

Exploring Factors That Impact on Motivation in Foreign Language Learning in the Classroom

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Abstract

In the study of second language learning, one of the most critical components is unveiling factors that impact on motivation in the classroom. Proficiency in foreign language learning is inextricably tied to motivation, in the understanding that proficiency may not take place if the learners are not strategically motivated. The effectiveness of an L2 learners' growth may be dependent on various factors that affect motivation in the classroom. This study is an analysis of different factors that influence motivation in foreign language classroom. The study examined how different activities and situations influence the motivation of foreign language learners in the classroom. A total of 119 persons participated in the study, including high school teachers and their students. Questionnaire was used to collect the needed data, and data was analyzed using tables and graphs to discuss the factors that affect motivation in the classroom. Teaching strategy and style of learning, feedback, reward, group, class environment, technology, and punishment are the factors measured. The findings of the study indicate that teaching strategy and learning style exert huge impact on motivation, with over 39.50% of the response rate. This is closely followed by feedback and reward with about 19.32% and 12.60% respectively. The study further revealed that group has the least influence on motivation, with 2.52% value, which is lower than the impact of class environment that stands at 7.56%. It is concluded that both learners and teachers of foreign language accept that teaching strategy and learning style is the most significant factor that impacts on motivation. It is recommended for further studies to use larger study sample from different schools to explore these factors and ascertain their degree of impact on motivation in foreign language teaching and learning.

Keywords: foreign language teaching and learning, motivation, feedback and reward, teachers, and learners

1. Introduction

The purpose of this study is to investigate the function of motivation in the acquisition of a second language, and discuss factors that impact on motivation in foreign language classroom. When it comes to being fluent in a second language, one of the most critical components is having the motivation to do so. Proficiency in language learning is inextricably tied to motivation, in the understanding that productivity cannot take place in the absence of motivation. In a nutshell, the effectiveness as well as setback of a L2 learners may be broken down into its component parts, one of which is motivation. There are numerous benefits to mastering other languages, but it is not strictly required to do so. As a result, motivation may play a significant part in the process of learning a second language. However, this motivation might be affected by a wide variety of different variables. This study delves more into a variety of aspects of language acquisition that have an effect on learners' levels of motivation.

Second language learning, especially in a classroom setting, is greatly impacted by students' levels of intrinsic motivation (Kaboody, 2013). Motive is a crucial aspect in the study of language learning, alongside factors such as

intelligence and linguistic aptitude. It's described as the sum of one's efforts, one's motivation to learn the language, and one's positive outlook on the process of doing so (Anjomshoa and Sadighi, 2015). In addition, according to Gardner (2014), the term "motivation" describes a complicated and abstract idea that is employed to explain human behaviour. With so many varied interpretations, it's clear that motivation is very nuanced and situationally dependent, making it a particularly important component for second language learners to consider. Some second-language learners, for instance, may be less interested in interacting with speakers of the target language, whereas for others, the reverse may be true (Al-Awawdeh & Kalsoom, 2022).

In order to do anything, inspiration is crucial. This is a crucial component that influences learning in all contexts positively, but second language acquisition in particular. An internal mechanism that initiates, directs, and sustains action throughout time; this is how Salvin (2014) described motivation. It's important to remember that motivation is dynamic; it shifts and evolves over time and in different settings (Gass and Selinker, 2008; Silalahi et al., 2022). The will to learn, as stated by Gomleksiz (2001), is crucial to success while studying a foreign language. He argued that low-income kids with strong motivation may outperform their higher-achieving peers with lower motivation. In these cases, it is the teacher's responsibility to keep pupils motivated and to help them reach their full potential. According to Ellis (2012), motivation is defined as "the effort that students undertake to acquire a second language in response to a personal need or desire. According to Zareian and Jodaei's (2015) definition of motivation, a person must make an attempt and have a strong desire to succeed. They suggest that knowing the learner's objectives for language study is key to comprehending the factors that keep them engaged. The dominant view in the field of second language motivation studies now is that one may conceptualise motivation as a strength gradient spanning from 0% to 100%. (Dörnyei, 2005). On the other hand, Liuliene and Metiuniene (2006) characterised motivation as goal-directed, with the acquisition of linguistic competence serving as an urgent priority for the students in their classes.

