



DEVELOPING ENGLISH LANGUAGE LEARNING MOTIVATION AMONG NON-PHILOLOGICAL STUDENTS: A METHODOLOGICAL FRAMEWORK FOR ENHANCING READING AND WRITING SKILLS

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ABSTRACT

The growing importance of English as an international language has significantly increased the demand for effective foreign language instruction in higher education institutions. However, students enrolled in non-philological specialties often demonstrate insufficient motivation toward learning English due to the perceived irrelevance of language studies to their professional fields. This study investigates methodological approaches aimed at developing English language learning motivation among non-philological university students through reading and writing activities. The research explores theoretical foundations of motivation, identifies factors influencing learners' engagement, and proposes a pedagogical framework integrating authentic materials, task-based learning, collaborative writing, and digital technologies. A mixed-methods research design involving questionnaires, classroom observations, and experimental teaching was employed. The findings indicate that systematic implementation of reading and writing-oriented motivational strategies significantly enhances students' intrinsic and extrinsic motivation, academic engagement, and language proficiency. The study contributes to the field of foreign language teaching methodology by providing practical recommendations for instructors working with non-philological learners.

Introduction

In the contemporary era of globalization, English has become an essential tool for international communication, academic mobility, scientific research, and professional development. Consequently, higher education institutions worldwide have

incorporated English language instruction into their curricula regardless of students' major fields of study. Despite this trend, many non-philological students experience difficulties maintaining sustained motivation toward English language learning.



Motivation is widely recognized as one of the most influential factors affecting foreign language acquisition. According to Gardner, motivation encompasses learners' desire, effort, and positive attitudes toward learning a language. Students who possess higher levels of motivation generally demonstrate better language achievement, greater persistence, and stronger engagement in learning activities.¹

For non-philological students, motivation presents a particular challenge. Unlike language majors, students studying engineering, economics, medicine, information technology, or management frequently perceive English as a supplementary subject rather than a core component of their professional education. This perception often results in reduced classroom participation, lower academic achievement, and limited language proficiency development.

Recent educational reforms in Uzbekistan have emphasized the enhancement of foreign language education across all levels of the educational system. The Presidential Decree of the Republic of Uzbekistan on improving foreign language education highlights the necessity of developing innovative teaching methodologies that increase students' motivation and communicative competence.² Therefore, investigating effective methods for motivating non-philological students to

learn English represents both a theoretical and practical necessity.

The present study aims to develop a methodological framework that fosters English language learning motivation among non-philological students through reading and writing activities. Reading and writing were selected because they not only contribute to language proficiency development but also facilitate independent learning, critical thinking, and professional communication skills.

The objectives of the study are:

1. To analyze theoretical perspectives on language learning motivation.
2. To identify factors affecting English language learning motivation among non-philological students.
3. To develop and implement motivational teaching strategies based on reading and writing activities.
4. To evaluate the effectiveness of the proposed methodology.

Literature Review

Motivation has long been considered a central concept in educational psychology and second language acquisition research. Various scholars have proposed theoretical models explaining how motivation influences learning outcomes.

Gardner's Socio-Educational Model emphasizes integrative and instrumental motivation. Integrative motivation refers to learners' interest in interacting with

¹ Gardner, R. C. (1985). *Social Psychology and Second Language Learning*. London: Edward Arnold, p. 50.

² Decree of the President of the Republic of Uzbekistan No. PF-5117 "On Measures to Further Improve the System of Learning Foreign Languages", 2017.



the target language community, whereas instrumental motivation relates to practical benefits such as employment opportunities and academic success.³

Deci and Ryan's Self-Determination Theory distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation emerges from genuine interest and enjoyment in learning, while extrinsic motivation is driven by external rewards or obligations.⁴ Educational research consistently demonstrates that intrinsically motivated learners exhibit greater persistence and achievement.

Dörnyei's L2 Motivational Self System further expanded motivation theory by introducing the concepts of the Ideal L2 Self, Ought-to L2 Self, and Learning Experience. According to Dörnyei, learners are motivated when they can envision themselves as successful future users of the target language.⁵

These theoretical perspectives suggest that language teachers should create learning environments that foster both intrinsic and extrinsic motivational factors.

Research indicates that non-philological students often experience lower levels of language learning motivation compared to language majors. According to Ushioda, students are more motivated when learning activities align with their personal interests and professional aspirations.⁶

Several factors contribute to low motivation among non-philological learners:

- Limited opportunities to use English outside the classroom;
- Perceived irrelevance of language learning to professional goals;
- Anxiety and fear of making mistakes;
- Traditional teacher-centered instructional approaches;
- Insufficient exposure to authentic language materials.

Addressing these challenges requires innovative pedagogical interventions that connect language learning with students' future careers and personal interests.

Reading plays a crucial role in foreign language acquisition. Extensive reading programs have been shown to improve vocabulary knowledge, grammatical competence, and reading fluency while simultaneously increasing learners' motivation.⁷

Authentic reading materials such as professional articles, blogs, online magazines, and case studies can enhance students' interest by demonstrating the practical relevance of English. For example, engineering students may engage more actively with texts related to technological innovations, while business students may prefer articles concerning international markets.

