

# The Impact of Task-Based Language Teaching on Nursing Students' English-Learning Motivation

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**Abstract**—This mixed-method study investigated how task-based language teaching (TBLT) implemented in English-for-nursing programmes impacted students' learning motivation. Specifically, the study explored the motivational patterns that underlie the students' participation in the learning process, the factors influencing their English-learning motivation, and the aspects of TBLT that positively affected their learning motivation. The data analysed were acquired through questionnaires and interviews. The questionnaire was designed according to the motivational attitude test battery (MATB) by Gardner (2014). The results of the research reveal that intrinsic motivation was the most favourable motivation, followed by instrumental, extrinsic, and integrative motivation. Several factors influenced the students' English-learning motivation, such as positive teacher-student interpersonal relationships, teacher praise, teacher feedback or stroke—the written feedback from teacher—, learning tasks and class activities, student curiosity, teaching method, and relatedness. Three aspects of TBLT positively affected student motivation: task activities, autonomous learning and authentic learning motivation, and teachers' positive facilitation. The findings can help design materials that motivate students, specifically in nursing programmes in which English is not used as a medium of instruction.

**Index Terms**—task-based language teaching (TBLT), learning motivation, attitude, English-for-nursing

## I. INTRODUCTION

Exploring students' English-learning motivation (ELM), particularly in a college in which English is not a medium of instruction, is like reaching a high wall without a ladder. Encouraging students' ELM in that college is challenging. In the Nursing Department at Health Polytechnic in Indonesia, English lecturers find it difficult to undertake English instruction as they are concerned with learning nursing knowledge for domestic needs. Thus, English is not taken seriously by students because they are too busy focusing on learning about nursing. Consequently, English is viewed as a supporting or non-core subject and is given restricted learning time and little credit. Students' lack of ELM is limited by learning resources (Pomat et al., 2022), personal goals and motivation, and intercultural ability (Wilang et al., 2022).

English teaching in the nursing department of a health polytechnic in Denpasar employed a conventional method that reduced students' enthusiasm to learn English. However, following a project to develop an English-for-nursing

assessment tool (Widanta et al., 2023), including assessment-tool development, syllabus, and curriculum, students were encouraged to build their learning motivation.

Learning motivation has been widely investigated. According to Wallace (2020), students are motivated by instrumental motivation, such as work and travel, and integrative motivation, such as wanting to integrate within the target-language-culture. Wang and Liu (2023) stated that adult students have moderate ELM, which is higher than that of boys. Adult students' motivation is inclined toward self-determination (SD), which is a macro theory for understanding human motivation, personality, and well-being rooted in intrinsic motivation (IM) (Deci & Ryan, 2000).

Tanaka (2018) argued that IM and identified regulation were the most significant motivational components of learning. Chen and Kraklow (2015) found that students who joined the course had a more significant degree of IM than those who did not. Intrinsic motivation is essential to success in learning. Wang's (2014) work proved that students of non-English majors even had greater autonomy than English primary students. Moreover, Zhu and Sun (2012) found that non-English primary university students in China had higher motivation with IM than with extrinsic motivation (EM). Meng (2021), Reyes and Torio (2020), and Weimer (2010) found that teacher-student rapport led to progressive practices for learners and superior classroom involvement and motivation.

Ning and Hornby (2014) stated that comparative learning could increase student IM in China. Khodadady and Khajavy (2013) found that language anxiety positively affected motivation and lower levels of autonomy. Several scholars (Li et al., 2023; Liu & Li, 2023; Liu, 2023) have found that teacher support can improve students' ability to resist pressure and enhance their learning motivation. Liu and Song (2021) also found that teacher rapport can improve students' psychological resilience and classroom engagement.

Chowdhury et al. (2021) stated that students need more IM. To improve IM, there should be a shift from an exam-orientated assessment system, teacher reflection on their teaching practices, redesigning course curricula based on learning needs and student expectations, easy access to the latest educational facilities, encouraging the role of students and their peers to develop learning motivation (LM), and fostering their autonomous learning opportunities.

