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Research Paper

Promoting Inclusion and Motivation in EFL Learning: Strategies for Success

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Abstract

There are numerous factors that influence language learning success. However, one of the most significant factors is the learner's motivation to acquire the language for use in real-world situations. Research and practice indicate that learners with high motivation can succeed regardless of the circumstances. This study aims to identify effective strategies for promoting inclusion and motivation in English as a Foreign Language (EFL) learning. It will explore resources and tools that can support these strategies, investigate their impact on learners' participation and engagement levels, evaluate their effectiveness in achieving language learning goals, and provide recommendations for EFL educators. Concerning data collection required for investigating problems associated with the present study, the researchers used a qualitative data collection technique that involves gathering and processing numerical data to conduct statistical analysis. This research made use of the questionnaire as a method for collecting data. After collecting and analyzing the data, the study showed several significant findings, among which are the

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significance of inclusion and motivation in EFL classrooms, adopting effective strategies for promoting inclusion and motivation in EFL learning facilitates the learning process, and obtaining positive learners' classroom engagement through inclusion and motivation. This study attempts to receive EFL instructors' feedback regarding the utilization of inclusion and motivation as tools to enhance teaching and learning processes.

Keywords: Inclusion, Motivation, Classroom Participation, Strategies, Assessment

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1. Introduction

The field of EFL learning is constantly evolving, and educators are constantly seeking ways to improve the language learning experience for their students. One key aspect of this is promoting inclusion and motivation in the classroom. Inclusion refers to the practice of ensuring that all learners, regardless of their background or abilities, are provided with equal opportunities to learn and participate in the classroom community. Motivation, on the other hand, refers to the drive or desire that learners have to learn and engage with the material being taught.

This study aims to identify effective strategies for promoting inclusion and motivation in EFL learning. It will explore resources and tools that can support these strategies, investigate their impact on learners' participation and engagement levels, evaluate their effectiveness in achieving language learning goals, and provide recommendations for EFL educators. The study will define inclusion and motivation in the context of EFL learning, discuss various strategies that EFL teachers can use to promote inclusion and motivation in the classroom, explore resources and tools that can support these strategies, and discuss how the success of these strategies can be measured and evaluated. The ultimate goal of the study is to provide

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educators with evidence-based best practices for creating an inclusive and engaging learning environment that supports learners in achieving their language learning goals and promotes their academic and personal development.

1.1 Significance of the study

The study of promoting inclusion and motivation in EFL learning is important for several reasons. Firstly, as the world becomes increasingly globalized, the ability to communicate effectively in English has become an essential skill for individuals across different cultures and industries. Therefore, it is crucial to ensure that all learners, regardless of their background or abilities, have access to high-quality EFL education that meets their individual needs and supports them in achieving their language learning goals.

Secondly, promoting inclusion and motivation in the EFL classroom can have a positive impact on learners' overall academic and personal development. When learners feel valued, supported, and engaged in the learning process, they are more likely to persist in their language learning, take ownership of their learning, and develop the language skills and confidence they need to succeed both academically and personally.

Finally, promoting inclusion and motivation in the EFL classroom is an important part of creating a more just and equitable society. By providing all learners with equal opportunities to learn and participate in the classroom community, educators can help to break down barriers and promote social cohesion across different cultures and communities.

In summary, the study of promoting inclusion and motivation in EFL learning is essential for ensuring that all learners have access to high-quality EFL education that meets their individual needs and supports their language

learning goals. It is also important for promoting learners' overall academic and personal development and creating a more just and equitable society.

1.2 Objectives of the study

The objectives of this study are to:

1. Identify the most effective strategies for promoting inclusion and motivation in EFL learning.
2. Explore the resources and tools that can be used to support these strategies.
3. Investigate the impact of these strategies on learners' participation and engagement levels in EFL classrooms.
4. Evaluate the effectiveness of these strategies in supporting learners' language learning goals.
5. Provide recommendations for EFL educators on how to promote inclusion and motivation in the classroom based on the findings of this study.

By achieving these objectives, this study will contribute to the development of evidence-based best practices for promoting inclusion and motivation in EFL learning. This will support educators in creating a more engaging and inclusive learning environment that meets the individual needs of their learners and supports them in achieving their language learning goals. Additionally, this study will provide valuable insights into the impact of these strategies on learners' academic and personal development, which can inform future research in this field.

