

Unveiling the Drive and Drift: Exploring Motivation and Sources of Burnout in ESL Learnings

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i11/19372> DOI:10.6007/IJARBSS/v13-i11/19372

Published Date: 2 November, 2023

Abstract

Malaysia is one of the countries that teaches English as a second language (ESL). Hence, English is important in students' education. Therefore, learners need to master all four skills where a lack of competence in one will have a direct impact on others. In order to make sure ESL learners can be motivated to learn English without facing any burnout, this study has been conducted. The objective of this study is to explore the perception of learners on their motivation and sources of burnout in the learning of ESL. The study employs a questionnaire to collect quantitative data. A rural of 124 participants from UiTM Selangor responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted in Pintrich and De Groot (1990) and Campos et al. (2011). The survey has 3 sections. Section A has 3 items on the demographic profile, Section B has 24 items on motivation components and Section C has 16 items on burnout. The findings show that in terms of motivation, students are motivated to learn ESL, however, the students still have a feeling of emotional discomfort during examination. Students also experience a mix of exhaustion, emotional drainage, fatigue towards academic commitment as well as having negative feelings about English study tasks. The study also reveals that there is a positive relationship between motivation and sources of burnout when learning ESL. It is hoped that this study can benefit students who would like to study ESL as well as educators who would like to help their students in mastering ESL.

Keywords: Motivation, Burnout, ESL learners

1.0 INTRODUCTION

1.1 Background of Study

Malaysia is a multilingual country with Bahasa Melayu as the official language. However, English is widely used for communication, education, business and many more. Many Malaysians opt to learn English as their second language to enhance their

personal development, education, career opportunities, cultural exposure and global communication. Malaysia is actually one of the countries that formally uses English as a second language and regards English as an important part of the education system in the country (Thirusanku & Yunus, 2012). The four linguistic skills in English which are listening, speaking, writing, and reading are all significant aspects of the language that must be mastered, where a lack of competence in one will have a direct impact on the others (Christopher, 2016). Therefore, students need to be motivated to learn ESL and try to avoid burnout while studying ESL.

This observation demonstrates that motivation and burnout are two fundamental factors that significantly impact the success and well-being of ESL learners. Specifically, this study is to explore the perception of learners on their motivation and sources of burnout in the learning of ESL. First, motivation must be defined. "To be motivated means to be moved to do something" (Ryan & Deci, 2000, p.54). This definition is closely connected to the Latin origin of the word 'motivation,' which stems from the term 'movere,' signifying the act of moving. Initially, burnout was considered to be limited to individuals in professions involving interpersonal interactions, however, the concept of burnout has since expanded to encompass academic life as well. According to Freudenberger (1974, as cited in Schaufeli et al., 2009) burnout is a state of physical and emotional exhaustion caused by work conditions. Students' activities including submitting assignments, spending long hours to complete the assignments, working with deadlines and attending classes are considered as work as well (Law, 2007). Due to the importance of English in education, specifically in Malaysia, investigating motivation and sources of burnout in the learning of ESL is highly relevant to Malaysian students.

1.2 Statement of Problem

Current studies have shown a low level of motivation among students in classrooms. A study by Xie (2020), which later is supported by Jenal et al. (2022) found that students feel demotivated when they experience test anxiety which could impact their motivation when learning. In fact, Ibrahim et al. (2023) found a weak relationship between motivator factors (satisfiers) and hygiene factors (dissatisfiers) in language learning classrooms. This indicates that the factors that motivate students (for example, getting recognition in a group task) and hygiene factors that can temporarily interfere with language learning (for example, heavy workload to complete their study) have little impact in their learning classrooms. Matters like these can lead to a bigger problem because motivation, specifically intrinsic motivation, is often manifested as one of the significant predictors of students' academic performance (Miyamoto et al., 2020). Besides motivation, current studies also have investigated burnout among students. A study by Naderi et al. (2021) found that nursing students experience higher levels of academic burnout due to lack of sleep. It is later found that the nature of the nursing field itself contributes to the students' exhaustion and stress such as long working hours, standing for long periods and packed academic schedules. This is alarming because students who experience academic burnout are likely linked to suicidal ideation (Ugwu, 2013; Oloidi, 2022).

Although there are numerous research studies that have found positive correlation between burnout and motivation in learning among students of mathematic, science and engineering fields (Felaza et al., 2020; Usán et al., 2022; Nazri

et al., 2023; Mamat et al., 2023), there is little study exploring the relationship between students' learning motivation and their sources of burnout when learning English. Thus, the aim of the current study is to investigate the perception of undergraduate students on their motivation and explore the possibility of its relationship with the sources of burnout in learning ESL. The findings in this study may help lecturers and educators discover different ways to increase the students' motivation when learning English and could hopefully help to control the sources of burnout among students, especially when English is not their native language. This can be done through the preparation of lesson plans and creating a better engagement with the students in the teaching-learning class. The findings can also allow students to become more conscious and aware of their self-efficacy and beliefs about ESL learning that may contribute to them experiencing burnout. By being more conscious, they are more in control of the ever-changing learning process that allows them to commit better in academics (Meng, 2021), especially ESL learning.

1.3 Objective of the Study and Research Questions

This research is conducted to explore perception of learners on their motivation and sources of burnout in the learning of ESL. More precisely, the study aims to address the following inquiries:

- How do learners perceive their motivation to learn ESL?
- How do learners perceive sources of burnout in the learning of ESL?
- Is there a relationship between motivation and sources of burnout in the learning of ESL?

With these questions, this research hopes to achieve the following objectives:

- to investigate learners' perception on their motivation to learn ESL.
- to investigate learners' perception on the sources of burnout in the learning of ESL.
- to identify the relationship between motivation and sources of burnout in the learning of ESL.

2.0 LITERATURE REVIEW

2.1 Motivation to learn ESL

Motivation is a pivotal factor in the process of acquiring a second language, particularly in the context of English as a second language (ESL) learning. ESL classrooms, often composed of diverse learners with unique backgrounds and goals, require a nuanced examination of motivation. According to Hussain, Salam and Farid (2020), motivation compels students to put extra effort to successfully complete academic challenges since their success in careers is closely tied to their proficiency in English. Motivation is indeed a key factor in helping students overcome challenges and achieve their academic and professional goals. Additionally, motivation is a complex interplay between how students view themselves and their understanding of the world (Daud et al., 2022). This is fundamental in understanding how individuals are driven to pursue their goals and navigate their educational journey particularly in ESL education where language proficiency is closely tied to future opportunities and success. Alizadeh (2016) believes that motivation offers learners a clear purpose and guidance, making it a vital component in the process of language learning. Insufficient

motivation can lead to challenges for learners, as without the drive to learn, effective language acquisition becomes exceedingly difficult.

