



How Motivation Enables Polyglots to Acquire Foreign Languages

Zulkhairi Sofyan¹, Akmal Fajri^{2*} , Sumardi¹, Anshar Zulhelmi¹ ,
Chairunnissa Ahsana A. S.¹ Muhammadaa Yasir³

Abstract: This study investigates the motivation of polyglots to learn multiple languages, a topic not extensively studied in literature. It focuses on the role of motivation as a stimulus triggering consistent behavior in learning a foreign language, offering a unique perspective on this phenomenon. Purpose: The present study examines the diverse motivational backgrounds of polyglots and investigates the relationship between these motivations and the multilingual acquisition of foreign languages by polyglots. The study involved five informants who participated in semi-structured interviews, utilizing a descriptive case study approach for data collection. Results: The results demonstrated that the four main reasons why polyglots learned numerous foreign languages were: (a) enjoyment; (b) social interaction; (c) career advancement; and (d) intellectual pursuits. Prior studies have mostly shown that people who are studying foreign languages do so primarily for academic, professional, and social reasons. Apart from the three reasons, polyglots learned multiple languages for their own enjoyment. This is the main justification for their dedication to long-term multilingual education. Conclusion: The results of this study advance our knowledge of the motivations behind multilingual polyglots' acquisition of foreign languages. It is envisaged that language learners will successfully acquire numerous foreign languages by adopting or modifying the research participants' motives. To sustain kids' desire to learn foreign languages, educators, parents, and policymakers can think about, select, and construct engaging language activities as well as appropriate language teaching approaches.

Keywords: *Polyglots; foreign languages; language acquisition; language learning.*



AFFILIATION

¹UIN Ar-Raniry Banda Aceh, Indonesia

²UIN Sunan Kalijaga Yogyakarta, Indonesia

³Ez-Zitouna University, Tunisia

*Corresponding Author:

✉ akmalfajri11@gmail.com

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INTRODUCTION

Southeast Asia is a region where young people are less familiar with foreign languages (Rodríguez, 2020). Only Singapore and Malaysia are a little more familiar with foreign languages; even then, only English tends to be learned (Rungkaew Phumpho, 2019). Whereas in today's global era, foreign languages are very important to achieve progress, such as in the world of education, business, diplomacy, and networking (Bradley, 2019). However, this region still does not prioritize mastery of foreign languages. Everything depends solely on formal education in schools (Shamim, 2018). Furthermore, people in Southeast Asia continue to widely hold the local perception that foreign languages are unimportant (Perlman, 2020). In addition, the process of mastering foreign languages tends to be associated with things that are difficult to do (Low & Ao, 2018). So, all of these things have reduced the level of foreign language acquisition in the Southeast Asian region.

Research on polyglot motivation in Southeast Asia holds significant importance (Low & Ao, 2018). Because with this research we can understand how to improve foreign language acquisition in Southeast Asia, especially Indonesia, where people are still relatively low in mastering foreign languages (Noprival et al., 2021). Additionally, we can uncover the beliefs that polyglots hold about their ability to learn multiple languages. Even though they also come from the same region, namely Southeast Asia, they have great motivation in mastering various languages. Furthermore, this research will offer a conceptual framework for motivating students to master foreign languages (Noprival et al., 2021). This will enable students to continue their foreign language learning process independently outside of the classroom.

Learning and mastering a foreign language are seen as difficult for some people (Mardakhaev et al., 2020). This happens because they perceive foreign languages as something that is difficult to do (Fleischmann et al., 2020). Therefore, their mindset leads them to conclude that mastering foreign languages is unattainable (Macnamara & Burgoyne, 2023). In fact, all of that is just a conclusion drawn from the accumulation of negative perceptions that are not based on strong motivation. So that people who do not have strong motivation to learn a foreign language will not realize the power of mindset that will help them to have positive beliefs and perceptions that make them confident and optimistic, they can master a foreign language (Liu, 2022). Therefore, this research is crucial. This research will open up the idea that learning a foreign language requires motivation that is realized by the learner himself so that he can commit to and successfully master the foreign language (Jannah, N., Afrezah, N., & Margana, M., 2023).

