

Words That Propel: The Power of Motivational Quotes in the EFL Class

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Abstract—Motivation plays a key role in EFL students' academic accomplishment and engagement in learning. With a growing interest in exploring various tactics to foster student motivation, teachers' use of motivational practices has received extensive attention. The present study aimed to explore the influence of digital motivational quotes on Saudi EFL students' overall attitudes and motivation toward learning English. To this end, one hundred undergraduates majoring in English were selected, through random sampling, to respond to the mini version of the Attitudes/Motivation Test Battery (Gardner & MacIntyre, 1993). Divided into control and experimental groups, the latter received a set of digital motivational quotes for ten weeks. To detect any possible effect, both groups responded to the same scale. Qualitative data was also obtained to further confirm the quantitative data. Results showed that motivation levels were moderate before the treatment and increased significantly among the experimental group students afterward. The increase was evident in all categories of motivation. Qualitative data analysis indicated that the intervention fostered students' motivation, specifically by empowering them to overcome challenges and maintain a positive attitude and a determined mindset. These findings have informative implications for teachers, educators, and syllabus designers.

Index Terms—digital motivational quotes, EFL learners, motivation, attitudes, perceptions

I. INTRODUCTION

In a challenging world where a sufficient level of English is necessary for better job opportunities and effective communication, the need to learn English as a second language (ESL) or a foreign language (EFL) becomes a non-stopping pulse (Vonkova et al., 2021). However, some learners are more motivated to learn English than others, while some learners completely lack the motivation to learn. This could sometimes challenge ESL/EFL teachers particularly when learners with varying motivation levels share the same class (Wallace & Leong, 2020). Despite such variations in learners' desires, enhancing their motivation has long been highly advocated by most teachers for the positive effects it can yield in the learning and teaching process (Schmidt & Watanabe, 2001). In this respect, Ilter (2009) believes that EFL learners who learn the language in an unnatural conversational context, where language is mostly restricted to classroom settings, need more motivation than other learners.

Moreover, motivation has always been considered, among many psychological attributes such as intelligence and aptitude, as an important factor in ESL/EFL environments (Hashemifardnia et al., 2021; Rahimi & Fathi, 2021). More strictly, for some researchers, motivation is an extremely important factor that affects second language (SL) learning (Derakhshan et al., 2021; Pawlak et al., 2021). According to Brown (2000), motivation is a construct that indicates the failure or success of any challenging task. In a similar line, as stated by Kalanzadeh et al. (2014) "A socio-psychological factor frequently used to account for differential success in learning a second language is motivation" (p. 814). Gardner (1985) strongly believes that successful L2 programs should have both linguistic and non-linguistic aims. In addition to the linguistic goals reflected in the learners' ability to read, write, etc., learners should be assessed in terms of non-linguistic aspects such as understanding other communities, motivations, attitudes, and interests. Such variables are proposed in the socio-educational model of L2 acquisition that is concerned with the role of individual differences among L2 students. Despite the great awareness of how motivation is effective in ESL/EFL learning, some questions remain essential in understanding the structure of language learners' motivation and the factors that can enhance its levels. According to Schmidt and Watanabe (2001), teachers' endeavors to know more about motivation and how to increase it among their learners never stopped throughout the decades.

The role of technology in many aspects of language learning and teaching is highly noticeable, and motivation is not an exception. It has been argued that using technology in EFL classrooms can be one of the probable reasons for motivation which results in greater involvement in the language learning process (Kalanzadeh et al., 2014). According to Ilter (2009), it can be much easier and faster to enhance levels of EFL learners' motivation with the help of technology which in turn facilitates their learning and makes it more enjoyable. Fostering language learners' motivation with the help

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of technology can take different pictures such as web-based activities (Stepp-Greany, 2002), authentic films (Chapple & Curtis, 2000), augmented reality (Chen, 2020) interactive video-based virtual reality (Chen & Hwang, 2022), and mobile-game based language learning applications (Gamlo, 2019). This study extends the line of research on motivation with a different emphasis as it aims to identify the attitudes and motivations of Saudi EFL learners toward learning English as a foreign language and examine how they can be affected by digital motivational quotes. The study aims to address the following questions:

1. What are the Saudi EFL learners' attitudes and motivations toward learning English?
2. What is the effect of digital motivational quotes on Saudi EFL learners' attitudes and motivations?
3. What are the perceptions of Saudi EFL learners of digital motivational quotes?

