

UNIVERSITY ENGLISH LANGUAGE LEARNERS IN SICHUAN PROVINCE: A MIXED-METHODS STUDY ON LEARNING MOTIVATION

BY YI RAN

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION IN EDUCATIONAL STUDIES SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023

Dissertation entitled

UNIVERSITY ENGLISH LANGUAGE LEARNERS IN SICHUAN PROVINCE: A MIXED-METHODS STUDY ON LEARNING MOTIVATION

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was submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Studies

Rangsit University
Academic Year 2023

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ACKNOWLEDGEMENTS

Firstly, I would like to express my deepest appreciation to my advisor Assistant Professor Dr. Anchalee Chayanuvat. She played a decisive role in guiding and instructing me how to successfully complete my dissertation. Meanwhile, she also provided me with encouragement and patience throughout the duration of conducting the study. I could not have completed the dissertation without her valuable advice and unwavering support.

Secondly, I would like to extend my sincere thanks to the thesis committee, Professor Dr. Khahan Na Nan, Assistant Professor Dr. Pimurai Limpapath, Assistant Professor Dr. Wallapa Chalermvongsavej and Assistant Professor Dr. Supinda Lertlit, who kindly provided valuable advice and feedback to help me confidently complete my dissertation with a clear direction.

Thirdly, I would like to extend my gratitude to my classmates who always helped me when I needed them. On many occasions, they cheered me up when I felt downhearted in my thesis journey with their words of encouragement.

Fourthly, I owe my gratitude to my family who always support me with their unconditional love and encourage me to continue my doctoral study without worry about the home affairs.

Lastly, I would like to thank Rangsit University for giving me a wonderful opportunity to pursue my academic goal. Many thanks to Suryadhep Teachers College, whose goal is to produce good teachers for students and all lecturers from the College who have provided excellent courses for me and lighted the way for me into the area of educational research.

Yi Ran Researcher 6204583 : Yi Ran

Dissertation Title : University English Language Learners in Sichuan

Province: A Mixed-Methods Study on Learning

Motivation

Program : Doctor of Education in Educational Studies

Dissertation Advisor : Asst. Prof. Anchalee Chayanuvat, Ed.D.

Abstract

This study explored the types of motivation, levels of motivation and factors influencing students' learning English motivation in Sichuan Province. There were 1,301 participants from three different types of universities in Sichuan Province. The study adopted a mixed-methods approach by using three research instruments: the questionnaire, the semi-constructed interview, and the focus group discussion. The results indicated: 1) Efforts have the strongest impact on Intrinsic Motivation, whereas Persistence has the weakest impact on Intrinsic Motivation. The findings from qualitative data show that there are no differences among the three universities. Students focused on passing examinations and studied every day before entering universities. After they enter universities, although they have Intrinsic Motivation, they only study English in the classroom. 2) Intensity has the strongest impact on Extrinsic Motivation. The findings also show that Persistence has the weakest impact on Extrinsic Motivation. The quantitative findings echo the qualitative findings that students who have Extrinsic Motivation would like to study English but only in the classroom. 3) The findings from quantitative data show that female students have stronger motivation to learn English than male students in three universities. It also shows that there is no difference among different grades and different universities. 4) The findings from quantitative data show that the factors include Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery. The findings from qualitative data show that the factors influencing learning English motivation from three universities are not different. Students learning English motivation could be influenced by teachers, pedagogy, family, pressures from outside and inside, and previous negative learning experiences. To conclude, the factors influence students' motivation are Intrinsic Motivation, Learning Environment, Teachers, Parents, Pedagogy, and Previous Negative Learning Experiences. Based on the findings of the study, guidelines for maximization of learning English motivation were proposed. It was recommended that future research investigate the English language learning motivation in all levels of the education system to explore the changes in student motivation at different levels of education—primary school, secondary school, and high school, university, and graduate school.

(Total 207 pages)

Keywords: Types of Motivation, Levels of Motivation, Factors Influencing Students Learning Motivation, Sichuan Province, Guidelines

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CHAPTER 1

INTRODUCTION

This chapter provides background information on the issues that the present study addresses. It covers the context of the study, statement of the problem, objectives of the study, research questions, scope of the study, the conceptual framework, the study's significance, the study's limitations, and definitions of the key terms.

1.1 BACKGROUND OF THE STUDY

Towards the end of the 20th century, the Learner-centred Approach, in which students were entrusted with ownership of learning, was on the rise over the Teacher-centred Approach, where the teachers directed how students should learn (Nunan, 1988; Tudor, 1996; Rogiers, Merchie, & Van, 2019). The Learner-centred approach has been influenced by the School of Constructivists, who believe that learners take responsibility for their own learning and become lifelong learners (Chayanuvat, 2009, p. 54), one of the main expected learning outcomes of the 21st Century. According to Ates and Alsal (2012, pp. 40-92), "lifelong learning is the life-wide, voluntary, and self-motivated pursuit of knowledge for not only personal but professional reasons as well." Learning is thus the act of the learner, not that of the teacher, as students are expected to become active learners rather than passive learners (Camp, 2002). They should not expect to come to class to listen to the knowledge transmitted by the teachers. In brief, learning in today's world focuses on the process rather than the product of learning. "Learning is a process that occurs at all times in all places" (Laal, 2011, p. 470).

In the current world, it is commonly accepted that we are overwhelmed with an overflow of knowledge propelled by the advancement of Information Technology, which brings rapid changes in terms of the process of learning. Students can learn from any sources outside class as well as anywhere and anytime they wish. These are the reasons why a number of studies in the field (Mehdi et al., 2022; Nguyen, Giang, & Nuong, 2020; Zhu & Doo, 2022) were conducted to investigate the roles and influences of motivation on student learning. Tohidi (2012, p. 820) defines motivation as "the driver of guidance, control, and persistence in human behaviour". Dörnyei (2001, p.1) explains that motivation is "an abstract, hypothetical concept that we use to explain why people think and behave as they do." A motivated learner is a willing learner (Pelikan, et al., 2021) because of its intangible qualities and characteristics. Motivation gets the attention of scholars as a way to enhance student learning, and this topic is worth exploring, although there are already many studies focusing on it.

However, motivating learners is not an easy job. In the active learning process, motivation is the most complicated and demanding issue challenging teachers currently because, in language learning, in particular, teachers' skills in motivating learners are crucial (Dörnyei, 2001, p.1; Scheidecker & Freeman, 1999, p.116). Stipek (2002, p.1) states that motivational problems come in many shapes and sizes. Besides, it is believed that students learn differently (Arcoverde, Boruchovitch, Góes, & Acee, 2022; Azrina, 2021; Garcia, 2022), so each individual student needs the teacher's attention who facilitates his or her learning and probably guides the student on how to learn best.

Motivation for learning is one of the most vital components for student learning enhancement with deep engagement in the study. As Dörnyei (2020) explained, the definition of motivation is directly tied to engagement, and motivation must be maintained in order to achieve student involvement. Especially in the new era, distraction is common among students affecting students' motivation (Esra & Çiğdem, 2021). Motivation could drive learning, which impacts what actions the students take to acquire knowledge and how they focus their attention and regulate their own study (Manganelli et al., 2019). The stronger level the motivation the students possess, the more preferable they will adopt various learning strategies to tackle the problems they encounter when they acquire knowledge (Kwarikunda, Schiefele, Muwonge, & Ssenyonga, 2022; Stark, 2019). Depending on particular circumstances of conscious and unconscious choices, motivation is also described as a temporary self-concept of ability,

different tasks, personal values, goals, and identity fragments (Eccles & Wigfield, 2020).

There are some benefits of motivation in learning. Students with higher motivation could increase their persistence during learning tasks (Howard, Bureau, Guay, Chong, & Ryan, 2021). When they involve in learning activities, they tend to enhance cognitive processing, increase effort in lessons, have a high level of attendance, and try multiple ways to improve their performance and produce preferable outcomes (Zhu & Doo, 2022).

There are two types of motivation that drive learners moving forward during the learning process: intrinsic and extrinsic motivation (Standage, Duda, & Ntoumanis, 2005). Intrinsic motivation refers to a motivational driving force that is connected with the self or the task itself for the sake of desire, interests, enjoyment, or satisfaction originating from the task (Bailey, Almusharraf, & Hatcher, 2021; Zhang & Yu, 2022). When students are intrinsically motivated by their learning activity, they feel competent and self-determined in connection with the subjects they seek and make use of their abilities to tackle the difficulty and acquire knowledge as much as they can (Pelikan et al., 2021). Intrinsic motivation could help students develop their critical thinking and creativity (Asigigan & Samur, 2021). When motivated students face problems, they can see them from a different perspective and think of an answer outside the box without fear of a low grade or any other outside rewards. Intrinsic motivation is one of the most influence predictors of academic achievement (Zhang & Yu, 2022).

Extrinsic motivation is a desire with which students engage in tasks in order to gain something from the tasks. There is a close connection between extrinsic and intrinsic motivation (Sun, Zhang, & Shen, 2022; Zhang & Yu, 2022). Extrinsic motivation could turn into intrinsic motivation. However, some studies showed that extrinsic motivation cannot help students involved in the learning activity if they do not have genuine desire (Song & Kim, 2017; Tokan & Imakulata, 2019).

When motivation is a factor in success for students, it is recommended that teachers improve students' motivation towards learning activities by designing various student-centered individual course or program curricula to enhance student autonomy, which leads to greater motivation and participation (Han, 2021; Hu & McGeown, 2020; You & Csizér, 2016).

Motivation is also one of the important variables in foreign language acquisition success (Bradford, 2007; Engin, 2009). It was described as combining efforts and a desire to attain language learning goals with ideal attitudes toward foreign language learning (Gardner, 1985). With motivation towards language learning, students tend to use L2 learning strategies to interact with native speakers and to persevere and maintain L2 skills after courses are finished (Oxford & Shearin, 1994), and to have resilience when they encounter problems (Basir & Kolahi, 2022). Without motivation, language learners cannot achieve long-term goals, no matter how appropriate syllabubs and good teaching method are to help students accomplish their language achievement (Dörnyei & Csizér, 1998). Reece and Walker (1997) stress that less capable students with higher motivation can achieve greater success compared with intelligent students with lower motivation. In Krashen's (1981) study, learners' attitudes and motivation had an impact on unconscious language acquisition. Learners' motivational level could be an emotional filter on language input. In Carroll's (1981) study, language learners started to learn a foreign language when they felt motivated to interact with someone. Language learners would reinforce when the desired achievement was gained. In Bialystok's (1978) study, when language learners felt motivated, they were more likely to seek language exposure.

Motivation is a complicated construct that is complex for experts and teachers to understand and explain. Motivation to acquire a foreign language is explained as a drive and desire from inside or/and outside to push learners to put in effort to acquire knowledge. With motivation, learners can accomplish learning with perseverance, determination, and energy (Pelikan et al., 2021). Although the issues under motivation are complex, every learner has flexible motivation instead of a fixed one (Song & Kim, 2017). As teachers, we could assist students by proposing guidelines to enhance

students' motivation in order to help them maximize their language achievement (Hidayti, Boleng, & Candra, 2020). This is the reason why this study was conducted to investigate the types, factors, and levels of motivation of English language learners at the university level in three types of universities (Comprehensive, Technical, and Specific Teachers' College) in Sichuan Province.

1.2 STATEMENT OF THE PROBLEM

The College English Test (CET) is a nationwide large-scale English proficiency test designed to assess undergraduate students' English ability in China and ensure that they achieve the necessary English proficiency levels outlined in the National College English Teaching Syllabuses (Bai, 2020; Zheng & Cheng, 2008). Employers from a variety of professions have utilized the CET results as a selection factor. For many students, passing the CET is necessary to gain their bachelor's degrees or even graduate from college. The results were viewed as a form of intangible capital that offered chances to compete in labor market, transform lives, and achieve success (Gardner & Huang, 2014).

In terms of the college English curriculum, the teaching objectives have been for a long time focused on how to develop students' reading skills. With the emphasis on reading skills, listening, speaking, and writing were regarded as supplementary skills with less emphasis, especially speaking (Cui, 2014). According to the objectives, the university curriculum prioritized the courses that required extensive and intensive reading, and English teachers were professionals with a background in literature or English classics rather than communicative English instruction (Anderson, 1993). Traditional approaches like grammar-focused, teacher-centered approaches, and the mixture of the grammar-translation technique and audio-lingual method were adopted in the classrooms in order to reach the objectives (Cai & Hou, 2013; Liu, 2022). The teaching material, however, focused mostly on grammar and vocabulary, and the English Language Teaching (ELT) in the classroom significantly depended on the processes of translation. Despite having extensive vocabulary and grammar skills, pupils who were taught using the traditional method were found to be incapable of

communicating (Han & Yin, 2016; Li & Qian, 2018; Li & Zhou, 2017). ELT in China has so received sharp criticism for being ineffective and test-oriented and for producing 'deaf and dumb' English learners who were grammatically proficient but communicatively incapable (Cheng & Wang, 2012; Zhang, Dai, & Wang, 2020). Many studies showed that grammar-translation (Falout et al., 2009; Murphey et al., 2009) was attributed to demotivation due to bore (Falout & Falout, 2005; Hu, 2011; Kaivanpanah & Ghasemi, 2011; Khouya, 2018; Kikuchi, 2015) and frustration (Carpenter et al., 2009). The practice of grammar-translation relied on memorization of vocabulary and grammar rules, which were regarded as common demotivators (Falout & Maruyama, 2004).

When the labor market was gradually requiring students with overall competence, the Ministry of Education issued English Curriculum Standards for Compulsory Education (2011 version) as a reformed curriculum to meet the requirements of employers. The new curriculum called for student-centered, task-based, and communicative instruction. In order to fulfill the requirements of the 2011 version, Communicative Language Teaching (CLT) was introduced in China. It is high time to make listening and speaking skills as important as reading and writing. However, the implementation of CLT requires the integration of developing grammatical competence, sociolinguistic competence, discourse competence, and strategic competence for overall communicative competence (Canale & Swain, 1980), which challenged college English teachers who were taught by and taught with traditional approaches for a long time (Han & Yin, 2016). While many teachers may not even have a basic comprehension of the core ideas of CLT, they nonetheless claim to endorse CLT (Ye, 2007).

The teaching and learning objectives of English learning are one of the reasons leading students to learn English in the traditional way (teacher-centered learning), for example, remembering and repetition, focusing on improving reading and writing skills by learning grammar, which demotivate students in the long run.

In China, the most influential English language assessment is the College English Test. It was required to pass by universities and to be possessed by employers. Graduating with the CET certificate is a must for the CV.

There were several points of view about CET. According to some experts, over the course of the CET's 20-year history, it has boosted the importance of English teaching and learning at the post-secondary level in China (Gu, 2005). Other researchers drew attention to the fact that the language test does not evaluate communicative competence in the manner specified by the teaching syllabus (Zhang, 2003). Test-oriented teaching was yet another issue because CET certificates had been one of the graduation criteria for undergraduates in the majority of Chinese universities for almost 20 years (Gu & Liu, 2005; Jin, 2019; Wen, 2016). Test-oriented teaching often focuses on grammatical rules rather than communicative skills, making English learners unable to communicate meaningfully in the target language (Evans & Tragant, 2020; Wei & Su, 2015; Zhang et al, 2020). Although the 2011 version of the college curriculum has put priority on how to improve students' communicative competence, the grammar-translation method is still being actively adopted in many Chinese EFL classrooms to help students pass the CET (Li & Yang, 2018). However, how teachers help students with their English learning plays an important role in students' motivation.

Motivation has been an important factor in learning a foreign language (Gardner, 1979, 1985; Gardner & Lambert, 1959). Gardner divided the motivations into two components: instrumental and integrative. In Liu's (2007) study on undergraduate non-English major students, he found that the most of these students held an instrumental orientation toward English learning, such as getting promoted in the job, having a decent job, and traveling around the world (Jin, 2014). At the same time, passing examinations and getting a language certificate (CET 4 or CET 6) play an important role in English learning among Chinese learners (Wang, 2008). However, in Jin's (2014) study, she found that many students preferred to learn English, wished to meet and communicate with people of the English community, and were passionate about the target language culture, which implied that their motivation to learn English did not only come from instrumental motivation or certificate motivation (Chit, 2013;

Tang, 2005) but from integrative motivation/intrinsic motivation, or intrinsic interest (Vakilifard, Ebadi, Zamani, & Sadeghi, 2020).

Motivation for acquiring a foreign language was positively related to academic performance and achievement (Méndez-Aguado, 2020). Proficiency in language was commonly based on the formal assessment, which was an easy way to measure what progress the students made when they learned a language (Nodoushan & Ali, 2020), especially in China. In China, limited resources are available to build valid and reliable language tests that are acceptable to the whole nation, except for the College English Test (CET). Therefore, CET-oriented learning and teaching are still common methods for students to learn and teachers to teach (Wang, 2018). In the context of CET-oriented learning and teaching, students learn a foreign language to pass the exam but not to become lifelong learners (Wang, 2021). When they pass the exam, the learning stops. Most studies (Bai, 2020; Jin, 2022; Wang, 2021) conducted in the area of English language learning focus mostly on finding the right teaching techniques for classroom teaching and how to prepare students to get the best scores in the national English exams. However, there are few studies on how to get students to be motivated learners.

In China, many studies have also been conducted to investigate the roles and influences of motivation in language learning. Previous studies mainly focused on one group of participants (Han, 2021; Jin, 2014; Liu, 2007; Tang, 2005; Wang, 2008; Zhang et al., 2020), for example, in Han's (2021) study, subjects came from a state-fund university in China. There is few research on the investigation of motivation on a relatively large scale and comparison between different universities (Comprehensive, Technical, and Specific Teachers' Colleges), especially in Sichuan Province. Therefore, this study is going to investigate what stimulates student English language learning. The findings of the study will reveal motivational factors from the perspectives of the students who attend different types of universities (Comprehensive, Technical, and Specific Teachers' Colleges). It is possible that these students may have different levels, types, and factors of motivation. This information can be used to propose guidelines that motivate them most. In other words, this study enabled the researcher to indirectly learn

from the students and synthesize the information about how they like to learn and how to maximize their motivation when teaching them.

1.3 OBJECTIVES OF THE STUDY

This study was designed with three objectives as follows:

- 1.3.1 To explore the levels of intrinsic motivation of the English language learners in Sichuan Province;
- 1.3.2 To study the levels of extrinsic motivation of the English language learners in Sichuan Province;
- 1.3.3 To compare personal demographics with motivation of the English language learners in Sichuan Province;
- 1.3.4 To examine the factors influencing the motivation of the English learners in Sichuan Province; and
- 1.3.5 To obtain the guidelines of motivation maximization for students' English language learning.

1.4 RESEARCH QUESTIONS

1.4.1 Research Question 1

What are the levels of intrinsic motivation of the English language learners in Sichuan Province?

14.2 Research Question 2

What are the levels of extrinsic motivation of the English language learners in Sichuan Province?

1.4.3 Research Question 3

What are the comparison means of the demographic differences of motivation of the English language learners in Sichuan Province?

1.4.4 Research Question 4

What are the factors influencing the motivation of the English learners in Sichuan Province?

1.4.5 Research Question 5

What are the guidelines of motivation maximization for students' English language learning?

1.5 SCOPE OF THE STUDY
Rangeit This section briefly talks about research location, population, sample and research instruments.

1.5.1 Location

This research was carried out in Chengdu, Sichuan Province, which was located in China's southeast part.

1.5.2 Population and Sample

The study focused on collecting data from three universities out of Sichuan Province's top ten universities. Chengdu University (CDU), Sichuan University (SCU), and Sichuan Normal University (SNU), are government-funded universities.

The student population of CDU was roughly 23,000, while the population of SCU was around 37,000, and the population of SNU was around 35,000. Therefore, the sample groups for the questionnaire survey involved of 393, 395, and 395 students from three universities respectively, resulting in a total of 1,183 students. The second data set came from 12 volunteers, 4 students from each of the three universities. Third, 2 educational experts and 2 experienced teachers were invited to participate in a focus group discussion aimed at critically analyzing the proposed guidelines that would be used to maximize motivation in English language learning.

For the focus group discussion, 2 educational experts and 2 experienced teachers were all professors from the education and second language acquisition fields. They have up to 20 years of teaching experience in the relevant areas. After creating the guidelines, the investigator organized a focus group including 2 educational experts and 2 experienced teachers to discuss and invited them to talk about the guidelines (Cohen Manion, & Morrison, 2017, pp. 532-533; Punch, 2009, pp. 144-147). The researcher would ask for their opinions, suggestions, and insights about it. After receiving the advice and suggestions from the experts, the researcher would revise the guidelines accordingly and present them as a result of the study based on the research findings.

1.5.3 Research Instruments

This current study adopted a mixed-methods research approach. Therefore, three research instruments were used in the study to collect the data to answer the research questions: one was the 41-Item questionnaire, and the other was the semi-structured interview with seven open-ended prompt questions. The data collection steps were done sequentially. The quantitative data was collected before the qualitative data

was collected by the semi-structural interview. Focus group discussion examines the guidelines of maximization of learners' learning motivation.

1.6 CONCEPTUAL FRAMEWORK

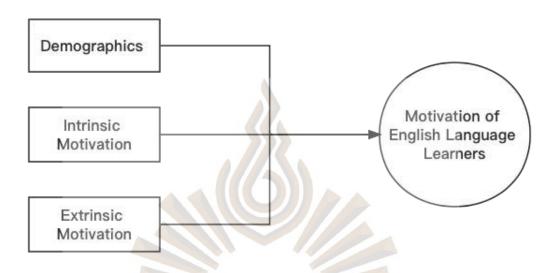


Figure 1.1 The Conceptual Framework

1.7 SIGNIFICANCE OF THE STUDY

The results of the study can benefit students, teachers, and administrators as well as the area of English language teaching and learning.

- 1.7.1 The findings of the study enable the teachers to be fully aware of their students' levels, types, and factors related to learning motivation, such as goals and attitudes toward foreign language learning. As a result, teachers could tailor their teaching curricula to match the learning motivation patterns of their students.
- 1.7.2 The findings of the study can raise students' awareness about how to best improve their English language abilities. Students will be alerted to factors influencing their motivation and thus reflect upon the data to find ways to maximize their motivation.

