



## THE EFFECTS OF LOW MOTIVATION ON STUDENTS' PERFORMANCE IN THE CLASS

Abubaker Shakib<sup>1</sup>, Sana Omari<sup>2</sup>

<sup>1</sup>Kabul University, Department of English Literature, Kabul, Afghanistan  
Email: [Abubakershakib33@gmail.com](mailto:Abubakershakib33@gmail.com)

<sup>2</sup>Kabul University, Department of English Literature, Kabul, Afghanistan  
Email: [Sanaomari222@gmail.com](mailto:Sanaomari222@gmail.com)

### ABSTRACT

Motivation is an undeniable factor on all walks of the life. In classes, especially, in the classes of second language learning, motivation is a must factor. The effects of motivation are so wide that we can't ignore them. This study explores the effects of motivation, specifically, low motivation on junior students of the English Department of Kabul University. The research found the factor that demotivates the learners. These factors include the number of learners in the class; environment and feedback. The influential role of instructors was one of the many other factors that played a significant role in learners' motivation. The study also found that motivation played a very important role in the process of learning a language. Overall, motivation was found fundamental for successful learning to take place especially the acquisition of a language.

**Keywords:** EFL learners, factors, low motivation, motivation, Afghan EFL learners

### INTRODUCTION

Learning, at times, can be a monotonous process that expects both consistency and patience. Learners, at the beginning, feel like they will be excellent in what they have started to do, but as time passes, it turns out that they are giving up most of the times. So is true with language learning and second language acquisition. The role of motivation can't be ignored when it comes to language learning. Dittus (2012) highlighted the importance of motivation by stating that, in order to be a successful learner of a language, it is of importance to consider the role of motivation. In addition to Dittus, there are many other researches that too support the role of motivation and its influence on second language learning. According to Lasagabaster, Doiz and Sierra (2014), motivation and achievement are the two essentials to successful language learning. Motivation is the first of three essential factors for successful acquisition of second language (Cook, 2000 as cited in Jafari & Mahadi, 2012).

### Definitions of Motivation

First, the Britannica Dictionary has defined motivation as "the act or process of giving someone a reason for doing something." To elaborate on this definition, it can be written that motivation is the urge that makes one do specific things. But, as this is a dictionary definition, it is more concerned with the term, its usage and lexicality, and it cannot be reliable enough when we are after scientific research. On the root of the term 'motivation', Dörnyei and Ushioda (2011) have written that motivation comes from the Latin term 'movere' meaning 'to move'. "Anything that moves a person to make certain choices, to engage in action, to expend effort and persist in action— such basic questions lie at the heart of motivation theory and research"

(Dörnyei and Ushioda, 2011, p.03). According to Dembo and Seli (2016), motivation is the internal process or ‘processes’ that energizes behavior and specifies its direction; while Brown (as cited in Porkaew, 2004) defined motivation as ‘an inner drive, impulse, emotion, or desire that moves one to a particular action’.

Heckhausen has defined motivation as a “global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path” (Heckhausen, 1919, p.09 as cited in Dörnyei & Otto, 1998). Heckhausen’s definition is an in-depth explanation of what motivation is. According to him, first, it is a process or processes that lead to a particular behavior because some results are expected to be met; and for the sake of those results or achievements yet to be achieved, it is energized.

Hall and Goetz (2013) have given a very direct, simple and comprehensive definition to motivation. “Motivation refers to the processes underlying the initiation, control, maintenance, and evaluation of goal-oriented behaviors” (Hall & Goetz, 2013, p.74). This means that the thing that triggers, manages and keeps a behavior that is up to something specific is called motivation. L2 motivation has been defined as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and successfully or unsuccessfully acted out” (Dörnyei & Ottó, 1998 cited in Zarrinabadi, Ketabi & Tavakoli, 2019).

