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**RESEARCH ARTICLE**

## Teaching Styles and Learners' Motivation: An Investigation into the Perceptions of High School Learners of English

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**ABSTRACT**

Research in the field of second/foreign language learning has shown that some learners are more successful than others. This can be ascribed to the influence of several factors. Manifold studies have proved the consequential effect of motivation on the learning process. The level of motivation of learners, however, is believed to fluctuate due to the effect of various internal and external factors. The teacher's teaching style is one of the external factors that has been claimed to be influential in the process of teaching and learning by many researchers. Nonetheless, less emphasis has been put on the relationship between this variable and motivation, especially in the Moroccan context. The purpose of this study, therefore, was to investigate the effect of teachers' teaching styles on common core learners' motivation to learn English at Moulay Youssef High School in Meknes, Morocco. To this end, a random sample consisting of 103 participants was selected using the stratified sampling method. To collect numerical data, the questionnaire was employed as a research instrument, and the data were analysed statistically using the Statistical Package for the Social Sciences (SPSS) version 20. The results of this research demonstrate that teachers' teaching styles significantly affect learners' motivation to learn English. Further, it is indicated that the authoritarian and the democratic styles are the dominant styles among English teachers at Moulay Youssef High School. Hence, it is paramount to consider the effect of the teaching style to be able to control its influence on the learners' motivation.

**KEYWORDS**

Teaching styles, motivation, second/foreign language learning

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### 1. Introduction

The interconnectedness of teaching and learning has been a matter of controversy for decades in second/foreign language learning (SLL/FLL). Our understanding of the kind of link that exists between the two processes highly depends on the way teaching is perceived. A plethora of definitions have been given to this term. In its broadest sense, it is viewed as the act of imparting knowledge and skills to learners. This definition, however, does not spotlight the complexity of the process of teaching. According to Brown (2007), the latter refers to the process of aiding someone in learning how to do things, providing knowledge and support, giving instructions, and bringing about understanding. Several scholars considered teaching not as an end in itself but as a means to an end. In other words, they stressed the importance of teaching, i.e., the means, in facilitating the learning process, i.e., the end (Brown, 2007; Farrant, 1982; Nsameng, 2004). In this respect, Brown argued that teaching is "guiding and facilitating learning, enabling the learner to learn [and] setting the conditions for learning" (p. 8).

Helping learners to learn a second/foreign language successfully is the ultimate goal of teaching. Yet, attaining this goal is no easy task. Research on SLL/FLL demonstrated that the process of target language (TL) learning is affected by numerous factors, including those that are directly related to the teacher. Manifold studies have proved the salient role the latter has in language education.

The way the teacher approaches teaching is deemed to be paramount, for the use of one teaching style or another may lead to different outcomes.

Several studies highlighted the effect of teacher-related factors on learner-related factors with regard to learning a second/foreign language. The style of the teacher, for instance, is said to influence second/foreign language learners' motivation. In this respect, El Ouanjli et al. (2023) stated that "the teachers' . . . styles of teaching are critical external factors for promoting Moroccan high school learners' extrinsic motivation" (p. 108). Similarly, Nir and Hameiri (2014, as cited in Idhaufi & Ashari, 2017) argued that learners' motivation can be positively affected by teachers' teaching styles, which can have a greater effect on academic achievement. Various research findings in this regard indicate that successful language learners are highly motivated compared with unsuccessful language learners.

To understand the interconnectedness of the processes of teaching and learning, this research attempts to investigate the relationship between teacher-related factors and learner-related factors with regard to FLL. More precisely, this research aims to examine the effect of the teaching style on common core learners' motivation to learn English as a foreign language at Moulay Youssef High School in Meknes, Morocco. By confirming or rebutting the existence of the relationship between the two previous variables, this study is believed to contribute to a better understanding of the link between teaching and learning.

## **2. Literature Review**

A multitude of studies on SLL/FLL spotlighted the interconnectedness of the teaching and learning processes. Teaching, nowadays, is no longer viewed as merely a task through which the teacher imparts knowledge to a group of learners. It is a complex process in which the learner is the centre. Because learning should be considered the ultimate goal of teaching, several factors come into play during the two processes. This section, therefore, attempts to discuss two major factors, i.e., motivation and teaching styles, in order to help broaden one's understanding with regard to the link between teaching and learning.

