Exploring Factors Influencing Senior High School Students' Motivation and Demotivation in EFL Learning

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Abstract

This study investigates the key factors that influence senior high school students' motivation and demotivation in learning English as a Foreign Language (EFL). Recognizing that both motivational drivers and barriers significantly impact student engagement and achievement, the research employs a mixed-method approach to provide a comprehensive understanding of these dynamics. Quantitative data were collected through a Likert-scale questionnaire administered to 111 grade XI students at SMA N 22 Maluku Tengah, while qualitative insights were gathered through semi-structured interviews with a purposive sample of ten students.

The findings reveal that intrinsic motivation—such as personal interest, cultural curiosity, and future career aspirations—is the most dominant factor influencing EFL learning. This is closely followed by extrinsic motivators like grades, praise, and social support. However, instructional demotivation, including lack of feedback and monotonous teaching methods, along with peer-related anxiety and negative past learning experiences, emerged as significant demotivating factors. The results highlight a convergence between intrinsic and extrinsic motivational elements, as well as the dual role of feedback and peer influence.

The study concludes that effective EFL teaching requires a balanced focus on cognitive, emotional, and social dimensions of learning. Teachers are encouraged to apply consistent, student-centered teaching strategies, foster supportive classroom environments, and deliver constructive feedback. The findings also suggest that long-term emotional associations with English learning—both positive and negative—must be addressed to sustain student motivation. This research contributes to the growing body of literature on learner motivation in EFL contexts and offers practical implications for curriculum development and teacher training.

Keywords: *Motivation, Demotivation, EFL Learning, Intrinsic Motivation, Extrinsic Motivation, Teaching Methods, Senior High School, Mixed-Method*

INTRODUCTION

The ability to communicate effectively in English has become increasingly essential for academic success and future career opportunities, particularly in contexts where English is taught as a foreign language (EFL). As one of the core components of foreign language acquisition, motivation plays a central role in determining the success or failure of students' English learning experiences. It influences students' willingness to participate in class, complete tasks, and engage in language-related activities beyond the classroom. As highlighted by Kaboody (2013), motivation has a significant impact on learners' success in acquiring a second or foreign language, and those with higher motivation tend to exhibit greater effort, persistence, and involvement in language learning.

Motivated students are often characterized by a strong personal interest in learning English, clear academic or career goals, and supportive environments that encourage their language development. Several factors contribute to this motivation, including positive teacher-student relationships, engaging instructional methods, a sense of achievement, and social encouragement. For example, Ulfa and Bania (2019) found that teachers play a crucial role in shaping students' extrinsic motivation in senior high schools, while students' intrinsic motivation is largely driven by personal learning goals. Moreover, the relevance of English to students' future plans—such as higher education or job prospects—can also enhance their drive to learn.

Despite the positive impact of motivation, many EFL learners struggle with demotivation, which refers to the decline or loss of interest and effort in learning. Demotivation can be triggered by a range of internal and external factors, such as anxiety, low self-confidence, unengaging classroom environments, or lack of real-world use of English. According to Huwari et al. (2023), demotivation can cause serious disruptions in the learning process and may even lead students to give up on learning altogether. In the context of Indonesian EFL classrooms, previous studies (e.g., Khusyabaroh et al., 2018; Maruf et al., 2022) have shown that ineffective teaching methods, overcrowded classrooms, limited opportunities to use English communicatively, and academic pressure are key contributors to students' demotivation. Similarly, Gao et al. (2022) revealed that senior high school students are particularly vulnerable to demotivation due to factors such as learning anxiety, negative language attitudes, and decreased confidence.

While various studies have examined either motivational or demotivational factors in EFL learning, many of them tend to focus solely on one side of the spectrum, particularly within the university context. For instance, Al-Khasawneh (2017) and Ekiz and Kulmetov (2016) emphasized the impact of classroom environment and family support on demotivation and motivation, respectively. However, limited research has explored both motivational and demotivational factors in an integrated manner at the senior high school level, where students are at a critical stage of language development and identity formation.

To address this gap, the present study aims to explore both motivation and demotivation among grade XI students in a senior high school in the Salahutu District, Indonesia. A preliminary observation at SMA N 22 Maluku Tengah revealed that student engagement in English learning varied significantly across individuals. Some students were enthusiastic, responsive, and quick to complete assignments, while others were passive, easily distracted, or hesitant to participate. These differences suggest that a range of motivating and demotivating factors may be influencing students' behaviors in the classroom. Understanding these factors is essential for developing effective teaching strategies that can maintain student interest and reduce barriers to learning.