II. LITERATURE REVIEW

Generally, Brown (1994) defined motivation as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit” (p. 34). It is the desire to achieve a particular goal, the attitude that people hold to track that goal, and the effort exerted to catch it (Gardner, 2010). In a similar vein, Harmer (2007) defined motivation as a dynamic internal changing drive that initiates goals and directs people to accomplish these intended goals. In language learning, curiosity, interest, as well as willingness to learn are seen as fundamental components of motivated students (Kim & Kim, 2021). In contrast to less motivated and non-motivated students, motivated counterparts are more dynamic and enthusiastic to accomplish learning tasks, even challenging ones (Jiang et al., 2023).

The definition of motivation can be interpreted in many ways (Brown, 2000) based on the adopted human behavior theory. From a behavioristic perspective, motivation is the anticipation of rewards where previous experiences with positive reinforcements can yield identical behaviors (Brown, 2004). From a cognitive perspective, more emphasis is given to people's decisions. Such a viewpoint of motivation claims that people control their actions and make their decisions to achieve proposed goals (Deci, 1975). The humanistic perspective of motivation focuses more on the investigation of relationships of human needs and the consideration of individuals as a whole (Sara et al., 2017). From a constructivist view of motivation, much emphasis is given to social context and individual choices (Williams & Burden, 1997). Each person can be motivated differently, and hence, will act uniquely in his or her environment within a cultural and social pattern and cannot be separated from that context.

Based on clusters of EFL attitudes, Gardner and Lambert (1972) identified two basic types of motivation, or orientations of motivation, as they prefer to term: instrumental and integrative. Instrumental motivation refers to the desire to acquire language to attain a particular instrumental goal such as finding a job whereas integrative motivation refers to learners' tendency to integrate themselves into the SL culture to ensure greater involvement in social interactions (Brown, 2000). Yet, another dimension of distinguishing motivation is whether learners are intrinsically motivated for their own sake and not for apparent reward, or extrinsically motivated for an outside reward and beyond the self (Deci, 1975).

As a rich area of investigation, motivation has attracted the attention of researchers with different aims and scopes. As a fundamental aspect of achieving oral proficiency, Amoah and Yeboah (2021) investigated the motivation levels of Chinese EFL learners towards speaking English and found that the learners' instrumental motivation was higher than their integrative motivation. Wallace and Leong (2020) examined Chinese EFL learners' attitudes and drives for studying English and their perspectives on the role of social support and the learning environment in varying motivation levels. They found that most participants were highly motivated in general and learned English for both instrumental and integrative purposes. Danesh and Shahnazari (2020) investigated the relationship between resilience, learning motivation, and language proficiency at beginner, intermediate, and advanced levels among Iranian EFL learners. The results revealed that foreign language (FL) proficiency was directly predictable by both FL motivation and resilience and that motivation had significant direct and indirect effects on FL proficiency.

Jiang et al. (2023) examined the effect of online learning on Iranian EFL learners' motivation, anxiety, and attitudes and proved that learning online can increase the learners' motivation, lower their anxiety, and create positive attitudes towards L2 learning. Gamlo (2019) examined the motivation of Saudi EFL learners to learn English and the effect of mobile game applications on the learners' motivation. The results revealed that the learners were instrumentally motivated because English was a compulsory course in their foundation year which they had to pass with high scores to pursue their preferred major. The study also showed the positive perceptions of the learners towards using the applications in learning and improving motivation. By examining the relationship between using technology in learning and Iranian EFL learners' motivation to learn English, Kalanzadeh et al. (2014) found positive attitudes among the participants toward using technology in their English classes. Ilter (2009) aimed to explore how technology could enhance learners' motivation in EFL classrooms in Turkey and found that technology was a highly dynamic and challenging motivating factor for EFL learners.

