

A study of teacher's opinion on cultural instruction of English language and its impacts on students' motivation

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Abstract

In order for students to persevere long enough to properly acquire a second language, it is essential that they are motivated and have a positive approach mostly during teaching sessions. The purpose of the current study is to examine and evaluate the viewpoints and opinions of English language teachers on the inclusion of the cultural context in courses in foreign languages. Utilizing surveys, interviews, and records, information was gathered. According to research about students' English proficiency ratings; students' enthusiasm to study English has an impact on how well they learn the language. According to studies on both language and culture, there is a close relationship between the two, and cultural norms, behaviours, and views have a significant impact on and shape communication. The study aimed at investigating and analyse the views and perceptions of English language teachers on the inclusion of cultural context in courses in foreign languages. One of the most crucial ideas in psychology is commitment. The majority of the educators thought it was feasible to have equivalent fluency in second language. The results revealed that despite some of the participants' limited vocabularies and English language ability, they nevertheless shown a great deal of excitement and drive for writing in English. The results revealed that despite the fact that some participants lacked pronunciation and linguistic ability, they nevertheless had a strong desire to write in English. In order to determine the connection between the study stages and the students' view of the teacher as a variable that influences the student's enthusiasm, a survey questions survey was given to the students at the three distinct levels of competence. With reference to the aforementioned aspects, the research's results and findings demonstrate that real motive plays a significant part in learning.

Keywords: English language, student's motivation, cultural

1. Introduction

The most important aspect of a human being's life is communication. Language is used by people to communicate, express their emotions, provide and receive instructions, and many other things. Their attitudes, cultures, lifestyles, and other aspects of their origins were expressed through language. To those with different backgrounds, however, people spoke in different tongues and should speak in one of the world languages. Their ability to speak more easily with one another would be beneficial. This language serves a crucial function in many areas and is widely spoken on a global scale. It implies that everyone should be able to communicate effectively in English regardless of where they are. Both official and unofficial schooling have taught people how to speak the global language.

In order to acquire English as a foreign language, motivation is an important factor. However, enthusiasm remains one of the most important variables that will affect pupils' success or performance in English. It implies that one of the key elements influencing learning English is motivation. The goals of education are difficult to accomplish without desire. Students will be encouraged to learn English well if they are motivated and engaged in the instruction (Matsumoto 2009). The difficulty of learning languages today has highlighted the need for inspiration and led to the development of novel strategies for inspiring students. Before using any method to inspire the student, it is necessary to understand desire. Starting with both instrumental and integrative motivation is the best course of action.

It is not incorrect to say that culture and identity also intersect with one other through accumulated human condition because the flawless linkage between culture and language is proportionate with relevant literature. Furthermore, some advancement has been made in recognizing that a meticulous examination of the individuals' peculiarities would aid them in discovering ways to simultaneously embrace a different culture and language. Given these details, it is crucial that target culture components are included in foreign language classes. As a result, vocabulary teachers play a crucial role in how successfully they integrate cultural aspects into respective courses (Yesil and Demiröz 2017). As a result, the level of community in the classroom is determined by teachers' judgments and instructional strategies.

The effectiveness of learning the English language has been commonly attributed to desire and an optimistic attitude among scholars. The students would get perspective in the process of writing as the instructors pointed out the writing's strengths and weaknesses to them immediately, and it might also help to keep the participants on the proper track. As a result, the students would have the opportunity to reflect, pinpoint their areas of literary advantages and disadvantages, edit, and improve. The interviewees also claimed that because "cultural phenomenon" is such a broad and comprehensive term, they are unsure of how to approach it. Some teachers avoid introducing cultural aspects and omit these components because they lack a solid understanding of the language's paralinguistic, discourse, and cultural components.

The value of integrating technology in the classroom is now well acknowledged. Due to quick access, technology makes it easier for students and teachers to study the course contents. They have been helped in comprehending the courses and clearing up its fundamentals by the use of technologies in the curriculum in schools, colleges, and institutions (Karabenick and Noda 2004). The advancement of technology has a big impact on how well students are prepared to apply what they study in any topic to obtain a job in a global labour market.