People now have the chance to learn three different languages regional, national, and foreign thanks to the diversity of languages spoken around the world (Dolas et al., 2022). In terms of regional tongues, there are more than 7168 languages spoken worldwide (Ishikawa, 2021). But often, people speak either the national Indonesian language or their regional tongue (Saddhono & Hartanto, 2021; Rahmadani, A., 2024; Munidar, F., 2024; Cristina, G., 2024). On the other side, learning a foreign language can be difficult in most nations (Kissau et al., 2022), particularly those where most people speak their native tongue (Ghafar & M. Amin, 2022). Even though foreign languages are taught in schools, there is very little opportunity for students to hear these languages spoken outside of classrooms (Gundarina & Simpson, 2022; Maisari, Y., 2024). People who aspire to study multiple foreign languages, known as polyglots, are fortunate to receive both formal and informal education (Zeng, 2021). It is also very common for people to learn multiple foreign languages all around the world (Socket, 2023).

Motivation can be defined as an instinct that strikes someone, either consciously or intuitively, to do something for a certain reason (Grossberg, 2021; Morris et al., 2022; Nichols, 2021; Rivero & Ubierna, 2021; Schapiro,

2021; Van der Linden, 2023; Vo et al., 2022). Another common definition of motivation is the power that propels someone to action (André et al., 2022). Motivation is a system of beliefs and attitudes that persuades people to pursue particular objectives (Bas, 2022). One can find motivation from within themselves or from external sources like needs, friends, parents, or previous experiences (Van den Broeck et al., 2021). Another way to describe motivation is the readiness to put in a lot of effort, contingent on the outcome of that effort, to attain a goal (Howard et al., 2021).

One of the reasons to learn a foreign language is to use it as a hobby or for personal enjoyment (Markey, 2022). This motive differs from more straightforward and practical ones like reaching professional competency, improving in a job field, or starting a global business strategy (Shahzad & Khan, 2023). However, other variables such as academics, employment, travel, or interpersonal relationships can also influence motivation when learning a foreign language. Motivation is the power that will make children learn independently until they master a foreign language. Because with motivation, students understand where the goal is and satisfaction is when they master the foreign language.

Individual motivation is one of the many psychological influences on learning a foreign language (L. Dong et al., 2022; Y. Wang & Wang, 2022), and it has a significant impact on the process. A highly motivated learner of a foreign language typically makes better and faster progress toward language proficiency (Rajulain, M., 2019; Mus, I., 2024). A person's personality may also influence their ability to learn a foreign language. People who are more outgoing and receptive to new experiences find it easier to communicate with language natives, which helps expedite language learning. The cognitive skills of a person, such as IQ, memory, and problem-solving ability, are also crucial for learning a foreign language. Individuals with higher cognitive abilities might pick up new language structures and vocabulary more quickly. Prior exposure to a foreign language or comparable culture may influence one's ease of learning a new language. An individual who has already acquired proficiency in another language may have a better understanding of the overall linguistic framework, thereby aiding in the faster acquisition of a new language. The social environment is crucial for learning a foreign language. People can swiftly improve their language skills by interacting with native speakers and participating in authentic communicative scenarios. The methods and strategies employed for learning also have a significant influence on language acquisition. Strategies that emphasize interaction and practical experience are typically more successful than those that concentrate more on writing or grammar standards. While learning a language can happen at any age, studies indicate that as people age, they become less likely to be able to pick up accents and fluency that are similar to those of native speakers. This is the "critical period" for language learning. By comprehending these psychological aspects, individuals

can ascertain their motivation to create more efficient learning techniques in order to more successfully acquire a foreign language (Bagheri Nevisi & Farhani, 2022).

There are essentially two categories of motivation for learning a foreign language: intrinsic (pleasure, intelligence, and competence) and extrinsic (reward, appreciation, and achievement) (Liu, 2022). Extrinsic and intrinsic motivation work together to facilitate successful foreign language learning, with intrinsic motivation, or the desire to study a language for pleasure, being crucial for sustaining motivation during the learning process (Jiao et al., 2022).

Intrinsic motivation, such as the desire to study for enjoyment or self-satisfaction, drives individuals (Messerer et al., 2023). Conversely, external factors such as pressure, rewards, or recognition shape extrinsic motivation. Both forms of motivation significantly influence the successful acquisition of a foreign language, according to studies. Because it stems from an individual's innate desire to learn, intrinsic motivation offers a strong drive, but extrinsic motivation might offer extra incentives like prizes or penalties. Both works well together, providing a powerful drive to meet objectives related to learning a foreign language. People are more likely to be motivated and enthusiastic about learning when their intrinsic and extrinsic motivations are in harmony (Meyer et al., 2023).