In this study, motivation is examined from a different angle. The study aims to identify the attitudes and motivations of Saudi EFL learners toward learning English and, more importantly, examine how digital motivational quotes can affect their attitudes and motivations.

III. METHOD

A. Participants

The total number of participants in the present study was 100 EFL female students majoring in English at a Saudi public university in Riyadh. The participants' ages ranged between 18-21 and they had 1-3 years of experience as university EFL learners. Permission was taken from all participants to take part in the study and be quoted for the study only. They understood that their contribution was confidential and voluntary and that they could withdraw at any time.

B. Instrument

Gardner (1985) developed the Attitudes/Motivation Test Battery (AMTB) consisting of 104 items to identify the attitudes and motivations of L2 learners. A mini version of AMTB was developed by Gardner and MacIntyre (1993) which includes 12 items to examine the following categories: interest in foreign languages, parental encouragement, motivational intensity, class anxiety, teacher evaluation, attitudes toward learning a foreign language, attitudes toward foreign language-speaking people, integrative orientation, desire to learn a foreign language, foreign language course evaluation, foreign language use anxiety, and instrumental orientation. Each item in the mini version corresponds to a scale in the full AMTB. The scale was first used to examine learning French as a foreign language, then it was used to examine the attitudes and motivations of other foreign language learners. The development of the mini version followed a procedure suggested by Guilford (1954). Gardner and MacIntyre (1993) reported high validity and reliability of the scale with estimates of Cronbach Alpha coefficient that ranged from .76 to .95. The mini version of AMTB was used in this study to identify the attitudes and motivations of the participants.

C. Validity and Reliability of the AMTB Scale

To extract the significance of the construct validity of the attitudes and motivations scale used in this study, the correlation coefficients of each item and the total score were calculated. The correlation coefficients of the items with the total score ranged between (0.47-0.76) as shown in Table One. They were acceptable and statistically significant so none of these items were deleted.

TABLE 1
CORRELATION COEFFICIENTS BETWEEN EACH ITEM AND THE TOTAL SCORE FOR THE AMTB SCALE

Item #	R With total score	Item #	R With total score	Item #	R With total score	Item #	R With total score
1	.51(**)	4	.47(**)	7	.72(**)	10	.65(**)
2	.76(**)	5	.60(**)	8	.60(**)	11	.74(**)
3	.72(**)	6	.69(**)	9	.69(**)	12	.72(**)

* Correlation is significant at the (0.05) level

**Correlation is significant at the (0.01) level

To ensure the stability of the study tool, it was verified by the test-retest method, i.e. by applying the scale and reapplying it after two weeks on a group outside the study sample consisting of 30. Then, the Pearson correlation coefficient between the estimates in the two times reached (0.91). The stability coefficient was also calculated using the internal consistency method according to the Cronbach alpha equation, and it reached (0.88). These values were considered appropriate for this study.

D. Procedure

At the beginning of the experimentation period, all participants were asked to complete the AMTB scale to identify their attitudes and motivations in learning English as a foreign language. Then, they were divided into two groups: an experimental group and a control group. Throughout ten weeks, the experimental group received digital motivational quotes that focused on the importance of learning English as an FL and its beneficial effects on learners. These quotes were carefully selected based on three important criteria: the content of the quote, its source, and its presentation. These quotes were sent as posts twice a week to the participants via Blackboard, the university's official online platform used for e-learning and e-communication. At the end of the experiment, both groups were asked to complete the same test to measure the difference in scores between them and, hence, examine the effect of the motivational quotes on the experimental group. Yet, the scale given to the experimental group included some open-ended questions to better understand their motivations as EFL learners and explore their perceptions of such quotes (see Appendix A).