### **2.1 Motivation**

In the literature, abundant definitions of motivation have been reported. Harmer (1991), for example, stated that motivation is an internal drive for attaining a goal. According to Oxford and Shearin (1994), motivation refers to a mixture of the desire and energy to accomplish a certain objective. Gardner's (1985) view was broader in scope than that of either Harmer or Oxford and Shearin. Gardner claimed that the term motivation is "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (p. 10). This definition highlights three essential elements. The effort made by the learner to learn the TL, his/her willingness to learn it, and having a positive attitude towards it.

Researchers suggested various orientations to motivation. According to Gardner and Lambert (1972), motivation can be either instrumental or integrative. A learner who learns the TL to attain an instrumental goal (e.g., professional growth) is claimed to be instrumentally motivated. A learner with integrative motivation, nevertheless, aims to integrate himself or herself into the target culture and thus "become involved in social interchange in that group" (Brown, 2007, p. 170). In addition to the two previous orientations, Deci and Ryan (1985) suggested two other orientations to motivation: intrinsic and extrinsic. Intrinsic motivation is driven by internal incentives. To put it differently, a learner is said to be intrinsically motivated when his or her desire to learn emanates from the self rather than from an external source (Liu et al., 2009). Extrinsic motivation, on the other hand, refers to external motives for learning the TL (Woodrow, 2012). Such external factors may include being rewarded, getting a job, and avoiding punishment, to name but a few. Although intrinsic motivation is favoured over the other orientations to motivation by numerous scholars (Brown, 2007; Harmer, 1991), several studies in the context of SLL/FLL have proved that it is affected by different external variables like teachers' teaching styles.

### **2.2 Teaching Styles**

Biggs (2001) and Fan and Ye (2007) stated that the concept of the teaching style was developed in the 1970s. According to Fan and Ye, this concept refers to the way the teacher prefers to make decisions, undertake tasks, and solve problems in teaching and learning. Similarly, Hussain and Ayub (2012) considered the teaching style as the approach the teacher adopts to conduct the teaching and learning activities, which has an influence on the classroom atmosphere. Another definition of the term teaching style is that provided by Conti (1989), who opined that "the overall traits and qualities that a teacher displays in the classroom and that are consistent for various situations can be described as teaching style" (p. 3).

Teaching styles have been classified differently by scholars in the field of SLL/FLL. Chen's (2008, as cited in Chang, 2010) classification, which this study adopted, comprises four categories of styles, viz. democratic, authoritarian, laissez faire, and indifferent teaching styles. A summary of each category is provided below.

### **2.2.1 Democratic Style**

Democratic teachers are believed to establish high expectations for their learners' behaviours and academic performance (Chang, 2010; Esmail Sabra et al., 2018). Nevertheless, they strive to help meet their needs. Further, teachers who exhibit a democratic teaching style tend to promote autonomous learning by allowing their learners to make decisions during teaching and learning. Because it enables the active engagement of learners, therefore, this style of teaching can be deemed learner-centred.

### **2.2.2 Authoritarian Style**

The second teaching style Chen (2008, as cited in Chang, 2010) proposed is the authoritarian style. This style implies the use of the teacher's authority in the classroom. According to Chang (2010) and Esmail Sabra et al. (2018), the authoritarian teacher sets up class rules and specifies the consequences for their violation. Moreover, unlike the previous teaching style, the authoritarian style is based on a traditional teacher-centred perspective in which the teacher dominates, thereby giving less freedom to learners to be engaged actively in learning.

### **2.2.3 Laissez Faire Style**

Because learners are humans, their feelings are highly significant in teaching and learning. Unlike authoritarian teachers who neglect the importance of this variable, laissez faire teachers give priority to their learners' feelings. Teachers adopting this style tend to support learners emotionally while learning the TL. Although laissez faire teachers encourage autonomous learning like democratic teachers, they seldom establish expectations for learners (Chang, 2010; Esmail Sabra et al., 2018).

### **2.2.4 Indifferent Style**

Chang (2010) stated that "indifferent teachers focus on their personal work" (p. 21). Also, unlike laissez faire teachers, they give little to no emotional support to their learners; they seldom interact with them after classes or offer them special attention. Additionally, setting up classroom regulations with the intent of controlling learning is an uncommon practice for this category of teachers.