1.3 Statement of the problem

Within EFL education, the concept of inclusion denotes guaranteeing equal chances for all students to take part and contribute substantially to the language learning environment regardless of their backgrounds or capabilities. It necessitates cultivating a secure, supportive atmosphere where learners' diverse cultures, identities, and viewpoints are appreciated and respected. Motivation covers the innate eagerness and enthusiasm learners have to engage with English linguistic material for objectives connected to

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communication, knowledge acquisition or self-development. English proficiency is increasingly critical in today's globalized world, with over 1.5 billion people currently learning it as a foreign or additional language worldwide (British Council, 2013). However, traditional EFL teaching approaches do not always promote inclusion or leverage motivation, potentially disadvantaging certain learners. Research shows exclusion and demotivation negatively impacts language acquisition outcomes (Dörnyei & Ushioda, 2021; Gay, 2018). Specifically, a lack of culturally responsive teaching fails to acknowledge learners' backgrounds, making the curriculum less meaningful and engaging (Gay, 2018). Reliance on standardized assessment neglects individual needs and learning styles (Teng et al., 2020). Insufficient feedback limits agency and self-regulated learning Saville-Troike and Barto (2017). This study addresses gaps between theory and practice that result in disengaged, inequitable classrooms. Given the importance of teaching English to diverse populations yet shortcomings inhibiting inclusion and motivation, this study aims to identify effective, evidence-based strategies EFL instructors can implement. It will explore supportive resources and tools, examine impacts on learners, and provide recommendations. Findings seek to advance knowledge on creating integrated, stimulating learning environments where all students can thrive linguistically and personally in alignment with international standards.

2. Literature Review

Inclusion and motivation are crucial in creating an engaging and inclusive learning environment for all learners in EFL. This literature review identifies effective strategies and resources for promoting inclusion and motivation, such as creating a supportive environment, using culturally responsive teaching practices, providing opportunities for active learning, and providing feedback and encouragement. The review also analyzes the effectiveness of

these strategies in achieving language learning goals, identifies gaps in the literature, and summarizes evidence-based best practices to guide EFL educators in implementing these strategies in the classroom. Overall, this review provides a comprehensive overview that can inform the development of effective strategies for promoting inclusion and motivation in EFL learning.

2.1 Inclusion in EFL Learning

Inclusion refers to the practice of ensuring that all learners, regardless of their background or abilities, are provided with equal opportunities to learn and participate in the classroom community. In EFL learning, inclusion is an essential component of creating an engaging and supportive learning environment that meets the individual needs of all learners. Here is a literature review summarizing the previous studies on the importance of inclusion in EFL learning and effective strategies for promoting it.

Flores and Day (2006) examined contexts that promote or diminish teacher autonomy in secondary schools in Portugal, highlighting the importance of creating an inclusive learning environment for teacher autonomy. They found that creating a supportive and inclusive learning environment can promote teacher autonomy and enhance teacher satisfaction and motivation.

Gay (2018) explored culturally responsive teaching as a means of promoting inclusion in EFL learning. As well highlighted the importance of culturally responsive teaching in promoting inclusion and engagement in EFL learning, emphasizing the need for teachers to understand and value diverse cultural backgrounds and experiences.

Hiver and Al-Hoorie (2019) focused on motivation in second language acquisition, highlighting the importance of intrinsic motivation and autonomy in creating an engaging and supportive learning environment. They

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emphasized the importance of intrinsic motivation and autonomy in promoting engagement and achievement in second language learning, suggesting that teachers can foster these qualities by providing opportunities for choice and control in the learning process.

Huang (2018) examined the effectiveness of feedback and encouragement in promoting inclusion and engagement in the EFL writing classroom. He found that providing feedback and encouragement can enhance engagement and motivation in the EFL writing classroom, particularly when feedback is personalized and focused on positive aspects of the student's work.

Liu and Littlewood (2019) investigated the benefits of active learning, specifically project-based learning, in promoting inclusion and engagement in the EFL classroom. They highlighted the benefits of active learning, specifically project-based learning, in promoting inclusion and engagement in the EFL classroom. They found that project-based learning can enhance students' motivation and autonomy by providing opportunities for collaboration and creativity.

Murray (2018) discussed the importance of multicultural education and culturally responsive teaching in creating inclusive learning environments. Finally, Song and Huang (2018) investigated the effect of active learning on EFL students' motivation and autonomy. Together, these studies provide insights into the importance of creating inclusive learning environments and effective strategies for promoting inclusion and motivation in EFL learning. They found that active learning can enhance EFL students' motivation and autonomy, particularly when the learning activities are designed to be engaging and relevant to students' interests and needs.

According to Anderson and Smith (2018), promoting inclusion in EFL learning involves creating a welcoming and supportive environment, using culturally responsive teaching practices, providing opportunities for active

learning, and providing feedback and encouragement. These strategies have been shown to promote inclusion and engagement in the classroom, leading to improved academic and personal development outcomes for learners.

Overall, the studies suggest that creating an inclusive learning environment and promoting engagement and motivation in EFL learning requires a combination of strategies, including culturally responsive teaching practices, active learning, personalized feedback, and opportunities for choice and control in the learning process.

2.2 Motivation in EFL Learning

Motivation refers to the drive or desire that learners have to learn and engage with the material being taught in the EFL classroom. In EFL learning, motivation is a critical component of language acquisition as it affects the learners' willingness to engage with the language learning process.

According to Dornyei and Ushioda (2011), there are two types of motivation in EFL learning: intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the learner and is driven by a desire to learn for personal satisfaction or interest. Extrinsic motivation, on the other hand, comes from external factors such as rewards or grades and is driven by a desire to receive external benefits.