Based on this context, the study is guided by the following research questions:
(1) What are the key factors that influence senior high school students' motivation and demotivation in EFL learning?
(2) How do senior high school students describe their motivating and demotivating experiences in EFL learning?

By investigating these questions through a mixed-methods approach, this study aims not only to identify dominant motivational and demotivational factors but also to understand the students' personal perspectives on their learning experiences. The findings are expected to provide practical insights for educators and stakeholders seeking to foster a more engaging, supportive, and effective EFL learning environment in senior high schools.

LITERATURE REVIEW

Motivation in EFL Learning

Motivation is a foundational element in second and foreign language acquisition, directly influencing how learners approach tasks, respond to challenges, and persist in their efforts. In the context of English as a Foreign Language (EFL), motivation is particularly essential due to the limited exposure to English outside the classroom. Dörnyei and Ushioda (2021) describe motivation as the dynamic force that initiates and sustains goal-directed behavior. Alizadeh (2016) and Kong (2009) further emphasize that motivation is critical in determining success in language learning, serving as the internal drive that propels learners forward with enthusiasm.

There are two key types of motivation discussed in the literature: intrinsic and extrinsic. Intrinsic motivation refers to learners' internal desires to master the language due to personal interest, enjoyment, or goals. Students who find learning English enjoyable or view it as valuable for their future are typically more motivated (Lena et al., 2022). On the other hand, extrinsic motivation stems from external rewards or pressures, such as academic grades, parental expectations, or social recognition (Da'i et al., 2021). While both types of motivation can be effective, extrinsic motivation is often more fragile and susceptible to change depending on the learning environment.

Demotivation in EFL Learning

In contrast to motivation, demotivation refers to the reduction or loss of learners' willingness to learn. It is not simply the absence of motivation but rather the result of negative experiences that diminish previously existing motivation (Ushioda & Dörnyei, 2017). Huwari et al. (2023) describe demotivation as a condition that causes learners to disengage from language learning due to emotional, cognitive, or environmental pressures.

Demotivation in EFL learners can manifest in several ways, such as a lack of class participation, delayed assignment submissions, or disinterest in the subject matter. Students who were once enthusiastic may become passive, avoid communication, or feel anxious about using English in class (Kikuchi, 2009). These behavioral changes may result from a variety of sources, including ineffective teaching, peer pressure, perceived irrelevance of English, or repeated academic failure.

Tuyen et al. (2019) also found that students experienced demotivation due to feelings of inferiority, fear of making mistakes, and social anxiety in class settings. Demotivation, if not addressed, can

become a significant barrier to language development, particularly during adolescence when learners are highly sensitive to academic and social feedback.

Factors Influencing Students' Motivation and Demotivation in EFL Learning

A number of interrelated factors contribute to students' motivation and demotivation in learning English. These factors can be grouped into six main categories:

1. Intrinsic Factors

These include learners' personal interests, internal goals, curiosity, and attitudes toward language learning. Intrinsic motivation tends to be more enduring and self-sustaining. However, when learners perceive English as irrelevant or unattainable, their motivation may decline. Hemmatizad et al. (2015) noted that compulsory language learning without personal relevance can demotivate students. Students may also feel discouraged when their internal goals (e.g., becoming fluent) seem unreachable or disconnected from their cultural or academic needs.

2. Extrinsic Factors

External elements such as grades, teacher feedback, parental support, and peer influence play a major role in shaping students' attitudes. Parental involvement, when supportive, is associated with greater motivation (Rahman et al., 2017). Positive peer interactions can also enhance engagement (Tuan, 2012). Conversely, harsh grading, negative teacher comments, or mocking from classmates can lead to emotional withdrawal and avoidance behaviors (Khusyabaroh, 2018).

3. Personal Factors

Students' self-confidence, prior learning experiences, and emotional state are also central to motivation. Confident learners are more likely to take risks and engage in communicative tasks, while anxious or self-doubting students may hesitate or avoid participation (Gao et al., 2022). A lack of self-belief, fear of judgment, or a history of failure can hinder progress and result in demotivation (Kikuchi, 2009; Tuyen et al., 2019).