As motivation seems to have a role in a learner's eventual success, it's a subject worth exploring. Researchers and educators agree that intrinsic drive is the key to successful second language acquisition. For many years, researchers have focused on quantifying, categorising, and defining its function in various conceptual frameworks of the language acquisition process (Ushioda, 1996). The majority of educators and scholars agree that intrinsic motivation is a crucial component of second/foreign language acquisition. All the other components in L2 acquisition are dependent on the learner's desire to some degree, and motivation is the fundamental push to begin learning the L2 and the motivating factor to continue the lengthy and arduous learning process (Dörnyei, 1998). Students' levels of intrinsic motivation have been shown to have a significant impact on their use of L2 learning techniques, their frequency of interaction with native speakers, their persistence, and their retention of L2 abilities after they have completed formal language study (Huang 2007). However, even those with exceptional intelligence and talent will struggle to succeed in the long run if they aren't inspired to do so, and solid curriculum and competent instruction are not adequate as a whole to guarantee student success (Dörnyei, 2007).

Study motivation is a complex, multi-faceted phenomenon. If a second language (L2) is to be mastered, the picture gets much more convoluted. Since the examination "of motivation in the second language domain" is inherently multifaceted, it is not surprising that there has been a wide range of theoretical frameworks and methodological techniques. Scholars have focused on diverse elements of L2 motivation based on their research interests, and there have been few efforts to combine the many lines of study (Dörnyei, 2001b).

2. Literature Review

2.1 Factors that Impact on Motivation in Foreign Language Learning

The achievement of one's objectives and the setting of one's expectations leads to a rise in one's level of motivation, and that in effect gives rise to a growth in one's level of linguistic competence (Gardner, 2014). In the environment of education, motivation enables foreign language learners to concentrate their attention on an important objective or result in the classroom (Engin, 2009; Silalahi et al., 2022). Thus, they render themselves immune to the effects of any potential distractions, and as a result, they are able to concentrate for far longer stretches of time. Students that are driven to learn will exhibit behaviours that are goal-oriented. The level of drive and enthusiasm that students bring to the study of a language is directly correlated to their levels of motivation. There are many different characteristics of teaching techniques, strategies, procedures, and programmes that have an influence on students' levels of motivation to learn a language. Some are identified and reviewed, they institute the major direction of analysis (Kalsoom et al., 2021).

2.2 Teaching Strategies and Learning Styles

There is undeniable evidence that differences in pedagogy and learning style have an effect on students' drive to learn. Bankier and Wright (2012) argue that the methods used by instructors in the classroom have a direct impact on students' motivation to study a foreign language (Herman et al., 2020).

Improving pupils' comprehension is a top priority for every teacher. Instructors are tasked with inspiring their pupils to learn. Phil-Schlechy (1994) claims that learners who are paying attention and are motivated have common features, including being drawn to the task at hand, sticking with it in spite of difficulties, and showing obvious satisfaction upon completion. It is up to the instructor to choose which methods of instruction will be most effective in assisting the learners grasp the material. Wlodkowski and Ginsberg (1995) suggest that there is no one method of teaching and learning that can be relied upon to maintain the concentration of each and every student (Herman et al., 2022). The most important factor in a student's comprehension of a new idea is the teacher's effort to make that idea relatable to his or her life. According to Saucier (1989:167), it is important to recognise that motivation plays a role in all learning, whether it does so directly or indirectly. Many educators, however, must come to terms with this basic fact. As the primary driver of student engagement, teachers must pay close attention. It's a way to establish a habit of constant effort toward maturing in important life domains.

