

Teachers' Ability to Improve 18-year-old Students' Motivation to Learn English in a High School in Huaihua, China

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Abstract: In China, English language education has been a priority. Researchers have studied high school students' intrinsic and extrinsic motivation, guided by self-determination theory. In contrast, much of the relevant research in China has focused on learning English motivation among university students; more attention needs to be paid to high school students. Therefore, this paper examined the factors influencing high school students' motivation to learn English and how teachers can improve their students' motivation. The study invited four participants to conduct semi-structured interviews to gather qualitative research data. Results from the qualitative analysis indicated that most high school students had positive perceptions of English as a foreign language (EFL) but were still demotivated. The research identified eight factors influencing students' English learning: perseverance, personality, learning ability, interest in learning, teachers, parents, environment and peers. The perseverance factor was new and needed to be addressed in previous studies. Finally, two recommendations for teachers and students are presented to motivate and sustain learners' motivation to learn English.

Keywords: High School Students, EFL, Self-determination Theory, Teacher's Ability, Teaching Challenge.

1. Introduction and Rationale

1.1. Background

In the twenty-first century, English education has become a priority in China; and English proficiency is widely recognised as beneficial to the nation and the individual ([91]). Moreover, English proficiency has become essential to students' competitiveness in today's globalised and modern society ([100]). As English has become a universal language, parents, in particular, emphasise the importance of their children learning English ([83]). In 2017, China published new English Curriculum Standards, which resulted in new criteria and expectations for teaching English in high school ([103]). High school is an essential part of Chinese students' academic careers, and it is also known as the 'National College Entrance Examination,' a university admission test for Chinese students ([96]). Since English is required in high school, student's motivation to learn English impacts their goals and priorities ([17]). Many studies, nevertheless, have revealed that Chinese students are not effectively motivated to study English ([32]; [31]; [91]). As a result, the main focus of the present study is on improving students' motivation to learn English and researching the factors that impact their motivation to learn English.

However, multiple factors have been identified to impact students' motivation to study English in previous studies, with teachers having played an essential role in boosting students' self-directed learning and motivation ([95]; [60]). This study also focuses on teacher-related factors to examine how teacher abilities, methods of teaching, and attitudes affect students. According to a previous study, teachers' attitudes can considerably influence students' attitudes and motivation to learn English ([83]). Furthermore, [40] discovered that teaching approaches or styles were key factors impacting students' motivation. As a result, this study will focus on data provided by two teachers and two students from a high school in Huaihua, China. The objective is to explore how high

school English teachers in Huaihua, China, might boost students' intrinsic and extrinsic motivation to acquire English.

1.2. Rationale

Given the significance of motivation in second language acquisition, different factors have been presented in various kinds of literature to increase the influence of learners' motivation in English language learning. A previous study has also shown that English teachers must employ multiple strategies and methods to improve students' intrinsic and extrinsic motivation ([104]). Teachers significantly influence students' English language development ([32]; [72]). Existing research indicates that having English as the language of instruction can have a substantial effect on student's motivation to attend school ([72]) and that teachers' negative attitudes and discouraging teaching methods can lead to less motivation to learn English ([93]). Thus, this study focused on teachers as an influencing element. Second, in previous research (i.e., [32]; [34]; [31]), parents and the environment, among other things, were found to be variables affecting students' extrinsic motivation. Therefore, these factors impact on students will be investigated further based on existing studies.

However, much of the research on motivation to learn English has been conducted in the setting of higher education, and studies on motivation to learn a second language have not paid enough attention to the secondary school level ([104]; [46]; [31]). This study will enhance existing research that investigates research by investigating students' motivation to learn English in high school. Furthermore, most past research has focused on the reasons for demotivation and identified various internal and external factors contributing to this critical issue ([34]). Even though previous research has significantly improved awareness of the function of these factors in predicting students' negative feelings towards learning English, there needs to be more studies on the motivation to learn English based on self-determination

theory ([32]). Consequently, more critical and discerning evidence must be collected to fill this gap.

1.3. Research Aims and Questions

Within the framework of educational psychology theories (self-determination theory), this study aims to investigate how teachers might improve students' motivation to learn English and to propose feasible and practical solutions to the challenges faced by English language teaching in Chinese high schools. This study focused on the following four research questions:

- 1) What are students' English learning motivations and needs?
- 2) What factors will affect students' motivation to learn English?
- 3) How do teachers improve and encourage students' English learning?
- 4) What challenges have teachers encountered in developing students' motivation, and how have they overcome them?

The next chapter focuses on the literature review.

2. Literature Review

This chapter concentrates on intrinsic and extrinsic motivation within the theoretical framework of motivation and self-determination in second language acquisition to guide the present study. Furthermore, it was founded on a review of a sizable body of empirical research concentrating on the factors that impact students' motivation to learn English and the competence and responsibility of language teachers as teachers, demonstrating that this study aims to fill a gap in prior research.

2.1. Theoretical Framework

2.1.1. Second Language Learning Motivation

Motivation is critical in second language acquisition, significantly affecting second language learning. Dörnyei and Ottó defined second language motivation as "the dynamic awakening of one's English learning, which is a process of initiating, directing, coordinating, amplifying, terminating, and evaluating cognition so that one can select the priority learning content and ultimately achieve the initial desire to learn" ([24], p. 6). This suggested that second language motivation can assist language learners in coordinating and directing their learning attitudes and achieving their learning goals across a lengthy learning period. Dörnyei stated, "Second language acquisition motivation is the driving force that supports the long and sometimes tedious learning process" ([22], p. 78). As a result, the desire to study a second language is a vital sign of students' proficiency in that subject ([46]; [47]).

The socio-educational theory of second language acquisition, self-determination theory (SDT), and L2 motivational self-system, the leading theories in contemporary research on second language learning motivation, have been classified into three key themes ([46]; [47]). [33]divided students' motivation for second language acquisition into two motivational orientations: instrumental and integrative motivation during the psychosocial era, the initial phase of establishing second language motivation research. The language proficiency of high achievers was positively connected with the motivation to integrate, suggesting that high achievers were highly motivated to integrate, according to various empirical research studies

([73]; [13]). Nevertheless, since EFL learners might not feel a connection to the target language community, some academics questioned the applicability of integrative orientations in EFL contexts ([10]; [104]). Thus, some scholars stated that instrumental motivation, a crucial element in students' second-language learning, is present in most second-language learners ([82]; [59]; [47]).

It is due to controversies and issues surrounding instrumental and integration in the research of motivation for second language acquisition ([47]; [92]; [10]). Thus, the second phase of L2 motivation research, the cognitive orientation era, and reintegration with mainstream educational psychology, notably SDT and attribution theory, are therefore considered by [71] to be characteristics of this period.

2.1.2. Self-Determination Theory

The self-determination theory is an empirically supported theory of human motivation and personality in social contexts that emphasises how much a person's basic psychological needs are met by interpersonal interactions and social dynamics, which determine the type and nature of human motivation and, thus, flourishing ([18]; [70]).