### **Orientations to Motivation**

Gardner and Lambert (1972) modified two types of orientations to motivation which are instrumental and integrative (as cited in Brown, 2000). Integrativeness and instrumentality of motivation shouldn’t be either regarded or treated as types of motivation because Brown (2000) has stated that they aren’t types but orientations. Brown (2000) has written that depending on a learner's context, one is ‘academic or career related (instrumental)’ and the other is ‘socially oriented (integrative)’. Instrumental motivation is as Anjomshoa and Sadighi (2015) have stated that when a learner learns a language for the sake of getting a job or fulfilling any academic requirements, s/he is believed to be affected by instrumental motivation. According to Brown (2000), integrative motivation comes into play when a learner integrates to the culture of the second language and is socially related and mixed with the speakers of that language and the culture of that language. Both instrumentality and integrativeness are crucial so that the behavior can be motivated.

Among the two, the research in the field, finds instrumentality in motivation greatly influencing the level of motivation of the learners while most of the scholars of the field mark integrativeness in motivation as factor that affects second language learning greatly in comparison to instrumentality because it activates some sort of instrumentality beside its own role. “It is integrative motivation which has been found to sustain long-term success when learning a second language” (Oroujlou & Vahedi, 2011, p.03). Gardner and Lambert (1972) have written that a learner’s motivation is determined by his/her attitude particularly towards the group and generally towards foreign people and the ‘orientation toward the learning task’. If a learner, can see himself/herself among the people of the target language and can think of himself/herself as a part of the culture of the language being learnt, s/he will succeed in learning that language.

## Types of Motivation

Kember (2016) stated two types of motivation that are intrinsic and extrinsic. Intrinsic, as the term implies, is within the task or activity or the person while extrinsic is outside of the task or activity or the person.

### Intrinsic Motivation

Ryan and Deci (2017) have defined intrinsic motivation as “spontaneous activity that is sustained by the satisfactions inherent in the activity itself, and it is contrasted with activity that is functionally dependent for its occurrence or persistence on separable rewards or reinforcements” (p.99). Intrinsically motivated behavior is the kind of behavior that is from the inside and is considered to be playing the key role in a learner’s success especially of a language learner. Eccles (as cited in Hall & Goetz, 2013) has explained intrinsic motivation as the kind of motivation that its value is placed ‘within the action’. Another good definition given to intrinsic motivation is that intrinsic motivation is motivating in its own self. “Intrinsic motivation involves performing an activity for its own sake rather than as a means to an end” (Sansone & Harackiewicz, 2000, p.315). This, in contrast to the previous one, is concerned with the learner and intrinsic motivation. “Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth” (Paul Eggen & Don Kauchak, 1994, as cited in Kong, 2009, p.2). The point in this definition is ‘curiosity’. To put in in much simpler words, intrinsic motivation is curiosity.

### Extrinsic Motivation

Quan (2014) defined extrinsic motivation as the behavior that is executed for a ‘reward’ and outside of the self. Extrinsically motivated behaviors are bound to external factors that cause its initiation. “Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, 2000, p.07). Extrinsic motivation is the urge that is based on external rewards or prizes or things that are outside of the self; or as Noels, Pelletier, Clement and Vallerand (2000) defined extrinsic behaviors as the ‘actions’ that are executed to obtain ‘some instrumental end’. The role of environment is another factor affecting extrinsic motivation; this definition shows the role of environment by stating that “doing something for separable consequence, either provided by the environment or oneself” (Sansone & Harackiewicz, 2000, p.316).

If the environment provides us with motives to do special things or behave in a particular manner, we are extrinsically motivated. At the same time, if we as individuals, provide reasons for our certain patterns of behavior, it is said that we are extrinsically motivated or our behavior is extrinsically motivated. Extrinsic and intrinsic motivations are both crucial to learners’ success. Kember (2016) highlighted that intrinsic motivation is the ‘positive’ and ‘desirable’ one while extrinsic motivation is regarded as the ‘weaker’ and ‘less desirable’ one among the two. But this article will rely on what Kong (2009) have said. “Both intrinsic and extrinsic motivations are important, inseparable and complementary to each other in English learning” (Kong, 2009, p.2).