Following is how the remaining subsections are organised: The second portion contains the associated work. The objectives of the research are

described in Section 3. Study's Importance is discussed in part 4. The study's problem statement is described in section 5. The Final result and the Conclusion are presented in the final two parts.

2. Related works

From the grammar - based technique era, when students received literary texts that reflected the cultural aspects of the language learning process as a medium of learning language, to the sound process era, when the aspect of cultural commonality and recognition started shifting from literary works to language learning, until it was forced to replace by the Personable Approach To Language teaching, which is now known as CLTM, society has been integrated into instruction in foreign languages since the beginning (Thanasoulas 2001).

The views of vocabulary learning toward using cultural elements from the language learning population in their Arabic language classes were examined in a study. Respondents were 32 university students taking an acceptable stage Arabic as a Foreign Language course at one of the American colleges. Videos, short tales, live TV news, songs, and guest lecturers were some of the cultural items offered throughout the course. A 21-item Liker scale survey reflecting students' emotional, intellectual, and behavioural attitudes toward the targeted language's culture was used to gather the data (Albirini 2009).

In the study done by (Jabeen and Shah 2011), language learners displayed prejudiced attitudes toward their own society and opposed learning the culture, which is in contrast to the results from the studies mentioned above. looked into how university students felt about particular cultural context aspects of the community speaking the target language in their language classes. 94 Pakistani pupils from various fields at a university in Pakistan took part in the study. The information was gathered using a Likert scale questionnaire that asked students about their opinions on a variety of topics, including cultural beliefs, traditions, social groups, speech patterns, body language, ideas of personal space, and the arts.

The fundamental idea of what drives people as individuals to work toward their goals or ambitions

is inspiration. People require inspiration in the form of objectives or the requirement to take action in order to succeed. In recent years, there has been a lot of worry about the dialectical connection between language and culture, but the pendulum has now turned back to the opposite extreme. With the introduction of language teaching in the late 1970s, academics and second language teachers have started to recognise the seamless relationship between target language culture (TLC) and target language (TL). The goal of this method is to provide the pupils the skills they need to interact with people from different cultures (Gilakjani and Sabouri 2017).

English teachers and professors should create English learning programmes that keep students' interest and have attainable short-term goals in order to make the language teaching and learning process a more inspiring experience (Andrade 2009). By creating English language activities that promote participation and skill development, positive attitudes should be fostered. To enable students to succeed and become proficient users of the chosen language, a variety of teaching approaches and activities should be used.

The main indicators of a learner's success in learning the language are their motives and positive attitude toward doing so. Consequently, while constructing English language curricula and syllabi, English instructors and academics should take the above study's findings into account. The most crucial concepts, techniques, reaches, approaches, methods, activities, and equipment should be included in the curriculum and syllabi to support a well-designed classroom environment that would increase the students' motivation and positive attitude toward learning English.

3. Research objectives

a) The main objective of present research is to find out:

- The causes of undergraduate students' insufficient motivation for studying English
- The factors behind the lack of interaction among students and instructors
- The causes of students' lower levels of confidence

- The causes of the challenging learning environments in classrooms

b) Research questions

- Do the teacher and the student have a communication gap?
- Why are most students less confident in themselves?
- Is the atmosphere in the classroom challenging for the pupils, or do they not appreciate them in the classroom?
- What impact does demotivation have on students' performance?

4. The Study's Importance

4.1 Teacher's role

Teachers should have extensive understanding of the subject matter they teach, see themselves as authoritative in this regard, and expect students to abide by the rules they set forth for them. The teacher's actions, words, and body language in the classroom serve as an example for the students to imitate and learn from. This position can have a significant impact on the growth of the students. Teachers support their students' instructional activities and help them learn new topics in accordance with what they currently know (Gilakjani 2017). Teachers that play the efficient leadership function give students responsibilities and encourage individual study. Teachers are the key persons in using ICT in schools because they are at the center of changing and can change the teaching and learning process; thus, the implementation of ICT depends on their eagerness and skills.

The relationship between the culture of the target language and the language itself has long been a major subject of discussion in ELT. While doing this, they work to create novel approaches and an environment that support the incorporation and growth of international competency. It is essential that faculty members in ELT programmes are familiar with the target language culture since a language instructor's prior experience immediately influences the class content and teaching techniques. On the other hand, neither the course supervisor nor the foreign language student can be familiar with every facet of the language learning

industry's culture (Hamidun, Hashim, and Othman 2012).