2.2 Sources of Burnout

Academic burnout can be a common experience for university students, and it can have a negative impact on their academic engagement and performance (Jagodics & Szabó, 2022). According to Charkhabi, Azizi Abarghuei, and Hayati (2013) and Liu, Xie, Sun, et al. (2023), this type of burnout is characterised by feelings of exhaustion, pessimism, and low self-efficacy, as well as disengagement symptoms that can be caused by prolonged exposure to academic demands. Some sources of academic burnout as mentioned by Jagodics and Szabó (2022) include high levels of emotional exhaustion, depersonalization, low feelings of personal accomplishment, lack of interest in the field of study, and academic demands. Furthermore, life stressors such as financial difficulties, family problems, and health issues can also contribute to academic burnout (Liu, Xie, Sun, et al. (2023). It is vital for universities to recognize these sources of burnout and take proactive measures to prevent and manage it among their students (Salahshour & Esmaeili, 2021).

2.3 Past Studies on Motivation to learn ESL - value, expectancy, affective component

The pursuit of English as a Second Language (ESL) proficiency has long been a subject of interest, not only for language educators but also for researchers seeking to unravel the intricate web of motivations that drive individuals to embark on the challenging journey of acquiring a second language. The study conducted by Nguyen (2019) involved 371 students at Vietnam National University, Hanoi, with the aim of assessing the type and level of motivation in English language learning. The research used Gardner's Attitude/Motivation Test Battery (AMTB) as its tool. The results revealed that the participants showed high motivation, primarily fueled by instrumental motives. Notably, the study found that students' motivation was significantly influenced by their school year and their parents' proficiency in English. Another cross-sectional quantitative study conducted by Khan and Takkac (2021) at a poly-cultural center in Canada. Their research had a dual purpose: first, to investigate the challenges encountered by new immigrants as they learned English, and second, to pinpoint the factors that inspired and motivated them. The study found that the primary motivators for new immigrants learning English as a second language were the desire for career and economic advancement, along with the aspiration to communicate and connect with individuals from different cultural backgrounds.

Next, the study by Tahir et al. (2022) also investigated the factors that drive and hinder learning by examining motivational components, including affective, expectancy, and value components. The research employed a quantitative methodology, with 148 participants responding to a survey that utilized a 5-point Likert scale. The findings highlighted students' motivation is strongly affected by three key components. Firstly, the motivation of learners is significantly enhanced by value components, which are molded by both intrinsic and extrinsic aspirations and task value beliefs. Secondly, expectancy components, which cover self-efficacy and perceptions of control over the learning process, exert a noteworthy influence. Finally, the emotional aspect, influenced by test anxiety, takes on a vital role in shaping the

overall motivation of learners. The study's findings are crucial for comprehending the factors that affect learner motivation during the learning process. They serve as valuable guidance for instructors in selecting suitable teaching approaches for their classrooms.

2.4 Past Studies on Learners' Burnout

Previous research has delved into the issue of burnout among those learning English as a second language. One such study is "The Moderating Role of Maladaptive Emotion Regulation Strategies: Language Learning Motivation and Burnout Among English as a Foreign Language Undergraduates" (Yu, Wang & Liu, 2022). It examined the association between motivation and burnout among English as a Foreign Language (EFL) learners and whether maladaptive emotion regulation strategies (ERS) could moderate their association. The study recruited 841 EFL undergraduates from two universities in China and found that participants reported high levels of language learning burnout and that maladaptive emotion regulation strategies, such as avoidance and venting, had a significant impact on this relationship.

Another study done by Liu and Zhong (2022), "Scale Validation of English Learning Burnout (ELB) in the Chinese Context," aimed to define the concept of English learning burnout and analyse its prevalence among 1213 Chinese senior high school students by using a 15-item Senior High School English Learning Burnout Scale. The study concluded that ELB is a negative and complex psychological state that can cause learners to feel disinterested, unmotivated by their confidence and interest and even exhausted regarding English learning. ELB has been underexplored in the field of language education, and the study provides new evidence for burnout in the context of English as a Foreign Language. The paper highlights the need for further research to explore the construct of ELB and its impact on English learners.

2.5 Conceptual Framework

When it comes to learning a language, learners need motivation to keep going. Motivation helps learners feel satisfied with the learning process and gain confidence to learn more (Rahmat, 2021). This study (refer to Table 1) is rooted in the concept of motivation for learning by Pintrich and De Groot (1990) and also sources of burnout by Campos, et. al. (2011). According to Pintrich and De Groot (1990), motivation is categorised into (a) value, (b) expectancy and (c) affective components. The components of value are driven by (i) intrinsic and (ii) extrinsic goal orientation as well as (iii) task value beliefs. Next, expectancy components are fuelled by (i) students' perception of self-efficacy and (ii) control belief for learning. Next, Campos et al. (2011) listed two sources of learners' burnout and they are exhaustion and disengagement.

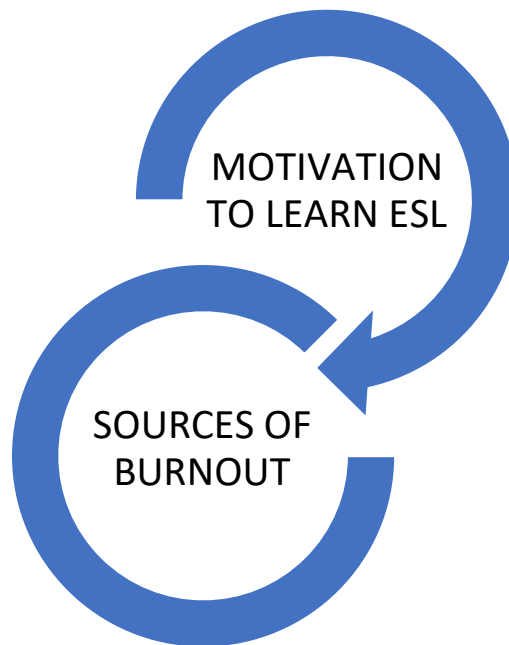


Figure 1- Conceptual Framework of the Study- Motivation and Sources of Burnout in learning ESL

3.0 METHODOLOGY

This study adopted a quantitative approach and collected data using a questionnaire from 124 undergraduate students from a public university in Malaysia. The instrument is rooted from Pintrich and DeGroot (1990) and Campos et al. (2011) to investigate their motivation and sources of burnout in ESL learning. The variables are revealed in Table 1 below. The survey has 3 sections. Section A has items on demographic profile. Section B has 24 items on motives and section C has 16 items on burnout. Given the nature of these items, responses were measured on a Likert scale with 1 representing never and 5 representing always. The questionnaire was programmed on Google Form and distributed using WhatsApp application over a period of two weeks.

