NAMANGAN DAVLAT UNIVERSITETI
ILMIY AXBOROTNOMASI, [2026-9]
ISSN:2181-1458
ISSN:2181-0427

13.00.00-PEDAGOGIKA
journal.namdu.uz
PEDAGOGICAL

THE ROLE OF LEARNER AUTONOMY AND MOTIVATION IN DEVELOPING ENGLISH LANGUAGE LEARNING OUTCOMES

Egamberdiyeva O‘ g‘ iloy Egamberdi qizi

Mater student of TerSPI

E-mail: ogiloyegamberdiyeva22@gmail.com

Abstract: *Learner autonomy and motivation are widely recognized as two essential factors influencing the effectiveness of English language learning. In contemporary language education, learners are increasingly expected to take responsibility for their own learning, make informed decisions, set learning goals, monitor their progress, and actively participate in the learning process. At the same time, motivation determines the extent to which learners are willing to invest time and effort in developing their linguistic and communicative abilities. This article investigates the relationship between learner autonomy and motivation in English language learning and examines their contribution to learners' academic and communicative outcomes. The study employs a qualitative literature-based research design and analyses theoretical and pedagogical perspectives related to autonomous learning, intrinsic and extrinsic motivation, self-regulation, and learner-centred English language education.*

Keywords: *learner autonomy, motivation, English language learning, self-directed learning, intrinsic motivation, extrinsic motivation, self-regulation, learner-centred education, language learning outcomes, EFL.*

O‘ QUVCHI AVTONOMIYASI VA MOTIVASIYASINING INGLIZ TILINI O‘ RGANISH NATIJALARINI RIVOJLANTIRISHDAGI ROLI

Annotatsiya: *O‘ quvchining avtonomiyasi va motivatsiyasi ingliz tilini o‘ rganish samaradorligiga ta’sir qiluvchi ikkita muhim omil sifatida keng tan olingan. Zamonaviy til ta’limida o‘ quvchilardan o‘ z o‘ rganishlari uchun mas’uliyatni o‘ z zimmalariga olishlari, xabardor qarorlar qabul qilishlari, o‘ quv maqsadlarini qo‘ yishlari, o‘ z taraqqiyotini kuzatishlari va o‘ quv jarayonida faol ishtirok etishlari tobora ko‘ proq kutilmoqda. Shu bilan birga, motivatsiya o‘ quvchilarning lingvistik va kommunikativ qobiliyatlarini rivojlantirishga vaqt va kuch sarflashga tayyorlik darajasini belgilaydi. Ushbu maqola ingliz tilini o‘ rganishda o‘ quvchining avtonomiyasi va motivatsiyasi o‘ rtasidagi bog‘ liqlikni o‘ rganadi va ularning o‘ quvchilarning akademik va kommunikativ natijalariga qo‘ shgan hissasini o‘ rganadi. Tadqiqotda sifatli adabiyotga asoslangan tadqiqot dizayni qo‘ llaniladi va avtonom o‘ rganish, ichki va tashqi motivatsiya, o‘ zini o‘ zi boshqarish va o‘ quvchiga yo‘ naltirilgan ingliz tili ta’limi bilan bog‘ liq nazariy va pedagogik nuqtai nazarlar tahlil qilinadi.*

Kalit so‘ zlar: *o‘ quvchining avtonomiyasi, motivatsiya, ingliz tilini o‘ rganish, o‘ z-o‘ zini boshqarish, ichki motivatsiya, tashqi motivatsiya, o‘ zini o‘ zi boshqarish, o‘ quvchiga yo‘ naltirilgan ta’lim, til o‘ rganish natijalari, ingliz tilini o‘ qitish.*

РОЛЬ АВТОНОМИИ И МОТИВАЦИИ УЧАЩИХСЯ В РАЗВИТИИ РЕЗУЛЬТАТОВ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: *Автономия и мотивация учащихся широко признаны двумя важнейшими факторами, влияющими на эффективность изучения английского языка. В современном языковом образовании от учащихся все чаще ожидается, что они будут брать на себя ответственность за собственное обучение, принимать обоснованные решения, ставить учебные цели, отслеживать свой прогресс и активно участвовать в учебном процессе. В то же время мотивация определяет, насколько учащиеся готовы вкладывать время и усилия в развитие своих языковых и коммуникативных способностей. В данной статье исследуется взаимосвязь между автономией и мотивацией учащихся в изучении английского языка и рассматривается их вклад в академические и коммуникативные результаты учащихся. В исследовании используется качественный подход, основанный на анализе литературы, и рассматриваются теоретические и педагогические перспективы, связанные с автономным обучением, внутренней и внешней мотивацией, саморегуляцией и ориентированным на учащегося обучением английскому языку.*