Fajt et al. (2023) found that English as a foreign language (EFL) LM was encouraged with the use of dictionary which was functional and helpful, as it provided a comprehensive resource for L2 learning. Daggol (2020) found that the correlation between academic motivation (AM) and learner empowerment was positive, and the higher the motivation, the better the sense of empowerment. Gao (2021) traced the two interpersonal behaviours of teachers (i.e., confirmation and stroke) and their capabilities regarding predicting students' AM and academic engagement. That study into learning motivation provided clear guidance for further investigation.

Based on the above studies, the following research questions were formulated: (1) What are the motivation patterns displayed by EFL students of a health polytechnic college in Indonesia? (2) What factors influenced their ELM? (3) What aspects of TBLT positively affected their learning motivation? It is assumed that nursing-related materials with a task-based instructional approach might be the reason for high motivation; however, this requires further investigation.

## II. CONCEPTS

### A. *Task-Based Language Teaching*

According to Long (2015, 2015a), TBLT is an innovative approach to catch on and spread, where teachers' early involvement and practical demonstrations are in order. It is an approach to learning a language whose building process underwent several steps. This approach must begin with a needs analysis (NA) to identify the learner's authentic needs regarding the language. Fang (2022) argued that TBLT is an advanced and scientific teaching method that improves student learning motivation and processes. The approach prioritises primary meaning and real-world activities (Skehan, 1998), promotes input- and output-based tasks (including input-based tasks that foster vocabulary learning; Duong et al., 2021), learning new words through empowering prior second language (L2) skills (Frijns & Branden, 2021), and enhances student writing skills through understanding the context of the text (Milarisa, 2019). In addition, TBLT involves students in the communicative classroom (Sholeh, 2022), and it energised stagnant English-language performances among university students in Bangkok (Rudd, 2019). Therefore, one of the solutions proposed by Ellis (2021) is to develop a TBLT curriculum model including aspects, such as environment, goal, definition selection, content sequencing, instructional material development, teaching technique and strategy, assessment, and programme evaluation (Byrnes, 2015).

Ellis and Li (2019) stated that TBLT tasks should be differentiated between focused tasks and unfocused tasks. Ellis and Zhu (2019) continued explore the explicit pre-task instruction influenced the performance of focused tasks, and they determined that giving pre-task instruction could lead students to use the target structure more frequently, influencing students in three ways: complexity, accuracy, and fluency of work. Thus, TBLT had a positive effect on Mandarin-learning motivation, as it helped to reduce students' anxiety (Wen et al., 2021), improve grammar (Lei, 2022), and develop new teaching models (Wang, 2021).

The TBLT method has been proven to be a good approach to teaching ESP (Liu, 2022), as it stimulates students' enthusiasm for learning and provides a solid foundation for cultivating compound professionalism (Rojabi & Azarpour, 2019). The output task type promotes noticing and learning grammar, which was effective for students' language acquisition when they can make the input (the teachers' explanation and feedbacks on the grammar points) into intakes (explanation and feedback on the grammar points which were inserted into their thought) (Schmidt, 1990; Widanta,

2017). Through TBLT, problem clarification, explicit concept-building, and learner-awareness-building could help teachers build comprehensible and explicit inputs for students (Widanta, 2020). Building concepts, propositions, or even theories can be energised when students can optimise their schemata (Widanta, 2018). Additionally, one of the most strategic approaches to improve students' English competences and performances is TBLT (Somawati et al., 2018). Students can employ TBLT to promote learner confidence by providing many opportunities to use language in the classroom without being constantly afraid of making mistakes.

### *B. Motivation and Learning Motivation*

Learning is an interactive process in which attention, memory, language processing and organising, writing, and higher-order thinking interact with emotions, classroom climates, behaviour, social skills, teachers, and family (Chondhury et al., 2021). Woolfk (2013) claimed that learning motivation is an internal condition that arouses, directs, and maintains behaviour to support the strength (Di Serio et al., 2013), a reason underlying behaviour (Guay et al., 2010), a beginning, direction, force, as well as an insistence of goal-orientated behaviour (Brophy, 2004). This factor leads to behaviour and determines direction, force, and instance (Sevince et al., 2011). In addition to behaviour, motivation is considered a physical, emotional, and logical state (Tohidi & Jabbari, 2012). This feeling always finds ways to go down and cultivates anxiety and tension in people (Cook & Artino, 2016), an attribute that instigates movements, energy, direction, and reasons for behaviour, including what and why to do something (Ryan & Deci, 2000; Ainley & Ainley, 2011; Broussard & Garrison, 2004). Individuals with self-motivation can always find motivation and intensity without expecting external courage to do the task (Ross et al., 2016), as motivation is also one of the most important psychological constructs in educational psychology (Koenka, 2020) and a construct in which goal-directed activities are instigated and sustained (Schunk et al., 2014). Gardner (2010) claimed that motivation is one factor contributing to success in acquiring a foreign language, activating, guiding, and maintaining students' observable behaviour-towards achieving a goal (Chowdhury et al., 2021). Furthermore, Gao (2021) argued that motivation is the degree of effort a person expends to learn a language.

