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## Boosting Self-motivation in English Language Learning: The Role of Learning Methods and Self-efficacy

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## **Introduction**

English is regarded as the global language, and it is spoken by people from various countries, cultures, and backgrounds. English has now become a necessary tool for communication, business, education, and entertainment (Sak, 2022). It is the most widely used language on the internet, at international conferences, and in international trade. Many countries have also adopted English as an official language, making it an essential language to learn for anyone planning to travel, work, or study abroad. English is an important part of life because it is a global language (Al-Jarf, 2022). It has evolved into a necessary tool for communication, education, and career advancement. English is used in a variety of fields, including science, technology, business, entertainment, and politics. It has also become a dominant language on the internet, social media, and other digital platforms.

The influence of the English language is enormous. It has created opportunities for people to connect with others from diverse backgrounds and cultures. English has also become a language of globalization, making it an indispensable skill for those who wish to work or study abroad. Moreover, English has become the language of science and technology, making it imperative for professionals in these fields to learn it (Huang, Bedore, Ramírez, & Wicha., 2022). The English language is taught in numerous educational institutions across the globe and has become an integral part of the curriculum. The English language has a significant impact on students because it can improve their ability to communicate, their career prospects, and their understanding of other cultures. The English language has a significant impact on students, as it can increase their opportunities to study, work, and travel abroad (Aukerman & Chambers Schuldt, 2021). Additionally, learning English can enhance their communication skills, which can help them succeed in a variety of fields. In addition, it can broaden their understanding of other cultures, thereby helping them become more tolerant and accepting individuals (Sak, 2022).

Numerous educational institutions have incorporated English language courses into their curricula, and some offer credit for these courses. Typically, the curriculum covers fundamental grammar and vocabulary, as well as speaking, listening, reading, and writing skills (Hergüner Buğra, Hergüner & Dönmez, 2020). English is taught in educational institutions using a variety of methods, including lectures, group discussions, role-playing, language games, and multimedia resources. Students can practice their language skills with native speakers through language exchange programs offered by some institutions (Chen, 2020).

Student self-motivation is crucial for academic success and personal growth. It is the driving force behind goal-directed behavior, and it helps students take control of their learning and development (Tan, Chan & Mohd Said, 2021). Self-motivated students are more likely to put in the time and effort needed to achieve their goals, which leads to improved academic performance. Studies have shown that self-motivated students have higher grades and test scores compared to their peers who lack motivation (Hu et al., 2021). When students are self-motivated, they are more likely to be actively engaged in the learning process. They ask questions, participate in class discussions, and take the initiative to seek out additional resources and opportunities to learn (Chen, 2020). Self-motivated students derive a sense of satisfaction and fulfillment from the process of learning and personal growth. They find meaning and purpose in their efforts, which contributes to overall well-being and happiness (Zhu, Bonk & Doo, 2020).

English language learning can be approached in a variety of ways, but the most effective method is a combination of different techniques (Lin & Wang, 2021). Immersing oneself in the language, whether through travel, watching English-language media, or speaking with native speakers, can greatly enhance comprehension and fluency. Formal language instruction, such as in a classroom or with a tutor, can provide a structured environment for learning grammar and vocabulary (Namaziandost & Çakmak, 2020). Practicing speaking and writing through conversation and composition exercises can also improve language skills. Using language learning resources, such as textbooks, online courses, or language exchange programs, can complement these other methods and provide additional opportunities to practice and reinforce learning. The key to success in English language learning is to find a method that works best for the individual and to be persistent and consistent in practice (Richards, 2023). Experiential learning is a hands-on approach to education that involves learning through direct experience and reflection. It is an

effective way of acquiring knowledge and skills because it engages learners actively in the learning process, allowing them to apply and test what they have learned in real-life situations (A. P. Correia, Liu, & Xu., 2020). This type of learning also helps to develop critical thinking, problem-solving, and decision-making skills, as well as foster creativity and innovation. Additionally, it provides a unique opportunity for learners to develop personal and professional relationships, and to understand the impact of their actions on themselves and others (Niiranen, 2021).

Self-efficacy, defined as an individual's belief in their ability to successfully execute a particular task, has been shown to play a crucial role in shaping student motivation (Pumptow & Brahm, 2021). Moreover, research has shown that students who possess high levels of self-efficacy are more likely to be motivated to engage in learning activities and persist in the face of challenges (Govorova, Benítez & Muñiz, 2020). The relationship between English language learning methods and student self-motivation has been well-established in the literature. Research has shown that students who are taught through experiential learning methods, such as role-playing and simulations, are more likely to be motivated to learn English compared to students who are taught through traditional, didactic methods (Budiatmi, Hadhienata, & Entang, 2022; Hava, 2021). However, the role of student self-efficacy in mediating the relationship between English language learning methods and student self-motivation remains largely unexplored. This is a critical gap in the literature as it is important to understand how student self-efficacy influences the relationship between language learning methods and motivation.

## **Literature Review**

### **English Learning Method**

Learning a foreign language is a challenging endeavor that, in the past, was typically linked with rote memorization of words and phrases, mindless repeating of the information taught in class, and an inability to speak the language at all outside of the classroom setting (Lin & Wang, 2021). The usage of methods that are centered on the teacher and that concentrate primarily on acquiring information by remembering and interpretation has progressively given way to strategies and approaches that are more communicative as time has passed (Wei, Gao & Wang, 2019). In the research, the method of group discussion is in which two or more students express, present, explain, and argue their knowledge, experiences, opinions, and feelings (Puspita & Amelia, 2020). Students are encouraged to talk about what they think about a topic in general through the use of the teaching method known as discussion. Alternately, discussion can be understood as an approach that prioritizes the interaction between the lecturer and the students, as well as among the students themselves, as the primary means of accomplishing the learning goals (Conner, Singletary, Smith, Wagner & Francisco, 2014). A second meaning for the word "discussion" is "a method that makes use of the interaction of lecturer and students as well as among students" (Conner et al.). The findings of the study indicate that when the term "group discussion" is used, researchers are referring to talks that take place in smaller groups with four to six members (Azuar, 2021). A discussion in front of the entire class will be replaced by a dialogue in smaller groups, which has been demonstrated to be more effective than a discussion in front of the entire class (Gabriel et al., 2019).

