THE SIGNIFICANCE OF EFL TEACHERS' MOTIVATIONAL STRATEGIES IN SUPPORTING EVER-CHANGING CLASSROOM LEARNING DYNAMICS

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Abstract

Too much concentration and attention have been given to the significant degree of professional development growth without focusing on cultivating more robust educational motivation among globalized EFL educators. To compensate for this previous research drawback, this small-scale library study attempted to profoundly investigate the extent to which strong motivation strategies can impart extensive support for worldwide EFL educationalists to induce more supportive and positive second language learning climates in the presence of heterogeneous learners. Thus, the researcher thematically analyzed the identical findings generated by 30 previous EFL teachers' motivational strategies studies. With the employment of a thematic analysis, the researcher could potentially yield more credible, relevant, and contextual research results since conscientious data interpretations were iteratively applied before grouping these particularly generated findings into some similar research theme categories. All 30 previously published EFL teachers' motivational strategies studies were adapted from 2017 to 2024. The last seven years of published studies were the topmost priority in ensuring the trustworthiness of all the thematically-subsumed research findings to be in line with the major specific topic forming in this library investigation. The thematically divided research results revealed that robust EFL teachers' motivational strategies significantly helped second language learners master the desired target language competencies and experience more enjoyable classroom learning climates

INTRODUCTION

Professional EFL educationalists are closely identical with decent abilities in encouraging their learners to consistently showcase the better learning versions of themselves. Thus, it is undeniably essential for globalized second language institutions to thoroughly ensure that EFL educators have internalized robust motivation at the commencement of their teaching vocation to promote more qualified classroom learning enterprises to all learners. Lamb (2017) states that highly motivated EFL teachers are

capable of kindling a higher level of learning spirit among learning community members, which, in turn, addresses more fruitful target language learning outcomes attainment. However, most of the current studies in recent years have merely focused on investigating the beneficial features of motivation that take place within EFL learners' second language learning journeys. For instance, Dornyei (2019) revealed that with the constant accompaniment of strong learning motivation, second language learners would possess a higher level of immediacy in overcoming a wide array of taxing learning hindrances since they are willing to integrate various beneficial learning strategies in the long run. In another investigation, Lamb and Wyatt (2019) strongly suggested worldwide second language educators cultivate more enjoyable, stress-free, and interactive classroom learning activities wherein EFL learners are highly desirous of honing the desired target language proficiency levels to the fullest growth. Following the scarcity depicted by these two specimens of motivation study, it is worth emphasizing that more exhaustive investigations on EFL teachers' motivation should be initiated. By releasing this suggested advice, second language learners will have a higher degree of probability of experiencing everlasting success in terms of their academic as well as prospective working journeys. This can be said so because EFL educators play a crucial role in assisting their learners to fully master the second language competencies and instill more robust perseverance upon coping with various kinds of formidable life challenges. The above-elucidated conception is closely interlinked with Kamstra (2021), articulating that with the incessant emergence of well-entrenched motivation, second language educationalists are more dedicated to imparting their utmost educational actions in helping EFL learners to gain satisfying target language learning achievements and thrive in their forthcoming working circumstances.

To comprehensively instill a higher level of motivation within EFL educators is not an easy task. It has been a public consensus that the majority of EFL educationalists are more prone to make an early departure from their teaching profession due to the excessive burnouts, tensions, and workloads emanating from unsupportive workplaces. Kamstra (2020) signifies that the predominant number of globalized second language teachers decide to leave their teaching vocation not long after their first enrollment because of the uncontrollable stress, highly demanding responsibility, and adverse educational environments incessantly persisting daily. In an attempt to mitigate all these debilitating educational outcomes, educational institutions should cater to EFL teachers' motivation by involving them in a consecutive series of emotional trainings. By engaging them in subsequent emotional training events, EFL educators can potentially infuse more positive perceptions on their current teaching profession. This positivity is attributed to EFL educationalists' abilities to discover the roots of negative emotions hindering them from dedicating their best educational efforts. The aforementioned input is in agreement with MacIntyre et al. (2019), who highly prompted worldwide educational institutions to begin prioritizing the ceaseless development of positive emotional growth to take place within EFL teachers' teaching journeys by which they become more adaptable in tackling varied educational complexities.