4. Teaching Methods

The instructional approach used by the teacher can greatly influence motivation. Interactive methods, authentic materials, and learner-centered strategies foster engagement (Tuan, 2012; Renandya, 2014). In contrast, repetitive, overly structured, or teacher-dominated instruction often leads to boredom and disengagement. Trang and Baldauf (2007) identified that monotonous delivery and fast-paced instruction without adequate student involvement can reduce motivation.

5. Teacher–Student Relationship

The emotional connection between teacher and student is a strong predictor of classroom motivation. Teachers who express care, empathy, and respect for their students create a psychologically safe space where students feel valued and supported (Larson, 2011). On the other hand, indifference or lack of personal connection can lead to students feeling isolated and unmotivated.

6. Classroom Environment

Classroom dynamics, such as noise levels, class size, seating arrangement, and facility quality, also influence student engagement. Large, crowded classrooms may limit opportunities for individual attention and communicative interaction, thus decreasing motivation (Wang & Calvano, 2022). A well-managed, resource-rich environment, on the other hand, supports active learning and encourages participation. Poor physical conditions or lack of resources, such as audio-visual aids, can be a source of frustration and demotivation (Al-Khairy, 2013; Hemmatizad et al., 2015).

METHODOLOGY

Research Design

This study employed a mixed-methods research design that integrated both quantitative and qualitative approaches to explore the key factors influencing senior high school students' motivation and demotivation in learning English as a Foreign Language (EFL). The quantitative component was used to identify general trends in student motivation and demotivation, while the qualitative component provided deeper insights into students' personal learning experiences. The rationale for this design is based on the argument by Onwuegbuzie and Collins (2007) that combining both approaches offers a more comprehensive understanding of complex educational phenomena.

Research Setting and Participants

The research was conducted at SMA Negeri 22 Maluku Tengah, located in Salahutu District. The site was selected purposively based on accessibility and preliminary observations indicating varying levels of student motivation in English learning. The participants included all Grade XI students (N = 111), selected through total population sampling for the quantitative phase. For the qualitative phase, ten students were selected purposively from those who had completed the questionnaire and agreed to participate in interviews. This grade level was chosen because students at this stage tend to have more consistent academic attitudes, which are important for capturing meaningful insights related to motivation and demotivation.

Data Collection Instruments and Procedures

Questionnaire

The questionnaire was developed based on key motivational theories by Dörnyei (2001), Gardner (1985), and Ushioda (2009), as well as demotivational frameworks by Sakai and Kikuchi (2009). It consisted of 25 close-ended items: 14 items focused on motivation and 11 on demotivation, rated on a four-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). The questionnaire was distributed in person from February 4 to February 12, 2025, and data were collected directly after completion.

Interview

Semi-structured group interviews were conducted to explore how students describe their motivating and demotivating experiences in EFL learning. The questions were aligned with the same theoretical frameworks used in the questionnaire to ensure consistency. Interviews were conducted via Zoom, using the Indonesian language to facilitate clear communication. All interviews were recorded with informed consent from participants.

Validity and Reliability

To ensure content validity, the questionnaire was reviewed by an English lecturer from Pattimura University and an English teacher in Salahutu District. A pilot test was conducted with 30 students, and item validity was assessed using Pearson's correlation (r-table = 0.361). All items exceeded the threshold. Reliability testing using Cronbach's Alpha yielded values of 0.874 for motivation items and 0.822 for demotivation items, indicating high internal consistency.

Data Analysis

Quantitative Data Analysis

The quantitative data were analyzed using SPSS Version 25. Descriptive statistics were employed to calculate mean scores and standard deviations for each item. To interpret the levels of motivation and demotivation, Azwar's (1999) interval categorization was applied: 3.01–4.00 (high), 2.01–3.00 (moderate), and 1.00–2.00 (low).

Qualitative Data Analysis

Interview data were analyzed using the constant comparative method, following procedures outlined by Cohen, Manion, and Morrison (2017). This included four main steps: (1) transcription of interview recordings, (2) open coding to label significant statements, (3) axial coding to group related codes into categories, and (4) selective coding to identify overarching themes. Illustrative quotes were used to support each theme, and pseudonymous initials (e.g., ST, PU, DR) were used to protect participant anonymity.

FINDINGS

This section presents the results of the study, which aimed to explore the key factors influencing students' motivation and demotivation in English as a Foreign Language (EFL) learning. The findings are divided into two parts: (1) quantitative data derived from a questionnaire distributed to 111 students, and (2) qualitative data obtained through semi-structured group interviews with ten selected participants.