**Aspects and Levels of Motivation:** Gardner (1985) has stated goal, behavior, desire and attitude as the four aspects of motivation. These aspects form the action that is then labeled motivated or demotivated. A positive goal that is realistic, a positive behavior that is directional, a positive desire, and positive attitude leads to motivated actions and if the positivity and specificity goes away, then the action is demotivated. Skinner (2014) has stated that a behavior displayed in a ‘sustained state of strength’ is defined as highly motivational. From this, it can be withdrawn that a weaker behavior is a marker of low motivation.

### **The Source of Motivation and Demotivating Factors**

One cannot say what the source of motivation is because it has got many. “The ultimate underlying source of much human motivation is likely the establishment and maintenance of meaning” (Elliot, 2006, p.04). This quote is concerned with the intrinsic type of motivation. Factors that can affect behavior can be categorized variously. Kong (2009) has stated four personal factors that are ‘arousal’, ‘needs’, ‘beliefs’, and ‘goals.’ These factors direct the behavior that is concerned with motivation. Despite this, there are many factors that contribute to a demotivated behavior, but what Lie (2006) has stated, ‘varying English proficiency’ as one of the factors that demotivates learners, is very essential not just to this study but to every academic research that is concerned with learners’ motivation. A class is nearly always composed of persons that variant proficiency is identical to them.

Clement, Gardner and Smythe (1977) have written that learners’ motivation is influenced by ‘the comfort when using the second language’ and ‘prior experience with English’. When learners are not paid the attention they expect and, at times, deserve, they will definitely feel demotivated and their ‘ideal self’ of learning that language will eventually fade into nothingness due to the loss of interest. Learners’ previous experience of learning English is also crucial to their current level of motivation.

### **RESEARCH OBJECTIVES**

Studying the undeniable influence of motivation on learning is the objective of this research. To be detailed, this paper is going to find effects of motivation on students’ learning. It will find, at the very first, the role of motivation in students’ learning. Then it will stay focused on the impact of low motivation on students’ learning. It will also find the effect of the environment on students’ learning.

### **RESEARCH QUESTIONS**

This paper will mainly answer these three questions:

- What are the effects of motivation on students’ learning?
- Does class environment have any effect on learners’ motivation?
- What effects can low motivation have on the learning of Afghan EFL learners?

### **LITERATURE REVIEW**

Kumar (2020) researched about the impact of motivation and group cohesion in EFL classrooms. The participants of this research were students from different semesters of BA, English Language and Literature, from Prince Sattam Bin Abdul Aziz University. Kumar found in the first part of the questionnaire that 83.58% of students were well-motivated and would continue studying English after graduating from university; in the second part of the questionnaire, 93.3% were interested in learning English. In the Third part, he found that 94.0% of the students were motivated to learn English. However, the researcher too found ‘unfavorable responses’ towards English.

Ditaul (2020) conducted a research on how motivation and attitude of the respondents in learning English are related to one another in Madonna State University of Philippines. She used questionnaires to find the relation of motivation with the observed teaching techniques. She found that the respondents were highly motivated and possessed a positive attitude towards learning English. They had both instrumental and integrative motivation.

Siaj and Farrah (2021) conducted a study on enhancing the motivation of EFL learners. The results approved students’ positive attitude towards learning English. The study found that

most of the students accepted that they didn't set effective study goals. The role of the method being implemented and the role of the teacher were found to be considerably effective. "One of the factors that influence their motivation is their teachers' teaching methods" (Siaj & Farrah, 2021, p.10). They also have stated the role of materials and task that influences the motivation of the learners.

Another study which was conducted on 64 primary school Spanish EFL Learners by Kopinska and Azkarai (2020) found that instrumental motivation was higher in the young learners compared to intrinsic motivation and motivational strength. They also found that the learners' individual task motivation stayed on the same level while their collaborative task motivation increased greatly.

Wallace and Leong (2020) studied primary school students in China. They found that students' attitude towards learning English was positive. They found that the students who were negative about learning English, their negative attitude towards English was shaped by their past learning experience. The most interesting thing about their findings is that most of the students stated that their peers had an 'unfavorable view of English learning'.