Due to its influence and adaptability, the self-determination theory has been influential and adaptable because it served as a bridge between the previous socio-educational model of L2 motivation research and the forward-thinking development of L2 motivation theory that focused on L2 individual learners and micro-contexts ([71]). This led to another theory focusing on micro-situational second language motivation. Additionally, in language acquisition, this means that the more individuals believe they are learning and using a new language because it is consistent with their sense of self, the more engaged they will be in the learning process ([62]). As a result, the person's sense of self is included in the language acquisition process in this scenario.

2.1.3. Intrinsic and Extrinsic Motivation in SDT

Motivation is split into two categories in SDT ([18]): intrinsic and extrinsic motivation, which helps explain the many motives behind why people engage in various activities. The former referred to engaging in an activity for its own sake as being fascinating or pleasurable instead of obtaining a specific advantage ([47]); The latter related to doing something because it produces a specific and pleasant result ([104]). The significant impact of intrinsic and extrinsic motivation on second language acquisition has been underlined in numerous empirical studies (e.g., [47]; [104]; [94]; [62]) on intrinsic and extrinsic motivation in second languages. Despite this, extrinsic motivation had several instrumental alterations ([79]).

Nevertheless, [69]described intrinsic motivation as engaging in behaviour for its own sake, i.e., for the enjoyment, interest, or fulfilment that comes directly from doing so. This concept holds that students' interests are essential to learning and that internal motivation encourages learning. Similarly, this claim is supported by empirical research (e.g., [47]; [46]), which showed that intrinsic motivation is more common among educators than extrinsic motivation and helps to improve learning outcomes ([105]). Contrastly, extrinsic motivation is linked to poor learning results ([89]). Hence, the main objective of this study is to improve future research on the motivating factors impacting students' learning of English and strategies to address them.

2.2. Factors Affecting Students' Motivation to Learn English

After carefully choosing and searching through many prior academic journals and books in the social sciences, it was discovered that some of these studies (i.e., [32]; [31]; [83]; [91]; [34]; [36]) highlighted the existence of students' decreasing levels of motivation in second language learning and classified the factors that influence second language learners' motivation, including learners' factors, teachers' factors, environmental factors, and other related factors. Furthermore, other researchers have studied foreign language learners in terms of positive emotions associated with foreign language enjoyment (e.g., [48]; [92]; [56]; [58]). Finally, others have examined the impact of language teachers' perspectives on students' motivation to learn English (e.g., [83]; [92]; [77]).

2.2.1. Student-related Factors

Learner-related variables refer to learners' low motivation when they have low confidence, interest, poor linguistic attitudes, or learning anxiety ([78]; [27]).

Three areas were demonstrated under factors relating to students themselves. First, diminishing confidence is the first learner-related factor ([32]; [31]). The fall in learners' confidence does not imply that they are not confident in themselves, but rather, they are gradually losing confidence ([31]). According to [24], a loss in learner confidence refers to a drop from a high to a low degree of confidence rather than a reduction in self-confidence. If students experience learning setbacks they cannot overcome or receive criticism for their poor academic performance, they are more likely to doubt their abilities and lose learning confidence ([32]). Furthermore, language learning difficulties can negatively impact self-confidence, affecting students' attitudes and language success ([34]). Thus, learners' feelings and attitudes towards their ability to learn a language can be influenced by their confidence and their expectations of themselves ([26]).

The second factor is a need for more curiosity. [36] proposed that learning may be more effective when students are motivated to do so. In contrast, Wang and Pan's findings from 2022 revealed a positive correlation between students' demotivation and lack of interest. For instance, there can be too many words to remember and difficult-to-understand grammar ([31]). Because of this, it could be challenging for students to see the value of learning a foreign language, and they might view the process as challenging and pointless ([101]).

The third aspect is learning anxiety, which comes last. Anxiety usually weakens language acquisition, and empirical investigations (e.g., [58]; [106]) demonstrated that it is inversely correlated with motivation. Speaking and listening were among the primary causes of anxiety, according to [41]. In the same way, they worry about being made fun of if they misuse English ([31]). Thus, students attempt to avoid scenarios where English could be necessary ([41]).

2.2.2. Teacher-related Factors

The teacher is among the most significant factors influencing students' motivation to learn a language ([34]). [83] investigated students in ten Chinese universities using an innovative research technique called a cross-sectional research design. They concluded that teachers' discouraging attitudes and teaching methods were significant determinants of the decline in the motivation of students to learn English. This result is consistent with the findings of [93].

Similarly, [32] picked Chinese high school students as the study population based on previous research on students' motivation to learn English. It then used exploratory factor analysis to develop a six-dimensional structure that included knowledge of teachers, significant others, teacher duty, learner-related factors, learning content, and critical events. It suggested that these factors contribute to learners' decline in English proficiency. Hence, the instructor significantly contributes to the loss in student motivation ([27]).

2.2.3. Environment-related Factors

Learning and social environments were considered environmental correlates ([32]; [31]). The social, psychological, and instructional contexts in which learning occurs and factors affecting student behaviour and attitudes were referred to as the learning environment ([29]). It was demonstrated in Yang et al.'s study in 2022 [103] that Chinese high school students' perceptions of the classroom environment had a beneficial impact on their perceptions of their learning autonomy and that the atmosphere in the classroom played a crucial part in the growth of learner autonomy. However, using component analysis, the absence of instructional equipment was identified as a drawback in an empirical investigation ([72]). Further, the atmosphere in the classroom, particularly the teaching atmosphere, might affect students' unfavourable feelings ([31]). Consequently, inadequate school facilities may prevent teachers from implementing cutting-edge teaching strategies, impacting students' motivation to learn English ([86]).

Students may be impacted by the social environment as well. [32] mention financial assistance, academic support, and peer pressure as social environment elements. The numerous parents affected are one of the social contexts to examine ([34]). This included the detrimental impact of unsupportive families and significant others ([31]). Similarly, [98] underlined the importance of parents on learners' second or foreign language learning, noting that children's perspectives are almost identical to those of their parents. Most people, especially parents, have positive attitudes towards learning English. Parents place much stress on their children's need to learn English and have incredibly high expectations for their children's English learning because English has become a global language and the most often used language in worldwide communication ([83]). Thus, parents put much effort into deciding whether their child will learn a second or foreign language successfully ([34]).

2.2.4. Other Factors

Firstly, there are gender disparities in learning motivation. Several academics believed that women had more favourable attitudes towards learning a second or foreign language than males and that girls were far more driven than boys ([64]; [102]). This notion was supported by Iwaniec's (2019) [44] study, which demonstrated that female learners outperform male learners in terms of their motivation for language acquisition. As a result, girls were more likely than boys to acquire more significant levels of English language acquisition accomplishment.