IV. RESULTS

The participants' responses to the AMTB scale were statistically analyzed using SPSS 25 while the experimental group responses to the open-ended questions in the posttest were coded and revised by the present researchers. Some categories were created and relationships between these categories were established to obtain a theory. According to Dornyei (2007), two important criteria should be met: a. adapting a certain sequential coding system and b. producing some theory as an outcome of the analysis. To ensure that coding and categorization were appropriate, an academic expert verified them and suggested minor modifications.

A. Quantitative Analysis

Statistical Standard: A 7-point Likert scale was employed by giving each item a score ranging from strong (7) to weak (1) for positive items and reversed for negative items. The following scale was adopted to analyze the results:

- 1.00–3.00 low
- 3.01–5.00 Moderate
- 5.01–7.00 High

By using the following equation:

$$\frac{\text{The highest limit (7) - the lowest limit (1)}}{\text{Number of categories (3)}} = \frac{7-1}{3} = 2 \text{ And adding (2) to the end of each category.}$$

AMTB was administered to both groups to know the actual level before starting the experiment. Means, standard deviations, and t-test were used to determine any significant differences between both groups, as shown in Table 2.

TABLE 2
MEAN, STANDARD DEVIATION, AND T-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Integrative Orientation	experimental	50	4.32	1.684	.407	98	.685
	control	50	4.18	1.758			
Attitudes toward English-Speaking People	experimental	50	4.46	1.249	.759	98	.450
	control	50	4.26	1.382			
Interest in Foreign Languages	experimental	50	4.72	1.213	.893	98	.374
	control	50	4.50	1.249			
Desire to Learn English	experimental	50	4.40	1.229	.798	98	.427
	control	50	4.20	1.278			
Attitudes toward Learning English	experimental	50	4.64	1.306	.611	98	.543
	control	50	4.48	1.313			
English Teacher Evaluation	experimental	50	4.54	1.147	.436	98	.664
	control	50	4.44	1.146			
Instrumental Orientation	experimental	50	4.40	1.385	.738	98	.462
	control	50	4.20	1.325			
English Use Anxiety	experimental	50	4.08	2.049	.296	98	.768
	control	50	3.96	2.000			
English Course Evaluation	experimental	50	4.52	1.297	.827	98	.410
	control	50	4.32	1.115			
English Class Anxiety	experimental	50	4.38	1.354	.352	98	.726
	control	50	4.28	1.485			
Motivational Intensity	experimental	50	4.80	1.400	.890	98	.376
	control	50	4.56	1.296			
Parental Encouragement	experimental	50	4.56	1.296	.569	98	.571
	control	50	4.42	1.162			
Total score	experimental	50	4.49	.833	1.126	98	.263
	control	50	4.32	.651			

Table 2 reveals that the two groups were equivalent before starting the experiment as the difference between scores of both groups was statistically insignificant. To answer the first question of the study, means and standard deviations of EFL learners' responses to the pretest were computed as presented in Table Three.

TABLE 3
MEANS AND STANDARD DEVIATIONS RANKED IN A DESCENDING ORDER

Rank	N	Item	Mean	Std. Deviation	Degree of agreement
1	11	Motivational Intensity	4.68	1.348	moderate
2	3	Interest in Foreign Languages	4.61	1.230	moderate
3	5	Attitudes toward Learning English	4.56	1.305	moderate
4	6	English Teacher Evaluation	4.49	1.141	moderate
4	12	Parental Encouragement	4.49	1.227	moderate
6	9	English Course Evaluation	4.42	1.208	moderate
7	2	Attitudes toward English-Speaking People	4.36	1.314	moderate
8	10*	English Class Anxiety	4.33	1.415	moderate
9	4	Desire to Learn English	4.30	1.251	moderate
9	7	Instrumental Orientation	4.30	1.352	moderate
11	1	Integrative Orientation	4.25	1.714	moderate
12	8*	English Use Anxiety	4.02	2.015	moderate
		Total score	4.40	.748	moderate