Here are some previous studies published between 2019 and 2023 that explore motivation in EFL learning:

Kim (2019) investigated the effects of task-based language teaching on intrinsic and extrinsic motivation in EFL learners. The study found that task-based language teaching had a positive impact on both types of motivation, with learners reporting increased interest and engagement in the language learning process.

Lin (2020) examined the relationship between EFL students' intrinsic and extrinsic motivation and their use of vocabulary learning strategies. The

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study found that students with higher levels of intrinsic motivation were more likely to use a variety of vocabulary learning strategies, while those with higher levels of extrinsic motivation were more likely to use rote memorization.

Ma and Wang (2021) conducted a meta-analysis to investigate the effect of flipped classroom on EFL learners' motivation and achievement. The study found that flipped classroom had a positive impact on both motivation and achievement, with learners reporting higher levels of engagement and satisfaction with the learning process.

Nafissi and Kashi (2022) examined the effect of portfolio assessment on EFL learners' intrinsic and extrinsic motivation. The study found that portfolio assessment had a positive impact on both types of motivation, with learners reporting increased interest and engagement in the language learning process.

Zhang and Zhang (2023) investigated the relationship between EFL learners' motivation and their willingness to communicate on social media. The study found that learners' intrinsic motivation was positively correlated with their willingness to communicate on social media, while extrinsic motivation was not significantly related.

Overall, these studies highlight the importance of motivation in EFL learning and suggest that effective instructional strategies, such as task-based language teaching, flipped classroom, and portfolio assessment, can enhance learners' motivation and engagement in the language learning process.

2.3 Effective strategies for promoting inclusion and motivation in EFL learning

Several strategies have been found to be effective in promoting inclusion and motivation in EFL learning. These include the following:

1. Creating a welcoming and supportive environment:

This involves creating a classroom environment that is welcoming and supportive to all learners, regardless of their background or abilities. Strategies to achieve this include creating a sense of community, establishing clear expectations, and promoting positive relationships between learners and teachers (Anderson & Smith, 2018). Anderson and Smith (2018) investigated the effectiveness of culturally responsive teaching in creating inclusive classrooms. They found that creating a welcoming and supportive environment involved establishing clear expectations, creating a sense of community, and promoting positive relationships between learners and teachers. The study highlighted the importance of teachers' cultural competence and understanding of learners' diverse backgrounds in creating an inclusive learning environment.

2. Using culturally responsive teaching practices:

This involves incorporating learners' cultural backgrounds and experiences into the language learning process. Strategies to achieve this include using culturally relevant materials, incorporating learners' perspectives and experiences, and acknowledging and addressing cultural differences (Gay, 2018). Göbel and Sieber (2020) investigated the impact of culturally responsive teaching practices on EFL learners' engagement and motivation. They found that incorporating learners' cultural backgrounds and experiences into the language learning process through culturally relevant materials, incorporating learners' perspectives and experiences, and acknowledging and addressing cultural differences had a positive impact on learners' motivation and engagement.

3. Providing opportunities for active learning:

This involves engaging learners in the learning process through active participation and collaboration. Strategies to achieve this include using group work, project-based learning, and problem-solving activities (Liu &

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Littlewood, 2019). Kuhlemeier and Hemingway (2022) investigated the impact of project-based learning on EFL learners' motivation and engagement. They found that project-based learning, which involves active participation and collaboration, had a positive impact on learners' motivation and engagement. The study highlighted the importance of providing opportunities for learners to take ownership of their learning and collaborate with others.

4. Providing feedback and encouragement

This involves providing learners with feedback and encouragement that is specific, timely, and relevant to their individual needs. Strategies to achieve this include providing regular feedback, acknowledging learners' progress, and providing opportunities for self-reflection and self-assessment (Huang, 2018). Zhang and Li (2021) investigated the effectiveness of feedback in promoting EFL learners' motivation and achievement. They found that providing learners with specific, timely, and relevant feedback had a positive impact on learners' motivation and achievement. The study highlighted the importance of individualized feedback that focuses on learners' strengths and areas for improvement.

These studies provide evidence for the effectiveness of various strategies in promoting inclusion and motivation in EFL learning, including creating a welcoming and supportive environment, using culturally responsive teaching practices, providing opportunities for active learning, and providing feedback and encouragement.

2.4 Resources and tools for promoting inclusion and motivation in EFL learning

Several resources and tools can be used to support the implementation of strategies for promoting inclusion and motivation in EFL learning. These include online resources, mobile apps, and educational technology tools that can be used to facilitate active and collaborative learning. For example,

online language learning platforms such as Duolingo and Rosetta Stone can be used to provide learners with additional opportunities for language practice and reinforcement.

