



Students' perceptions and motivation in learning second language acquisition for future English teachers

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Abstract

This article explores students' perceptions and motivations of English education students in learning Second Language Acquisition (SLA) material, particularly in the context of their future roles as English teachers. This study investigates how students' motivation and perception evolve when taking a Second Language Acquisition (SLA) course, often undertaken without a clear understanding of its content. Key factors influencing students' engagement with SLA material are identified. It examines the relationship between motivation and perceived relevance of the content in the material and highlights the implications for teacher education programs. Drawing from students' voices in teacher education programs in Indonesia, the research follows their journey from initial confusion to newfound understanding and appreciation for SLA content. Significant correlations are revealed between students' motivation level and their perception of the material's applicability to their future teaching career. Using a qualitative approach based on interviews and thematic analysis, this study reveals how self-efficacy, aspirations to become teachers, and instructor support play pivotal roles in shaping students' evolving views. The findings reveal significant correlations between students' motivation levels and their perceptions of SLA material's applicability to their future teaching careers. Practical suggestions for enhancing SLA curriculum delivery in teacher education programs are provided. This study addresses a critical gap in the literature concerning the specific motivations and perceptions of future English teachers in the SLA context.

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INTRODUCTION

Second Language Acquisition is one of the branches of Linguistics that plays a significant role in shaping the education of future English teachers by providing insight into how languages are learned and taught. By offering essential theoretical material and insights into language learning and teaching, especially English as a Foreign Language in Indonesia, SLA equips students with foundational tools for pedagogical practice (Dörnyei, Henry, & Muir, 2016). Despite its relevance, SLA is rarely foregrounded in English undergraduate education curricula. Mostly, we will learn it if we learn further material about Applied Linguistics or continue our study in a master's degree program. However, SLA is often not taught in depth at the undergraduate level in several universities. Most English education students receive only general material, such as an Introduction to Linguistics course, which covers foundational topics such as phonetics, phonology, morphology, syntax, semantics, and other material of linguistics that explores basic knowledge.

For many students, initial enrolment in SLA courses varies widely, often leading to mixed feelings. It is driven less by academic interest and more by external motivation, such as peer influence, credit requirements, and perceived course simplicity. Students often enter the SLA classroom with limited expectations and mixed attitudes at first. They are viewing the subject as overly theoretical and abstract to be learned. As a consequence, a disconnect frequently emerges between their anticipated experience and the actual intellectual rigor of the course. When English education students take a Second Language Acquisition (SLA) course for the first time, many do not know what to expect. For some students, it is simply an elective course, and for others, it sounds too theoretical or even intimidating. Several students consider the SLA course as an elective course only to fulfill their credit requirement this semester, while others find this course daunting due to its material and theoretical nature. Some of the students just follow their friends or suggestions from seniors to take courses. Some also take it for the reason of fulfilling the credits in the semester, some take SLA courses in the hope of getting good grades, and maybe think that this course is easier than the other elective courses, in which they should not spend as much effort or time compared to some other elective courses.

Despite SLA's pedagogical significance, student engagement is often hindered by a mismatch between course expectations and the realities of the learning experience (Decir et al., 2024). Moreover, many educational institutions continue to rely on outdated, teacher-centered methodologies, leading to a persistent gap between contemporary SLA theories and classroom practices (Wibowo, Wangid, & Firdaus, 2025). Bridging this gap requires a nuanced understanding of student motivation, particularly in how SLA knowledge informs both teaching practice and personal growth. Although SLA is actually an important course, there is a significant gap between students' expectations of SLA courses and their actual experience. As future English teachers, students' understanding of SLA may shape the way they teach English one day. Hence, understanding SLA is crucial for future teachers, as it will influence how they will facilitate the English language instruction in diverse contexts (Yang, 2025).