Secondly, with the introduction of positive psychology into second language acquisition, researchers have begun to focus on positive emotions associated with learning a second language (L2) or foreign language (FL) ([48]; [21]), and thus researchers in the field have come to realise that positive emotions are critical to language learning ([92]). According to one study, pleasant feelings such as pleasure might assist EFL learners in paying better attention to, process, and

acquiring the target language ([45]). Hence, [58] study implied that instructors should be aware that students' emotions, particularly positive emotions, were molded by a mix of internal student characteristics and teacher-related factors.

Lastly, a search of relevant academic papers on English language learning motivation revealed that gender differences and positive emotions increased students' drive to study English.

2.3. Teacher Competencies and Responsibilities

2.3.1. Teachers' Teaching Attitudes

Teachers' attitudes were essential for student motivation ([68]). [83] recognised teachers' discouraging attitudes and discouraging teaching practices as significant elements contributing to students' lack of motivation. Positive and encouraging teacher attitudes, on the other hand, have a favourable impact on students' attitudes and behaviours ([54]). Similarly, [58] claimed that teachers' pleasant and enthusiastic attitudes created an excellent and non-threatening learning environment, which aided in promoting positive emotions in the language-learning classroom. As a result, educational research should centre on instructors' attitudes ([80]).

2.3.2. Teachers' Teaching Methods

The teaching method is the most crucial aspect of learning English ([43]). When teachers used a teaching technique to educate students in a specific environment, this was known as a teacher-centred approach, solely intended to convey information to learners ([84]). Additionally, [36] believed that instructor competency and quality, namely the teacher's degree of knowledge and lecturing abilities, was another element that impacted learning. According to Trigwill's (2012) [84] study, tightly regulated teaching methods can affect students' motivation, interest, and boredom. Similarly, students would prefer their teachers to have the thorough subject knowledge, deliver the material clearly, and involve the class in a variety of exciting learning activities ([83]) as opposed to relying too heavily on conventional teaching methods and failing to incorporate contemporary technology into their English teaching ([31]). Thus, teachers played an essential role in the classroom, and their views and attitudes about English teaching methods impacted their practice ([80]).

2.3.3. Teachers' Teaching Challenges

With the advent of China's reform and opening-up programme in 1978, the traditional function of English instructors has been called into question ([80]). First, one study found that teachers were frequently anxious about Chinese pupils' English language abilities ([77]). However, the typical East Asian educational culture is frequently viewed as a pedagogical problem and hindrance in applying Western-style EMI ([77]). [80] suggested that traditional teaching methods do not match communicative expectations and that while English university graduates were found to have high grammar, reading, and writing abilities, they lacked listening and speaking skills. Hence, the first challenge for English teachers in China may be to increase students' overall English skills.

Second, teachers' English language proficiency and classroom management abilities are complex ([34]). According to [77] research, EMI course teachers must have the requisite topic understanding, English language abilities, and pedagogical 'know-how' to successfully transmit the information to students. Additionally, [58] findings implied

that high school students value other teacher attributes, such as classroom organisation and the capacity to teach linguistic skills and test-taking procedures rationally. Nevertheless, in [5] study, it was shown that guest lecturers and professors who taught in English in Sweden needed more vital English language skills and that students needed to be more sceptical of English teachers' teaching abilities. Consequently, English teachers' language ability is one of the biggest obstacles in delivering EMI courses ([35]).

Lastly, compared to students in Western nations, Chinese students have lower and higher levels of positive and negative emotions ([45]). Previous research has indicated that pupils have widespread negative feelings while learning a foreign language (e.g., [31]; [83]). However, according to [58] research, instructors' optimism reflects teachers' happy feelings and is contagious, increasing pupils' positive emotions. Therefore, teachers may want to begin with themselves and endeavour to be friendly and passionate language teachers ([58]), which is a significant problem for teachers.

2.4. Summary

2.4.1. Past Relevant Research

The literature search generally indicated that lower student motivation to study English is a severe concern in non-English-speaking nations, notably China ([83]).

Firstly, research participants are relatively homogenous. Previous empirical studies on English language learning motivation (e.g., [47]; [103]; [104]) concentrated on developed cities and areas in China. Furthermore, studies on students' motivation to learn a second language have primarily focused on higher education and primary education, leaving a gap in research on students' motivation to learn English in less developed regions ([46]) and in-depth exploration of secondary school students' English learning ([31]).

Secondly, the research perspective lacks contrast. Most study variables looked at the likelihood that negative emotions might demotivate pupils (e.g., [31]; [83]; [91]). Nevertheless, [81] argued that negative emotions might influence EFL learners' performance twofold. Language anxiety, for example, may strengthen learners' attempts to adapt to growing cognitive demands, resulting in better outcomes. Most research indicated that more theoretical motivation studies must employ psychological and educational psychology theories such as SDT ([32]).

Thirdly, study variables should be more varied and extensive. According to [31], future studies should use positive psychology findings, such as pleasant emotions (foreign language pleasure), to inspire students to learn a foreign language. [83] proposed that future studies may focus on students' positive attitudes, such as enjoying English. Thus, future studies must include positive feelings to explore students' motivation to learn English.

Lastly, most research focused on students, overlooking the critical role of teachers in intrinsically and extrinsically motivating students to acquire EFL ([104]). Teachers' competency and responsibility are also essential factors in students' motivation and failure ([91]). [58] contended that teachers' passionate and pleasant teaching attitudes might boost students' enthusiasm to study. Consequently, focusing the significant body of study on English instructors' ability, responsibility, attitude, and teaching method may be more lucrative.

2.4.2. Significance of the Current Research

This study built on past research on the impact of teachers in increasing students' intrinsic and extrinsic motivation to learn English and filled an academic gap in previous research. It also provided alternative solutions to the difficulties of teaching English in Chinese high schools.

The next chapter thoroughly explains the study process, strategies, gathering data and data analysis.

3. Methodology

3.1. Introduction

This chapter's main objective is to describe the methods used in the investigation. It starts by outlining this study's research paradigm and design. It then examines data collecting and analysis methodologies, and the final two sections of the chapter describe the research's quality and ethical considerations.

3.2. Research Paradigm

A research paradigm is "a framework that directs research based on people's philosophies and their assumptions about the universe and the nature of knowledge" ([15], p. 43). It is also regarded as a research philosophy ([51]). Positivism, commonly referred to as science, and interpretivism, also known as anti-positivism, are the two primary philosophical approaches to inquiry ([30]). The tenets of these two research theories are that people interpret the world in various ways. According to positivism, reality is apart from people and can be seen objectively by researchers, who can back up every reasonable claim with logical or mathematical arguments ([90]). Thus, positivism is related to quantitative analysis methods that examine quantitative research data statistically ([15]).

In contrast, [53] pointed out that interpretivist research aims to produce meaning from value-laden, socially constructed perspectives, which calls for an individualised and flexible approach with "the capacity to develop through processes of interpretation and interaction between researchers and their research participants." Like the positivists, the interpretative school employs various techniques that "attempt to characterise, translate and otherwise deal with the meaning of specific occurrences that occur more or less spontaneously in the social environment, rather than with regularity" ([88], p. 9). Thus, qualitative techniques of analysis that are based on the interpretation of qualitative research data are used to interpret research findings ([15]).