Table 1- Distribution of Items in the Survey

SECT	CATEGORIES	CONSTRUCT		VARIABLE	No Of Items	Total Items
B	MOTIVATION (Pintrich & DeGroot , 1990)	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	12
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		EXPECTANCY COMPONENT	(i)	Students' Perception of Self-Efficacy	5	7
			(ii)	Control Beliefs for Learning	2	

		AFFECTIVE COMPONENTS			5
C	SOURCES OF BURNOUT (Campos,et.al, 2011)	BURNOUT-EXHAUSTION			8
		BURNOUT-DISENGAGEMENT			8
		TOTAL NO OF ITEMS			40

Table 2- Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.890	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .890, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

4.0 FINDINGS

4.1 Findings for Demographic Profile

Q1 Gender

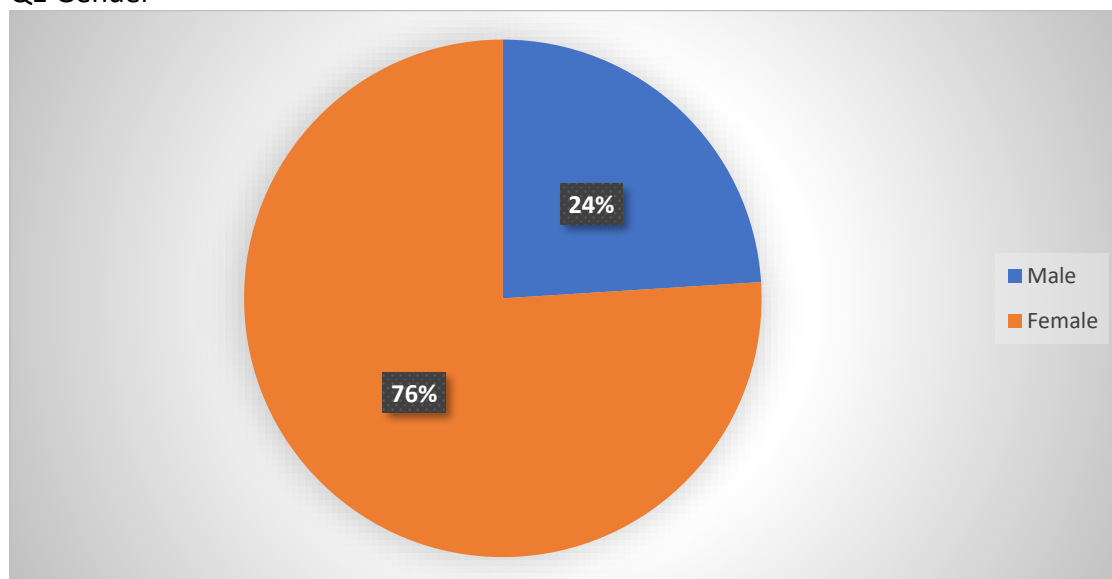


Figure 2- Percentage for Gender

There were 124 undergraduate students who responded to the questionnaire. The first demographic profile tabulated in Figure 2 is gender. The largest group of respondents in this study are female students (76%) while 24% are male.

Q2 Semester

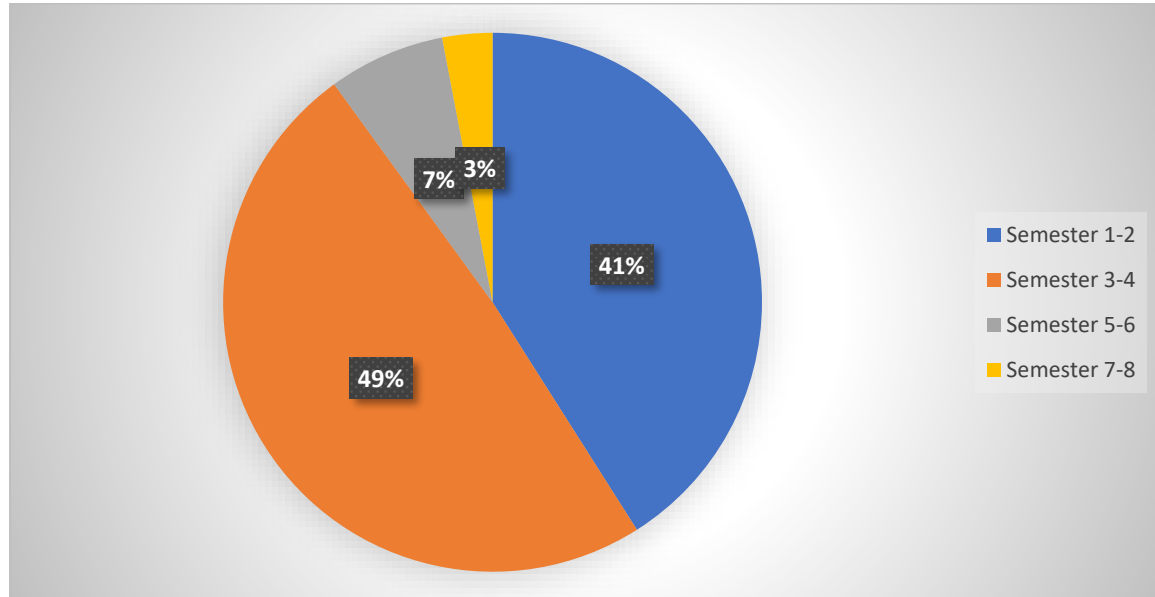


Figure 3- Percentage for semester

The second demographic profile shown in Figure 3 is the students' current semester of their study period in UiTM Selangor. Majority of the students are in Semesters 1-2 and Semesters 3-4 (41% and 49% respectively) while the smaller batch are students in Semesters 5-6 and Semesters 7-8 (7% and 3% respectively).

Q3 Discipline

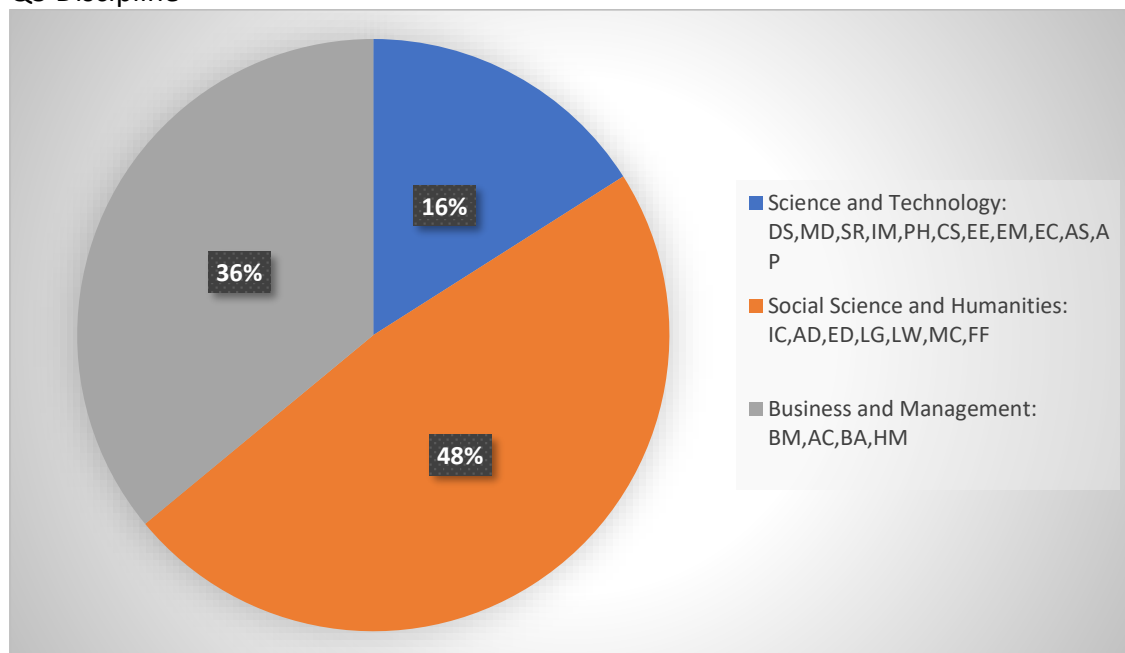


Figure 4- Percentage for Discipline

The third demographic profile of the students is their respectable academic discipline in UiTM Selangor (refer to Figure 4). 48% of the students are in the Social Science and Humanities program, 36% are in the Business and Management program while 16% are in the Science and Technology program.