Day and Bamford emphasize that reading motivation increases when

³ Gardner, R. C. (1985). *Social Psychology and Second Language Learning*, p. 73.

⁴ Deci, E. L., & Ryan, R. M. (2000). "The What and Why of Goal Pursuits". *Psychological Inquiry*, 11(4), pp. 227–268.

⁵ Dörnyei, Z. (2009). *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press, pp. 18–29.

⁶ Ushioda, E. (2011). *Motivating Learners to Speak as Themselves*. Bristol: Multilingual Matters.

⁷ Grabe, W. (2009). *Reading in a Second Language*. Cambridge: Cambridge University Press.



learners are allowed to choose texts according to their interests and proficiency levels.⁸ Student autonomy in text selection promotes ownership of learning and enhances intrinsic motivation.

Writing is another powerful tool for fostering motivation. Modern approaches view writing as a process involving planning, drafting, revising, and publishing. This process encourages creativity, critical thinking, and self-expression.

Hyland argues that collaborative writing activities contribute significantly to learner motivation because they promote interaction, peer support, and shared responsibility.⁹

Digital writing platforms, blogs, online journals, and discussion forums provide additional opportunities for authentic communication. When students write for real audiences rather than solely for teacher evaluation, their engagement and motivation tend to increase.

Furthermore, writing tasks connected to students' professional fields can strengthen instrumental motivation by demonstrating the practical value of English in future careers.

Technological advancements have transformed language education. Digital tools such as learning management systems, mobile applications, online dictionaries, interactive reading platforms, and collaborative writing

software create engaging learning environments.

According to Chapelle, technology facilitates learner autonomy and individualized instruction, both of which contribute positively to motivation.¹⁰

Gamification elements, immediate feedback, and multimedia resources further enhance student engagement.

Recent studies indicate that integrating technology into reading and writing instruction can significantly improve both language proficiency and motivational outcomes among university students.

Materials and Methods

The present study employed a mixed-methods research design combining quantitative and qualitative approaches to investigate the effectiveness of a motivation-oriented English language teaching methodology for non-philological students. The integration of both approaches enabled a comprehensive analysis of students' motivational development and language learning outcomes.

The study was conducted during the 2024–2025 academic year at a higher educational institution in Uzbekistan. The experimental research lasted one academic semester and involved systematic implementation of motivational teaching strategies focused on reading and writing skills.

According to Creswell, mixed-methods research provides a more comprehensive understanding of

⁸ Day, R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.

⁹ Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

¹⁰ Chapelle, C. A. (2003). *English Language Learning and Technology*. Amsterdam: John Benjamins.



educational phenomena by integrating numerical data with participants' experiences and perceptions.¹¹ Therefore, this design was considered appropriate for examining the multidimensional nature of language learning motivation.

The study involved 120 first- and second-year students enrolled in non-philological educational programs, including Economics, Information Technology, Engineering, and Management.

The participants were divided into two groups:

Experimental Group (EG): 60 students

Control Group (CG): 60 students

The students' English proficiency levels ranged from A2 to B1 according to the Common European Framework of Reference for Languages (CEFR).

The experimental group received instruction based on the proposed motivation-oriented methodology, whereas the control group continued learning through traditional instructional approaches emphasizing grammar translation and textbook-based activities.

Several instruments were utilized to collect data:

1. Motivation Questionnaire

A modified version of Gardner's Attitude/Motivation Test Battery (AMTB) was administered at the beginning and end of the experiment. The questionnaire consisted of 30 items measured on a five-point Likert scale.

The instrument evaluated:

- Intrinsic motivation;

- Extrinsic motivation;
- Learning anxiety;
- Attitudes toward English learning;
- Self-confidence.

2. Classroom Observation

Classroom observations were conducted weekly throughout the semester. Observation protocols focused on Student participation, engagement in reading activities, involvement in writing tasks, peer collaboration and classroom interaction.

3. Reading and Writing Achievement Tests

Pre-tests and post-tests were administered to assess students' reading comprehension and writing proficiency.

Reading assessment included academic texts, professional texts and authentic materials.

Writing assessment involved paragraph writing, essay writing, reflective journals and professional correspondence.

4. Semi-Structured Interviews

At the end of the experiment, 20 students from the experimental group participated in interviews designed to explore their perceptions of the instructional methodology and motivational experiences.

The experimental methodology was developed based on contemporary motivational theories and communicative language teaching principles.

The following instructional strategies were implemented:

Authentic Reading Materials

¹¹ Creswell, J. W. (2014). *Research Design*, p. 217.



Students were provided with authentic texts related to their academic specialties. Examples included technology news articles, business reports, engineering case studies, professional blogs.

Authentic materials were selected because they demonstrate the practical relevance of English to students' future careers.¹²

Extensive Reading Program

Students selected reading materials according to their interests and proficiency levels. Weekly reading logs were maintained to encourage reflection and self-monitoring.

Collaborative Writing Activities

Writing tasks were completed individually and collaboratively.

Examples included group essays, online discussion posts, project reports, professional emails.