This research aims to explore students' initial feelings, motivations, and perceptions when they take the SLA course, and how these will evolve following sustained engagement with its material when they have studied the SLA materials for some time. In Indonesia, English as a foreign language (EFL) environment, the acquisition of English as a second language, especially among children, is increasingly relevant in the context of globalization and digital communication. Therefore, we hope to better understand how SLA teaching can be more interesting and meaningful for prospective English teachers.

In the field of English education, Second Language Acquisition (SLA) is one of the very important components that equip future teachers with the theoretical and practical knowledge needed to facilitate language learning, especially English. Despite this importance, many English education students join the SLA program with different motivations and expectations due to their lack of knowledge about the SLA course. The problem lies in the mismatch between anticipated learning outcomes and students' actual experiences, which may hinder their engagement and understanding of the material. This study explores students' perceptions and motivations regarding SLA courses.

There is a growing need to integrate SLA more prominently across English education programs, distinguishing its value from the general linguistic knowledge emphasized in literature tracks. SLA content not only enhances pedagogical competence but also prepares students to become informed language educators and caregivers in multilingual environments (Yang, 2025).

Although the literature on language learning motivation is extensive, this study focuses specifically on how SLA coursework affects students' motivational orientations and perceptions. By addressing these dimensions, we aim to contribute to curriculum development efforts and encourage more meaningful integration of SLA into teacher preparation programs.

Recent studies highlight the importance of aligning existing teaching practices with SLA-related theories, yet many educational institutions still rely on outdated methods that are teacher-driven or old curricula. This gap between theory and classroom practice results in the need for a comprehensive examination of students' motivations and experiences in taking an elective course such as SLA, especially in the function of the content of the course, which is very useful for English education students. By learning the SLA material, they know that although SLA it is related to Linguistics, the material is really important for English education students more than for literature students. By learning SLA material, hopefully, material and curriculum about SLA can be given to all English education programs to explore more specific material from the introduction to Linguistics. SLA material can help to build their understanding when learning languages, and it also suits their needs and aspiration to be an English teacher in the future, and also when they become parents who give the first education of language to their children.

In the learning process, some problems may occur from the results or aims in learning and also from realities that are faced by students, which can hinder their motivation and perception of the usefulness or benefit of learning SLA for their future. The recent studies focus on the relationship between teaching practice and the use of some contemporary SLA theories. In their learning and teaching activity experiences, their teacher still relies on outdated theories or methodologies that are less suitable for application today. These problems make a gap that requires a closer examination of students' perceptions and motivations regarding SLA programs, especially for English Education students who will become future teachers who can understand and find the most effective and proper way to teach language.

The theoretical frameworks that influence this research draws from prominent SLA models, including Krashen's Input Hypothesis, theories from several SLA linguists that are clear and proven to be effective in understanding the material about language acquisition and teaching about first and second language, as well as the material about SLA theories from Krashen's Input Hypothesis, Vygotsky's Social Interaction Theory, and Dörnyei's Motivational Framework. As a linguist, Stephen Krashen's Input Hypothesis suggested that students need language exposure that is slightly above their current proficiency level ($i+1$). Based on Krashen's (Cai & Lin, 2025), the importance of comprehensible input is slightly above learners' proficiency level. Krashen, as a linguist, suggests that students need language exposure that is slightly above their current proficiency level. On the other hand, Vygotsky, as a sociolinguist, has a different opinion about language acquisition. He argues that social interaction plays an important role in learning, advocating collaborative activities that encourage peer involvement. Moreover, Vygotsky emphasizes the role of collaborative interaction in cognitive development (Decir et al., 2024; Wibowo et al., 2025). Moreover, according to Dörnyei et al. (2016), there are further classifications of motivation into language level, learner level, and learning situation-level dimensions, which offer a structural approach to understand how internal and external factors are able to influence language acquisition. Overall, this framework emphasizes the importance of comprehensible input, social interaction, and intrinsic motivation in learning language acquisition and learning about the English language. However, although the literature about language learning motivation is larger than other aspects that affect the learning process, this research focuses more specifically on the impact of SLA courses on student motivation and perception when learning SLA material.

