

## What is it like learning with an enthusiastic teacher? – A survey on university EFL students

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### ABSTRACT

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Students need effort and motivation to get outstanding scholastic achievements and to keep themselves motivated throughout their educational journey. Some students drop out of school owing to demotivation in class. Others struggle to find excitement or interest in their study. One of the most crucial things in keeping students inspired to learn while they are at school is the teacher. There is a lot of research that has studied the effects of teachers' enthusiasm on students' learning, especially learning motivation, but little has been done on EFL (English as a foreign language) students at university. This study aimed to investigate how EFL students feel in relation to their learning motivation when they learn with an enthusiastic teacher. The participants are 150 EFL students from a university in Ho Chi Minh City, Vietnam. To collect and analyze the data needed for this investigation, the researchers used a quantitative method with a questionnaire employed as a measurement tool. The result has found that student's positive perceptions exceptionally outweigh negative ones. The study concludes by making some recommendations for better motivating students and for future research.

### 1. Introduction

The relationship between teacher characteristics (e.g., clarity, enthusiasm) and various student outcome measures (e.g., learning, motivation) is investigated in teacher effectiveness research (Wood, 1998). Teachers' attitudes have always had an impact on students' willingness to learn over the years. Teachers are also one of the factors to how engaged students are in an English e-learning class (Ngo, 2021). Indeed, a positive student-teacher relationship boosts students' motivation and learning (Lo, 2022). The most powerful element in students' intrinsic motivation and dynamism among the teacher factors is enthusiasm. Students who are given an actively delivered lecture are more likely to be internally motivated to learn about the course content.

Indeed, “students who received an energetically given lecture reported more intrinsic motivation about the lecture subject and experienced better levels of vitality.” (Patrick, Hisley & Kempler, 2000, p. 217). Teachers' emotions are recognized as an inescapable part of education that substantially impacts student motivation. It is commonly considered that teachers should exhibit good emotions while avoiding negative ones to make students feel more at ease while learning. Teachers engage in emotional labor so as to experience or show emotions that are considered desirable or mandated in the classroom. To this end, teachers frequently have to hide feelings (e.g., dislike for a student), pretend to feel emotions they don't feel (e.g., joy because a student has been successful), or make a great effort to experience an emotion they are supposed to experience (e.g., love and care for students despite their disrespectful behavior) (Burić, 2019).

An enthusiastic teacher can have a certain effect on students' learning (Ngo, 2021). She or he can create interest, enjoyment, and curiosity in the classroom, encouraging students to partake and explore. As a result, teacher excitement provokes students' interest and motivates them to learn. Teacher enthusiasm can result in higher teaching evaluations, good attitudes toward teachers, increased student performance, and better classroom behavior (Zhang, 2014). For years, there have been empirical studies on the effects of a teacher's enthusiasm on a student's motivation, but few studies focus on how university EFL (English as a foreign language) students feel about their enthusiastic teachers. In this paper, we will look at how teachers' enthusiasm is perceived by students regarding their learning motivation, with a focus on EFL students at university. It is hoped that the study will uncover students' typical feelings from an enthusiastic teacher.

## 2. Literature review

### 2.1. *What is the teacher's enthusiasm?*

Teacher enthusiasm has long been defined as a dynamic and motivating teaching style that involves a wide range of gestures, body movements, facial expressions, and voice intonations, as well as frequent use of humor, and demonstrates a strong interest in the subject (Collins, 1978; Murray, 1983). More recently, the emphasis has shifted to the pleasure teachers take from a subject or from teaching in general - a meaning that is more in line with the concepts of pleasure, passion, and experience (Kunter, 2013). As a result, a wide definition should include how teachers feel about teaching a subject (experienced enthusiasm) as well as how they transmit these emotions to students (displayed enthusiasm) (Keller et al., 2016).