2.3 Feedback and Motivation

Especially in the area of second language instruction, student motivation has been shown to be influenced by teachers' feedbacks. This is related to the idea that students may depend more on instructors as partners since teachers have greater expertise. Monitoring student progress and offering constructive criticism is a frequent method of facilitating learning in the classroom (Ananda et al., 2017). It has been emphasised in several studies (Ellis, 2009; Harmer, 2005; Passov, 2010; Ur, 2009, etc.) that there is a strong connection between motivation and feedback in the context of FL instruction and learning. Marks and grades, assessments and feedback (verbally and in writing), and other forms of evaluation are used in the context of education, with feedbacks playing a significant part in the cultivation of a disposition toward learning in the subject area. Thus, feedback incorporates evaluation and correction, giving the student insight into his or her academic achievement that may be used to strengthen weak areas or influence future study (Herman et al., 2023). Acceptance as well as disapproving of student comments, in addition to grades, are all components of evaluations in the foreign language classroom.

Specifically, as Jin (2012) argued, studying feedback in the context of Vygotsky's Sociocultural Theory (SCT) allows us to view the learner not as a passive but as an active participant in a collaborative "problem-solving" situation, who ultimately acquires the proficiencies to resolve the issue on their own. Therefore, according to the SCT perspective, learning emerges in social interaction and occurs most effectively in the Zone of Proximal Development (ZPD), which Vygotsky (1978, p. 86) defines as "the distance between the actual developmental level as determined through independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers."

Ellis (2007), referencing the foundations of SCT, discussed the significance of feedback in the language acquisition process. The appropriateness of a teacher's feedback is, as he pointed out, determined by the students themselves, therefore it is incumbent upon educators to grasp their students' perspectives. Furthermore, inspiration is essential for the development and achievement of language learners. Teachers will be better equipped to encourage their language students if they have a deeper understanding of the elements that foster motivation. Therefore, the purpose of this research was to investigate whether or not various forms of verbal feedback had varying effects on students' desire to continue studying. Furthermore, it investigated students' perspectives on various forms of classroom feedback.

2.4 Reward and Motivation

In foreign language learning, reward helps students to develop strong motivation. Students are frequently encouraged to improve their proficiency in second language via the use of external incentive, such as reward. Offering evaluation in the form of grades or comments on students' work is one way to instill a sense of ownership in the learning process. Teachers that let their students know they will be grading their assignments tend to have more engaged and successful students. Appreciation for pupils' efforts may be communicated via the prizes they get. This is a very effective frame of mind to adopt in the classroom, since it may motivate pupils to think superior about their work and about themselves. This encourages pride, and pride is closely related to joy.

Teachers utilise rewards as a powerful tool to motivate their pupils to learn, boost their productivity in the classroom, reinforce positive conduct, and deter the reinforcement of negative behaviour. That is supported by the statement that "reward refers to anything that supports a behaviour being repeated in the future" (Burton et al., 2003: 242). A reward, therefore, is a motivator that gets pupils to do something. In addition, according to Deci (1972), a reward in a foreign language classroom is "anything provided to a student in acknowledgment of his accomplishment or the work he gives in the classroom, whether it be a gift, money, anything tangible, or something inconcrete." Positive classroom behaviour is more likely to occur when students are rewarded for it. According to Wilson (2006:6), a reward is "an external agent administered when a targeted activity or assignment is done, that includes regulating and informative features." As a result, rewards are external incentives that reinforce pupils as they participate in various activities and motivate them to

continue demonstrating strong accomplishment in the long term.

2.5 Group and Motivation

The findings of Johnson et al. (2014) meta-analysis, which examined over 168 studies involving undergraduate students, suggest that students who learned in a collaborative setting "had greater active learning, accumulation of content, and higher-order reasoning and problem-solving skills attributes than students" who worked alone. This disparity may be attributed to a few different factors. The interactions and conversations that students have with one another and with other people in the group make it possible for the group to build massive knowledge, situate that knowledge within a theoretical model of primary data obtained, and then refine and evaluate "what they know and do not know". They are able to make sense of what they are learning thanks to the group discussion that is taking place, as well as determine what they still need to comprehend or acquire. Additionally, groups have the ability to solve more difficult issues than individuals do, and as a result, they have the capacity to obtain greater skill and become more involved in a certain field. Students get greater chances for rational reflection as well as may advance their learning and accomplishment via participation in group projects.