Ключевые слова: *автономия учащегося, мотивация, изучение английского языка, самонаправленное обучение, внутренняя мотивация, внешняя мотивация, саморегуляция, ориентированное на учащегося образование, результаты изучения языка, английский как иностранный.*

Introduction

English has become one of the most widely learned foreign languages in the world and plays an important role in education, international communication, employment, science, technology, and intercultural interaction. As a result, effective English language education requires more than the transmission of linguistic knowledge from teachers to learners. Modern language pedagogy increasingly emphasises learners' active participation, responsibility, independence, and ability to continue learning beyond the classroom.

One of the central concepts associated with this development is learner autonomy. Holec (1981) defines learner autonomy as the ability to take responsibility for one's own learning. Autonomous learners are able to make decisions concerning learning objectives, content, materials, methods, and evaluation. In an English language classroom, autonomy may be demonstrated when learners independently select reading materials, practise speaking outside the classroom, use digital resources, monitor their progress, or establish personal language-learning goals.

However, autonomy alone does not necessarily guarantee successful learning. Learners also need sufficient motivation to initiate and maintain learning activities. Motivation influences how much effort learners are prepared to invest, how long they persist when difficulties arise, and how positively they perceive the learning process. Gardner (1985) and later motivational researchers have demonstrated the important role of motivation in second and foreign language learning.

In traditional teacher-centred classrooms, learners may become dependent on teachers for instructions, evaluation, and decisions about what and how to learn. Such dependence can limit opportunities for developing independent learning habits. In contrast, learner-centred approaches can encourage students to participate in goal setting, decision making, self-assessment, and reflection.

Therefore, the purpose of this article is to examine the role of learner autonomy and motivation in English language learning and to explore how these two factors can contribute to improved learning outcomes. The article focuses particularly on the relationship between autonomy, motivation, self-regulation, learner engagement, and English language development.

Methods

This study employed a qualitative literature-based research design. The purpose of the research was to analyse existing theoretical perspectives and pedagogical approaches concerning learner autonomy and motivation in English

language learning. A qualitative approach was considered appropriate because the study focuses on understanding relationships between psychological and pedagogical factors rather than measuring the effectiveness of a particular teaching intervention through statistical experimentation.

The selected literature was analysed in relation to four major areas:

learner autonomy and responsibility;

intrinsic and extrinsic motivation;

self-regulated language learning;

the influence of autonomy and motivation on English language learning outcomes.

The study used a conceptual framework connecting autonomy and motivation with learner engagement and learning outcomes.

The framework can be represented as:

Autonomy →Engagement →Persistence →Learning Outcomes

and

Motivation →Effort →Persistence →Language Development

When autonomy and motivation interact positively, learners may become more actively involved in their learning and more willing to continue learning despite difficulties.

Results

Learner Autonomy Promotes Responsibility for Learning: The analysis indicates that learner autonomy encourages students to become active participants in the learning process. Rather than depending entirely on teachers, autonomous learners gradually develop the ability to identify their learning needs, establish objectives, select appropriate strategies, and evaluate their progress. In English language learning, this can involve activities such as maintaining a vocabulary notebook, creating a personal study schedule, choosing English-language books or podcasts, practising speaking with international partners, or using digital language-learning platforms. According to Holec (1981), autonomy involves taking responsibility for different aspects of learning. This means that autonomy should not be understood simply as learning without a teacher. Instead, the teacher remains an important facilitator who helps learners develop the knowledge and skills necessary to manage their own learning.

Motivation Influences Learning Effort and Persistence: Motivation is another major factor influencing English language learning outcomes. Learning a foreign language is a long-term process that requires continuous practice. Learners may encounter difficulties with pronunciation, grammar, vocabulary, listening comprehension, or communication. Without sufficient motivation, they may lose interest or discontinue their learning efforts. Motivated learners, by contrast, are more likely to practise regularly and persist when they experience difficulties. Dörnyei (2001) emphasises that motivation provides direction and energy for language-learning behaviour. Motivation can be broadly divided into intrinsic and extrinsic forms. Intrinsic motivation refers to engaging in an activity because it is interesting, enjoyable, or personally meaningful. For example, a learner may study English because they enjoy communicating with international speakers or watching films in English.