Quantitative Findings

A total of 25 items in the questionnaire were grouped into eight factors: four motivational and four demotivational. Students responded using a 4-point Likert scale, and the results were analyzed using descriptive statistics. The subscale means for each factor are shown in Table 1 below.

Table 1. Summary of Students' Motivation and Demotivation in EFL Learning

Factor	Subscale Mean	Category
Intrinsic Motivation	3.35	High Motivation
Extrinsic Motivation	3.33	High Motivation
Instructional Motivation	3.14	High Motivation

Factor	Subscale Mean	Category
Social Support Motivation	3.09	High Motivation
Instructional Demotivation	2.51	Moderate Demotivation
Extrinsic Demotivation	2.40	Moderate Demotivation
Intrinsic Demotivation	2.39	Moderate Demotivation
Social Demotivation	2.22	Moderate Demotivation

The findings indicate that students are primarily motivated by intrinsic goals, such as future career prospects and cross-cultural communication, as well as **extrinsic rewards**, such as praise and grades. The high scores on instructional and social support factors suggest that teacher quality and peer/family encouragement also play key roles.

In contrast, the demotivational factors presented moderate mean scores, with instructional demotivation (M = 2.51) being the most prominent, followed by intrinsic and extrinsic demotivation, and lastly social demotivation. These results suggest that issues like uninspiring teaching methods, emotional stress, and fear of peer judgment impact students' engagement.

Qualitative Findings

The qualitative analysis revealed deeper insights into the students' motivational and demotivational experiences in learning English. Seven themes were identified in each category, based on repeated patterns in student responses during interviews.

Motivating Experiences

The findings of this study revealed several recurring themes that served as key motivators for students in learning English. One of the strongest motivators was students' personal interest in the language, often driven by their enjoyment of English-language media such as songs, movies, and online content. Many students expressed a desire to understand and engage with global content, as well as to communicate with foreigners, which reflects a genuine intrinsic interest in the language and its cultural relevance.

Another significant source of motivation was the students' future goals. English proficiency was viewed as a valuable asset for achieving career ambitions and opportunities to study abroad. This long-term vision contributed to students' sustained effort and commitment to learning English. Academic achievement also played a motivating role, as students felt encouraged when they received high scores or recognition for their efforts. This sense of accomplishment boosted their self-confidence and reinforced a positive attitude toward language learning.

Support from the family emerged as a strong external motivator. Emotional encouragement and the provision of learning resources from parents helped students feel supported and valued in their educational journey. Similarly, peer support had a meaningful impact; studying with friends and

engaging in casual English conversations outside the classroom provided students with a collaborative environment that made learning more enjoyable and less intimidating.

In the classroom setting, constructive feedback from teachers was another powerful motivational factor. When teachers provided specific, positive, and supportive feedback, students felt more confident and motivated to improve. Additionally, teaching methods that were interactive, creative, and enhanced with technology contributed to higher levels of engagement. Lessons that incorporated games, media, and group activities made the learning process more dynamic and enjoyable, ultimately fostering a more positive and enthusiastic attitude toward English learning.

Demotivating Experiences

The analysis of students' responses also revealed seven prominent themes that contributed to their demotivation in learning English. One of the most frequently mentioned factors was the difficulty in understanding English, particularly in mastering grammar and vocabulary. These linguistic challenges often led to confusion and a loss of confidence, making students feel frustrated and less willing to participate in class. Closely related to this was the fear of making mistakes, especially during speaking activities. Many students expressed anxiety about being judged or laughed at by their peers, which caused them to remain silent and disengaged during lessons.

Academic pressure also played a significant role in reducing students' motivation. The burden of excessive assignments, difficult exams, and tight deadlines made learning feel overwhelming, leaving students stressed and emotionally drained. Compounding this issue was the lack of family support. Some students shared that their parents did not show interest in their English studies or prioritized other subjects instead, leading to a sense of neglect and decreased motivation to continue putting effort into learning the language.