The majority of scholars in that discipline share the view that both language and culture are inextricably intertwined. Some language instructors are highly aware of the ongoing interaction between a foreign language's intercultural components. On the other hand, other academics support the idea that English should be taught in a situation that is devoid of cultural influences. Undoubtedly, the development of a cultural communication is seen as requiring the linguistic proficiency of the students of foreign languages. Some teachers, however, do not share such viewpoint since they want to let pupils make errors right away before they become linguistically proficient in that different language.

The method of acquiring a new language can be aided by focusing on the importance of desire in the teaching process and building, reinforcing, and increasing it. The truth is that a teacher's awareness of a learner's attitude and how it relates to the teaching and learning process offers a framework within which a language teacher can employ more practical and efficient techniques. In a nutshell, motivation may be described as a physical, emotional, or social need that drives a person to pursue his or her goals, satisfy a need, and ultimately feel content because of the accomplishment of that objective. Here, conclude that motivational levels, types, and ranges play a crucial and deciding role when it comes to learning.

The objectives of the course should be set up in a way that inspires students with goal orientations, allowing them to recognise and value the worth of a student who views the English language as a tool for accomplishing a specific objective, like completing an exam or getting good grades. It should be noted that intrinsically motivated leads learners to question whether mastering a certain topic (or subject) is worthwhile of their time and effort. In other words, if the learner determines that studying a language is not worthwhile or has no practical value, becomes discouraged and stops learning that language.

4.2 The Definition of Culture

One of the key challenges in teaching foreign and second languages is the understanding of culture. An accurate term of the phrase "culture" is a very difficult endeavour, thus there are many various perspectives and ideas on what the term means. The capacity to interact with individuals from various national and regional groupings is referred to as cultural awareness, which is once again one of the most important phrases in that sector. Although learning a foreign language is not the only approach to become intercultural competent, it is considered to be the main source of information and skills for improving communication by incorporating discourse aspects into regular speaking style. Concentrating on the cultural traits of English people has little value in that sense because the usage of English as a global language dissolves divisions. The teachers' goal is to advance a dynamic understanding of cultures that rejects the idea that lifestyle can be judged in a fashion that confines that all-encompassing term to national borders (Purnama, Rahayu, and Yugafiati 2019).

The vast majority of the participants came together around the viewpoint that it is crucial to employ English language textbooks that were produced outside of the country to transfer proper discourse patterns, language dynamics, and community-wide cultural habits. It is fascinating to note that desire, which acts as a motivating factor for students to compose in a significant way, also plays a significant part in the growth of their writing. According to the findings of the current study, primary school pupils believed that their motivation was most influenced by their speaking skill. Due to their limited ability to fully understand or understand what teachers try to convey in English, it is possible that they will place a greater emphasis on aspects of the level of the students that do not need them to fully understand or understand what the instructor is doing in class. Intermediate-level students may be better able to observe how teachers act toward them as a language's instructor in the classroom since they have more learning experience and stronger English communication abilities than primary pupils.

As a result, they might start to see their teachers' emphasis on teaching as the main source of motivation. It indicates that students enjoy learning English. Additionally, the results of the interviews showed that pupils are really interested in studying English. However, in order to increase students' motivation in this situation, the instructor must be more inventive in how they use the media, approach, or provided materials in their teaching. Culturally sensitive teachers are student-centered;

they remove obstacles to learning and, as a result, give students the keys to unlock doors to achievement (Alaga 2016). Being culturally relevant, then, entails that educator's take a proactive and assertive approach to learning about, respecting, and addressing the requirements of students from origins that are distinct from their own.

Recognizing how much pupils vary from one another while simultaneously sharing similarities is known as cultural sensitivity. Perhaps more than at any other moment in the history of the country, there is an urgent need to pay closer attention to the cultures. America has experienced significant demographic shift over several decades, and schools' student populations represent these changes. It is impossible for administrators and educators to ignore the recent changes in the demography of classrooms. The impact of these demographic shifts on both student and teacher success is significant. The value of ongoing procedures and enduring traditions is called into doubt by these modifications.