4.2 Findings for Motivation for Learning ESL

This section presents data to answer research question 1- How do learners perceive their motivation to learn ESL?. To better understand the students' perception on their motivation to learn ESL, this study investigates three components of motivation which are value, expectancy and affective. The results are presented in Figures 5 to 10.

VALUE COMPONENT

(i) INTRINSIC GOAL ORIENTATION (4 items)

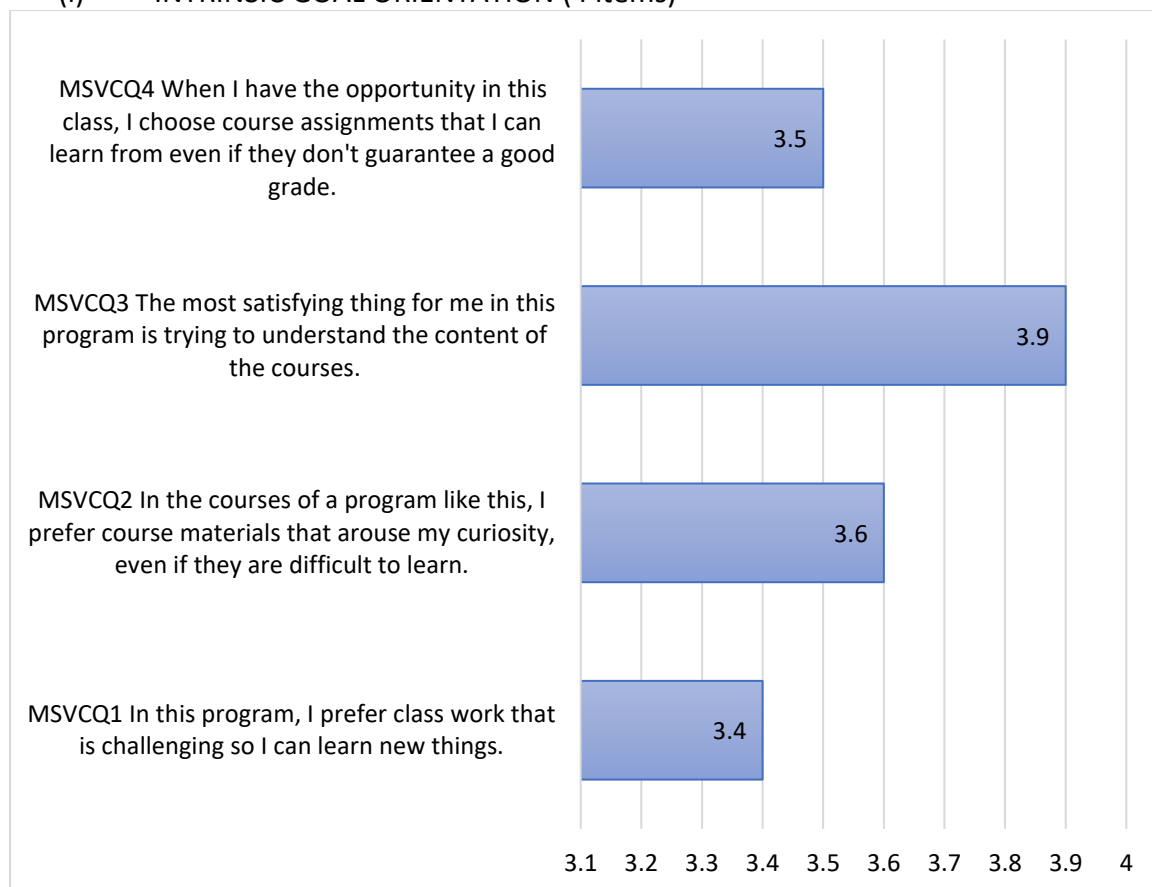


Figure 5- Mean for Intrinsic Goal Orientation

Figure 5 provides insights on the students' ESL learning preferences that contribute to their intrinsic goal orientation. The results indicate that the students found it most satisfying when they tried to understand the content of the English course (mean score: 3.9) but only few preferred learning new things through challenging class work (mean score: 3.4). However, some students preferred English materials that aroused their curiosity even if the materials were difficult to learn (mean score: 3.6) and if given the opportunity, they would choose English assignments that they could learn from even if the assignments did not guarantee a good grade (mean score: 3.5).

(ii) EXTRINSIC GOAL ORIENTATION (3 items)