Fernández and Cañado (2001) did a research on the effects of motivation on 600 secondary school students from 22 schools in the EFL class. The authors of the study found really amazing findings. The astonishing part of the study was that the females were highly motivated than male students. From the scale of 1 to 5, girls got 4.3 while boys were only 3.8. They too in accordance with the findings of Kopinska and Azkarai (2020) found instrumental motivation higher than intrinsic motivation. When they asked the learners about the qualities of the teacher that motivated them, they found that didactic qualities topped personal and physical qualities. The motivating aspects of the teachers marked by the learners were clear explanation, kindness, knowledge of English and good pronunciation. This study also found that school and teacher influence surpassed parental and friends' influence. While asked about the motives of their learning, the students' answer of finding a job got second in the list while integration with the culture of America or British went all the way to the end of the list. The study confirmed that in FL contexts, intrinsic motivation is the last while instrumental tops.

Steiner (2021) found that the anxiety level for learning English in girls was 0.18 stronger than boys while for French it was 0.17 indicating that even in foreign languages English was comparably making the learner more anxious than French. He found English motivation and 'self-concepts' higher and stable than French, but anxiety for French was lower than English but the interesting part is that anxiety for French intensified as learners learned more and more of the French.

Nikolov (1999) studied 84 students for eight years who aged 6-14. She found a general positive attitude towards the learning context, tasks and activities. She also found an intrinsic motive which gradually declined during the years. The study found that English as one of the top three subjects, went down as the years passed or as the research subjects aged. In first two years, 114 marked English as their first favorite subject while in the last two years of the study the number got lower to 76. These findings mark the point that as learners age, their motives change so do their attitude towards their favorite things.

Clement, Dornyei and Noels (1994) conducted a study on 301 eleven grade students from Budapest. The questionnaire was designed to assess their anxiety, attitude and motivation

towards learning English. They found that class involvement and participation in English were related to anxiety.

## **METHODOLOGY**

### **Participants**

The participants of the study were 28 juniors, 3<sup>rd</sup> year, of English Department of Kabul University. 20 of them were females and the remaining 8 were males. The female students were from one class while the males were from another. The number of male students is low because they were not willing to participate. For the sake of the accuracy of the data, this research relied on a lesser number for the sake of the accuracy of the data.

### **Instrument**

The data for this research paper was gathered through a questionnaire distributed to the learners that included an open-ended and 20 close-ended questions. The open-ended question was asking for their view and any suggestions they had.

### **Data Collection**

The data was collected from 20-item questionnaires with five-scale answers including an open-ended question asking for learners' suggestions were distributed to the students. Then it was collected back and the collected data was numericized and then analyzed both quantitatively and qualitatively.

### **Data Analysis**

This is a quantitative and descriptive research. The gathered data is numericized and is then represented in a numerical and statistical visual form. On a step-by-step process, the numericized data is analyzed in the light of the previous research in the field and taking into account the available knowledge in the field.

## **FINDINGS AND DISCUSSIONS**

To answer the first question of this research paper, the data collected from the students found that more than 95 percent of the learners confirmed the vitality of motivation for their success in learning. For the second question of this paper that was concerned with the role of class environment affecting learners' motivation, this paper found that more than 80 percent of the learners confirmed that their motivation was greatly influenced by the surroundings of their learning environment. When they were asked if class environment played essential role in their level of motivation, 94 percent of the learners agreed with the question that environment played an essential role in their motivation.

For the last question of this paper, the students stated, in relation of motivation and learning, that if they are not motivated or if their motivation is low, by a percentage of 4 out of 100, they learn while with a higher level of motivation, the learning probability is 96 percent out of hundred which is a very great percentage.

This chart has the data of the questionnaire in percentage. The horizontal axis illustrates the number of the questions while the vertical axis is the axis of percentage of the learners who selected one of the five options of (*strongly agree, agree, indifferent, disagree, strongly disagree*).