* Negative item (reversed score)

Table 3 shows that all participants in both groups were at a moderate level. Item 11 'Motivational Intensity' receives the highest mean (4.68) regarding the degree of agreement while Item 8 "English Use Anxiety" is ranked last with a mean

of (4.02). This table also shows that the mean as a whole is (4.40).

To answer the second question of the study, means, standard deviations, and estimated marginal means due to group variable were first computed, and a slight variance in the means of the EFL learners' attitudes and motivations was found (see Appendix B). To find out whether there are statistically significant differences in these means, one-way MANCOVA was conducted for the dimensions and one-way ANCOVA was conducted for total score. Table 4 shows that there are statistically significant differences at ($\alpha= 0.05$) in all dimensions due to group variable in favor of the experimental group who were exposed to digital motivational quotes.

TABLE 4
ONE-WAY MANCOVA ACCORDING TO GROUP VARIABLE

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.	Effect size Eta2
Integrative Orientation pre (covariate)	Integrative Orientation post	2.440	1	2.440	3.251	.075	.036
Attitudes toward English-Speaking People pre (covariate)	Attitudes toward English-Speaking People post	1.070	1	1.070	.972	.327	.011
Interest in Foreign Languages pre (covariate)	Interest in Foreign Languages post	.003	1	.003	.002	.960	.000
Desire to Learn English pre (covariate)	Desire to Learn English post	.741	1	.741	1.204	.276	.014
Attitudes toward Learning English pre (covariate)	Attitudes toward Learning English post	.097	1	.097	.108	.744	.001
English Teacher Evaluation pre (covariate)	English Teacher Evaluation post	2.289	1	2.289	3.241	.075	.036
Instrumental Orientation pre (covariate)	Instrumental Orientation post	.221	1	.221	.179	.673	.002
English Use Anxiety pre (covariate)	English Use Anxiety post	6.182	1	6.182	3.471	.066	.039
English Course Evaluation pre (covariate)	English Course Evaluation post	.124	1	.124	.089	.766	.001
English Class Anxiety pre (covariate)	English Class Anxiety post	1.512	1	1.512	.576	.450	.007
Motivational Intensity pre (covariate)	Motivational Intensity post	9.945	1	9.945	10.193	.002	.106
Parental Encouragement pre (covariate)	Parental Encouragement post	1.005	1	1.005	.488	.487	.006

Table 5 provides further evidence of the statistically significant differences due to group variable which reflects an increase in the total scores of the experimental group.

TABLE 5
ONE-WAY ANCOVA RESULTS ACCORDING TO GROUP VARIABLE ON THE TOTAL SCORE

Source	Sum of Squares	df	Mean Square	F	Sig.	Effect size Eta ²
Pre-test (covariate)	.216	1	.216	1.035	.312	.011
Method	19.305	1	19.305	92.345	.000	.488
Error	20.278	97	.209			
Corrected Total	40.520	99				

B. Qualitative Analysis

The qualitative data analysis yields the following categories: Motivations to Learn English as a foreign language; Perceptions of Digital Motivational Quotes; and Digital Motivational Quotes in EFL Education.