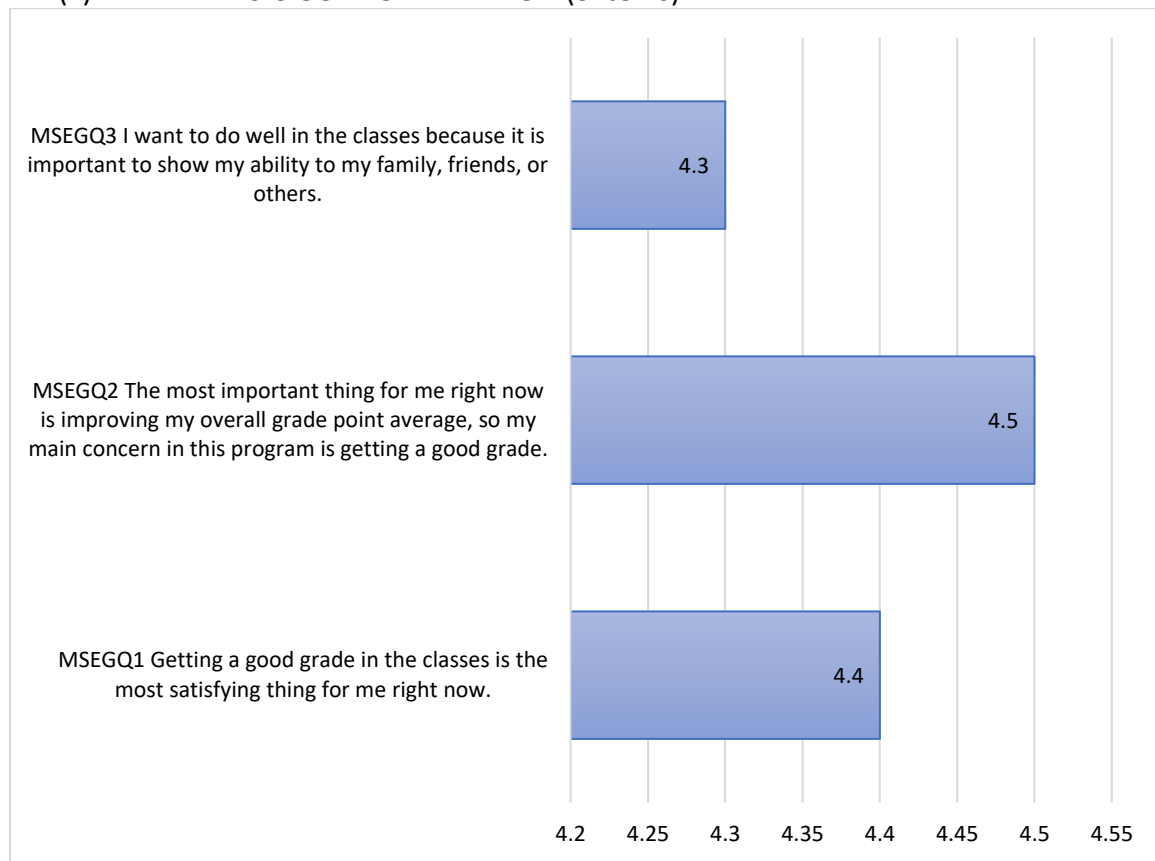


Figure 6- Mean for Extrinsic Goal Orientation

The results in Figure 6 shows the students' extrinsic goal orientation when learning English. Most of the students' biggest concern was getting good grades in their English course which then would contribute to their overall grade point average (mean score: 4.5). In fact, getting a good grade in English class brought the most satisfaction to the students, which makes this orientation the second highest mean score (4.4). Meanwhile, the lowest mean score stands at 4.3, as students wanted to do well in their English class because it was important to them to show their academic performance to their family and friends.

(iii) TASK VALUE BELIEFS (5 items)

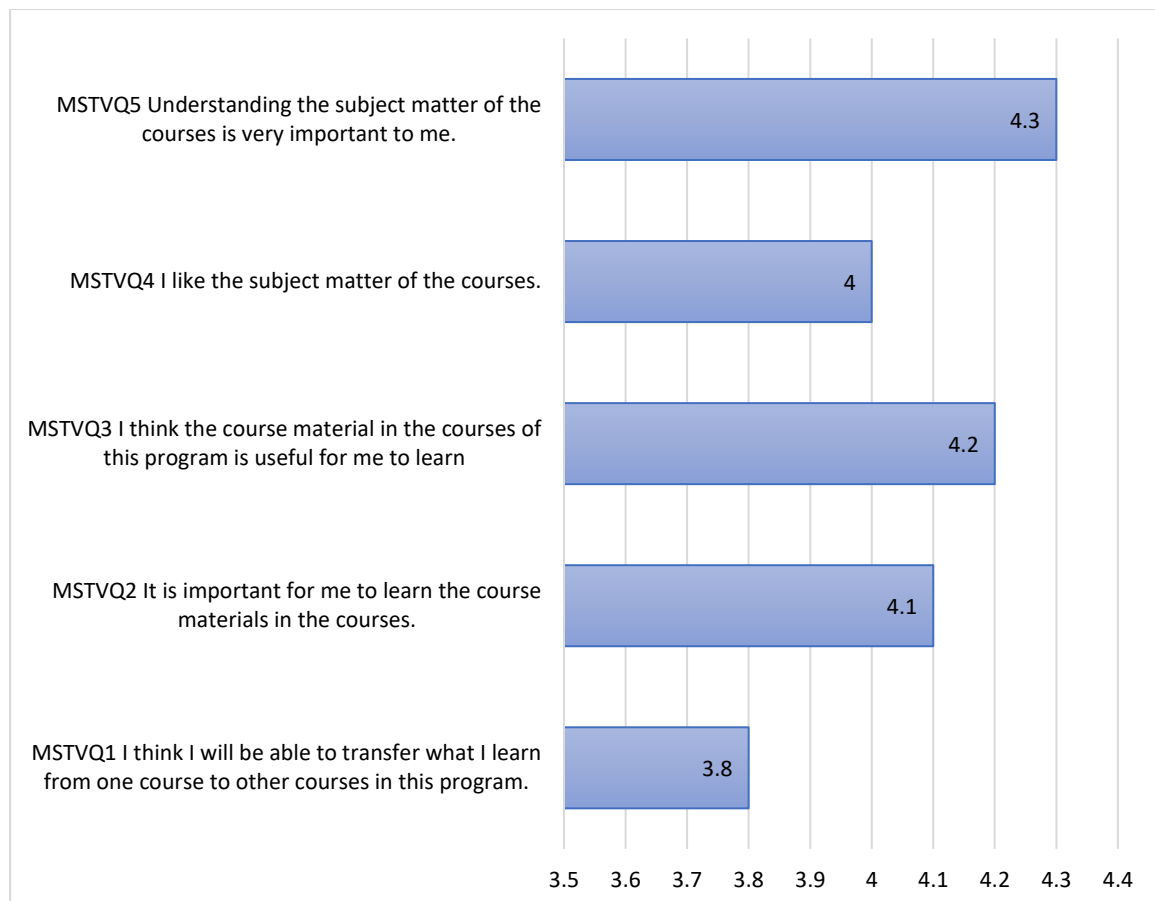


Figure 7- Mean for Task Value Beliefs

Figure 7 displays the mean scores for the items regarding task value beliefs. The highest mean score is 4.3, which shows that the students attach a high level of importance to understanding the subject matter of the English language courses. The second highest mean score is 4.2 which illustrates that the students find the course material within this program to be beneficial for their learning. The students also responded positively (mean score: 4.1) regarding the importance of learning English language course materials. Next, the majority of the students mentioned that they like the subject matter of the English language courses, with a mean score of 4. Finally, the lowest mean score is 3.8 as that students believe they may encounter challenges when attempting to apply their knowledge from one English language course to other English language courses within the program.

EXPECTANCY COMPONENT

- (i) STUDENTS ' PERCEPTION OF SELF-EFFICACY (5 items)