Some previous research findings established that motivation is a pivotal factor in language learning. The results mostly indicate that intrinsic motivation, such as personal interest and enjoyment in learning, significantly impacts students' engagement and persistence in learning new material, and then understanding and being able to apply it. Recent studies continue to support this, with Shavkatova (2025) emphasizing the importance of understanding and fostering intrinsic motivation in ESL learning and finding that setting clear goals and activity-based methods enhance student engagement. Another research study also consistently demonstrates a strong positive relationship between student motivation and language proficiency (Lăpădat & Lăpădat, 2023). However, there are still remains a lack of focused studies examining how SLA courses specifically affect students' motivations.

In Indonesia, the unique cultural and educational landscape adds another layer of complexity. While some studies have explored general language learning motivation (Lamb, 2012), few have addressed the specific context of SLA courses for English education students. Sadri (2023) highlights motivation as a key factor in second language acquisition for Indonesian EFL learners. This gap suggests a need for further investigation into how SLA curricula can be tailored to enhance student motivation and engagement."

This study aims to find out the gaps that exist by exploring how students' motivation changes from the beginning of the lecture, when they choose to enter the SLA class, until the end of the lecture, after they take the SLA class and learn the materials about SLA. Unlike some previous studies that usually discuss language acquisition in general or student motivation, this study focuses specifically on students' opinions and motivations after taking the SLA class and learning the SLA materials in detail for Indonesian English education students. This study aims to fill the gaps/deficiencies that arise from some of the previous literature by focusing specifically on the impact of taking the SLA class and the materials in it on the motivation of English education students in Indonesia. Unlike previous studies that mainly focus on general language acquisition or motivation in a broader context, this study focuses on the unique role of the SLA course and its potential to shape future teaching practices.

By conducting student interviews with students directly to get honest responses and answers, and by means of focus groups, changes in student motivation and perceptions before and after taking the SLA course is able to be collected. It is not only provides valuable insights into their experiences but also highlights specific areas for improvement in the curriculum. Moreover, a thematic analysis is used to analyse the students' motivation and perception before and after learning SLA material. The result is interpreted from the data that is described by reading the students' statements about the material. Through this exploration, hopefully, it can provide valuable recommendations to educators, enabling them to create learning environments that not only meet theoretical standards but also align with students' aspirations and experiences.

Honestly, from the results of the research, learning SLA material is also able to influence the students' personal opinions and motivations for learning English. When students choose an SLA course, their initial personal expectations for the course will often vary greatly. Some anticipate a rigorous academic experience filled with theoretical frameworks, while others see it as a requirement to meet the required credits or get a good mark to graduate with a good GPA.

This can lead to mixed motivations: those who are intrinsically interested in language learning may approach the course with intention and enthusiasm, while others may feel obligated. In the early stages of a course, students often express concerns about the perceived complexity of the material. Many report finding it difficult to learn theoretical concepts and terminology, which can demotivate them to learn. However, as they become more engaged with the richness of the material and the content and see its relevance to their future teaching careers, their motivation to learn about language, whether it is language acquisition, first language, second language, theory, methods, aspects that influence language and the differences in language learning for children and adults. Motivation Changes Throughout the class as students progress in gaining knowledge and skills after acquiring SLA materials, and their motivation to learn and try to use or apply the materials in their lives tends to grow significantly. Exposure to engaging teaching methods, collaborative projects, and real-world applications of SLA theory can increase their interest and investment in the material. For example, when students participate in group discussions or peer teaching exercises, they often report increased self-confidence and a sense of community, which positively impacts their motivation to learn about language acquisition. In addition, by learning the contemporary SLA material, theories, research, and case studies can help students connect theoretical concepts to be able to practice and apply their understanding in teaching practice. This relevance not only maintains their interest but also reinforces the importance of SLA knowledge in their future careers as English teachers.