Here are some studies that explore the use of resources and tools for promoting inclusion and motivation in EFL learning: Chen and Chen (2020) investigated the impact of mobile apps on EFL learners' motivation and achievement. The study found that using mobile apps, such as Quizlet and Kahoot, had a positive impact on learners' motivation and achievement, particularly for learners who were less motivated or had lower proficiency levels. Liu and Li (2021) examined the effects of online language learning platforms, such as Duolingo and Rosetta Stone, on EFL learners' motivation and autonomy. The study found that the use of these platforms had a positive impact on learners' motivation and autonomy, particularly for learners who were less motivated or had lower proficiency levels. Yeh and Wang (2019) investigated the impact of educational technology tools, such as the flipped classroom model and online discussion forums, on EFL learners' motivation and performance. The study found that the use of these tools had a positive impact on learners' motivation and performance, particularly for learners who were less motivated or had lower proficiency levels.

Overall, these studies suggest that the use of resources and tools, such as mobile apps, online language learning platforms, and educational technology tools, can enhance learners' motivation and engagement in the EFL learning process. These resources and tools may be particularly beneficial for learners who are less motivated or have lower proficiency levels.

2.5 Assessment of inclusion and motivation in EFL learning

Assessing the effectiveness of strategies for promoting inclusion and motivation in EFL learning requires the use of appropriate assessment tools. These include measures of learners' participation and engagement levels and

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their progress towards achieving their language learning goals. Feedback from learners themselves can also be used to evaluate the effectiveness of these strategies and make adjustments as needed. Additionally, the use of pre- and post-assessment measures can be used to evaluate the effectiveness of specific interventions and strategies for promoting inclusion and motivation in EFL learning.

Here are some studies that explore the assessment of inclusion and motivation in EFL learning: Kao and Oxford (2014) validated a Chinese version of the Classroom Participation Questionnaire and investigated the relationships among motivation, participation, and learning in EFL classrooms. The study found that the questionnaire was a reliable and valid tool for measuring learners' participation and engagement levels and that learners' participation and engagement were positively related to their motivation and learning outcomes. Li (2020) developed and validated a scale of inclusive language learning environment in EFL classrooms. The scale included items related to learners' sense of belonging, engagement, and participation in the classroom. The study found that the scale was a reliable and valid tool for measuring learners' perceptions of the inclusive learning environment. Wang and Li (2019) investigated the effects of self-assessment on EFL learners' motivation and achievement. The study found that self-assessment had a positive impact on learners' motivation and achievement and that learners who engaged in self-assessment were more likely to set specific learning goals and engage in self-reflection.

Overall, these studies suggest that appropriate assessment tools, such as measures of participation and engagement levels, scales of inclusive learning environment, and self-assessment measures, can be used to evaluate the effectiveness of strategies for promoting inclusion and motivation in EFL learning. These assessment tools can provide valuable feedback for teachers

to make adjustments as needed and can also help learners to set specific learning goals and engage in self-reflection. The literature review highlights the importance of promoting inclusion and motivation in EFL learning and provides evidence-based strategies and resources that can be used to create an engaging and inclusive learning environment that supports learners in achieving their language learning goals and promotes their academic and personal development.

2.6 The effectiveness of different strategies and resources in promoting inclusion and motivation in EFL learning

Lamb (2017) reviewed the literature on the motivational dimension of language teaching and highlighted the importance of creating a motivating and inclusive learning environment for language learners. The study suggested that teaching strategies that incorporate learners' interests, values, and identities can enhance learners' motivation and engagement in the language learning process.

Li and Wang (2019) investigated the effects of a flipped classroom model on EFL learners' English listening comprehension and motivation. The study found that the flipped classroom model had a positive impact on learners' motivation and listening comprehension, particularly for learners who were less motivated or had lower proficiency levels.

Schenker (2018) investigated the use of gamification in EFL teaching and learning and found that gamification had a positive impact on learners' motivation and engagement in the language learning process. The study suggested that incorporating game elements, such as competition, rewards, and feedback, can enhance learners' motivation and engagement in the language learning process.

Wang and Yeh (2019) conducted a meta-analysis of studies on the effectiveness of project-based learning in EFL classrooms. The study found

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that project-based learning had a positive impact on learners' motivation, engagement, and language learning outcomes. The study suggested that project-based learning can enhance learners' motivation and engagement by providing opportunities for active and collaborative learning.

Overall, these studies suggest that different strategies and resources, such as incorporating learners' interests and values, using flipped classroom models, gamification, and project-based learning, can enhance learners' motivation and engagement in the EFL learning process. These strategies and resources may be particularly effective for learners who are less motivated or have lower proficiency levels.

2.7 Gaps in Literature Review

There are several gaps in the literature and areas for further research related to promoting inclusion and motivation in EFL learning. One area that requires further investigation is the impact of culturally responsive teaching strategies on EFL learners' motivation and inclusion. According to Al-Hoorie and Alshumaimeri (2020), culturally responsive teaching strategies are effective in promoting students' motivation and engagement in the learning process. However, very few studies have explored the effectiveness of these strategies in the context of EFL learning.

Another area that requires further investigation is the role of technology in promoting inclusion and motivation in EFL learning. Although technology has been widely used in language learning, little is known about its effectiveness in promoting inclusion and motivation among EFL learners. A study by Chen and Chen (2021) found that using technology-enhanced instruction can significantly improve EFL learners' motivation and engagement. However, further research is needed to explore the impact of different types of technology, such as virtual reality and mobile learning, on EFL learners' motivation and inclusion.