### 2.2. *Motivation for learning*

According to Tohidi and Jabbari (2011), motivation supports "powering people to achieve high levels of performance and overcoming barriers in order to change." (p. 820). Motivation is the driving force behind guidance, control, and persistence in human behavior. Motivation is a passion for studying, acting, understanding, believing, or gaining specific skills. Motivation can also be defined as the desire to fulfill an individual's needs. One example of this is a student

who wants to learn how to read and count so that he or she would not be cheated when shopping. Other academics have defined motivation in a variety of ways. Motivation is the reason that pushes students to deal with different kinds of difficult situations (Gopalan et al., 2017). Furthermore, motivation has been described as a personality characteristic, a circumstance, or the activities in which every individual is involved (Svinicki & Vogler, 2012). Besides, motivation will be defined as the factor that drives students to dedicate their time freely to a particular activity. It motivates students to not only initiate the activity but also to continue working on the activity throughout their lives. These reasons are unique to each student and vary depending on the situation, and they may come from the students themselves (Espinar Redondo & Ortega Martín, 2015). The fact that there are numerous different definitions demonstrates how difficult it is to describe the motivation and its significance in the learning process (Filgona et al., 2020).

### *2.3. The effects of teacher's enthusiasm on students' learning*

A teacher's enthusiasm can have a significant influence on the level of learning that students are able to achieve in the classroom. Teachers who are less enthusiastic about their subject matter will often have lower expectations for their students, while more enthusiastic teachers will exceed any expectations that the students may have had. There seems to be a broad consensus that teacher enthusiasm can improve students' attitudes in a positive way toward learning (Keller et al., 2016). Students might be motivated and inspired by a passionate teacher who can help them spend more time productively on learning tasks (Keller et al., 2014; Kunter et al., 2013).

Theobald (as cited in Johnson, 2017) states that motivation enhances students' learning. Some students may be very motivated by the idea of greater learning and growth, while teachers who are enthusiastic about their subject matter may be more likely to engage with all their students and expect good levels of engagement from them. "Teachers can increase students' motivation to learn by the support of students' autonomy, relevance, relatedness, competence, teachers' interests in the subject, and self-efficacy" (Ferlazzo et al., as cited by Johnson, 2017, p. 46). In terms of student accomplishment, teachers who were deemed more passionate were compared to teachers who were deemed less enthusiastic. Student accomplishment was higher for students with more enthusiastic teachers (Keller et al., 2013).

### *2.4. Studies about student's learning motivation*

One of the most important aspects of teaching, according to Agee (2016), is for teachers to be excited about their material and how they teach it to students. Student engagement and motivation are key components of learning in the classroom. For certain children, a passionate teacher can make all the difference when it comes to education.

Much research has been conducted that supports Agee's point of view (P. Singh & M. Singh, 2021; Johnson, 2017). According to P. Singh & M. Singh (2021), while students might have a strong desire to study, the teacher's external help profoundly impacts their learning. The teacher's capability to enhance students' competency, interest in the subject studied, and feelings

of self-efficacy all affect students' motivation to study. Furthermore, the study reveals that comforting, loving, and trusting connections between teachers and students may motivate students to learn. Positive feedback from teachers motivates students to learn. A teacher who demonstrates excitement for a subject may create good feelings in students, increasing their desire to learn the subject. According to Adkins-Coleman (2010), students are enthusiastic about learning when teachers focus on student learning, encourage pleasant social connections, express concern for their students, and insist on students showing respect and care for one another, motivating students to participate in classroom activities.

Moreover, Johnson (2017) holds the same belief that motivation affects students' learning. Despite the fact that students are born with the aptitude to learn, much depends on the teachers' participation. Tanveer et al. (2012) add that several aspects of teachers' behavior and teaching methods influence students' motivation to study.