The ones who will benefit most after second language teachers have progressively infused well-established motivation are learners. It is believed that EFL learners who are under the supervision of highly motivated educationalists are more prone to elevate their target language skills to the utmost levels. Altun and Tahir (2020) have likewise confessed that with the continual guidance of highly motivated EFL teachers, second language learners are more vibrant in forging the targeted learning proficiency skills to the greatest potential. This admirable learning attribute is influenced by the emotionally supportive classroom learning circumstances promoted by highly motivated educators. With the continual existence of positively sound teaching-learning dynamics, EFL learners can interact freely yet still politely with their teachers.

The tangible results potentially obtained through all these positive learning trajectories are the escalation of proactive learning participations, comprehensive knowledge transference, and mutual collaborations taking place among supportive classroom learning community members. All these valuable second language learning trajectories seem to fit with Howard et al. (2021) averring that in support of well-enhanced motivational strategies, second language educators are more likely to promote more enjoyable classroom learning environments wherein all learning community members establish, nurture, and magnify positive interactions to fruitfully achieve gratifying target language learning achievements.

According to Li and Keller (2018), four major components can activate robust motivational strategies within EFL teachers' professional lives. Those components comprise attention, relevance, confidence, and satisfaction. The first and foremost requirement that professional EFL educators must possess to thoroughly instill well-embedded motivational strategies among classroom learning community members is learners' attentive attention. One of the meaningful ways EFL educationalists can arouse second language learners' attention and focus is through the insistent deployment of fun classroom activities. With the enlightenment of enjoyable learning dynamics, second language learners will handicap the ongoing learning exposure as meaningful enterprises as they are not passively sitting down to receive particular conceptions addressed by their teachers. The aforementioned learning approach is corroborated by Nra and Vibulphol (2020), avowing that after being immersed into various kinds of authentic, anxiety-free, and extensive classroom learning dynamics, EFL learners start enjoying the whole activities prepared by their second language learning instructors whereby the great emphasis on these interactive learning trajectories has been placed on collaborative knowledge transference. The second element of motivational strategies pertains to EFL educationalists' capabilities of compartmentalizing the most feasible, doable, and applicable classroom learning activities that fit best with their current learners' learning contexts. This means that by exposing second language learners to moderately challenging and relevant learning dynamics, they will tend to thrive more prolifically in terms of their target language knowledge, skills, and experiences as the already-made activities have fully fulfilled their particular learning needs. Sucuoğlu (2017) strongly suggested worldwide second language educators transform into more flexible and adaptable learning planners upon commencing the real-time classroom learning vicinities whereby all classroom learning community members can potentially cultivate constant inquisitiveness towards all the novel topical lessons since they find all these learning exposures are tightly interwoven with the specific learning needs having been stipulated before. Moving forward to the next motivational strategies notion, it is pivotal, at the same time, for worldwide second language educationalists to promote a higher expectancy of learning success at the onset of the teaching-learning enterprises. The employment of higher success learning probability straightly influences EFL learners' effortful actions in attaining those meritorious learning rewards. In effect, they tend to redouble their normal learning efforts to the fullest extent to be labeled as highly-achieving second language academicians. Jeon (2021) in his study of the external and internal factors enabling Korean EFL teachers to become qualified second language educators underscored the salient notion for target language learning instructors to ascertain more fruitful learning outcomes attainment by setting up optimistic learning expectations at the beginning of the tangible teaching dynamics whereby all learners are committed to putting more persistent learning actions even though there are a vast variety of arduous hurdles obstructing their conducive learning process. Ultimately, satisfaction has a tight-knit relationship with positive self-appraisals after the certain accomplishment of learning activities. With the continuous endorsement of positive self-appraisals, second language learners are more aware of their specific target language achievements and learning areas requiring further improvements. By

jotting down all these specifically achieved learning outcomes, EFL learners are sufficiently eager to proceed into more challenging learning journeys as they possess the robust motivation to always impart their best efforts in their learning journeys. The above-explicated viewpoint is in harmony with Goller et al. (2019) affirming that it has been one of the crucial matters for professional EFL educators to continually provide second language learners with meaningful, constructive, positive, and encouraging feedback after completing the designated teaching-learning sessions in which all classroom learning community members have gradually kindled their utmost bravery to confront various kinds of pain-staking learning obstacles hampering their approaching academic journeys.