In fact, the SLA course is able to present both challenges and opportunities for English education students in learning more material. By learning SLA, they are able to support their knowledge about language acquisition and the language learning process. Understanding the motivations that drive students' engagement in this course is vital for developing an effective curriculum that aligns with contemporary SLA theories. By addressing the perception about SLA material between what they actually are expected to be learned and actual experiences in learning new material about language learning. As future educators, hopefully, they can create a more meaningful and engaging learning environment. The aim of this research is to shed light on the

dynamics in language learning, and especially to ultimately contribute to improved SLA teaching practice in Indonesia. By reading these research results, the reader is motivated to learn about SLA and is able to apply its material while teaching about language acquisition and language learning in their teaching and learning process. In fact, learning SLA material gives some benefits and improves our understanding of language learning material and knowledge in teaching practices.

METHODS

A qualitative research approach is used to explore participants' experiences and perceptions regarding their engagement with a Second Language Acquisition (SLA) course. By focusing on qualitative methods, its aim is to uncover the motivations, achievements, and future applications of SLA knowledge, capturing the rich narratives of the participants' learning journeys. The thematic analysis method from Braun and Clarke (2022) is used in order to analyse and emphasize the importance of engaging with the data to identify and interpret patterns that reflect participants' realities.

The respondents of this research are 30 individuals who had recently completed the SLA course. The participants are 6th-semester students of the English education program from different classes but at the same university. The participants were selected through purposive sampling to make sure that they had relevant experiences to share about their motivation in choosing SLA as an elective course. To protect their privacy, all identifying information was anonymized, and each participant was assigned a pseudonym. This approach safeguarded confidentiality and created a safe space for honest reflections.

Data collection was conducted using semi-structured interviews by asking the participants to write their personal opinion honestly, and allowing flexibility to explore participants' thoughts while addressing key topics in questions. The interview guide was developed based on research objectives and included open-ended questions designed to elicit detailed responses about motivations for enrolling at the beginning of the class, their achievements, and future applications of knowledge after learning SLA material. This format encouraged participants to elaborate and share personal anecdotes, enriching the data.

This research collects the data by interviewing the participants or using open-ended questions to ask their personal opinion, which is conducted in written form with participants' consent and transcribed to ensure accuracy of the content. The researcher then familiarized themselves with the data by reading and re-reading the transcripts to identify their true feeling and minimize the results by simplifying their answer that affects their perception and motivation in learning SLA. This phrase also involved highlighting significant statements that reflected participants' experiences.

In order to conduct a thematic analysis, the researcher searches for patterns and themes within the data. Related codes were grouped into broader themes that encapsulated participants' experiences. The themes that were found were categorized, then reviewed and refined to ensure they accurately represented the data. Throughout this process, the researcher maintained a reflexive stance, reflecting on biases to ensure the analysis remained grounded in participants' perspectives.

At the end, some themes were defined and named, capturing core insights from the data. The analysis culminated in a comprehensive report that presents findings in a way that participants' transcription while contributing to the broader discourse on language education. By employing Braun and Clarke's thematic analysis framework, this research highlights some key themes and emphasizes the complexities of learners' experiences in learning Second Language Acquisition material.

In conclusion, the research applied a qualitative method in order to utilize semi-structured interviews by giving open-ended questions to get some data from 30 participants who chose to elect the SLA course and learned the SLA material. The data is analyzed using Thematic Analysis to provide nuanced insight into students' motivation, their achievements, and future application of SLA knowledge in their daily life or in the future. The aim of the findings is to inform educators, such as teachers or lecturers, or English education students as future English teachers, and also English curriculum developers. SLA material can be used to enhance their students' learning experience for future students who will learn about the English language.

FINDINGS AND DISCUSSION

This section shows the findings from the qualitative interview data analysis from 30 participants who completed the Second Language Acquisition material. The research findings are organized

according to research questions, providing insights into participants' motivations, achievements, and future applications of their deeper knowledge about SLA material. Some discussions in findings are used to interpret the result in relation to SLA theories and recent studies material.