The present study examines polyglots' diverse motivational backgrounds and investigates the relationship between these motivations and their multilingual acquisition of foreign languages. This is crucial because motivation, which is a strong stimulus that develops persistent and consistent behavior during the foreign language learning process, can provide the idea that learning a foreign language is not a tough task. Furthermore, all of these things can help to expedite and ease the process of learning a foreign language.

Goal-setting theory is a goal-setting theory that explains the cognitive process of building goals and is a determinant of behavior. Goal Setting Theory (GST) suggests that individuals who are committed to learning multiple foreign languages tend to establish clear, attainable goals for themselves to achieve fluency in each new language (Zhu et al., 2023). Setting specific, quantifiable goals can facilitate the maintenance of motivation and focus during the language learning process. Polyglots, or those who learn multiple foreign languages, may find it beneficial to use goal-setting theory to help them create quantifiable, demanding, and targeted language learning objectives. GST promotes goal setting that includes multiple crucial components, including temporal constraints, pertinence, and clarity (Cheng, 2023).

When studying a foreign language, polyglots can utilize GST to set more efficient and effective goals (Zheng & Zhou, 2022). For instance, they might set precise goals, like comprehending a foreign language's grammatical structure within a given time frame. To achieve difficult objectives, such

as conversing with a native in a foreign language, one must learn fast and easily in a set amount of time. Establish goals that are useful and relevant to maintain motivation and focus. If accelerating the objective is not feasible, evaluate the circumstances and make necessary adjustments. We can also applaud GST as a model for SMART goals (specific, measurable, achievable, relevant, and time-bound), which can assist polyglots in developing effective and efficient goals. Goal Setting Theory (GST), which simplifies the definition of precise, difficult, and quantifiable goals, may not immediately apply in situations where learning a foreign language is solely for enjoyment (Zarrinabadi & Soleimani, 2022). However, pleasure itself can still influence an individual's motivation to learn a foreign language. Polyglots can foster a positive learning atmosphere, boost motivation, and expedite their acquisition of several languages by including enjoyment in the process of learning a foreign language (Q. Wang & Xue, 2022).

Regarding the novelty, research related to polyglots and foreign language acquisition has indeed been done before, such as Noprival et al., who found that polyglots learn multiple foreign languages for pleasure, social interaction, professional goals, and academic goals, highlighting the importance of pleasure in the continued learning of multiple languages (Noprival, Rafli, & Nuruddin, 2021). Noprival et al. found that Indonesian polyglots found online learning platforms useful for learning a foreign language, with positive attitudes and experiences leading to a successful language learning experience (Noprival et al., 2021).

Numerous scholars have conducted studies on the acquisition and learning of multiple languages (Kidd & Garcia, 2022). Furthermore, studies have investigated the unique ways that polyglots pick up many languages (Noprival et al., 2021). Although there is a growing corpus of prior research on multilingual acquisition and learning, which encompasses all languages, including foreign ones, few studies have investigated the reasons behind polyglots' desire to acquire numerous foreign languages (Bui, 2023). Earlier research examined why people choose to learn a single language (Navarro-Torres et al., 2021). For instance, we talked about why non-Irish people in North America are learning Irish (Batardière et al., 2023). The following study looked at non-Muslim students' motivation to learn Arabic at a Malaysian university (Nachatar Singh & Jamil, 2021). Additionally, Aram et al. (2022) conducted a study on the enthusiasm of Spanish-speaking students to learn Portuguese. Additionally, studies investigated the reasons behind high school students' choices to study Spanish in West Texas, USA (Bernstein et al., 2021).

However, all of these studies were conducted on polyglots who have a background in one country only, or the polyglots are not multinational. Consequently, the quantity of data gathered remains restricted. Therefore, this study closes the gap by examining polyglots from various countries. As a result, this study is new and different from previous research. It ex-

amines the motivational backgrounds of polyglots from diverse countries and investigates the relationship between these motivations and polyglots' multilingual acquisition of foreign languages. The research question is how do the motivational backgrounds of polyglots from diverse countries relate to the acquisition of multiple foreign languages.

METHOD

The method used in this study has been tested on reputable research articles indexed in Scopus Q1 (Noprival et al., 2019). This research is qualitative. In simple terms, qualitative is a holistic and intensive description and analysis of a limited phenomenon, such as a program, institution, person, process, or social unit. This research specifically uses descriptive case studies. Researchers chose descriptive case studies because they wanted to focus on describing a phenomenon and the real-life context in which it occurred (Yin, 2018). In this case, we discuss in-depth information about polyglots' motivations for learning multiple foreign languages.