Students have the opportunity to improve their abilities in working well with others when you provide chances for them to participate in group projects in your class that are guided (Jackson et al. 2014; van Thao et al., 2021). Students have the advantage to interact in procedure abilities that are necessary for processing information, evaluating problems, and finding solutions, in addition to managerial abilities as a result of utilizing functions inside clusters, and assessment skills that are involved in assessing options in "order to make decisions about their" group's final answer when they participate in group work. Every one of these abilities is necessary for productive cooperation, whether it takes place in a school setting or in the business.

There are other factors that impact on motivation in the literature, including the learning environment, technology, and punishment. These factors have been established by different studies to exert obvious impact on the motivation of learners in a foreign language classroom. They will form the basis of analysis, as the questionnaire and evaluations are based on these factors.

3. Methodology

This study is a quantitative analysis of factors that impact on motivation in foreign language teaching and learning. A total of 119 persons participated in the survey, including 109 high school students and 10 teachers from the same schools. The study samples are drawn purposively, focusing on evaluating the key factors that impact on motivation in foreign language classroom. The researcher utilized the Likert Scale of five-point value to stratify the developed questionnaire. The table below provides the ranking value of the Likert scale items and their mean.

Table 1. Likert Scale Ranking Values

-Likert Scale	Ranking	Score value	Mean range
Strongly Agree	5	Highest	4.50-5.00
Agree	4	High	3.50-4.49
Moderate	3	Moderate	2.50-3.49
Disagree	2	Low	1.50-2.49
Strongly Disagree	1	Lowest	1.00-1.49

The analysis is conducted using table, graphs and other statistical tools. The mean was also calculated, wherein the mean was derived according to the values of the Likert scale.

4. Result and Discussion

4.1 Result

The findings of the study are presented in the charts and tables below, which institute the result of the study.

Table 2. Total Scale Rating of the Factors that Impact on Motivation

Factors	Frequency	Percentage (%)
Teaching strategy and learning style	47	39.50%
Feedback	23	19.32
Reward	15	12.60
Group	3	2.52
Class environment	9	7.56
Technology	14	11.76
Punishment	8	6.74
Total	119	100%

The data above provides general evaluation of the factors that impact on motivation in foreign language learning. The chart below summarizes the percentile values of each of the factors, labelling the factor that is most predominant in motivating the foreign language learners in the classroom.