Attitude-related motivation is subdivided into trait and state motivation (Katts & Condly, 2009), which address a general tendency towards learning, and state motivation concerns attitude toward learning. Motivation is the core of human aspiration and achievement; it can be a force that encourages students to face every challenging situation (Gopalan et al., 2017). Finally, motivation clarifies human behaviour, providing a motive for people to react and to fulfil their needs (Cook & Artino, 2016).

## III. RESEARCH METHOD

The research was undertaken at the Nursing Department, State Polytechnic of Health in Indonesia, a vocational college that teaches English as a supporting subject. Two classes of nursing students were involved, consisting of 80 participants. The students' learning motivation was observed during the English-learning activities, using English-for-nursing materials. Some participants were chosen, for various reasons, such as being permanent students, having similar English competence, and being easy for researchers to access, to fill out the MATB developed by Gardner (2014). The MATB is a comprehensive assessment tool, grounded in a socio-educational model of language learning. The tool captures the complex interplay of motivational and attitudinal factors in second-language learning, as well as being a comprehensive approach with a solid theoretical foundation and good reliability and validity for measuring attitude and motivation. Consisting of 34 statements, the MATB employs a Likert scale with four indicators: 4 = strongly agree; 3 = agree; 2 = disagree; and 1 = strongly disagree. The task-based English-learning materials for nursing, made in the form of modules, were designed to facilitate English learning in the nursing department.

The content of the learning module, such as the language focus section, writing section, and EFN activity, were attached to tasks in the form of activities, such as filling in the-gaps, making expressions, or creating dialogue or an interview using prompts. Those tasks required students to expose their language production.

A focus group discussion in the form of an interview was conducted with the students in four sessions, one of which took place for 60 minutes. The students' perspectives on the learning and materials, reasons, suggestions for the materials, and learning revision were discussed. The data obtained were accumulated from both teachers and verified for analysis.

The research data were analysed descriptively, compared with, and justified under the theories to determine the types of motivations the students had, the factors triggering them to be motivated in learning, and those aspects of the task-based learning materials and approaches that specifically encouraged their learning enthusiasm. The analysis results were represented as qualitative information, such as narrations or statements.

## IV. RESULTS

### *A. Motivation Patterns Displayed by EFL College Students of Health Polytechnic in Indonesia*

The four motivation patterns of Gardner and Lambert (1972) and Ryan and Deci (2000) were used by the respondents intrinsic, instrumental, extrinsic, and integrative motivation, with different frequencies. These four English-learning motivations were used according to how each student learned English and the perspective based on which

English learning was viewed.

Based on the results (see Table 1), the learning motivations and attitudes of the students mainly relied on intrinsic factors. The students were eager to learn English because of their innate willingness and desire to do so. Some were motivated to learn English because they were enthusiastic about gaining academic scores and merit. These students were extrinsically encouraged to learn, as they were obsessed with obtaining such rewards. The motivation to learn English due to the student's need to use language skills to find a job was lower than the two factors explained previously. Fewer students seemed to focus on learning English to find a job as proof of their success in obtaining knowledge. The desire of the students to learn English for the personal objective of contacting English-speaking was the smallest factor, as was the willingness to socialise with English-speaking society either in Indonesia or overseas.

According to the table of motivation patterns below, IM is ranked first, with 45.00%. This highest score resulted from the nursing students mostly strongly agreeing with the statement in the questionnaires, although other students stated they only agreed or even disagreed. Instrumental motivation, ranked second, with 20.22 %. This pattern of motivation was much less than the intrinsic pattern. Then came the extrinsic pattern, with 19.95%. Thus, the students' tendency to learn English to find a job or their desire to get rewards from others upon their success in the learning were of similar importance. Finally, willingness to learn English as the result of perseverance, such as becoming involved in English-speaking society, was the lowest result, with only 6.5%, implying that being knowledgeable in English and easily socialising with English-speaking people was not the priority.