The interpretivist research philosophy is the foundation of this research. It is based on a minimum sample size ([15]). Moreover, it focuses on examining the complexity of social processes through an empathetic awareness of how the study subject sees the world ([76]).

3.3. Research Design

3.3.1. Research Approach

This study's research approach is qualitative, in keeping with the concept of interpretative research. This indicated that the study explored and centred on human attitudes towards knowing, experiencing, and understanding the social world ([74]). According to [37], qualitative research often replies to inquiries regarding experiences, meanings, and viewpoints from the participants' perspectives. Furthermore, the research questions associated with this study demonstrated that the

study aimed to investigate the factors influencing the desire of students to learn English and how teachers may increase this motivation. This goal is congruent with the scope of the qualitative research approach. Similarly, "people involved in qualitative research tend to emphasise and appreciate the relevance of human interpretation of the social environment, as well as participants' and researchers' interpretation and knowledge of the phenomena under study" ([65], p. 11). Thus, an interpretivism-based and qualitative research technique best meets the study objectives.

Although quantitative approaches are more dependable since they are founded on values and procedures that can be objectively generated and shared by other researchers, qualitative approaches to study are also more reliable ([66]). Nevertheless, given the research aims and data type, this study lends itself well to qualitative research approaches. Moreover, qualitative research approaches differ from quantitative research approaches frequently utilised in empirical research theories in that qualitative research allows for more flexible data collecting ([75]). Researchers, for instance, can evaluate data gathered from respondents using various flexible and valuable approaches such as observation, interviews, participation, and written discussions ([12]). Moreover, qualitative research can change the scheduling and data-gathering techniques as the study goes on, giving researchers more assurance that they genuinely understand what is happening ([3]).

3.3.2. Research Strategy

In this study, a case study strategy was applied. This case study was conducted in a high school senior class in Huaihua, China. A *case study* is defined as a detailed investigation of a person, a group of individuals, or a unit to generalise many units ([39]). Additionally, a case study allows for a comparative examination of one facet of an issue ([4]). As a result, by focusing on one grade level of teachers and students in one school environment and collecting detailed qualitative data, this research identified the influence of teachers on students' motivation to learn English.

Case studies have limitations, despite their strengths ([39]). Some people, for example, doubt the validity of examining a single occurrence. However, in response to the problems and drawbacks of using case study strategies, some people have expressed concern about the possibility of selective reporting and its implications ([4]). According to [4], case studies are practical kinds of educational research performed systematically and critically if they aim to enhance education and are relevant and if they expand the bounds of current knowledge by disseminating study findings. As a result, case studies were a suitable research strategy for this research.

3.3.3. Sampling Technique

Purposive samples are frequently utilised in qualitative research ([14]). Similarly, interpretivist research permits the deliberate choice of research participants ([15]). Because of this, many qualitative synthesis specialists argue that a thorough synthesis of focused research is superior to a rapid synthesis of many studies (e.g., [6]; [49]; [67]). Researchers generally employed purposive sampling to discover and choose research participants with educational and English language learning experience.

[63] claimed that snowball sampling is conceivably the most prevalent sampling technique in qualitative research across social science disciplines. It can assist researchers in enlarging their sampling clusters by introducing them to additional informants through the contact information

provided by informants. Throughout the investigation, these difficulties also appeared. For instance, those interested in participating in the study stated they had at most five years of teaching experience. As a result, in a few instances, the study employed snowball sampling to direct the researchers to other, more qualified possible research volunteers within their schools. Aside from that, everyone approached after that was eager to take part in the study.

The final candidates included two 18-year-old students and two experienced English teachers from a high school in Huaihua, Hunan Province, China. The English teachers thoroughly understood the student's learning processes and outcomes and were in constant touch with the students. The researcher chose two 18-year-old adult students to acquire a better knowledge of and access to students' autonomous drive to learn English, as well as teachers with more than five years of teaching experience to guarantee that student performance and motivation were homogenous.

3.4. Data Collection

In small-scale studies, "the use of interviews frequently entails the use of semi-structured interviews to study attitudes and topics in detail, typically as part of qualitative research" ([19], p. 186). Semi-structured interviews are a straightforward data collection approach that incorporates the advantages of both open and closed interviews ([97]). Likewise, semi-structured interviews are general and adaptable ([50]); specific questions may be prepared to ensure the dialogue covers the primary subjects of interest ([15]). Thus, semi-structured interviews were selected as the best research strategy for this study ([19]).

Nonetheless, the depth of information to be acquired should be a significant factor that researchers consider while setting up interviews ([50]). Therefore, creating an interview guide that emphasises research needs rather than interview questions with much detail is critical. Appendix 2 contains specific interview guidelines and interview questions.

Four interviews in total were conducted for this study. The study followed the participants' schedules. Each interview lasted around forty minutes and was a voice conversation on WeChat. All discussions were conducted in Mandarin Chinese, despite the study's geographic location and the researcher and the chosen participants being in different time zones. To maintain the participants' undivided attention during the session, the researcher decided to refrain from taking notes throughout the interviews. Instead, the researcher transcribed the interviews after recording them with the participants' permission, and all interviews were recorded and transcribed verbatim into Chinese and eventually translated into English.

However, employing semi-structured interviews as a data collection method has several potential drawbacks, especially since conducting interviews takes time ([1]; [19]). For this study, the researcher decided that the time and effort needed for this research approach were worthwhile to acquire rich and thorough data. Therefore, based on participants' contributions and data derived from genuine and lived experiences.