## **2.3 Previous Studies**

A multitude of evidence from theoretical and empirical research demonstrated that various factors are consequential in the process of SLL/FLL. Motivation is deemed to be one of the critical individual differences that play a crucial role in this process (Cudney & Ezzell, 2017). According to El Ouanjli et al. (2023), "motivation has been one of the critical factors that enable language learners to become self-directed and to successfully learn a second/foreign language" (p. 95). Likewise, Anni (2006, as cited in Muharam et al., 2019) opined that if learners lack the motivation to learn, they will not engage in learning activities, which will have a negative impact on the learning outcomes. To put it differently, motivation is an essential determinant of the success or failure of learners (Hidi & Harackiewicz, 2000; Reeve, 1996; Ryan & Connell, 1989). Nonetheless, many researchers in the field of SLL/FLL claimed that this variable can be affected by other factors. In this regard, teacher-related factors, including teachers' teaching styles, are believed to be paramount.

In a study conducted by El Ouanjli et al. (2023), it was shown that the level of motivation of Moroccan high school learners is impacted by several external factors, including the way teachers approach teaching. That is to say, some of the teaching practices, which were related to different styles of teaching, could result in the fluctuation of learners' motivation. To confirm the significance of teaching styles, Nir and Hameiri (2014, as cited in Idhaufi & Ashari, 2017) asserted that they are critical for increasing the level of motivation of the language learner and, hence, evaluating academic success. Yet, the multiplicity of teaching styles may pose a challenge to the teacher in choosing the appropriate style.

Previous studies that investigated the dominant teaching style yielded different results. In a study conducted by Chang (2010) on the perceptions of learners about teaching styles and the use of learning strategies, it was demonstrated that the indifferent style was more dominant at a Taiwanese junior high school. Moreover, Esmail Sabra et al. (2018) undertook a study on the relationship between learners' perceptions of teaching styles and their academic engagement at South Valley and Assiut Universities. The findings revealed that the democratic teaching style was the most frequent style, followed by the authoritarian teaching style.

Several research findings revealed that the democratic teaching style is more effective than other styles (Bota & Tulbure, 2017; Munir & Rehman, 2016; Thijs & Verkuyten, 2009). Contrariwise, the laissez faire style was corroborated as less effective (Bota & Tulbure, 2017; Dahar et al., 2010). In this regard, choosing the appropriate style is paramount. Suparno et al. (2006, as cited in Muharam et al., 2019) argued that in order to "create an ideal atmosphere in the classroom, teachers need a teaching style that can . . . foster student motivation . . . [and] guide and direct students in learning" (p. 1934). Nevertheless, other researchers argued that adopting one teaching style cannot yield good results. In this respect, Idhaufi and Ashari (2017) stated that varying teaching styles can aid in the avoidance of tedium in learning and promote motivation in the classroom.

### 3. Methodology

The purpose of this study was to investigate the effect of teachers' teaching styles on their learners' motivation to learn English. To this end, the case study design was adopted since the focus was on common core learners at one public school (i.e., Moulay Youssef High School) in the region of Meknes. Because numerical data were significant in this research, the quantitative approach was used. This section, therefore, presents an overview of the methodology adopted, including the research questions and hypotheses, the sample, the research instrument, and the procedures of data collection and analysis.

#### 3.1 Research Questions

This study aimed to answer the following research questions.

- 1) Are common core learners at Moulay Youssef High School motivated to learn English?
- 2) Does the teaching style affect common core learners' motivation to learn English?
- 3) Does gender affect learners' perceptions of the effect of the teaching style on their motivation?
- 4) What is the dominant teaching style among common core teachers of English at Moulay Youssef High School?

#### 3.2 Research Hypotheses

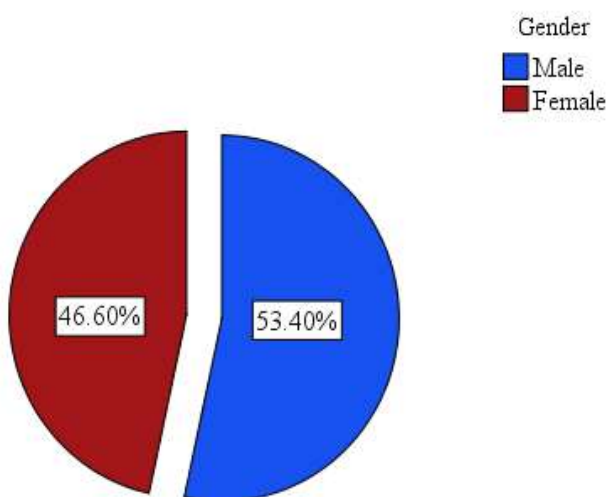
To answer the research questions above, it was hypothesised that:

- 1) The majority of common core learners at Moulay Youssef High School are motivated to learn English.
- 2) The teaching style affects learners' motivation to learn English.
- 3) Gender does not significantly affect learners' perceptions of the effect of the teaching style on their motivation.
- 4) The democratic style is the dominant teaching style among common core teachers of English at Moulay Youssef High School.

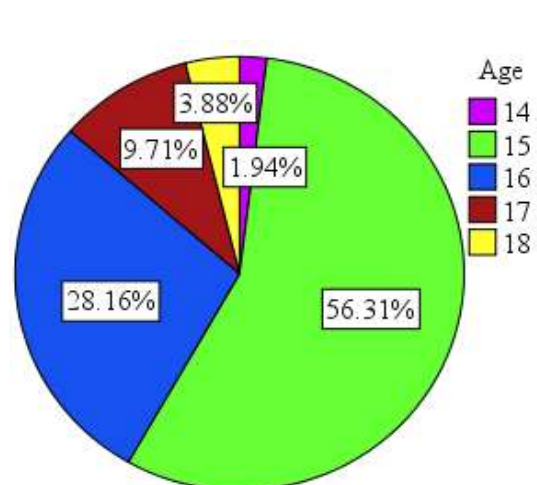
#### 3.3 Sample

To investigate the effect of the teaching style on learners' motivation to learn English, a sample of 103 learners was selected. The expected number of participants was 130, but it was reduced because of absenteeism, providing more than one answer to the same question, or not responding to all the questions, which could affect the results of the study. All the participants, moreover, were common core learners (i.e., freshmen) at Moulay Youssef High School, a public school in Meknes, who studied English as a foreign language. The study sample was randomly selected. Randomisation was believed to be critical in this research, for it aided in the selection of an unbiased sample. In other words, every member of the whole population had an equal chance of being selected. The stratified sampling method was employed to select a random sample, using gender as the basis of classification. The male participants were 55, while the female ones were 48 (see Figure 1). Furthermore, the learners who were selected to take part in this study were 14 to 18 years old (see Figure 2).

**Figure 1**  
*Distribution of Participants by Gender*



**Figure 2**  
*Distribution of Participants by Age*



#### 3.4 Research Instrument

A questionnaire was used as a research instrument for its usefulness in gathering quantitative data from a large sample. In addition, they are inexpensive and time-saving (Gillham, 2000). They are also advantageous to ensure the anonymity of the participants and

obtain accurate responses (Kumar, 2011). The questionnaire which was employed in this study was adapted from Chen's (2008, as cited in Chang, 2010) questionnaire whose aim was to determine junior high school teachers' teaching styles. Chen's questionnaire included 29 items and was classified into four categories, each referring to a specific teaching style.

The adapted questionnaire comprised three sections which were rendered into Standard Arabic to simplify the task of the study's participants (i.e., common core learners of English at Moulay Youssef High School) to give accurate answers. The first section aimed to collect some information about the participants, including their age, gender, and the presence or absence of motivation to learn English. The second section attempted to determine the effect of the teaching style on learners' motivation to learn English. To attain this aim, the participants were asked to choose the appropriate answer from a four-point scale, which ranged from does not affect to highly affects (1 = Does not affect; 2 = Neutral; 3 = Somewhat affects; 4 = Highly affects). The third section of the adopted research instrument consisted of an adapted scale through which perceptions of learners about the teaching styles of their teachers were measured. The scale included 19 items and was classified into four categories: democratic, authoritarian, laissez faire, and indifferent. The first two categories included 6 items, the third included 3 items, and the fourth included 4 items. The items used in this section were scored on a five-point Likert scale, which ranged from never to always (1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Always).

### **3.5 Procedures**

Before collecting data on the issue under investigation, the approval of the Moulay Youssef High School administration was mandatory. After explaining the purpose of the research, the headmaster of the school wholeheartedly welcomed the initiative and provided the necessary support to facilitate the process of data collection. The sampling frame, which included the names of all common core learners who studied English as a foreign language at the school and the timetables, could be easily accessed. After selecting a random sample, using the stratified sampling method, the participants were contacted to obtain their consent and explain the main objective of this research. They were also assured anonymity, confidentiality of their responses, and their right to withdraw from the study at any time.