Students sort comprehension questions into categories depending on the method in which the questions are answered as well as the sources that are used to answer the questions while using the question-and-answer technique, which is a type of activity design (Zhang et al., 2021). This strategy was developed to make educational activities, such as teaching and learning, more productive and capable of achieving the desired levels of competency, in particular about the acquisition of skills in reading comprehension. Specifically, this strategy was developed to improve reading comprehension skills. When students pose questions that require literal knowledge, it indicates that the scope of their comprehension is limited to that area (Muyolema, Joel, Wilma & Mosquera, 2021). On the other hand, if kids come up with questions that are inferential, critical, and evaluative, then they will have a deeper level of comprehension. The questions that students ask one another serve as a barometer for determining the level of comprehension among those students (Zhong et al., 2020). Students have the opportunity both individually and in groups to ask questions that are not yet understood; the teacher can also find out the students' mastery of the

material presented; students are encouraged to have the courage to express their opinions; and mutual respect can be fostered between students when using the giving questions and getting answers learning model.

The form of instruction known as a lecture is described as one in which an instructor addresses a group of pupils on a specific subject or topic by speaking to them continuously. The responsibility of presenting the entirety of the material covered in the class is with the instructor (Alpert & Hodkinson, 2019). According to (Simamora, De Fretes, Purba & Pasaribu, 2020), it is one of the oldest teaching methods that is still utilized in today's schools, colleges, and universities across a wide range of subject areas. The foundation of the lecture method of teaching is the idea that information should flow in the opposite direction, from the teacher to the students, rather than the other way around. The technique of instruction known as the lecture can also be referred to as the classic lecture or teaching approach (Puspitarini et al., 2019). Since the traditional lecture approach is a form of passive learning, many professors and researchers think that it does not contribute to the cognitive growth of students as effectively as other forms of teaching do. Learners are not allowed to participate in the educational process in any way.

The demonstration technique is a form of instruction that consists of presenting learning material by directly demonstrating the object being taught or how to carry out a certain task so that the information can be learned together with the process (Fei & Wang, 2020). The topic at hand and the educational goals that need to be accomplished determine whether or not a demonstration is appropriate for a certain subject. One of the things that need to be taken into consideration when carrying out the demonstration is making sure that all of the students are positioned in such a way that they can pay attention to, or observe, the thing that is going to be displayed. The educator has prepared the tools that are going to be utilized in the demonstration at this point in the process of giving the demonstration (Ravichandar, Polydoros, Chernova & Billard, 2020). Teachers are expected to have a comprehensive understanding of the material they teach as well as the ability to effectively manage their classrooms. While passive students just pay attention to teacher demonstrations, there are frequently problems in the implementation of active teacher demonstrations. Even the students' point of view is not focused on the object exhibited by the teacher. Ameh and Dantani (2012) Only for the following purposes are demonstrations put to use: (1) to make an intangible idea or process more concrete; (2) to instruct on how to carry out or make appropriate use of procedures; (3) to ensure that the tools and processes can be used; and (4) to generate interest in making use of the tools and materials involved in the procedure.

### Experiential Learning

Kolb proposed the paradigm of experiential learning in 1984 as a means of addressing the seeming contradiction between the methods by which information is received and the methods by which it is utilized (Morris, 2020). It emphasizes learning via experience and evaluates learners by the experiences they have had in the past. The paradigm addresses the question of how much of a role experience plays in learning and emphasizes the significance of student participation in all aspects of the educational process (Jabarullah & Iqbal Hussain, 2019). Experiential learning is a teaching strategy that encourages students to learn by "Doing, Reflecting, Thinking, and Applying" what they have learned (Karami & Tang, 2019). Students engage in a hands-on activity (the Do component), reflect on their participation in the activity and other evidence (the Reflect component), develop hypotheses that are consistent with their experiences and information (the Think component), and either articulate an assumption or explain a problem (the Speak component) (Wang & Ahmed, 2007). It is a powerful tool for bringing about constructive changes in academic education that enable students to apply what they have learned in school to real-world challenges, and it is a tool that can bring about these changes (Salimbahrami & Shakeri, 2021). This approach to education comprises delegating more authority and responsibility to the students being educated, as well as directly involving the students in their own educational processes inside the classroom setting.

Hamilton, McKechnie, Edgerton and Wilson (2021) examined the use of experiential learning in a science course. The author found that students who engaged in specific experiences that were designed to elicit prior knowledge were more successful in developing abstract concepts and generalizations. The author noted that the use of observation and reflection was particularly effective in this process, as it allowed students to develop a deeper understanding of the concepts

being taught. Another study (Becker & Jaakkola, 2020) investigated the use of experiential learning in a teacher education course. The authors found that the use of specific experiences that were relevant to the teaching profession led to increased motivation and engagement among students. The authors also noted that the active experimentation component of experiential learning was particularly effective in preparing students for real-world teaching situations.

#### Student Self-Motivation

Robinson and Schänzel (2019) shown that there is a statistically significant connection between academic success and motivation. According to the findings of the study, one of the most important factors in terms of academic learning and accomplishment is motivation (Hava, 2021). (Howard, Bureau, Guay, Chong & Ryan, 2017) is investigated to acquire a deeper comprehension of self-motivation. (Howard et al.) distinguished between two distinct types of motivation: extrinsic motivation and intrinsic motivation. Both of these types of motivation play an important part in the process of student learning. Extrinsic motivation is the motivation that comes from outside of the individual and occurs when the learner is motivated to do a behavior or engage in an activity based on external sources to attain the desired outcome or to avoid being punished (Usán, Salavera & Teruel, 2019). When it comes to extrinsic motivation, the combination of effort and performance with rewards serves as a sort of positive reinforcement that helps achieve the desired behavior (Y. Zhang, J. Zhang, Forest, Chen, 2019). On the other hand, Intrinsic Motivation is generated from within. This type of motivation inspires learners to behave in certain ways because they believe it is gratifying to experience the pleasure, interest, delight, and satisfaction that are inherent in the tasks they are performing (Arshad, Farooq, & Farooq, 2019). Students have an interest in learning, and they find the process of learning to be enjoyable as well, which contributes to their level of intrinsic motivation. Intrinsic motivation is an inner drive that motivates students to engage in academic activities (Usán et al.). Learners are self-motivated to pay attention, be engaged in the task at hand, and uphold some intrinsic worth in the duties that they have been given to complete. Learners that are involved in the activity not only do the task that has been set to them, but they also complete the assignment with excitement and perseverance (Choi & Nae, 2022).

