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ARTÍCULO CIENTÍFICO:

**“PRE-SERVICE TEACHERS’ BELIEFS ABOUT THE ROLE OF MOTIVATION
IN LANGUAGE LEARNING”**

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Pre-service Teachers' Beliefs about the Role of Motivation in Language Learning

Creencias de los profesores sobre el papel de la motivación en el aprendizaje de idiomas

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ABSTRACT

This study examines pre-service teachers' beliefs about motivation in learning English as a foreign language. A mixed-method approach was used to collect data through surveys, interviews, visual narratives, and classroom observations at a public university in Ecuador. Findings reveal that both intrinsic and extrinsic motivation significantly impact the learning process. Intrinsic motivation, driven by personal interest and satisfaction, fosters student autonomy and engagement, encouraging students to take responsibility for their learning. On the other hand, extrinsic factors, such as career opportunities, academic success, and external recognition, reinforce commitment and perseverance. Additionally, pre-service teachers acknowledge their key role in stimulating motivation through interactive strategies, positive feedback, and technology integration. They also recognize the need to create an inclusive and supportive learning environment that fosters students' confidence and reduces anxiety. This study highlights the importance of motivation in English language teaching and suggests that teacher education programs should provide effective tools to enhance motivation and engagement in the classroom.

Keywords: pre-service teachers, beliefs, motivation

RESUMEN

Este estudio analiza las creencias de los profesores en formación sobre el papel de la motivación en el aprendizaje del inglés como lengua extranjera. Se utilizó un enfoque de método mixto para recopilar datos a través de encuestas, entrevistas, narrativas visuales y observaciones en el aula

en una universidad pública en Ecuador. Los hallazgos indican que tanto la motivación intrínseca como la extrínseca influyen significativamente en el proceso de aprendizaje. La motivación intrínseca, impulsada por el interés y la satisfacción personal, fomenta la autonomía del estudiante, mientras que los factores extrínsecos, como las oportunidades laborales y el éxito académico, refuerzan el compromiso. Además, los profesores en formación reconocen su papel clave en la estimulación de la motivación mediante estrategias interactivas, retroalimentación positiva e integración tecnológica. Este estudio resalta la importancia de la motivación en la enseñanza del inglés y sugiere que los programas de formación docente deben proporcionar herramientas efectivas para fomentar la motivación en el aula.

Palabras clave: docentes en formación, creencias, motivación

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INTRODUCTION

Some studies consider beliefs acquiring a new foreign language is a complex process that involves not only mastering grammar and vocabulary but also development skills, learning strategies, communication, oracy skills, literacy skills, pedagogical knowledge, content knowledge, language proficiency, curriculum knowledge, assessment knowledge, TEFL TYL knowledge (Teaching young learners), Cultural learning, semantics and pragmatics knowledge, phonetics and phonology knowledge, etc. This research aims to identify pre-service teachers' beliefs about the role of motivation in language learning.

According to the Ecuadorian EFL curriculum (2016), not all students have Spanish as their first language (L1), since Ecuador is a bilingual country with different ethnic and cultural backgrounds, consequently this makes English within schools and universities a language of learning that recognizes authentic, culturally relevant production and practices to facilitate the educational inclusion of students regardless of their L1 level. Within universities, students who are pre-service teachers are a guide that facilitates cultural professionalism. This also refers and to indicates that on the motivation side, students are familiar with the importance of identifying and reflecting on their beliefs.

Beliefs tend to shape pre-service teacher approaches to language teaching and inform and guide their teaching practices (Richards & Rodgers, 2007). In this regard, Jaimes (2013) conveys that when PSTs are in the classroom reality, they first seek to confirm and validate their teaching beliefs. Gradually, when they find proper conditions, they begin to use their growing knowledge to modify, adapt, and reconstruct their beliefs. (Pusparini et al., 2021) It is essential to understand language learners' beliefs for two reasons: first, these beliefs may influence language learners' expectations. Second, these beliefs can be more easily changed compared with attitude and motivation. (Nikitina & Furuoka, 2006)

Motivation, from the Latin *motivus* (relative to movement), is that which moves or has effectiveness or virtue to move; in this sense, it is the motor of human behavior. Interest in an activity is "aroused" by a need, which is a mechanism that incites the person to action, and which may be of physiological or psychological origin. (Carrillo et al., 2009) Motivation is the most important language learning where the people can get the majority development in whatever section of teaching-learning, among other ambits. As Carrillo (2009, page 21) said: 'it is an activity that is awakened by a need' which is a factor that should always be in motion for pre- service teachers, it is considered a necessity since from different perspectives the teaching of a new language is a personal activity in which PST put their acquired knowledge into practice, Beliefs and contributions to more effective classroom teaching.