TABLE 1  
STUDENTS' MOTIVATION PATTERNS FOR LEARNING ENGLISH

Motivation Pattern	Score	Percentage (%)
Intrinsic motivation	3.29	45.00
Extrinsic motivation	1.41	19.95
Instrumental motivation	1.17	20.22
Integrative motivation	0.452	6.5

### B. Factors Influencing Students' English-Learning Motivation

The factors influencing students' ELM were identified as follows:

#### (a). Positive Teacher-Student Interpersonal Relationship

The students were encouraged to learn when the teachers built a warm interpersonal link with them. The teachers constructed an interpersonal link by building students' comfort during the learning sessions. by helping them when they were confused with their tasks. The teachers were open to providing assistance with their work. When the teachers expressed interest in the students' lives, interests, opinions, or hobbies, this seemed to encourage student confidence regarding the teachers being motivators. Being warm-hearted to students, such as greeting them and using their names, as well as going deeper into students' things, enabled the teachers to interact personally. For example, asking students about their weekend activities and planning for the school holidays, helped to 'break the ice, in the class and encouraged students to feel the learning was easy at a comfortable place.

#### (b). Teacher Praise

Compliments from the teachers greatly benefitted the students. Teachers' praise for the students' achievements-encourage their immune system and was meaningful. The students accepted teachers praise as validation and recognition of their efforts, achievements, and success in the classroom. The teachers were believed to validate and acknowledge the students' endeavours to gain success, which enhanced the students learning and encouraged them to participate and engage in the learning process. Praise in the form of positive and corrective feedback motivated the students to make greater efforts in their academic work. This approach probably triggered their IM, as they were energised to gain knowledge independently (Ryan & Deci, 2000). Giving compliments was used to build the students' confidence. When the teachers affirmed the students' abilities to do the task, to argue, and to contribute opinions, it boosted the students' confidence, esteem, and efficacy. This approach could also strengthen the positive bond between teachers and students, and it was effective in realising students' positive behaviour when they could collaborate. Such activities could promote a growth mindset, a belief in success that can flexibly grow in a person. When praised, students can implicitly stimulate their efforts, perseverance, and willingness. They could also forget their effort, struggle, and progress to gain success in the learning session. Finally, compliments can also create a safe and conducive learning environment that guarantees learning success.

#### (c). Teacher Feedback or Stroke

Positive feedback with comments on student-work is valuable and essential. Such feedback from teachers is a critical tool for motivating students and encouraging their willingness to learn. The teachers' feedback during English learning was highly effective, enhancing the students' self-esteem, perseverance, and engagement with the subject matter. The students were enthusiastic about feedback if it was explicitly delivered and descriptive. The teachers did not use generic compliments, such as 'good,' 'very good,' or 'this is a good job', but offered more specific and detailed comment such

as ‘from a general task, you could explain it in more detail and break down some of the subjects’; ‘you were able to develop your ideas, so that you could mention describing one topic with more than 10 sentences’; and, ‘you could vary your vocabularies with not only simple words but also with phrases, not only with pure adjectives but also with derivational adjectives’. Such feedback helped encourage the students to replicate their productive behaviour. The feedback also focused on the students’ efforts and the processes they experienced when doing the tasks. The teachers’ feedback encouraged students to improve their confidence and learning motivation. When praising the students’ efforts, the following expressions were used to encourage their motivations were used to encourage their motivation: ‘You have been working out the task in a very detailed way, putting much effort into it’; ‘You have performed the roleplay very well, developed your ideas, and produced sentences using compound words and phrases’ ‘The students’ success was celebrated by saying, ‘Your writing has improved so much since the beginning of the semester. You are using clear sentences and stronger verbs, enhancing your storytelling’, which improved their confidence. Finally, the students were invited to evaluate their work, by saying; ‘Now tell me what parts of the task’s realisation you think are the strongest and why’, inspiring them to be more active regarding self-assessment and enhancing their learning motivation enormously.