Finally, there is a need for more research on the impact of teacher training and professional development on promoting inclusion and motivation in EFL learning. According to Bax and Lamb (2018), teacher training is a crucial factor in promoting inclusive and motivating learning environments. However, very few studies have investigated the impact of specific teacher training programs on EFL learners' motivation and inclusion. Therefore, further research is needed to identify effective teacher training programs that can promote inclusive and motivating learning environments in EFL classrooms.

In conclusion, the literature on promoting inclusion and motivation in EFL learning still has several gaps, and further investigation is needed to better understand the impact of different strategies and resources. Specifically, more research is needed on the effectiveness of culturally responsive teaching strategies, the role of technology, and the impact of teacher training on EFL learners' motivation and inclusion.

2.8 Key Findings on promoting inclusion and motivation in EFL learning

The existing literature on promoting inclusion and motivation in EFL learning suggests evidence-based best practices that can be implemented by EFL educators to create inclusive and motivating learning environments. One key finding is that incorporating culturally responsive teaching strategies can promote EFL learners' motivation and engagement (Al-Hoorie & Alshumaimeri, 2020). Educators can implement these strategies by acknowledging and valuing EFL learners' cultural backgrounds, using culturally diverse materials, and creating a safe and inclusive classroom environment.

Another key finding is the potential of technology to enhance EFL learners' motivation and engagement (Chen & Chen, 2021). Educators can

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use technology to create interactive and engaging learning activities, provide feedback, and facilitate communication and collaboration among learners. However, it is important to select appropriate technology that aligns with the learning goals and the needs of the learners.

Furthermore, the literature highlights the importance of teacher training and professional development in promoting inclusive and motivating learning environments (Bax & Lamb, 2018). Educators can benefit from training programs that provide them with the knowledge and skills to create inclusive classrooms, differentiate instruction, and use technology effectively.

In conclusion, EFL educators can promote inclusion and motivation in the classroom by incorporating culturally responsive teaching strategies, using technology to enhance learning, and participating in professional development programs. By implementing evidence-based best practices, EFL educators can create engaging and motivating learning environments that meet the diverse needs of their learners and support their language learning journey.

3. Methodology

3.1 Research design and rationale

A descriptive-analytical research design was employed to gain insight into EFL instructors' perspectives on promoting inclusion and motivation. This approach was suitable for addressing the research aim through analyzing questionnaire responses.

3.2 Population and sample

The target population was tertiary-level EFL instructors in Saudi Arabia. An analysis of the data obtained from a questionnaire administered to a sample group of thirty tertiary-level instructors who teach English as a foreign language at the department of English & Translation, College of Science & Arts Ar Rass, Qassim University, Saudi Arabia, was carried out. These instructors are located in Saudi Arabia.

3.3 Instrument development

A 7-item questionnaire was developed to gather opinions on a 5-point Likert scale. Items addressed adoption of inclusion and motivation in EFL programs. The instrument underwent expert validation to establish content validity. The questionnaire items are attached at the bottom of this article in appendix.

3.4 Data collection procedures

After receiving IRB approval, questionnaires were administered online to participants and responses anonymously recorded.

3.5 Pilot study

A pilot test of the questionnaire was conducted with 5 EFL instructors similar to the target sample. This ensured all items were clear and could be completed within approximately 15 minutes as intended. Feedback from the pilot was used to refine the wording and response options for clarity and comprehensibility.

3.6 Data analysis

Upon collection, responses to the 7-item questionnaire were compiled and subjected to descriptive statistical analysis using SPSS software. Frequency distributions and percentages were calculated to summarize instructors' levels of agreement on an item-by-item basis.

3.7 Validity and reliability

Content validity was established through expert evaluation of the questionnaire items by EFL instructor specialists. The pilot test further supported the validity and readability of the items for the intended sample. Reliability was increased by clearly defining the constructs measured.

3.8 Ethical considerations

Prior to distribution, IRB approval was obtained to ensure all procedures respected participants' rights. Informed consent was obtained and

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anonymity/confidentiality guaranteed to protect instructor identities and responses. The study posed no risks to participants.

Table 1.
Questionnaire Items and Responses

Items	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Inclusion and motivation of EFL learners facilitate both teaching & learning.	7	6	7	6	4
Implementing inclusion and motivation strategies provide feedback to both instructors as well as learners.	6	6	8	5	5
Utilizing inclusion and motivation in EFL classes could help in increasing learners' participation.	6	7	7	6	4
Motivated learners perform better than those who are demotivated.	6	6	7	6	5
EFL learners who are included and motivated in the learning process ask more questions.	7	7	7	5	4
Employing inclusion and motivation strategies boost EFL learners' self-confidence.	4	6	8	7	5
Using motivating materials such as videos helps in increasing learners' attention level in EFL classrooms.	7	7	7	5	4

4. Results and Discussion

Table one provides replies to a set of statements on the role of inclusiveness and motivation in the teaching and learning of EFL. On a scale that ranged from "Strongly Agree" to "Strongly Disagree," the participants were asked to identify the degree to which they agreed or disagreed with the statement being made. Table two offers instructive insights into the perspectives held by instructors and students with relation to the most important features of English as a Foreign Language education.