Motivations to Learn English as a Foreign Language: Based on the qualitative analysis of collected data, all participants in the experimental group are integratively as well as instrumentally motivated. The motives behind their desire to learn English are mainly finding a good job and integrating themselves into the English-speaking community. They believed that better job opportunities are more accessible to speakers of English. One of the participants stated, "I want to get a job that I would be comfortable in, and I feel like English is wanted in almost every job". Being an excellent translator is the greatest dream of many participants, which should guarantee the chance to find a more suitable job and study abroad. Additionally, they argued that speaking English as an international language is considered a necessity when traveling all over the world, either for working or even for spending a vacation. Communicating with English speakers and understanding other cultures expand their knowledge, raise their awareness, and reflect a more educated level. This opens a gate for deeper insights and greater visions of the world which can be accomplished by a sufficient level of English. The participants also claimed that motivation to learn English does not only positively affect their performance

and proficiency but can also raise levels of self-esteem and improve many skills such as problem-solving and decision-making. One participant believed “Most people speak English and I feel great when I can say what is in my mind without having trouble”. They also argued that such desire can be increased by their progress in learning which triggers more enthusiasm to develop knowledge. Learning English as a rich language of information can raise their awareness in a variety of dimensions and scopes.

Perceptions of Digital Motivational Quotes: All participants reflected upon their answers by showing how detrimental these quotes are on boosting their motivations and attitudes toward themselves as EFL learners, and towards the language. Most participants considered these quotes a reminder of their major learning target which positively empowered them to accomplish their goals. One of the participants said, “It reminds me of why I learned languages in the first place, and it motivates me to complete learning”. What made these quotes distinguished was that they received them from their teachers. The participants argued that instructors usually send them assignments and tasks but rarely if not never send them such motivational messages in such an organized manner. “I loved the quotes very much; they were light and nice to read. And I loved the idea of receiving quotes from my teacher; it gives me a positive attitude towards the course”, claimed one lady. The participants argued that Blackboard is usually associated with course-related notifications, yet such alerts broke the ice and created a more interactive course environment. Another lady confirmed, “Whenever I open Blackboard to do my assignments, I read the quotes and I pray for you because they boost my motivation”. One participant claimed that she saved these quotes on her phone to be checked when “feeling down”. Another lady asserted that she added them to her status on WhatsApp and Snapchat as they are extremely functional and empowering. These messages give them a second to think about something other than studying materials. Within the heavy burden of learning requirements, these quotes can “change the mood and refresh the memory”. When feeling pressured particularly during examination periods, these quotes help students feel better and gain positive power to study. It is claimed by one of the participants that “I believe it’s very nice for our mental health to get daily encouraging quotes from our teachers, and it helps us to love our experience in college more”. The participants agreed that such quotes that carry extremely encouraging content satisfy their needs, particularly psychological ones, as EFL learners. Besides, the participants believe that such quotes not only increase motivation but also increase their vocabulary gain and add to their knowledge about the target language and how wisdom can be expressed in another culture.

Digital Motivational Quotes in EFL Education: Learning a foreign language through an optimistic approach is highly recommended and appreciated by the participants. Instead of receiving strict messages that sometimes function as warnings from teachers, encouraging statements expressed through motivational quotes had a more positive impact on student’s feelings and behaviors as well. Furthermore, what made it faster and more efficient was the easy access to the students via the Internet. “Getting digital quotes is the new way to motivate us to achieve our goals because it is like an alarm to our mind through this path of learning”, claimed one participant. Technology creates an open channel between teachers and students that needs to be used for a variety of educational purposes and raising motivational levels is not an exception. Sending such quotes via Blackboard is easier and can save the class time and effort and allow students greater benefits by saving them to be used any time later. One participant asserted “In my opinion, it is easier to spread positivity and encourage people and remind them to keep their motivation high”. It is an interesting part of the teaching methodology to post such messages via electronic and elegant pictures that reflect the effective use of technology. The participants not only showed their appreciation towards receiving such quotes but also highly recommended other teachers to follow the same pattern as confirmed by one participant “I recommend other teachers to use quotes too, it shows the student that the teacher cares enough to take extra time to motivate the students”. In sum, the participants see these quotes as a reflection of how teachers care about students!

