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# HOW TO MOTIVATE ESP STUDENTS WHILE LEARNING ENGLISH

**Abstract:** The article considers the opportunity to enhance student motivation in the acquisition of English for specific purposes by increasing the level of learner engagement. In the article, main motivating factors are clearly given in order to engage ESP students to learn not only the English language but also any foreign languages around the world.

**Keywords:** *ESP, learning motivation, student engagement, immersion, consistency, aptitude, siblings.*

Motivation is crucial for the successful achievement of a goal or performance of an activity. It is a system of motives based on needs, interests, objectives, ideals and aspirations. Without motivation, no activity can be conducted or, if performed, its quality and stability are doubtful. In the field of learning, no goal can be achieved without motivation for learning because learners will not make efforts to learn anything proficiently. Therefore, learners who are highly motivated have higher chances to learn better (De Bot et al., 2005). Crookes and

Schmidt (1991) defined motivation as 'interest in and enthusiasm for the materials used inclass; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment' (as cited by Majetić, 2013, p. 263).

Intrinsic are the factors concerning the process of language acquisition such as methods of teaching, teacher personality, learning success. Based on the motives for

foreign language learning and the abovementioned factors, it is possible to speak of t wo major types of motivation- instrumental and integrative. According to Gardner (1985), the former is related to the pragmatic reasons that make an individual study a language, while the latter involves the positive attitude to becoming familiar with and adapting to the culture of the nation whose language is being learned.

A number of factors influence anyone's success at mastering a new language including the English language and the other languages around the world. Certain motivating factors are as follows.

**Immersion:** It's an environment where the learner learns quickly which lasts long. It will be better to immerse in a particular language which enables one individual to notice all forms of communication. Also it encourages the habit of forming one's thought in the native language. Language occurs in context so immersion is important because it teaches the learner the value of context.

**Consistency:** It is a phenomena of relentless exploration of language. The process of becoming familiar with the language is not as easy as becoming familiar with a city. Consistency is essential for language because language is something that grows always, not something that can be shortened or memorized. Learning always takes place not when a new word is encountered but when a new context for an old word is discovered.

**Early start** : No language is foreign to a young child. Children experiment with all kinds of noises and are less set in their ways in terms of which sounds they share. Mistakes are just a natural part of that eager experimentation because children try out new words often in their regular uses. Starting early enables the child to see every fact side by side. When a child learns the slight differences of meaning that words take on in different languages, they discover that there are different ways of seeing and experiencing things.

**A goal**: It may not be considered as a necessary measurable component of motivation. But it is a strong stimulus that gives rise to motivation. A goal can possibly be a wish to integrate and adapt to a new target culture through the use of the language. A strong desire to attain the goal: Attitude towards learning language, the depth of desire and motivational intensity determines the aspiration towards the goal.

**Conclusion**

The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. Unfortunately there is no research which clearly shows the success of one method over another. What we do know however is that if the student losses confidence in the method he/she will be de-motivated, and the student's confidence in the method is largely in the hands of the most important factor affecting intrinsic motivation, the teacher.

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