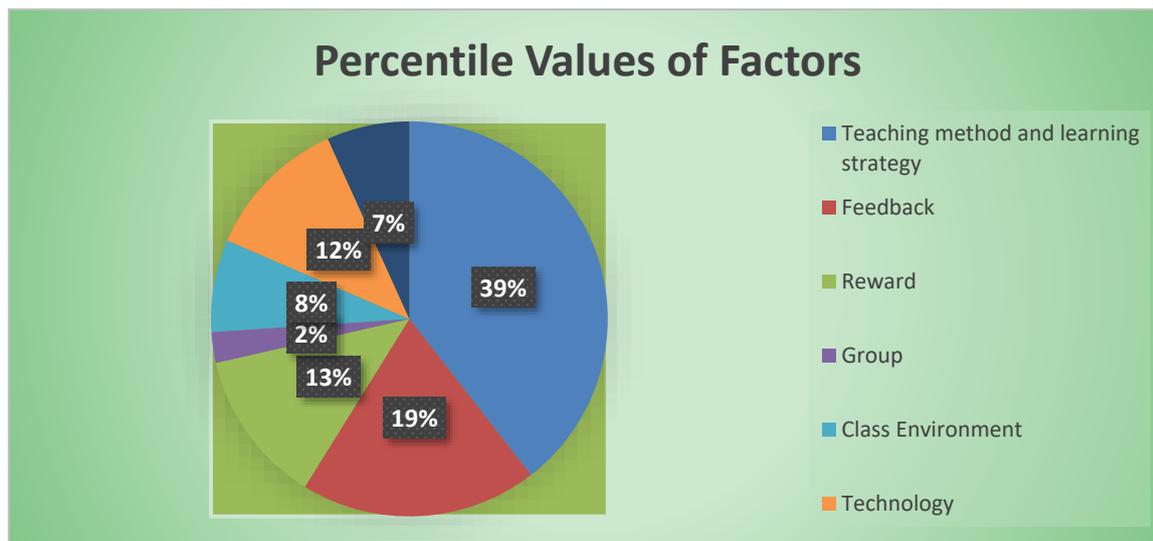


Figure 1. Summary of Percentile Values of Factors

The figure one above indicates that a greater percentage of the survey participants admits that teaching method and learning style is the most factor that affects motivation in the foreign language classroom. The participants accept that how teachers structure the methods of teaching and how learners are organized in terms of styles of learning, affects how students are motivated in learning a foreign language. The value is at 39%, which is closely followed by feedback. Other figures are seen in the chart above.

Table 3. Result of Teaching Strategy and Learning Style Factor

Question items	SD	D	MD	A	SA	Mean	S.D
1. Students learn better when the teaching method is student-focused	0.0	5.0	27.5	55.0	12.5	3.75	0.738
2. students do not depend on teachers' method in the classroom.	3.8	33.8	53.8	6.3	2.5	2.70	0.753
3. Teachers need to utilise a wide range of strategies to keep their classrooms from becoming monotonous for their pupils	3.8	31.3	10.0	48.8	6.3	2.84	0.892
4. Teachers are responsible for helping students develop a growth mindset	10.0	15.0	1.3	37.5	36.3	2.60	0.908
5. Each student's preferred method of instruction may have a significant effect on their level of motivation in class	1.3	2.5	28.7	41.3	26.3	3.98	0.871
6. Effective learning occurs when students take ownership of their education and invest personal significance in the learning process	2.5	11.9	9.8	39.6	36.2	3.01	0.865

Mean minimum = 2.60; maximum = 3.98; Range = 1.38; SD = Strongly Disagree, D = Disagree, MD = Moderate, A = Agree, SA = Strongly Agree.

Table 4. Result of Impact of Feedback

Question items	SD	D	MD	A	SA	Mean	S.D
1. I feel motivated when I receive feedback for my language assessments	1.0	11.2	9.8	62.9	15.1	4.06	0.837
2. students prefer open feedback to secret or implicit feedback	13.9	11.8	8.1	44.0	22.2	3.03	0.718
3. teachers must consider the variability in the strengths of their language students when they give feedback	9.8	11.1	3.8	49.8	25.5	3.02	0.742
4. Teachers use feedback to make students go deeper into a subject	20.1	17.8	2.9	23.6	35.6	2.90	0.683
5. I think feedback should be between the teacher and each student.	9.3	13.7	4.1	52.7	20.2	3.92	0.804
6. providing pupils with constructive criticism boosts their excitement and motivation	18.7	11.3	5.8	29.6	34.6	4.01	0.954

Mean minimum = 2.90; maximum = 4.06; Range = 1.16; SD = Strongly Disagree, D = Disagree, MD = Moderate, A = Agree, SA = Strongly Agree.

Table 5. Result of Impact of Reward on motivation in FL classroom

Question items	SD	D	MD	A	SA	Mean	S.D
1. I feel that students should be rewarded for every task	19.8	16.2	11.8	31.9	20.3	2.32	0.837
2. Reward makes students to get lazy when not rewarded	31.8	22.8	4.1	24.0	17.3	3.13	0.718
3. incentives should be included as part of academic assessments	6.8	10.1	4.8	29.8	48.5	4.07	0.742
4. Teachers use rewards to make students attracted to a subject	12.1	7.8	4.2	27.6	48.3	4.01	0.683
5. Teachers should make rewards to be between them and the student	3.9	9.7	6.1	32.7	47.6	3.98	0.804
6. Teachers use reward to correct the behavior of students	15.7	17.3	11.8	29.6	25.6	3.76	0.954

Mean Value = 3.05; minimum = 2.32; maximum = 4.07; Range = 1.75; SD = Strongly Disagree, D = Disagree, MD = Moderate, A = Agree, SA = Strongly Agree.