The data were gathered through a paper-based questionnaire. After verification of responses, unusable data were eliminated. Two cases were observed during this process. Some respondents either failed to answer some questions or provided more than one answer to the same question. Due to unusable data and absenteeism, the sample of this study was reduced from 130 to 103. The usable data, contrariwise, were coded and statistically analysed using the SPSS software (version 20). The chi-square test was used to test the significance of the null hypothesis. Additionally, graphs, frequency tables, and crosstabulations were used to help analyse data. After data analysis, the main results were discussed in comparison with results from previous studies, and the main conclusions were highlighted.

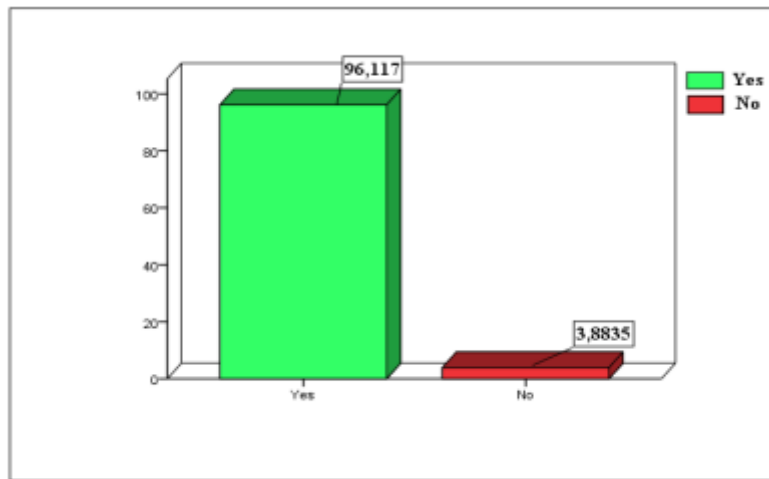
## **4. Results**

The purpose of this study was to investigate the effect of the teaching style on the motivation of common core learners to learn English at Moulay Youssef High School in Meknes. To this end, four research questions were addressed. The first research question was meant to know if learners were motivated to learn English or not. The second research question sought to determine whether the style of the teacher had an effect on learners' motivation to learn English as a foreign language or not. The third question that this research aimed to answer was whether gender impacted learners' perceptions of the effect of the teaching style. Finally, the fourth research question attempted to highlight the dominant teaching style among teachers of English at Moulay Youssef High School in Meknes, Morocco.

### **4.1 Learners' Motivation to Learn English**

Before examining the effect of the teaching style on motivation, it was deemed necessary to determine whether common core learners at Moulay Youssef High School were motivated to learn English as a foreign language or not. The results of this research indicated that they had the motivation to learn this foreign language (see Figure 3). In other words, the vast majority of them (96,117%) stated that they were motivated to learn English, while only a minority (3,883%) claimed that they were not.

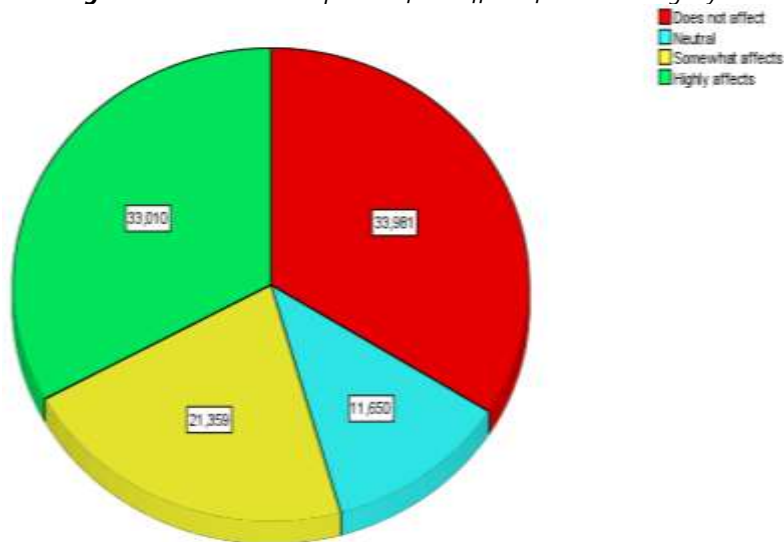
**Figure 3:** Learners' Motivation to Learn English