3.5. Data Analysis

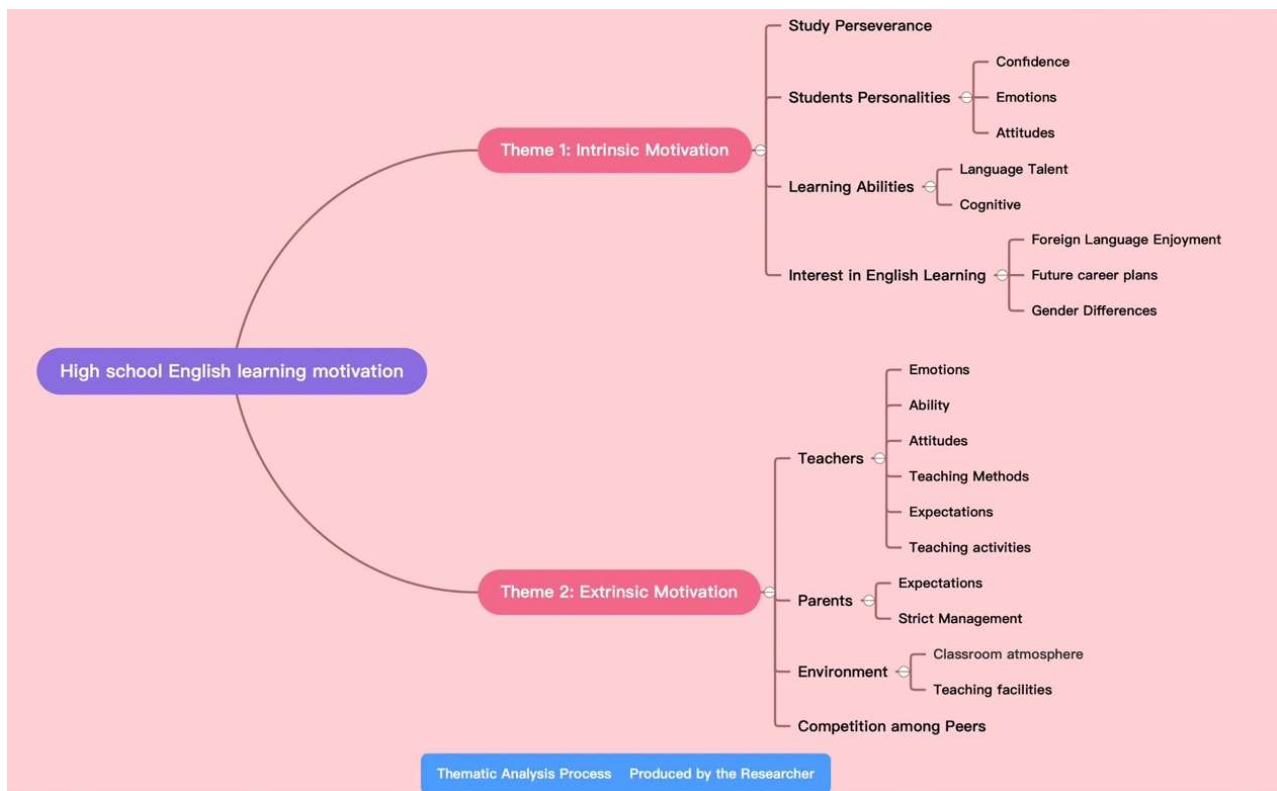


Figure 1. The thematic analysis method may be accessible in the figure after continual adaption.

Thematic analysis was used to analyse qualitative data gathered from interviews. Thematic analysis is usually characterised as a method for detecting, analysing, and reporting patterns (themes) in data as a stand-alone qualitative

descriptive approach ([8]). Furthermore, it equips researchers with the fundamental abilities needed to undertake various other types of qualitative analysis ([87]). Employing theme analysis provides a highly versatile technique that can be

tailored to the demands of several investigations, resulting in rich, thorough, but detailed data descriptions ([8]; [52]; [7]). Most significantly, people starting their research careers may find theme analysis straightforward to understand and acquire rapidly ([8]). Thus, thematic analysis is the most appropriate data analysis technique for this investigation.

The researcher mostly used [8] thematic analysis method during the analysis process. Initially, the researcher transcribed and reread the data, taking notes on their initial views. Second, the data were coded across the dataset, allowing the participants' perspectives, descriptions, and thoughts to be compared and themes in the data to be recognised. According to [7], themes might be explicit concepts and patterns of observations discovered in data or interpretations of implicit elements of the events being studied. Thus, themes served as the basis for the researcher's analysis and comprehension of the data throughout the study.

Nonetheless, themes were removed and adjusted as part of the process. According to [8], the analysis should be continuous to fine-tune the specifics of each topic and the overall story given by the study. The thematic analysis method may be accessible in the figure after continual adaption. Nine repeating themes have been found and are classified into two essential categories, intrinsic and extrinsic motivation. Lastly, the researcher connected the analysis results to the research questions and literature to create the final analysis ([87]).

3.6. Research Quality

3.6.1. Validity

Validity is one way to assess the quality of the study design and methodology. Being entirely objective about this is impossible in qualitative research because the researcher is also a part of the research. The researcher's task was to uncover these perspectives so other people's viewpoints are equally valid as the researcher's own ([14]). This indicates that validity is related to the subject's interpretation of the data and the conclusions generated from the data ([38]). Hence, the researcher made a concerted attempt to avoid researcher bias throughout the study to narrow the gap between interviews and analysis.

3.6.2. Reliability

Verifying reliability in qualitative research may be controversial ([14]). This is due to the subjectivity that qualitative research methodologies bring about with a high level of researcher participation ([15]). This implied that the researcher's background, identity, values, and interests might impact the data gathering and analysis ([19]).

To reduce the adverse effects on the study's findings' reliability. [14] proposed that conducting highly organised interviews with the same format and order of words and questions for each interviewee is one strategy to overcome dependability difficulties. As a result, the researcher followed the semi-structured interview guidelines and asked the subjects identical questions. Similarly, in this study, the researcher endeavoured to avoid leading and making subjective comments during the interview process to achieve accurate results by treating all data equally and honestly analysing the acquired data ([19]).

3.7. Ethical Considerations

Before the researchers contacted any prospective participants, a high school in Huaihua, China, approved the study. Besides, in compliance with the [9] ethical principles,

the whole study procedure and the information shared will not be utilised for other purposes. The participants' names have been replaced with letters to protect their anonymity.

To comply with the [9] guidelines on research ethics, the background and aim of the research, the relevance of participating in the study, and the related risks and rewards are all fully addressed before the interview begins. Furthermore, the researcher took the necessary safeguards to ensure that only the researcher had access to the raw data and personal information acquired and to address how the information gathered would be stored ([19]). Each participant was given the go-ahead before the session began, and the audio recordings and transcripts of the interviews were kept private and unreleased.

3.8. Summary

Although the study has weaknesses and limitations, it will be targeted in this chapter to lessen the researcher's bias and perspective and increase its reliability and validity. This chapter also discusses the use of methods, strategies, Etc., involved throughout the study.

The next chapter focuses on an analysis and discussion of the study's findings.

4. Analysis and Discussion of Findings

4.1. Introduction

This chapter examines and assesses the study's findings. To ensure that the data gathered is the most authentic and valid, a better understanding of the needs of high school students in learning English, and a better understanding of factors and teaching methods which impact and address students' motivation to learn English, it is necessary to examine teachers' abilities and methods to improve student's motivation to learn English in high school. [32] have significantly contributed to the research on motivation in English language acquisition in high school students. One of the main objectives of this study was to expand on prior research to acquire perspectives and ideas on English language acquisition from both student and teacher viewpoints. Second, this study intended to investigate students' intrinsic and extrinsic motivation using SDT. Finally, by presenting this study as a case study, the researcher acquired a thorough knowledge of the implications involved and how they may be applied to teaching English in high school.

The findings of this research were valid. According to the study, almost all four respondents stressed motivation's critical role in high school English learning. This is consistent with the results of other investigations, such as those by [46], [31], and [34]. However, perspectives on the effects of learning the English language are different. The analysis was therefore carried out using the thematic analysis method for the aim of this study ([8]). The findings are provided in this chapter by four research questions.