This research involved five polyglots, Maya, Yudi, Mehmet, Marcus, and Claudia, who were selected based on their proficiency in at least three foreign languages. The participants came from various countries, including Indonesia, the Netherlands, Turkey, Russia, and France, and were chosen based on their speaking, writing, and understanding abilities. The study aimed to analyze participants' multiple language proficiency through interviews, focusing on those who were willing to participate. Five participants, including Maya, Yudi, Mehmet, Marcus, and Claudia, were selected from diverse backgrounds, including chemical engineering, comparative literature, development economics, and Spanish language teaching. They learned languages through guided instruction, independent acquisition, and assimilating into new linguistic groups.

This study used in-depth interviews to gather data. A protocol was developed, and semi-structured interviews were conducted for eight months. Participants were kept private and had the freedom to withdraw at any time. The goal was to understand the nuanced structure of information resulting from in-person interactions, fieldwork, and probing to elicit specific meanings. The data was collected in English. In conducting data analysis, pattern matching, explanation construction, time-series analysis, logic models, and cross-case synthesis are the five analytical methods. To compare or match the pattern based on the data obtained with a pattern specified before data collection, we employed structure matching in this study. We proposed five patterns as a first step in our data analysis technique for case study research. This means that we offered some speculative reasons why polyglots might acquire many foreign languages, including (a) enjoyment, (b) social interaction, (c) religious reasons, (d) career goals, and (e) scholarly pursuits. Next, we verified the coding categories through data interviews. As an illustration:

Table 1. First Proposition: Educational Objectives

Classification of Coding	Verbatim
Educational Objectives	“I have been studying Spanish and English since I was in primary school, in the fourth grade. In my school, such subjects were required.” (Maya)
	“Studying abroad, especially in Spain, was always my goal. specific dialect of Spanish is used there. I will also converse in English and other languages with students from different nations as an international student. That is why I have learnt many languages.” (Yudi)
	“I was able to continue my master’s degree in Mexico thanks to a scholarship. The issue is that both Spanish and English are used as the teaching languages. I was thus required to enroll in a year-long Spanish language program.” (Mehmet)
	“As a junior in boarding school, I was exposed to a lot of Chinese, Arabic, Spanish, and English. In my boarding school, these are not only required courses, but also a regular means of communication.” (Marcus)

The coding category, based on data themes and patterns, supported the original proposition, indicating that the original proposal was the winning option. The study analyzed interviews multiple times to produce accurate qualitative conclusions. The main reasons for polyglots acquiring multiple languages were enjoyment, social interaction, career advancement, and scholarly pursuits. One proposition was removed for religious reasons. Trustworthiness was used to confirm data accuracy, and transcripts were sent back to participants for member verification. Multiple interviews and long-term research participation were conducted, resulting in comprehensive information. Building strong rapport and maintaining open communication allowed for multiple interviews. The study maintained participant confidentiality using a pseudonym to hide identities and research locations, and kept all data secret, ensuring only the researcher had access to it during and after the project. The field data collection process adhered to ethical procedures, with participants’ pseudonyms appearing in the data section, which was informed and agreed upon by all participants.

RESULTS AND DISCUSSION

Result

The investigation’s outcomes were determined. The data analysis showed that the four main reasons why polyglots learned numerous foreign languages were: (a) enjoyment; (b) social interaction; (c) career advancement; and (d) educational pursuits.

When learning a foreign language, people tend to approach it in different ways. There are moments when they only do it for fun. This study revealed that cultural interest is the primary motivator for participants of this type to learn foreign languages. The media conveys cultural interest, which is defined as the appreciation of cultural products associated with the sec-

ond language (e.g., films, videos, TV programs, pop music, magazines, and books). Polyglots, the research subjects, disclosed one of the reasons they choose to acquire foreign languages for fun.

Four primary motivations exist for polyglots to acquire many foreign languages: academic pursuits, social interaction, job progress, and enjoyment, according to the study's data and conclusions. But it's crucial to remember that polyglots, particularly those who learn languages for enjoyment, have many reasons for doing so. The findings indicate that the primary driving force for polyglots learning a foreign language for leisure is cultural curiosity. This is exemplified by the admiration of cultural products relating to foreign languages, including pop music, movies, videos, TV series, periodicals, and books. The media plays a significant role in exposing language learners to this culture.