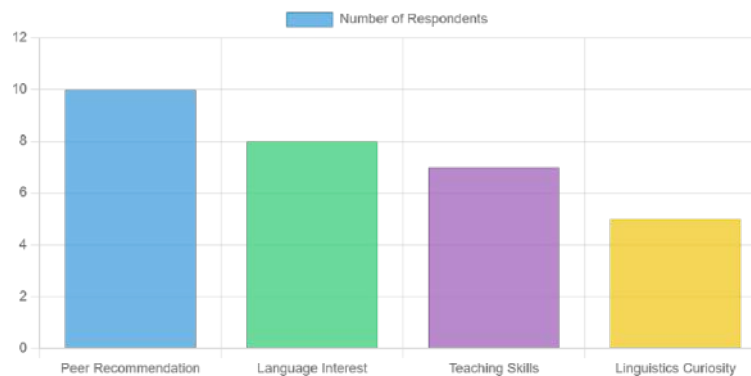


Figure 1. Motivations for Taking the SLA Course

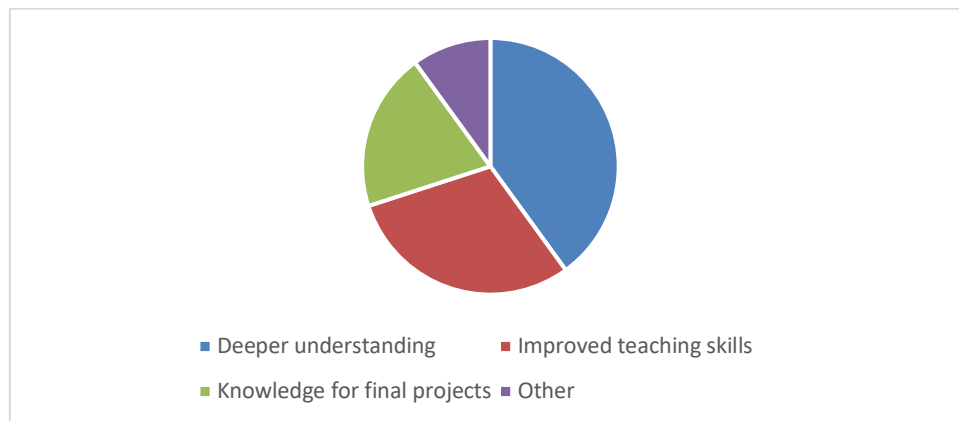


Figure 2. Students' Achievement After Learning SLA

Findings

Students' decision to take the SLA elective course arose from a range of not only personal motivation, but also professional motivations expressed by the participants. Some of the participants are driven by a genuine interest in language learning connected to SLA material. Others saw this course as a strategic academic choice to fulfill their credit requirements or aim to get a good mark in order to strengthen their GPA. From a professional point of view, many viewed the course as an opportunity to sharpen their instructional skills and deepen their understanding of language acquisition principles. For some students, the SLA material can be aligned directly to help their final projects, because SLA offers conceptual clarity and direction in language acquisition and learning. One participant mentioned, *"I've always been interested in how people acquire and learn languages. I believe that learning SLA will be able to improve my understanding and support my final project."*

The most influential aspect in making the students elect the SLA course is peer recommendations. From the data, one-third of the respondents traced their enrolment advice from their friends, colleagues, and seniors. The persuasive power of social bonds in academic decision-making is particularly effective for individuals who may be navigating unfamiliar areas or situations. One participant reflected, *"I wasn't sure at first to elect the course, but seeing how much my classmates benefited encouraged me to take this course."* Hence, several respondents noted that a previous course in their last semester was about Introduction to Linguistics. Learning about Linguistics sparked their curiosity in learning more about SLA, prompting them to explore the topic further as a way to enrich their academic and research trajectory. The SLA course is not only engaging but also pedagogically impactful. Almost half of the participants described a noticeable shift in their comprehension of SLA frameworks, with many connecting theoretical insight to practical teaching improvements. One remarked, *"After I learned here, I understand the learning process more clearly and I am*

able to apply it in the future when teaching my students." The SLA course is able to bridge the gap between academic inquiry and real-world application. It can equip the students as future educators with tools that are able to be adaptable to various classroom dynamics and linguistic contexts.