4.2. What are Students' English Learning Motivations and Needs?

4.2.1. Students' Own Needs

All four participants in the interview emphasised the significance of students' autonomous motivation for studying. The researcher divided the needs of the students into three categories based on the data provided by the four interviewees: autonomous motivation, learning objectives, and interest in

learning English. Based on their combined experience teaching English, two teachers agreed that the primary subjects of English learning are the students and that teachers should encourage independent study. Two students also discussed the necessity of setting objectives for studying English and how having goals may help motivate students. As a result, while teaching English to pupils, it is especially crucial to acknowledge their subjectivity. Additionally, it can improve students' English learning, allowing them to comprehend it entirely and reflect on their progress.

"I think learning English is a very positive and rewarding thing to do. I have encountered many exciting things as I have been learning English. For instance, I do not know how to pronounce a term. In such a situation, I would talk to my friend about it immediately, but it would be enjoyable. It would be remembered for a long time, and I would remember the term more profoundly, giving me a fantastic sense of achievement. It also made me feel completely in love with English." (Student A)

In the SDT, intrinsic motivation strongly supports this. [18] explained intrinsic motivation, highlighting how acquiring a second language (L2) creates an inherent sense of fulfilment and pleasure. Ye's empirical study from 2021 [104] further supports the beneficial effects of intrinsic motivation on students' English learning. The level of students' participation in EFL learning is similarly directly and favourably correlated with autonomous motivation ([94]). According to [70], intrinsic motivation is the most autonomous motivation that improves student participation in learning. As a result, students motivated to study autonomously will respond more positively to English language learning and satisfy their English language learning requirements. However, while demonstrating the tremendous influence of English language acquisition, another participant also showed a decrease in motivation to study English, for example:

"I am neutral about learning English. The positive effect is that I regard English learning as a fantastic chance for self-improvement because it is the most widely spoken language in the world, which pushes me to study English, and because English is a required subject in the National College Entrance Examination, it is also about my grades..... However, I often lack enthusiasm for studying English since it is not essential to the future work I want to perform in. English is sufficient for me as long as I have a basic grasp of English, and I prefer Mathematics to English as a subject....." (Student B)

This finding is consistent with the results of [32], who discovered that most high school students now lack the motivation to study English ([32]; [31]; [56]; [72]). Furthermore, [46] proposed in their study that intrinsic interests are influential in encouraging students' lifetime learning. This also demonstrates that Student B's interest in learning mathematics as a subject aligns with his future career development goals. English is a compulsory subject in Chinese high schools, and students must also choose to study. In contrast, students' motivation and negative emotions are affected by a lack of interest in learning English ([91]). Thus, students' motivation to learn independently directly relates to their interest in learning.

4.2.2. Students' Needs for Teachers

Both students acknowledged that the teacher primarily concentrated on fostering their enthusiasm for autonomous learning throughout the teaching process, although they

wished that the teachers might enhance their teaching methods. Two agreed that the teacher is essential to determining if students like the subject and gives them the proper learning direction. Therefore, understanding what students need from teachers is crucial and will improve their motivation to study English.

"Our teachers mainly teach English in class, but I still want to use Chinese when necessary. Teaching exclusively in English is too challenging for me as a high school student, and I can only understand a little in every class. I think we can learn English better only by combining the two, so we can practise our English listening better and improve our English pronunciation to pay more attention to the teacher's lecture." (Student A)

Tang and Hu's (2022) [83] study supports this finding, indicating that Chinese students find instruction in English extremely challenging. According to [43], the teaching approach or style of the teacher is crucial to motivating students. Therefore, the best and most effective teaching methods for students are essential to increasing their motivation in English. However, an interview with a different student led to an additional finding.

"My English classes essentially consisted of listening to the teacher pronounce words or discuss grammar in the textbook, following along with reading words and texts, occasionally asking and answering questions to each other, and writing test papers and listening to the teacher analyse them. This is an excellent option for examinations, but it is insufficient for boosting students' interest in studying English.....". (Student B)

The finding is consistent with Wang and Littlewood's (2021) [93] study, which found that high school classrooms are teacher-centred and grammar-based, with no organised, entertaining activities, and hence courses are monotonous. Furthermore, [101] stressed that students are becoming increasingly unsatisfied that professors rely primarily on textbooks and seldom plan engaging classroom activities. This might be connected to China's test-based education system, as shown in Wang and Pan's (2022) [91] study, in which the national English education system plays a vital role in students' enthusiasm for studying.

4.2.3. Environmental Needs

Each of the four respondents mentioned the issue of outdated teaching facilities in the school. Two students prefer teachers to use teaching tools such as multimedia, and one teacher chooses to use multimedia as a teaching tool. In contrast, the other teacher relied more on chalk and blackboards as teaching tools. However, all four respondents agreed on one issue concerning the classroom environment: a comfortable and dynamic atmosphere is more likely to keep students interested and attentive.

"I enjoy using multimedia in the classroom, but the school has used multimedia equipment for a long time. Therefore, occasionally issues with the sound and the large screen caused the class to be delayed, thus impacting the teaching atmosphere and the students' motivation....." (Teacher A)

According to a prior study by [72], teachers could

not provide students with video or audio materials in class in schools with a shortage of computers and no access to the internet. This supports the study's conclusion that the classroom environment, particularly the teaching environment, might affect students' negative emotions ([32]). Similarly, inadequate school facilities might restrict instructors' use of cutting-edge teaching strategies, impacting students' motivation to study English ([31]). Thus, this might be connected to teaching methods, a lack of resources, and poor lesson planning and preparation.

"I have a good relationship with my teacher, who is both a mentor and a friendly presence, and this has contributed to my enjoyment of English lessons; I feel relaxed and active whenever I am in English lessons, and I always enjoy learning English....." (Student A)

The finding had a positive impact on students' English language acquisition. This is consistent with the results of [48] that English classroom pleasure directly impacts English language success. Furthermore, the enjoyment of English learning accentuates the classroom learning environment more vividly ([20]). Moreover, it has been demonstrated that creating interpersonal ties with teachers is a crucial source of satisfaction in foreign language courses ([21]). Thus, the English classroom environment considerably influences learner autonomy, consistent with [103] mixed findings on the classroom environment's effect on Chinese English learners' autonomy.

4.3. What Factors Will Affect students' Motivation to Learn English?

4.3.1. Intrinsic Motivation

In interviews with two teachers, participants agreed that intrinsic motivation was connected to students' personalities, learning abilities, perseverance, gender, and interest in education.

