Problem-solving speaking activities;

- Information-gap tasks;
- Team-based reading and listening activities;
- Scenario-based communicative challenges;
- Creative collaborative projects.

### **8.3 Limited and Purposeful Competition**

Friendly competitions and educational games will be incorporated selectively to maintain classroom energy and learner motivation. However, competitive activities will prioritize teamwork, participation, and creativity rather than speed or individual performance.

### **8.4 Autonomy-Supportive Practices**

The action plan also aims to reduce students' dependence on external rewards by strengthening intrinsic motivation through:

- Offering learners choices in topics and classroom activities;
- Encouraging creativity and self-expression;
- Providing meaningful feedback focused on improvement;
- Allowing students to reflect on their own learning experiences.

### **8.5 Reflective Monitoring**

To evaluate the effectiveness of these strategies, changes in participation, attentiveness, and classroom interaction will be monitored regularly. Informal learner feedback will also be collected through exit tickets and short reflective prompts such as:

- *What activity helped you participate most today?*
- *Which task felt most engaging?*
- *What was difficult or challenging?*

These reflections will support future instructional adjustments and improvements.

## **9. Limitations**

This study contains several important limitations. First, the sample size was relatively small and limited to a single teaching context, which reduces the generalizability of the findings. In addition, much of the data relied on students' self-reported perceptions and informal teacher reflections rather than systematic classroom observations or longitudinal evidence.

The research was conducted over a short period of time, limiting opportunities to observe long-term motivational changes. Furthermore, because the researcher simultaneously served as both teacher and investigator, the interpretations may have been influenced by personal assumptions and experiences.

Future research would benefit from larger participant groups, extended observation periods, and more in-depth learner interviews.

## **10. Conclusion**

This exploratory action plan examined factors influencing teenage learners' motivation in English language learning within the context of a private learning centre. Although the inquiry faced several limitations, the findings provided valuable insights into how classroom practices may support greater learner engagement. Both student responses and teacher perspectives emphasized the importance of collaborative learning, meaningful lesson content, learner autonomy, and socially engaging classroom environments. The reviewed literature further supported these findings through theoretical perspectives emphasizing autonomy, competence, relatedness, and future self-imagery. The study also encouraged critical reflection on teaching practices and reconsideration of how motivation functions within adolescent classrooms. Rather than viewing motivation as a fixed learner characteristic, the inquiry highlighted the importance of classroom ecology, task design, and teacher responsiveness. In future teaching cycles, the proposed action plan will continue to be refined and evaluated through the collection of more extensive learner data. Through continuous reflection and adaptation, the goal is to create more motivating, inclusive, and meaningful English language learning experiences for teenage learners.

## **REFERENCES**

1. Brown H. D. *Principles of Language Learning and Teaching*. 5th ed. – Pearson Education, 2007.
2. Deci E. L., Ryan R. M. *Intrinsic Motivation and Self-Determination in Human Behavior*. – Plenum Press, 1985.
3. Dörnyei Z. *Motivational Strategies in the Language Classroom*. – Cambridge: Cambridge University Press, 2001.
4. Dörnyei Z. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. – Lawrence Erlbaum Associates, 2005.

5. Hamidova N. Motivation and Communicative Activities in Uzbek EFL Classrooms // *Journal of Modern Language Teaching*. – 2023. – Vol. 8(2). – P. 45–57.
6. Harmer J. *The Practice of English Language Teaching*. 5th ed. – Pearson Education, 2015.
7. Lightbown P. M., Spada N. *How Languages Are Learned*. 4th ed. – Oxford: Oxford University Press, 2013.
8. Rasulova D. Learner-Centred Strategies for Increasing Teenage Motivation in EFL Classrooms // *Uzbekistan TESOL Review*. – 2025. – Vol. 5(1). – P. 33–49.
9. Shamsiddinova M. Collaborative Learning and Motivation among Adolescent English Learners in Uzbekistan // *International Journal of Language Education*. – 2024. – Vol. 12(1). – P. 21–38.
10. Toirova S. Challenges of Motivating Teenage Learners in English Language Classrooms // *Central Asian Journal of Applied Linguistics*. – 2025. – Vol. 3(1). – P. 10–25.
11. Ushioda E. Language Learning Motivation, Self and Identity: Current Theoretical Perspectives // *Computer Assisted Language Learning*. – 2011. – Vol. 24(3). – P. 199–210.
12. Williams M., Burden R. *Psychology for Language Teachers: A Social Constructivist Approach*. – Cambridge: Cambridge University Press, 1997.
13. Yuldasheva G. Student Engagement and Communicative Tasks in Uzbek Secondary EFL Education // *Asian EFL Studies*. – 2022. – Vol. 6(4). – P. 60–74.