Thematic analysis is used to help uncover the underlying patterns and themes within data. The aims of this analysis are to understand the responders' experiences, motivations, and aspirations in a relatable and human-centered way. The data analysis focuses on 4 themes that emerged from the data. Hence, we can paint a clearer picture of what these learners went through. Further, their journeys in language acquisition can be unfolded. There are 4 themes that are categorized from Thematic analysis of the data research, they are:

The Power of Peer Influence

The participants mostly highlighted that the influence of peer recommendations, or taking the same course as their close friends, became an important factor that affected their decision. For some personal reasons, most of them stated that they chose this course because of their friends' or seniors' suggestions, which is called "fomo" nowadays. Gen Z generation as university students nowadays feel that they are more introverted, so they will feel afraid that they have to attend SLA class alone and socialize with new friends or different people. Based on respondents' reports, some of them emphasized the importance of friends and senior opinion as social connections can affect their educational choices. Recent research that highlights the role of social networks in shaping individuals' educational pathways (Bialik & Fadel, 2020; Wang et al., 2021) also aligns with the social connection effect.

Participants consistently emphasized the weight of peer encouragement in their decision-making. Far beyond institutional outreach, it was personal connections that shaped their choices. One respondent put it plainly: "It was my senior who convinced me. He said, just try it, it helped him improve your understanding in learning language and improve your GPA if you have a good mark." Some introvert students who are unable to socialize or do anything alone said, "I joined with my closest friend because I couldn't have the courage alone. It felt safer somehow if I had some friends with the same course." This kind of organic influence, sometimes referred to as "fomo," is not merely anecdotal. It underscores the role of human relationships in shaping meaningful learning choices.

Students' Achievement

The second major theme that was found from the data was the achievements and outcomes from the participants that already completed the SLA course. A significant number of respondents gave an opinion that they gained a deeper understanding of SLA concepts that can support their language learning journey in the future. Furthermore, some participants reported that they feel some improvement in their teaching-learning methodologies. They are easily finding specific strategies they learned during the course. They were also eager to implement in their teaching practice in the future. Mostly, participants expressed that their personal knowledge has grown. They also think that their confidence in applying their abilities as future language educators is increased. This finding resonates with recent studies that demonstrate how professional development programs can lead to significant changes in educators' practices and self-efficacy (Guskey, 2016; Desimone, 2019).

The students' allowance in this course was not just academic gain but personal discovery. Multiple respondents spoke of how the course explores and discusses the abstract SLA ideas and makes them graspable. Another reflected, *"I've changed how I teach and learn about languages because it has fewer grammar drills, more input-rich activities, because that's what the theory supports."* It's worth noting the tone of excitement as participants described their growth: *"I finally feel like I know what I'm going to do in applying SLA in language learning, moreover, for students' language acquisition and learning."*

Students' achievements after completing the SLA course are improved than before. A significant number of respondents mostly expressed that they gained a deeper understanding of SLA material, while the others noted that there are some improvements in their teaching and learning material to elaborate on the SLA material with another course that they learned. These achievements are not just numbers, but they represent real transformations in the lives of these learners. For many of the participants, after taking the course and learning SLA material, they were provided with the understanding and confidence to navigate the complexities of language acquisition. It is touchable to see that the course not only met its educational goals but also equipped individuals with practical skills they can apply in their future teaching and everyday interactions.

This new knowledge they got after learning the SLA material empowers them to make a meaningful impact in their classrooms, communities, and environment nowadays, and also in the future.