The group of folk's shared views, attitudes, values, routines, rituals, and customs as their culture. Culture is something learn or acquire; it is not something are born with. Additionally, culture has a big impact on how people think and act. This idea is demonstrated in Figure 1. The universal circle suggests that there are some similarities among all people, showing that are more similar than distinct. For example, everyone eats, sleeps, breathes, and bleeds. All people have a vocabulary or way of communicating, require a place to live, want to have children, and want to be secure.

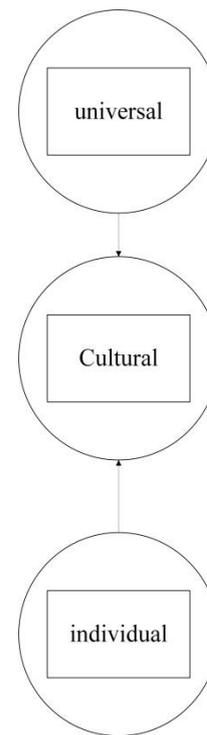


Figure 1: **Communication phases**

The individual circle also illustrates that no two persons, even those from the same background (and household), will be exactly alike due to differences in personality, hobbies, activities, etc. Individualized or personal factors might trump cultural influences, which is also essential. Culture-related actions, values, and attitudes would sit somewhere in the middle, between general and personalized, if all actions, value systems, and opinions were arranged along a spectrum.

4.3 Creating the First Motivation

Phase Two (Generating Initial Motivation) is divided by Dornyei into five main categories: Improving Learners' Attitude and Valuation Toward Language, Improving Learners' Average lifespan of Success, Improving Learners' Goal-Orientedness, Improving Students' learning' Goal-Orientedness Toward Teaching Materials, and Improving Learners' Realistic Beliefs. Dornyei stated that by providing engaging content, learners' intrinsic drive can be stimulated, strengthening learner language values (Dörnyei 2001). In the personality theory, intrinsic and extrinsic motivation was segregated into separate categories. Extrinsic motivation can be used to increase students' inner drive by providing them with

stimulating and engaging learning materials and activities.

4.3.1 Building the Foundational Conditions for Motivation

At minimum three factors—acceptable instructor actions and a positive rapport with students; a comfortable and encouraging classroom environment; and a coherent learners group with proper group norms—are often present in order to motivate pupils. These three elements are linked to one another.

4.3.2 Classroom behaviours of teachers

The majority of the students who participated in the focus groups reported that the teacher is a major motivator for their in-class learning. According to the students, the teacher is the one who decides whether or not the material being learned is fascinating. One of the respondents in the focus groups indicated that the manner a teacher delivers lessons and how the teacher develops the learning environment is highly significant. The teacher, in my opinion, represents the most crucial factor. Learning will be exciting if the instructor is engaging. However, learning will also be uninteresting if the teacher is tedious.

4.3.3 Keeping and Defending Motivation

Preserving and defending inspiration is the third stage of inspirational teaching practise, and it is broken down into eight categories: making learning thrilling and pleasurable; trying to present tasks in a powerful motivational way; setting concrete learner goals; safeguarding learner self-esteem and boosting their confidence; enabling learners to keep a positive public status; generating independent learning; promoting self-motivating strategies; and strengthen collaboration among the student.

a) Two categories of motives can be differentiated between them, namely

1. Integrative Motivation

When learners are driven to study the target language in order to better comprehend, get to know, and interact with those who communicate it, they are said to be inspired on an integrated level.

2. Instrumental Motivation

Integrative motivation refers to vocabulary learning who wish to participate in social interaction within the second language group and immerse individuals into its society. In this study, desire is used to identify student attraction factors. The ambition of the students, whether internal or external, may be the cause..

A. Intrinsic Motivation

In the role of language, intrinsic motivation (IM) is the drive to participate in a task because it is fun and engaging. A person may be driven by their appreciation of the educational activity or their desire to feel better about themselves. The students are inspired by their innate motivations in this situation; they study English since they feel compelled to.