Table 6. Result of Impact of Technology on Motivation in EFL Classroom

Question Items	SD	D	MD	A	SA	Mean	S.D
• The use of technological tools in the FL classroom has improved my motivation	2.5	6.3	18.8	35.0	37.4	2.01	1.025
• Using technology to enhance the classroom makes learners to be able to focus on correcting specific habits	8.8	18.8	16.3	32.5	23.8	2.80	1.184
• Technological tools like the internet and apps make instructing and studying more convenient, and also inspire and engage students	5.0	6.4	20.0	46.3	22.3	3.65	1.057
• Technological tools make students to be lazy in the classroom	16.3	36.3	28.8	12.4	6.2	2.66	1.090
• The use of technology increases students' participation in the classroom	2.5	17.5	13.8	55.0	11.2	3.35	0.982
• The use of technology in the classroom makes teaching and learning to be boring	22.5	36.3	30.0	6.2	5.0	3.57	1.057

Mean minimum = 2.01; maximum = 3.57; Range = 1.56; SD = Strongly Disagree, D = Disagree, MD = Moderate, A = Agree, SA = Strongly Agree.

4.2 Discussion

Several factors that impact on motivation in foreign language classroom were considered in the study, but questionnaire was distributed majorly for four of the variables, which are discussed below.

A. Impact of Teaching Method and Learning Style on Motivation in FL Classroom.

Figure 1 supports the claim that among all the seven examined factors that impact on motivation, teaching method and style of learning exerts greater impact. In foreign language classroom, teachers use a wide range of strategies to keep their classrooms from becoming monotonous for their pupils. The result obtained from table 2 above also suggests that teaching method exert great impact on motivation which affects the learning style of students. Over 67% of the stud sample agree and strongly agree that teaching method has huge impact on students' motivation in a foreign language classroom.

Teachers are responsible for helping students develop a growth mindset by providing frequent positive teaching strategies, ensuring that students have opportunities for improvement by allocating tasks that are neither excessively simple nor very challenging, guiding learners to discover individual value and significance in the material, and making them feel like integral components of a classroom activity. Discovering why learners are in the classroom and what they anticipate will help the teacher work from their strengths and interests, as stated by Brock (1976), Cashin (1979), and Lucas (1990). It is crucial to think about what each individual student wants and needs in order to tailor lessons to their specific skill set.

How students react to instructional inputs is defined by their unique learning styles. A learner's "learning style" is a combination of their "cognitive, emotional, and psychological elements "that serve as relatively stable" markers of how they perceive, interact with, and react to the learning environment," (Ariola, 2012: 76). As a result, learning style takes into account not only the content that students must master but also their preferred methods of study. Taking charge of one's own education represents one of the many formidable obstacles faced by students. Effective learning occurs when students take ownership of their education and invest personal significance in the learning process (Nzesei, 2015). To effectively educate their students, educators must comprehend how each student learns. As part of the learning process, people engage in interactions with their surroundings; they have their own ways of processing information and are best served by a customised learning environment.

B. Impact of Feedback on Motivation in FL Classroom

The data presented in figure 1 further supported that over 19% of the study participants accepted that feedback is a strong factor that motivates students in the classroom. The data presented in table 4 above suggest that the participants strongly agreed to most of the items that suggest that feedback is a strong teaching and learning system. The outcomes of feedback may include the highlighting of grammar, pronunciation, and vocabulary errors and mistakes; the discussion of finished assignment, the clarification of issues that cause difficulties, the highlighting of the strengths and weaknesses in performed tasks, and suggestions to enhance tasks (Ur, 2009: 242). Nonetheless, many experts in the field believe that keeping tabs on students' progress in language learning while providing constructive criticism is crucial. They argue that it is more important to evaluate students' intellectual progress than it is to teach them how to control their speech and actions in class (Azimov, 2009; Min'yar-Beloruichev, 1996).