*(d). Learning Task and Class Activities*

Tasks in English-for-nursing for Health Polytechnic students were provided in a few forms, such as storytelling, problem-solving, matching, ordering and sorting, listing, filling in –forms, role play, information gaps, listening, comparing or finding similarities and differences, sharing personal experiences, and projects. The tasks were performed during in-classroom activities.

Class activities were divided into three stages: opening, while, and closing, encouraging the student’s learning motivation enhancement. The opening and closing activities included playing games related to the topic or free games and singing songs to break the ice in the learning activities. Such activities, led by the teachers, relaxed the students’ and built their concentration to study. The activities helped reduce social anxiety by creating a more relaxed atmosphere. Students who feel less anxious are more likely to participate actively and engage with the content. Furthermore, the activities facilitated social interactions that might occur less organically in a strictly academic setting, and the captured the students’ attention from the outset. When students are mentally and physically involved in an activity, their energy levels rise, and this heightened state of alertness can carry over into the main lesson, making them more receptive to new information. Finally, the activities encouraged everyone to contribute, highlighting the value of every student’s voice, building a positive classroom atmosphere, helping students to find common ground despite differences in background, academic ability, or personality, as well as re-energising students, sharpening their focus, and renewing their interest in class activities.

*(e). Student Curiosity*

Student curiosity—the desire to know or learn something—played an essential role in the learning activities. Curiosity drives students to explore and understand new concepts. It is a powerful motivator and a critical component of an effective learning environment. The students’ curiosity enabled them to engage in the lesson and pay optimal attention. Curious students are naturally more engaged, paying closer attention to the lesson content, which helped sustain their focus over extended periods, leading to deeper learning. When curious, students are more likely to participate actively in classroom activities, reinforcing learning and retention. In addition, curiosity improved the students’ memory and recall and increased motivation. It could also transform a passive learning experience into an active exploration. Students were more motivated to undertake challenges and persist in solving complex problems. Curiosity also encouraged learning independence, and creativity; it is the foundation of creativity, which could push students to think ‘outside the box’ and develop innovative solutions. In a learning environment that values curiosity, students feel safe to experiment, make mistakes, and learn from them, which is crucial for creative endeavours. Finally, when students are curious about each other’s ideas and perspectives, it can lead to rich discussions and collaborations. Therefore, cultivating curiosity in the classroom makes learning more enjoyable and practical and prepares students with the skills needed to succeed in an ever-changing world.

*(f). Teaching Method*

The students’ perspectives on the teaching method using TBLT were as follows: TBLT was believed to foster (1) authenticity, that is, learning activities are designed to be relevant and applicable to real-life situations; (2) student’ activeness, which led to student-driven learning; and (3) learning autonomy, which allowed students to have a choice when completing tasks and to foster a sense of autonomy. When students feel they have control over their learning, they are more likely to feel motivated. Autonomy supports IM, which is linked to higher satisfaction and better learning outcomes. In addition, through collaboration, students could work with others. Working in groups to solve problems or complete tasks can make learning more enjoyable, less isolating, and help build social skills, such as communication and conflict resolution, which are motivating and beneficial for personal development.

*(g). Relatedness*

Relatedness in learning refers to the sense of connection, belonging, and interpersonal relationships within the

learning environment. The concept is one of the three basic psychological needs proposed by self-determination theory (SDT; Deci & Ryan, 2008), in addition to autonomy and competence. Relatedness emphasises the importance of social interactions, support, and collaboration in promoting motivation, engagement, and well-being among learners. The concept fosters a sense of belonging within the learning community. When students feel connected to their peers, teachers, and the learning environment, they are more likely to engage actively in classroom activities, to share ideas, and to contribute to discussions. They are also more likely to be intrinsically motivated to participate in learning activities. The TBLT approach exposed the students to collaboration in learning. Relatedness encourages collaborative learning experiences in which students work together to achieve common goals. Collaboration promotes the exchange of ideas, perspectives, and knowledge, leading to deeper understanding and enhanced learning outcomes. The concept encourages positive peer interactions and constructive social dynamics within the learning community, as well as helping the relationship between teachers and students. Strong relationships in the class session of help create a supportive and nurturing learning environment. Relatedness also encompasses cultural aspects of learning, recognising the importance of cultural diversity, inclusivity, and understanding within the learning community. Finally, culturally responsive teaching practices promote relatedness by valuing students' identities, experiences, and perspectives.