B. Extrinsic Motivation

Extrinsic motivation (EM) is the term used to describe behaviour that a person engages in to either obtain a benefit, such as higher grades or a higher salary, or to avoid punishment. Here, the students' external urge to take exams, look for work, and other things motivates them to study English.

b) Students' Level of Commitment towards English Language Learning

The large majority of student participants "agreed" with the assertions that use the grandest mean to assess participants' attitudes towards to the English language. Since they view English as a more useful language than their native tongue, it would seem that the student respondents generally have a favourable attitude about learning the language. Additionally, student respondents strongly agree that English is a vital language because it allows them to communicate their feelings and emotions. They also agree that English is a dominant language in the majority of nations and is widely spoken by individuals from all over the world.

The majority of pupil responders "happen to disagree" with the phrase "It is the language I detest the most," but they did agree that they can hold a conversation utilising English language and that it ought to be used in school training. The student

responders are therefore very enthusiastic about learning English. The second-language learners' good outlook regarding learning English is extremely important and crucial in the process of accomplishing their goal of effectively communicating in English. Lack of it will result in low desire, which will lead to failure in learning the English language.

Furthermore, they thought that everyone should learn English because it is a crucial and universal language. Learners who appear to have a more positive attitude towards the vocabulary teaching scenario function better than students who appear to have a less good mind-set.

c) Motivational strategies framework

The terms "performance indicators" and "identity methods" are used interchangeably to describe (a) discuss the concepts that teachers use to elicit and enhance students' interest and (b) identity techniques that specific students consciously employ to control their level of motivation. The motivating factors described in this article fall under (b) of these categories (a). When a major paradigm change in Second - language acquisition research highlighted the significance of the learning environment in moulding situated features of the learners' motivational dispositions, motivational techniques first received significant attention in the Second - language literature in the 1990s.

By encouraging positive teacher-student interactions, creating a calm and supportive classroom environment, and forming cohesive learning communities with suitable group norms, educators can provide the crucial circumstances for motivation. By adopting techniques that (a) raise students' expectations for achievement and (b) foster favourable attitudes about the language class and languages education in general, instructors can "whet the students' appetite" and create incentive. By encouraging scenario employee 's job (for example, through the use of pleasurable, encouraging, and relevant tasks), giving learners success-filled life experience, enabling them to keep a positive social image despite the frequently face-threatening challenge of having to interact using a severely constrained language code, and encouraging independent learning, preserve and defend inspiration. Promoting adaptable inferences,

giving useful and motivating feedback, raising learner pleasure, and delivering marks in a motivating way are all ways to encourage favourable retrospectively self-evaluation.

d) The Student Motivational State Questionnaire

The pupil motivational state survey, which may be found in Appendix B, was created to assess students' situation-specific motivating tendencies in relation to their present Second - language course. As a result, the survey did not contain any questions attempting to elicit more widespread attitudes or motivational variables, such as the benefits of English proficiency or bringing in diverse ideas.

4.4 The Relevance of English

Presenting the language's practical relevance to learners is another strategy for motivating them. Gaining employment, earning additional income, advancing your education, enhancing your social standing, and engaging in hobbies like operating on computers, which typically utilise English, are all examples of the practical benefits of learning another language. Pupils of Yuke spoke on the advantages of learning English for their future. They recognised the importance of diligent study in order to advance their English for future use. They also understood that they needed English to study at the institution. When professors discuss how important English is for their students' academic work and potential jobs, the students appear more engaged. The kids realised that in order to interact in an international setting, they too were required to speak English. They seem to put a lot of effort into their English studies.

4.4.1 Possibility to Improve Your English

The kids said that having so much time to practise their English was enjoyable. Instead than only hearing to their teacher describes a lesson, they preferred to practise speaking English. Pupils who are engaged are eager to utilise and perfect their English. Throughout English class, they make a concerted effort to speak with their instructor in English. While this is going on, some pupils sign up for and participate in after-school English classes. They understand that speaking English is

necessary for both their academic courses at the university and their future professional endeavours. While several of the tactics used in this stage did not arise from the information, one method that is not mentioned in the model succeeded. By

providing the students plenty of practise time, the framework's strategies—which also arose from the information learner collaboration and boosted their self-confidence.