Extrinsic motivation, on the other hand, is associated with external goals or consequences, such as obtaining a high examination score, receiving a scholarship, entering university, or improving employment opportunities. Both forms can contribute to learning. However, sustained intrinsic motivation and internalized forms of extrinsic motivation may be particularly valuable because they encourage learners to continue learning even when external rewards are absent.

Learner autonomy is closely connected with self-regulated learning. Self-regulated learners plan their learning, monitor their performance, identify difficulties, and make adjustments when necessary.

For example, a learner preparing for an English examination might:

identify weaknesses in vocabulary;

establish a weekly learning target;

select appropriate learning materials;

practise vocabulary daily;

test their knowledge;

analyse mistakes;

modify their study strategy.

This process transforms learning from a passive activity into a continuous cycle of planning, action, reflection, and adjustment.

Discussion

The findings demonstrate that learner autonomy and motivation are central components of effective English language learning. Their importance can be explained through the idea that successful language learning requires continuous engagement both inside and outside the classroom.

Traditional approaches may place the teacher at the centre of the learning process, with learners primarily receiving information and completing predetermined exercises. While such approaches can be useful for introducing new linguistic material, they may provide limited opportunities for learners to make decisions about their learning. Autonomy-supportive approaches offer a different model. Learners are encouraged to become responsible for their progress while teachers provide guidance and scaffolding. This does not mean that all responsibility is transferred immediately from teachers to students. Rather, autonomy develops progressively.

Motivation as a Foundation for Sustainable Learning**:** The findings also suggest that motivation should be understood as a dynamic rather than static phenomenon. A learner may begin studying English because of an external requirement but gradually develop personal interest in the language. For instance, a student may initially study English because it is required at university. Over time, communication with international students, access to English-language media, or interest in an international career may transform this external requirement into a more personally meaningful goal. Teachers can facilitate this process by connecting classroom activities with learners' real-life interests and future aspirations.

Practical Strategies for Developing Autonomy and Motivation: Several classroom practices can simultaneously promote autonomy and motivation. Personal learning goals. Students can establish short-term and long-term English learning objectives. For example, a learner may aim to learn 20 new words per week or speak English for ten minutes every day. Learning journals. Students can record what they have learned, identify difficulties, and describe strategies that have been successful. Choice-based tasks. Teachers can offer students several topics, texts, projects, or presentation formats.

Self-assessment. Learners can regularly evaluate their own speaking, writing, reading, and listening performance.

Project-based learning. Students can independently research topics of personal interest and present their findings in English.

Peer learning. Pair and group activities can encourage learners to support one another and take greater responsibility for their progress.

Out-of-class English practice. Students can be encouraged to watch English-language films, listen to podcasts, read online articles, maintain English-language social media activities, or communicate with other English users.

Conclusion

Learner autonomy and motivation play a significant role in the effectiveness and sustainability of English language learning. The analysis presented in this article demonstrates that autonomous learners are more actively involved in setting goals, selecting learning strategies, monitoring progress, and taking responsibility for their development. At the same time, motivation provides the energy and persistence necessary to maintain these learning behaviours. The relationship between autonomy and motivation is reciprocal. Meaningful learner choice can strengthen motivation, while strong motivation can encourage learners to take greater responsibility for their learning. Consequently, English language education should create conditions in which both factors can develop simultaneously.

Foydalanilgan adabiyotlar

1. Benson, P. (2011). Teaching and researching autonomy in language learning (2nd ed.). Routledge.

2. Deci, E. L., & Ryan, R. M. (2000). The «what» and «why» of goal pursuits: Human needs and the self-determination of behaviour. Psychological Inquiry, 11(4), 227–268.

3. Dörnyei, Z. (2001). Teaching and researching motivation. Pearson Education.

4. Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). Pearson Education.

5. Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. Edward Arnold.

6. Holec, H. (1981). Autonomy and foreign language learning. Pergamon Press.

7. Little, D. (1991). Learner autonomy 1: Definitions, issues and problems. Authentik.

8. Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. Applied Linguistics, 20(1), 71–94.

9. Oxford, R. L. (2011). Teaching and researching language learning strategies: Self-regulation in context. Pearson Education.

10. Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press.

11. Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. Multilingual Matters.

12. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice, 41(2), 64–70.