### *C. Aspects of TBLT Positively Affect Students' Learning Motivation*

The TBLT approach was implemented to design and realise the learning module and learning activities. The learning materials and learning activities shared the same spirit of TBLT. In an interview conducted during the FGD session, the students expressed their viewpoints on what aspects of TBLT affected their learning motivation. The interview results reveal that some aspects of TBLT were implemented that impressed the students.

#### *(a). Task Activities*

The task activities made the students feel that learning English is easy, fun, meaningful, and effective. Those activities included (1) real-world activities or specifically 'work-related learning activities', such as asking for patients' personal and objective data, taking patients' complaints, and taking patients' subjective data combined with practising using the language while acting as a nurse checking up on patients at the clinic and others; (2) learning language through tasks that could encourage active participation, such as interviews to find the reason, observation and note-taking, problem-solving and decision-making, and project execution, making the learning process more engaging and dynamic; and (3) students' learning autonomy.

#### *(b). Autonomous Learning and Authentic Learning Materials*

The TBLT approach could enable students to choose the tasks or projects they wish to undertake based on their interests and learning goals. This choice can extend to selecting topics, resources, or even the methods of execution and presentation. By making these decisions, learners exert control over their learning process, which enhances their engagement and motivation. Moreover, role-playing activities helped the students to develop, modify, and vary their language activities to practise English as optimally as possible. Such accessible activities directed the students to develop their creativity; thus, they felt freer to explore and express their thoughts.

Authentic materials provide a rich context that can help learners understand the use of language in specific situations, such as hospital brochures samples of patients' medical records, admission forms, and patients' objective data records. Such material offered insights into cultural nuances and contextual usage that tailored language-learning materials often lack. This contextual exposure helps learners to understand better the language and its uses. In addition, employing authentic materials demonstrated the use of language, including colloquial expressions, slang, and grammatical structures that native speakers use. This exposure is invaluable for learners to develop more natural and fluent language use.

#### *(c). Teachers' Positive Facilitation*

The students felt very close to the teachers for several reasons that were exposed in advance. One reason was the teachers' facilitation during practice and task execution, including responding to students' questions, explaining words' meanings and concepts' strategies, explaining clarification, and providing other facilitative support during student task execution. The students' perceptions of the teachers' facilitation were based on the entire session, including the teachers' endeavours when setting clear objectives, giving instruction and pre-task preparation, preparing resources, monitoring and supporting, encouraging tasks and collaboration, providing feedback, and reflecting.

The students found that the patterns of facilitation during the learning enabled them to build their confidence. Thus, the students' tangible output from the projects was better realised. Through these facilitative roles, teachers in a TBLT framework empower students to take ownership of their learning, promoting autonomy and ensuring that learning is meaningful and effective. This approach enhances language skills and builds critical thinking, collaboration, and problem-solving abilities.

### *D. Discussion*

As mentioned in the previous chapter, IM was the most favoured motivation pattern based on student participation, with a much higher percentage 45% than the others. Instrumental, extrinsic, and integrative motivation ranked second,

third, and fourth, respectively. This pattern is familiar and in line with Wang and Liu (2023), who found that adult students have higher learning motivation than young learners. However, improvement with IM was also experienced via conscious learning activities among Japanese elementary school students exposed to high IM levels while learning English (Tanaka, 2018), in Taiwanese students who joined an English-as-a-medium-of-instruction course (Chen & Kraklow, 2015), and in non-English major university students in China (Zhu & Sun, 2012). In addition to maturity (adult ages), the students' IM in the present study was also energised by their young age and the efforts made in teaching and learning methods.

Prior knowledge, such as language knowledge and experience obtained before the learning session, dramatically assists. On the other hand, non-English major students were also found to have significantly higher IM than EM implying that although student IM is supported by age maturity, young learners can also be motivated. The level of IM is not only influenced by the students' prior knowledge, but also, those without language training, preparation, and enrichment were successful.

The positive interpersonal relationship between teachers and students stimulated increased learning motivation. This finding is in line with Meng (2021), who found that teacher-student rapport led to progressive practices for students and superior classroom involvement and motivation. Gao (2021) agreed that teachers' and students' interpersonal relationships are significant and fundamental to an effective environment. Building positive relationships with students benefits teachers, as they can manage and engage students easily and optimally in the learning process. Moreover, such relationship enhances students' language mindset (particularly growth mindset), which is essential capital for successful learning.