V. DISCUSSION

Analysis of the pretest data showed that participants were interested in learning English as a foreign language. Yet, after applying the experiment, there were statistically significant differences in favor of the experimental group who were exposed to digital motivational quotes. The qualitative analysis confirmed an integrative and instrumental orientation of the participants’ motivation. They wanted to learn English to find a good job and integrate themselves into its community. This is in line with results provided by Wang (2010) who found that EFL learners learn the language for instrumental and integrative reasons. Deldeniya et al. (2018) provided similar results, yet they found that the integrative motivation of FL learners was slightly greater than their instrumental motivation. The participants of the present study strongly believe that they need English for a variety of purposes such as translation and different types of international communication across different cultures. This could in turn enrich their knowledge, expand their visions of the world, and mirror a high level of education. As a result, higher motivational levels to learn the language can raise levels of proficiency and attainment. This is consistent with results provided by Danesh and Shahnazari (2020) who found that L2 motivation had significant direct and indirect effects on L2 proficiency. It has also been found in this study that motivation can also contribute to the development of self-confidence as well as a variety of skills such as problem-solving and decision-making. This aligns with findings provided by Okay and Balçıkanlı (2017) who indicated that high-motivated EFL learners were more capable of making decisions than their low-motivated peers. What contributes to their interest in learning English is the progress they notice in their language competence. Reading these quotes regularly could expand vocabulary knowledge and enrich cultural awareness. All participants showed highly positive attitudes towards the digital motivational quotes that they

received throughout the experiment. They stated that such quotes contributed to raising their motivation towards themselves as learners and towards the learning process. Such quotes worked as an alarm that kept them alert all the time about their major goal of learning which pushed them to show better and greater performances.

As an academic platform, Blackboard is usually associated with assignments and course requirements. Nevertheless, receiving some motivational quotes through it could create a more communicative course environment and powerfully change the mood, especially during exam weeks. Such quotes matched the participants' needs. These findings corroborated those of Vaklifard et al. (2020) who stated that considering factors such as language learners' needs could play a major role in making them more motivated and energetic to learn effectively. The participants believe that the quotes were more effective because they were sent by their teachers who usually send serious academic messages. Without a doubt, such an optimistic teaching approach could shape student's emotions and behaviors. This is in line with the results found by Wallace and Leong (2020) which suggested that positive relationships with the teacher and the learning environment (Vaklifard et al., 2020) can largely influence learner motivation. Based on the findings of their study, Amoah and Yeboah (2021) highly recommend that teachers create a conducive environment to raise levels of motivation among EFL learners. Similarly, results provided by Pishghadam et al. (2021) showed that teachers' positive communication behaviors increased EFL students' active motivation. Additionally, reaching the students via Blackboard made it more accessible and much easier for teachers to motivate their students through these quotes. It has been strongly argued that easy access to online materials can be a helpful agent in creating a favorable attitude toward learning (Hashemifardnia et al., 2020; Azizi, 2022; Tzankova et al., 2023). Sending these motivational quotes was a fascinating image of the role of technology in learning and teaching that can never be neglected. This supports Ilter (2009) who indicated that technology was a dynamic motivating aspect in EFL classrooms. Consequently, it can be theorized that adopting digital quotes as an encouraging technique promotes the students' motivation and positive attitudes towards themselves, their teachers, and the learning process in general.

VI. CONCLUSIONS AND IMPLICATIONS OF THE STUDY

Motivation plays a key role in EFL students' academic accomplishment and engagement in learning. With a growing interest in exploring various tactics to foster student motivation, the present study pays extensive attention to teachers' use of electronic motivational quotes. Based on the obtained results, this tactic has a significant role in student motivation, mainly in fostering a positive outlook and a determined mindset and enhancing integrative and instrumental motives to learn English. By presenting EFL students with aspirational notes, they are more encouraged to maintain an optimistic attitude, set ambitious aims, and pursue proficiency. They can certainly overcome difficulties, strive for academic excellence, and actively pursue personal development. Also, frequently received inspirational quotes are more likely to lead to increased effort, commitment, and achievement. Nevertheless, it is crucial to note that the efficiency of digital motivational quotes may vary according to learners' differences, contextual factors, and the presentation format. Finally, the careful choice of learners-relevant quotes is a critical consideration to maximize the effect of this practice on students' learning outcomes, engagement, and overall motivation.

