Student and teacher perception on learner motivation: EMI versus ESP Universities in Uzbekistan

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# **Abstract**

A plethora of studies have been conducted on motivation in English language learning. As one reviewer previously noted “it isn’t clear why we need yet another study of motivation.” While there are more than 2 million results for “motivation in English language learning” in Google Scholar, very few discuss motivation in English as medium of instruction (EMI) contexts. This gap in the literature is especially notable as one assumption behind EMI is it can create motivation to learn language (Shohamy, 2012). Furthermore, no studies have examined motivations of English learners in Uzbekistan. To address these gaps, 215 students in years 1 and 4 from two universities in Uzbekistan (an ESP (English for Specific Purposes) university and an EMI university) completed a student motivation questionnaire (adapted from Dornyei, 2010) and 35 teachers from both institutions completed the perception of teachers’ questionnaire (adopted from Hadre, et. al., 2008). Findings thus far include overall higher student motivation levels at the EMI university and a decrease in motivation from year 1 to year 4 students at both universities. Authors hope to compare the motivations not only from ESP and EMI, but also different ESP contexts, such as results from the comparative survey project in Japan, China, and Iran (Taguchi, Magid, & Papi, 2009). A match or miss-match between students’ motivations and teachers’ perceptions will also be explored and considered. Outcomes reveal that the potential role of ESP course as an internationalization stimulant is underestimated comparing to EMI programs. As a result, this research implies for both EMI and ESP courses and lecturers to be recognized for their contributions to curricular internationalization. This roundtable session invites discussion on next steps in this study, usefulness of results for the different contexts, as well as the importance of continuing to explore under-researched contexts. In particular, presenters will raise the following questions:

1. Is it important to understand learner motivations in all contexts? Why or why not?
2. What is the potential value of a correlation between learners’ motivations and teachers’ perceptions?
3. What findings from this data set can be most useful?

**Keywords** – Student motivation, teacher perception, EMI, ESP, challenges