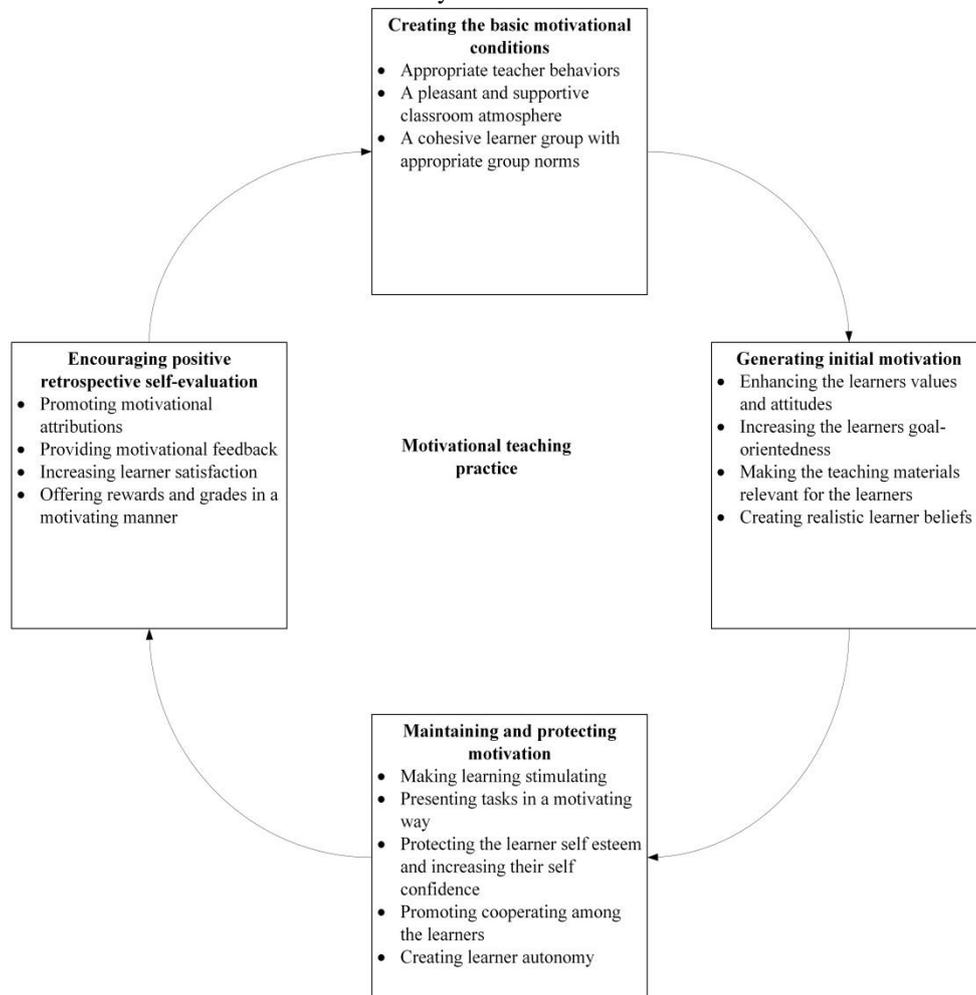


Figure 2: Motivational teaching practise

The use of inspiration is systematised into a circular system that includes the four steps depicted in Figure 2: establishing motivating conditions, inspiring student motivation, sustaining and protecting motivation, and promoting favourable retroactive identity. This cycle suggests that motivation for students should be created, sustained, and promoted. The "socio-dynamic" phase of organization studies is what it is currently at because it stresses how many psychological, social, and environmental aspects went into the setting of teaching and learning.

4.4.2 Language Learning and Motivation

According to the theory that inspiration is a fundamental component of learning, in order to become motivated, a learner must possess something to look forward to, confidently predict, demand, and long for, as well as a reason, guiding principle, or justification that has to do with an objective or target. This objective would be to acquire a foreign language with regard to learning a second/foreign language. Actually, the student must have a goal or activity in mind, with the language learning serving as the means to that end.

5. Problem statement

The ability to communicate in English, which is a universal language, is essential for academic success in both public and higher education. The use of technology in the learning process has advanced quickly during the last ten years. As a result, the majority of educational institutions, particularly in Third World nations, work to equip students with technology and English language proficiency so they can function in the modern digital world. The learners' different ages, however, are equally important for motivating them and helping them reach their language learning goals. When compared to older learners, a learner who is younger may occasionally be more driven. However, the situation might also be the opposite.