Task value is an important factor in student motivation and engagement in education. Task value refers to the degree to which students perceive a task as important, relevant, and useful to their current or future goals (Elliott et al., 2020). When students find a task to be valuable, they are more likely to engage in self-regulated learning behaviors, such as paying attention, persisting in the face of difficulty, and seeking out additional resources or support. Additionally, students who perceive a task to be valuable are more likely to demonstrate higher levels of academic achievement and academic self-concept (González-Roz, Secades-Villa, Weidberg, Muñoz & MacKillop, 2020).

Research has identified several strategies for promoting task value in education. One approach is to make the material more relevant and applicable to students' lives and goals. Teachers can use real-world examples or connect the material to current events or popular culture (Wigfield, 1994, pp. 101-124). Another approach is to help students understand the potential benefits of learning the material. Teachers can explain how the material can be useful for future career goals or for achieving personal interests and aspirations (Kim & Kim, 2020). Overall, promoting task value can have a positive impact on student motivation, engagement, and academic achievement.

#### Student Self-Efficacy

Self-efficacy is an individual's belief in their ability to perform a specific task or achieve a specific goal. In education, self-efficacy has been identified as a critical factor in student success, particularly in the face of learning challenges. Research has shown that students with higher levels of self-efficacy are more likely to set challenging learning objectives and persist in the face of difficulties, leading to greater achievement (Du et al., 2019). Additionally, self-efficacy can be developed through experiences of mastery and positive feedback, such as receiving praise or high grades. Learning challenges can also play a critical role in the development of self-efficacy. A study by (Ayllón, Alsina & Colomer, 2019) found that individuals who had overcome difficult obstacles in the past were more likely to have higher levels of self-efficacy in the future. Similarly, research has shown that students who experience positive outcomes despite facing initial learning challenges are more likely to develop greater self-efficacy and persist in the face of future difficulties (Olivier,

Archambault, De Clercq & Galand, 2019). This suggests that educators can help promote self-efficacy by providing opportunities for students to experience success and overcome challenges. Educators can promote self-efficacy and learning by providing opportunities for students to set and achieve challenging objectives, receive positive feedback, and experience success in the face of learning challenges. By doing so, educators can help students develop greater self-efficacy and overcome obstacles on their path to success (Muliadi, Mirawati & Prayogi, 2021).

#### English Language Learning Method and Students Self-motivation

English language learning has become increasingly important in today's globalized world, where English is widely recognized as the dominant language of international communication. Language learning methods play a critical role in the development of students' language proficiency, and self-motivation is a significant factor in language learning success. In recent years, researchers have focused on the interplay between language learning methods and student self-motivation. This literature review summarizes the latest findings in this field. Studies have shown that student self-motivation is positively associated with language learning outcomes (Hasan , Fakhri, Ibna Seraj & Hasmirati, 2022). In a study of Chinese English as Foreign Language learners, it was found that self-motivated students demonstrated higher levels of language proficiency compared to their peers who lacked self-motivation (Richards, 2021). Furthermore, self-motivated students were found to be more likely to persist in their language learning efforts, even when faced with difficulties.

H1: English language learning method has a significant and positive impact on students' self-motivation

#### Experiential Learning and Students' Self-motivation

Experiential learning, which involves learning through direct experience, has been recognized as an effective approach to education. This approach emphasizes the importance of hands-on, practical experience in promoting student learning and development. In recent years, researchers have explored the relationship between experiential learning and student self-motivation. This literature review summarizes the latest findings in this field. Studies have shown that experiential learning can positively impact student self-motivation (Kong, 2021). In a study of experiential learning in a science education context, students who participated in hands-on, practical activities showed higher levels of self-motivation compared to students who received traditional lecture-based instruction (Gutiérrez & Tomás, 2019). Experiential learning provides students with the opportunity to engage in meaningful and relevant experiences, which can increase their motivation to learn.

H2: Experiential learning has a significant and positive impact on students' self-motivation

#### English Language Learning Method and Students' Self-efficacy

English language learning is a critical component of education for many students worldwide. In recent years, researchers have explored the relationship between English language learning methods and student self-efficacy, which is an individual's belief in their ability to succeed in a particular task or situation. Studies have shown that task-based language teaching, which is an approach to language learning that emphasizes real-life language use, can increase student self-efficacy in English language learning (Peng & Fu, 2021). In a study of task-based language teaching in an English language learning context, students who participated in TBLT activities demonstrated higher levels of self-efficacy compared to students who received traditional grammar-based instruction (Lin & Wang, 2021). Task-based language teaching provides students with opportunities to use English in meaningful and relevant situations, which can increase their belief in their ability to succeed in English language learning.

H3: English language learning method has a significant and positive impact on students' self-efficacy

#### Experiential Learning and Student self-efficacy

A study by Bowling, Rice, Curry and Marx (2022) found that experiential learning activities increased student self-efficacy and motivation. Another study by Handtke, Richter-Beuschel & Bögeholz (2022) examined the impact of a game-based learning environment on student self-efficacy. The results showed that students who played the game had higher self-efficacy beliefs

than those who did not, indicating that the game-based learning environment was effective in promoting self-efficacy. These findings suggest that experiential learning activities, including game-based learning, can be an effective way to promote student self-efficacy, which can lead to improved academic outcomes and greater success in future careers.

H4: Experiential learning has a significant and positive impact on students' self-efficacy

Self-efficacy and Students' Self-Motivation

Self-efficacy and self-motivation are two important factors in student success. Self-efficacy is an individual's belief in their ability to succeed in a particular task or situation, while self-motivation refers to the drive and initiative that an individual takes toward their learning and development (Ozkal, 2019). In recent years, researchers have explored the relationship between self-efficacy and self-motivation. In a study of self-efficacy and self-motivation in a college setting, students who demonstrated high levels of self-efficacy also demonstrated high levels of self-motivation (Gladstone et al., 2022). When students believe in their ability to succeed, they are more likely to take the initiative and engage in activities that support their learning and development.