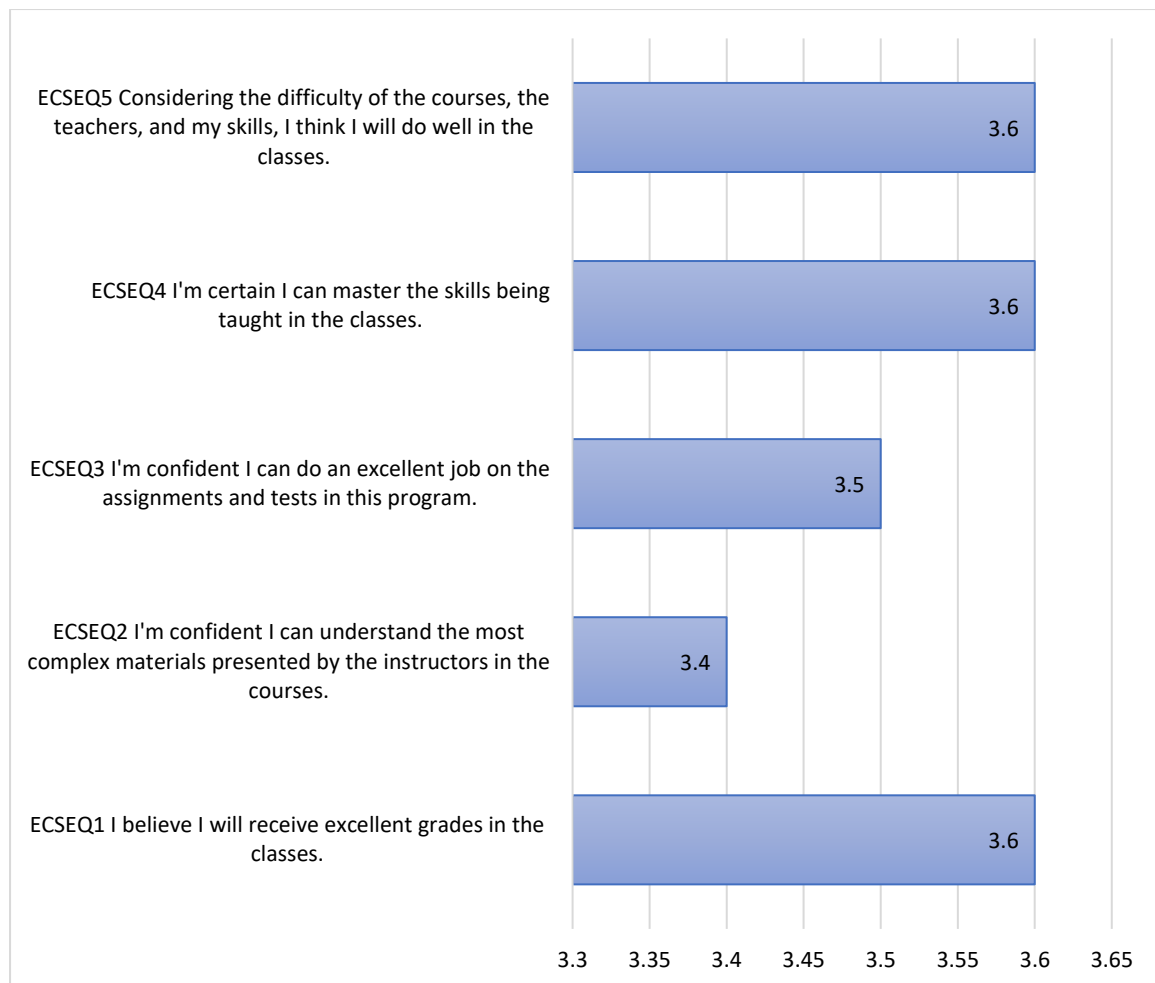


Figure 8- Mean for Students' Perception of Self-Efficacy

Figure 8 illustrates the mean scores for students' perception of self-efficacy. The highest mean value at 3.6, is shared by three items; 'I believe I will receive excellent grades in the classes', 'I'm certain I can master the skills being taught in the classes' and 'Considering the difficulty of the courses, the teachers, and my skills, I think I will do well in the classes'. The second highest mean score is 3.5, which shows that the students are confident that they can do an excellent job on the assignments and tests within the English language class. Finally, the lowest mean score is 3.4, as the students find that they are confident they can understand the most complex materials presented by the instructors in the English language courses.

(ii) CONTROL BELIEFS FOR LEARNING (2 items)

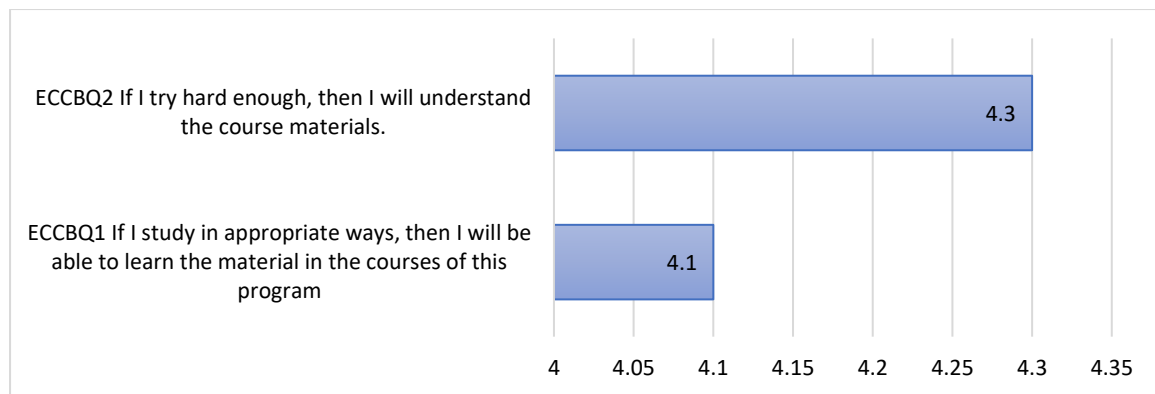


Figure 9- Mean for Control Beliefs for Learning

Figure 9 exhibits the mean scores for control beliefs for learning. The highest mean score is 4.3, indicating that the students agree that diligent effort will lead to their comprehension of the English language course materials. Conversely, the lowest mean score at 4.1, reflects the students' consensus that they are able to acquire the material in the English language courses if they employ the suitable study methods.

AFFECTIVE COMPONENT -reversing (5 items)

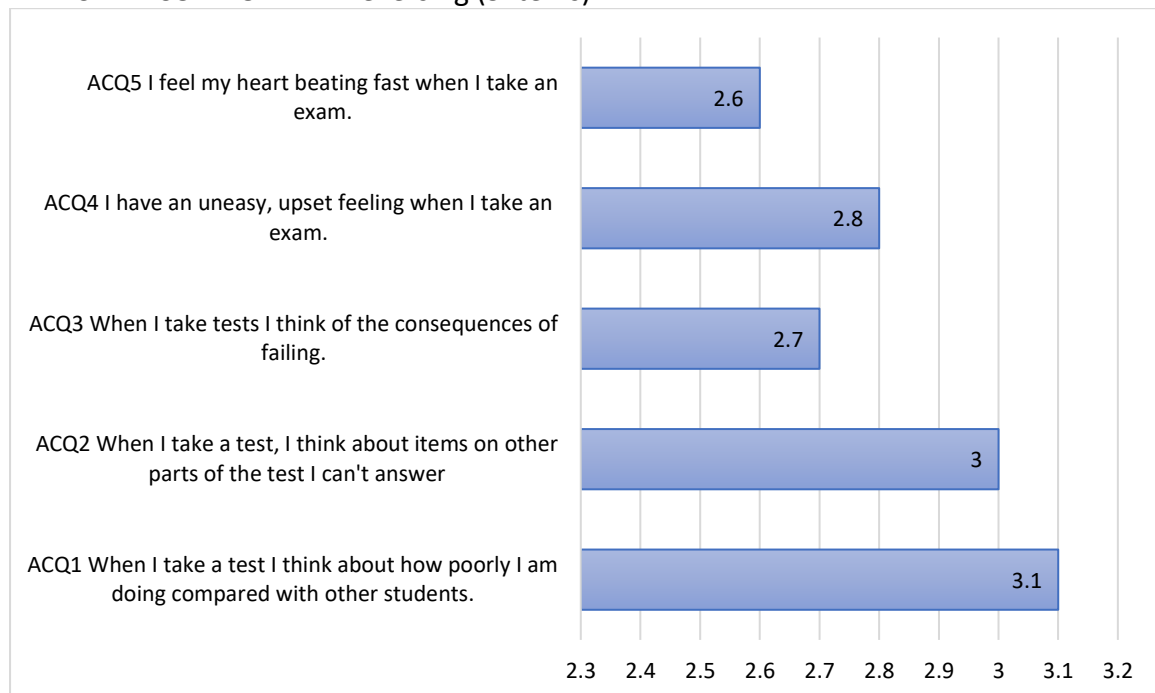


Figure 10- Mean for Students' Perception of Affective Component

Figure 10 presents the mean scores for students' perception of affective components. The highest mean score is 3.1, which shows that students tend to think about their performance relative to their peers when taking tests. The second highest mean score is 3, indicating that students somewhat think about items on other parts of the tests that they cannot answer. Next, the students experience some level of uneasy and upset feelings during exams (mean score = 2.8). Moreover, with a mean score of 2.7, students generally consider the consequences of failing when taking tests. Lastly, the lowest mean score of 2.6 indicates that students, on average, experience a fast-beating heart when taking an exam.