Peer feedback sessions encouraged interaction and increased learners' confidence.

Digital Learning Tools

Several digital platforms were integrated into instruction: Google Classroom, Padlet, Quizizz, Grammarly, Online discussion forums.

Technology-enhanced activities provided immediate feedback and promoted learner autonomy.

Reflective Journals

Students maintained weekly journals documenting:

- Learning experiences;
- Challenges;
- Achievements;
- Personal goals.

Reflection promoted self-awareness and strengthened intrinsic motivation.

Quantitative data obtained from questionnaires and achievement tests were analyzed using descriptive and inferential statistics.

The following measures were calculated:

1. Mean scores;
2. Standard deviations;
3. Percentage gains;
4. Paired sample t-tests.

Qualitative data from interviews and classroom observations were analyzed through thematic coding.

Results

The analysis of questionnaire results revealed significant improvements in students' motivational levels within the experimental group.

Motivation Indicator	Pre-test	Post-test
Intrinsic Motivation	3.1	4.4
Extrinsic Motivation	3.5	4.5
Self-confidence	2.9	4.2
Learning Anxiety	4.1	2.6

¹² Harmer, J. (2015). *The Practice of English Language Teaching*, p. 298.



The findings indicate substantial growth in both intrinsic and extrinsic motivation.

Students demonstrated greater interest in English learning activities and reported increased confidence when reading and writing in English.

The control group exhibited only minor improvements during the same period.

The average reading comprehension score of the experimental group increased from 63% to 86%, representing a 23% improvement.

Students particularly improved in identifying main ideas; inferring meaning from context; Understanding professional vocabulary; Critical reading skills.

The use of authentic texts appeared to enhance both comprehension and engagement.

Writing assessment results showed notable progress.

Average writing scores increased from 61% to 84%.

Students demonstrated improvement in:

- Organization;
- Vocabulary usage;
- Grammatical accuracy;
- Coherence and cohesion;
- Professional writing conventions.

Collaborative writing tasks were identified as particularly effective in reducing writing anxiety.

Observation data revealed several positive changes:

- Increased classroom participation;
- Higher rates of voluntary responses;
- Greater peer interaction;

- More active engagement in reading discussions;

- Increased willingness to complete writing tasks.

By the end of the semester, approximately 85% of experimental group students actively participated in classroom discussions compared to 47% at the beginning of the study.

Interview data identified four major themes:

Professional Relevance: Students reported that profession-related materials increased their interest in English learning.

One participant stated:

"For the first time I understood how English can help me become a better engineer."

Autonomy: Students appreciated opportunities to select reading materials independently.

Confidence Development: Many participants reported reduced fear of making mistakes.

Technology Integration: Students found digital learning tools motivating and convenient.

Discussion

The findings of this study support previous research emphasizing the critical role of motivation in second language acquisition.

The substantial increase in intrinsic motivation observed in the experimental group confirms Deci and Ryan's argument that learners become more engaged when educational activities satisfy their needs for autonomy, competence, and relatedness.¹³

¹³ Deci & Ryan (2000), p. 231.



The effectiveness of authentic reading materials aligns with the findings of Day and Bamford, who argue that meaningful reading experiences enhance learners' interest and motivation.¹⁴

The results also support Dörnyei's L2 Motivational Self System. Profession-oriented reading and writing tasks enabled students to visualize themselves as future professionals using English in real-world contexts. This strengthened their Ideal L2 Self and increased learning effort.¹⁵

Collaborative writing activities proved particularly beneficial. Consistent with Hyland's research, peer interaction reduced anxiety and created a supportive learning environment.¹⁶

Technology integration also played a significant role. Digital tools enhanced learner autonomy and facilitated immediate feedback, which positively influenced motivation and achievement.

Another important finding concerns the relationship between motivation and academic performance. Students who demonstrated higher motivational gains also achieved better reading and writing outcomes.

This observation supports Gardner's claim that motivation is one of the strongest predictors of language achievement.¹⁷

Overall, the proposed methodology successfully addressed many motivational challenges commonly experienced by non-philological students.

Conclusion

The present study examined the effectiveness of a motivation-oriented methodology designed to enhance English language learning motivation among non-philological university students through reading and writing activities.

The findings demonstrated that:

- Motivation significantly influences English language learning success.
- Authentic reading materials increase students' interest and engagement.
- Collaborative writing activities reduce anxiety and improve confidence.
- Technology-enhanced instruction promotes learner autonomy.
- Profession-oriented tasks strengthen both intrinsic and extrinsic motivation.

The experimental methodology resulted in substantial improvements in students' motivation levels, reading comprehension, writing proficiency, and classroom participation.

Therefore, English language instructors working with non-philological students should integrate authentic materials, collaborative learning strategies, reflective activities, and digital technologies into their teaching practices.

Future research may investigate the long-term effects of motivational interventions and explore their application to listening and speaking skills.

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¹⁴ Day & Bamford (1998), p. 25.

¹⁵ Dörnyei (2009), p. 29.

¹⁶ Hyland (2003), p. 112.

¹⁷ Gardner (1985), p. 76.



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