H5: Student self-efficacy has a significant and positive impact on students' self-motivation

Student Self-Efficacy as a Mediator between Experiential Learning and Student Self-Motivation

Self-efficacy and self-motivation are important factors in student success, and their impact on student achievement has been widely studied. However, the relationship between these factors and experiential learning has received less attention (Sringernyuan & Sottiyotin, 2022). Studies have shown that student self-efficacy can play a mediating role between experiential learning and student self-motivation. In a study of experiential learning in a college setting, students who participated in hands-on, experiential learning demonstrated higher levels of self-efficacy compared to students who received traditional lecture-based instruction. This, in turn, was positively related to increased self-motivation.

H6: Student self-efficacy mediates the relationship between the English language learning method and students' self-motivation

Student Self-Efficacy as a Mediator between English Language Learning Method and Student Self-Motivation

Self-efficacy and self-motivation are important factors in student success, and their impact on student achievement has been widely studied. However, the relationship between these factors and the methods used to teach the English language has received less attention. Studies have shown that student self-efficacy can play a mediating role between the English language learning method and student self-motivation (Al-Jarf, 2022). The latest findings on the role of student self-efficacy as a mediator between the English language learning method and student self-motivation.

H7: Student self-efficacy mediates the relationship between experiential learning and students' self-motivation

Thus based on the above discussion and literature we proposed the conceptual framework which is shown in Figure 1.



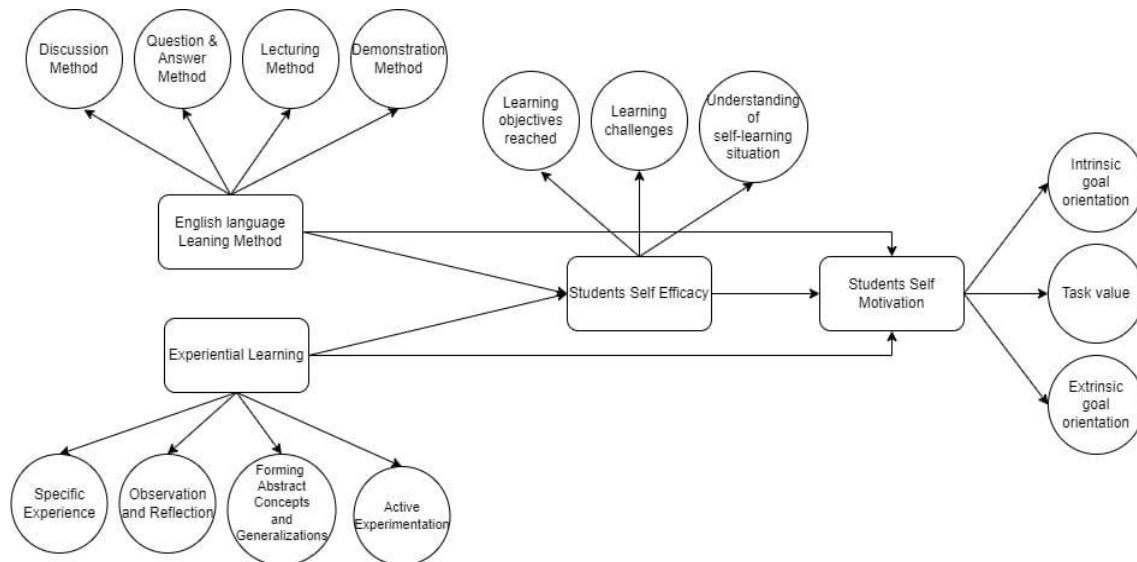


Figure 1. Conceptual Framework

### Methodology

#### Study design

For the study to be successful in accomplishing its goals, data were gathered from junior high school pupils who were located in China. Because of this, a survey was created that the participants were able to administer themselves whenever they had a little bit of spare time available to them. Based on the results of (Sarstedt, Ringle, Smith, Reams & Hair Jr, 2014), a sufficient sample size for statistical analysis could very well include at least 10 to 20 times the most factors than were utilized in the studies. This would be the case if the sample size were to be increased by 10 times. Similarly, (Hair, Sarstedt & Ringle, 2013; Leguina, 2015) proposed that the sample size could be calculated by incrementing 10 by the overall number of arrows that were referring in the direction of the endogenous construct. This would allow for the determination of the sample size required for the study. All of the questions were uploaded to the author's personal WeChat account, where they were then distributed to the various groups. Each of the respondents was requested to respond to the questionnaire, and they were all given details concerning the purpose of the study and guarantees about the confidentiality of their responses and involvement in the study. The collection of data took place from the 15th of January to the 15th of February in the year 2023. During the research, the questionnaire was given to the participants in a completely random manner. After it all, a total of four hundred samples were gathered, and after throwing out any questionnaires that appeared to be missing or conflicting, data analysis was carried out on the remaining 369 samples. Table 1, which may be found below, contains information that provides a profile of the participants. This description contains the subject's gender, age, and educational background. A close ended questionnaire was used to collect the data from sample.

Table 1. Demographic profile of the respondents

Demographic Item		Frequency
Gender	Male	219
	Female	150
Age	9-11 years	94
	12-15 years	106
	16-18 years	169

Demographic Item		Frequency
Education	Middle School	210
	High school	159

### Measure

The survey questions for each parameter, such as how to learn English, hands-on learning, how confident students are in their abilities, and how motivated they are to learn, were applied from those utilized in previous research. Lin and Wang (2021), provided nine items that were used to analyze the English language learning method. The scale of 7 items for experiential learning was adopted from Pant (2012). The scale of 7 items for students' self-efficacy was adopted from Du et al., (2019), and the scale of 5 items for students' self-motivation was adopted from Howard et al. (2021). Also, each item was judged using the Likert scale, which has 5 stages and goes from 1 to 5 means not at all to very much respectively.