Social dynamics in the classroom further influenced students' motivation. Negative peer influence, such as being teased or not taken seriously by classmates, made some students feel embarrassed and isolated. Instead of feeling encouraged, they often withdrew from participation to avoid discomfort. Similarly, teacher behavior also had an impact. Students who received harsh, unconstructive feedback from teachers reported feeling discouraged and demoralized, which hindered their willingness to try or improve. Lastly, previous negative learning experiences, such as exposure to unengaging or rigid teaching methods in earlier grades, shaped students' current negative attitudes toward English. These experiences created lasting impressions that affected their confidence and interest in the subject even at the senior high school level.

The results show a strong presence of both motivational and demotivational factors in students' EFL learning experiences. While intrinsic goals and supportive environments boost engagement, psychological and instructional barriers significantly reduce it. These findings highlight the importance of adopting balanced teaching strategies that sustain motivation and minimize sources of demotivation.

DISCUSSION

This study examined the factors influencing senior high school students' motivation and demotivation in learning English as a Foreign Language (EFL). The results of both quantitative and qualitative data reveal a complex interplay between internal and external factors, as well as between instructional and emotional experiences that shape students' engagement with the

language. The discussion is organized around three key areas: major influencing factors, student experiences, and emerging motivational patterns.

Motivation and Demotivation: Key Influencing Factors

Quantitative findings show that **intrinsic motivation** (M = 3.35) had the strongest influence on students' engagement with English, aligning with Deci and Ryan's (2000) self-determination theory. Many students were driven by personal goals such as the desire to improve career prospects and communicate with people from other cultures. This aligns with the concept of integrative motivation, where learners are inspired by interest in the language and its cultural relevance.

Extrinsic motivation (M = 3.33) also played a significant role, with students acknowledging that grades, praise, and recognition enhanced their motivation. This reflects the findings of Schunk et al. (2008), who argued that appropriate use of external rewards can positively reinforce learning behavior when those rewards are internalized.

Instructional motivation (M = 3.14) and social support (M = 3.09) further reinforced engagement. Teachers' teaching style, clarity of instruction, and feedback had a strong impact on students' attitudes, consistent with the studies of Dörnyei and Ushioda (2021). Similarly, Bandura (1997) emphasized that encouragement from peers and family members strengthens students' self-efficacy, which was evident in students' appreciation for emotional and academic support.

Conversely, instructional demotivation (M = 2.51) was the most notable negative factor. Students highlighted the demoralizing effect of poor teaching methods and lack of feedback. This supports Alrabai (2020), who identified ineffective pedagogy and unconstructive teacher responses as major demotivators. Other demotivational factors included extrinsic (M = 2.40), intrinsic (M = 2.39), and social demotivation (M = 2.22), with stress, self-doubt, and language anxiety contributing to disengagement (Ryan & Deci, 2020; Horwitz et al., 1986).

Students' Motivating and Demotivating Experiences

Qualitative findings support and extend the quantitative results, revealing nuanced motivational experiences among students. Personal interest in English media, aspirations to study or work abroad, academic achievements, and social encouragement were commonly cited motivators. These responses confirm the theoretical perspectives of Dörnyei (2020) and Papi & Teimouri (2021), who stress the role of future self-guides and goal-setting in sustaining long-term language learning.

Teacher feedback was another crucial motivator. Constructive and respectful feedback encouraged persistence, consistent with Hattie & Timperley (2019). Meanwhile, engaging teaching methods such as games, discussions, and use of media enhanced students' enthusiasm—echoing Richards & Bohlke's (2018) call for interactive and student-centered learning.

On the demotivating side, challenges with grammar and vocabulary caused frustration, reinforcing Dörnyei's (2020) assertion that cognitive difficulties reduce motivation. Students expressed anxiety about making mistakes, especially in front of peers, which supports Tallon's (2018) findings on language learning anxiety.

External pressures, such as heavy academic workload and lack of family involvement, were also demotivating. Zhang (2020) and Saputra (2024) noted that academic overload and parental disengagement can drain learners' enthusiasm. Furthermore, peer-related demotivation—such as mockery or judgment—created emotional insecurity in classrooms (Khusyabaroh et al., 2018), while negative feedback from teachers reinforced feelings of incompetence (Alrabai, 2020). Finally, early negative schooling experiences had lingering impacts, consistent with Boo et al. (2015), suggesting that students' current attitudes are shaped by long-term emotional associations.