This study implies that teaching language to people who learn it for enjoyment may require a different strategy. Language teachers can use media and other cultural goods as instruments to motivate and pique their students' attention. Furthermore, to tailor learning plans to each student's needs, language educators must understand the variety of motivations that language learners possess. Overall, this study demonstrates the significance of cultural interests in language learning motivation, particularly for those who prefer to study a foreign language for leisure. These findings have implications for how to improve language teaching and make language learning more enjoyable for students.

Table 2. Motivational findings from polyglot participants from different countries

Participant (Polyglot)	Response (Motivation)
Marcus	“Learning Chinese is one of my hobbies because I enjoy watching movies and reading novels. I keep pushing myself to study it even if not many others around me share my interest. In addition, I completed a Chinese course at university while pursuing my diploma.”
	“I regularly look up information about business in English when it comes to my employment. Thus, I am learning while working.”
	“As a junior in boarding school, I was exposed to a lot of Chinese, Arabic, Spanish, and English. In my boarding school, these are not only required courses, but also a regular means of communication.”

Mehmet	<p>“I enjoy viewing Hollywood motion pictures. It serves as one of the driving forces for learning English. Besides that, when I play games, I can freely talk to other players because when I play games, I play together with people from various countries, so to communicate we speak a foreign language that we can understand together. I am also motivated to learn a foreign language because when I buy a toy from a country, I can immediately understand the information on the packaging.”</p> <p>“My dream job as a teenager was to work as a diplomat. It gave me a lot of motivation to study French. Despite the fact that my dream is not realized, it doesn’t matter because I can speak a few foreign languages at least.”</p> <p>“I was able to continue my master’s degree in Mexico thanks to a scholarship. The issue is that both Spanish and English are used as the teaching languages. I was thus required to enroll in a year-long Spanish language program.”</p>
Yudi	<p>“I used to have Spanish visitors stay at my place quite a bit during certain times of the year. It encourages me to pick up Spanish. In addition, I’ve had the opportunity to practice my Spanish when visiting Spain.”</p> <p>“Studying abroad, especially in Spain, was always my goal. specific dialect of Spanish is used there.”</p>
Maya	<p>“I was inspired to speak English as often as possible while I was in Malaysia, especially when I interacted with international students. Since it’s a second language there, I occasionally also used English to communicate with locals.”</p> <p>“I have been studying English since I was in primary school, in the fourth grade. In my school, it was one of the required subjects. so, we as students are always required and even forced to have foreign language skills. this is also what makes me a person who master’s many foreign languages. But gradually, it was fun, and I became motivated to learn foreign languages for a better education.”</p>
Fahri	<p>“I wanted to learn German so that I could easily converse with people at work because I worked as a waiter at a restaurant with predominantly German patrons the owner is a German national.”</p>

Discussion

An analysis of the aforementioned comments reveals that people are very motivated to learn a foreign language, though for varied reasons. Marcus’s motivation: His passion for reading novels and watching movies led him to develop a deep appreciation for the Chinese language. Even though there weren’t many people around him who were as interested, he persisted in pushing himself to study it. While working toward his diploma, he finished a Chinese language course at the university. Marcus learns Chinese while pursuing his particular interests in movies and books. He finds drive in his hobbies and academic accomplishments, despite the fact that not many others around him share his interests (Rodríguez, 2020; Phumpho & Nomnian, 2019).

Motivation: Mehmet's desire to study English stems from his fascination with Hollywood films. Engaging in gaming enables him to converse in a mutually comprehensible foreign language with players from various nations. Mehmet's motivation to learn a foreign language stems from his ability to understand the information on toy boxes from different countries. Mehmet has varied motivations. His passion for Hollywood films inspires him to learn English. He can utilize gaming as a valuable teaching tool to communicate with people from different countries. Her goal to learn a foreign language is fueled by her desire to comprehend the information on the boxes of toys imported from other countries. This analysis concludes that a variety of reasons, including personal interests in foreign cultures or media, communication needs, or leisure activities, can motivate people to learn a foreign language (Bradley, 2019; Shamim, 2018; Perlman, 2020; Low & Ao, 2018).