6. Result

50 pupils have been conveniently selected as a sample from the accessible population. These kids were simple to talk to about the current study. The pupils are distributed as follows. Six questions with four possible answers made up the questionnaire. Disagree (DA), Strongly Agree (SA), Strongly Disagree (SD), and Agree (AG) in table 1 the department and the number of students has shown and The Table 2 below lists the basic characteristics of the participants. Table 3 represent the respondents' overall responses were no and % and the graph of the table given in figure 3. The teacher's perspective on the students' participation was expressed.

Table 1: **Department and the number of students**

Department	Number of students
B.sc chemistry	10
B.sc physics	9
B.sc zoology	11
B.sc maths	10
B.sc English	10
Total	50

Table 2: **Characteristics of the participants in general**

Number of students	50
Age	18-22
Class	UG
Gender	Female

Table 3: The respondents' overall responses were no and %.

S.no	SD	SA	DA	AG
1.	16.06 %	34.16%	10.45%	32.11%
2.	13.2%	26.45%	31.4%	27.21%
3.	16%	23.3%	28.21%	40.27%
4.	56.32%	66.32%	52.32%	30.21%
5.	73.21%	54.65%	55.21%	67.32%
6.	10.43%	59.23%	68.43%	73.37%

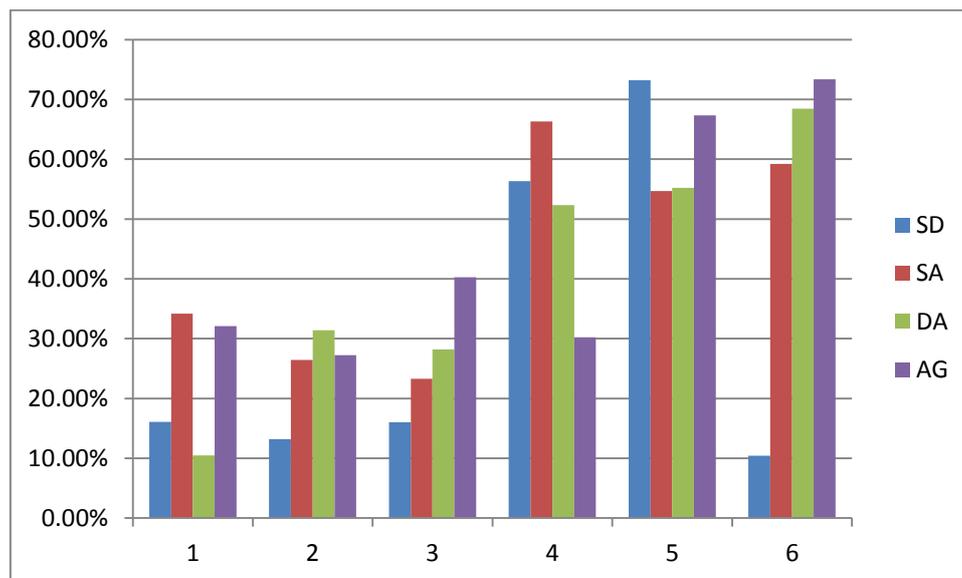


Figure 3: Result of the respondent's responses

7. Conclusion

According to characteristics including identity, classroom conditions, passion, and the pupil teacher's role in the class, desire was only marginally significant. The results demonstrated the significance of the fact that if these aspects are not adequately addressed. The personalities of their students should be identified, understood, and taken into consideration by the language instructors and lecturers. Additionally, they ought to be

knowledgeable about motivation, its significance, and its varieties. They should also be aware of and become acquainted with each student's character and behaviour. Teachers believe that in order for their pupils to be agents of world peace in today's heterogeneous society, it is essential to emphasise the interconnectedness between culture and language. The importance of culture in determining kids' linguistic ability has long been acknowledged. The instructors decided to incorporate culture and language together because they are not two distinct

things. They are all conscious that learning about culture fosters a greater appreciation and understanding of various cultures. The lack of a positive student-teacher interaction is one of the reasons why students lack enthusiasm for learning. Students cannot grasp the grammatical and semantic aspects of language until they internalise the cultural aspects of the speech community. In other words, all of the professors concur that responding to specific assertions in cultural contexts requires more than simply manipulating grammar and vocabulary.

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