An important aspect of the influence of motivation in language learning is defined as an impulse to take real action to achieve specific objectives in whatever specialty. Motivation

directly affects performance and helps knowledge to be acquired more easily and quickly. 'The interest in learning foreign language (FL) lies in emotional involvement with the language community and direct interest in the language.' (Ortega-Auquilla et al., 2020) Therefore, this attitude towards learning contributes to the overall motivation, which leads to the individual's success or failure in learning.

For this reason, the question that guides this study is: What are the beliefs of EFL teachers about the role of motivation? This research aims to identify pre-service teachers' beliefs about the role of motivation in language learning.

Literature Review

Beliefs

Beliefs about language learning belong in the domain of affective variables, such as attitudes, motivation, and anxiety. Richardson (1996, p. 103) defines beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true". Assessing beliefs that language learners bring to the language classroom is important for both language instructors and curriculum designers because "beliefs are predispositions to action" (Rokeach, 1968, p. 113). Teacher beliefs, therefore, are significant in conducting teacher education design.

Help students cultivate their thought processes and methods. Education is an intrinsic growth process, deeply personal. It is natural for individual educators to approach teaching with different beliefs and assumptions about what defines successful instruction. Varying in the meaning of beliefs and motivation of students of English as a Foreign Language (EFL) The motivation of students is based on knowledge of languages and understanding their own emotions, as the learning process is usually based on a combination of two essential aspects that define each learner in this process. Intrinsic motivation: Enjoyment of the learning process and personal satisfaction are essential for effective language learning. Extrinsic motivation: Many students consider external rewards, such as good qualifications, recognition, or future career benefits, to be important in maintaining motivation in language learning. Also, recognize the importance of clear objectives in language acquisition, autonomy and responsibility, teacher influence, and emotional and psychological factors. About beliefs, Jaimes (2012) conveys that when "PSTs are in the classroom reality, they first seek to confirm and validate their teaching beliefs. Gradually, when they find proper conditions, they begin to use their growing knowledge to modify, adapt, and reconstruct their beliefs."

Motivation

Motivation can be defined as the driving force or behavior influenced by emotional factors such as desire or need, which leads the individual towards the goal. It involves the biological, emotional, social, and cognitive forces that activate behavior. Motivation is closely related to emotions, as it indicates the willingness of an organism to act both physically and mentally with

concentration. This makes emotions serve the brain as a way of assessing whether to engage with approaching stimuli if they are attractive or avoid them if they are unpleasant.

Focusing on motivation within the classroom, this action interacts with the field of development in that the pre-service teacher must master as future practical, didactic, and methodological, motivating the student to give him or her a greater interest than he or she should have. Motivation serves as the initial spark to start learning a second language (L2), considering that it emphasizes discipline and flexibility, promotes social interaction with native speakers, and later becomes the key force that helps to sustain progress during the long and sometimes challenging learning journey.

Beliefs about motivation

During the last few years of research on pre-service EFL teachers, training has been very scarce but significant data have been collected in the studies of teachers, studies on their beliefs, and how their motivation is developed. Teachers' beliefs, practices, and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environments and influence student motivation and achievement. According to a study conducted by Kennedy (1996), the common pre-service teachers' beliefs about motivation are that "Real and effective change in teachers' practices can only occur through a change in their beliefs". On the other hand, Brown and McGannon (1998) identified other beliefs as helping students to reflect on their beliefs in a teacher training program that influences what they learn and how they do so. (Tercanlioglu, 2005)

These studies have permitted understanding the importance of identifying motivation as a holistic approach that combines change in beliefs and motivation as key tools for personal development. According to Kenny (1996), it is the real changes in teaching practices that make them believe, and this is essential for pre-service EFL teachers to adopt more effective methodologies aligned with students' needs. Brown and McGannon (1998) also highlighted the importance of allowing teachers to analyze their beliefs, which directly disrupts how they learn and apply their acquired knowledge. Therefore, both critical perspectives of the teacher training program promote the construction of a solid and effective identity, focusing on implementing inclusive and effective education.