## Results

In this study, the Smart-PLS 4 program, which employs the PLS-SEM technique, was used to verify the model's accuracy. The method to analyze the data. One of the reasons PLS-SEM was chosen over covariance-based structural equation modeling is that it is more suitable for preliminary research. Another justification is that PLS-SEM is more intuitive to decipher than its covariance-based counterpart. In addition to these benefits, PLS-SEM is easier to grasp than covariance-based structural equation modeling. The first thing I want to say is that this study incorporates an investigative study. Second, the PLS method's flexibility makes it well-suited for analyzing data collected from small samples. This results from the adaptability of the method.

### Measurement Model

When it comes to models for measurements, it is crucial to take into account not only the validity of the model but also its level of accuracy. Both of these facets are essential in their own right for the overall picture. Cronbach's alpha, roh-A, composite reliability, and average variance extract had been used throughout this research to figure out the extent to which the design could be based upon. The purpose of this research was to figure out the extent to which the model could be focused upon. In addition, an analysis was carried out to determine the robustness of the model, and convergent validity and discriminant validity were applied in that analysis(Nawaz & Guribie, 2022). Table 2 and Figure 2 present, respectively, the outcomes of the assessments that were run with the models that were used in this study to find the relying relations between all of the variables. These analyses were carried out to identify the relying relationships between all of the variables. In trying to make things rolling, the Cronbach alpha requires achieving a value that is greater than 0.70 for it to be considered acceptable (Avotra, Ye, Wu, Zhang & Nawaz, 2021; Sandra Marcelline, et al., 2022; Yang, et al., 2021). The values of Cronbach's alpha for all of the model variables that were utilized in this investigation have, on average, a value that is more than 0.70. The second consideration is the roh: the values of each of the components of the variable values have been changed to the point that they are currently by the threshold limit. The investigation into the composite reliability (CR) and average variance extract (AVE) of the model variables will take place during the third and final stage of the analysis. Both of the variable's values must be more than 0.5 for the composite reliability to be considered acceptable; however, the individual variable's values must be greater than 0.7 for those values to be considered acceptable. The standard deviation of the average extract of variance is likewise higher than 0.5. Additionally, values for the variables that are greater than 0.5 are regarded as acceptable if they are to be used in the analysis. In addition to this, the outer loadings of each variable were studied, and the findings are summarized in Table 2 which may be found below. A value that is more than 0.6 is deemed to be appropriate when it comes to establishing the proper exterior loadings for a wide variety of various items (Figure 2). There is not a single variable that does not have at least one item with a value that is higher than 0.6. This is true for every single one of the variables.

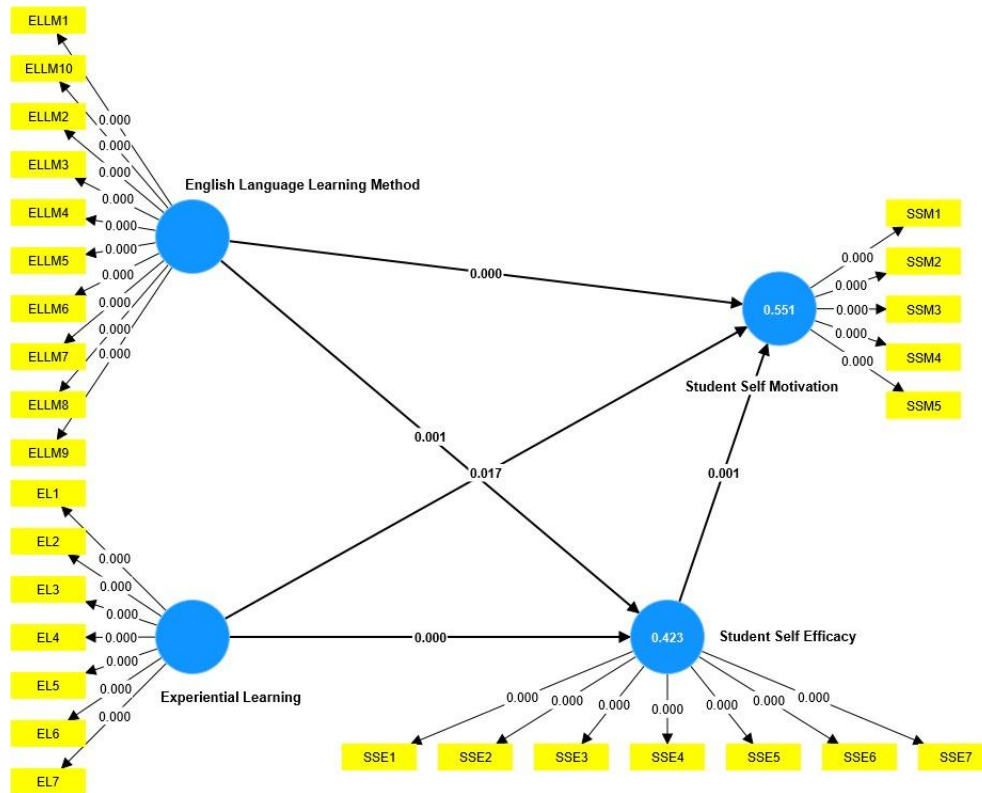


Figure 2. Measurement Model

In addition, the collinearity issue was investigated using the variance inflation factor in this study (VIF). According to the recommendations of the researchers, VIF values less than 0.5 are deemed acceptable (Tao et al., 2021). According to Table 2, the VIF values for the core constructs of the study model are less than 5. This range encompasses a vast array of potential outcomes. The VIF values of all the components satisfy the threshold's requirements. As a result, there were no indications of collinearity in the research model used for this study.