The experiences of Maya and Yudi, who lived overseas, improved their language skills. Yudi's Experience: Yudi stated that having Spanish visitors in his home inspired him to pick up the language. This illustrates the idea that one of the best ways to learn a new language is to use it in a real-world setting. Visitors from Spanish-speaking countries inspire him and give him the opportunity to practice speaking the language directly. In addition, while in Spain, Yudi had the opportunity to speak Spanish with locals. Exposure to the surroundings and culture of the target language is crucial for language learning (Noprival, Rafli, Nuruddin, et al., 2021; Noprival et al., 2021).

Maya's Experience: Maya, conversely, talked about her experiences studying English in Malaysia. Even though the country's official language is Malay, Maya felt compelled to speak English as often as she could. She has numerous opportunities to practice her English through her encounters with international students. She also uses the language when conversing with locals, who may be second-language English speakers. This demonstrates that contexts in which language usage in the target language is commonplace can foster language learning. This information emphasizes how crucial social contact and the environment are for inspiring and promoting language acquisition. Since they engaged in frequent conversations in the target language (Yudi in Spanish, Maya in English), both individuals had the opportunity to practice speaking it in authentic settings. This highlights the need to practice your language abilities in authentic settings to enhance your language proficiency. This study shows that having real-world experience speaking the target language in everyday situations is a critical component of successful language learning (Mardakhaev et al., 2020; Fleischmann et al., 2020).

Marcus incorporates language learning into his work, exhibiting a pragmatic approach to the subject. Because he knows how important English proficiency is to his career, he approaches self-improvement in a proac-

tive way. He effectively learns new skills on the job and may even open up new career opportunities by using English for business (Macnamara & Burgoyne, 2023). Fahri's work environment as a waiter in a German-owned and operated restaurant, where the majority of the patrons were also German, inspired him to learn German. His desire to interact with clients and coworkers efficiently motivated him to learn German, demonstrating the clear relationship between language ability and job effectiveness in a given setting. This illustrates his flexibility and readiness to adjust to the needs of his workplace (Jannah, N., Afrezah, N., & Margana, M., 2023). Mehmet Mehmet's desire to become a diplomat motivated him to study French. Despite not landing his ideal career, he still thinks his language abilities are a significant advantage. As he sees the fundamental value of being bilingual beyond its direct application to his initial job aim, his perspective demonstrates persistence and a positive outlook. Mehmet's experience shows how important language skills are in general, regardless of one's intended career route (Saddhono & Hartanto, 2021; Rahmadani, A., 2024; Munidar, F., 2024; Cristina, G., 2024).

The data analysis results often show a strong correlation between one's desire to learn a foreign language and their work demands or goals. Mehmet, Fahri and Marcus all made a connection between their desire to study a language and either their previous or current employment goals. The results emphasize how crucial flexibility is in a multicultural workplace. Fahri provides a compelling example of how his ability to connect with German clients and colleagues enhanced his rapport in a multicultural workplace. This demonstrates how having language abilities can be useful in a range of professional settings. The findings also show that language is not just a means of communication but also a mark of accomplishment on both a personal and professional level. Despite not achieving his initial career goals, Mehmet's dedication to language study continues to receive recognition. This exemplifies a comprehensive viewpoint on language learning as a continuous commitment to personal development (Gundarina & Simpson, 2022; Maisari, Y., 2024). Data analysis shows that while motivations for learning a foreign language can vary based on the circumstances, professional advancement and job adjustment are often the main goals. Furthermore, even if the first professional path fails, people see language learning as a long-term investment in their personal and career development (Socketk, 2023).

Maya states that she has been learning English since the fourth grade of elementary school. She emphasized that her school's curriculum requires her to take English. At first, Maya said that learning a foreign language was essential. This suggests that her initial motivation may have been extrinsic, driven by her school's curriculum requirements, rather than a personal interest. Then, Maya talked about a turning point in her language studies that started to interest and inspire her (Zhu et al., 2023). This suggests a change in motivation from extrinsic to intrinsic, where Maya saw the usefulness

and delight of learning a language beyond merely completing coursework. Maya says she learned various different languages because she had to study English at a young age. This suggests that early exposure and regular practice, resulting from educational requirements, have likely greatly influenced her language proficiency (Bernstein et al., 2021). Maya suggests that having studied a foreign language has allowed her to have access to a higher-quality education. This implies that she views her language abilities as a significant advantage that can improve her chances of success in school and the workplace. Maya's remarks show how her viewpoint on language acquisition has changed over time. She initially saw it as a burden, but as time went on, she began to appreciate the joys and satisfaction it brought to her life. All things considered, Maya's comment clarifies the connection between the necessity of mandatory education, personal motivation, and the advancement of linguistic competency. It highlights the significance of both internal and external factors in influencing a person's language learning process (Grossberg, 2021; Morris et al., 2022; Nichols, 2021; Rivero & Ubierna, 2021; Schapiro, 2021; Van der Linden, 2023; Vo et al., 2022).