METHODOLOGY

Method

This research used a mixed-method approach, combining qualitative and quantitative research methodologies to provide a comprehensive understanding. In the quantitative phase, a survey was conducted of a large sample of EFL teachers working before they take up their duties to collect numerical data on their beliefs about motivation in language learning. In the qualitative

phase, in-depth interviews, observations, and visual narratives were focus group discussions and conducted with a smaller, selected group of EFL teachers who will serve.

Context and Participants

This study was carried out in a public university in Los Rios province, Ecuador, with students of National and Foreign Language Pedagogy Careers. It was selected as the 5th-semester course where students begin to carry out their practicum as EFL teachers. One course was invited to participate in the quantitative phase, the course consists of 29 students, 21 females and 8 males. During the qualitative part, five students were chosen randomly to represent the whole sample. The broad qualitative phase was based on making observations of the 5 students, reflecting the variety of strategies in their learning-teaching process, to be practiced by their pre-service EFL teachers. Among these five participants, eight were males and 21 were females. Their ages range from 20 to 24 years old.

Data Collection Instruments

Survey

The survey employed a four-point Likert scale, consisting of 20 questions divided into four categories: Intrinsic motivation, extrinsic motivation, attitude towards language learning, and self-efficacy and confidence. This process format encourages the comprehensive quantitative data analysis of the factors that involve their motivation in language learning. The categorization of questions into intrinsic and extrinsic motivation, attitudes, and self-efficacy was validated through a pilot study, ensuring that constructs were distinguished and effectively measured to 29 students.

Interview

An interview was conducted in Spanish with all participants on December 28th, 2024, via the Google Meet platform. It lasted around 3 to 10 minutes. After the interview, it was transcribed, translated into English, and reviewed. Interviews deal with thinking and talking, which are later transformed into texts (Alsaawi, 2014). Initially, the interviews were read to obtain an overview of the responses. The researcher then proceeded to categorize the most frequently expressed opinions based on the beliefs, strategies, and opinions applied within the context of the research.

Visual Narrative

Visual narrative is a brand-new data collection instrument used in Applied Linguistics. According to Cohn (2020), it is a type of sequential image, often drawn, which conveys a continuous event sequence, typically to tell a story. As in comics and picture stories, we address their fluency in cross-cultural and developmental. The implications of these findings are examined, with particular emphasis on the need to recognize and understand visual narratives fundamentally. For this study, the author asked the participants to portray what motivates them in class. This drawing must be accompanied by a small explanation. Each participant had one week to draw.

Classroom Observation

Observations were carried out over 2 weeks to monitor 5 individuals, are regarded as an analytical method with a degree of flexibility, and are based on capturing what the observer believes are the most relevant aspects of observed events. (Salazar Noguera, 2018) A checklist, along with notes, was used to document their responses and actions.

Data Analysis

Quantitative Data

The quantitative research design analysis was conducted using an online survey methodology. The Likert scale-based questionnaire was administered through the Google Forms platform. This program is mostly used by students and researchers from the fields of sociology, psychology, economics, business studies, medicine, engineering, and other disciplines. (Rahman & Muktadir, 2021) The teaching of statistics has undergone a significant transformation thanks to the incorporation of specialized statistical software such as SPSS.

Qualitative Data

The analysis of this study has the grounded theory of broadening our understanding of current knowledge about motivation to learn among pre-service students since a theoretical approach can extend an existing theory or discover a new one on motivation in learning. (Grosskopf, 2009) After the three stages of data analysis during this research, the data was first transcribed and read while searching for connections, then identified relationships between categories and made connections to understand and deepen comparisons in how the beliefs of pre-service students influence their motivation.

Ethical Considerations

Ethical considerations in research include but are not limited to data management, responsible use of resources, respect for human rights, social responsibility, honesty, integrity, and dissemination of research results. (Jayawardana et al., 2024) The study was introduced to potential participants, explaining its objectives and procedures. They received clear information about their voluntary involvement. Subsequently, all participants signed a consent form, confirming their understanding and willingness to participate. To ensure privacy, all collected data remained confidential and was used exclusively for the study, with pseudonyms assigned to each participant.