Teacher praise or compliments played a crucial role learning success. Psychologically, students feel very convenient to the learning and close to the teachers when praised or complimented for their work. This concept aligns with Gao (2021) and Amini et al. (2019), who stated that students can build their confidence and willingness to learn based upon their teachers' constant praise of their task-executing processes and results. Teachers' feedback was also a compelling motivation and encouraging factor, in line with Gao (2021) and Amini (2019).

Learning tasks and class activities were some of the most impressive activities in TBLT English learning. The attractive learning activities the students liked were those that encouraged them to use the English language for verbal communication. They enjoyed playing games as ice-breaking activities and singing songs, as suggested by Wallace and Leong (2020). Ice-breaking activities encourage students to make use of, practise, and enhance their language skills through games, singing, and lead-in activities, such as discussion, short presentations, and making initiative dialogue. This finding is in line with Sholeh's (2022) work, which found that TBLT contributes much more than conventional approaches regarding involving students in the communicative classroom. In addition, applying a method such as a 'lead-in activity' links students' thoughts to learning. This activity enables students to focus on communicative activities in the target language (Wet et al., 2021) and is designed to build students' curiosity about the learning topic. Building curiosity was a strong point because the students were eager to learn. A lead-in activity was employed to respond to their curiosity about the topic.

The teaching methods applied during the English-for-nursing learning sessions, such as project learning, gamification, role-playing and simulation, and peer teaching, were significant triggers for the students. Following Ellis (2021), some aspects could be practical for the TBLT curriculum, one of which is technique and strategy. Rich, innovative, and attractive techniques and strategies could make students confident, as they are given many opportunities to use the target language in the classroom (Rajabi & Azarpour, 2019).

Students' sense of belonging was enhanced because TBLT fostered learning material authentically related to their work. In addition to gaining related skills and self-government, the students also made a real-life connection between their needs and their future work, so this relatedness was meaningful to them and in line with the research findings of Deci and Ryan (2008).

The aspects of TBLT that positively affected the students' ELM included 'task activities, autonomous learning and authentic learning materials, and teachers' positive facilitation'. This finding is in line with Wen et al. (2021), who found that some characteristics of TBLT encouraged motivation, such as introducing authentic text into learning situations and using real-world activities (Skehan, 1998), as well as providing facilitation to students when learning to students' learning motivation. According to Wallace and Leong (2020), teacher facilitation, such as ice-breaking games and songs, could increase students' IM to learn. These findings also imply that doing tasks enhanced students' use of prior knowledge and energised their language acquisition through group work activities, such as discussion and presenting information about different groups. The students' schemata enabled them to build new knowledge, concepts, and propositions, making the learners pragmatically competent (i.e., able to use the language appropriately and effectively; Widanta et al., 2018). Student success in language acquisition also depends on how teachers provide inputs. Inputs benefit learners when they are explicit and comprehensible, employing problem clarification, explicit concept-building, and learners' awareness-building (Widanta et al., 2020). The more comprehensible the inputs are, the more easily they are processed in the learners' brains and made into intakes to enhance sound output. In this case, teachers must make learners aware as efficiently as possible (Schmidt, 1990; Widanta, 2017).

## V. CONCLUSION

There were four motivational patterns the students of the health polytechnic in Indonesia relied on: IM, instrumental motivation, EM, and integrative motivation. Intrinsic motivation, driven by students' reasons, such as the desire to know and be able to speak English to impact their image or reputation positively, seemed the most favoured. The desire to comprehend the language to become involved in the target-language society- (integrative motivation) was the last favoured and had a much lower percentage. The students' desire to use their English-language competence for working in an English-related medical field (EM), or their friends' invitation to learn the language, and the praise of their family and relatives (instrumental motivation), placed second and third, respectively. The relative percentages were 45, 20.22, 19.95, and 6.5.

Seven factors mainly influenced the students' ELM: positive teacher-student interpersonal relationship, teachers' praise, teachers' feedback or stroke, learning tasks and class activities, students' curiosity, teaching method, and relatedness. The final aspects of TBLT that positively affected students' learning motivation were classified into task activities, autonomous learning and authentic learning motivation, and teachers' positive facilitation.

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