Five prior studies were conducted in line with the major research topic proposed in this moderate library investigation. Mehmood (2019) unveiled that with the prolific growth of self-efficacy, Saudi Arabian university EFL teachers were skillful at orchestrating a wide range of innovative classroom learning strategies since they believed in their subject-specific and pedagogical knowledge. Namaziandost et al. (2021) uncovered when Iranian EFL educators instilled a higher level of job satisfaction, they were more likely to provoke better facilitated second language learning enterprises where all learners felt encouraged to foster their target language competencies to the fullest level. Noughabi and Amirian (2021) highly suggested that Taiwanese second-language educationalists possess a higher level of self-regulatory skills before embarking on the apparent classroom learning enterprises whereby they can exert more potent control on the presently situated classroom contexts. Ostad et al. (2019) unearthed that the great majority of Iranian second language teachers were adept at interplaying the theoretically learned pedagogical concepts with the actual classroom learning practices as they continuously developed their professional identity by conducting self-independent learning activities in the long run. Stavraki and Karagianni (2020) underscored the critical importance of Greek EFL teachers cultivating more well-developed resilience at the outset of their teaching career so that they can bravely deal with a wide variety of taxing educational complexities. These five aforementioned studies have not yet tapped into a more in-depth investigation concerning the crucial role of activating second-language educationalists' motivational strategies in corroborating nowadays second-language classroom learning enterprises. To better narrow this previous research gap, the researcher initiated this small-scale library investigation to obtain some preliminary insights regarding the operation and benefits of EFL teachers' motivational strategies in these modern English classroom vicinities. Hence, the forthcoming research results derived from this library study would be invaluable for educational parties who are persistently attempting to nurture globalized second language educators' professional development and EFL learning instructors longing to promote significant betterment to the entire classroom learning climates. To comply with these two main study purposes, the researcher attempted his efforts to discover accurate responses to the following research inquiries:

(1) How do EFL teachers' motivational strategies help learners to efficiently learn the second language competencies?

(2) To what extent do EFL teachers' motivational strategies sustain the emergence of ever-changing second language classroom learning dynamics?

METHOD

The researcher initiated this small-scale library investigation with the support of a library analysis method. With the endorsement of a library analysis method, the researcher could generate more systematic research results since the researcher is obliged to analyze the frequently occurring research findings by basing his main premise on the specifically generated research findings derived from the particularly chosen

scientific works. Klassen et al. (2012) articulate that with the limelight of a library analysis methodology, the researchers would have a higher degree of probability to produce more organized research findings as they are continuously required to conduct a more profound data analysis process by following the key themes forming in their particular research topics To ensure the best internalization of a library analysis approach, the researcher concurrently employed a thematic analysis approach. In the light of a thematic analysis approach, the researcher was likely to yield more comprehensible data interpretations in the presence of worldwide educational stakeholders. This assurance of this comprehensibility is the tangible outcome of the in-depth data monitoring process harnessed by the researcher upon discovering the unintended mismatches among the thematically categorized research results. This critical notion is mutually interlinked with Nowell et al. (2017) contending that by making use of a thematic analysis method in library research, more apprehensible research results can be potentially released since the researchers are insistently required to conduct more in-depth checking after clustering a certain number of findings into some specific categories. Furthermore, an open-coding approach has also coexisted with these two aforementioned research methodologies to ensure that the thematically subsumed research results were yielded in accord with the major specific research theme being explored in this modest library investigation. Braun and Clarke (2021) confirm that it is of critical importance for library-based and analytical researchers to begin prioritizing the further usage of an open-coding approach upon commencing in-depth data agglomerations process whereby all the desired research results are in harmony with the targeted research fields being investigated. To a lesser extent, the researcher selectively chose 30 EFL teachers' motivational strategies studies from the last seven years of published scientific works worldwide. Speaking specifically, these last seven years' published journal articles ranged from 2017 to 2023 to generate more relatable and applicable research results that contributed to the progressive development of worldwide second language educators' professional development. These prior 30 investigations were taken from various reputable journal article platforms. By doing so, the targeted educational stakeholders will possess a higher level of assurance that all these research findings are worthwhile to be incessantly internalized in their daily teaching-learning basis as an attempt to promote qualified educational enterprises to all classroom learning community members. Speaking specifically, these 30 specifically chosen scientific works were derived from Elsevier, Frontiers in Psychology and Education, Taylor & Francis, and ELT journals. Two major reasons encouraged the researcher to conduct this small-scale library investigation. Firstly, the research outcomes brought about by this library study could enlighten worldwide EFL educationalists' perspectives that robust motivational strategies supportively assisted them in devising the most compatible learning materials, strategies, and activities best matching their learners' present learning situations. Secondly, the forthcoming research results would provide a breakthrough for second language educators to start realizing that the advanced growth of their professional development is tightly interwoven with the degree of motivation strategies they are currently possessing. As a result, globalized second language teachers begin to profoundly reflect on their lofty calling of becoming compassionate educators. For the data depictions stage, the researcher argumentatively expounded all the thematically subdivided research results with the corroboration of relevant theories and findings. By embodying this last research action, the researcher could potentially yield more credible research results as his particularly depicted delineations were immediately supported by relevant theoretical conceptions and mutually shared findings.