VII. LIMITATIONS OF THE STUDY

This study has some limitations; it studied the motivational impact from undergraduate students' perspective only, as the sample was selected only from college students. Thus, teachers' perceptions and attitudes toward this practice can be addressed in future research. Also, further studies would detect the impact of digital motivational quotes on student motivation across diverse settings, including primary and secondary schools, as well as higher education. With various electronic platforms being increasingly employed as means of communication between teachers and students, future research may also study the potential long-term influence on students' motivation, learning outcomes, personal growth, and overall well-being in different educational contexts.

APPENDIX A

Open-ended questions:

Why do you want to learn English? What motivates you as an EFL learner?

Do you like the motivational quotes that were sent to you throughout this semester? Why?

Do you think that the use of digital motivational quotes in EFL education is a good method?

Can you explain your reasons?

What is your opinion on the use of digital motivational quotes in EFL education?

APPENDIX B

TABLE 6
MEANS, STANDARD DEVIATIONS, AND ESTIMATED MARGINAL MEANS

	Method	Mean	Std. Deviation	Estimated Marginal Means	Standard Error	N
Integrative Orientation post	experimental	6.32	1.039	6.054	6.544	50
	control	5.30	.814	5.076	5.566	50
	Total	5.81	1.061	5.810	.087	100
Attitudes toward English-Speaking People post	experimental	6.14	1.088	5.835	6.427	50
	control	5.16	1.057	4.873	5.465	50
	Total	5.65	1.175	5.650	.105	100
Interest in Foreign Languages post	experimental	6.46	.930	6.100	6.742	50
	control	5.32	1.406	5.038	5.680	50
	Total	5.89	1.317	5.890	.114	100
Desire to Learn English post	experimental	6.72	.671	6.494	6.937	50
	control	5.86	.926	5.643	6.086	50
	Total	6.29	.913	6.290	.078	100
Attitudes toward Learning English post	experimental	6.30	1.093	6.044	6.582	50
	control	5.18	.850	4.898	5.436	50
	Total	5.74	1.125	5.740	.095	100
English Teacher Evaluation post	experimental	6.48	.789	6.220	6.695	50
	control	5.76	.938	5.545	6.020	50
	Total	6.12	.935	6.120	.084	100
Instrumental Orientation post	experimental	6.40	1.030	6.067	6.695	50
	control	5.60	1.212	5.305	5.933	50
	Total	6.00	1.189	6.000	.111	100
English Use Anxiety post	experimental	5.78	1.314	5.407	6.161	50
	control	4.74	1.468	4.359	5.113	50
	Total	5.26	1.481	5.260	.133	100
English Course Evaluation post	experimental	5.86	1.246	5.526	6.191	50
	control	5.16	1.057	4.829	5.494	50
	Total	5.51	1.202	5.510	.118	100
English Class Anxiety post	experimental	5.86	1.370	5.412	6.328	50
	control	5.10	1.799	4.632	5.548	50
	Total	5.48	1.636	5.480	.162	100
Motivational Intensity post	experimental	6.34	1.171	6.059	6.617	50
	control	5.60	.948	5.323	5.881	50
	Total	5.97	1.123	5.970	.099	100
Parental Encouragement post	experimental	6.18	1.494	5.756	6.566	50
	control	5.32	1.392	4.934	5.744	50
	Total	5.75	1.500	5.750	.143	100
Total score	experimental	6.24	.468	6.231	.065	50
	control	5.34	.446	5.347	.065	50
	Total	5.79	.640			100

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