According to Zhang (2014), instructor enthusiasm had a tremendous impact on student participation and was a good predictor of students' intrinsic motivation. Students' willingness to learn may be increased by teachers' enthusiasm for their subject, as well as the level of enthusiasm and energy they display when teaching. Thoonen et al. (2010) claim that their findings support the hypothesis that teachers' self-efficacy affects students' motivation to study. Much research has been carried out and has supported Thoonen's point of view, including the study by Pan (2014) and by Mojavezi and Tamiz (2012). However, if students are not sufficiently supported in their motivation and learning, enthusiasm as an expressive behavior is unlikely to sustain long-term student engagement (Patrick et al., 2000).

It appears that there is considerable consensus that teacher enthusiasm can improve students' attitudes toward learning (Keller et al., 2016). However, one reason they may focus more on learning activities is that an enthusiastic instructor offers few possibilities for students to become bored and to misbehave. When the teacher speaks strongly and clearly, for example, it is difficult for students to talk with one another; and when students are sincerely engaged in the activities provided by an energetic teacher, they have little opportunity to disturb the lesson.

### *2.5. Research Questions*

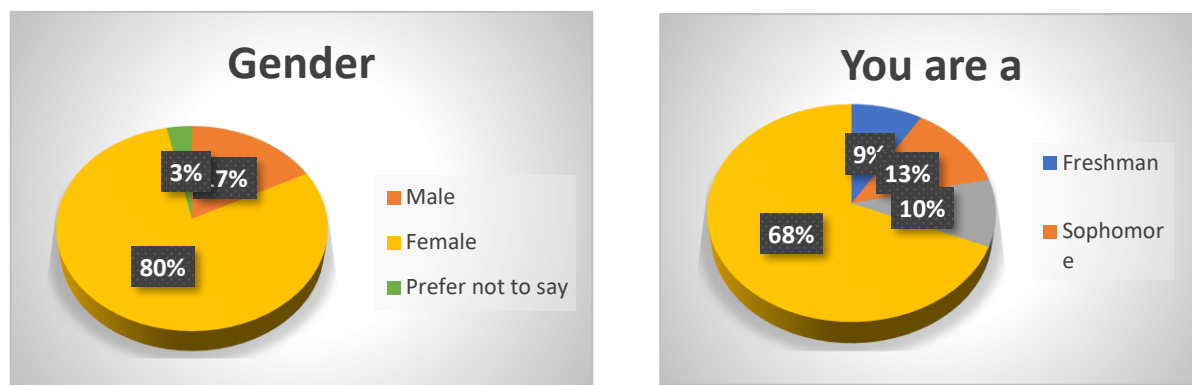
As mentioned above, the main purpose of the study is to examine how EFL students perceive their enthusiastic teacher in relation to their learning motivation. To achieve this, we are going to find the answer to these questions:

1. What are the positive perceptions of EFL students towards an enthusiastic teacher regarding their learning motivation?
2. What are the negative perceptions of EFL students towards an enthusiastic teacher regarding their learning motivation?

### 3. Methods

#### 3.1. Pedagogical Setting & Participants

The study was conducted with the participation of 150 EFL students at the faculty of foreign languages of a university in Ho Chi Minh City, Vietnam. They were chosen because they reflected the nature of the study. They are all university students with a major in the English language, and they all interact with different lecturers who have a certain sense of enthusiasm in their teaching style. The authors are also teaching or studying at this university, so it would be convenient to conduct the survey. As can be seen from chart 1, most of the participants are females, which is reasonable because the vast majority of students in this faculty are females. Also, the charts show two-thirds of the participants are in their final year at university.



Charts 1 and 2: Responders' identity

#### 3.2. Design of the Study

This research was done using the quantitative method. The researchers created a questionnaire to ask about how students perceive an enthusiastic teacher. All the items in the questionnaires are original. The authors came up with the items after reviewing previous studies on an enthusiastic teacher's positive and negative effects on students' learning, especially learning motivation. To clarify, when we designed the questionnaire, many aspects were considered concerning learning motivation, including students' overall feelings, classroom involvement, and learning outcomes. The questionnaire was also reviewed by two other experienced colleagues in the field and finalized by the authors. All the items were also analyzed carefully using SPSS 25.0 to ascertain their reliability.