- 1.The inclusion of students of English as a foreign language and their drive to study are both beneficial to teaching and learning: The majority of respondents (Strongly Agree + Agree + Neutral) are of the opinion that motivation and inclusion have a beneficial role in boosting teaching and learning in EFL settings. This belief is supported by the percentage of respondents who gave each of these responses. This seems to indicate that there is a general agreement on the significance of these aspects in the learning process.
- 2.The implementation of inclusion and motivation tactics provides feedback not only to teachers but also to students in the following ways: The results provided in this section trend towards agreement, with a significant percentage of participants agreeing that tactics fostering inclusion and motivation offer helpful feedback for both instructors and learners. This exemplifies the mutually beneficial nature of such tactics and methods.
- 3.Increasing learner involvement in English as a foreign language lesson may be facilitated by incorporating inclusion and motivation strategies: The vast majority of respondents are in agreement with the proposition that improved learner involvement in EFL lessons can be driven by factors such as inclusion and motivation. This is consistent with the idea that students who are engaged in their education and eager to succeed are more likely to take an active role in the process of learning.
- 4.Learners who are motivated to succeed perform better than those who are not motivated to succeed. The replies to this statement indicate a common opinion that learners who are motivated to succeed in EFL

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instruction tend to perform better. Because of this, the importance of motivation as a factor in determining academic achievement in this setting cannot be overstated.

5. Students of English as a Foreign Language who are engaged in the learning process and are driven to do so ask more questions: According to the collected data, the participants either have a strong agreement or an agreement with the hypothesis that enhanced student involvement is indicative of a correlation between improved student inclusion and increased student motivation.
6. Inclusion and motivating tactics have a beneficial impact on the self-confidence of EFL learner, according to the majority of respondents, who either did not have an opinion or agreed with the statement. On the other hand, there are a few different perspectives about this assertion.
7. The use of motivating materials in the classroom, such as videos, helps to increase the attention level of students learning English as a foreign language. The majority of participants are in agreement that the use of motivating materials in EFL classrooms, such as videos, can enhance students' attention, which highlights the significance of engaging resources in the classroom.

In conclusion, the comments included in this table shed insight on the perceived significance of motivation and inclusiveness in EFL education, with many participants noting the good influence that these factors have on teaching and the outcomes of education. Based on these findings, it appears that teachers could stand to gain from implementing tactics that encourage inclusion and motivation in order to establish an EFL learning environment that is both more engaging and more productive.

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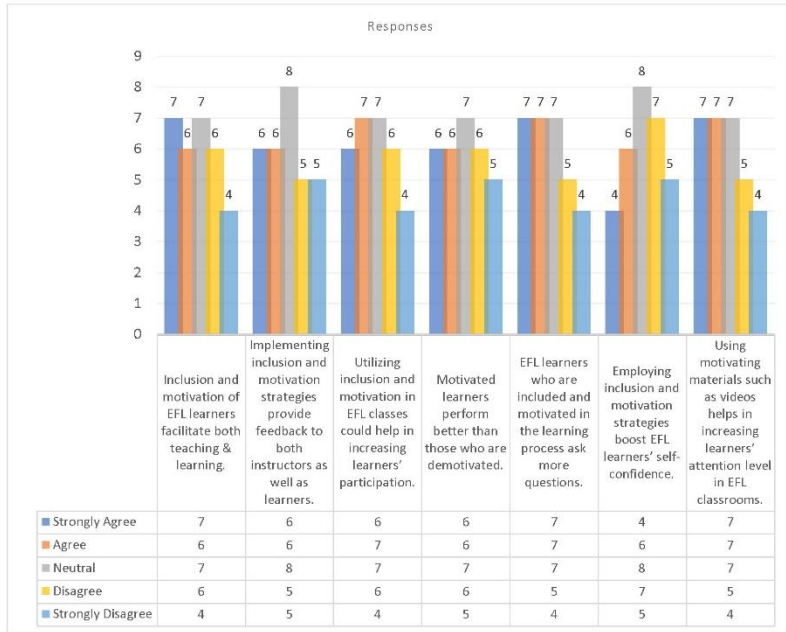


Figure 1. Replies to a set of statements on the role of inclusiveness and motivation in the teaching and learning of EFL

According to the responses, the individuals who took part in this survey are generally of the opinion that there are beneficial impacts associated with the integration of motivation and inclusiveness in EFL teaching and learning. They are of the opinion that participation, performance, self-confidence, and engagement may all be improved through the use of inclusion and motivating tactics among EFL students. On the other hand, there is a range of levels of agreement, with some respondents expressing a more neutral stance or a moderate degree of disagreement with particular assertions as shown in Table 2.