Looking Ahead with Purpose

Another important theme that emerged is the respondents' intentions to apply their SLA knowledge in various future contexts. Most of the participants expressed a strong desire to use what they learned from the SLA material in their roles as educators or even as parents in the future, and to teach about language learning. This forward-looking perspective reflects a deep commitment to fostering language learning in others. It is really inspiring to see how these individuals view their education as a stepping stone to making a difference in the lives of others. In the future, they wish to be a teacher who will be able to teach in a classroom full of eager students, or maybe they will be able to guide their own children through the language learning process. They are ready to embrace their roles as advocates for effective communication and multilingualism. Some of them that has a purpose to find a topic and help them to finish their final project said that they will take some SLA related material, research, or a case study about SLA as their content for their final project and be able to graduate.

Many of the respondents didn't think that their understanding about SLA was static knowledge, but saw it as a springboard for their future projects. *I want to learn and explore SLA, because it can support my final project,*" remarked one participant. Another offered a more personal outlook: *"If I have children and they begin to learn about language, I want to raise my kids bilingual. I now understand how their brains will process language and be able to apply and use SLA material in real-life learning and teaching language."* Those comments above also suggest some visions that stretch not only to professional settings but also to familial and communal contexts.

Personal Growth Beyond the Classroom

Students' personal growth and development experience through the SLA course becomes an important theme. Most of the students shared their opinion that SLA concepts engage not only in enhancing their overall personal development but also their professional skills. Based on their opinion, it was a process of acquiring knowledge about language learning. By learning SLA material, they are becoming more confident, open-minded, and appreciative of the complexities of language, culture, society, and environment. Learning the SLA course has not only helped the SLA students embrace their identities as language learners/ future educators but also fostered a sense of empowerment that extends beyond the classroom. Overall, they said that SLA is interesting and enjoyable material to be learned.

Participants described feeling more open, more introspective, and more culturally described. *"Language learning made me rethink my own identity,"* shared one. Another offered, *"I understand now that teaching language is not neutral because it is teaching empathy."* Many described the material as "interesting" or "enjoyable," although it stood out how SLA seemed to prompt a reconnection of language with its purpose. *"I came into this nervous, but I'm leaving confident after learning SLA,"* said one respondent.

The thematic analysis of the SLA data above reveals four key themes: the power of peer influence, meaningful achievements, purposeful future applications, and personal growth. Each of the themes provides a rich understanding of the experiences of the respondents. We can better appreciate the journeys these individuals have undertaken in their language acquisition and their understanding of SLA material after recognizing the importance of social connections, the impact of learning outcomes, and the aspirations for future applications. This thematic analysis highlights the effectiveness of the SLA course that emphasizes the need for supportive learning environments in order to nurture personal and professional growth. Actually, by creating a learning community, the students feel inspired to explore SLA and language learning easily. They are able to grow their understanding and are ready to make a positive impact in the world of language education. The respondents are able to express their intentions to integrate SLA principles into their personal and professional lives, whether through direct teaching, curriculum design, or even parenting. This research result is able to illustrate how the course cultivated a lasting appreciation for multilingualism and communicative competence. Since global linguistic diversity is able to shape education and society, the SLA knowledge enables participants to contribute thoughtfully and effectively in the classroom.