"Some students are deeply affected by their poor English results. As a result, they become extremely self-abased about learning English, becoming increasingly anxious or even averse to learning English. Some students learn quickly and have the perseverance to improve their English. Moreover, other students are motivated to learn English because they favour American shows or English songs. From their perspective, studying English in these ways is relaxing and enjoyable, and they can also enhance their English....." (Teacher A)

Previous research by [34], [32], and [31] have revealed that students' desire to study English is connected to their own personality and language abilities, where personality encompasses self-confidence, interest, and anxiety. This is consistent with this research's findings. However, one of the study's significant findings is that perseverance in learning is also an essential element in increasing motivation to learn English. This is because there needs to be more evidence in this area compared to prior research on the inspiration of Chinese high school students to study English. This study incorporates a qualitative analysis of the perspectives offered by the interviewees. It concludes that a clear correlation exists between students' levels of learning persistence and their knowledge and skill acquisition. This might be a common issue among most Chinese students. However, [69]

study on the SDT found that students with higher levels of intrinsic motivation also had higher levels of perseverance in academic achievement. Perseverance reflects how much effort students put into advancing their educational growth and intrinsic motivation.

Similarly, [16] defined perseverance as the capacity to withstand challenges while upholding expectations for long-term objectives. Therefore, it is essential to consider persistence as a deciding element in students' motivation to study English. Teachers should offer strategies for helping students build persistence to motivate them.

"Each student has a unique personality and a varied ability for learning. In my class, girls thrive in English because they have better verbal and auditory perceptive skills than boys. Their grades mainly indicate the main difference, with girls in the class often scoring better in English than boys. However, boys significantly outperform girls in the field of mathematics." (Teacher B)

According to this study, females are more motivated to learn a second language than boys, which is relevant to the debate of whether there are gender variations in the desire to acquire a second language. The findings of this study were supported by those of [46], [47], and [33]. [46] report that the female high school students who took part in the study worked harder and invested more time in learning English than the male students, and [34] also reported that females had higher levels of motivation and more positive attitudes towards learning a second or foreign language than males. However, boys had a significant advantage in mathematics, which was proven in a study by [25]. Girls were less likely than boys to participate in extracurricular activities during high school to develop their mathematical skills because girls displayed particular anxiety about mathematics compared to boys; instead, girls spent more time in extracurricular activities to develop their reading skills. They can attain better English results. They have higher reading scores, meaning girls perform better on English tests than boys because they are more motivated to learn the language.

4.3.2. Extrinsic Motivation

After reviewing the data from four respondents, it was discovered that all four respondents responded to the question of whether students were stressed about learning English by pointing to two areas, teachers and parents. Furthermore, a teacher and one student stated that peer competition motivated students to study English.

"Based on my teaching experience, I believe parents' overly high expectations of their children are the most common cause of psychological stress among students. Parents want their children to do well in school. Thus, some parents closely oversee their children's education at home and strictly limit their time for play. Some parents in well-off households engage their children in extracurricular activities, making pupils feel overwhelmed by learning English....." (Teacher B)

This finding differs from those of previous studies conducted by [31] and [32], where it was found that students with parents who provided tutorial experiences for their children had higher motivation and satisfaction levels, while students with parents who did not offer tutorial experiences for their children had lower motivation levels. However, it was noted in Wang and Littlewood's (2021) [93] study that

some students complained that society and parents overemphasised the importance of learning English and that parents had high expectations for their English learning, which could put stress on students and make them lose enthusiasm in learning English.

However, it is not because parents cannot motivate their kids to learn English. In a study by [10], based on the self-determination theory, it was found that Chinese parents play a significant role in encouraging motivation in their kids and that, even though Chinese parents frequently exhibit intensely controlling behaviours, kids may not view these behaviours as "controlling" and instead may see their parents' goals as their own, increasing their motivation to learn English.

"My parents and teachers have high expectations for my English learning; they want me to study abroad for further study, so I also view learning English as my goal to strive for." (Student A)

Additionally, another teacher highlighted how peer comparisons were a source of stress for the students.

"The source of students' stress is also related to their peers; most high school students have high self-esteem, and when there is a comparison, they can easily see each other as their competitors....." (Teacher A)

The results of this study were supported by Li's (2021) [56] study, which found that peer competition places pressure on students and may damage their confidence and drive to learn English. Additionally, learners' attitudes towards learning a foreign or second language are significantly influenced by their peer groups ([34]). Similarly, close peer interactions are vital to a positive learning environment ([48]). A cooperative connection with peers may be more advantageous to increase the motivation to learn English. Two students claimed that teachers significantly impacted their motivation to study English.

"Throughout learning English in high school, my teacher has always been enthusiastic and kind to help and encourage us to prepare for the entrance examination, which has greatly encouraged my enthusiasm and confidence in learning English and made me more focused and active in the English classroom....." (Student A)

The finding correlates with those of Gao et al. as well as [58], [83], [31], and Tang and Hu. Students will be more motivated to study English when teachers employ motivating teaching methods ([83]). The teacher is among the most significant factors determining students' motivation to learn a language ([34]; [32]). Similarly, teacher motivation increases students' positive emotions by reflecting the teacher's positive feelings and being contagious ([58]). Teachers are, therefore, essential in encouraging pupils to learn English through extrinsic motivation.

4.4. What Activities do Teachers Create and Organise to Encourage Students to Learn English?

The qualitative analysis of the interview data showed that two teachers used more than two different teaching strategies and methods to address the low motivation of their students to learn English. They also used instructional materials and

planned activities to raise student motivation in the classroom.

"Occasionally, I will employ the cognitive method when instructing. I will also employ situational teaching to provide students with a positive linguistic environment. I will plan several sessions using games or questions in English to engage them and encourage their initiative in the learning process. In conclusion, in my opinion, the methods of teaching English should not be limited to one or two, but somewhat flexible in using a variety of ways, even reflecting on my own classroom teaching experience and updating new teaching methods to help students' all-round development in listening, reading, and writing....." (Teacher B)

This finding is supported by [103], which demonstrated that activity-based English classes increase student motivation and engagement by giving students chances to connect and cooperate, inducing favourable cognitive reactions. Additionally, [99] contends that learner autonomy is frequently created in the classroom setting and that classroom instruction is a collaborative effort between students and teachers. Moreover, learner autonomy is directly associated with both teaching (teacher leadership, pedagogical innovation, and teacher support) and learning (partnership, classroom engagement, and task orientation) in the English classroom setting ([103]). As a result, instructional methods and pedagogy centred on structured activities might inspire pupils to study. Additionally, an alternative teaching approach was proposed by another teacher:

"In the senior year, as this is the most stressful year, I will focus on practice and didactic methods to make students focus on the level of English knowledge, with lectures and tests, but this also leads to low motivation of students to learn English....." (Teacher A)

This finding is consistent with Li's (2021) [56] study, which found that many learning activities and test-taking exercises led to a decline in learners' confidence and a lack of intrinsic motivation. Furthermore, examination or test-based schooling was mentioned as one of the most prominent sources of unpleasant feelings ([93]). Similarly, some teachers concentrate too much on traditional teaching methods and ignore incorporating new technologies into their English education, leaving pupils bored and unmotivated ([31]). Concrete and imaginative activities, conversely, can pique students' attention and boost their satisfaction ([45]). Hence, teachers may push students to learn English by coordinating and developing new and exciting activities during the teaching process.