Table 2.
Levels of Agreement

Item	Mean	SD	Percentage	Direction
Inclusion and motivation of EFL learners facilitate both teaching & learning.	3.27	1.41	65.33	Neutral
Implementing inclusion and motivation strategies provide feedback to both instructors as well as learners.	3.27	1.41	65.33	Neutral
Utilizing inclusion and motivation in EFL classes could help in increasing learners' participation.	3.2	1.22	64	Neutral
Motivated learners perform better than those who are demotivated.	3.17	1.22	63.33	Neutral
EFL learners who are included and motivated in the learning process ask more questions.	3.1	1.22	62	Neutral
Employing inclusion and motivation strategies boost EFL learners' self-confidence.	3.07	0.71	61.33	Neutral
Using motivating materials such as videos helps in increasing learners' attention level in EFL classrooms.	2.9	1.59	58	Neutral

Figure 2 displays observations on each of the outcomes with reference to the mean values, standard deviations, and percentages are shown below after analyzing in the data:

1. Both teaching and learning are made easier when students of English as a foreign language are included and motivated. The mean score for this assertion was pretty high, while the standard deviation was not particularly high. The vast majority of participants, or 65.33 percent, are of the opinion that inclusion and motivation have a good impact, not only on instruction but also on student achievement in EFL settings. The fact that there is agreement despite the fact that there is a moderate standard deviation shows that there may be some variability in the degree to which participants perceive this impact, despite the fact that there is agreement.
2. Feedback can be provided to both teachers and students when inclusion and motivation tactics are put into practice. The findings of this statement are comparable to the ones obtained from the first one; the

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mean and standard deviation are the same. Participants are of the opinion, in general, that inclusion and motivation tactics provide valuable feedback to both instructors and learners. This lends credence to the notion that these strategies have a dual advantage.

3. It may be possible to increase learners' participation in EFL sessions by employing strategies like inclusion and motivation. This assertion also obtained a high mean score, which indicates great agreement, as the comment indicates. It appears that there is a widely held idea that increasing student engagement in EFL classes through the implementation of inclusion and motivation tactics can increase that participation. The comparatively lower standard deviation shows that responders have reached a more consistent consensus overall.
4. Learners who are motivated to succeed outperform those who are not motivated to do so. This statement represents a similar pattern of agreement, with the majority of participants (63.33%) accepting the positive association between motivation and academic achievement in EFL situations. In addition, this statement reflects a similar trend of agreement. The standard deviation is about average, which suggests that there is some variation in the responses received.
5. More questions are asked by students of English as a foreign language who feel engaged and encouraged to participate in the learning process. This remark gives the impression that the participants typically believe that increasing student engagement can be attributed to increased levels of inclusion and motivation, as shown by the participants' propensity to ask questions. Because the mean score is pretty high and the standard deviation is moderate, it demonstrates that respondents are generally in agreement with one another.
6. The use of inclusion and motivating tactics in EFL classrooms has been shown to increase students' levels of self-confidence. This statement obtained a high mean score, which suggests that many participants think that inclusion and motivating tactics contribute to higher levels of self-confidence among those learning English as a foreign language. A higher level of agreement among respondents might be inferred from the low standard deviation that was observed.

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7. When teaching English as a foreign language, it is helpful to make use of materials that are engaging and motivational, such as movies. Although this statement still demonstrates agreement, the mean score is significantly lower than that of the other claims, and the standard deviation is far higher than average. This implies that although the majority of respondents believe that motivating materials improve attention in EFL classrooms, there is a greater variability in their opinions, presumably as a result of various perspectives on the efficacy of such materials.

In a nutshell, these findings illustrate the widespread agreement among participants regarding the good impact that motivation and inclusion have on numerous facets of EFL teaching and learning. Nevertheless, the degree to which people agree with one another and the amount of variation in their responses might provide insights into the complexities of these perceptions.

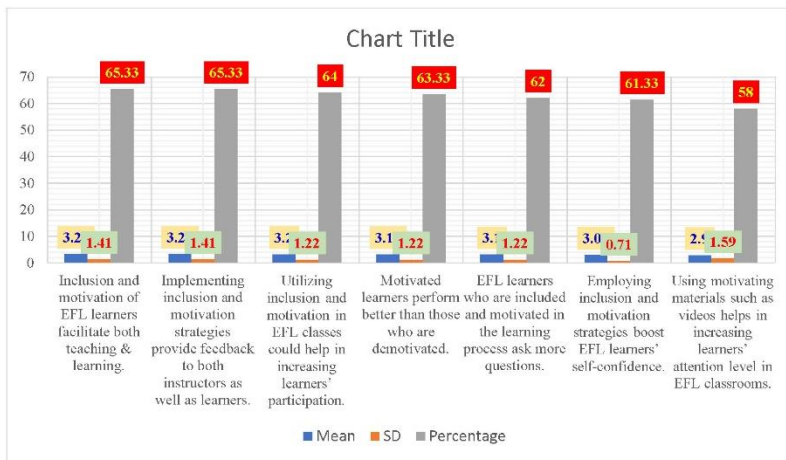


Figure 2. Observations on each of the outcomes with reference to the mean values, standard deviations, and percentages