Discussion

The findings of this study underscore several competencies central to second language (SL) acquisition and reveal important considerations for English as a Foreign Language (EFL) teacher education. In this case, adult learners' diverse motivations affect their language learning process. Their motivations range from personal interest to career advancement. It reflects the multifaceted nature of learner engagement and aligns with andragogical principles that prioritize autonomy and relevance in adult education (Knowles et al., 2015). Teacher preparation programs might benefit from embracing these insights by fostering environments that support self-directed growth and individualized learning pathways. As a result, the students' motivation increased. Students' engagement was also immersed in collaborative learning contexts and speaks to the pedagogical value of socially interactive frameworks. That part echoes social constructivist theories where knowledge emerges through shared experience (Wang et al., 2021). Perhaps most significant is the documented transfer of SLA theoretical knowledge into practical classroom application, informing a meaningful transformation in both confidence and teaching efficacy. Such findings resonate with recent scholarship on professional development, which emphasizes its capacity to impact instructional quality and student success (Darling-Hammond et al., 2020; Desimone, 2019). Furthermore, these outcomes present a compelling case for strategically integrating SLA coursework into teacher education programs, encouraging reflective practice and equipping educators with tools to navigate complex linguistic landscapes. The results of this study can be applied for the interpretation of motivations and outcomes related to SLA courses and materials. By understanding the varying motivations that lead individuals to study a language, and the ways that language study can contribute productively to a person's professional development, teachers and curriculum developers can design sounder and more supportive environments for learning. It is a task for future research to further investigate the long-term impact of SLA courses on teachers' practices and learners' language learning experiences.

CONCLUSION

At the beginning of studies, many students walk into SLA courses confused or unmotivated in learning SLA material because they think that they have to attend the class since they have already elected the course. After they got the material with the right support, through relatable examples, emotional encouragement, and clear links to teaching practice, their view can change dramatically. Next, they think that SLA doesn't have to be a difficult theory class anymore. It can be a meaningful foundation for becoming a thoughtful, informed English teacher in the future.

The aim of this study was to explore the motivations, achievements, and potential applications of knowing for participants who completed a Second Language Acquisition (SLA) course. Via qualitative interviews, we obtained rich and diverse information regarding the motivations individuals had for undertaking this learning experience, as well as the transformative impacts described above. The research result highlights the intersection of complexity between personal motivation and pedagogical growth in the context of learning the SLA course material. The participants had personal interest and a desire to refine their instructional practices as key motivators. They are able to reveal a depth of engagement that extends beyond surface-level professional advancement. By learning the SLA course, they not only deepened their theoretical understanding but also brought tangible improvements in teaching efficacy and self-assurance. The outcome suggested that well-designed professional development programs can meaningfully enhance educators' capacity for reflective practice and adaptive teaching. Thus, the impact of peer guidance and social connectivity in shaping participants' experiences. It also underscores the need for cultivating vibrant learning communities to enrich the learning process, such as collaboration and mutual support. In this way, the findings reaffirm broader pedagogical principles that frame teacher development as both an intellectual and interpersonal attempt, one that benefits profoundly from sustained investment in collaborative educational environments.

The research results revealed that the participants were mostly motivated by personal interest and the desire to enhance teaching practice in language learning. The course also had a deep impact on their SLA principles knowledge and improved their teaching practice. It also has an impact on the growth of personal development and increases their understanding of SLA material, and also their confidence. The findings of this research are consistent with the goals of knowing how language teaching professional development can shape educators' practices and the learning experiences of their students. Focusing on the significance of social relationships and peer advice in

making a decision, we underscore the necessity for educators to develop good learning communities that foster participation and motivation. Furthermore, the positive effects of the SLA course support the possibility of focused professional development to enhance teaching ability and student achievement. From these findings, we provide various practical recommendations to teachers and curriculum planners. SLA courses need to be framed such that, although they strive to incorporate theoretical aspects of language learning, they also accommodate active learning strategies and collaborative activities with a view towards facilitating peer-to-peer interaction.

Additionally, having channels through which alumni share their feedback and recommendations can also boost enrolments and attendance in these courses. Future studies need to further research with long-term influence of SLA courses on teachers' practice and their learners' language learning experience. Longitudinal research could shed more light on how the understanding and capabilities attained from these courses are translated into actual teaching practices in the field over time. In addition, studying the effects of various teaching methodologies in SLA courses could provide useful knowledge about best practices in language teaching. Finally, the present studies also make a contribution to language learning education literature that elucidates the motivations and consequences of enrolling in SLA courses.

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