- 1.7.3 Administrators can adjust the education policies or curriculum plans to help students maximize their motivation to acquire a foreign language, especially to advise with confidence about what works and what does not work in turning students into become motivated learners.
- 1.7.4 Clear directions can be found in the guidelines to enhance student motivation when the findings reveal what factors are influencing students' motivation.
- 1.7.5 The field of foreign language teaching can also benefit from this study, which is expected to provide information leading to motivation-enhancing strategies. These strategies could be used and tested in future research related to foreign language teaching and learning.

1.8 LIMITATIONS OF THE STUDY

There are two limitations to the study. The study is not longitudinal, which is the first limitation. The study aims to capture the motivating factors for a certain group at a specific point in time. Longitudinal studies identify trends, whereas cross-sectional studies show present trends, as Creswell (2018) points out. As students depart from universities or colleges, the research may not be generalized to future students.

The location is the second limitation. The study's specific setting can restrict the findings' generalizability. The study's conclusions could be influenced by aspects of Sichuan culture. Thus, the findings may not be useful for other locations with different groups of people who may have different cultures.

1.9 DEFINITIONS OF THE KEY TERMS

The following terms and key concepts in the study needed to be defined. The following definition provides clarification:

Motivation in this study means the learning drive for students to continue to improve themselves until they achieve the goals of the study, such as academic success in their English learning, which can fulfill their psychological needs to feel competent and autonomous. Motivation can come from either the sources outside, the sources inside, or both. It is commonly believed that motivation plays a significant role in helping a person learn or put effort into gaining academic achievement. Motivation for learning a foreign language is considered a mixture of effort and desire to reach the objective of language learning. Motivation is also a flexible willingness instead of a fixed one. Language learners can have high motivation for a period of time and low motivation for another period of time. When learners believe in their abilities, they are more likely to take action to learn a language.

Types of Motivation in this study refers to two types of motivation: intrinsic and extrinsic motivations that language learners possess when they are learning a foreign language. They are quite different from each other. Language learners could have one or both of them when they are learning a foreign language.

Intrinsic Motivation in this study refers to a drive inside the individual to push him/her to work consistently on learning a foreign language even without any rewards from the outside world to stimulate, such as a decent job, a good grade, and so on. The intrinsic motivation is passion and a desire to learn a foreign language.

Extrinsic Motivation in this study refers to a stimulus from the outside world to push him/her to invest time and effort to learn a foreign language. When the language learner accomplishes the goal, such as passing the language test or finding a decent job, they will stop learning immediately. All the learning behaviors happen only when they want to reach the goal, which has benefits for their development.

Factors Influencing Motivation in this study refers to the factors that could be influencing language learners' motivation in order to engage in the learning activity and increase their language proficiency. It consists of attitudes toward foreign language learning, self-concept, mastery, intrinsic interest, learning experience, teachers and

teaching, peers, learning environment, and family.

Levels of Motivation in this study refers to language learners' attitudes, perseverance and efforts towards learning a foreign language. Different attitudes, perseverance, and efforts towards learning a foreign language could make learners' language proficiency different.

University English Language Learners in Sichuan in this study refers to students from Sichuan University, Sichuan Normal University, and Chengdu University in Chengdu, Sichuan Province. These learners were freshmen, sophomores, third-year, and fourth-year university students. The majority of students from these universities were from different areas all over Sichuan Province, whereas the rest were from different provinces in China. The characteristics of Sichuan learners are: 1) extrovert; 2) resilience; 3) assiduous.

Sichuan Province in this study refers to the place located in the southeast part of China. Its capital city is Chengdu. The population of Sichuan Province is around 100 million, which is a relatively big province in the southeast part of China.

Motivation Maximization in this study refers to a process that could help students enhance their motivation in order to invest effort and time to learn a foreign language.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews motivation, theories of motivation for second language learning acquisition, student-centered approaches in education and related research, especially for second or foreign language learning and teaching and related researches.

2.1 MOTIVATION

The English word 'motivation' has a root in the Latin word that is movere. The root means 'to move'. Therefore, the definition of motivation is usually explained as the energization and direction of behavior. "Motivation" concerns two components that are "why" they behave and "how" they behave.

According to Covington (1998), motivation is easy to characterize (in terms of external and visible effects), but difficult to define. This has not prevented individuals from attempting to give appropriate definitions for its different entities. Indeed, numerous motivation experts have attempted to interpret motivation from various angles. Houston (1985) states that motivation is a goal-directed, motivating, and maintained behavior. Similarly, Pintrich and Shunk (1996) defined motivation as a goal-directed, motivating, and sustained behavior. Motivation, according to Pintrich and Shunk (1996), is an internal psychological process that is guided, driven, and sustained by goals. In other words, motivation is a psychological drive. Along the same line, motivation is a theoretical construct proposed by Maehr and Meyer (1997, p. 373) that explains the initiation, direction, intensity, and persistence of activity, particularly goal-directed conduct. Motivation, on the other hand, is defined by Williams and Burden (1997, p. 120) as the stimulation of cognitive and affective states, as well as a cognitive and affective condition that encourages individuals to make conscious behavioral decisions and persist over time. Individual motivation is defined as a cognitive and

affective state that drives people to make conscious behavioral decisions and apply consistent mental and physical effort over time in order to achieve a specific goal. These motivational descriptions may have certain differences, but they also have a lot in common. Undoubtedly, motivation does not only come from outside.

A motivated learner will initiate what he or she wants to learn and move towards it with direction and persistence. As stated by Dörnyei (2001, pp. 1-2, 5, 16, 18), motivation begins within the learner and comes from the interaction with the learning situation components. Thus, when these reviewed definitions of motivation are combined, it can be assumed that, to a large extent, motivation starts in the mind with the determination to achieve a goal. Some common motivational theories that will be the underlying theories in this research are discussed in the following section.

2.1.1 Types of Motivation

In the field of psychology, under the category of motivation in education, there are debates about how to divide the types of motivations: one supports dualism, the other supports multifaceted. The current study goes with dualism, dividing human motives into two types driving individuals on learning activities, which are intrinsic and extrinsic motivation (Reiss, 2005; Reiss, 2012; Standage et al., 2005; Vallerand, 2000).

The earliest researcher, White (1956) described the definition of intrinsic motivation as a drive from an individual to handle a complex task and master new skills, while he/she felt self-efficacy and self-competence. Then, some researchers refer to it as when individuals engage in the task to feel competent and self-determining (Deci, 1975), they have intrinsic motivation. Later, Ryan and Deci (2000) explain that when learners are engaged in activities expecting to experience intrinsic pleasure, they have intrinsic motivation. As Deci and Ryan (1985, p. 34) say, "When people are intrinsically motivated, they experience interest and enjoyment, they feel competent and self-determining, they perceive the locus of causality for their behavior to be internal, and in some instances, they experience flow". Similarly, in Vallerand's (1997)

study, if the individuals are intrinsically motivated by the activities, they experience pleasant emotions like enjoyment and feeling relaxed. That is the reason why teachers should make learning activities interesting and fun so that students involved can feel pleasurable in order to enhance motivation and improve their learning (Lepper & Cordova, 1992; Rheinberg, 2020). In Ryan and Deci's (2000) study, there is a strong connection between intrinsic motivation and satisfaction of the needs for autonomy and competence, which indicates people are motivated intrinsically for activities that have novelty, challenge, or authentic value. It means the individuals focus their attention and efforts on the process of accomplishing a task instead of caring about the result of it, which echoes that of recent studies (Alamri, Lowell, Watson, & Watson, 2020; Firat, Kılınç, & Yüzer, 2018). Recently, Ryan and Deci (2020) summarized that there was a connection between intrinsic motivation and psychological need satisfaction based on research from multiple countries.

Extrinsic motivation is referred to as a drive that is outside the task or activity. In Pinem's (2021) study, extrinsic motivation is defined as stimulation from teachers to drive students toward learning. In the study, extrinsic motivation like the desire for high scores is the highest extrinsic motivation compared to avoiding fear, which was another extrinsic motivation that drove students' learning, which echoed with Alamri et al.'s (2021) study that students with higher extrinsic motivation were more likely to be involve in learning activities. Ryan and Deci (2020) explained extrinsic motivation as the individuals viewing the activities as worthwhile, although they were not interesting or enjoyable. However, Deci, Koestner, and Ryan's (1999, 2001) study shows that substantial tangible rewards could weaken intrinsic motivation, but subtle extrinsic motivators may enhance interest and participation in learning tasks.

2.1.2 The Factors Influencing Motivation

Recently, studies on motivational factors mainly focused on two perspectives that were intrinsic factor and extrinsic factor to investigate the influences on learning (Jiao, Jin, You, & Wang, 2022; Machumu, Zhu, & Almasi, 2018; Umemoto & Tanaka, 2017).

Intrinsic factors refer to an individual's mental need for competence and autonomy connected with passion, enjoyment, attitude toward foreign language learning, selfconcept, mastery, and positive emotions of doing learning activities (Chao, McInerney, & Bai, 2019; Gustiani & Sriwijaya, 2020; Liu & Yu, 2019; Pan & Zhang, 2021; Ryan & Deci, 2000; Sabti, Md Rashid, Nimehchisalem, & Darmi, 2019; Williams & Burden, 1997). Intrinsic factors also involve the enthusiasm and ambition to understand and add new knowledge, which leads learners to study harder (Simamora, 2020). In Esra and Ciğdem's (2021) study, intrinsic factors included expectations and satisfaction with course content, communication needs, and level of self-determination. When the course content did not match with learners' expectations, like when the course content aimed to train learners for the proficiency exam, learners experienced decreased motivation (Esra & Çiğdem, 2021). In the Jiao et al. (2022) study, the findings showed that intrinsic interest, the factor of motivation, had a significantly positive impact on English achievement, which echoed previous research (Bai & Wang, 2020; Brown, 2000; You & Dörnyei, 2016). Intrinsic interests in the study consist of being interested in English-speaking countries, having a love of language learning, loving English literature, liking English songs/movies, letting the world know about nations, understanding the world's development, and doing their best for the prosperity of the country. Personal relevance is also an important intrinsic factor that affects students' learning activities (Jeffrey & Stuart, 2018). In the Yu et al. (2019) study, the results showed that Chinese EFL students have self-belief and value as their intrinsic motivation for learning a foreign language. In Papi, Mansouri, Feng, and Jiang,'s (2019) study, they found that if students were interested in the learning materials and activities, they maintained motivation through engagement with teachers. Pan and Zhang (2021) investigated attitudes toward foreign language learning, they found that attitudes toward foreign language learning involved L2 learning interests, cultural interests and attitudes toward the foreign community. L2 learning interesting referred to as the language learners found the L2 learning fascinating. Cultural interest meant TV, movies and songs. Attitudes toward the foreign community meant the language learners wanted to learn more about the target countries. The attitudes toward foreign learning could boost learners' foreign language enjoyment so that the FLE could stimulate students' motivation to learn a language. Chao et al. (2019) focused on selfconcept, and they found that self-concept was a significant predictor of students' academic achievement in English. Self-concept meant the language learners perceived themselves from their previous learning experiences and interpretations of his or her environment (Shavelson, Hubner, & Stanton, 1976). The same findings were found in Liu and Yu's (2019) study, which investigated a Chinese student who was involved in the MTI (Master of Translation and Interpretation) program. The study (Liu & Yu, 2019) found that self-conception could influence students' motivation to learn translation. Saito, Dewaele, Abe, and In'nami (2018) found that when language learners experienced enjoyment in their English class, they would have less anxiety. The learners' immediate experience had a relationship with successful foreign language learning. Learners with enjoyable experiences developed quickly. However, the study also showed that this experience may be important but not enough for language development. Because learners' differences in motivation and emotion could turn such experience into acquisition. Bai and Wang (2020) found that a growth mindset was the stronger predictor of a motivational belief for students in Hong Kong to learn English.

Extrinsic factors indicated that external rewards on tasks or learning activities such as good grades, personal development, international communication, fear of failure, craving for achievement in life, teachers and teaching, peers, learning environment, family, and learning situation (Dörnyei & Muir, 2019; Fathi, Torabi, & Arashpour, 2019; Haryanto, Makmur, Ismiyati, & Aisyah, 2018; Ihssan & Azhar, 2019; Jiao et al., 2022; Li & Qian, 2018; Liu & Chen, 2015; Mauliya, Relianisa, & Rokhyati, 2020; Muhammad et al., 2020; Rahman et al., 2017; Villa, 2019; Williams & Burden, 1997). Besides, teachers could also contribute motivation (Esra & Çiğdem, 2021). In Esra and Çiğdem's (2021) study, language learning motivation highly depended on teacher-related factors, which could lead to learners with higher or lower motivation. In Jiao et al's (2022) study, they also proved that learning situations, such as teachers and courses, were powerful predictive tools of motivational behavior. Teacher-related factors mainly refer to teaching methods, lesson presentations, feedback, and interaction with teachers. In Villa's (2019) study, the findings show that a good teacher has a positive influence on motivating students. Especially when students do not feel interested in the class, are afraid to join in the classroom, or feel uneasy and incapable,

they consider their failures as some sort of personal matter and give up learning activities. Teachers can encourage them to be resilient and maintain learning the language by motivating them. Some students have a preference for teacher-centered learning (Rahman et al., 2017). Besides, family environment (Mauliya et al., 2020) and parental influence (Rahman et al., 2017) are other reasons affecting students' motivation. According to Ryan and Deci (2020), there is a positive correlation between students' autonomous motivation and autonomy-supportive factors such as listening to them, setting aside time for independent work, allowing them to speak, recognizing their progress and mastery, encouraging hard work, providing guidance that will help them advance, responding to their questions and comments, and recognizing their perspectives. Yu, Li, Wang, and Zhang (2016) found that with teachers' support, students had lower levels of anxiety and depression, which led to greater engagement, performance, and learning motivation. Table 2.1 shows the summary of intrinsic and extrinsic factors based on the recent studies.

Table 2.1 Table of Intrinsic and Extrinsic Factors

Intrinsic Factors	Extrinsic Factors
1.passions and enjoyment of doing	1.good grade, personal development,
learning activities (Gustiani &	international communication, craving for
Sriwijaya, 2020; Ryan & Deci, 2000)	achievement in life (Jiao et al., 2022
"ก _{ยาลัยรังสิต}	Muhammad et al., 2020, Liu & Chen, 2015)
2.expectations and satisfaction with	2. learning situation (Dörnyei, 2001)
course content, communication needs,	
level of self-determination (Esra &	
Çiğdem, 2021)	
3.intrinsic interest: a love of language	3.teacher-related factors, such as teaching
learning, loving English literature,	method, lesson presentation, feedback, and
liking English songs/movies, letting	interaction (Esra & Çiğdem, 2021)
the world know about nation	

Table 2.1 Table of Intrinsic and Extrinsic Factors (Cont.)

Intrinsic Factors	Extrinsic Factors
understanding the world's	
development, and do their best for the	
prosperity of the country (Jiao et al.,	
2022)	
4.attitudes toward target language and	4. peer influence (Dörnyei, 2001)
country (Jiao et al., 2022)	
5.personal relevance (Jeffrey & Stuart,	>
2018)	

Source: Researcher

2.1.3 The Levels of Motivation

Although it plays an important role in learning, there has been an increasing amount of research focused on examining the level of motivation for students (Ramaha & Ismail, 2012). In Kew, Petsangsri, Ratanaolarn, and Tasir's (2018) study, they used an instrument named IMMS (Keller, 1990) from Keller's ARCS Model (Keller, 1987) to examine students' motivational levels in four categories: 1) focus (to arouse students' interest and spark their curiosity); 2) relevance (materials satisfy students' needs); 3) confidence (methods that instill in pupils a positive expectation of achievement); 4) Satisfaction (teaching strategies that provide students with both internal and external rewards for their efforts). The findings indicated that the degree of study and motivation level differed significantly. The Ph.D. student had higher motivation levels due to their self-initiative, especially when they were independent in accomplishing their research studies.

Some researchers considered the level of motivation as a dynamic system that, in the long term, was stable, whereas in the short term, motivation was subject to considerable changes (Hotho, 2000; Pawlak, 2012; Poupore, 2013). As the study by Dörnyei (2006) revealed, motivation may change throughout a range of time, including minutes, hours, days, months, and even years. Waninge, Dörnyei, and Bot's (2014)

study investigated a research question on whether there was a detectable stable of motivation in students' learning languages in the classroom. The finding showed that a stable level of overall motivation could be detected.

Drakulić (2022) used a modified version of Gardner's (2010) Attitude Motivation Test Battery, an international version, to assess the motivation levels of students. The study divided motivation intensity into three parts: effort (whether the students would like to invest their efforts to learn and understand English as much as possible), persistence, and consistency in learning (whether they would like to continue their learning even when they encounter a challenge). The finding showed that the level of motivation was related to the student's age. It appeared that the level of motivation decreased with age.

In this section, it talks about the definition of motivation and discusses the types of motivation involving intrinsic and extrinsic motivation, factors of motivation including intrinsic factors and extrinsic factors, and the levels of motivation. Through review the previous research, the current study designs the research instruments drawn on these research as references.

2.2 THEORIES OF MOTIVATION FOR LEARNING A FOREIGN LANGUAGE

Research on motivation for learning a foreign language, in particular English, has been plentiful, as it is believed that motivation is a dominant factor that will make a learner learn or not learn. The following theories on motivation for language learning have been discussed.

2.2.1 Gardner's Integrative Motivation and Instrumental Motivation

Gardner and Lambert (1959) conducted a study on the investigation of students' attitudes and motivations toward learning a second language. After that, a

report was suggested by Gardner and Lambert (1972), who distinguished between instrumental and integrative motivation. Learners who are motivated by integrative motivation have an intrinsic interest in the target language and the target language community/society, and they acquire the target language in order to communicate with or get involved in the target language community/society. Learners with instrumental motivation acquire the target language for a certain goal, such as finding a decent job or asking for a raise in income.

This section discusses two main areas about Gardner's motivation theory 1) the integrative motivation and 2) the Attitude/Motivation Test Battery.

2.2.1.1 Integrative Motivation

Gardner's extensive and in-depth exploration of integration motivation in practical research indicates that it consists of three main elements: integration (integration orientation, interest in the foreign language, and interest in the bilingual society), attitudes toward the learning environment (attitudes toward bilingual teachers and bilingual courses) and motivation (motivational intensity, desire to learn a second language and attitudes toward learning a second language).

In the last two decades, many studies have focused on integrative motivation influencing students' foreign language performance. In a study by Hernandez (2008), the effectiveness of three factors—integrative motivation, instrumental motivation, and the necessity to satisfy a university foreign language requirement—was analyzed. The findings of the study supported the idea that enhancing integrative motivation could increase students' success in a foreign language classroom. Rahadianto, Huda, and Hadaad (2022) conducted a study to investigate what kind of motivation influences Indonesian students to learn a foreign language. The finding showed that the majority of the students were integratively motivated. Different from the studies mentioned above, Kim and Shin (2021) looked at whether integrative motivation influenced the link between English achievement and self-efficacy. The results revealed that the association between self-efficacy beliefs and English proficiency in a foreign language classroom was significantly influenced by an L2 learner's integrative motivation. Students from different countries have different

motivations for learning a foreign language. If students have integrative motivation, they are more likely to continue learning a foreign language outside the classroom. If students possess instrumental motivation, they are more likely to stop learning when they reach their targets (Rahadianto et al., 2022).

In the past decade, Gardner (2010, 2012) conducted studies in different countries to work out why students learn a foreign language. What they found was that language aptitude and motivation were the fundamental factors influencing students. These two factors were affected by three variables, integrativeness, attitudes toward the learning situation, and language anxiety (Gardner, 2019).

2.2.1.2 Attitude/Motivation Test Battery

The second theory is the Attitude/Motivation Test Battery (AMTB), which is a questionnaire created by Gardner and Lamber (1985). It was used to measure the scale of motivation among language learners with 130 Items, which was a quantitative approach; the higher the score, the stronger the motivation.

Many researchers adopted Items from the Attitude/Motivation Test Battery to investigate students' motivation and attitudes toward learning a foreign language. By employing the Attitude/Motivation Test Battery to gather information, Özer (2019) conducted a study to look into the attitude, motivation, and anxiety levels of students taking English courses. The results demonstrated that there was no difference in students' attitudes, motivation, or degrees of stress according to their age. Regarding department, achievement, and further study, there was a large variation in attitude, motivation, and anxiety levels. Using 28 Items that were modified from the Attitude/Motivation Test Battery to gather the data, bin Abdullah, Palpanadan, Abidin, Muhammad, and Mohamed (2021) performed a study to look at the students' motivation and attitudes about learning English as a second language from four Malaysian higher institutions. The results of the study indicated that students from these four universities had high integrative and instrumental motivation. It was discovered that students with integrative motivation performed better than those with instrumental motivation. By using a modified version of the Attitude/Motivation Test Battery to gather the data, Hardianti and Murtafiah (2022) conducted a study to ascertain the attitudes and motivations of English education students in learning English. The findings showed that pupils studying English have a motivated attitude toward the language. Sami (2020) conducted a study using AMTB to collect data on students' motivation. The findings showed that integrative motivation (integrating with international people or cultures) was high.

Overall, the implications of Gardner's integrative motivation and instrumental motivation theories illustrated how important motivation is in learning a foreign language. Researchers might identify the connection between attitudes, motivation, and English performance by gathering data with the Attitude/Motivation Test Battery. Gardner and colleagues (2003) conducted a meta-analysis study to investigate the relationships between second language achievement and the five attitude/motivation variables from Gardner's socio-educational model. They used the Attitude/Motivation Test Battery and three achievement measures, including self-rating, objective tests, and grades. The results showed that motivation and achievement were more strongly correlated than instrumental orientation, integrative orientation, attitudes toward the learning environment, or integrativeness.

In the present study, the Items of the questionnaire collected were designed based on Gardner's theory, especially in terms of integrative and instrumental motivation. Some Items focused on integrative motivation, and other Items would be about instrument motivation.

2.2.2 Dörnyei's L2 Motivational Self-system (L2MSS)

Dörnyei and Csizér (2002) were the first of many investigators to carry out the idea of the L2 motivational self-system (L2MSS). They conducted a nationwide study of L2 motivation in Hungary, which is similar to the context of China, which is a country with a mother tongue, compared to the Canadian context of the study carried out in Gardner's (1985) work. The study (Dörnyei & Csizér, 2002) discussed integrativeness in a broad way, which involved both the integration of the L2 community and identification with the value that knowledge of the L2 possessed.