Percentage Table					
Question No	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1	14	7	4	39	36
2	7	11	4	32	46
3		29	21	43	7
4	54	39	4		4
5	7	11	7	61	14
6	4	43	4	25	25
7	39	43	11	7	
8	7	36	25	25	7
9	64	32			4
10		25	7	39	29
11	4	29	36	29	4
12	11	54	4	25	7
13		25	29	32	14
14	11	7	29	43	11
15	18	25	29	18	7
16	29	50	14	7	
17	32	50	11	4	4
18	14	57	18	11	
19	25	57	7	7	4
20	7	25	29	25	14

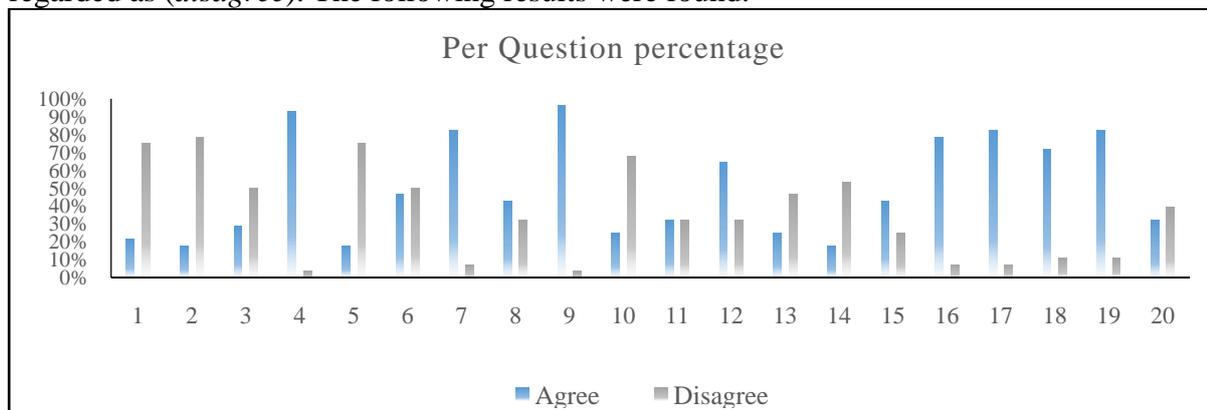
**Figure-01: Questionnaire Percentage Table**

The table in the following page is of all the questions that were included in the questionnaire with the number of the students marking any of the given five-scale choices (*strongly agree, agree, indifferent, disagree, strongly disagree*).

Numeric Table						
No	Question	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1	It doesn't affect my learning whether I am motivated or not.	4	2	1	11	10
2	My learning is not influenced by my goals and expectations.	2	3	1	9	13
3	The number of students in the class doesn't affect my urge to learn.		8	6	12	2
4	Class environment plays a very important role in my learning process.	15	11	1		1
5	Class environment doesn't affect my learning.	2	3	2	17	4
6	I am not well-motivated; that is why I can't learn well.	1	12	1	7	7
7	I have clear goals in my mind; that is why, I learn better.	11	12	3	2	
8	Our projector doesn't work properly which makes me sick of learning.	2	10	7	7	2
9	When I am motivated, I learn well.	18	9			1
10	My motivation is always low in the class, that is why I can't learn English.		7	2	11	8
11	I feel demotivated when the tasks are difficult.	1	8	10	8	1
12	I feel demotivated if I am punished.	3	15	1	7	2
13	I feel demotivated while working alone.		7	8	9	4
14	I feel demotivated while working in a group.	3	2	8	12	3
15	I feel demotivated when the teacher speaks any other language than English.	5	7	8	5	2
16	I feel demotivated when my grades are low.	8	14	4	2	
17	I feel demotivated when I am not given the opportunity to participate in the class.	9	14	3	1	1
18	I feel demotivated when the materials are of no interest to me.	4	16	5	3	
19	I feel demotivated when the instructions for a task are not clarified well enough.	7	16	2	2	1
20	I feel demotivated due to my past experiences of learning English.	2	7	8	7	4

**Figure-02: The Questions with the Number of Students Replying to It**

For better analysis, the two options (*strongly agree* and *agree*) were regarded as one option (*agree*) and the (*indifferent*) was left out while the (*strongly disagree* and *disagree*) were regarded as (*disagree*). The following results were found.