Table 2. Construct Reliability and Validity

	Items	Outer Loading	VIF	Cronbach's Alpha	CR	AVE
English Language Learning Method	EL1	0.852	2.820	0.911	0.924	0.557
	EL2	0.884	4.007			
	EL3	0.895	4.107			
	EL4	0.850	2.984			
	EL5	0.854	3.324			
	EL6	0.661	1.595			
	EL7	0.678	1.438			
Experiential Learning	ELLM1	0.641	2.431	0.914	0.932	0.665
	ELLM10	0.856	4.674			
	ELLM2	0.629	1.975			
	ELLM3	0.602	2.086			
	ELLM4	0.623	2.117			
	ELLM5	0.573	1.793			
	ELLM6	0.882	4.409			

	Items	Outer Loading	VIF	Cronbach's Alpha	CR	AVE
	ELLM7	0.869	3.457			
	ELLM8	0.819	3.014			
	ELLM9	0.866	4.725			
Student Self Efficacy	SSE1	0.691	2.219	0.874	0.901	0.571
	SSE2	0.609	2.188			
	SSE3	0.719	1.968			
	SSE4	0.862	3.720			
	SSE5	0.840	4.196			
	SSE6	0.879	4.369			
	SSE7	0.639	1.279			
Student Self Motivation	SSM1	0.816	1.790	0.872	0.907	0.661
	SSM2	0.818	2.084			
	SSM3	0.755	1.754			
	SSM4	0.845	2.359			
	SSM5	0.828	2.192			

The Fornell-Larcker criterion and the heterotrait-monotrait (HTMT) approach were utilized in this research endeavor so that the discriminant validity of the findings could be evaluated (Hair, Hult, Ringle & Sarstedt, 2016). Measuring the square root of the average variance extracts value for all model parameters is one way to assess whether or not a discriminant function meets the requirements of the Fornell-Larcker criterion, which is used to evaluate such functions (Hair, Sarstedt & Ringle, 2019). The Fornell-Larcker criterion acts as the major point of reference in Table 3, which contains a complete study of the discriminant validity of every factor. This table illustrates that the model has attained discriminant validity since the first value of all factors within each column is the largest compared to their succeeding values. This is the case because the first values of all variables are the greatest (Hair et al.).

Table 3. Discriminant Validity

	ELLM	EL	SSE	SSM
English Language Learning Method	0.747			
Experiential Learning	0.714	0.816		
Student Self-Efficacy	0.614	0.624	0.755	
Student Self-Motivation	0.727	0.557	0.540	0.813

Based on the HTMT rationing criterion, any variable value must be smaller than 0.85 in order to be considered acceptable. Considering this, HTMT scores of up to 0.90 are sometimes considered appropriate (Hair et al., 2019). The results of this inquiry are detailed in Table 4, where it is clear that each value is within the acceptable range, less than 0.85, and is consistent with all of the options provided. According to the findings of this study, the suggested framework for the inquiry exhibits discriminating validity.

Table 4. Discriminant Validity (HTMT)

	<b>ELLM</b>	<b>EL</b>	<b>SSE</b>	<b>SSM</b>
English Language Learning Method				
Experiential Learning	0.864			
Student Self-Efficacy	0.582	0.628		
Student Self-Motivation	0.791	0.603	0.541	

When the R<sup>2</sup> score is greater than 0.5, it can be concluded that the model fits the original data well. This is because the R<sup>2</sup> score indicates how well the model fits the initial data. According to the results of this investigation, the R<sup>2</sup> value for the degree of model strength exhibited by student self-motivation was 0.551. This value was deemed acceptable (Hao et al., 2020; Huo et al., 2021). To be included in the models, each of the factor loadings must have Q<sup>2</sup> values greater than 0. This is a prerequisite for addition to the models. In addition, it serves as a model for subsequent key indications. The calculated R<sup>2</sup> and Q<sup>2</sup> values are displayed in Table 5.

Table 5. R-Square values and Q-Square values for the variables

	<b>R-square</b>	<b>Q<sup>2</sup></b>
Student Self-Efficacy	0.423	0.408
Student Self-Motivation	0.551	0.522

#### Direct Path Analysis

The bootstrapping method was used in this work with 5000 distinct samples to perform statistical validation on the modeling assumptions (Hair et al., 2016). In this investigation, the t and p values were used to decide whether the hypotheses should then be endorsed or dismissed (Hair et al.). The H1 hypothesis projected that the English language learning technique would have a large and beneficial impact on students' self-motivation. The results of the study are shown in Table 6 and Figure 3.  $t = 11.142$  and  $P = 0.0001$  show that we should accept this hypothesis ( $t = 11.142$  and  $P = 0.0001$ ). Because of this, H1 is fine. The second hypothesis says that experiential learning has a big and positive effect on how self-motivated students are. Both  $t = 2,398$  and  $P = 0.017$  show that we should accept this hypothesis. Because of this, H2 is fine. The third hypothesis says that the way students learn English has a big and positive effect on their sense of self-efficacy. Given that  $t = 3.142$  and  $p = 0.001$ , this hypothesis should be accepted. So, H3 is a good answer. The fourth hypothesis says that experiential learning has a big, good effect on students' sense of self-efficacy.  $t = 4.115$  and  $p = 0.0001$  show that we should accept this hypothesis ( $t = 4.115$  and  $p = 0.0001$ ). As a result, H4 is allowed. The fifth hypothesis says that student self-efficacy has a big and good effect on student self-motivation.  $t = 3.36$  and  $p = 0.0001$  show that we should accept this hypothesis ( $t = 3.36$  and  $p = 0.001$ ). As a result, H5 is allowed.