L2MSS was put forth by Dörnyei (2005) as a theory to account for individual variations in motivation for learning a second language. The psychological ideas of

identity and self served as the foundation for L2MSS. The theories of possible selves (Markus & Nurius, 1986), self-discrepancy (Higgins, 1987), and Gardner (1985) have had a significant impact on Dörnyei (2005). According to L2MSS (Dörnyei, 2005, 2009), three primary elements influence students' L2 learning behavior: the ideal L2, the ought-to L2 self, and the L2 learning experience. Yousefi and Mahmoodi (2022) discovered that learner motivation and learning behavior are significantly impacted by L2MSS.

2.2.2.1 The Ideal L2 self

The ideal L2 has been explained as the language learner's image of himself/herself as a high-proficiency L2 user. As Dörnyei (2020) explained, if language learners were able to connect their present behaviors with the ideal L2 self, they would be more willing and resolute when engaging in non-important and uninteresting activities. Recently, many researchers conducted studies to prove the predictive validity of the conception of the ideal L2 self in language learning. Çağatay and Erten (2020) looked at which causal attributions could predict future L2 accomplishments and if learners' ideal L2 selves impact causal attributions. The results demonstrated that causal attributions were influenced by learners' ideal L2 selves (ability, school system, teacher, family, and classroom environment). In Kim and Kim's (2018) study, they found that the ideal L2-self had the most explanatory power, which was meaningfully correlated with motivated behaviors. A model of the ideal L2 self, a growth language mindset, boredom, and WTC (Willingness to Communicate) among English major students is proved by Zhang, Wang, and Mairin (2022). The findings demonstrated a considerable direct influence of the ideal L2 self on WTC in EFL students. Lan et al. (2021) carried out a study to better understand the connection between the ideal L2 self and communication readiness. The finding suggested that the ideal L2 self would be positively related to L2 WTC. Papi et al. (2019) undertook a study to test a revision of the self-guided self-system described in the L2 motivating self-system. The results indicated that an eager strategic inclination in L2 behaviors was predicted by the ideal L2-self. However, some other research expressed different ideas about the ideal L2 self. Moskovsky, Assulaimani, Racheva, and Harkins (2016) found that the ideal L2 self cannot predict learners' language proficiency, showing a tenuous connection

between self-guides and achievements.

2.2.2.2 The Ought-to L2 Self

The ought-to L2 self, as referred to by Dörnyei (2005, pp.105-106), is 'the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes.' There was some research on complex attitudes toward ought-to L2 self-influencing learners' language proficiency. The influence of perseverance and future selves on motivational intensity and persistence in second language learning was examined by Feng and Papi (2020). The findings demonstrated that motivational intensity was significantly predicted by the ought-to L2 self. Liu and Thompson (2018) investigated the impact of the L2MSS and psycho-social reactions on Chinese language learners' motivation. The findings suggested that proficiency may suffer from the ought-to self. It can be explained that the stronger external pressures to study English led to lower language proficiency due to the anxiety and stress of not meeting external expectations. The language learners' real L2 selves, however, were insecure, according to Yung's (2019) findings, showing a disconnect with their ideal L2 selves, which were dominated by ought-to L2 selves that prioritized earning better test scores and suppressed ideal L2 selves. They proposed that teachers may assist students in realizing their ideal L2 selves by utilizing learners' ought-to selves.

2.2.2.3 The L2 Learning Experience

According to Dörnyei (2005), the L2 learning experience is the temporal learning environment and experience associated with learning goals. Al-Hoorie (2018) classified it as attitudes toward language acquisition as well. While the L2 Learning Experience has received less attention due to the growing interest in self-guides in recent years (Boo et al., 2005), it is thought to be a strong predictor of the L2MSS (Teimouri, 2017). The L2 Learning Experience was typically the best predictor of motivated behavior, not only a good predictor of a range of criteria measures, according to Dörnyei's (2019) study. It was proposed that the L2 Learning Experience may be defined as the extent to which students engage with various aspects of the language learning process.

In the past five years, Dörnyei has explored the external factors influencing learners' L2 acquisition. Dörnyei (2018) found that if teachers were motivated, their classrooms would be more engaging for students learning a foreign language. Therefore, creating a motivational classroom environment was very important (Dörnyei & Muir, 2019). Dörnyei investigated the learners' engagement (Dörnyei, 2019) based on L2 Learning Experience and task motivation (Dörnyei, 2019) under the perspective of "Directed Motivation Currents" (Dörnyei, Henry, & Muir, 2015).

In conclusion, the ideal L2 self and L2 learning experience were referred to as strong predictors when measuring students' language learning motivation and attitudes based on the review of many researchers' findings. The current study concerns those two factors when creating the motivational model. Meanwhile, the ought-to L2 is considered an extrinsic motivation affecting students learning a foreign language.

2.2.3 Zimmerman's Self-regulation Theory

Self-regulation learning, as Zimmerman (1986) defined, was that students were metacognitively, motivationally, and behaviorally active participants in their own learning process.

Self-regulation theory has been explained by many researchers from different perspectives. In the view of operant theorists, self-regulation was related to external reinforcing stimuli. External achievement worked as a motivation to achieve self-regulation (Zimmerman,1989). From the perspective of phenomenologists, they assumed that motivation to self-regulate in the process of learning is to enhance or actualize an individual's self-concept. When a person learns a new subject, they believe they have the ability to manage their motivation, cognition, affect, and conduct. This is known as their self-concept (Zimmerman, 1989). From the perspective of social cognitive theory, Bandura (1971) assumed that outcome expectations influenced an individual's motivation, which was different from the idea of operant theorists. Bandura proposed three subprocesses under self-regulation: self-observation, self-judgment, and self-reaction. They interacted with each other. Additionally, social

cognitive theorists underlined that self-regulation is neither a talent that automatically develops as people age nor a requirement for passive contact with the environment.

In recent years, research on self-regulation has shifted from the definition of SRL to its application. A correlational cross-sectional study was carried out by Sahranavard et al. (2018) to look at the connection between self-regulation and academic performance. The findings revealed a substantial relationship between selfregulation and academic performance, demonstrating the value of training students in self-regulation techniques in order to increase their academic performance and achievement. A meta-analysis was carried out by Robson, Allen, and Howard (2020) to ascertain whether or not self-regulation throughout childhood is linked to levels of accomplishment, interpersonal behaviors, mental health, and healthy living at the same time or later. The findings offered a proof that children's ability to regulate their behavior can foretell how they fare in later childhood, adolescence, and adulthood. Academic success, aggressive behavior, depression, etc. were some of these results. By taking into account study motivation, Duchatelet and Donche (2019) examined the association between students' perceived autonomy support in student-centered learning environments and self-regulation and self-efficacy. According to the findings, teachers who support student autonomy increase their students' sense of self-efficacy. Some researchers focused their attention on SRL in online learning and flipped projectedbased learning. A thorough overview of studies on methods to support SRL in various online learning settings and how they address human aspects was presented by Wong et al. (2019). According to the findings, each student benefited differently from various supports, including cues, criticism, and integrated support systems. In order to comprehend SRL assistance in online learning, human factors are also essential. In order to investigate the effects of flipped project-based learning on self-regulation in higher education, Zarouk, Olivera, Peres, and Khaldi (2020) engaged in mixed-method research. The results showed that flipped project-based learning facilitated the students' self-regulation performance, indicating that students actively engaged in flipped PBL tasks boosted cognitive and meta-cognitive functioning both individually and cooperatively.

Self-regulation education inside the Chinese educational system caught the interest of Chinese researchers as well. Li and Yang (2018) conducted a meta-analysis of 20 years of research on the connection between academic success and self-regulation. There were four intervention studies and fifty-five cross-sectional studies totaling 23,497 participants, which produced 264 independent samples. The findings showed that self-efficacy, task approach, and self-evaluation were essential self-regulated learning strategies for Chinese students. Both the performance phase and the self-reflection phase were critical to the process of self-regulated learning.

Students with motivation to learn a foreign language would use self-regulation strategies when they are learning a foreign language outside the classroom. In the current study, the Items of the questionnaire also concern self-regulation and students' motivation.

In the recent decade, Zimmerman worked on the relationship between the self-regulation, learning, and performance (Schunk & Zimmerman, 2013; Zimmerman & Schunk, 2011). Learners learn a foreign language in the process of adopting self-regulation by using various learning strategies and responding to feedback, which assists learners in mastering the language quickly and sustaining their efforts to learn (Zimmerman, 2013). The literature review of this section covers three well-known experts in motivation theories in second language learning: Gardner, Dörnyei, and Zimmerman. They have largely contributed to the field with the significance of integrative and instrumental motivation, L2 Motivational Self-system, and Self-regulation Theory, which are the major areas of investigation in this study.

Three experts all agreed that motivation to learn a foreign or second language has an influence on students' learning a foreign or second language. Their behaviors are driven by their motivation. However, Gardner focused on integrative motivation, which was the interest in learning a second language. His theory was developed mainly in Canada, where the students have to learn two different official languages, namely, English and French. Dörnyei focused on the differences among individuals learning a foreign language, which is similar to the context in China. He also explored the

external factors influencing students learning a foreign language. Zimmerman emphasized the learning strategies driven by motivation. In the study, Gardner's integrative motivation, Dörnyei's L2 Motivational Self-system, and Zimmerman's self-regulation learning strategies would be taken into consideration when the researcher developed the questionnaire and the semi-structured interview's prompt questions.

2.3 RELATED RESEARCH

In the past three years, the studies mainly focus on the extrinsic factors and intrinsic factors influencing the motivation of students' learning foreign language, especially during the Covid-19 period.

Janina (2018) conducted a study entitled "The Effects of Parental Education Level and School Location on Language Learning Motivation". The study adopted a quantitative approach. The participants were 599 Polish learners of English taking part in this study. The research instrument was a questionnaire. Following examination, the findings indicated children from rural areas and their parents, who were less educated, were found to be less motivated than students from cities whose parents were more educated. Students' ideal L2 selves, emotional arousal process, self-regulation, and personal agency views may all be impacted by the parents' educational attainment.

Iwaniec (2019) conducted a study entitled "Language Learning Motivation and Gender: The Case of Poland". The study adopted a quantitative approach. The participants were 5 9 9 Polish students of English from ten schools. The research instrument was a questionnaire. Following analysis, the results revealed that on measures of international orientation, ideal L2 self and self-efficacy beliefs, English self-concept, and intrinsic motivation, the girls scored higher than the males. Gender disparities are therefore more widely impacted.

Lee, J. and Lee, K. (2019) conducted a study entitled "Affective Factors, Virtual Intercultural Experiences, and L2 Willingness to Communicate in In-class, Out-of-class, and Digital Settings". The study adopted a quantitative approach. The

participants were 176 Korean undergraduates and graduates of English as a foreign language. The research instrument was a questionnaire. After analysis, students who were English majors were much more L2 self-confident outside the classroom. The results suggested that demographic and affective variables impacted students' willingness to communicate in English outside of class.

Ghanizadeh, Makiabadi, and Navokhi (2019) conducted a study entitled "Relating EFL University Students' Mindfulness and Resilience to Self-fulfillment and Motivation in Learning". The study adopted a quantitative approach. The participants were 221 EFL learners. The research instrument was a questionnaire. After analysis, the findings showed that self-fulfillment could positively and significantly predict L2 motivation.

Ehsan, Vida, and Mehdi (2019) conducted a study entitled "The Impact of Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English". The study adopted a quantitative approach. The research instrument was a questionnaire. After analysis, the findings showed that cooperative learning could improve intrinsic motivation.

Suárez et al. (2019) conducted a study entitled "Individual Precursors of Student Homework Behavioral Engagement: The Role of Intrinsic Motivation, Perceived Homework Utility, and Homework Attitude". The study adopted a quantitative approach. The participants were 730 students from Spain. The research instrument was a questionnaire. After analysis, the findings showed that intrinsic motivation (enjoyment and satisfaction) could improve students' engagement and help students learn English better.

Husna and Tri (2019) conducted a study entitled "A Study on Students' Motivation in Studying English as English as a Foreign Language (EFL) at Stikes Cendekia Utama Kudus." The research adopted a quantitative approach. The research instrument was a questionnaire. The participants were 139 students. After analysis, the findings showed that the intrinsic factors influencing students' motivation were 1) to

want to improve their English skills, 2) to enjoy learning English, and 3) to think that English was very important. It also found that the extrinsic factors influencing motivation were 1) to get a good job, 2) to pass their examination, 3) to meet and converse with more and varied people, and 4) to need English for their career.

Ulfa and Bania (2019) conducted a study entitled "EFL Students' Motivation in Learning English in Langsa, Aceh". The study adopted a mixed-methods approach. The participants were 4 0 senior high school students in Langsa. The research instruments were a questionnaire and an interview. After analysis, the results demonstrated that teachers, who have the greatest influence over students' acquisition of English, were the element of extrinsic motivation that had the greatest effect on the students. In the meantime, the student's personal learning objectives make up the majority of intrinsic motivation.

Julia et al. (2019) conducted a study entitled "Factors Shaping Second Language Acquisition Among Adult Mexican Immigrants in Rural Immigrant Destinations". The study adopted a mixed-methods approach. The participants were 260 Mexican immigrants (18 years of age or older). The research instruments were a questionnaire and an interview. After analysis, the findings showed that extrinsic and integrative motivation influenced the participants to learn English language skills.

Sevy-Biloon and Chroman (2019) conducted a study entitled "Authentic Use of Technology to Improve EFL Communication and Motivation through International Language Exchange Video Chat". The study adopted a mixed-methods approach. The participants were 17 students. The research instruments were questionnaires, informal interviews, and observations. After analysis, the findings showed that intrinsic motivation like self-confidence could benefit students' communication skills.

Hsu (2 0 1 9) conducted a study entitled "Understanding Motivational Fluctuations among Young Rural EFL Learners: A Longitudinal Case Study". The study adopted a quantitative approach. The participants were 468 EFL learners. The research instrument was a questionnaire. After analysis, the findings showed that students from

rural areas had higher intrinsic, extrinsic, and task-related motivation and female learners had higher levels of motivation than of male learners.

Ehsan et al. (2019) conducted a study entitled "Enhancing Oral Proficiency through Cooperative Learning among Intermediate EFL Learners: English Learning Motivation in Focus". The study adopted a quantitative approach. The participants were 90 intermediate EFL learners. The research instruments were a test (which helped the researchers understand what level their participants were at), a speaking test, and a questionnaire. After analysis, the findings showed that the students' intrinsic motivation could be enhanced by utilizing cooperative learning. Students' performance was improved after using cooperative learning as well.

Gholamreza and Ali (2020) conducted a study entitled "Relationship Between Intrinsic/Extrinsic Motivation and L2 Speaking Skill Among Iranian Male and Female EFL Learners". The study adopted a mixed-methods approach. The participants were 2 4 9 students. The research instruments were questionnaires and semi-structured interviews. After analysis, the findings demonstrated that female students' extrinsic motivation was noticeably higher than male students'. Three elements were found to be associated with students' extrinsic motivation: 1) having a good job; 2) making progress in their studies; and 3) enjoying conversations and English.

Nuraeni (2020) conducted a study entitled "Understanding EFL Students' Motivation to Learn: Why Do You Study English?". The study adopted a qualitative approach. The participants were 10 students. The research instruments were observation and a semi-structured interview. After analysis, the results showed that extrinsic factors, such as good grades and parent issues, influenced students' learning motivation.

Sun and Gao (2020) conducted a study entitled "An Investigation of the Influence of Intrinsic Motivation on Students' Intention to Use Mobile Devices in Language Learning". The study adopted a quantitative approach. The participants were 169 undergraduate students from a comprehensive research university in east China. The research instrument was a questionnaire. After analysis, the results demonstrated

that the learning and behavioral intentions of students were not directly impacted by intrinsic motivation. It did, however, have a moderating influence on students' behavior in terms of perceived utility and task-technology fit. The results indicated that improving students' motivation and intention to use mobile devices for English learning required effective instructional design.

Bećirović et al. (2020) conducted a study entitled "Motivation, Anxiety, and Students' Performance". The study adopted a quantitative approach. The participants were 160 students. The research instruments were three questionnaires to collect data about the demographic characteristics of participants, the speaking motivation scale, and the Foreign Language Classroom Anxiety Scale. After analysis, the findings showed that if students had anxiety about speaking in the classroom, they would be less motivated intrinsically. The classroom anxiety was affected by gender. The study also found that intrinsic motivation and intrinsic motivation stimulation were significant predictors of the students' EFL achievement.

Subakthiasih and Putri (2020) conducted a study entitled "An Analysis of Students' Motivation in Studying English During the Covid-19 Pandemic". The study adopted a quantitative approach. The participants were 90 English-major students who were in their first year at the university. The research instrument was a questionnaire. After analysis, the findings showed that students during the COVID-19 period had higher intrinsic motivation than extrinsic motivation.

Sorayyaei, Azar, and Tanggaraju (2 0 2 0) conducted a study entitled "Motivation in Second Language Acquisition among Learners in Malaysia". The study adopted a quantitative approach. The participants were 150 students from a private university in Malaysia. The research instrument was a questionnaire. After analysis, the results demonstrated that most bachelor's degree candidates have instrumental motivations for studying ESL. The study's participants demonstrated that instrumental motivation for learning English was more prevalent among them than integrative, resultative, and intrinsic motivation.

Hussain, Salam, and Farid (2020) conducted a study entitled "Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivational Factors for EFL and ESL Adult Learners". The study adopted a quantitative approach. The participants were 200 students, 100 Saudis, and 100 Pakistanis. The research instrument was a questionnaire. After analysis, the results demonstrated that the students in the EFL and ESL environments had an innate desire to learn English. Due to the social rejection of studying English and the absence of an atmosphere conducive to it, Saudi students lacked extrinsic incentive.

Zhang et al. (2020) conducted a study entitled "Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment". The study adopted a quantitative approach. The participants were 589 senior English majors from the top seven universities in Shaanxi Province. The research instrument was a questionnaire. After analysis, the results demonstrated that the learners' integrative and instrumental motivations had a favorable impact on their second language ability.

Daif-Allah and Aljumah (2020) conducted a study entitled "Differences in Motivation to Learning English among Saudi University Students". The study adopted a quantitative approach. The participants were 247 students from Qassim University in Saudi Arabia. The research instrument was a questionnaire. After analysis, the findings indicated that university students were more driven to acquire English. It also demonstrated how motivation had a significant role in influencing students' ideas about learning English. Students with varying majors and genders would also see studying English from diverse angles.

Bai and Wang (2020) conducted a study entitled "The Role of Growth Mindset, Self-Efficacy, and Intrinsic Value in Self-Regulated Learning and English Language Learning Achievements". The study adopted a quantitative approach. The research instrument was a questionnaire. The participants were 690 students from Hong Kong. After the analysis, the findings showed that students' motivational beliefs, such as growth mindset, self-efficacy, and intrinsic value, could stimulate students to use self-regulation strategies.

Wallace and Leong (2020) conducted a study entitled "Exploring Language Learning Motivation among Primary EFL Learners". The study adopted a quantitative approach. The participants were 23 students in Macau, China. The research instrument was a questionnaire. After analysis, it showed that the majority of students studied English for integrative (desiring to integrate into the target language culture) as well as instrumental (wanting to travel and work) motivations. Additionally, participants revealed that their families expected them to do well academically in English and to receive excellent test scores.

Papi and Hiver (2020) conducted a study entitled "Language Learning Motivation as a Complex Dynamic System: A Global Perspective of Truth, Control, and Value". The study adopted a qualitative approach. The participants were six Iranian graduate students at a large research-intensive university in the Midwest United States. The research instrument was the interview. After analysis, the results showed that students' value-related motivation, control-related motivation, and truth-related motivation could shape students' language-learning choices and experiences.

Wang and Guan (2020) conducted a study entitled "Exploring Demotivation Factors of Chinese Learners of English as a Foreign Language Based on Positive Psychology". The study adopted a quantitative approach. The participants were 265 Chinese EFL learners from Henan University. The research instrument was a questionnaire. After analysis, the results indicated that students' motivation may be impacted by elements connected to teachers, themselves, and insinuations.

Li and Mostafa (2020) conducted a study entitled "Persistence in Language Learning: The Role of Grit and Future Self-guides". The study adopted a quantitative approach. The participants were 94 learners of Chinese as a foreign language in the US. The research instrument was questionnaire. After analysis, the finding showed that Persistent of effort with ideal L2 self could be a motivational force to study a foreign language.

Kohnke (2020) conducted a study entitled "Exploring Learner Perception, Experience and Motivation of Using a Mobile App in L2 Vocabulary Acquisition". The study adopted qualitative approach. The participants were 14 undergraduate students at an English-medium university in Hong Kong. The research instrument was semi-structured interviews. After analysis, the finding showed that Hong Kong students had higher motivation for learning English vocabulary.

Çağatay and Erten (2020) conducted a study entitled "The Relationship between Ideal L2 self, Achievement Attributions and L2 Achievement". The study adopted quantitative approach. The participants were 1006 EFL students from a state university in Ankara, Turkey. The research instrument was questionnaire. After analysis, the finding showed that students' L2 ideal self was impacted by ability, school system, teacher, family and classroom environment.

Cahyono and Rahayu (2020) conducted a study entitled "EFL Students' Motivation in Writing, Writing Proficiency, and Gender". The study adopted a quantitative approach. The participants were 55 university students. The research instrument was a questionnaire. After analysis, the findings demonstrated that female students were more motivated than male students and fared better in writing than male students.

Nugroho, Zamzami, and Ukhrowiyah (2020) conducted a study entitled "Language Input, Learning Environment, and Motivation of a Successful EFL Learner". The study adopted a qualitative approach. The participant was a successful EFL learner. The research instrument was a semi-structured interview. After analysis, the findings showed that the main factors (the desire to obtain the best grade in the class and get a good grade in the future) were influencing the participant to learn English.