There are three parts to the questionnaire. Part one asks about the demographic features of the students with two questions. Part two focuses on positive aspects of students to an enthusiastic teacher with seven questions. Part three is about negative aspects with eight questions. The items about negative feelings are included to investigate all possible perceptions of students taking part in the survey. Part two and part three employ the five-point Likert scale to ascertain how much students agree with each statement. (1: strongly disagree; 2: disagree; 3: neutral; 4: agree; 5: strongly agree)

### 3.3. Data collection & analysis

To collect the data, the questionnaires were given to students studying in the faculty of foreign languages online. Due to the severe Covid-19 pandemic and the social distancing, it was not possible to conduct the survey offline. The questionnaire items were put into the google form, and the link was sent to students through Facebook (a social networking site) and Microsoft Teams (an online learning platform) that are administered by the staff of the faculty. The researchers made the link accessible until there were 30 responses when the link was locked. At this time, the data were put into SPSS version 25.0 for reliability analysis. Cronbach's Alpha is a scale reliability measure that is applied to a group of items. In most social science study contexts, a reliability coefficient equal to or greater than .700 is considered appropriate. The Cronbach's Alpha for the first 30 responses can be seen in table 1.

Table 1

*The Cronbach's Alpha for Each Category of the Questionnaire (30 Responses)*

No.	Categories	Cronbach's Alpha	No of Items
1	Positive learning outcomes	.738	4
2	Positive overall feelings	.735	4
3	Negative learning outcomes	.869	4
4	Negative overall feelings	.887	4

When looking closely at the second category, "positive feeling" (Table 2), the authors found that the corrected item-total correlation of the fourth item in this category was .260, which was lower than .300 (a minimum acceptable rate), so we decided to remove this item out of the category. This can make the Cronbach's Alpha of the whole group higher.

Table 2

*Item-Total Correlation of the Category "Positive Feelings"*

No.	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	Positive: "An enthusiastic teacher makes me feel safe about my learning."	.644	.603
2	Positive: "An enthusiastic teacher helps me feel more relaxed."	.489	.699
3	Positive: "An enthusiastic teacher makes me more confident."	.746	.532
4	Positive: "An enthusiastic teacher makes me excited about learning"	.260	.800

There was a small change after reviewing the items. The total item number for the second category was three, not four, and this statement was removed "An enthusiastic teacher makes

me excited about learning."

The authors updated the content in the link and reopened the link again for about two months in order that there were as many respondents as possible. When the number of participants reached 150, we closed the link, put the data into SPSS 25.0 again, and started to make an analysis. The Cronbach's Alpha of the questionnaire completed by 150 students is as follows (Table 3).

Table 3

*Cronbach's Alpha for Each Category Of The Questionnaire (150 Responses)*

No.	Categories	Cronbach's Alpha	No of items
1	Positive: Learning Outcomes	.730	4
2	Positive: Overall Feelings	.772	3
3	Negative: Learning Outcomes	.846	4
4	Negative: Overall Feelings	.933	4

The Cronbach's Alpha for all categories is more than .700, which shows that the questionnaire was reliable.

## 4. Results/Findings

*4.1. Research question 1: What are the positive perceptions of EFL students towards an enthusiastic teacher regarding their learning motivation?*

To answer this question, we look at the student's learning process and learning outcomes as well as the student's overall feelings.

### *4.1.1. student's learning process and learning outcomes*

Table 4 shows most of the students agree that an enthusiastic teacher can help them in the learning process and outcomes. The mean score ranges from 4.107 to 4.500, confirming the students' strong agreement.