RESULT

The researcher came up with two main specific research themes after accomplishing an in-depth thematic analysis of the particular research results generated by 30 previous EFL teachers' motivational strategies studies. Those two mainly subdivided research themes were: (1) highly motivated EFL educators assist learners to attain comprehensive target language mastery and (2) highly motivated EFL teachers promote supportive learning activities to all learners. More overarching data argumentations and explications can be spotted in the following subsections.

Theme 1: Highly Motivated EFL Educators Assist Learners to Attain Comprehensive Target Language Mastery

Theme 1	Studies
Highly motivated EFL educators assist learners in attaining comprehensive target language mastery.	Min and Chon (2021); Khasbani (2018); Alqahtani (2016); Karimi and Zade (2019); Elashhab (2020); Howard (2023); Jeon (2021); Kouraichi and Lesznyak (2022); Altun and Tahir (2020); Omar et al. (2020); Tiarsiwi and Amaniah (2020); Li (2020); Kamstra (2021); Puren (2017); Truong (2021); Alharbi (2020).

Based on theme 1, it is interesting to highlight that highly motivated EFL educators assist second language learners in fully mastering the target language competencies. One of the successful indicators for this satisfying target language learning achievement is EFL educationalists instilling a higher level of motivational strategies that are capable of assisting their learners in stipulating clear learning objectives at the outset of real-time classroom learning dynamics. With the robust stipulation of obvious learning goals, second language learners are more willing to expend more effortful learning actions in line with their pre-determined learning objectives. As a result, they will have wider opportunities to achieve more satisfying target language learning outcomes. This conception echoes Khasbani (2018), believing that under the guidance of highly motivated EFL educationalists, second language learners can progressively transform into more resilient target language achievers since they like to deal with a wide variety of learning challenges they are going to constantly face. More importantly, highly motivated EFL teachers are adept at bringing about more collaborative learning enterprises whereby all learning community members are committed to extending supportive learning assistance to other learning companions for the significant advancement of their second language learning proficiency, performance, and achievement growth. By continuously experiencing this emotionally supportive second language classroom learning vicinity, second language learners do not experience a higher level of restlessness and frustration while meeting up with various kinds of taxing learning obstructions. Rather, they feel challenged to impart their best learning performances as a further attempt to foster their second language competencies to the fullest potential. Karimi and Zade (2019) uncovered that with the constant accompaniment of motivational strategies, Iranian second-language learning instructors have been successful in diminishing a higher degree of competitiveness among their learners, resulting in the prolific cultivation of stronger collaborative teamwork wherein all classroom learning community members are highly desirous of working cooperatively with each other to reach the desired learning goals. The assurance of terrific escalation of EFL learners' target language proficiency levels growth is also attributed to the conditions that highly motivated educators determine to rejuvenate their current roles as supportive second language learning facilitators. By embedding this praiseworthy professional development attribute in their teaching profession, second language learners are likely to showcase more proactive learning

participation in every specifically designed classroom activity. This positive learning behavior does not happen by chance since highly motivated EFL educationalists are eager to listen more attentively to every learning aspiration put forward by their learners. Elashhab (2020) strongly suggested second language educators play their new roles as supportive learning facilitators amidst the divergent classroom learning community members they are facing in which learners can potentially feel more encouraged to become more proactive and supportive learning participants since all their aspirations are being paid attention to by their teachers.

Highly motivated EFL educators should consistently address positive, constructive, and meaningful deference toward every slight learning progression second language learners have already made. By constantly addressing encouraging appraisals toward specific second language learners' achievements, second language learners can progressively turn into more life-long and insightful knowledge seekers since they always attempt to conduct more exhaustive explorations on newly-obtained conceptions during their participation inside as well as outside of the formal classroom settings.