Gan (2020) conducted a study entitled "How Learning Motivation Influences Feedback Experience and Preference in Chinese University EFL Students". The study adopted a quantitative approach. The participants were 409 EFL learners from four Chinese universities. The research instruments were questionnaires. After analysis, the

findings showed that perspectives on the classroom Learning English positively correlated with learners' aspirations for their future self. Feedback focused on the learning process is preferred by students who have mastery-learning objectives.

Rasool and Rashed (2020) conducted a study entitled "Investigating Intrinsic and Extrinsic Motivation for Learning English Language at College Level: An Analytical Psycholinguistic Study of Kurdish EFL Students". The study adopted a quantitative approach. The participants were 38 EFL learners. The research instrument was a questionnaire. After analysis, the findings showed that the students' incentive to study English came from both internal and external sources, although internal motivation was stronger than external motivation.

Wang and Zhan (2020) conducted a study entitled "The Relationship between English Language Learner Characteristics and Online Self-Regulation: A Structural Equation Modeling Approach". The study adopted a quantitative approach. The participants were 425 Chinese undergraduate students. The research instrument was a questionnaire. After analysis, the findings suggested that students' learning motivation and self-regulation may be improved if they had stronger self-efficacy beliefs and a greater appreciation for learning English. A higher level of learning anxiety among pupils may lower their motivation.

Toni (2021) conducted a study entitled "Indonesian EFL Learners' Reading Motivation". The study adopted a quantitative approach. The participants were 85 third-year students. The research instrument was a questionnaire. After analysis, the results showed that extrinsic elements that influence students' motivation to study English include the desire for recognition from others, achieving a good grade, learning more from the book, and completing assignments.

Peng and Fu (2021) conducted a study entitled "The Effect of Chinese EFL Students' Learning Motivation and Learning Outcomes Within a Blended Learning Environment". The study adopted a mixed-methods approach. The participants were 960 EFL students. The research instruments were a questionnaire and an interview.

After analysis, the findings showed that the intrinsic factors influencing students learning English were1) innate curiosity about English and 2) innate desire to comprehend English culture.

Mathis, Mayers, and Miyamasu (2021) conducted a study entitled "English as a Vocational Passport: Japanese Medical Students and Second Language Learning Motivation". The study adopted a mixed-methods approach. The participants were 149 students for the questionnaire and survey. The research instruments were a questionnaire and a survey. After analysis, the findings showed that students had instrumental motivation and vocational motivation. The participants understood the importance of English as a tool for international communication and possessed a strong desire to interact on a global scale.

Zhang and Pérez-Paredes (2 0 2 1) conducted a study entitled "Chinese Postgraduate EFL Learners' Self-Directed Use of Mobile English Learning Resources". The study adopted a mixed-methods approach. The participants were 9 5 Chinese postgraduate students from four universities, and eight of them were involved in interviews. The research instruments were a questionnaire and an interview. After analysis, the findings showed that instrumental motivation like "passing exams" was the main reason that students learned English by using mobile English learning resources.

Kim, T. and Kim, M. (2 0 2 1) conducted a study entitled "Structural Relationship Between L2 Learning Motivation and Resilience and Their Impact on Motivated Behavior and L2 Proficiency". The study adopted a quantitative approach. The participants were 1 5 2 college EFL learners. The research instrument was a questionnaire. After analysis, the findings showed that L2 learning motivation encompassed need-to L2 self, instrumental motivation, ideal L2 self, and acknowledgment from others.

Meşe and Sevilen (2021) conducted a study entitled "Factors Influencing EFL Students' Motivation in Online Learning: A Qualitative Case Study". The study adopted a qualitative approach. The participants were 12 students. The research instrument was

a semi-structured interview. After analysis, the results showed that because of the issues with the learning environment and the lack of social connection, students' opinions of online education were unfavorable, which in turn affected their willingness to study..

Teng, Wang, and Wu (2021) conducted a study entitled "Metacognitive Strategies, Language Learning Motivation, Self-Efficacy Belief, and English Achievement During Remote Learning: A Structural Equation Modeling Approach". The study adopted a quantitative approach. The participants were 590 students from a university in China. The research instrument was a questionnaire. After analysis, the findings showed that during the COVID-19 period, learners' self-efficacy beliefs, motivation, and metacognitive strategies could help the students enhance their English learning achievement.

Alyousif and Alsuhaibani (2021) conducted a study entitled "English Language Learning Demotivating Factors for Saudi High School EFL Students". The study adopted a mixed-methods approach. The participants were 365 EFL learners from a Saudi high school and 18 English teachers from six public schools. The research instruments were a questionnaire and a semi-structured interview. After analysis, the findings showed that interest topics, activities for practicing English, traditional teaching, and teachers' competence were the most important factors influencing learners' learning English.

Reza and Novita (2021) conducted a study entitled "How EFL Learners Maintain Motivational Factors and Positive Attitudes During the COVID-19 Pandemic: A Qualitative Study". The study adopted a qualitative approach. The participants were 10 respondents. The research instrument was a semi-structured interview. After analysis, the results showed that extrinsic factors (getting better jobs, communicating with people from different countries, studying abroad) and intrinsic factors (finding English intriguing to learn, being fond of the people, culture, and country) were influencing students' learning language motivation during COVID-19.

Khan and Takkac (2021) conducted a study entitled "Motivational Factors for Learning English as a Second Language Acquisition in Canada". The study adopted a quantitative approach. The participants were 325 adults who were over 18 and under 60 years old. The research instrument was a questionnaire. After analysis, the findings showed that the wish to interact and form relationships with foreigners, as well as the ambition to advance professionally and economically were the main factors.

Brown (2021) conducted a study entitled "Literature Review: Effect of Cooperative Learning on Intrinsic Motivation". The study adopted a mixed-methods approach. The research instruments were non-participant classroom observation, indepth interviews, and a questionnaire. After analysis, the findings showed that cooperative learning had a positive influence on students' intrinsic motivation. However, students' age could affect their ability to adopt cooperative learning.

Zhang, Saeedian, and Fathi (2022) conducted a study entitled "Research on Language Learning Motivation in School Settings in System". The study adopted a qualitative approach. The study focused on 12 papers out of 190 from 1990 to 2021. The research instrument was observation. After analysis, the findings showed that the complex, dynamic, and contextual aspects of motivation had become more and more important to researchers studying motivation. Additionally, the study examined teachers' perceptions of motivation, motivational change, the relationship between instructional strategies and motivation, the influence of sociocultural context on learners' motivation, and the motivation of language learners in school settings.

Phuong (2022) conducted a study entitled "Learning Motivation of Vietnamese EFL Learners in Fully Online Classes During COVID-19: A Mixed-Methods Study". The study adopted a mixed-methods approach. The participants were 183 Vietnamese EFL students. The research instruments were a questionnaire and an interview. After analysis, the findings showed that the extrinsic factors (among other things, educational techniques, instructor assistance, the course's perceived utility, efficacy, and entertainment value) were influencing students' learning motivation during the COVID-19 period.

Bagheri and Farhani (2022) conducted a study entitled "Motivational Factors Affecting Iranian English as a Foreign Language (EFL) Learners' Learning of English Across Differing Levels of Language Proficiency". The study adopted a mixed-methods approach. The participants were 180 EFL learners. The research instruments were a questionnaire and a semi-interview. After analysis, the findings showed that intrinsic factors (gratification on a personal level, societal standing, and challenge) and extrinsic factors (obtaining employment, increasing income, visiting other nations, going to school, utilizing technology successfully, and communicating with native languages) were both influencing students' learning English motivations. It also found that beginner and intermediate English students were impacted by extrinsic motivations, whereas advanced students were influenced by intrinsic motivations.

Listyani (2022) conducted a study entitled "Exploring Indonesian EFL Writing Students' Differences in Motivation: A Language Learning Journey to Success". The study adopted a mixed-methods approach. The participants were 3 3 English-language learners from Indonesia. The research instruments were a questionnaire and interviews. After analysis, the results showed that the majority of learners learned English because of instrumental motivation. It also demonstrated that students' ideals and dreams were the motivating factors influencing students.

Dong, Liu, and Yang (2022) conducted a study entitled "The Relationship Between Foreign Language Classroom Anxiety, Enjoyment, and Expectancy-Value Motivation and Their Predictive Effects on Chinese High School Students' Self-Rated Foreign Language Proficiency". The study adopted a quantitative approach. The participants were 280 students from Northwestern China. The research instrument was a questionnaire. After analysis, the findings showed that more value-motivated students with foreign language enjoyment (FLE) were impacted by expectancy-value motivation. The FLE level increased, and the intrinsic value and utility value increased as well.

Mairin and Hu (2023) conducted a study entitled "Examining the Role of the Learner and the Teacher in Language Learning Motivation". The study adopted a mixed-methods approach. The participants were 277 English learners from Hong Kong.

The research instruments were observation and a questionnaire. After analysis, the findings showed that indicated fostering positive retrospective appraisal and being receptive to new experiences had a big impact on the drive to learn English. Additionally, it demonstrated how the motivating techniques used by teachers could affect the motivation and self-efficacy of students studying English.

The researcher identified five main features in the related researches and literature:

- 1) Learning a foreign language or English was impacted by learners' motivation;
- 2) The level of the intrinsic motivation was higher than that of the extrinsic motivation, which was in the same situation during Covid-19 period;
- 3) Previous studies of language motivation have revealed that the gender difference could impact the level of motivation, showing the level of females' learning motivation was higher than that of males;
- 4) Several studies have found that intrinsic factors (the desire to communicate, the desire to affiliate with foreigners, growth mindset, self-efficacy, intrinsic value, value-related motivation, the desire to integrative within the target language culture, language enjoyment, expectancy-value, recognition from others, L2 Ideal self, self-fulfilment, satisfaction, students' learning goal, enjoy English and conversation, self-confidence, intrinsic motivation to learn English, the intrinsic aim of comprehending English culture, the drive to get better at the language, the desire to have fun learning the language, and the significance of the English language, the perceived usefulness, finding English intriguing to learn, fond of people, culture and country, personal enjoyment, social prestige, being challenge, students' ideal and dreams, mastery-learning goal) impact students' learning motivation more heavily than that of extrinsic factors (learning anxiety, instrumental motivation, the desire for career, economic enhancement, the environment for English language learning, the approval of English language learning, instrumental motivation, the role sociocultural context, teachers' perception on motivation, the teachers' motivation, the place the learners coming from, the educational level of their parents, get a good job, go travel around,

"passing exam", teachers-related, utility value, school, system, family, classroom environment, social interaction, make a progress in education, enjoy English conversations, the expectation of receiving praise from others, achieving a good grade, learning more from the text, completing the assignment, pedagogical techniques, instructor assistance, the course's perceived utility, effectiveness, and entertainment value, among other things, making effective use of technology, and successfully interacting with native speakers, task-related motivation, teachers' competence);

5) The vast majority of studies on language learning motivation used quantitative method. The research instrument was questionnaire.

Table 2.2 below concludes reviewed related studies as a summary showing what studies have been conducted in the area of motivation, how they were designed and what findings have emerged.

Table 2.2 The Review of Related Research

No.	Researcher's Name	The Research indings
1.	Janina (2018)	The finding showed that when compared to learners
		from cities and parents with greater educational
	ملح المام ال	attainment, those from rural areas and those with lower
	723	educational attainment showed less motivation to learn
	MEIDO	English. It was also discovered that students' ideas
	167	about their own agency, emotional arousal, ideal 12-
		self, and self-regulation could all be impacted by the
		educational attainment of their parents.
2.	Iwaniec (2019)	The finding showed that higher levels of international
		orientation, ideal L2 self-efficacy beliefs, English self-
		concept, and intrinsic drive were found in female
		learners.
3.	Julia et al. (2019)	The finding showed that the extrinsic motivation and
		integrative motivation influenced the participants to
		learn English.

Table 2.2 The Review of Related Research (Cont.)

Researcher's Name	The Research indings
Zhang and Pérez-	The finding showed that "passing exam" was main
Paredes (2019)	factor influencing students learning English in China.
Ehsan et al. (2019)	The finding showed that the cooperative learning
	could enhance students' intrinsic motivation.
Lee and Lee (2019)	The finding showed that students with English major
	could have more self-confidence in using English
	outside the classroom. Demographic and affective
	variables impacted students' willingness to
	communicate in English outside classroom.
Ghanizadeh et al.	The finding showed that self-fulfilment could
(2019)	positively and significantly predict L2 motivation.
Namaziandost et al.	The finding showed that cooperative learning could
(2019)	improve intrinsic motivation.
Suárez et al. (2019)	The finding showed that the intrinsic motivation
	(enjoyment and satisfaction) could improve students'
	engagement and help students learn English better.
Ulfa and Bania	The finding showed that the intrinsic motivation was
(2019)	students own learning goal and the extrinsic motivation
18/72	was how the teachers instructed students.
Sevy-Biloon and	The finding showed that self-confidence as the
Chroman (2019)	intrinsic motivation could benefit students'
	communicative skills.
Husna and Tri	The finding showed that the intrinsic factors
(2019)	influencing students' motivation were 1) to want to
	improve their English skills, 2) to enjoy learning
	English, and 3) to think that English was a very
	important. It also found that the extrinsic factors
	influencing motivation were 1) to get a good job, 2) to
	pass their examination,
	Zhang and Pérez-Paredes (2019) Ehsan et al. (2019) Lee and Lee (2019) Ghanizadeh et al. (2019) Namaziandost et al. (2019) Suárez et al. (2019) Ulfa and Bania (2019) Sevy-Biloon and Chroman (2019) Husna and Tri

Table 2.2 The Review of Related Research (Cont.)

No.	Researcher's Name	The Research indings
		3) to meet and converse with more and varied people,
		and 4) to need English for their career.
13.	Hsu (2019)	The finding showed that female students were more
		motivated than male students, while students from
		rural areas showed higher levels of intrinsic, extrinsic,
		and task-related motivation.
14.	Gan (2020)	The finding showed that attitudes to classroom English
		learning had positive endorsement of learners' future
		desired selves. Learners with mastery-learning goal
		would prefer for learning process-oriented feedback.
15.	Rasool and Hama	The finding showed that the learners had both extrinsic
	Rashed (2020)	and intrinsic motivations for learning English, but
		compared to extrinsic motivation, intrinsic motivation
		was more prevalent.
16.	Wallace and Leong	The finding showed that most of learners learned
	(2020)	English due to both the instrumental motivation
	(2020)	(getting a good job; going travel around) and the
	18/73	integrative motivation (the desire to integrative within
		the target language culture). it also found that parents'
		expectation influencing students' English learning
		motivation.
17.	Wang and Zhan	The finding showed that the students' perceptions of
	(2020)	the benefit of learning English and their ideas about
		their own efficacy were stronger, which may have
		improved their self-control and motivation to learn.
		Higher level of learning anxiety could reduce students'
		motivation.

Table 2.2 The Review of Related Research (Cont.)

No.	Researcher's Name	The Research indings
18.	Wang and Guan	The finding showed that the teacher-related, self-
	(2020)	related and insinuation-related factors could impact
		students' motivation.
19.	Li and Mostafa	The finding showed that the persistent of effort with
	(2020)	ideal L2 self could be a motivational force to study a
		foreign language.
20.	Çağatay and Erten	The finding showed that the L2 ideal self-motivation
	(2020)	was impacted by learners' ability, school system,
		teacher, family and classroom environment.
21.	Daif et al. (2020)	The finding showed that the university students had
		higher level of motivation to learn English. Motivation
		was important to shape learners' conception about
		learning English. The difference of genders and majors
		impacted learners' perspectives about English
		learning.
22.	Bai and Wang	The finding showed that students with the motivational
	Bar and Wang (2020)	beliefs (growth mindset, self-efficacy, and intrinsic
	25%	value) could help them to use various self-regulation
	18/72	strategies.
23.	Papi and Hiver	The finding showed that students' value-related
	(2020)	motivation, control-related motivation, and truth-
		related motivation could shape students' language-
		learning choices and experiences.
24.	Sun and Gao (2020)	The finding showed that intrinsic motivation may not
		impact on students learning behaviors directly. But it
		had mediating effect on students' learning behaviors.
25.	Bećirović et al.	The finding showed that the students with anxious
	(2020)	emotion in the classroom could have less intrinsic
		motivation. The classroom anxiety was affected by
		gender.

Table 2.2 The Review of Related Research (Cont.)

No.	Researcher's Name	The Research indings
26.	Sorayyaei Azar and	The finding showed that the students in the study
	Tanggaraju (2020)	learned English due to the instrumental motivation
		instead of integrative, resultative and intrinsic
		motivation.
27.	Hussain et al.	The finding showed that Saudi Arabic learners learned
	(2020)	English due to the intrinsic motivation instead of the
		extrinsic motivations. Especially, Saudi learners, there
		was a dearth of supportive environments for studying
		English, and learning English was frowned upon by
		society
28.	Kohnke (2020)	The finding showed that Hong Kong learners had
		higher motivation for learning English vocabulary.
29.	Zhang et al. (2020)	The finding showed that learners in Shaanxi Province
		learned English due to both of the instrumental and
		integrative motivation.
30.	Subakthiasih and	The finding showed that during the Covid-19 period,
	Putri (2020)	when studying a foreign language, pupils' levels of
	220	intrinsic motivation were higher than their levels of
	18/72	extrinsic drive.
31.	Arif et al. (2020)	The finding showed that the main factors (the desire to
		obtain the best grade in the class and get a good job in
		the future) were influencing the participant to learn
		English.
32.	Gholamreza and	The finding showed that the level the female students'
	Ali (2020)	motivation was higher that of male students'
		motivation. The factors influencing students' extrinsic
		motivation were: 1) have a good job; 2) make progress
		in education; 3) enjoy English and conversations.

Table 2.2 The Review of Related Research (Cont.)

No.	Researcher's Name	The Research indings
33.	Cahyono and	The finding showed that female students had higher
	Rahayu (2020)	levels of motivation than the male students and female
		students also outperformed male students in writing
		proficiency.
34.	Nuraeni (2020)	The finding showed that the extrinsic factors, such as,
		good grade and parent issue influenced students'
		learning motivation.
35.	Mathis et al. (2021)	The finding showed that the learners had the instrumental
		motivation and vocational motivation. The students also
		understood the importance of English as a tool for
		worldwide communication and had a strong desire to
		engage with people throughout the world.
36.	Teng et al. (2021)	The finding showed that during Covid-19 period learners
		with self-efficacy belief, motivation and meta-cognitive
		strategies could enhance students' English learning
		achievement.
37.	Brown (2021)	The finding showed that the cooperative learning could
	720	impact on students' intrinsic motivation learning a
	2/7	foreign language. However, the cooperative learning
	* 0	was affected by age.
38.	Khan and Takkac	The finding showed that there were four main factors
	(2021)	influencing learners learning a foreign language: 1) the
		need for a career; 2) the need for financial gain; 3) the
		need for communication; and 4) the need to form an
		alliance with outsiders.
39.	Meşe and Sevilen	The finding showed that the extrinsic factors like social
	(2021)	interaction and learning environment could impact
		students' perception towards learning language
		motivation.

Table 2.2 The Review of Related Research (Cont.)

No.	Researcher's Name	The Research indings
40.	Toni (2021)	The finding showed that the extrinsic motivations (a
		desire to complete the assignment, receive praise from
		others, receive a good score, and learn more from the
		material) could impact students' motivation learning
		English.
41.	Peng and Fu (2021)	The finding showed that the intrinsic factors influencing
		students learning English were 1) intrinsic interest in
		English and 2) the intrinsic goal of understanding
		English culture.
42.	Alyousif et al.	The finding showed that interest topics, activities for
	(2021)	practicing English, traditional teaching, teachers'
		competence were the most important factors influencing
		learners' learning English.
43.	Reza and Novita	The finding showed that the extrinsic factors (getting
	(2021)	better jobs, communicating with people from different
		countries, studying abroad) and intrinsic factors (finding
	2339 ACIO	English intriguing to learn, fond of the people, culture
	75%	and the country) were influencing students' learning
	18/7	language motivation during Covid-19.
44.	Bagheri and	The finding showed that the intrinsic factors (personal
	Farhani (2022)	enjoyment, social prestige, and being challenge) and
		extrinsic factors (obtaining employment, increasing
		income, going abroad, pursuing a career in academia,
		utilizing technology efficiently, and communicating with
		native speakers) were both influencing students' learning
		English motivations. It also found that beginner and
		intermediate English students were impacted by extrinsic
		motivations, whereas the advanced students were
		influenced by intrinsic motivations.

Table 2.2 The Review of Related Research (Cont.)

No.	Researcher's Name	The Research indings
45.	Phuong (2022)	The finding showed that the extrinsic factors
		(pedagogical techniques, instructor assistance, the
		course's perceived utility, efficacy, and entertainment
		value, among other things) were influencing students'
		learning motivation during Covid-19 period.
46.	Zhang et al. (2022)	The finding showed that instructional approaches and
		motivation, the role of sociocultural context, teachers'
		perception on motivation impacted learners' language
		learning motivation.
47.	Listyani (2022)	The finding showed that majority of learners learned
		English because of instrumental motivation. It also
		demonstrated that students' ideal and dreams were the
		motivating factors influencing students
48.	Mairin and Hu	The finding showed that openness to experience and
	(2023)	encouraging positive retrospective evaluation had
		significant effect on English learning motivation. It also
	2	found that the teachers' motivational practices impacted
	73%	learners' learning English motivation.

Source: Researcher

2.4 CONCLUSION

Through the literature and related research, the types of motivations are intrinsic motivation and extrinsic motivation. The levels of motivation include persistence, effort, and intensity. The factors influencing students' learning English motivation involve attitude, self-concept, intrinsic motivation, learning environment, parents, and mastery. What researcher explore in the literature and related researches is relevant to the study and help researcher to develop the study, produce the questionnaires, and Gardner, Dörnyei, and Zimmerman all provided relevant theories

for the study to be considered and the design of the study. The related research provided the latest findings about language learning motivation in different countries, from different perspectives, which were relevant to the study as well.

Students have the motivation to drive themselves to complete learning tasks and teaching content when they are learning knowledge. Intrinsic motivation is more likely to drive students to learn knowledge than extrinsic motivation, especially for autonomous learning after class. Factors influencing students' learning motivation include intrinsic factors and extrinsic factors. Students may have different motivations to learn a foreign language. With different levels of motivation, students have different outcomes.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the study's research methodology. It begins with the research design, research site, research population and the sample groups. The instruments, validity and reliability of the instruments, the data collection procedure, data analysis, and ethical issues are also covered in this chapter to show how the study will be conducted step by step.