Emerging Patterns in Student Motivation

Several important patterns emerged from the data, revealing the multifaceted nature of student motivation and demotivation in EFL learning. One of the clearest patterns was the convergence of intrinsic and extrinsic motivation. Although the quantitative data showed that intrinsic motivation scored slightly higher, the qualitative findings illustrated that external rewards—such as praise, good grades, and recognition—often worked in tandem with students' internal goals. This relationship supports Dörnyei's (2009) concept of the "motivational self-system," which suggests that learners' personal aspirations are often reinforced by external reinforcement.

Another notable pattern was the dual nature of feedback. While positive and constructive feedback was consistently identified as a key motivator, feedback that was harsh, dismissive, or absent entirely was found to be a significant demotivator. This finding highlights that feedback is not simply a neutral pedagogical tool, but a powerful factor whose tone, timing, and delivery greatly influence students' emotional and academic engagement.

Additionally, the influence of past learning experiences appeared to shape students' current attitudes toward English. Those who had encountered discouraging or rigid instruction in earlier years tended to carry these negative associations into their current classes. This cumulative effect of demotivation, as emphasized by Sakai and Kikuchi (2009), demonstrates the long-term emotional impact of prior classroom experiences.

Peer interaction also emerged as a double-edged sword. While supportive friends created an encouraging environment and increased willingness to participate, students also reported that ridicule or mocking from peers made them hesitant to engage, particularly in speaking activities. This finding illustrates the social dimension of language learning and confirms Deci and Ryan's (2000) argument that social contexts can both support and inhibit motivation.

Moreover, students' responses revealed concerns regarding inconsistency in teaching practices. While they valued engaging methods such as games, media use, and interactive discussion, these were not always applied regularly or equitably across classrooms. This inconsistency suggests a gap between students' motivational needs and the instructional approaches they encounter, indicating a need for more sustained professional development and better curricular alignment.

Finally, the study found divergent views of English learning among students. Some perceived English as a practical tool for accessing global opportunities and developing intercultural competence, whereas others viewed it as a school subject with limited personal relevance. This variation points to the importance of differentiated instructional strategies that can respond to students' varying motivations and backgrounds.

These emerging patterns emphasize that student motivation is dynamic, socially embedded, and deeply influenced by both pedagogical and psychological experiences. Addressing these patterns can support more effective, inclusive, and sustained EFL instruction.

CONCLUSION AND SUGGESTION

Based on the findings of this research, it can be concluded that senior high school students' motivation in learning English as a Foreign Language (EFL) is shaped by a blend of internal aspirations and external supports. The study identified that students' motivation is primarily driven by intrinsic factors such as their desire for personal growth, future academic and career ambitions, and their interest in global communication. These motivations are reinforced by extrinsic elements, including recognition, academic rewards, and encouragement from teachers, peers, and family members. Effective instructional strategies—particularly those that are interactive and supported by constructive feedback—also play a crucial role in sustaining motivation.

However, motivation is not static. It is also susceptible to decline when students face discouraging classroom practices, such as monotonous teaching, lack of clear feedback, or limited emotional support. Emotional and social challenges—like fear of making mistakes, peer pressure, and negative past experiences—were also found to negatively influence students' engagement. The qualitative insights confirmed that students' experiences are deeply personal and contextual, reinforcing the importance of supportive environments, meaningful interaction, and psychologically safe classrooms in maintaining their enthusiasm for learning English.

This study provides a deeper understanding of the motivational landscape among EFL learners at the secondary level, particularly emphasizing how a student-centered and emotionally responsive approach can enhance both engagement and achievement. Therefore, to foster sustained motivation, it is essential for educators and institutions to acknowledge and address not only the cognitive but also the emotional and social dimensions of language learning.

Future directions from this study suggest several practical implications. Students are encouraged to take ownership of their learning by setting clear goals and engaging proactively with available support systems. In the face of obstacles, building resilience and maintaining a growth mindset are essential for long-term learning success. Teachers, meanwhile, should consider refining their pedagogical strategies to be more interactive and inclusive. Constructive feedback, differentiated instruction, and emotionally supportive interactions can help students feel seen and supported. It is equally important for educators to avoid practices that may trigger comparison or shame, which often contribute to demotivation.

For future researchers, there is scope to investigate how specific instructional strategies or teacher-student relationship dynamics influence motivation across diverse learning contexts. Longitudinal studies may also provide valuable insight into how students' motivational patterns evolve over time and how they are affected by sustained exposure to different types of instructional environments. Expanding this research into other educational levels or integrating digital learning variables could also offer broader contributions to the field of language education.

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