4.3 Findings for Sources of Burnout

This section presents data to answer research question 2 - How do learners perceive sources of burnout in the learning of ESL?. There are two components that explore the sources of burnout which are exhaustion and disengagement. The results are presented in Figures 11 and 12.

BURNOUT (EXHAUSTION)

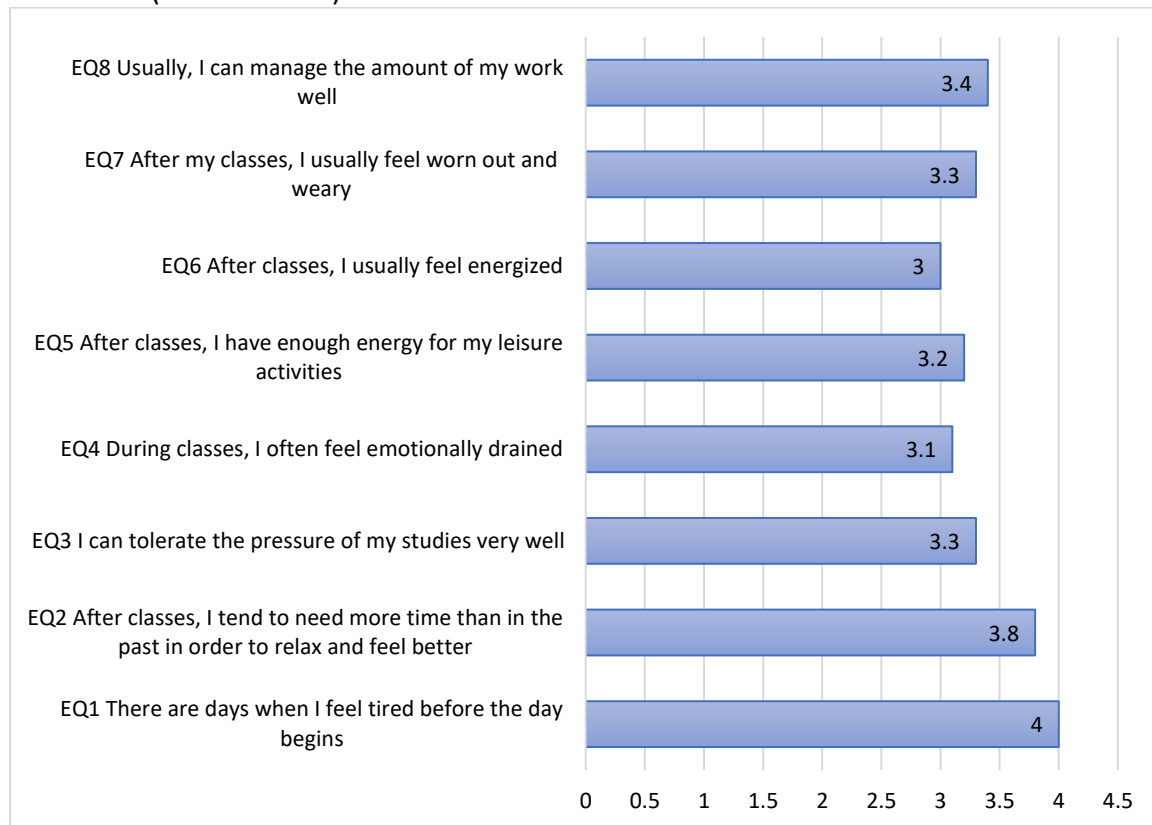


Figure 11 -Mean for Burnout-Exhaustion

Figure 11 highlights the mean scores for the relationship between burnout and exhaustion. The highest mean score recorded is 4, which means that the students feel tired before the day begins. Next, the second highest mean score recorded is 3.8 which shows that the students need more time in the past to relax and feel better after classes. In addition, the students also agreed that they can manage the amount of their work well (mean score: 3.4). Two items share the same mean which is 3.3 where the students responded that they can tolerate pressure of their studies very well and they feel worn out and weary after classes. Moreover, with the mean score 3.2, the students answered that they still have enough energy for their leisure activities after they are done with classes. The second lowest mean recorded was 3.1 which shows that the students often feel emotionally drained during classes. Lastly, the students responded that they usually feel energized after class with the lowest mean score which is 3.