3.1 RESEARCH DESIGN

The study used a mixed-methods, multi-phase research approach to collect both quantitative and qualitative data to answer the research questions. Punch (2009, p.10) says research has four main features: framing the research in terms of research questions, determining what data are necessary to answer those questions, designing research instruments to collect and analyze those data, and using the data to answer the questions. Thus, it can be said that this study was designed with Punch's four main research features.

The quantitative data were collected first to identify the general trend of the issues investigated, and secondly, semi-structured interviews were conducted with a small number of volunteers for in-depth information based on the research participants' experiences of the issues. After that, both types of data were analyzed to show how they were related and complementary to each other. Finally, the findings were critically reviewed by a group of educational experts and experienced teachers in a focus group discussion to derive guidelines that can maximize student motivation. The study was carried out in phases as presented in the following table.

Table 3.1 The Six Phases in the Research

Phase	Description	People Involved and Instruments
1	Research Preparation	Researcher
	Literature review	
	Clarification of research questions	
	Clarification of research	
	methodology	
2	Instrument Construction, Validity	Researcher
	and Reliability Check	IOC Experts
	Questionnaire development and	A group of 30 students for pilot
	piloting	testing the questionnaire
	A4(((b)))	
	Semi-structured interview	Researcher
	schedules	
3	Data Collection:	Researcher
	Administration of the questionnaire	
	Interviews	Researcher and 12 volunteers (4
		students from each university)
4	1st Round of Data Analysis:	Researcher
	Numerical data will be processed	SPSS-ANOVA; Multiple
	with SPSS.	Regression
	'गधरेशति Ran	95
	Content analysis will be carried out	3Cs for analysis
	on the interview data	
5	2 nd Round of Data Analysis:	Researcher and Peer Debriefer
	Analysis of the findings and initial	
	guidelines for motivation	
	maximization	
6	Focus Group Discussion:	Researcher and 2 Experts and 2
	A Focus Group Discussion for	Experienced teachers in education
	Critical Review of the guidelines	

According to the table shown above, there were six phases in this study. Both quantitative data and qualitative data were conducted and the study moved in steps from Phase 1 to Phase 6. Table 3.2 below shows detailed information about the objectives and the quantitation and qualitative data analysis.

Table 3.2 The Objectives and Quantitative and Qualitative Data Analysis

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
ANOVA	ANOVA	ANOVA	Multiple	Content
			Regression	Analysis
3Cs	3Cs	3Cs	3Cs	

3.2 RESEARCH SITE

The three universities for the study were contacted to gain permission to collect the data at their universities. All three universities were funded by the government and located in the city of Chengdu, the capital city of Sichuan Province. Chengdu has a long history of rich culture and has a large number of universities. It is also the researcher's hometown, making it more convenient to conduct this research, which will benefit the researcher's hometown and place of work. Table 3.3 shows a general description of the selected universities.

Table 3.3 The Table Below Shows a General Description of the Selected Universities

University	Description and Criteria for Inclusion
1.Sichuan University (SCU)	It is a public and comprehensive university
	funded by the government and administrated by the
	Ministry of Education.
	It ranks 11 th of all the universities in China and
	the top university in Sichuan Province in the academic
	report of 2022 (Ranke 2023 Chinese University
	Rankings Released (Latest Rankings), 2023)

Table 3.3 The Table Below Shows a General Description of the Selected Universities (Cont.)

University	Description and Criteria for Inclusion
	Students in SU are those with high motivation for
	their academic success. Normally, students graduated
	from SU would have better employment compare with
	other universities in Sichuan Province. In 2021, there
	are 3397 (38.14%) undergraduate students in the
	employment out of 8907. 4470 (51.31%) students have
	plans for advanced study overseas or domestically.
2. Sichuan Normal	It is a public and comprehensive university funded
University (SNU)	by the government and administrated by the People's
	Government of Sichuan Province.
	It ranks 200 th of all the universities in China and
	8 th of universities in Sichuan Province in the academic
	report of 2022 (Ranke 2023 Chinese University
	Rankings Released (Latest Rankings), 2023)
	Students in SNU are prepared for being teachers
The state of the s	in the future in various disciplines.
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	In 2021, there are 3890 (45.06%) undergraduate
78/20	students in the employment out of 8632. 1409 (16.32%)
167	students have plans for advanced study overseas or
	domestically.
3.Chengdu University	It is a public and comprehensive university funded
(CDU)	by the government and administrated by the People's
	Government of Chengdu.
	It ranks 247 th of all the universities in China and
	11 th of universities in Sichuan Province in the academic
	report of 2022 (Ranke 2023 Chinese University
	Rankings Released (Latest Rankings), 2023)

Table 3.3 The Table Below Shows a General Description of the Selected Universities (Cont.)

University	Description and Criteria for Inclusion
	CDU was founded at 1978 which ranks around
	351-400th in the Young University Rankings and ranks
	around 1001-1200th in World University Rankings in
	the year of 2022. CDU develops fast in recent five years
	compared to other universities in Sichuan Province. In
	2022, it will take part in World University Games
	Summer as major athlete village.
	In 2021, there are 3998 (79.41%) undergraduate
	students in the employment out of 5034. 651 (12.93%)
	students have plans for advanced study overseas or
	domestically.

The fact that these three universities devote so much time and energy to the study of foreign languages is the reason for their academic concentration in this field. Each institution has various entrance requirements, which are determined by the scores of the national university entrance exams. In other words, universities choose their students based on their academic performance on the national entrance exam and how they rank among other candidates. However, this does not imply that all students from SCU are proficient in English, as the score of the national university examination is the average of the scores from many courses. SCU can enroll academically more accomplished students with scores significantly higher than the admission scores on other important universities. Students who receive scores higher than those required for admission to prestigious colleges can then be enrolled at SNU. CDU accepts students based on their admissions scores to prestigious universities.

3.3 POPULATION AND THE SAMPLE GROUPS

For this study, the population consisted of 95,000 (the error margin was around 95 percent) students from SCU, SNU, and CDU, in Chengdu, Sichuan Province, the

southeast part of China, in 2022. The population of CDU was roughly 23,000. The population of SCU was around 37,000. The population of SNU was around 35,000. The participants included both male and female students; they were mainly from the Arts majors. The participants were randomized. Individuals under the age of 18 were requested not to complete the questionnaire. The study used the Taro Yamane Formula (1967) to randomize the population.

The Yamane equation:

$$n = \frac{N}{1 + N e^2} \tag{3-1}$$

At the confidence level is 95% then, margin of error (e) is 0.05.

For CDU, population size (N) = 23, 000; margin of error (e) = 0.05. The sample size is approximately 393. For SCU, population size (N) = 37, 000; margin of error (e) = 0.05. The sample size is approximately 395. For SNU, population size (N) = 35, 000; margin of error (e) = 0.05. The sample size is approximately 395.

In brief, the total sample size for the questionnaire survey was around 1,183. For the safe size, each of the sample sizes was 10% higher compared to the original one. The final total sample size was 1,301.

Another data source was a group of 12 volunteer interviewees, four from each university in the study. The investigator posted an advertisement for recruiting the 12 volunteer interviewees on the Internet through applications, QQ, and Wechat. The participants were recruited based on the requirements. The requirements were: 1) they studied English as a foreign language; 2) they were not the students taught by the investigator.

For the focus group discussion, the 2 experienced experts and 2 experienced language teachers were all professors from the education and second language acquisition fields. They have up to 20 years of teaching experience in the relevant

areas. After creating the guidelines from the study findings, the investigator organized a focus group including the 2 experienced experts and 2 experienced language teachers to discuss and comment on the guidelines (Cohen et al., 2017, pp. 532-533; Punch, 2009, pp. 144-147). The researcher asked for their opinions, suggestions, and insights about it. After receiving advice from the experts, the researcher would revise the guidelines based on the experts' advice and suggestions.

3.4 RESEARCH INSTRUMENTS

The current study was mixed-methods research. Therefore, two research instruments were adopted in the study to collect the data to answer the research questions—the questionnaire and the semi-structured interview. How the research instruments were constructed is explained below.

3.4.1 The Questionnaire

The questionnaire designed followed the Dörnyei's (2003) guidelines to measure the motivation of students learning a foreign language. The instrument was composed of 47 Items, which was adopted from the 7-Likert Scale format of Gardners'(1985) Attitude, Motivation Test Battery. It involved four main areas: personal demographics, types of motivation, levels of motivation and factors influencing learning English motivation. The instrument allowed for the use of a combination of Items with a response format of strongly disagree 1), disagree 2), neither agree nor disagree 3), agree 4), and strongly agree 5).

The section on types of motivation is divided into two parts to measure students' types of motivation, which are intrinsic motivation and extrinsic motivation. In the part about intrinsic motivation, the content of the items mainly focused on learners' interest and desire towards learning a foreign language (e.g., enjoy learning a foreign language). In the part about extrinsic motivation, the items mainly emphasized rewards from learning a foreign language (e.g., studying for the test).

The section on levels of motivation consisted of three sub-scales to measure learners' levels of motivation to learn a foreign language: efforts, persistence, and intensity. In the part about effort, the items were mainly about learners' efforts to invest in learning a foreign language (e.g., invest time to learn a foreign language). In the part about persistence, the items focused on the attitudes of learners encountering the difficult task (e.g., whether the learners could continue learning when meeting the challenge). In the last part of intensity, the items were about the fluency of learning a foreign language (e.g., how often they learn, and how much time they learn).

The section on factors of motivation consisted of five subscales to measure learners' factors of motivation for learning a foreign language: attitude, self-concept, mastery, intrinsic interest, learning environment and parents. In the part about attitude, the items are about learners' attitudes toward foreign languages and the target country (e.g., interested in a foreign language and the target country). In the part about selfconcept, the items were about learners' belief in learning a foreign language (e.g., whether they can accomplish a task; confident in their skills to perform a task). In the part about mastery, the items focused on learners' current language proficiency and the gap between the language proficiency and the learning objectives (e.g., their progress in their learning). In the part of intrinsic interest, the items measured learners' preference and desire for learning a foreign language (e.g., a love of language learning, liking English songs). In the part about the learning environment, the items in this part were mainly about the course content, teacher-related factors, and peer influence (e.g., expectation of the course content, lesson presentation, and pressure from peers). The last part is about parents. The items are about family support from parents, and their parents' attitudes toward English learning. Table 3.4 shows the details that will be used to construct the questionnaires.

Table 3.4 The Details That Will Be Used to Construct The Questionnaire

Section	Subscales	Details
		The Items mainly focused on learners'
	Intrinsic motivation	interest and desire towards learning a
1. The types of		foreign language (e.g., enjoy learning a
1. The types of motivation		foreign language)
motivation		The Items mainly emphasized on rewards
	Extrinsic motivation	from learning a foreign language (e.g.,
		study for the test).
		The Items were mainly about learners'
	Efforts	efforts investing in learning a foreign
		language (e.g. invest time to learn a foreign
		language).
2.The levels of		The Items focused on the attitudes of
motivation	Persistence	learners encounter the difficult task (e.g.,
motivation		whether the learners could continue
		learning when meet challenge).
		The Items were about the fluency of
2	Intensity	learning a foreign language (e.g., how often
	25%	they learn, how much time they learn).
	18/72012.2	The Items were about learners' attitudes
	Attitude 1277779	toward foreign language and the target
		country (e.g., interested in a foreign
3. The factors		language and the target country).
of motivation		The Items were about learners' belief of
	Self-concept	learning a foreign language (e.g., whether
		they can accomplish a task; confident in
		their skills to perform a task).

Table 3.4 The Details That Will Be Used to Construct The Questionnaire (Cont.)

Section	Subscales	Details
		The Items focused on learners' current
	Mastery	language proficiency and the gap between
	iviasiciy	the language proficiency and the learning
		objectives (e.g., their progress of their
		learning).
		The Items measured learners' preference,
	Intrinsic interest	and desire for learning a foreign language
		(e.g., a love of language learning, liking
	0///	English songs).
	Adillo	The Items were in this part mainly about the
	Learning	course content, teacher-related factors and
	environment	peer influence (e.g. expectation of the
		course content, lesson presentation,
		pressure from peer).
		The items are about family support from
	parents, and their parents' attitudes toward	
25		English learning.

The adopted version of questionnaire shows as below in Table 3.5. It is to be examined through IOC and pilot test so that the questionnaire could be used to collect quantitative data.

Table 3.5 The Questionnaire Adopted from Gardner's (1985) Attitude, Motivation Test Battery

Part 1: Personal Particulars					
Please tick the box that is true to you in each item.					
1. Gender: ☐ Male					
	☐ Female				

Table 3.5 The Questionnaire Adopted from Gardner's (1985) Attitude, Motivation Test Battery (Cont.)

Part	1: Personal Particulars						
Pleas	lease tick the box that is true to you in each item.						
2. A	2. Age: ☐ Under 18						
		□ 18-25 yea	rs old				
		□ 25 to 30 y	ears o	old			
		□ Over 30 y	ears c	old			
3. G	rade:	☐ Freshman	l				
			re				
		☐ Junior					
		☐ Senior year	ar				
		□ other					
Part	2 Your Motivation						
Tick	the box that is true to you.						
5=St	crongly agree 4=Agree 3=Neutral 2=D	isagree 1=Stro	ongly	disag	ree		
No	Statement		5	4	3	2	1
Туре	e of Motivation		11/3	2/2		•	
4	I feel proud to be able to use English		10				
5	I enjoy learning English because I wa	ant to be like	11				
3	a native speaker.	pandsit					
6	Studying English helps me to und	derstand the					
0	world better.						
7	With good English, I can be part of	f the English					
7 community.							
8	Learning English is coming out of m	y curiosity.					
Learning English is useful for me to		o get a good					
	education overseas.						
10	With better proficiency of English, I	could find a					
10	decent job easily with good salary.						
11	Learning English is challenging for r	ne.					

Table 3.5 The Questionnaire Adopted from Gardner's (1985) Attitude, Motivation Test Battery (Cont.)

Part	Part 2 Your Motivation						
Tick	Tick the box that is true to you.						
5=St	rongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly d	isag	ree				
No	Statement	5	4	3	2	1	
Leve	el of Motivation		<u> </u>				
12	I study English for at least two hours per day.						
13	I learn English as much as I can.						
14	When I meet challenge learning English, I continue						
14	learning to handle the problems.						
15	I only study English before the test.						
16	I study English five days per week.						
17	I learn English as often as I can.						
18	If I have two study two subjects for the coming lessons, I will always pick up English.						
10							
19	I am easily bored when I review my English lessons.						
20	I always complete my homework although it is difficult.						
Facto	ors Influencing Your Motivation			II.			
21	I could travel around the world if my English is						
	advanced.						
22	I like to read English novel and listen to English music.						
23	If I could have better communication with native						
	speakers, I think I study English well.						
24	I am confident I can reach the target the teacher set.						
25	I am sure that I can pass the language test at the end of						
	the semester.						
26	Learning English is very important getting diploma and						
	traveling to the English-speaking countries.						
27	I feel confident when I use English in the classroom with						
	my teacher.						

Table 3.5 The Questionnaire Adopted from Gardner's (1985) Attitude, Motivation Test Battery (Cont.)

	Battery (Cont.)						
Part	Part 2 Your Motivation						
Tick	Tick the box that is true to you.						
5=St	rongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly d	isagı	ree				
No	Statement	5	4	3	2	1	
28	I think the course content is very useful.						
29	Our university invests a lot resource on English-learning-						
	related projects, which makes me believe that I can learn						
	English well through using the resources.						
30	If my classmates are good at English, I feel anxious and						
	pressured.						
31	My classmates are very supportive and kind.						
32	I failed in high school English tests, which discourages						
	me to learn English in the university.						
33	My English teachers could help me with my learning						
	English.						
34	I like to read English novel and listen to English music.	1					
35	I could enjoy watching English movie or drama without						
	subtitles if I learn English well.						
36	My English teacher is patient when I ask questions,						
	which encourages me to invest more time to deal with the						
	problem.						
37	My parents encourage me to learn English.						
38	My parents sent me to private schools for extra classes.						
39	I want to give up learning English because of my						
	teachers' poor explanation about English grammar.						
40	My English teacher uses teacher-centered approach to						
	help us learn English, which is useful to pass the exam						
	for me and motivate/ but demotivate us in the long term.						
41	English is unnecessary for me.						

Table 3.5 The Questionnaire Adopted from Gardner's (1985) Attitude, Motivation Test Battery (Cont.)

Part 2 Your Motivation								
Tick the box that is true to you.								
5=Strongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly disagree								
No	o Statement 5 4 3 2 1							
42	My parents think that learning English is not so useful as							
	I live in China.							
43	I would spend the time that should be invested in the							
	other subjects on English learning.							
44	If I study English well, I could study and live overseas,							
	which is my life goal and motivates me to study hard							
	even when I meet challenges.							
45	If I study English well, I could communicate with native							
	speakers, which I think it is awesome.							
46	My classmates are very ambition and competitive, which							
	gives me a lot pressure when I study English.							
47. 7	This is an open-ended question. You can write any information	ion :	you '	want	to			
share	e about your motivation in English language learning.							
	23	• • • • •	· · · · · ·					
	รากัยรับสิต Rangait	• • • • •	· · · · · ·					
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••••								

3.4.2 The Semi-Structured Interview

The interview was used to collect the data to offer opportunities for another group of data sources to provide in-depth information on motivation and related topics to the study. There was a group of 12 volunteer interviewees for the semi-structured interview, four from each university in the study. Each participant completed a consent form after learning about the study's objectives. The investigator performed semi-structured interviews in Mandarin, audio-recorded, transcribed verbatim, and translated into English. The interview for each participant lasted around 30 minutes. The number of participants was 12, with 4 from SCU, SNU, and CDU.

In the interview, the semi-structured questions below acted as prompts to get the interviewees to talk about their particular situations as responses to the research questions:

- 1) How long have you been learning English?
- 2) How do you learn English?
- 3) Do you enjoy learning English?
- 4) What do you think makes you want to learn English?
- 5) Are there any factors that make you want to give up learning and trying?
 - 6) Can you describe your English teacher and the way they teach?
- 7) In your opinion, what is the most important factor that helps you to become a successful English language learner?

3.4.3 Focus Group Discussion

After proposing a guidelines, the researcher organized a focus group discussion including two experts and two experienced teachers to discuss the guidelines and critically analyze the findings (Cohen et al., 2017, pp. 532-533; Punch, 2009, pp. 144-147). The focus group discussion was held in the office. All the experts and teachers were invited to participate in the discussion. The researcher would provide the

results of quantitative and qualitative data as well as the proposed guidelines. The researcher would ask for their opinions, suggestions, and insights about it. After receiving advice from experts, the researcher would summarize their suggestions and revise the guidelines based on their opinions. Table 3.6 shows the objectives of the study and research instruments.

Table 3.6 The Objectives of The Study and Research Instruments

Objective	Details	Instrument and Data
Objective 1	To explore the levels of intrinsic	Questionnaire and semi-
	motivation of the English	structured interview;
	language learners in Sichuan	quantitative and qualitative data
	Province;	
Objective 2	To study the levels of extrinsic	Questionnaire and semi-
	motivation of the English	structured interview;
	language learners in Sichuan	quantitative and qualitative data
	Province;	
Objective 3	To compare personal	Questionnaire; quantitative data
demographics with motivation of		1.2
92	the English language learners in	5
	Sichuan Province;	Ikit
Objective 4	To examine the factors	Questionnaire and semi-
	influencing the motivation of the	structured interview;
	English learners in Sichuan	quantitative and qualitative data
	Province;	
Objective 5	To obtain the guidelines of	Focus group discussion;
	motivation maximization for	qualitative data
	students' English language	
	learning.	

3.5 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

In the current study, the questionnaire for quantitative data was designed based on the scenario in China, including types of motivation, levels of motivation, and factors influencing students learning English motivation. The instruments' validity was bolstered by the implementation of standardized data collection methodologies. Participants were randomly selected, which contributed to their validity. The questionnaire was validated by five experts in the Item Objective Congruence (IOC) Activity. The results of IOC for the questionnaire are shown in Appendix C. Cronbach's alpha coefficient (1951) was used for the reliability of the instrument (Cronbach's alpha > 0.7). The results of the instrument are all above 0.95 after the pilot test (N = 30), which is shown in Appendix C as well. After IOC and the pilot test, the questionnaire includes 41 items and one open-ended question, which is shown in Appendix A.

The semi-structured questions for the participants were validated by five experts in the field of Second Language Acquisition for the purpose of instrument validation in the Item Objective Congruence (IOC) Activity. The results of IOC for the semi-structured questions is shown in Appendix C. The final version of questions for semi-structured interview is shown in Appendix A.

3.6 DATA COLLECTION PROCEDURE

The instruments of this research included the questionnaires and the interviews, which were conducted at each university, respectively. The informed consent agreement and letter were distributed, and the researcher gave a brief overview of the study's goals. It was possible for participants to read the documents. After all the steps to ensure the validity and reliability of the instruments, the questionnaires were distributed online through an application.

The interview took place in the researcher's office. The participants were interviewed one by one. Each participant answered the prepared, semi-structured questions. However, not all of the questions were used, and those that were used did not follow the order from one to six. The interview for each participant lasted around 30 minutes (Creswell, 2018). All the answers were recorded with permission from each interviewee.

3.7 DATA ANALYSIS

This study adopted a mixed-methods research approach, which involved quantitative data from the questionnaire and qualitative data from the semi-structured interview.

For the quantitative data, ANOVA and Multiple Regression were used to assess the independent and dependent variables in the study in order to detect patterns between the independent and dependent variables related to motivation. After using SPSS to analyze the quantitative data, the results showed the relationship between independent and dependent variables in order to answer the research questions.

For the qualitative data collected by the semi-structured interview and focus group discussion, the current study adopted content analysis and coding system of the three Cs: Coding, Categorizing and Concept (Lichtman, 2013). Details of the data analysis technique are shown below.

Table 3.7 The Steps of Conducting Data Analysis Proposed

Steps	Details
Step 1	Firstly, the researcher prepared and organized the text by putting the
	text into the documents and transcribing and summarizing the text.
Step 2	Secondly, the researcher analyzed the text from the participants'
	interview answers one by one.