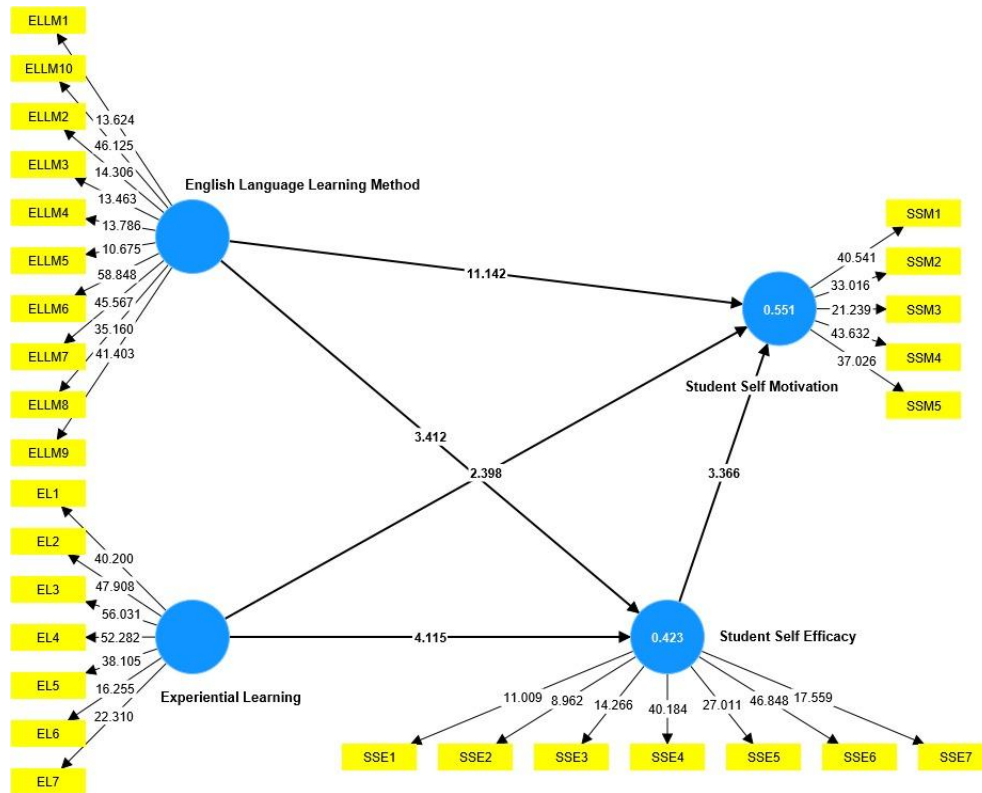


Figure 3. Conceptual Framework

Table 6. Direct Path coefficient

	Original Sample	T Values	P values	Decision
ELLM--> SSM	0.750	11.142	0.0001	Accepted
EL--> SSM	0.168	2.398	0.017	Accepted
ELLM--> SSE	0.314	3.412	0.001	Accepted
EL--> SSE	0.369	4.115	0.0001	Accepted
SSE--> SSM	0.185	3.366	0.001	Accepted

Mediation Analysis

In addition, the role of self-efficacy as a mediator in the relationship between the English language learning method, experiential learning, and student self-motivation was investigated. As stated in Hypothesis 6, student self-efficacy mediates the relationship between the English language learning method and student self-motivation. Student self-efficacy significantly mediates the relationship between the English language learning method and student self-motivation (p = 0.014), according to the findings. Therefore H6 is accepted. Similarly, Hypothesis 7 states that student self-efficacy mediates the relationship between the English language learning method and student self-motivation. Student self-efficacy appears to significantly mediate the relationship between the English language learning method and student self-motivation (p = 0.013). Therefore H7 is accepted. Table 7 displays the outcomes of the mediation analysis.

Table 7. Mediation Analysis

	Original Sample	T Values	P Values	VAF	Type of Mediation
ELLM--> SSE--> SSM	0.068	2.466	0.014	48%	Partial
EL--> SSE--> SSM	0.058	2.475	0.013	34%	Partial

## Discussion

In this discussion, we will summarize the latest findings on the impact of different English language learning methods on student self-motivation. English language learning method that has been shown to have a significant and positive impact on student self-motivation is task-based language teaching (Hava, 2021). In a study of task-based language teaching, students who participated in task-based language teaching showed increased levels of self-motivation compared to students who received traditional lecture-based instruction (Leighton & Nielsen, 2020). This was attributed to the hands-on, experiential nature of task-based language teaching, which allowed students to engage with the language in meaningful ways (Zhong et al., 2020).

In support of the second hypothesis, we discover that experiential learning has a significant and positive impact on students' self-motivation. English language learning is an important aspect of education, and students' self-motivation plays a crucial role in their success in learning the language. One study found that the use of technology in English language learning can have a positive impact on student self-motivation (Correia et al., 2020). In a study of technology-enhanced English language learning, students who participated in technology-enhanced activities demonstrated higher levels of self-motivation compared to students who received traditional lecture-based instruction (Jabarullah et al., 2019). This suggests that incorporating technology into English language learning can enhance students' motivation to learn the language.

We find that the English language learning method has a considerable and favorable effect on the student's sense of their ability to learn English, which lends credence to the third hypothesis. A person's self-efficacy can be defined as the degree to which they have faith in their capabilities in a given circumstance (Olivier et al., 2019). When discussing the acquisition of foreign languages, the term "self-efficacy" refers to a student's confidence in their capacity to acquire the language and effectively employ it. Students who have a high level of self-efficacy are more likely to be successful in their language learning endeavors and to progress to higher levels of proficiency, according to research (Jabarullah et al., 2019). The results of students' participation in experiential learning are shown to have a significant and favorable effect on their sense of self-efficacy in the fourth hypothesis. Students gain knowledge through a process known as experiential learning, in which they learn by actively participating in real-world situations and then reflecting on those experiences. It is a method of education that places the learner at the center of the experience and places an emphasis on the individual's own growth and development. There has been a growing body of evidence over the past few years that demonstrates that experiential learning has a major impact, both positively and significantly, on the student's sense of self-efficacy (Karami et al., 2019). Hamilton et al., (2021) discovered that children who participated in an outdoor education program exhibited significant improvements in their self-efficacy when compared to a control group. This was the case even though the control group did not participate in the program.

The fifth hypothesis demonstrates that the outcomes of students' assessments of their levels of self-efficacy have a considerable and favorable influence on the students' levels of self-motivation. Students who have a high level of self-efficacy are more likely to be self-motivated and involved in their learning, according to research on the topic (Howard et al., 2017). To put it another way, the degree to which pupils believe they are capable of doing a task can have a material influence on the degree to which they are self-motivated. Students can set objectives and generate a feeling of direction in their learning when they have a high level of self-efficacy, which is one of the reasons why self-efficacy may have such a beneficial impact on students' levels of self-motivation (Robinson et al., 2019). When students are self-assured in their capabilities, they have a greater propensity to establish lofty objectives for themselves and to pursue those objectives with dogged dedication. Students who have low levels of self-efficacy, on the other hand, may establish less ambitious objectives for themselves and lack the enthusiasm to work towards achieving them (Ayllón et al., 2019).