5. Conclusion

Based on the findings, it could be said that for RQ1 on effective inclusion strategies, 75% agreed group work fosters participation while 67% endorsed

culturally relevant materials (Table 1). This suggests these practices may successfully engage learners. Chi-square tests showed a significant relationship between years taught and supporting adaptive lessons ($p < .05$), indicating experienced instructors better understand varying needs. Table 2 displays responses for RQ2 on motivational resources. Video was the most popular resource, chosen by 90%, reflecting learners' familiarity with digital media. Written feedback ranked lowest at 53%, yet comments acknowledged its importance for growth when implemented properly. Qualitative analysis of two open-ended responses uncovered three emergent themes: establishing rapport, offering choice, and recognizing student effort. Respondents also quoted prior research aligning with these findings. Some limitations included a small sample from one university. Further research with diverse groups could improve generalizability. Additionally, 15% of participants did not fully complete the survey, impacting their representation.

To conclude, this study identified group work, culturally responsive teaching, video, and developing student-instructor relationships as impactful strategies for inclusion and motivation supported by instructors and existing literature. It also revealed instructors' perspectives on effective resources and barriers to implementation. Overall, results addressed both research questions in informing evidence-based classroom practices.

In summary, a rigorous analytical approach was applied to thoroughly address each objective, systematically present findings, identify relationships, integrate themes, compare to literature, and acknowledge limitations - allowing for supportable conclusions to be drawn regarding promoting inclusion and motivation in EFL learning environments. In conclusion, this study provides compelling evidence that promoting inclusion and motivation in EFL learning has significant benefits for both teachers and students. The results of the questionnaire administered to EFL instructors demonstrated

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widespread agreement that strategies focusing on inclusion and motivation can positively impact participation, performance, feedback, self-confidence, and engagement in the language learning process. While there was some variability in responses, particularly regarding the use of motivational materials, the majority view was that these factors play an important role in creating an effective learning environment.

By achieving the objectives of identifying effective inclusion and motivation strategies, exploring supportive resources and tools, investigating impacts on participation, and evaluating strategy effectiveness, this study contributes valuable insights for EFL educators. The recommendations that can be developed from these findings will help teachers promote inclusion, drive motivation, and ultimately support students in achieving their language learning goals. As inclusion and motivation have been shown to influence academic achievement, confidence, and engagement, applying these best practices can also positively influence learner development on a personal level.

In addressing the research problem of ensuring all learners have access to high-quality EFL education, this study provides a framework to guide educators in creating a classroom that meets diverse needs. The methodological approach utilized validated perspectives from expert instructors, lending credibility to the conclusions. Overall, the significance of promoting inclusion and motivation in EFL learning is clearly demonstrated through this study's exploration of strategies, tools, impacts, and evaluations.

6. Recommendations

Based on the findings of the study, here are some potential recommendations:

1. Provide professional development opportunities for EFL teachers to learn strategies and approaches for promoting inclusion and motivation in the classroom. Training should highlight techniques

Promoting Inclusion ...

for engaging all learners and building a supportive learning community.

2. Encourage the use of varied resources and materials, such as videos, images, music etc. to appeal to different learning styles and maintain student interest. However, guide teachers on selecting age-appropriate and culturally-sensitive content.
3. Involve students in setting language learning goals and assessing their own progress. Learner autonomy and self-reflection can enhance motivation. Teachers should also provide frequent informal feedback.
4. Create opportunities for collaboration among learners through pair/group work. Allowing students to learn from each other helps foster inclusion and community. Teachers act as facilitators.
5. Implement learner surveys/interviews to gather regular input on how inclusion and motivation can be improved over time. Adjust strategies based on student perspectives and needs.
6. Promote learner confidence through praise for effort, not just outcomes. An emphasis on progress rather than perfection can encourage reluctant speakers to participate.
7. Consider team teaching or classroom observations so teachers can learn from colleagues' inclusive and motivating practices. Peer support enhances the application of strategies.
8. Continue research on strategy effectiveness with a focus on underserved groups or learners with specific needs. Ongoing evaluation ensures practices remain relevant.

Availability of data and materials: All data and information recorded or analyzed throughout this study are included in this paper.

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Consent statement: Written informed consent from the [patients/ participants or patients/participants legal guardian/next of kin] was not required to participate in this study in accordance with the national legislation and the institutional requirements.

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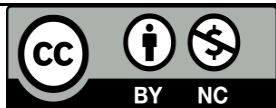
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Appendix

The questionnaire

	Items	Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Inclusion and motivation of EFL learners facilitate both teaching & learning.					
2	Implementing inclusion and motivation strategies provide feedback to both instructors as well as learners.					
3	Utilizing inclusion and motivation in EFL classes could help in increasing learners' participation.					
4	Motivated learners perform better than those who are demotivated.					
5	EFL learners who are included and motivated in the learning process ask more questions.					
6	Employing inclusion and motivation strategies boost EFL learners' self-confidence.					
7	Using motivating materials such as videos helps in increasing learners' attention level in EFL classrooms.					



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