Table 3.7 The Steps of Conducting Data Analysis Proposed by (Cont.)

Steps	Details
Step 3	Thirdly, the researcher produced the key ideas related to the dependent
	variables the study investigated in order to reveal additional evidence
	of association with the quantitative data.
Step 4	Fourthly, the researcher revised the ideas based on additional rereading
	and reviewed the data.
Step 5	Fifthly, the researcher revisited the categories. For the qualitative data
	collected by the semi-structured interview, the current study adopted the
	content analysis and coding system of the three Cs: Code, Category and
	Concept (Lichtman, 2013).
Step 6	Lastly, the researcher put the categories into concepts/themes.

Source: Lichtman, 2006



Figure 3.1 Three C's of Data Analysis: Codes, Categories, Concepts adapted Source: Lichtman, 2006

3.8 ETHICAL CONSIDERATIONS

The researcher strictly observed ethics in conducting the study in all steps of data collection based on Creswell (2018, pp. 88-98). The researcher promised to be very careful with data collection and analysis.

First, the researcher obtained permission to collect data from the participating universities in advance before the period of data collection.

Secondly, the researcher took great care to protect the privacy of all the research participants who provided both types of data by not identifying them by names but by numbers only.

Thirdly, the researcher asked the respondents' responses by making a mark to show they were willing to fill out the questionnaires. The consent forms written in Chinese were distributed by the researcher. All the interviewees were asked to fill out the consent forms to indicate their willingness to provide their information to the researcher and that they could leave any time they wished without any consequence. The consent forms were provided by the researcher before the interview. The researcher also informed the interviewees about the risks and benefits of the interview. The researcher explained that there was no potential risk in the study and told the participants that they could leave the interview anytime they wanted without any consequences. The researcher told the interviewees that the benefits of the study would be that their answers could indirectly contribute to working out the guidelines for maximizing language learning motivation for students.

Fourthly, the researcher submitted the research proposal with the intended instruments to the Ethics Research Board of Rangsit University for approval. Finally, the researcher got a certificate for Ethical Approval of the study, No. RSUERB2023-087.

Fifthly, the researcher made the appointment time for data collection as clear as possible. The researcher established trust and showed respect for the participating teachers. The researcher promised to store all the data for at least one year in a safe place. Firstly, all the data would be stored on the CD-ROM. Then, the CD-ROM would be locked in the safe. The researcher is the only one who is accessible to the safe. All the data remains anonymous. After one year, the data will be destroyed by the researcher completely.

Lastly, there is no conflict of interest in the study. The participants for the questionnaire and the semi-structured interview were not the students whom the researcher was teaching when collecting the data.



CHAPTER 4

DATA ANALYSIS

This chapter is about the results of the data analysis of quantitative and qualitative data. The purpose of the chapter is to answer three main research questions. The research questions are as follows:

Research Question 1

What are the levels of intrinsic motivation of the English language learners in Sichuan Province?

Research Question 2

What are the levels of extrinsic motivation of the English language learners in Sichuan Province?

Research Question 3

What are the comparison means of the demographic differences of motivation of the English language learners in Sichuan Province?

Research Question 4

What are the factors influencing the motivation of the English learners in Sichuan Province?

Research Question 5

What are the guidelines of motivation maximization for students' English language learning?

4.1 THE ANALYSIS OF QUANTITATIVE DATA

The research was conducted at three universities, Chengdu University (CDU), Sichuan Normal University (SNU), and Sichuan University (SCU). The total sample size was 1301, with 437 participants from CDU, 434 participants from SNU, and 435 participants from SCU. There were 687 (52.42%) female participants and 619 (47.57%) male participants.

The quantitative data was collected by the questionnaire, which was delivered online. The data was analyzed by SPSS to find out relationships between variables in order to answer the research questions.

Before the data collection, in order to ensure reliability and validity, the questionnaire first went through the IOC process and was assessed by five experts. The IOC Average of Item 2, Item 6, Item 28, Item 34, and Item 46 were below 0.67. They were deleted from the questionnaire. Then the questionnaire went through the reliability test. The test sample size was 30 participants. The Cronbach's Alpha was 0.957. All the remaining items were kept, and data collection began.

The findings from the analysis of quantitative data

After analyzing and comparing the data from three universities, the findings show that Efforts have the strongest impact on Intrinsic Motivation. It means students would like to invest more effort in learning English when they have Intrinsic Motivation. The findings also show that Persistence has the weakest impact on Intrinsic Motivation. It means students have Intrinsic Motivation and learn English less frequently.

After analyzing and comparing the data from three universities, the findings show that Intensity have the strongest impact on Extrinsic Motivation. It means students would like to study hard in learning English when they have Extrinsic Motivation. The findings also show that Persistence has the weakest impact on Extrinsic Motivation. It means students have Extrinsic Motivation and learn English less frequently.

The findings show that female students have stronger motivation to learn English than that of male students among three universities. It also shows that there is no significant difference among different grades and different universities.

The study analyzed the correlation between Intrinsic Motivation and Extrinsic Motivation and the factors influencing students learning English motivation including Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery. The findings shows that Intrinsic Motivation and Extrinsic Motivation have positive impact on Attitude, except students in CDU who have Intrinsic Motivation have weak impact on Attitude. In terms of Self-concept, the findings show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Self-concept. In terms of Intrinsic Motivation (as a factor), the findings show that Intrinsic Motivation and Extrinsic Motivation have strongly positive impact on Intrinsic Motivation (as a factor). In terms of Learning Environment, the findings show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Learning Environment. In terms of Parents, the findings show that Intrinsic Motivation and Extrinsic Motivation have slightly positive impact on Parents. In terms of Mastery, the findings show that Intrinsic Motivation and Extrinsic Motivation (CDU and SCU) have slightly positive impact on Mastery. Among Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery, the data show that Intrinsic Motivation and Extrinsic Motivation have strong impact on Intrinsic Motivation (as a factor) and Learning Environment.

Then, the next section will present the analysis of quantitative data from three universities, CDU, SNU, and SCU, respectively,

4.1.1 Analysis of Quantitative data from CDU

There were 437 participants taking the questionnaire. All the participants completed the questionnaire on the internet. After they completed the questionnaire, the data were collected and analyzed by SPSS and using ANOVA and multiple regression to identify the relationship between variables in order to answer the research questions.

4.1.1.1Analysis of Variance (ANOVA) on the Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts

A one-way between subjects ANOVA was conducted to compare the effect of Intrinsic Motivation (Item 3, Item 6, Item 9) in Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16). There was a significant effect of Intrinsic Motivation (Item 3, Item 6, Item 9) on Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16) at the p<.05 level.

As the Table 4.1 shown below, there was a significant effect of Intrinsic Motivation on Intensity, the F value= 10.701, 12.529, 11.427, p<.05. LSD showed that "Strongly Agree" was the highest value. There was a significant effect of Intrinsic Motivation on Efforts, the F value= 21.801, 18.513, 17.817, p<.05. LSD showed that "Strongly Agree" was the highest value. However, there was statistically significantly lower difference after Intensity and Efforts compare to Persistence, the F value=7.830, 6.136, 4.539, p<.05.

Table 4.1 The Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts

		CDU (n=437)					
		Intensity	Persistence	Efforts			
	Strongly Disagree	3.10±0.78	2.94±0.47	2.84±1.09			
Item 3	Disagree	2.96±0.85	2.94±0.49	2.88±0.92			
	Commonly	3.39±0.97	3.13±0.53	3.42±0.92			
	Agree	3.37±0.98	3.07±0.50	3.19±1.01			
	Strongly Agree	3.89±0.87	3.37±0.50	4.20±0.83			

Table 4.1 The Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts (Cont.)

		CDU (n=437)				
		Intensity	Persistence	Efforts		
	F	10.701	7.830	21.801		
	p	0.000	0.000	0.000		
	LSD	5>1=2=3=4	3=5>4>1=2	5>1=3=4>2		
	Strongly Disagree	3.11±0.74	3.06±0.53	2.98±0.93		
	Disagree	2.94±0.81	2.92±0.50	2.95±0.92		
	Commonly	3.43±1.00	3.13±0.52	3.25±0.96		
Item 6	Agree	3.34±0.94	3.09±0.51	3.25±1.02		
Item 0	Strongly Agree	3.92±0.94	3.30±0.50	4.17±0.90		
	F	12.529	6.136	18.513		
	p	0.000	0.000	0.000		
	LSD	5>3=4>1=2	5>1=2=3=4	5>1=2=3=4		
	Strongly Disagree	2.78±0.65	2.98±0.48	2.90±0.99		
	Disagree	3.07±0.84	2.98±0.52	2.89±0.90		
	Commonly	3.44±1.05	3.12±0.54	3.45±1.02		
Item 9	Agree	3.28±0.92	3.08±0.49	3.24±0.99		
TIGHT 9	Strongly Agree	3.90±0.94	3.29±0.51	4.03±0.92		
	F 18191	11.427	4.539	17.817		
	p	0.000	0.001	0.000		
	LSD	5>3=4>1=2	1=3=5>2=4	5>3>1=2=4		

4.1.1.2 Analysis of Variance (ANOVA) on the Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

A one-way between subjects ANOVA was conducted to compare the effect of Extrinsic Motivation (Item 4, Item 5, Item 7, Item 8) in Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item 13, Item 16), and Efforts (Item 11, Item 13, Item 16). There was a significant effect of Extrinsic Motivation (Item 4, Item 5, Item 7, Item

8) on Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item 13, Item 16), and Efforts (Item 11, Item 13, Item 16) at the p<.05 level.

As the Table 4.2 shown below, there was a significant effect of Extrinsic Motivation on Intensity, the F value= 19.298, 15.884, 16.977, 11.009, p<.05. LSD showed that "Strongly Agree" was the highest value. There was a significant effect of Extrinsic Motivation on Efforts, the F value= 19.350, 16.516, 16.656, 10.858, p<.05. LSD showed that "Strongly Agree" was the highest value. However, there was statistically significantly lower difference after Intensity and Efforts compare to Persistence, the F value=7.570, 4.751, 6.519, 4.223, p<.05.

Table 4.2 The Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

	4	CDU (n=437)			
		Intensity	Persistence	Efforts	
_	Strongly Disagree	3.13±0.86	3.09±0.61	2.91±0.82	
	Disagree	3.05±0.89	2.94±0.45	3.03±0.90	
	Commonly	3.23±0.90	3.09±0.55	3.21±1.04	
Item 4	Agree	3.25±0.92	3.08±0.50	3.17±1.00	
Tion 4	Strongly Agree	4.12±0.85	3.34±0.51	4.15±0.86	
	F 43	19.298	7.570	19.350	
	p 2981	0.000	0.000	0.000	
	LSD 76	5>1=2=3=4	5>1=2=3=4	5>3=4>1=2	
	Strongly Disagree	2.78±0.91	2.91±0.45	3.07±0.90	
	Disagree	3.06±0.83	2.98±0.51	2.94±0.87	
	Commonly	3.31±0.95	3.10±0.51	3.35±1.05	
Item 5	Agree	3.30±0.98	3.10±0.51	3.20±1.04	
Tion 3	Strongly Agree	4.05±0.82	3.29±0.53	4.07±0.87	
	F	15.884	4.751	16.516	
	p	0.000	0.001	0.000	
	LSD	5>3=4>1=2	5>3=4>1=2	5>3>2=4=>1	
Item 7	Strongly Disagree	3.14±0.76	2.97±0.54	3.09±0.93	
Ittili /	Disagree	2.97±0.82	3.01±0.48	2.98±0.85	

Table 4.2 The Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts (Cont.)

		CDU (n=437)				
		Intensity	Persistence	Efforts		
	Commonly	3.37±0.93	3.08±0.56	3.36±1.07		
	Agree	3.25±0.99	3.03±0.50	3.12±1.02		
	Strongly Agree	4.03±0.86	3.35±0.49	4.05±0.90		
	F	16.977	6.519	16.656		
	p	0.000	0.000	0.000		
	LSD	5>1=2=3=4	5>3=4>1=2	5>3=4>2>1		
	Strongly Disagree	3.06±0.92	2.98±0.63	3.17±0.80		
	Disagree	3.01±0.80	3.01±0.47	3.01±0.86		
	Commonly	3.29±0.95	3.07±0.52	3.21±1.02		
Item 8	Agree	3.40±1.02	3.06±0.53	3.30±1.12		
Ttom o	Strongly Agree	3.90±0.88	3.31±0.51	3.97±0.90		
	F	11.009	4.223	10.858		
	p 40	0.000	0.002	0.000		
	LSD 7	5>1=2=3=4	5>2=3=4>1	5>3=4>2>1		

4.1.1.3 Analysis of Variance (ANOVA) on the Effect of Extrinsic Motivation and Intrinsic Motivation on Gender and Grade

A paired-samples t-test was conducted to find out whether there would be a significant difference existing between female and male on Extrinsic Motivation and Intrinsic Motivation (p<.05). As Table 4.3 shown, there was a significant difference among Extrinsic Motivation and Intrinsic Motivation on gender. It also shows that female students have significantly high values of 7 items than that of male students. Among them, Item 7 and Item 8 have a statistically difference between female students and male students.

School	Item	Male	Female	M _F -M _M	t	p
	Item 3	3.03±1.00	3.50±1.16	0.470	-4.505	0.000
	Item 6	3.00±1.06	3.52±1.14	0.520	-4.914	0.000
	Item 9	2.99±1.05	3.57±1.19	0.580	-5.410	0.000
CDU	Item 4	2.95±1.03	3.55±1.19	0.600	-5.585	0.000
	Item 5	2.96±1.01	3.54±1.20	0.580	-5.429	0.000
	Item 7	2.95±1.04	3.65±1.18	0.700	-6.507	0.000
	Item 8	2.94±1.01	3.64±1.16	0.700	-6.716	0.000

Table 4.3 The Effect of Extrinsic Motivation and Intrinsic Motivation on Gender

As Table 4.4 shown, there was no significantly difference between different grades (freshman, sophomore, junior, senior), p>.05.

Table 4.4 The Effect of Extrinsic Motivation and Intrinsic Motivation on Grade

School	Item	Freshman	Sophomore	Junior	Senior	F	p	LSD
	Item3	3.32±1.18	3.27±1.12	3.28±1.08	3.21±1.07	0.151	0.929	-
	Item6	3.28±1.11	3.27±1.14	3.41±1.10	3.06±1.17	1.626	0.183	-
	Item9	3.22±1.24	3.38±1.16	3.35±1.14	3.09±1.08	1.301	0.274	1
CDU	Item49	3.24±1.11	3.33±1.17	3.30±1.22	3.09±1.09	0.814	0.487	1
	Item5	3.29±1.18	3.31±1.12	3.24±1.15	3.14±1.18	0.413	0.744	1
	Item7	3.37±1.26	3.29±1.12	3.34±1.20	3.24±1.11	0.214	0.887	1
	Item8	3.37±1.09	3.29±1.20	3.34±1.15	3.19±1.10	0.433	0.730	-

4.1.1.4 Multiple Regression Analysis

The study took Intrinsic Motivation and Extrinsic Motivation as Independent Variables, while the factors influencing students' learning motivation (Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery) are considered as Dependent Variables.

4.1.1.5 Attitude

It was shown in Table 4.5 as below. A multiple regression was run to predict Attitude from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation as a variable statistically and positively predicted Attitude, b=0.134,

p<0.001. Intrinsic Motivation did not add statistically significantly to the prediction, p<0.001.

Table 4.5 Intrinsic Motivation and Extrinsic Motivation and Attitude

	CDU
Constant	2.502***
Intrinsic Motivation	0.052
Extrinsic Motivation	0.134***
R ²	0.084
Adjust R ²	0.080
F	19.905
р	0.000

4.1.1.6 Self-concept

It was shown in Table 4.6 as below. A multiple regression was run to predict Self-concept from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation as a variable statistically and positively predicted Self-concept, b=0.120, p<0.001. Intrinsic Motivation had a slightly prediction to Self-concept, b=0.073, p<0.001.

Table 4.6 Intrinsic Motivation and Extrinsic Motivation and Self-concept

0/4/0	
73	CDU CDU
Constant	2.495***
Intrinsic Motivation	0.073**
Extrinsic Motivation	0.120***
\mathbb{R}^2	0.088
Adjust R ²	0.084
F	20.936
p	0.000

4.1.1.7 Intrinsic Motivation as A Factor

It was shown in Table 4.7 as below. A multiple regression was run to predict Intrinsic Motivation as a factor from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Intrinsic Motivation (as a factor), b=0.319, 0.343, p<0.001.

Table 4.7 Intrinsic Motivation and Extrinsic Motivation and Intrinsic Motivation as A
Factor

	CDU
Constant	1.081***
Intrinsic Motivation	0.319***
Extrinsic Motivation	0.343***
R ²	0.252
Adjust R ²	0.249
F	73.269
р	0.000

4.1.1.8 Learning Environment

It was shown in Table 4.8 as below. A multiple regression was run to predict Learning Environment from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Learning Environment, b=0.247, 0.259, p<0.001.

Table 4.8 Intrinsic Motivation and Extrinsic Motivation and Learning Environment

	CDU
Constant	1.640***
Intrinsic Motivation	0.247***
Extrinsic Motivation	0.259***
\mathbb{R}^2	0.198
Adjust R ²	0.194
F	53.475
p	0.000

4.1.1.9 Parents

It was shown in Table 4.9 as below. A multiple regression was run to predict Parents from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Parents, $b=0.085,\,0.053,\,p<0.001$.

Table 4.9 Intrinsic Motivation and Extrinsic Motivation and Parents

	CDU
Constant	2.667***
Intrinsic Motivation	0.085**
Extrinsic Motivation	0.053*
R ²	0.052
Adjust R ²	0.047
F	11.814
р	0.000

4.1.1.10 Mastery

It was shown in Table 4.10 as below. A multiple regression was run to predict Mastery from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Mastery, b=0.107, 0.088, p<0.001.

Table 4.10 Intrinsic Motivation and Extrinsic Motivation and Mastery

	CDU
Constant	2.464***
Intrinsic Motivation	0.107**
Extrinsic Motivation	0.088*
R ²	0.042
Adjust R ²	0.037
F	9.442
p	0.000

4.1.2 Analysis of Quantitative data from SNU

There were 434 participants taking the questionnaire. All the participants completed the questionnaire on the internet. After they completed the questionnaire, the data were collected and analyzed by SPSS and using ANOVA and multiple regression to identify the relationship between variables in order to answer the research questions.

4.1.2.1 Analysis of Variance (ANOVA) on the Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts

A one-way between subjects ANOVA was conducted to compare the effect of Intrinsic Motivation (Item 3, Item 6, Item 9) in Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16). There was a significant effect of Intrinsic Motivation (Item 3, Item 6, Item 9) on Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16) at the p<.05 level.

As the Table 4.11 shown below, there was a significant effect of Intrinsic Motivation on Intensity, the F value= 14.343, 12.943, 19.085, p<.05. LSD showed that "Strongly Agree" was the highest value. There was a significant effect of Intrinsic Motivation on Efforts, the F value= 20.933, 23.513, 21,338, p<.05. LSD showed that "Strongly Agree" was the highest value. However, there was statistically significantly lower difference after Intensity and Efforts compare to Persistence, the F value=5.597, 8.426, 6.011, p<.05.

Table 4.11 The Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts

		SNU (n=434)			
		Intensity	Persistence	Efforts	
	Strongly Disagree	3.19±0.71	3.01±0.57	3.05±0.84	
	Disagree	2.96±0.91	2.96±0.48	2.88±0.83	
Item 3	Commonly	3.38±0.99	3.15±0.52	3.39±1.01	
	Agree	3.33±0.93	3.07±0.54	3.09±1.01	
	Strongly Agree	3.96±0.91	3.28±0.42	4.02±0.82	

Table 4.11 The Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts (Cont.)

		SNU (n=434)			
		Intensity	Persistence	Efforts	
	F	14.343	5.597	20.933	
	p	0.000	0.000	0.000	
	LSD	5>3=4>1=2	5>3=4>1=2	5>1=3=4>2	
	Strongly Disagree	2.96±0.74	2.79±0.50	2.84±0.87	
	Disagree	3.04±0.89	2.95±0.50	3.00±0.84	
	Commonly	3.41±0.99	3.11±0.52	3.36±1.06	
Item 6	Agree	3.29±0.95	3.14±0.49	3.01±0.94	
	Strongly Agree	3.97±0.92	3.31±0.46	4.13±0.78	
	F	12.943	8.426	23.513	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	5>3=4>1=2	5>3>1=2=4	
	Strongly Disagree	2.85±0.69	3.01±0.57	2.87±0.98	
	Disagree	3.06±0.93	2.98±0.52	2.90±0.86	
	Commonly	3.42±0.91	3.09±0.49	3.24±0.99	
Item 9	Agree 8/7	3.19±0.99	3.08±0.51	3.19±0.96	
rtem y	Strongly Agree	4.05±0.80	3.31±0.42	4.03±0.83	
	F	19.085	6.011	21.338	
	p	0.000	0.000	0.000	
	LSD	5>3>1=2=4	5>3=4>2>1	5>1=2=3=4	

4.1.2.2 Analysis of Variance (ANOVA) on the Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

A one-way between subjects ANOVA was conducted to compare the effect of Extrinsic Motivation (Item 4, Item 5, Item 7, Item 8) in Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item 13, Item 16), and Efforts (Item 11, Item 13, Item

16). There was a significant effect of Extrinsic Motivation (Item 4, Item 5, Item 7, Item 8) on Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item 13, Item 16), and Efforts (Item 11, Item 13, Item 16) at the p<.05 level.

As the Table 4.12 shown below, there was a significant effect of Extrinsic Motivation on Intensity, the F value= 10.022, 18.879, 18.619, 15.593, p<.05. LSD showed that "Strongly Agree" was the highest value. There was a significant effect of Extrinsic Motivation on Efforts, the F value= 16.399, 25.414, 18.491, 15.058, p<.05. LSD showed that "Strongly Agree" was the highest value. However, there was statistically significantly lower difference after Intensity and Efforts compare to Persistence, the F value=2.908, 6.041, 5.779, 8.711, p<.05.