**4.2 Effect of Teaching Styles on Learners' Motivation**

To investigate the perceptions of common core learners about the effect of teaching styles of their teachers on their motivation to learn English, respondents were asked to choose the appropriate response based on a rating scale, ranging from does not affect to highly affects: (1) Does not affect, (2) Neutral, (3) Somewhat affects, (4) Highly affects. The results showed that the teaching style affects common core learners' motivation to learn English (see Figure 4). While only 33,98% of learners who took part in this research claimed that their teacher's teaching style had no effect on their motivation to learn English, almost 54% of them argued that it did. The degree of the effect of the teaching style, nonetheless, varied according to the results. To put it differently, 33,01% of the respondents stated that the teaching style highly affected their motivation, whereas 21,36% of them claimed that the degree of the effect was less.

**Figure 4:** Learners' Perceptions of the Effect of the Teaching Style



To examine whether gender influences learners' perceptions of the effect of the style of their teachers on their motivation or not, the chi-square test was used (see Table 1). The results displayed that gender does not significantly affect the perceptions of learners. Therefore, the null hypothesis was accepted ( $p > .05$ ).

**Table 1: Chi-Square Results for the Effect of Gender on Learners' Perceptions**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,385 <sup>a</sup>	3	,336
Likelihood Ratio	3,402	3	,334
Linear-by-Linear Association	1,703	1	,192
N of Valid Cases	103		

a. 0 cells (0,0%) have an expected count less than 5. The minimum expected count is 5,59.

The results of the chi-square test can be supported by the results demonstrated in Table 2. For instance, while 27,3% of the male participants believed that the style of their teachers highly affected their motivation to learn English, 39,6% of the female participants had the same belief. Also, 23,6% of the participants who were males and 18,8% of those who were females claimed that the teaching style somewhat affected their motivation. The percentage of those who argued that the teaching style had no effect on their motivation to learn English, additionally, was 40% for males and almost 27% for females. The aforementioned results, therefore, indicated the absence of a significant difference in perceptions between males and females with regard to the effect of the teaching style on their motivation to learn English.

**Table 2: Effect of Gender on Learners' Perceptions**

		Learners' Perceptions				Total	
		Does not affect	Neutral	Somewhat affects	Highly affects		
Gender	Count	22	5	13	15	55	
	% within Gender	40,0%	9,1%	23,6%	27,3%	100,0%	
	Male	% within The effect of the teaching style on learners' motivation	62,9%	41,7%	59,1%	44,1%	53,4%
	% of Total	21,4%	4,9%	12,6%	14,6%	53,4%	
	Count	13	7	9	19	48	
	Female	% within Gender	27,1%	14,6%	18,8%	39,6%	100,0%
	% within The effect of the teaching style on learners' motivation	37,1%	58,3%	40,9%	55,9%	46,6%	
	% of Total	12,6%	6,8%	8,7%	18,4%	46,6%	
Total	Count	35	12	22	34	103	
	% within Gender	34,0%	11,7%	21,4%	33,0%	100,0%	
	% within The effect of the teaching style on learners' motivation	100,0%	100,0%	100,0%	100,0%	100,0%	
	% of Total	34,0%	11,7%	21,4%	33,0%	100,0%	

**4.3 Dominant Teaching Style**

One of the main objectives of this research was to determine the dominant teaching style among common core teachers of English at Moulay Youssef High School in Meknes based on learners' perceptions. To this end, the participants were asked to select the appropriate response using a rating scale ranging from never to always (1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Always). The 19 items of the Likert scale were classified into four categories, and each category referred to a teaching style (i.e., democratic, authoritarian, laissez faire, or indifferent). To know the dominant teaching style, it was necessary to compute the mean score of each category based on participants' responses. The four mean scores were compared, and the highest indicated the most dominant style.

In this research, it was hypothesised that the democratic teaching style was the dominant one. Yet, the results displayed that the authoritarian style was the most frequent and thus was deemed to be the most dominant style among teachers of English at the common core level (see Table 3). Nonetheless, it was demonstrated that there was no significant difference between the mean

scores of both the authoritarian (19,7864) and the democratic (19,2816) styles. That is to say, the two teaching styles were commonly used by teachers. The less dominant teaching style, nevertheless, was the indifferent style (7,5340).