Theme 2: Highly Motivated EFL Teachers Promote Supportive Learning Activities to All Learners

Theme 2	Studies
Highly motivated EFL teachers promote supportive learning activities to all learners.	Csaba (2018); Shousha (2018); Kakar and Pathan (2017); Safdari (2018); Abdullah et al. (2019); Cirocki et al. (2019); Lee and Lin (2019); Chen and Vibulphol (2019); Soraya and Setiawan (2017); Jones (2019); Nguyen and Nguyen (2020); Moody and Thompson (2020); Carl et al. (2020); Yeşilçinar (2021).

In conformance with theme two deciphered above, highly motivated EFL teachers promote supportive learning activities to all learning community members. In the context of teaching motivational strategies, the induction of supportive learning dynamics refers to EFL teachers' ability to design more authentic, interactive, and meaningful second-language learning enterprises for second-language learners to partake in further. With no restricted confinement on some certain English language textbooks, second language learners are more prone to experience a higher degree of satisfaction, enjoyment, and contentment in their entire learning process as they can extensively explore a vast array of knowledge along with skills beneficial for the significant development of their prospective second language learning progress. Kakar and Pathan (2017) have similarly acknowledged that with the ceaseless internalization of more hands-on, practical, and relevant second language learning practices, EFL learners are more liable to infuse a higher degree of learning motivation to incessantly learn a vast array of target language conceptions valuable for reinforcing their learning skills development. In a similar vein, highly motivated EFL teachers are surmised to infuse more robust learning maturity, persistence, and maturity within the classroom learning community members they are currently educating. This coveted educational value happened because, through supportive classroom learning environments, all learning community members are continually commissioned to judiciously determine a series of consecutive learning strategies fitting best with their presently situated learning situations. By continually honing these problem-solving and decision-making skills, second language learners reduce the intensive dependency on their teachers' learning assistance as they are skilled at deciding the best learning pathways that work most suitably for them. In another study, Abdullah et al. (2019) unfolded that most Omani EFL learners are progressively turning into more autonomous, mature, and strategic target language academicians after being supervised by highly motivated second language learning instructors by whose support they are incessantly instructed to utilize a certain number of efficient learning strategies appropriately matching with their

current learning conditions. Concerning robust motivational strategies residing among EFL educationalists, supportive classroom learning surroundings are synchronously interlinked with the harmonious relationship taking place between teacher to learners and learners with learners. This means that highly motivated EFL educators address a higher degree of reverence for all learners as unique individuals. Resultantly, second language learners tend to possess more robust self-confidence upon embarking on varied laborious teaching-learning activities waiting ahead for them. The above-elaborated conception is positively linked to Cirocki et al. (2019), whose finding unraveled that the majority of Ecuadorian EFL learners determined to put more extra effort into overcoming a vast array of formidable learning challenges hindering their conducive learning process as their unnoticeable classroom learning participation is always appreciated by their highly-motivated second language learning instructors.

Another influential impact responsible for inducing supportive second language learning climates in EFL learners is the flexible adjustment of frequently applied pedagogical strategies. Highly motivated second language educationalists are also well-known for their sincere and conscious determination to make more adaptable shifts between the use of their mostly applied teaching strategies. Simply speaking, highly motivated second language educators do not strictly adhere to a particular number of pedagogical approaches, particularly when they are not working well to support learners' forthcoming target language skills and knowledge growth. Rather, they will have other alternative learning plans to maximize their learners' target language learning potential for greater growth. Lee and Lin (2019) further confessed that after inculcating a higher level of dedication, motivation, and commitment to their current teaching vocation, globalized second language educationalists instill a stronger inclination to transfigure into adaptable teaching strategies planners for learners by which all learners can exert greater control on their personalized learning enterprises. The comprehensive promotion of supportive second language classroom circumstances cannot be detached from well-organized lesson plans organized by EFL teachers. With the ceaseless limelight of well-structured lesson plans, EFL teachers can critically evaluate the previously conducted classroom learning activities and whether they are still eligible to be further implemented in the impending educational contexts. By conducting more profound critical self-reflections, EFL educators can release better-facilitated second language learning dynamics since they have become more profoundly aware of their particular teaching strengths and weaknesses