Table 4.12 The Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

		SNU (n=434)		
		Intensity	Persistence	Efforts
	Strongly Disagree	2.72±0.78	3.00±0.24	2.81±0.84
	Disagree	3.04±0.82	2.99±0.51	2.80±0.84
	Commonly	3.42±0.92	3.12±0.53	3.41±0.93
Item 4	Agree	3.30±1.07	3.09±0.53	3.24±1.00
Item 4	Strongly Agree	3.83±0.94	3.24±0.45	3.84±0.99
	F 2	10.022	2.908	16.399
	p < 73818.	0.000	0.021	0.000
	LSD	5>1=2=3=4	5>1=3=4>2	5>3=4>1=2
	Strongly Disagree	2.75±0.71	3.04±0.37	3.06±0.85
	Disagree	3.05±0.89	3.03±0.51	2.81±0.74
	Commonly	3.49±0.96	3.01±0.52	3.30±1.02
Item 5	Agree	3.18±0.95	3.06±0.50	3.19±1.02
Item 5	Strongly Agree	4.04±0.82	3.33±0.47	4.08±0.82
	F	18.879	6.041	25.414
	p	0.000	0.000	0.000
	LSD	5>1=2=3=4	5>3>1=2=4	5>3>1=2=4

Table 4.12 The Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

		SNU (n=434)			
		Intensity	Persistence	Efforts	
	Strongly Disagree	2.63±0.60	2.77±0.52	2.77±0.59	
	Disagree	2.94±0.84	2.99±0.49	2.87±0.85	
	Commonly	3.52±0.94	3.12±0.54	3.28±0.97	
Item 7	Agree	3.23±0.91	3.08±0.50	3.18±0.98	
	Strongly Agree	3.98±0.98	3.29±0.46	3.99±0.92	
	F	18.619	5.779	18.491	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	5>3=4>1=2	5>1=2=3=4	
	Strongly Disagree	2.72±0.72	2.85±0.49	2.67±0.74	
	Disagree	3.00±0.86	3.02±0.53	2.96±0.80	
	Commonly	3.54±0.97	3.11±0.50	3.20±1.07	
Item 8	Agree	3.22±0.98	3.01±0.48	3.23±0.99	
	Strongly Agree	3.90±0.88	3.35±0.45	3.91±0.93	
	F nellacie	15.593	8.711	15.058	
	p "/E/9\	0.000 RONS	0.000	0.000	
	LSD	5>1=2=3=4	5>3=4>1=2	5>2=3=4>1	

4.1.2.3 Analysis of Variance (ANOVA) on the Effect of Extrinsic Motivation and Intrinsic Motivation on Gender and Grade

A paired-samples t-test was conducted to find out whether there would be a significant difference existing between female and male on Extrinsic Motivation and Intrinsic Motivation (p<.05). As Table 4.13 shown, there was a significant difference among Extrinsic Motivation and Intrinsic Motivation on gender. It also shows that female students have significantly high values of 7 items than that of male students.

Among them, Item 4 and Item 5 have a statistically difference between female students and male students.

Table 4.13 The Effect of Extrinsic Motivation and Intrinsic Motivation on Gender

School	Item	Male	Female	$M_{\rm F}$ - $M_{\rm M}$	t	p
	Item 3	2.93±1.11	3.46±1.26	0.530	-4.585	0.000
	Item 6	2.96±1.00	3.51±1.26	0.550	-4.994	0.000
	Item 9	2.97±1.03	3.52±1.34	0.550	-4.714	0.000
SNU	Item 4	2.93±1.09	3.65±1.08	0.720	-6.875	0.000
	Item 5	2.94±1.06	3.64±1.20	0.700	-6.304	0.000
	Item 7	3.07±1.05	3.65±1.13	0.580	-5.521	0.000
	Item 8	2.99±1.08	3.67±1.17	0.680	-6.215	0.000

As Table 4.14 shown, there was no significantly difference between different grades (freshman, sophomore, junior, senior), p>.05.

Table 4.14 The Effect of Extrinsic Motivation and Intrinsic Motivation on Grade

School	Item	Freshman	Sophomore	Junior	Senior	F	p	LSD
	Item 3	3.12±1.26	3.13±1.25	3.28±1.19	3.48±1.15	1.342	0.260	-
	Item 6	3.12±1.26	3.30±1.22	3.23±1.14	3.38±1.07	0.621	0.602	-
	Item 9	3.21±1.25	3.27±1.24	3.22±1.21	3.44±1.26	0.465	0.707	-
SNU	Item 4	3.40±1.04	3.38±1.16	3.23±1.18	3.27±1.11	0.589	0.623	-
	Item 5	3.34±1.13	3.42±1.17	3.14±1.26	3.40±1.13	1.545	0.202	-
	Item 7	3.58±1.15	3.50±1.09	3.22±1.12	3.17±1.18	2.817	0.039	1=2>3=4
	Item 8	3.49±1.26	3.37±1.17	3.30±1.14	3.33±1.25	0.446	0.721	-

4.1.2.4 Multiple Regression Analysis

The study took Intrinsic Motivation and Extrinsic Motivation as Independent Variables, while the factors influencing students' learning motivation

(Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery) are considered as Dependent Variables.

4.1.2.5 Attitude

It was shown in Table 4.15 as below. A multiple regression was run to predict Attitude from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Attitude, b=0.063, 0.080, p<0.001.

Table 4.15 Intrinsic Motivation and Extrinsic Motivation and Attitude

	SNU
Constant	2.618***
Intrinsic Motivation	0.063**
Extrinsic Motivation	0.080**
R ²	0.053
Adjust R ²	0.049
F	12.149
р	0.000

4.1.2.6 Self-concept

It was shown in Table 4.16 as below. A multiple regression was run to predict Self-concept from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation as a variable statistically and positively predicted Self-concept, b=0.128, p<0.001. Intrinsic Motivation had a slightly prediction to Self-concept, b=0.055, p<0.001. It means that Intrinsic Motivation has strong impact on Self-concept compared to Extrinsic Motivation.

Table 4.16 Intrinsic Motivation and Extrinsic Motivation and Self-concept

	SNU
Constant	2.491***
Intrinsic Motivation	0.128***
Extrinsic Motivation	0.055*

Table 4.16 Intrinsic Motivation and Extrinsic Motivation and Self-concept (Cont.)

	SNU
R ²	0.098
Adjust R ²	0.094
F	23.374
p	0.000

4.1.2.7 Intrinsic Motivation as A Factor

It was shown in Table 4.17 as below. A multiple regression was run to predict Intrinsic Motivation as a factor from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Intrinsic Motivation (as a factor), b=0.241, 0.246, p<0.001.

Table 4.17 Intrinsic Motivation and Extrinsic Motivation and Intrinsic Motivation as A
Factor

	SNU
Constant	1.706***
Intrinsic Motivation	0.241***
Extrinsic Motivation	0.246***
R ² /2	0.160
Adjust R ²	Dangs 0.156
F	41.025
p	0.000

4.1.2.8 Learning Environment

It was shown in Table 4.18 as below. A multiple regression was run to predict Learning Environment from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Learning Environment, b=0.289, 0.223, p<0.001.

Table 4.18 Intrinsic Motivation and Extrinsic Motivation and Learning Environment

	SNU
Constant	1.646***
Intrinsic Motivation	0.289***
Extrinsic Motivation	0.223***
\mathbb{R}^2	0.214
Adjust R ²	0.210
F	58.649
p	0.000

4.1.2.9 Parents

It was shown in Table 4.19 as below. A multiple regression was The findings show that female students have stronger motivation to learn English than male students in three universities. It also shows that there is no significant difference among different grades and different universities. run to predict Parents from Intrinsic Motivation and Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Parents, b=0.089, 0.072, p<0.001.

Table 4.19 Intrinsic Motivation and Extrinsic Motivation and Parents

200	SNU
Constant	2.607***
Intrinsic Motivation	0.089**
Extrinsic Motivation	0.072**
\mathbb{R}^2	0.062
Adjust R ²	0.057
F	14.195
p	0.000

4.1.2.10 Mastery

It was shown in Table 4.20 as below. A multiple regression was run to predict Mastery from Intrinsic Motivation and Extrinsic Motivation. Extrinsic

Motivation and Intrinsic Motivation as variables statistically and cannot predict Mastery, p>0.005.

Table 4.20 Intrinsic Motivation and Extrinsic Motivation and Mastery

	SNU
Constant	2.879***
Intrinsic Motivation	0.038
Extrinsic Motivation	0.039
R ²	0.007
Adjust R ²	0.002
F	1.493
р	0.226

4.1.3 Analysis of Quantitative data from SCU

There were 435 participants taking the questionnaire. All the participants completed the questionnaire on the internet. After they completed the questionnaire, the data were collected and analyzed by SPSS and using ANOVA and multiple regression to identify the relationship between variables in order to answer the research questions.

4.1.3.1 Analysis of Variance (ANOVA) on the Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts

A one-way between subjects ANOVA was conducted to compare the effect of Intrinsic Motivation (Item 3, Item 6, Item 9) in Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16). There was a significant effect of Intrinsic Motivation (Item 3, Item 6, Item 9) on Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16) at the p<.05 level.

As the Table 4.21 shown below, there was a significant effect of Intrinsic Motivation on Intensity, the F value= 21.559, 17.956, 18.311, p<.05. LSD showed that "Strongly Agree" was the highest value. There was a significant effect of Intrinsic Motivation on Efforts, the F value= 19.653, 19.618, 15.958, p<.05. LSD showed that

"Strongly Agree" was the highest value. However, there was statistically significantly lower difference after Intensity and Efforts compare to Persistence, the F value=6.744, 5.494, 4.591, p<.05.

Table 4.21 The Effect of Intrinsic Motivation on Intensity, Persistence, and Efforts

		SCU (n=435)			
		Intensity	Persistence	Efforts	
	Strongly Disagree	2.70±0.84	2.90±0.65	2.90±0.82	
	Disagree	3.00±0.85	3.00±0.44	2.92±0.91	
	Commonly	3.73±0.90	3.07±0.52	3.57±0.93	
Item 3	Agree	3.22±0.99	3.06±0.53	3.41±0.99	
Item 3	Strongly Agree	3.99±0.85	3.31±0.43	4.01±0.75	
	F	21.559	6.744	19.653	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	5>1=2=3=4	5>1=2=3=4	
	Strongly Disagree	3.06±0.81	3.02±0.43	3.14±0.87	
	Disagree	2.97±0.92	2.98±0.48	2.94±0.88	
	Commonly	3.37±1.06	3.16±0.46	3.37±0.94	
Item 6	Agree	3.36±0.94	3.03±0.51	3.40±0.99	
Tiom o	Strongly Agree	4.01±0.78	3.26±0.51	4.03±0.78	
	F TAE	17.956	5.494	19.618	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	3=5>1=2=4	5>2=3=4>1	
	Strongly Disagree	3.67±1.45	2.78±0.39	2.22±0.69	
	Disagree	3.06±0.81	2.98±0.49	3.01±0.84	
	Commonly	3.40±1.00	3.07±0.48	3.56±0.98	
Item 9	Agree	3.28±1.00	3.10±0.51	3.35±0.99	
Tioni 7	Strongly Agree	4.11±0.77	3.27±0.48	4.00±0.80	
	F	18.311	4.591	15.958	
	p	0.000	0.001	0.000	
	LSD	5>1=2=3=4	5>2=3=4>1	5>1=2=3=4	

4.1.3.2 Analysis of Variance (ANOVA) on the Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

A one-way between subjects ANOVA was conducted to compare the effect of Extrinsic Motivation (Item 4, Item 5, Item 7, Item 8) in Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16). There was a significant effect of Extrinsic Motivation (Item 4, Item 5, Item 7, Item 8) on Intensity (Item 10, Item 14, Item 15), Persistence (Item 11, Item13, Item 16), and Efforts (Item 11, Item 13, Item 16) at the p<.05 level.

As the Table 4.22 shown below, there was a significant effect of Extrinsic Motivation on Intensity, the F value= 19.733, 17.659, 25.654, 20.171, p<.05. LSD showed that "Strongly Agree" was the highest value. There was a significant effect of Extrinsic Motivation on Efforts, the F value= 15.579, 13.853, 15.652, 16.291, p<.05. LSD showed that "Strongly Agree" was the highest value. However, there was statistically significantly lower difference after Intensity and Efforts compare to Persistence, the F value=6.480, 5.132, 10.335, 9.493, p<.05.

Table 4.22 The Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts

			SCU(n=435)	
	Le Le	Intensity	Persistence	Efforts
Item 4	Strongly Disagree	3.17±0.91	2.86±0.57	3.55±1.03
	Disagree 27	3.06±0.84	2.99±0.48	3.03±0.90
	Commonly	3.45±1.03	3.12±0.50	3.39±0.96
	Agree	3.26±0.99	3.06±0.49	3.39±0.99
	Strongly Agree	4.10±0.76	3.30±0.47	4.02±0.78
	F	19.733	6.480	15.579
	p	0.000	0.000	0.000
	LSD	5>1=2=3=4	5>1=2=3=4	5>1=2=3=4
Item 5	Strongly Disagree	3.02±0.75	2.93±0.48	2.98±0.82
	Disagree	3.02±0.93	2.98±0.47	3.12±0.96
	Commonly	3.55±0.97	3.12±0.52	3.50±0.98
	Agree	3.34±0.96	3.09±0.49	3.36±0.99

Table 4.22 The Effect of Extrinsic Motivation on Intensity, Persistence, and Efforts (Cont.)

		SCU (n=435)			
		Intensity	Persistence	Efforts	
	Strongly Agree	4.06±0.82	3.28±0.49	4.03±0.73	
Item 5	F	17.659	5.132	13.853	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	5>1=2=3=4	5>1=2=3=4	
	Strongly Disagree	2.80±0.58	2.84±0.47	2.96±1.04	
	Disagree	2.83±0.86	3.00±0.50	3.09±0.89	
	Commonly	3.65±0.83	3.00±0.48	3.51±0.97	
Item 7	Agree	3.46±1.01	3.10±0.49	3.37±0.97	
Item /	Strongly Agree	4.04±0.82	3.37±0.45	4.06±0.80	
	F	25.654	10.335	15.652	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	5>2=3=4>1	5>2=3=4>1	
	Strongly Disagree	2.57±0.80	2.96±0.61	2.97±0.97	
	Disagree	3.12±0.84	2.95±0.46	3.05±0.93	
	Commonly	3.47±1.03	3.03±0.49	3.54±0.88	
	Agree	3.38±0.95	3.13±0.47	3.39±1.00	
Item 8	Strongly Agree	4.07±0.84	3.34±0.48	4.03±0.78	
	F	20.171	9.493	16.291	
	p	0.000	0.000	0.000	
	LSD	5>1=2=3=4	5>1=2=3=4	5>2=3=4>1	

4.1.3.3 Analysis of Variance (ANOVA) on the Effect of Extrinsic Motivation and Intrinsic Motivation on Gender and Grade

A paired-samples t-test was conducted to find out whether there would be a significant difference existing between female and male on Extrinsic Motivation and Intrinsic Motivation (p<.05). As Table 4.23 shown, there was a significant difference among Extrinsic Motivation and Intrinsic Motivation on gender. It also shows that female students have significantly high values of 7 items than that of male students. It means that female students have stronger motivation (Intrinsic Motivation and Extrinsic Motivation) than that of male students.

Table 4.23 The Effect of Extrinsic Motivation and Intrinsic Motivation on Gender

School	Item	Male	Female	M _F -M _M	t	p
	Item 3	3.22±1.12	3.77±1.11	0.550	-5.129	0.000
	Item 6	3.31±1.16	3.78±1.17	0.470	-4.178	0.000
	Item 9	3.29±1.04	3.85±1.04	0.560	-5.632	0.000
SCU	Item 4	3.24±1.14	3.72±1.17	0.480	-4.349	0.000
	Item 5	3.16±1.18	3.66±1.13	0.500	-4.525	0.000
	Item 7	3.12±1.12	3.74±1.15	0.620	-5.782	0.000
	Item 8	3.11±1.15	3.70±1.20	0.590	-5.229	0.000

As Table 4.24 shown, there was no significantly difference between different grades (freshman, sophomore, junior, senior), p>.05.

Table 4.24 The Effect of Extrinsic Motivation and Intrinsic Motivation on Grade

School	Item	Freshman	Sophomore	Junior	Senior	F	p	LSD
	Item 3	3.58±1.06	3.53±1.16	3.47±1.17	3.39±1.26	0.378	0.769	-
	Item 6	3.58±1.17	3.58±1.19	3.56±1.21	3.39±1.19	0.340	0.797	-
	Item 9	3.67±1.11	3.47±1.08	3.64±1.05	3.57±1.07	0.926	0.428	-
SCU	Item 4	3.61±1.11	3.52±1.19	3.39±1.23	3.41±1.13	0.775	0.508	-
	Item 5	3.43±1.11	3.48±1.22	3.42±1.23	3.20±1.09	0.605	0.612	-
	Item 7	3.50±1.16	3.48±1.21	3.44±1.18	3.20±1.09	0.715	0.544	-
	Item 8	3.52±1.07	3.39±1.30	3.39±1.27	3.34±1.06	0.376	0.771	-

4.1.3.4 Multiple Regression Analysis

The study took Intrinsic Motivation and Extrinsic Motivation as Independent Variables, while the factors influencing students' learning motivation

(Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery) are considered as Dependent Variables.

4.1.3.5 Attitude

It was shown in Table 4.25 as below. A multiple regression was run to predict Attitude from Intrinsic Motivation and Extrinsic Motivation. Intrinsic Motivation as a variable statistically and positively predicted Attitude, b=0.139, p<0.001.

Table 4.25 Intrinsic Motivation and Extrinsic Motivation and Attitude

	SCU
Constant	2.575***
Intrinsic Motivation	0.139***
Extrinsic Motivation	0.030
R ²	0.083
Adjust R ²	0.079
F	19.508
p	0.000

4.1.3.6 Self-concept

It was shown in Table 4.26 as below. A multiple regression was run to predict Self-concept from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Self-concept, b=0.118, 0.098, p<0.001. It means that Intrinsic Motivation and Extrinsic Motivation has the same strong impact on Self-concept.

Table 4.26 Intrinsic Motivation and Extrinsic Motivation and Self-concept

	SCU
Constant	2.384***
Intrinsic Motivation	0.118***
Extrinsic Motivation	0.098***
R ²	0.120

Table 4.26 Intrinsic Motivation and Extrinsic Motivation and Self-concept (Cont.)

	SCU
Adjust R ²	0.116
F	29.427
p	0.000

4.1.3.7 Intrinsic Motivation as A Factor

It was shown in Table 4.27 as below. A multiple regression was run to predict Intrinsic Motivation as a factor from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively and strongly predicted Intrinsic Motivation (as a factor), b=0.355, 0.272, p<0.001.

Table 4.27 Intrinsic Motivation and Extrinsic Motivation and Intrinsic Motivation as A
Factor

	SCU
Constant	1.251***
Intrinsic Motivation	0.355***
Extrinsic Motivation	0.272***
R ² /2	0.277
Adjust R ²	0.274
F	82.934
p	0.000

4.1.3.8 Learning Environment

It was shown in Table 4.28 as below. A multiple regression was run to predict Learning Environment from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively and strongly predicted Learning Environment, b=0.389, 0.324, p<0.001.

Table 4.28 Intrinsic Motivation and Extrinsic Motivation and Learning Environment

	SCU
Constant	1.029***
Intrinsic Motivation	0.389***
Extrinsic Motivation	0.324***
R ²	0.303
Adjust R ²	0.300
F	94.000
р	0.000

4.1.3.9 Parents

It was shown in Table 4.29 as below. A multiple regression was run to predict Parents from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically and positively predicted Parents, b=0.147, 0.109, p<0.001.

Table 4.29 Intrinsic Motivation and Extrinsic Motivation and Parents

	SCU
Constant	2.254***
Intrinsic Motivation	0.147***
Extrinsic Motivation	0.109***
R ²	0.157
Adjust R ²	0.153
F	40.197
p	0.000

4.1.3.10 Mastery

It was shown in Table 4.30 as below. A multiple regression was run to predict Mastery from Intrinsic Motivation and Extrinsic Motivation. Extrinsic Motivation and Intrinsic Motivation as variables statistically predicted Mastery, $b=0.139,\,0.157,\,p<0.001.$

Table 4.30 Intrinsic Motivation and Extrinsic Motivation and Mastery

	SCU
Constant	2.112***
Intrinsic Motivation	0.139**
Extrinsic Motivation	0.157***
R ²	0.099
Adjust R ²	0.095
F	23.819
p	0.000

4.2 THE ANALYSIS OF QUALITATIVE DATA

The students for semi-structured interviews were from CDU, SNU, and SCU. There were 12 interviewees in total. Their majors were mainly Arts. The personal information of interviewees is shown in Table 4.31 as follows:

Table 4.31 Code Names and Brief Profiles of Participants

No.	Years of Learning	Language	Age	Code Names	Profiles
	English	Proficiency		100	
1	11 290	B1	20	Student A	Art and Design
2	10	A2° an R	1905	Student B	Art and Design
3	12	B2	21	Student C	Art
4	10	A2	19	Student D	Art and Design
5	13	B1	20	Student E	Art
6	11	B1	20	Student F	Art
7	12	B2	21	Student G	Art
8	10	B1	19	Student H	Art
9	11	B1	20	Student I	Art
10	11	B2	19	Student J	Art
11	12	B2	21	Student K	Art
12	11	B2	20	Student L	Art

The qualitative results show that the types of motivation of students from CDU and SNU were extrinsic motivation, which is exam-oriented motivation, especially before they entered universities. After entering universities, extrinsic motivation was learning English for use and career. The type of motivation students at SU had was intrinsic motivation; that is, they regarded learning English as a challenge. After they entered universities, extrinsic motivation emerged—that is, to study overseas. The intrinsic motivation is about learning English for personal development—learning for themselves.

The results show the levels of motivation of students from CDU, SNU, and SCU were not different. Before entering universities, they all had English classes from Monday to Friday. Most of them went to extra classes at tutorial schools. After entering universities, most of them learned English in the class. However, some students would learn English after class by reading English novels or watching American dramas.