The Sixth hypothesis shows that the results of Student self-efficacy mediate the relationship between the English language learning method and students' self-motivation. In the context of English language learning, self-efficacy can play a mediating role in the relationship between the method of learning and students' self-motivation. In other words, self-efficacy can help to explain why some methods of learning are more effective at promoting self-motivation than others

(Hamilton et al., 2021). One of the key benefits of self-efficacy is that it allows students to set goals and develop a sense of direction in their learning. When students have confidence in their abilities, they are more likely to set challenging goals and work towards them with determination. In the context of English language learning, students with high levels of self-efficacy are more likely to be motivated to engage in the learning process and to make progress (Ding, Florensa, Abbeel & Phielipp, 2019). The seventh hypothesis demonstrates that the findings of Student self-efficacy serve as a mediator in the connection between experiential learning and the students' levels of self-motivation. Learning via experience is known as experiential learning, and it is a method of teaching that emphasizes gaining knowledge and abilities by participation in real-world activities and situations (Karami et al., 2019). It has been demonstrated to be an effective method for increasing the level of student interest and involvement in the educational process. According to the findings of certain studies, a student's sense of self-efficacy can act as a moderator in the connection between experiential learning and the individual's level of self-motivation (Muliadi et al., 2021). Experiential learning is known to be one of the most successful methods for increasing levels of self-motivation(Cai, Liu, Wang, Liu & ,Liang, 2021).

## **Conclusion**

In conclusion, the impact of English language learning methods and experimental learning on student self-motivation is an important area of inquiry for language education. The results of this study suggest that the use of experimental learning methods can positively impact student self-motivation, and this effect may be mediated by student self-efficacy. The findings highlight the potential benefits of incorporating experimental learning methods into language education and suggest that this approach may help to enhance students' motivation to learn the English language. However, it is important to note that the study has limitations, including its cross-sectional design, limited sample size, and reliance on self-reported data. Further research is needed to address these limitations and to build upon the findings of this study. Future research could examine the impact of different types of experimental learning methods, contextual factors, and other outcomes. In conclusion, the impact of English language learning methods and experimental learning on student self-motivation, with the mediating role of self-efficacy, is an important area of inquiry with potential implications for language education. Further research is needed to build upon the findings of this study and to provide a more comprehensive understanding of the relationship between these variables.

## **Implication**

### **Practical Implications**

This study has several practical implications for educators, policymakers, and researchers. For educators, the results suggest that incorporating experimental learning methods, such as project-based learning, into English language instruction can increase students' self-motivation and sense of self-efficacy. This can be achieved by allowing students to engage in hands-on, real-world tasks that are relevant to their interests and experiences. Furthermore, the results highlight the importance of considering students' self-efficacy as a mediator in the relationship between language learning methods and self-motivation. Thus, educators should aim to enhance students' self-efficacy by providing them with opportunities for success and positive feedback. For policymakers, the findings underscore the importance of investing in language education programs that are based on student-centered and experiential approaches. This includes providing teachers with professional development opportunities to learn about and implement innovative teaching methods and creating a supportive learning environment that encourages student self-motivation and self-efficacy.

### **Theoretical Implications**

The findings make a contribution to the existing body of literature on the idea of self-determination, which postulates that motivation is impacted by the satisfying of fundamental psychological demands for autonomy, competence, and relatedness. The findings of this research



point to the possibility that students' levels of self-motivation and sense of self-efficacy can be improved through the use of experimental learning approaches that promote autonomy and competence in the process of language acquisition. In addition, the findings of this study broaden the scope of earlier investigations into the function of self-efficacy as a mediator in the relationship between learning strategies and motivation. The findings imply that self-efficacy plays an important part in the connection between different ways of language acquisition and self-motivation and that boosting students' self-efficacy can lead to enhanced levels of self-motivation on their part. In conclusion, the results of this research have significant consequences, both practically and theoretically, for the subject of language instruction. Educators can provide English language learners with a learning environment that is more encouraging and helpful if they make use of experimental learning approaches and take into account the function that self-efficacy plays as a mediator of this relationship.

### **Limitation**

One of the limitations of the study is its cross-sectional design, which limits the ability to establish causality between the variables of interest. Longitudinal or experimental designs are needed to determine the causality between language learning methods, self-efficacy, and self-motivation. Another limitation is the generalizability of the findings. The sample in the study was limited to students in a specific region and may not be representative of English language learners globally. Additionally, the sample was comprised of a limited age range and cultural background, which limits the ability to generalize the findings to other populations. The study also relies on self-reported data, which can be subject to biases such as social desirability bias and recall bias. Furthermore, the measure of self-motivation used in the study may not capture all aspects of self-motivation, and a more comprehensive measure may have revealed different results. In conclusion, the study on the impact of English language learning methods and experimental learning on student self-motivation, with the mediating role of self-efficacy, is not without limitations. Further research is needed to address these limitations and to build upon the findings of this study.

### **Future Recommendation**

There are several directions that future research can take to build upon the findings of this study. One potential direction is to conduct longitudinal or experimental studies to establish causality between language learning methods, self-efficacy, and self-motivation. This would provide a more robust understanding of the relationship between these variables and the potential for causal inference. Another direction for future research is to examine the impact of different types of experimental learning methods on self-motivation and self-efficacy among English language learners. For example, the research could compare the impact of project-based learning, problem-based learning, and inquiry-based learning on these outcomes. In addition, future research could also examine the role of contextual factors, such as teacher attitudes and school culture, in the relationship between language learning methods, self-efficacy, and self-motivation. This could provide a more comprehensive understanding of the complex relationships between these variables. Finally, future research could also examine the impact of language learning methods and self-efficacy on other outcomes, such as language proficiency and academic achievement. This would provide a more comprehensive understanding of the potential benefits of incorporating experimental learning methods into language education. In conclusion, the study on the impact of English language learning methods and experimental learning on student self-motivation, with the mediating role of self-efficacy, provides a foundation for future research in this area. Future research can build upon the findings of this study by examining the impact of different types of experimental learning methods, contextual factors, and other outcomes.

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