RESULTS AND DISCUSSION

Quantitative Data

Considering the objective of this research on the analysis of pre-service EFL teachers strongly believe in the importance of teacher support and student motivation in language learning. The responses were measured using a Likert scale consisting of four levels (1 = totally disagree - 4 = strongly agree).

Table 1*Intrinsic Motivation*

Sección 1: Motivación Intrínseca						
Statement	1	2	3	4	Mean	Std Dev.
I enjoy learning a new language because it is personally satisfying.	0	0	12	17	7,25	8,62
I feel motivated to learn a language because it allows me to explore new cultures.	0	0	9	20	7,25	9,50
I learn a language because I genuinely love the process of mastering new skills.	0	0	13	16	7,25	8,46
I am eager to learn a new language because it gives me a sense of accomplishment.	0	0	18	11	7,25	8,85
I am motivated to learn a language because I find it intellectually stimulating.	1	2	16	10	7,25	7,09

Note: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

62,1 % agreed with the statement ‘I am eager to learn a new language because it gives me a sense of accomplishment.’ Additionally, 58,6% agreed with the statement ‘I like to learn a new language because it is personally satisfying.’ These findings suggest that a majority of participants are motivated to learn a new language due to personal fulfilment and a sense of achievement. Language learners should be properly motivated, as a high level of motivation makes them learn a foreign language for different purposes in a more effective way (Carrillo et al., 2009).

Table 2*Extrinsic Motivation.*

Sección 2: Motivación Extrínseca						
Statement	1	2	3	4	Mean	Std Dev.
I am motivated to learn a language because it will help me find a good job.	0	6	18	5	7,25	6,61
I study a language in order to receive good grades and recognition from my teachers.	0	3	8	18	7,25	6,83
I learn a language because it is necessary to succeed in my academic or professional life.	2	9	9	9	7,25	3,03
I feel motivated to learn a language to meet the expectations of my family or society.	0	7	15	7	7,25	5,31
I am motivated to learn a language because it is a requirement for passing exams or achieving certifications.	0	6	18	5	7,25	6,61

Note: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

A significant percentage (65.5%) agreed with the statement, ‘It motivates me to learn a language because it will help me find a good job.’ Additionally, 62.1% agreed with the statements related to academic and professional success. Specifically, participants in total agreement stated, ‘I learn a language because it is necessary to succeed in my academic or professional life,’ while those in agreement noted, ‘I study a language to receive good marks and recognition from my teachers.’ These findings suggest that external factors, such as career opportunities, academic success, and recognition, play a significant role in motivating individuals to learn a new language. The study participants showed both instrumental and integrative impulses towards English

language learning, which overlap and interact in different manifestations within their performance (Ortega-Auquilla et al., 2020).

Table 3
Attitudes towards language learning

Sección 3: Actitud hacia el aprendizaje de idiomas						
Statement	1	2	3	4	Mean	Std Dev.
I believe that learning a language is essential for communication in today's globalized world.	0	0	13	16	7,25	8,46
I feel that learning a language can enhance my personal development and life skills.	0	0	12	17	7,25	7,46
I believe that learning a second language is a valuable skill that will benefit my future.	0	0	8	21	7,25	8,58
I feel that mastering a new language will open many opportunities in life.	0	0	10	19	7,25	7,92
I believe that learning a language is more important than other subjects I study.	2	14	6	7	7,25	4,32

Note: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

Language learning plays a key role in the personal and professional development of students, as it enables them to communicate effectively in a globalized world. In this context, it is essential to understand the attitudes and beliefs that students have about learning a second language, as these influence their motivation and academic performance.

The third category, shown in Table 3, focuses on beliefs and attitudes toward language learning, particularly students' perceptions of its importance and usefulness. The results indicate a high level of confidence and motivation among participants. Specifically, 72.4% of respondents agreed with the statement, 'I think that if I stay motivated, I can achieve fluency in the language I'm learning.' Additionally, 65.5% agreed with the statement, 'I believe that mastering a new language will open up many opportunities in life.' These findings suggest that learners recognize the role of persistence and motivation in achieving language proficiency. According to Puspardini et al. (2021), teachers' teaching motivation was also essential to consider when it determined the initiated teaching practices. PSTs believed in direct instruction based on students' characteristics and appropriate teaching methods.