Yudi expressed his desire to study abroad, particularly in Spain, and was curious about the regional variations of Spanish spoken there. This demonstrates his particular interest in Spain's linguistic and cultural background. Mehmet said that a scholarship allowed him to complete his master's degree in Mexico. He did, however, draw attention to the difficulties he encountered because Spanish and English were the languages of education (Zhu et al., 2023). As a result, he had to enroll in a year-long Spanish language course. This illustrates the importance of Spanish language competency in Mexican higher education, despite the fact that the course also uses English (Shahzad & Khan, 2023).

Marcus discussed his education at the boarding school, where he gained exposure to English, Chinese, Arabic, and Spanish. He added that these classes served as a daily communication tool in addition to being required. This demonstrates his school's strong multilingual approach, with students actively interacting with several languages in their daily lives (Nachatar Singh & Jamil, 2021). According to Yudi, he is interested in both specific experiences in Spain and studying abroad in general. He may be interested in the specific Spanish dialect spoken there, or he may be interested in Spanish culture in general. This demonstrates how particular language, and cultural considerations can have an impact on the decision about where to study. Mehmet's narrative demonstrates the significant role that Spanish plays in Mexican higher education. Fluency in Spanish is essential for success in the nation's educational system, despite the widespread use of English (Q. Wang & Xue, 2022). This illustrates how crucial language is to success in the global environment of higher education. Because of Marcus's experience, we can see how multilingual schools can be. Encouraging the use of various languages in the classroom and in daily interactions creates a rich

and varied language learning environment. This highlights the significance of an all-encompassing educational approach that prepares students for a multiracial and multilingual society. The data analysis ends by highlighting the significance of language understanding in the context of international education and the ways that linguistic and cultural preferences might affect a person's choice of study abroad program and overall educational experience (L. Dong et al., 2022; Y. Wang & Wang, 2022).

The study's findings draw numerous inferences and discoveries, one of which is that each person has a unique motivation for learning a foreign language. Some are motivated by their own interests, like watching movies or playing video games, while others are motivated by more pragmatic demands, like speaking with foreigners or advancing their careers. Effective language learning relies heavily on first-hand exposure to the target language in natural settings (Cheng, 2023). This is demonstrated by Yudi and Maya's advancements while living overseas and applying their language skills in authentic settings. Maya's statement demonstrates how external demands, like homework, can transform into internal incentives for learning a language. This demonstrates how early educational experiences might influence a person's motivation and level of interest in language acquisition (Rajulain, M., 2019; Mus, I., 2024). Multiple language support in the classroom gives pupils the chance to improve their communication abilities and gain a thorough awareness of other cultures. This illustrates the importance of a bilingual learning environment in helping children develop their linguistic and cultural skills (Zheng & Zhou, 2022). People view acquiring language proficiency not only as a means of communication but also as a sign of accomplishment on a personal and professional level. This is evident in the way that Mehmet, Fahri, and Marcus relate language acquisition to specific requirements in their field of work and perceive it as a long-term investment in their professional and personal development. Thus, the data points to a range of factors that may impact the complex process of language acquisition, including individual motivation, real-world experience, and the learning environment (Zarrinabadi & Soleimani, 2022).

CONCLUSIONS

The study's findings indicate that learning a foreign language is a difficult process that is impacted by a variety of elements, including the student's motivation, practical experience, and the learning environment. There are several reasons to learn a language, ranging from a personal interest to functional requirements for employment and communication. Effective learning is largely dependent on having firsthand experience utilizing the language in daily situations, as demonstrated by Yudi and Maya's advancement throughout their time living overseas. To foster intercultural awareness and communication skills, schools should encourage multilingualism. Further investigation into the interplay between these variables is

advised in order to expand on our knowledge of motivational growth and practical experience in foreign language acquisition. It is advised to create an environment for foreign language learning that piques students' innate curiosity and drive while giving them as much practical experience as possible speaking the target language.

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