According to Li (2013: 8), feedback is "responses to improper output by teachers and peers that reformulate the forms or provide indications for adjustments." Research focused on educational interventions faces a basic obstacle, as shown by Lantolf and Thorne (2007), in determining how to put the appropriate level and kind of support into action. Current descriptions of feedback have a tendency to concentrate too narrowly on the cognitive components of corrections and learning, while a more complete understanding needs attention to "both the sociocultural settings of feedback and the psychological features" of diverse students (Ellis, 2010).

C. Impact of Reward on Motivation in FL Classroom

Reward remains a critical component of teaching strategy that have shown to increase studets' motivation in foreign language classroom. The presented data supports that reward is an important factor that motivates students in the classroom. In this context, Willingham (2008: 160) writes that "rewards may drive students to attend class, to conduct properly, or to do better work." This indicates that after receiving a reward from their instructor, children are more likely to behave well, get engaged in their studies, and improve their grades. Rewards, when they are dedicated to improper behaviour, they delude and motivate them to display poor conduct but, when they are utilised for acceptable behaviours, they drive students to show excellent conduct and appreciate the learning process. Rewards thus may degrade acquisition when they are poorly applied. They can have a detrimental influence "upon the students' initiative and

performance if the teacher" does not insist on the efficacy of the findings.

In the classrooms, when the learner gains through any of the types of incentives (oral applause, instructor endorsement, as well as the rewarded punctuality), the learner will undoubtedly get a strong sense of confidence. This increases the likelihood that the student will respond to couple of questions or participate in an assignment since the student is invested in the learning process. Classroom awards have demonstrated to be an excellent technique to promote learners' good conduct and to retain interest in the class. In this respect, Deci, et al. (1991) state that incentives such as awards and money are widely employed in households and schools as a technique of encouraging desirable behaviour. The utilisation of promised rewards or feared punishment is a ubiquitous motivating tactic. The instructor's reward may operate as an efficient motivator especially for pupils who put an effort in achieving something tough and sophisticated. Maslow investigated the question of needs-based motivation in a series of research conducted in the 1970s. One of these essential demands that students must meet in order to succeed is keeping a healthy sense of self-worth. As it turns out, good self-esteem is boosted by rewards in learning situations. Students who attribute their achievement to their own attempts as well as talents are more likely to feel they deserve some kind of reward when they achieve that accomplishment. In certain special instances, incentives become highly vital. Students that are timid or introverted, for example, may remain mute throughout class as they wait for positive feedback from their instructor. In such a situation, the instructor may use encouraging phrases that may be repeated.

D. Impact of Technology on Motivation in FL Classroom

Table 6 contains various questions that border on the impact of technology on motivation. A greater number of the study participants agree that technology plays critical role in motivating students in foreign language classroom. The result further supports that technological tools do not make students to be lazy; rather, it provides them inputs to encourage them to participate more in the classroom.

The use of technology in education has been suggested to increase students' intrinsic drive to study. Moreover, incorporating technology into the classroom has been seen as a motivating strategy or tactic for boosting students' optimistic outlooks. Not only can technological tools like the internet and apps make instructing and studying more convenient, but they also inspire and engage students. Based on the findings of this research, incorporating technology into a lesson increased student participation. Students in the survey reported an increase in motivation and engagement of 9% across the board when a technology intervention was implemented, and 55% of students agree that their teachers delivered activities that were personally meaningful to them. WebQuests are one kind of technological intervention; they are lessons in which the only source of knowledge is the internet.

5. Conclusion

The research concluded that the most important factors in influencing students' motivation are instructors' teaching approaches and students' individual learning styles, followed by feedback and finally rewards. Technology may also be used to boost learners' motivation for learning. Teachers are shown to be the primary factor in influencing their students' drive to learn a second language; hence, they may put forth an effort to use a wide range of teaching techniques and tactics to capture their students' interest and facilitate efficient learning. As such, learners with enthusiastic perspectives on language acquisition will be significantly stimulated and more likely to succeed in their efforts to master the target language. Teachers should motivate their students to study because they are in a prime position to help their pupils retain information and get insight into the process of language acquisition. It is recommended that schools implement incentive and feedback systems that are both consistent and motivating for pupils.

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