DISENGAGEMENT

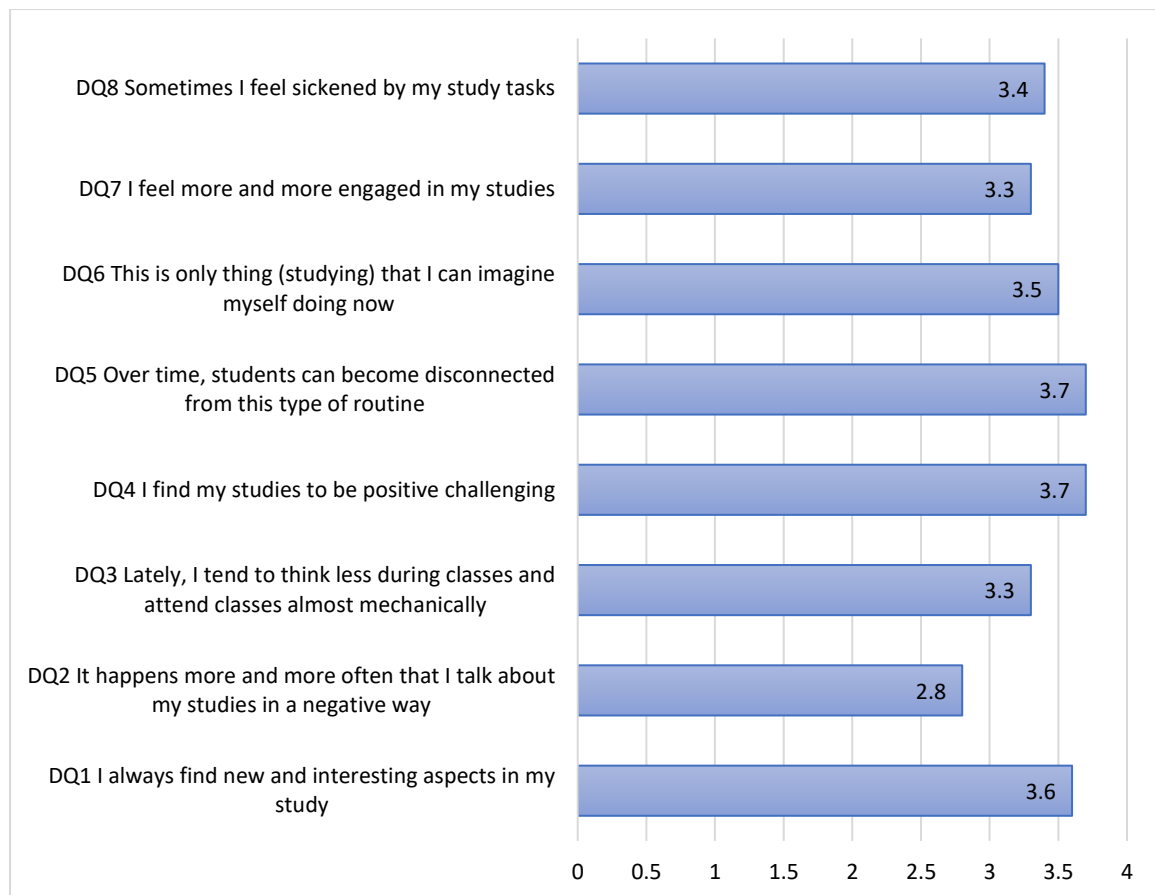


Figure 12 -Mean for Burnout-Disengagement

Figure 12 portrays the mean scores for burnout and disengagement. The highest mean score recorded is 3.7. This value is shared by two items which show that the students find their studies to be positively challenging and they also can become disconnected from this type of routine over time. Next, the second highest mean score is 3.6 which shows that the students always find new and interesting aspects in their studies. This is followed by the mean score of 3.5 which portrays that the only thing that the students can imagine doing now is studying. The next item has a mean score of 3.4 which shows that sometimes the students are sickened by their study tasks. Two items share the same mean score (3.3) which shows that the students tend to think less during classes and attend classes almost mechanically and they also feel more and more engaged in their studies. Finally, the item 'It happens more and more often that I talk about my studies in a negative way' recorded the lowest mean score (2.8).

4.4 Findings for Relationship between Motives and Burnout

This section presents data to answer research question 3 which is Is there a relationship between motivation and sources of burnout in the learning of ESL?. To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is analysed using SPSS for correlations. Results are presented separately in table 3 below.

Table 3- Correlation between Motivation to learn and Burnout

Correlations

		MOTIVATION	SOURCESBUR NOUT
MOTIVATION	Pearson Correlation	1	.420**
	Sig. (2-tailed)		.000
	N	124	124
SOURCESBURNOUT	Pearson Correlation	.420**	1
	Sig. (2-tailed)	.000	
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between motivation and sources of burnout. Correlation analysis shows that there is a moderate significant association between motivation and sources of burnout ($r=.420^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between motivation and sources of burnout.

5.0 CONCLUSION

5.1 Summary of Findings and Discussions

This study was conducted to explore the learners' perception on their motivation to learn English, to investigate the sources of burnout in the learning of ESL, and to investigate the relationship between motivation and and sources of burnout. The summary and discussions of this study is drawn in this section.

5.1.1 How do learners perceive their motivation to learn ESL?

The data for the motivation category shows positive responses for value and expectancy components. It clearly stated that students are motivated to learn ESL. Based on the study conducted by Hussain, Salam and Farid (2020), motivation compels students to put extra effort into successfully completing academic challenges since their success in careers is closely tied to their proficiency in English. Alizadeh (2016) also believes that motivation offers learners a clear purpose and guidance, making it a vital component in the process of language learning. Conversely, for the affective component, students indicate average responses. The students reveal that they feel nervous, worried and emotional discomfort during examinations.

5.1.2 How do learners perceive sources of burnout in the learning of ESL?

Meanwhile, there are two components that the researchers are looking for under the sources of burnout category which are burnout and exhaustion as well as burnout and disengagement.

The data for burnout and exhaustion show that students experience a mix of exhaustion, emotional drainage, and fatigue related to their academic commitments. While many students can manage their workload and tolerate study pressure, they

often require more relaxation time and may feel tired before the day begins. This has been proven in a study conducted by Jagodics and Szabó (2022) where some sources of academic burnout led to high levels of emotional exhaustion, depersonalization, low feelings of personal accomplishment, lack of interest in the field of study, and academic demands.

Moreover, for the next component which is burnout and disengagement, the results show that while many students find aspects of their studies interesting and view them as positively challenging, there are also instances of mechanical attendance and occasional negative feelings about study tasks. Based on one definition of burnout, students may experience feelings of incompetence, and a lack of ability, skill and productivity in their work (Maslach, Leiter & Schaufeli, 2008). However, students who exhibit stronger self-efficacy are more inclined to endure and persist when they encounter academic difficulties. Self-efficacy plays a pivotal role in shaping how students confront challenges, adversity, and setbacks in their academic journey (Schunk & Zimmerman, 2006).

5.13 Is there a relationship between motivation and sources of burnout in the learning of ESL?

Based on the study, correlation analysis shows that there is a moderately significant association between motivation and sources of burnout. This happens when motivation levels increase, and the likelihood or extent of experiencing burnout also increases moderately. Other than that, students who are highly motivated may be more susceptible to certain sources of factors that contribute to burnout. This result contradicts the study conducted by Cazan (2015) where the researcher data show that learning motivation correlated negatively with burnout in ESL studies. The other study conducted by Salanova, Schaufeli, Martínez and Bresò (2010) also revealed that students who are successful in achieving their goals feel more motivated which leads to lower levels of burnout.

In conclusion, a lack of motivation may cause students to be less successful in learning ESL. Motivation plays a vital role in the learning process. It may affect students' level of engagement, effort and persistence in their studies. When students face a lack of motivation to learn ESL, they may not fully commit to their language studies which may result in slower progress, lower proficiency levels and decreased success in ESL courses. Conversely, motivated students are more likely to actively participate, practice, and seek out opportunities to improve their language skills, which can lead to greater success in ESL learning. Therefore, fostering and maintaining students' motivation is an important consideration for ESL educators and learners alike.

5.2 Pedagogical Implications and Suggestions for Future Research

Building on the findings from the above studies, it can be suggested that educators should play a vital role as well. Educators can help students establish clear and achievable learning goals. Having a purpose and a sense of direction can also increase motivation. Moreover, educators may also connect the content to students' real-life situations and interests by showing them how English language skills can be valuable and applicable in their lives, careers and hobbies. Other than that, educators may create a supportive learning environment by fostering a classroom environment

that is inclusive, respectful and encouraging. Educators may also provide constructive feedback that focuses on improvement rather than criticism. Therefore, through the application and practice of these methods, it is anticipated that students will be able to avoid burnout during their ESL learning experience. This approach is expected to make the journey of learning ESL an enjoyable one for the students.

It can be said that this study can benefit students who would like to study ESL as well as educators who would like to help their students in mastering ESL. It is hoped that future research can focus on educators in handling demotivated ESL students. This is very important for educators to mentally and physically prepare before and after the teaching sessions in order to improve the students' motivation level to learn ESL and help them control the feeling of burnout along the way.

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