**Figure-03: Percentage of Total Agreement or Disagreement**

The learners regarded motivation as a very strong factor that affected their learning. 75 percent of the students marked motivation as an element essential to their successful learning in *question 1*. The role of physical environment, *question 4*, was so great that it made 93 percent of the whole sample. The number of the students in the class, *question 3*, was also pointed out as an affecting factor with 50 percent of the students agreeing to its vitality to their motivation and learning in general. When the students were asked, in *question 9*, whether motivation affected their learning or not, 96 percent of them said that motivation did affect their learning so greatly. This point is well in accordance with Lasagabaster, Doiz and Sierra (2014) who regarded motivation as the essential element to successful language learning because a number of 96 out of 100 proves that it is the most important one.

In *question 19*, when the students are not provided with instructions that are crystal clear by their instructors, they feel demotivated with a percentage of 82. Another point was letting the students to participate in the class, *question 17*, that affected learners' motivation greatly; 82 percent of the learners marked their selves demotivated when they are not given the opportunity to participate in the class. Punishment, *question 12*, was also regarded as a factor that contributed to demotivating students with a percentage of 64. Group work, *question 14*, is also regarded as an affecting factor of motivation of the learners. The students, with a higher percentage of 79, marked low motivation as a factor that demotivated them, *question 16*.

Another very important thing that is explicitly and without any research evident, especially in countries like Afghanistan, is the materials and the quality of the materials that the students are provided with. When the learners were asked if the materials being of no interest to them affected their learning or not, 71 percent of the learners said that it did affect their learning motivation, *question 18*.

The open-ended question asked the students if they had any suggestions or wanted to write anything that they thought were crucial to their motivation. Most of the learners wrote something. This paper has taken the key points from their answers which are listed below in order of importance.

- A. Teacher focusing on a single student
- B. Giving unequal class participation chance to the students
- C. No materials of interest
- D. Lack of expert instructors
- E. The role of teachers and families

- F. Interest
- G. Punishment
- H. Clearplans
- I. Environment
- J. Teachers motivating students

Here, we see the role of the teacher in learners' motivation at the top. Most of the students suggested the vitality of instructors' role through different suggestions. When teacher focused on a single student or some number of students while not paying equal attention to the rest of the class, the students felt demotivated. Most of the students noted that the materials and course books are not updated and they are from old times. One student even wrote that they had a book published 70 years ago which is in no ways acceptable in this fast-changing world where language develops and is expanded by each passing day and a year brings a lot to a language like English.

Some students suggested that they don't have instructors that are experts in the fields they are teaching. This poses a serious problem to their motivation because the 'instructor' is a very focal figure in students' motivation. It is true, when a teacher is confident and expert enough in the field s/he is teaching, students' motivation rises because they feel proud of that person and this pride and excellency builds up interest; when learners are interested in something, they will be motivated enough towards acquiring what they are supposed to acquire. The role of families was also marked as a factor contributing to motivation because most of the students had suggested it. Wentzel (1998) found that parents affected students interests positively. Class environment and goals were also suggested as the affecting factors by most of the students. Most of the researchers have found these two as influential factors when it comes to motivation.

### **IMPLICATIONS AND SUGGESTIONS**

One important suggestion that leads to positively motivated behavior by many researchers is setting goals. Setting suitable goals not only motivates learners but also helps the learning process take place (Hall & Goetz, 2013). When there are goals that are clear and with a single direction, it helps the individual to stay focused on what s/he wants or desires to achieve. Motivation with such a high value given by the learners, should be the top priority or goal of the instructors and should be achieved ahead of the learning process because, only then, learners will actively learn. As the results highlight, the teacher's role should be paid attention to and be played the way that that is effective, productive and leads to successful learning. The more the teacher is clear about what s/he wants from the students, the better his/her expected results will be met. Providing participation opportunities is a very demanding task the teachers should consider because most of the students expect to be heard and be given the chance to be part of something in a way that nurtures the development and meaningful involvement of their inner selves.