Table 4
Self-efficacy and confidence

Sección 4: Autoeficacia y confianza						
Statement	1	2	3	4	Mean	Std Dev.
I believe that with enough effort, I can successfully learn a new language.	0	0	11	18	7,25	8,85
I feel confident in my ability to improve my language skills with continued practice.	0	0	11	18	7,25	7,66
I believe that if I stay motivated, I can achieve fluency in the language I'm learning.	0	0	11	18	7,25	7,66
I am confident that I can overcome difficulties in language learning if I remain determined.	0	1	15	13	7,25	6,80
I believe that my personal motivation has a strong impact on my success in language learning.	0	0	12	17	7,25	7,46

Note: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

The fourth category, which is reflected in Table 4, focuses on self-efficacy and confidence in language learning. The results show that students have a strong belief in their ability to succeed if they remain motivated and make the necessary effort. Specifically, 62.1% of the participants agreed with the statement: "I think that with enough effort, I can successfully learn a new language." The same percentage (62.1%) also agrees with statements: "I feel confident in my ability to improve my language skills with continuous practice" and "I think that if I stay motivated, I can achieve fluency in the languages I'm learning." These results suggest that motivation, effort, and confidence play a crucial role in the student's language learning journey.

Qualitative Data

Considering the objective of this research, which is to analyze pre-service EFL teachers, I strongly believe in the importance of teacher support and student motivation in language learning. Qualitative research is a methodological strategy for investigating and comprehending intricate social processes, human behaviors, and experiences. (Ayse Altay & Ismail Hakkı Mirici, 2024) This study, using this qualitative method, relates interviews, observations, and visual narratives to a more in-depth and detailed explanation.

Beliefs about teachers to foster motivation

Participant 1 Andres stated that the teacher has the power to motivate students in the learning process. This student said: 'A good teacher can help in their development throughout the educational field' (Interview). In one episode, the teacher played a crucial role in motivating the students. According to the observation made, it was seen that students are motivated when they receive positive feedback. In that case after an exposition, Muhammandin & Herda (2024) mention that positive feedback helps enable students to recognize their strengths and identify areas for growth. Emphasizing the learning process and effort rather than solely the outcome fosters deeper engagement with the material. Foreign language (FL) teachers and students may have very similar or disparate notions of effective teaching, and the intersection of the two sets of beliefs has ramifications for language learning and the effectiveness of instruction. (Moradi & Sabeti, 2014). As mentioned before, Brown and McGannon (1998) highlighted the importance of acknowledging that trainees enter teacher education programs with preconceived beliefs. These beliefs influence their learning process considerably, emphasizing the need for reflective practices.

This belief can be confirmed in the visual narrative done by participant 2, Pablo. He draws representations about teachers to encourage motivation towards their students, accentuation his comment in the interview he said: 'Let it be a guide and feel motivated to have as a figure to follow'(Interview). For this answer, the teacher in image 1 could be represented as if his body language was open; for all kinds of questions, he feels capable and effective for his students and they, therefore, feel comfortable.

Figure 1

Beliefs about teachers to foster motivation



Based on his illustration, we can say that Pablo believes that the teacher to foster motivation it is the principal factor that the students get from them, since he considers that the teacher not only transmits knowledge but also acts as a guide and role model for its students. Their open body language and willingness to answer questions reflect effective teaching, in which students feel comfortable and motivated to participate actively in the learning process.

Beliefs about intrinsic motivation

Romeo believes that this learning process should be driven by curiosity and a genuine desire to understand. This student said: 'Having clear objectives, you can learn anything, not only in English, because that is your motivation'(Interview). In many of the episodes of observation, this student showed that curiosity plays an important role in intrinsic motivation, since in most classes if he felt dissatisfied with a word, subject or simply something in general that caught his attention, he asked the teacher but usually found out for himself. According to Ortega-Auquilla et al. (2020), these beliefs demonstrate a deep intrinsic motivation in our university students. It is essential to recognize that when someone pursues an objective, whether academic, economic or social, it is usually driven by internal rather than external factors.