DISCUSSION

The first finding indicates that according to theme 1, highly motivated EFL educators facilitate second language learners in achieving comprehensive mastery of target language competencies. A successful indicator of achieving satisfying target language learning is EFL educators implementing advanced motivational strategies that help learners establish clear learning objectives at the beginning of real-time classroom dynamics. Clear articulation of explicit learning objectives encourages second language learners to invest greater effort in aligning with their goals. Consequently, students will possess broader options to attain more gratifying outcomes in target language acquisition. Moreover, highly motivated EFL educators should regularly acknowledge and commend every minor advancement second language learners achieve with positive, constructive, and meaningful recognition. By consistently providing positive feedback on specific second language learners' accomplishments, these learners can gradually evolve into lifelong and discerning seekers of knowledge as they continually strive to engage in more comprehensive explorations of newly acquired concepts both within and beyond the classroom. This contention abides by Howard (2023), who highly recommended worldwide second language educators inculcate well-established

motivation strategies at the commencement of their teaching career to provide more supportive learning assistances for their learners to become more confident knowledge discoverers who are willing to conduct in-depth knowledge and skills explorations initiatively. Lastly, highly motivated EFL teachers are more liable to pave more enlightening learning trajectories for their learners to master the four target language competencies thoroughly. It can be said that this is because highly motivated EFL teachers incessantly actualize their effortful actions in differentiating the designated second language learning materials, instructions, activities, and strategies that are going to be further incorporated into their daily classrooms. This admirable educational action is supported by Kouraichi and Leszynak (2022), who strongly advocated that Hungarian EFL educators establish more well-flourished motivational strategies before embarking on the apparent classroom learning enterprises by which the whole second language exposure activities will be working compatibly in fulfilling all learners' particular learning needs.

The second finding highlights that theme 2 elucidates that highly motivated EFL teachers foster helpful learning activities for all learning community members. In the realm of instructional motivating methods, the facilitation of supportive learning dynamics pertains to EFL educators' capacity to provide more realistic, engaged, and meaningful second-language learning experiences for learners to engage in further. The absence of restrictions on specific English language textbooks allows second language learners to experience greater satisfaction, enjoyment, and contentment in their learning process, as they can thoroughly explore a wide range of knowledge and skills essential for the substantial advancement of their second language acquisition. It is mutually connected with Chen and Vibulphol (2019) affirming that highly motivated EFL educationalists never feel complacent towards the gratifying educational success obtained among learning community members, yet they are vibrant in embodying more exhaustive critical self-reflection activities after completing a certain number of teaching-learning activities intended for the overarching embodiment of high-quality educational enterprises in the forthcoming educational occurrences..

CONCLUSION

To recapitulate, the ceaseless immersion of robust motivational strategies among globalized professional EFL educationalists has proved beneficial for their continual professional development growth and gratifying academic achievements fully grabbed by their learners. The satisfaction obtained from the efficient employment of well-established motivational strategies could potentially trigger worldwide EFL educators to promote better-facilitated second-language classroom learning dynamics whereby all second-language academicians begin escalating their learning motivation, efforts, and desire to the greatest extent as subsequent attempts to be labeled as successful, highly-achieving, and proficient target language users. For the betterment of the prospective library studies, future researchers need to conduct more systematic meta-analysis research reviews toward the specifically generated research findings generated from prior EFL teachers' motivational strategies scientific works. By carrying out this suggested future research recommendation, the educational stakeholders are likely to unearth the clear linens regarding the probable benefits and shortcomings disseminated by this professional development area, resulting in the invention of more appropriate second language learning regulations and policies working most compatibly to invigorate EFL educators' motivational strategies upon starting up various kinds of complex second language classroom learning enterprises. On a similar note, prospective researchers need to conduct more in-depth investigations concerning the effectiveness of motivational strategies in some countries undergoing underdeveloped educational

systems. By realizing the above-mentioned suggestions for future studies, worldwide educational stakeholders can profoundly ponder devising various motivational strategies and training believed to reinforce second language educators' professional development, significantly enhancing their professional contentment. Despite the aforementioned shortcomings, the thematically-reviewed research results forming in this present small-scale library investigation played such pivotal and profound roles in illuminating globalized educational perspectives that to start up high-quality learning enterprises is always deeply rooted in the heartfelt service imparted by educators, which in this case, is highly attributable to the comprehensive emergence of well-established motivational strategies.

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