Regarding the learning process, 91% of the students agree that an enthusiastic teacher gets them more involved in the classroom. Indeed, two-thirds of them had a complete agreement. This indicates that they enjoy themselves and become more active in class. An even higher percentage of students argue that an enthusiastic teacher motivates them to study better (93%). Being able to motivate students in their learning process is a positive effect of an enthusiastic teacher. (Note: SA: Strongly agree; A: Agree; N: neutral; D: Disagree; SD: Strongly disagree).



Table 4

*Positive Perceptions Towards Learning Process and Learning Outcomes*

No.	Item	N	Minimum	Maximum	Mean	Percentage of agreement/ disagreement				
						SA	A	N	D	SD
1	An enthusiastic teacher gets me more involved in the classroom.	150	2.00	5.00	4.500	60%	31%	8%	1%	0%
2	An enthusiastic teacher motivates me to study better.	150	2.00	5.00	4.507	60%	33%	6%	1%	0%
3	An enthusiastic teacher makes me understand the lesson more clearly.	150	2.00	5.00	4.400	52%	36%	11%	1%	0%
4	An enthusiastic teacher helps me to have better scores.	150	2.00	5.00	4.107	40%	33%	26%	1%	0%
	Valid N (listwise)	150								

As for learning outcomes, nearly 90% of the students doing the survey state that an enthusiastic teacher helps them understand the lesson more clearly. This may lead to improvement in scores achieved by over 70% of the students.

Overall, only 1 percent of the students have some disagreement about the positive effects of an enthusiastic teacher on their learning process and learning outcomes, which shows the significance of teacher enthusiasm on student learning.

*4.1.2. student's overall feelings*

Table 5

*Student's Overall Positive Feelings*

No.	Items	N	Minimum	Maximum	Mean	Percentage of agreement/ disagreement				
						SA	A	N	D	SD
1	An enthusiastic teacher makes me feel safe about my learning.	150	1.00	5.00	4.140	41%	36%	19%	3%	1%
2	An enthusiastic teacher helps me feel more relaxed.	150	1.00	5.00	4.173	44%	36%	16%	3%	1%
3	An enthusiastic teacher makes me more confident.	150	2.00	5.00	4.160	50%	28%	18%	4%	0%
	Valid N (listwise)	150								



Table 5 demonstrates that students develop positive thoughts toward an enthusiastic teacher. The mean score is just a little over 4.000 in all statements, which is enough to confirm the positive influence of teacher enthusiasm on students' feelings.

Looking into details, we can see that only a small number of students disagree that an enthusiastic teacher can make them feel safer, more relaxed, and more confident. In fact, nearly 80% of the respondents agree an enthusiastic teacher would make their learning secure; 80% believe he/she would create a comfortable atmosphere in the classroom; almost 80% argue they are more confident thanks to their enthused teacher.

The findings reveal almost all students have a good learning process and learning outcomes thanks to their enthusiastic teachers. Indeed, students get a lot of benefits from them. Students get more motivated in learning, and more involved in class activities, thus understanding the lesson better and having better grades. They also feel safer, more relaxed, and more confident about their learning. Therefore, an enthusiastic teacher has received positive perceptions from EFL students in relation to their learning motivation.

*4.2. Research question 2: What are the negative perceptions of EFL students towards an enthusiastic teacher regarding their learning motivation?*

#### *4.2.1. student's learning process and learning outcomes*

Table 6

#### *Negative Perceptions of Student's Learning Process and Learning Outcomes*

No.	Items	N	Minimum	Maximum	Mean	Percentage of agreement/ disagreement				
						SA	A	N	D	SD
1	An enthusiastic teacher makes me lose focus on the lesson.	150	1.00	5.00	2.500	11%	12%	15%	36%	26%
2	An enthusiastic teacher demotivates me during the class.	150	1.00	5.00	2.800	16%	19%	17%	24%	24%
3	An enthusiastic teacher makes me confused about the lesson.	150	1.00	5.00	2.340	9%	7%	21%	31%	32%
4	An enthusiastic teacher doesn't help me get better scores.	150	1.00	5.00	2.400	9%	9%	26%	23%	33%
	Valid N (listwise)	150								