On the other hand, Kim said: 'I am motivated to see my teachers travel.' This belief can be confirmed by Kim in his visual narrative. His drawing shows that these attractions of the Anglo-Saxon cultures probably explain why the university students surveyed are interested in travelling abroad and learning more about those countries and their cultures (Ortega-Auquilla et al., 2020). Thus, an intrinsic type of motivation.

Figure 2

Beliefs about intrinsic motivation



Kim's intrinsic motivation to learn about Anglo-Saxon cultures is evidenced both in his statement, "I am motivated to see my teachers travel," and in his accompanying drawing. While expressing a desire to observe the experiences of his teachers, his visual narrative reveals a deeper interest in the cultural attractions of the Anglo-Saxon countries. The drawing, which presents her imagination, suggests that Kim associates travel with opportunities for intellectual and personal growth within these cultures. This connection means that Kim sees her teachers' travels as a source of inspiration and knowledge, further fueling her desire to explore these cultures in the first person. Their intrinsic motivation seems to stem from genuine curiosity and fascination with the subject rather than from external rewards or pressures.

Beliefs about strategies to foster motivation

Andres believes that some kind of implementation of strategies can foster motivation. This student mentioned: 'I like role-play games very much because they interact a lot with the public, as well as audiovisual materials and interactive materials.' This involves engaging students in the learning process through active participation and collaboration. Strategies for achieving this include group work, project-based training, and problem-solving activities. (AbdAlgane, 2024) Also, to add technology such as a primary kind of implementation of strategies, Chen and Chen (2021) found that using technology-enhanced instruction can significantly improve EFL learners' motivation and engagement.

Kim is doing her practicum and has realized that not all public institutions have a projector or basic technological tools for daily explanations. As we know, technology has been and is an important factor in teaching today, especially if you are learning a new language. Kim said: 'A strategy to implement would be a little more interactive, also include technology, because it motivates many students with different applications where we could learn in different ways, much more through video games'.

Negative side on the role of motivation

On the other hand, two students have a negative belief about the role of motivation mentioned: 'If I am focused on something that is not something I can achieve, is something difficult, or I cannot do this, it will be difficult for me to acquire knowledge of that language and so it is with any other language or anything else, not just with language learning'. Based on the information of Carrillo et al. (2009), the brain is geared towards survival. When encountering a new learning opportunity, a crucial part of the brain assesses its necessity for survival. If deemed essential, learning proceeds. Conversely, if deemed irrelevant to survival, the brain tends to disregard the information." This perspective underscores the significance of motivation as a key driver of new learning.

CONCLUSION

The research aimed to explore the beliefs of EFL teachers about the role of motivation in language learning. Using a mixed-method approach, the research collected information from surveys, interviews, visual narratives, and classroom observations. The results show that motivation is a crucial factor influencing language learning, shaping confidence, commitment and overall success of students. Intrinsic motivation, such as self-interest and the desire for self-improvement, was identified as a strong driving force, while extrinsic motivation, including career opportunities and academic achievement, also played a significant role.

This study reveals that pre-service EFL teachers recognize the critical role of motivation in language learning. They believe that creating a supportive and encouraging learning environment, fostering positive student beliefs, and employing engaging teaching strategies are essential for motivating students and enhancing their language learning experience. The findings suggest that teacher training programs should emphasize the importance of motivation and provide pre-service teachers with the knowledge and skills to effectively motivate their students.

The teachers in the pre-service courses acknowledged the impact of their own beliefs and strategies on motivating students. They stressed the importance of creating attractive and supportive learning environments through interactive methods such as role-playing games, audio-visual materials and technological integration. In addition, the influence of the teacher was highlighted as a key element in maintaining the motivation of the pupils, reinforcing the need for educators to be aware of their role in forming the attitudes of the pupils and persistence in language acquisition.

Despite these findings, the study had limitations since beliefs were investigated in four male participants this limits the generalizability of the results, as the sample size lacked diversity in terms of gender. Future research should explore gender-based differences in motivation and investigate specific pedagogical strategies to improve intrinsic and extrinsic motivation in EFL classrooms. Understanding and addressing motivational factors is essential to ensuring that future

English teachers develop effective teaching practices that promote a positive learning experience for their students.

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