4.5. What Challenges Have Teachers Encountered in Developing Students' Motivation, and How Have They Overcome Them?

4.5.1. Teaching Challenges

The qualitative analysis of the interview data from two teachers concluded that the challenges of increasing students' interest in learning, negative emotions, and managing variances in students' learning abilities were challenging for the teachers.

"Providing appropriate teaching methods based on

different students' learning interests and knowledge levels is a significant challenge. Furthermore, the Chinese college entrance examination system uses marks as a criterion for selecting talents, making it challenging to avoid students constantly brushing up on papers and questions to improve their marks. In contrast, some students are devastated by failing examinations " (Teacher A)

This is consistent with the findings of [77] study, which found that the exam-oriented character of the school system needs to be more focused on communication, which could affect the degree of English necessary for genuine academic accomplishment. Furthermore, the typical East Asian educational culture is frequently recognised as a pedagogical obstacle and impediment in adopting English in the classroom ([77]). According to [27], students who lack the motivation to learn in an educational system where English is required may suffer greatly in their academic careers. Furthermore, the findings of [72] indicate that teachers' teaching competence and teaching style substantially influence students' willingness to learn. Therefore, challenges with the teaching process may arise from problems with students' and teachers' own English language abilities, as well as from their interests and negative emotions.

4.5.2. Teaching Measures

To address the challenges of the teaching and learning process, one teacher provided appropriate solutions to the issue of student learning ability gaps.

"Because different students learn English in different ways, and some students find English learning useless due to a lack of basic knowledge, I will not be too harsh on them but will go about patiently encouraging them to make a little progress in each study or to master some simple and basic knowledge just fine. Some pupils, conversely, master their information quickly and efficiently. For basic projects, they get burned out and lose enthusiasm to study English; I will increase the bar on their English learning." (Teacher B)

This finding is consistent with Tang and Hu's (2022) [83] study, which found that when teachers employ motivating teaching approaches to promote a sense of usefulness in learning English, students are more motivated to learn English. Likewise, Lee's (2019) [54] study revealed that praising teachers favourably influences students' English learning.

Furthermore, another teacher suggested solutions to students' negative emotions about learning English:

"The practise teaching method made students less motivated in class, and some even hated learning English. For this reason, I tried to adapt my teaching technique by incorporating some enjoyable activities into the classroom, such as staging English song contests and role plays. This adjustment has resulted in a considerable rise in students' engagement and enjoyment in class." (Teacher A)

This finding is consistent with Wang and Littlewood's (2021) [93] findings that modifying teaching methods and structuring engaging activities are effective ways to re-motivate pupils. When students are dissatisfied with the typical teacher-centred teaching approach, learner-centred

activities like group work or role-playing can keep them motivated and engaged ([57]). [93] also demonstrate how English songs may be utilised to encourage students and make sessions more exciting and entertaining. After combining the two teacher-teaching experiences, it was determined that teachers with passionate, optimistic, and stimulating attitudes and creative and fascinating teaching techniques might be ideal for motivating learners to learn English both intrinsically and extrinsically.

4.6. Summary

This chapter analyses the study's findings and discusses its results. Besides, variations from earlier investigations have been discovered. Perseverance in learning was a new motivating factor for learning the English language. Finally, the combination of intrinsic and extrinsic motivation in SDT leads to the conclusion that intrinsic motivation comprises four factors: students' perseverance, personality, learning ability, and interest in learning. On the other hand, extrinsic motivation shall consist of four elements: teachers, parents, environment, and peers.

The next chapter focuses on the conclusion and recommendations.

5. Conclusion and Recommendations

5.1. Aims and Key Findings

This study explored the intrinsic and extrinsic motivation of high school students in English language learning using qualitative data analysis and identified the needs of students in English language learning and the difficulties and challenges encountered by English teachers in the teaching process. The motivating factors that affect learning the English language have been well studied. Based on previous research and current findings, all four participants recognised in their interviews that students are currently demotivated and stressed in the process of learning English in high school, and eight influencing factors emerged: persistence in learning, personality, learning ability, learning interests, teachers, parents, environment, and peers. This study contributes to the previous literature by identifying a new influential factor, learning perseverance, which has been shown to affect students' intrinsic motivation significantly. Previous studies have typically focused on English demotivation (negative emotion) ([31]; [83]; [91]), but they have not sufficiently examined the influences on students themselves, such as their future career plans, which are also a key factor influencing students' interest in learning English.

Additionally, this study used self-determination theory to examine high school students motivation to learn English. Meanwhile, it revealed that teachers are essential to intrinsic and extrinsic motivation for students to learn English, consistent with Ye's (2021) [104] empirical study. This study also focused on parents' expectations for their kids, contrary to other earlier studies (i.e., [31]; [32]), which revealed that parental supply of extracurricular tuition did not increase kids' enthusiasm to learn English. Contrarily, parents' high expectations and the requirement of extracurricular activities might put children under stress, which lowers their enthusiasm and motivation in English. Consequently, parents should lessen the psychological pressure from having high expectations for their children to increase the impact of parental influence on their English learning. Parents can encourage their children to learn a new language by

promoting their engagement and motivation to learn autonomously ([46]).

5.2. Recommendations

Based on the study's findings, two recommendations are given to encourage, sustain, and boost the motivation of Chinese high school students to learn English.

First and foremost, there is advice for teachers. English teachers should consider the importance of their teaching methods and attitudes in the classroom, which becomes critical when students grow frustrated by teaching issues ([55]). As a result, teachers should maintain a positive and enthusiastic teaching attitude and be fully involved in teaching English ([85]). Precisely, teachers can dare to organise in-class activities for students, such as drama performances and fun English competitions, to motivate students to participate in class and thus improve their English ([32]). Students will be more motivated to learn English as a result of this.

Second, there is advice for the students themselves. Students are encouraged to develop self-confidence by establishing learning objectives and strategies for self-discipline and management. Learners will actively accept and collaborate with the teacher, actively participate in classroom activities, and enhance classroom autonomy as they acquire self-motivation and self-regulation in learning ([32]). This is a critical initiative for increasing intrinsic motivation.

5.3. Limitations and Future Work

This study took a qualitative approach. In Gao and Liu's (2022) [31] study on students' motivation to learn English, it was suggested that future research should use both quantitative and qualitative and mixed methods to explore multiple perspectives on foreign language learning motivation. Second, the sampling technique used a small sample size. Therefore, this study generalised the interpretation of its results. Despite data gathered from teachers and students, students at various stages of language acquisition were not included. Finally, a range of research methods should be employed to achieve triangulation, which will improve the reliability and validity of the findings even more.

Due to time restrictions, it was unfortunately not possible to increase the number of study participants., thereby decreasing the study's trustworthiness. Further study on students' motivation at different language learning levels in high school is recommended to achieve more extensive, in-depth, and reliable data.

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