Phothongsunan (2016) stated role-plays, personal narratives, reading tasks and different projects as the factors that lead to positive learning experience. The instructors should try their best to act on these activities so that positive learning can take place. When students set on the truck towards positive learning, the goal is then achieved successfully because positive learning experience is within itself motivating. Role-plays also build the kind of confidence that dims the introvert self of the individual by making him/her a bit of extrovert who can feel confident enough to say or do what s/he wills to say or do but his/her introvert self acts as a blockage.

Personal narratives give individuals a tour of their selves and builds a sort of connectedness with the audience which will make the behavior of the individual motivated.

A very important point that was found by Siaj and Farrah (2021) is that the curriculum should be liked by the students. This point not only increases the interest of the learners in the materials they are studying but it also leads to positive competition because when the interest is build, the learners, then, search about the things that are of their interest and find more where they need to read and read which is essential to success in a language Learning.

Mohammadian (2013) has written that teachers should identify the students that fear negative evaluation, which in turn, helps the learning process to take place actively and productively. Negative evaluation if not paid enough attention to can kill a learner's personality and interest. Instructors should keep this in mind that whenever they evaluate their students, they should remember their interests and their personality types because if they mistakenly are evaluated once negatively, it will be enough to demotivate that individual in that specific subject for as long as it is taught by that instructor.

Oroujlou and Vahedi (2011) have proposed creating friendly atmospheres, personalizing classrooms, making the students to set their own goals, and connecting the learning with the interest of the learners outside of the classroom. It is clear that people feel more secure and express their selves more openly when they feel that they are surrounded by the right people. When instructors succeed in creating atmospheres that are friendly and learners feel secure being part of it, it is obvious that the level of motivation of those students will rise amazingly. Another good suggestion is connecting interests of the learners with the learning. This connection of classroom with the interest of outside not only raises motivation but encourages the learners to be active inside and outside of the class. They also add that creating a situation in which students feel like achievers influences their learning motivation positively.

According to Sonsone and harackiwwicz (2000), positive feedback helps enhance 'intrinsic' motivation. Intrinsic motivation that is regarded by the research of the field as the key type of motivation essential to second language learning is not only vital but should be the ultimate goal of the instructors. As the feedback given by instructors affects the most important type of motivation, instructors should be so careful while giving feedback, and they should try all their best to be as much positive about the feedback they provide to their students as possible so that learning process is left safe.

Emotions that are positive like being hopeful and enjoying what is being studied can help in increasing the motivation (Dembo & Seli, 2016). This explains that regulating learner emotions can help a great deal to achieve more and learn well. These emotions increase the level of interest of the learners which, consequently, leads to a motivated behavior towards learning.

Kong (2009) has proposed a series of factors that will lead to motivated behaviors. He stated 'involving new and effective techniques', 'high expectation and using reward appropriately', 'cooperative activities' and 'providing opportunities for students to experience success.' When instructors use techniques that are new and productive, the students will participate more. As a result of this, there will be reward and if students are rewarded the right way, it is obvious that their level of motivation will increase. When there is a greater room for students to see immediate and convincing positive result of their progress, they will strive for betterment and that struggle will keep them motivated.

## CONCLUSION

This research was meant to find the role of motivation on students' learning. The results of the study found that students marked motivation as a very important factor and highlighted motivation as a must factor for successful learning to take place. The factors that contributed to demotivation or low motivation of the students included class size, punishment, participation, permission of participation provided by the instructors, teachers' roles and attitudes towards learning and learners, grades and the materials being studied.

Beside the factors contributing to low motivation, the study also found that environment played an influential role in students' motivation. Some practical implications in accordance with the results have also been given. The implications included the role of positive feedback and the role of positive emotions. The role of instructors in identification of the students that fear negative evaluation was also suggested. Overall, this paper, in accordance with the previous research of the field confirmed the vitality of the motivation in language learning.

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