Table 6 shows students generally do not believe that an enthusiastic teacher has a negative impact on their learning process and outcomes. Looking into details, we can see that there are both agreements and disagreements on this issue. Nearly a quarter of students feel enthusiastic teachers can distract them from the lesson, whereas almost two-thirds of them feel he/ she

doesn't make them lose focus on the lesson. Exactly a quarter of the students say an enthusiastic teacher can demotivate them, and nearly half of them agree on the opposite. This is unreasonable because 93% in the survey say an enthusiastic teacher makes them more motivated to study better. Only 16% of the students believe their enthusiastic teacher can cause their confusion in the lesson, while over half argue they don't feel puzzled by teacher enthusiasm. Talking about learning outcomes, nearly one-fifth of the students don't get better scores when studying with an enthusiastic teacher, whereas approximately 60 percent may disagree with them. This result also contrasts with the findings in the previous research question, where three-quarters of the students would get better grades thanks to their enthusiastic teacher.

#### 4.2.2. student's overall negative feelings

Table 7

##### *Student's Overall Negative Feelings*

No.		N	Minimum	Maximum	Mean	Percentage of agreement/ disagreement				
						SA	A	N	D	SD
1	An enthusiastic teacher makes me feel annoyed.	150	1.00	5.00	2.2933	8%	10%	17%	33%	32%
2	An enthusiastic teacher makes me feel exhausted.	150	1.00	5.00	2.3733	9%	11%	21%	29%	30%
3	An enthusiastic teacher hurts my self-respect.	150	1.00	5.00	2.1600	10%	6%	12%	34%	38%
4	An enthusiastic teacher makes me feel shy.	150	1.00	5.00	2.4867	9%	13%	37%	21%	30%
	Valid N (listwise)	150								

Table 7 explains that when it comes to negative feelings, a huge number of respondents responded 'disagree'. From these figures, with all the mean scores less than 2.500, the vast majority of students do not have negative feelings when being taught by an enthusiastic teacher.

Taking a closer inspection of the table, two-thirds of the participants argue that an enthusiastic teacher does not make them feel annoyed. However, there is still a small number of students who feel frustrated with how enthusiastic a teacher is. A similar number can be seen in one other aspect of feelings. More specifically, 16% of students feel enthusiasm can harm their self-respect, while nearly three-quarters of students may not agree with them. The table states nearly two-thirds of the respondents disagree with the fact that their enthusiastic teachers can make them extremely tired, whereas a fifth may support the opposite view. The figure shows almost one-third of students sharing a neutral viewpoint on shyness caused by enthusiastic teachers, which holds the largest number in four aspects of negative feelings. However, a larger number agree that their enthusiastic teachers do not make them shy, while a fifth disagree with this.

Overall, the results show that most students have positive perceptions of their enthusiastic teachers. There is just a small number of students who have negative feelings. In relation to learning motivation, the vast majority of students get motivated, which is shown by positive feelings and results in other aspects surveyed like more involvement, better understanding, improved performance, safety, relaxation, and more confidence. In relation to learning demotivation, not many students feel they are demotivated. Therefore, such feelings as an annoyance, exhaustion, shyness, confusion, distraction, and lessening self-respect don't exist in most participants.

