



**WESTMINSTER**  
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**International Conference and Exhibition on Education and Linguistics (ICEL)**  
**Westminster International University in Tashkent**

**A sample proposal for empirical study**

*The Strategies Used by EAP and ESP Teachers to Motivate Learners in Online Lessons*

**Abstract**

Implementing strategies to promote a motivating classroom environment, especially in online classes, is fundamental to being a successful educator. Thus, this session will shed light on the motivational strategies teachers in Higher Education implement in their online classes. The presentation will particularly benefit teachers who conduct online and blended courses.

**Summary**

One salient feature of a motivational classroom environment is the quality of the strategies a teacher uses. These strategies, in turn, cannot be successful in a 'motivational vacuum' (Dörnyei & Ushioda, 2013) or without the teacher's awareness of its implications. Thus, the authors set to investigate the impact of motivational practices on learners' performance, namely in online lessons. This study aimed to investigate the motivational strategies that university teachers apply during their online classes. The research instrument for collecting primary data was a questionnaire targeting 104 EAP and ESP teachers from HEIs across several regions of Uzbekistan. The online questionnaire contained 15 questions to examine the teachers' opinions and observations. The results indicate that teachers generally have a positive opinion about their students' motivation level, and they tend to implement several motivational strategies for providing instruction, creating a classroom atmosphere, forming relationships with learners, and providing feedback. Although the respondents prefer using online tools for assessment, their primary concern is internet connection and only afterwards - student engagement and progress. Future research can consider including students as respondents and using interviews and observations for a more in-depth analysis of this topic.

**References**

Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching motivation*. Routledge.

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