**Table 3: Dominant Teaching Style**

		Democratic	Authoritarian	Laissez faire	Indifferent
N	Valid	103	103	103	103
	Missing	0	0	0	0
Mean		19,2816	19,7864	10,5437	7,5340

## 5. Discussion

This research aimed to examine the relationship between the teacher's teaching style (i.e., the independent variable) and common core learners' motivation (i.e., the dependent variable) to learn English at Moulay Youssef High School. Before confirming or refuting the presence or absence of a significant relationship between the two variables, it was paramount to determine whether learners have the motivation to learn English or not. The results indicate that the majority of them (almost 96%) are motivated. This is consistent with the results of a previous study by El Ouanjli et al. (2023), which aimed to measure the level of motivation of learners in different high schools in the region of Fez-Meknes. According to this study, almost 97% of common core learners were motivated to learn English, although their levels of motivation differed.

Many researchers in the field of SLL/FLL ascribed the presence and absence of motivation to learn the TL to several factors. In this regard, the results of this research demonstrate that the teacher's teaching style is a critical factor for both males and females. More than half of the participants claimed that their motivation to learn English was affected by the styles of teaching of their teachers, and almost 33% of them believed that the effect was high. These results stress the significance of this variable, thus confirming the claim of previous researchers (Ayako, 2004; Kikuchi & Sakai, 2009; Krishnan et al., 2013; Lasagabaster et al., 2014; Nir and Hameiri (2014, as cited in Idhaufi & Ashari, 2017); Tsuchiya, 2006). For instance, Nir and Hameiri (2014, as cited in Idhaufi & Ashari, 2017) emphasised the importance of teaching styles in promoting language learners' motivation, which in turn has an influence on their success at the academic level. Similarly, in a mixed-methods study, Krishnan et al. (2013) asserted that various factors affect the motivation to learn the TL, including the teaching styles.

Teachers tend to use different styles to teach English. These styles are claimed to be significant because they can eventuate in a rise or fall in learners' motivation. This fluctuation can be attributed to the choice of the teaching style. The results of this study indicate that there are two dominant styles of teaching among common core teachers of English at Moulay Youssef High School, namely the authoritarian and the democratic styles, although the former is the most dominant. This means that although authoritarian teachers may value authority, some learners do not necessarily perceive this negatively. In a previous study by Esmail Sabra et al. (2018) on the relationship between learners' perceptions of teaching styles and their academic engagement at South Valley and Assiut Universities, the results demonstrated that the democratic teaching style was the most dominant style, followed by the authoritarian teaching style. In another study by Chang (2010) on learners' perceptions of teaching styles and the use of learning strategies, it was displayed that the indifferent style was used more by teachers at a Taiwanese junior high school. Previous research, nevertheless, showed that the democratic style is more effective than other styles (Bota & Tulbure, 2017; Munir & Rehman, 2016; Thijs & Verkuyten, 2009), while the laissez faire style was deemed less effective (Bota & Tulbure, 2017; Dahar et al., 2010).

## 6. Conclusion

This research aimed to investigate the relationship between two factors that are paramount in the process of teaching and learning a second/foreign language, namely the teaching style and motivation. The study's results yielded several conclusions. The teacher's teaching style is demonstrated to be a critical factor in promoting common core learners' motivation to learn English at Moulay Youssef High School. Yet, gender is indicated to be less significant. The fact that the teaching style has a consequential effect on high school freshmen's motivation can be used as evidence to justify why the majority of them were motivated to learn English. The results of this research, moreover, display the dominance of two teaching styles, viz., the authoritarian and democratic styles, with an imperceptible difference between them. Although the former style implies the use of authority by the teacher, it can be concluded that learners do not perceive this negatively. Furthermore, although teachers may adopt a specific teaching style, they may use other styles from time to time. This claim is congruent with the findings of previous research, which asserted that varying teaching styles is more effective. One more reason is that the presence or absence of learners' motivation hinges on several other factors that are of great import in learning a second/foreign language and thus should be taken into consideration. Based on the aforementioned conclusions, it is of the utmost importance to be aware of the factors that impact learners' motivation to learn English or any other second/foreign language to control their influence and, therefore, guarantee successful learning.



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