## 5. Discussion

As can be seen from the above findings, most EFL students are more engaged in learning when they are taught by a teacher who is passionate about teaching. Furthermore, students believe that an enthusiastic teacher will assist them in improving their academic achievement. The above results show agreement with previous studies. According to Uluga, Ozdenb, and Eryilmaz (2011), "For a teacher, being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success." (p. 739). Our research backs up the idea, just like the previous studies, that when an enthusiastic teacher teaches students, they are more driven to learn while simultaneously boosting their scores. Besides, students' overall attitudes to an enthusiastic teacher are mostly positive, which parallels findings from Keller et al. (2016) and Zhang (2014). Another aspect that is found to be consistent with other previous studies is the fact that EFL students' motivation for learning is boosted thanks to teachers who are enthusiastic. This means students' motivation is affected by the teacher's enthusiasm in a positive way (Thoonen, Slegers, Peetsma & Oort, 2010; Pan, 2014 and Mojavezi & Tamiz, 2012). In our study, although a few EFL students also say some enthused teachers demotivate them, the vast majority still state the positive motivation they develop from their teachers. When students are motivated, their learning will be affected in a positive way. Indeed, with all the positive perceptions from most participants surveyed, teachers may think again about changing their attitudes in a positive way towards their teaching and helping students be more motivated. Adkins-Coleman (2010) and Johnson (2017) should agree with this because they also share the same view that motivation has a good impact on student's learning. When students are motivated, they will be more involved and understand and then have better scores.

Our research also finds almost all EFL students will feel safe, relaxed, and more confident when they learn with an enthusiastic teacher. This is a possible result that is created from increased motivation. Engagement is something that needs to be maintained in order for students to get motivated (Patrick et al., 2000), so our result parallels this view. When they learn in a relaxed and safe environment, their confidence will also grow. Self-confidence matters in learning, for a student's motivation, will be lost if it is weakened (Lo, 2022).

As for the negative perceptions, our findings have found that some sense of students'

demotivation comes from enthusiastic teachers in some cases and that the improvement in scores is also questionable. These two aspects can be examined further to have a deeper understanding of the negative impact which teacher enthusiasm may have on EFL students.

## 6. Conclusion

The majority of EFL students don't perceive that their enthusiastic teacher has a harmful effect on their drive to learn, as well as their learning outcomes and overall feelings. Many students believe that an enthusiastic teacher has a beneficial impact on their learning motivation and has inspired them to participate in the learning process. However, there are a few students who would not have positive perceptions of teacher enthusiasm, the positives dominate.

One of the major factors in maintaining a student's desire to learn during their learning time is their learning motivation. In the long-term learning process, it's critical to keep students' motivation to study alive. Students like being taught by an enthusiastic teacher, according to our research. As a result, this is a typical and successful method of keeping students motivated. Students, on the other hand, appear to enjoy being taught by someone who is enthusiastic at the appropriate levels, for some students seem not to be really comfortable with an overenthusiastic teacher. It would be better if teachers were always enthusiastic supporters and leaders in assisting students on their learning journey. Teachers can contribute their knowledge and personal experiences in real-life situations to help students understand the lesson more clearly in a variety of ways. This would be useful knowledge that students would remember for longer, especially if it was presented with enthusiasm and inspiration. Moreover, teachers should try to motivate and encourage EFL students to learn as much as possible. Indeed, a great teacher must be able to motivate students to learn, and motivated students will be more motivated by self-disciplines. Finally, using a variety of teaching approaches, such as technology or teaching equipment, in the classroom will boost student interest and instructional efficiency. Therefore, teachers are really inspirational and role models for their students.

There are a few shortcomings in this study that should be mentioned. One of them is the short amount of time provided to get deeper insights. Specifically, despite the fact that both males and females were included, the information about the correlations between learning motivation and genders was not explored in our study. In addition, an interview should have been conducted to discover the student's views more deeply and effectively, especially the negative ones, if there had been more time arrangements. In this case, a qualitative method could be applied. Second, due to the limited sample size (only 150 respondents), the study's findings do not fully represent all tertiary EFL students. In any case, the researchers have put a lot of effort and time into this study to achieve the highest research goal. In the future, a bigger number of samples from multiple universities would be ideal in order to improve and reinforce students' learning motivation. The author hopes that new and more successful strategies for increasing student motivation will develop as a result of the teaching and learning process. Further research should also focus on correlations between learning motivation and genders and organize an interview with participants to have a more detailed and closer understanding of what they really perceive.

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## Biodata

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