The results show that the factors influencing learning English motivation at CDU, SNU, and SU were similar. Students learning English motivation could be influenced by teachers, pedagogy, family, pressures from outside and inside, and previous negative learning experiences. Among them, teachers, pedagogy, and previous negative learning experiences have a significant influence on students' learning English motivation.

The next section will present the analysis of qualitative data from three universities respectively.

4.2.1 Analysis the qualitative data from CDU

Four students from Chengdu University were interviewed. Each student took about 20 minutes. Before the interview, the researcher explained the study to the participants. The interview was recorded and transcribed into raw data that could be analyzed. The participants were fully aware of the confidentiality of the data. The

researcher promised their data would be kept confidential. The recording would be deleted once the researcher had the scripts.

The interview was to find out their types of motivation, their levels of motivation, and the factors influencing their motivation to learn English. The interviewed data were analyzed by 3C as follows in the table: The Table 4.32 presents the findings based on the raw data.

Table 4.32 The Code-Category-Concept Analysis (CDU)

Code	Category	Concept
Learning it for fun (2)	Teaching methods	Intrinsic motivation
Exam-oriented learning	Learning English for	Extrinsic motivation
(7)	passing the exams	Attitude towards learning
Classroom learning (4)	Learning English for using	English
Outcome-oriented	English	Pedagogy
learning	Job-oriented learning	Teaching strategies
Active learning (4)	English	suitable for students
Share useful learning	High frequency of learning	Family support
strategies	English	Factors influencing
Dislike cram school	Lack of communicative	students' motivation of
Love exploring	abilities in English	learning English
Love being challenged	Family support	Negative experiences
Lack of time learning	Lack of support from	influencing students'
English	family members	motivation of learning
Active teaching	Sense of accomplishment	English
Study English every day	Enjoy learning English	
(2)	Learning English for	
Like learning English;	exploring	
Feel accomplishment	Enjoy being challenged	
when learning English		
Communication-oriented		
learning		

Table 4.32 The Code-Category-Concept Analysis (CDU) (Cont.)

Code	Category	Concept
Communicative teaching		-
Traditional teaching(4)		
The importance of		
learning English		
Learn it by heart (5)		
Grammar-translation	A	
teaching;		
exam-oriented teaching		
and learning		
Ignorance of		
communicating in English		
Lack of communicative		
abilities in English		
Persistence in learning		
English		
Grammar-translation	11/11/11	T. Z.
teaching and learning		5
Learning English for		il.
myself;	Tien	
Job-oriented learning;	ยรงสิต Rangs	
Learn English for using		
English (4);		
The support from family		
to learn English;		
The sense of		
accomplishment;		
Good language learners		
can be good at taking		
exam and communicating		
with others as well.		

Table 4.32 The Code-Category-Concept Analysis (CDU) (Cont.)

Code	Category	Concept
Task-based teaching and		
learning;		
Learning English for		
being better than		
classmates		
learning English for		
exploring the world		
outside;		
No training school after		
class, except English		
corner;		
Lack of family support;		
Learning English for		
socialization;		
The successful learners		
should use English;	11/1/11	12.
Enjoy learning English(2);		5
Failure experiences		17
influencing how to learn	e a coit	
English	धर्णतील Rang	
Translation software;		
Game-oriented teaching;		
Lack of explanation of		
grammar rules in		
classroom		
Lack of attention towards		
students;		
Lack of interaction		
between teachers and		
students;		

Table 4.32 The Code-Category-Concept Analysis (CDU) (Cont.)

Code	Category	Concept
Be patient for students;		
The teaching content;		
The teaching styles;		
Learning software;		
Learning for passing CET		
4		
Translation software;		
Bad teachers' influencing	555	

When the codes were grouped, 12 categories emerged. They were: 1) Teaching methods; 2) Learning English to pass the exams; 3) Learning English for use; 4) Joboriented learning English; 5) High frequency of learning English; 6) Lack of communicative abilities in English; 7) Support of family members; 8) Lack of support of family members; 9) Sense of accomplishment; 10) Enjoy learning English; 11) Learning English for exploring; 12) Enjoy being challenged. These categories were further grouped into eight concepts: 1) Intrinsic motivation; 2) Extrinsic motivation; 3) Attitude toward learning English; 4) Teaching methods; 5) Teaching strategies suitable for students; 6) Factors influencing students' motivation to learn English; 7) Attitudes towards learning English; 8) Negative experiences influencing students' motivation to learn English.

4.2.1.1 Intrinsic motivation

Students from Chengdu University talked about their intrinsic motivations for learning English. The intrinsic motivation before university was mainly learning English for fun or for entertainment. After they entered university, the intrinsic motivation was about learning English for using it and the sense of accomplishment.

The following interviewed data point out to the intrinsic motivation that could help students learn English:

"Well, I went out to travel when I was in elementary school, that is, when I was in Hong Kong. In fact, there were a lot of foreigners at that time. In Nanchong, it was a remote small county, and English courses were generally unavailable in primary schools. Then when I came back from HK, I felt that I needed to learn it at home. I had already started taking English classes when I was very young. It was not in the school, it was in the extracurricular school, but it only taught words, because the level of English teaching in small counties was really not as good as in the big cities, the teachers can only teach words. In fact, the first two semesters were actually quite good. I was able to communicate with foreigners even when I was young." (Interviewee 2, personal communication, August 28, 2023)

"Although the class is a bit difficult, it is actually useful. Well, I think there were many people who couldn't keep up with it at that time. It was because how Ms. L taught was very fast. But I like to complete her tasks, and then I will read the materials and textbooks they prepared. If I do not understand, then I read it a few times myself, and I felt that I could digest it." (Interviewee 4, personal communication, August 28, 2023)

"I like it. For example, play that dubbing in English. It is an application that includes many cartoons, but it has no sound, and they are all in English. You need to do it yourself, and then you have to bring your own emotions, as well as the emotions of that scene, so it feels very fun." (Interviewee 3, personal communication, August 28, 2023)

"There are many new words, and some of them are not taught in the classroom, so I feel a sense of accomplishment every time I complete one." (Interviewee 2, personal communication, August 28, 2023)

4.2.1.2 Extrinsic motivation

Students also talked about their extrinsic motivations for learning English. The extrinsic motivation before university is mainly learning English to pass

exams. Exam-oriented motivation is the main drive for students before university to learn English. After they enter university, the extrinsic motivation is about learning English for a job.

The following interview data point out the extrinsic motivation that could force students learn English:

"When I was in high school, the students had to learn English for taking exams, for that kind of purpose, you feel that you are very tired when you study, even if you memorize words by rote, you can't memorize them." (Interviewee 1, personal communication, August 28, 2023)

"Yes, they taught grammar and words. We took notes. Well, then we were asked to complete drills, because in high school we paid very close attention to scores. Well, we are often asked to do drills. Well, you will feel quite tired using that method. Then I just studied for the exam." (Interviewee 4, personal communication, August 28, 2023)

"Then when you get to middle school, it's just because middle school is forcing you to take exams, and then it's different and you get annoyed, right? Then I felt a little forced to do this." (Interviewee 2, personal communication, August 28, 2023)

"Well, I don't think so. When we entered the school, we were placed to different class based on entrance examination grades, which meant we did not do well in English. I am a teacher in a primary school as a part-time job. I teach art. Our school has a project that is to integrate the art class with English, which means we need to teach arts in English. But the art teachers in the school are not particularly good at English. Then they asked the art teacher to have an English teacher as an interpreter at the same time in the class, and then I thought the effect would not be good, and the English teacher was unwilling to do it. Yes, then they ask to us translate our own lessons by ourselves. Anyway, it is quite troublesome now, I think um, no, we still need to continue to learn

English for my career." (Interviewee 1, personal communication, August 28, 2023)

4.2.1.3 Attitudes towards learning English

Students talked about their attitudes towards learning English. Attitudes toward learning English include learning it for fun, loving it for exploring the world and enjoying being challenged. When students learn English in their preferred ways, they are more willing to learn English actively and with the desired attitude. They tend to keep learning it even after class.

The following interviewed data reveal the attitudes towards learning English:

"Although the class is a bit difficult, it is actually useful to learn it. Well, I think there were actually many people who couldn't keep up with it at that time. It was because how Ms. L taught was very fast. But I like to complete her tasks, and then I will read the materials and textbooks she prepared. If I do not understand, then I read it a few times myself, and I felt that I could digest it and it must be useful." (Interviewee 1, personal communication, August 28, 2023)

"Then when I came back from HK, I felt that I needed to learn it at home. I had already started taking English cram classes when I was very young. It was not in the school, it was in the extracurricular school, but it only contained words, because the level of English teaching in small counties was really not up to date, he can only teach words. In fact, the first two semesters were actually quite good. I was able to communicate with foreigners even when I was young. Yeah, but I feel that I get tired later on, and I am very resistant to it." (Interviewee 2, personal communication, August 28, 2023)

4.1.2.4 Pedagogy

Students talked about pedagogy when they learned English in the classroom. The traditional teachings are mainly about grammar-translation teaching and exam-oriented teaching. In the classroom, teachers focused on telling students the

grammar rules, and the meaning of the vocabulary, and doing the drills in the textbooks. The objective of English class is to pass the entrance examination to go to university.

The following interview data point out the traditional teaching:

"No, it only makes you repeat after the teachers. He just choose some excellent compositions to read, but there was no oral communication training. After all, there was no oral test in exam-oriented education at that time." (Interviewee 2, personal communication, August 28, 2023)

"Well, we learned grammar by doing practices and drills in the textbooks. For reading, we also need to complete the exercises. Then we need to memorized the vocabulary by ourselves. In fact, high school is relatively boring for English learning." (Interviewee 1, personal communication, August 28, 2023)

4.1.2.5 Teaching strategies suitable for students

Students talked about teaching strategies that are suitable for them to learn English. The teaching strategies the students preferred are communicative teaching, task-based teaching, and job-oriented teaching. These teaching strategies focus on instructing students to use what they have learned in the classroom. It does not teach students to pass the exam alone. When the students are in the classroom where the teachers use these teaching strategies, they are more willing to learn English. The outcome they got was better than that in the classroom with traditional teaching strategies.

The following interviewed data show the teaching strategies suitable for students:

"Well, I remember that when I was with that foreign teacher, he taught in English all the time. That must be a communicative learning, and then there was a writing class and a reading class, and then it was all question-and-answer. The teachers gave you a topic, and then you think about it, and then output it like that". (Interviewee 2, personal communication, August 28, 2023)

"Then I think my college English teacher is very good. She had a good relationship with me, and She often held some activities in the class. For example, everyone must give a speech once, that is, to speak in English, whether it is news or current events, your emotional experience, any hobbies, it takes a lot of time for you to talk about it. I think she impressed me most is that she spent a lot of time in classroom cultivating our hobbies, for example, at Christmas, she asked our four classes to plan a Christmas party, and then we rented a large classroom in the school activity center, and held activities together in it." (Interviewee 3, personal communication, August 28, 2023)

4.1.2.6 Factors influencing students' motivation of learning English Students mentioned the factors that influence their motivation to learn English. The factors are the importance of learning English, learning English for being better than that of classmates, and learning English for socialization. These factors guide students to put effort into learning English.

The following interviewed data point out the factors influencing students' motivation of learning English:

"Oh, because when I was in high school, I also liked learning English. At that time, I wanted to learn English well, and because I think everyone learns the same thing in class, if you want to be better than others, you have to try to learn more. At that time, I downloaded a lot of chat software, and learned from it. Well, if I understand some things, I need to know a little bit more. Maybe it really doesn't have any help for the exam." (Interviewee 1, personal communication, August 28, 2023)

"I don't know. Hey, how could I understand that when I was a kid? When I was a kid, I just felt like I just had to get used to it when I had nothing to do. You have more friends, not because of hobbies, nor like or dislike, maybe there is a cram school, there is a girl in the class, they are more fashionable, at that time we watched Harry Potter, and then she could use English, I thought it was amazing, then I asked where they learned English, or were they in New

Oriental, and then I went there too, but we were not in the same class, they were in advanced class. Then they were chatting, and I wanted to chat with them, and they told me that we were in New Oriental, I am so awesome, I also need to go." (Interviewee 3, personal communication, August 28, 2023)

4.1.2.7 Negative experiences influencing students' motivation of learning English

Students also talked about their negative learning experiences, which influenced how they learn in the current stage. The negative experiences include failed learning experiences, a lack of family support, and teachers they do not like. When students have negative feelings or histories about learning English, they tend to learn it passively and only try to meet the demands of the school. When they graduate from school, they stop learning immediately.

The following interviewed data present negative experiences influencing students' motivation of learning English:

"I was scared. I may have a mental problem and felt that my memory was very bad. The teacher asked me to memorize words in ten minutes, and I cannot recite it in English in ten minutes. I don't know why. After I finished reciting it, I had no impression in my mind, so I just got angry. Then, I woke up every morning, when I was dictating that word, I felt so uncomfortable, and I even made a few mistakes when I heard it . I am really the kind of person with poor learning ability." (Interviewee 1, personal communication, August 28, 2023)

"I don't know. I haven't been with my parents since I was in junior high school. I rarely communicate with them, and they don't care about my grades." (Interviewee 2, personal communication, August 28, 2023)

"I don't like English because it's too complicated and difficult. There is also because of the previous failed learning experience. There was a teacher who forced us to study very hard, and then we may have developed a dislike for

English. So I hate studying." (Interviewee 4, personal communication, August 28, 2023)

4.2.2 Analysis the qualitative data from SNU

Four students from Sichuan Normal University were interviewed. Each student took about 20 minutes. Before the interview, the researcher explained the study to the participants. The interview was recorded and scripted into the raw data that can be analyzed. The participants were fully aware of the confidentiality of the data. The researcher promised their data would be kept in a safe place. The recording was deleted once the researcher had the scripts.

The semi-structured interview as a research instrument was used to find out their types of motivation, their levels of motivation and the factors influencing their motivation of learning English. Qualitative data, derived from the interviewed data were analyzed by 3Cs as shown in the table. The Table 4.33 presents the findings based the raw data.

Table 4.33 The Code-Category-Concept Analysis (SNU)

Code	Category	Concept
Grammar-translation &	Teaching methods	Pedagogy
teaching (14)	Learn English for fun	Attitudes towards learning
Dislike learning English	Learning strategies	English
Peers support (2)	Learn English for further	Extrinsic motivation
Exam-oriented learning	study and personal	Intrinsic motivation
(15)	development	Peers
Training schools (2)	English teachers' teaching	Family
English teachers (10)	styles	Teachers
Family support (5)	Teaching material and	Factors influencing
Learn English for personal	activities	learning English
development (2)	Pressures from school	motivation
Enjoy learning English (3)		

Table 4.33 The Code-Category-Concept Analysis (SNU) (Cont.)

Code	Category	Concept
Learning strategies	Support from parents and	
learning	students	
Peer pressure (3)	Extra training	
Textbooks		
Extra learning activities		
Interested in learning		
English (2)		
Learn English for further	554	
study and study overseas		

When the codes were grouped, nine categories emerged. They were:1) Teaching methods; 2) Learn English for fun; 3) Learning strategies; 4) Learn English for further study and personal development; 5) English teachers'teaching styles; 6) Teaching material and activities; 7) Pressures from school; 8) Support from parents and students; 9) Extra training These categories were further grouped into seven concepts: 1) Pedagogy; 2) Attitudes towards learning English; 3) Extrinsic motivation; 4) Intrinsic motivation; 5) Family; 6) Teachers; 7) Factors influencing learning English motivation.

4.2.2.1 Pedagogy

Students talked about how English teachers taught in class. They mentioned two different ways that teachers used in the class. One is traditional teaching, which is mainly about grammar, words, and doing a lot of drills in order to pass the exam. The other was the communicative teaching method, which was mainly about teaching students to communicate with others by using what they had learned in class. Students normally do not enjoy learning English when taught in the traditional way. They learned passively. If they learned English in a communicative way, they would be more likely to get involved in class activities.

The following interviewed data reveal pedagogy that could influence on students learning English:

"Not very fun. Because I have to take a test and I have to take dictation, and if I don't do well in the test, the teacher will scold me and then I have to copy the words, so it's not fun. She will ask us to memorize the text. If we cannot memorize it, we will have to stay in the office until we memorize it." (Interviewee 5, personal communication, August 29, 2023)

"During class, the teacher also taught us text according to the content in the textbook, and then completed each lesson. Teachers asked us to finish piles of exam practices." (Interviewee 6, personal communication, August 29, 2023)

"The teaching method in high school is still exam-oriented teaching, teaching grammar, vocabulary, and doing a lot of exercises,..." (Interviewee 7, personal communication, August 29, 2023)

"The teaching style of university teachers is different from that of junior high school and high school teachers. Learning is no longer about teachers forcing students to learn, but it requires students to learn independently." (Interviewee 8, personal communication, August 29, 2023)

"The teaching method is to play the audio and let us read after the recording. There are also simple English grammar classes. There is a textbook, and we memorize the dialogue content in the textbook." (Interviewee 7, personal communication, August 29, 2023)

"At that time, the English class was all about grammar and vocabulary, and I was always required to complete the drills and quizzes." (Interviewee 5, personal communication, August 29, 2023)

"Our teacher asks us to memorize a unit of vocabulary every day, and then we would take dictation the next week. The teacher teaches us grammar in class, and we go back and memorize the grammar." (Interviewee 7, personal communication, August 29, 2023)

"The teacher asked us to memorize words and phrases. The teacher teaches grammar in class and we take notes. Finally, the teacher will assign various homework to us." (Interviewee 5, personal communication, August 29, 2023)

"There are many interactive activities in English class, and the whole class is relatively relaxed. We find it interesting to learn. The teacher played some songs in class for us to learn....Every class still requires dictation, and there are a lot of communicative teaching activities, which makes class more interesting." (Interviewee 8, personal communication, August 29, 2023)

4.2.2.2 Attitudes towards learning English

Students talked about their attitudes towards learning English. Some students are interested in learning English. They enjoy learning English due to the teaching method they prefer. Some students dislike learning English due to the boring teaching method and English teachers who are too strict with students.

The following interview data point out attitudes towards learning English that could influence on students learning English:

"I have a classmate in high school who is good at English. I asked him before and her said that she has an idol from USA. She would watch his variety shows and then follow American and British dramas. They have a strong interest in language learning." (Interviewee 5, personal communication, August 29, 2023)

"There are many interactive activities in English class, and the whole class is relatively relaxed. We find it interesting to learn. The teacher played some songs in class for us to learn." (Interviewee 8, personal communication, August 29, 2023)

"They are very interested in English, that's why they go to higher education. Then when it comes time for the entrance exam, they want to pass it." (Interviewee 7, personal communication, August 29, 2023)

"I still enjoy learning English, especially in university, I could take control of my study instead of someone forcing me to learn it, which I do not like it." (Interviewee 6, personal communication, August 29, 2023)

4.2.2.3 Extrinsic motivation

Students talked about extrinsic motivation. The extrinsic motivation refers to learn English for pass the entrance examination and learn English for further education or studying overseas, according what students talked about.

The following interview data indicate that extrinsic motivation could influence students learning English:

"In middle school, English became more difficult, and then I took more classes because English is an important subject that I should pass in the entrance examination to go to high school." (Interviewee 5, personal communication, August 29, 2023)

"The main reason for learning English is to take the English test in the high school entrance examination. Good English performance will make it easier to enter a good high school." (Interviewee 6, personal communication, August 29, 2023)

"Because there is also an English college entrance examination, the whole learning atmosphere will be more tense than that of middle school....I need to take the college entrance examination...The motivation for studying English in college is to take exams, and I found that I have been taking exams my whole life." (Interviewee 7, personal communication, August 29, 2023)

"Because I had to take the high school entrance examination, and I had to take a lot of practices before that...At that time, I thought that learning English would give me extra credits for further studies and study abroad." (Interviewee 8, personal communication, August 29, 2023)

4.2.2.4 Intrinsic motivation

Students talked about intrinsic motivation. "Intrinsic motivation" refers to learning English for personal development. Before students enter university, they learn English mainly to pass the entrance examination. After they entered university, students started to think about the benefits of learning English. Some students might be concerned about their careers. They mentioned that learning English may be good for their personal development. They could become lifelong learners by learning various information globally in English rather than only learning in Chinese.

The following interview data point out that intrinsic motivation could influence on students learning English:

"After going to college, the purpose of learning English is not to take exams, but to learn more." (Interviewee 6, personal communication, August 29, 2023)

"If I have time, I will still learn English. I should never give up learning English." (Interviewee 8, personal communication, August 29, 2023)

4.2.2.5 Family

Students talked about their family support. They mentioned that before entering university, their parents supported their learning English by paying fees and letting them go to a training school to improve their English. After they entered university, their parents still supported them in learning English well. The difference was that learning English in university was for practical use instead of learning English in middle school and high school to pass the exam.

The following interview data point out that family support could influence students learning English:

"The purpose of learning English in high school is to take exams. My parents also support me learning English...The school requires us to learn English, so we learn English. My parents are very supportive of me learning English. They hope I can learn English well." (Interviewee 5, personal communication, August 29, 2023)

"They always hope that I can learn English well, they still support me." (Interviewee 6, personal communication, August 29, 2023)

"My parents are very supportive of me learning English. Because English is the main subject and requires exams, I am very concerned about it." (Interviewee 7, personal communication, August 29, 2023)

4.2.2.6 Teachers

Students talked to English teachers who had an impressive influence on their studies. Some students prefer strict teachers who require them to have a heavy study load and memorize vocabulary, text, and grammar. Others do not like teachers who force them to do a lot of homework. They lose motivation to learn English due to the teachers they do not like.

The following interview data point out English teachers who could influence on students learning English:

"Our teacher is a female teacher. She is a very gentle female teacher...The English teacher in high school had a similar teaching style, and she was very gentle and patient to us." (Interviewee 5, personal communication, August 29, 2023)

"English teachers are quite strict and don't joke in class, so we don't like English very much. The teaching atmosphere in middle schools may be quite oppressive. But she taught very well. My English in junior high school was excellent. The classmates in our class are quite afraid of her. Everyone will feel unhappy when they hear the next class was English. "(Interviewee 6, personal communication, August 29, 2023)

"I don't like my primary school English teacher because she is too strict. Sometimes there would be some naughty boys in the class, and she would scold them and be mean to others." (Interviewee 7, personal communication, August 29, 2023)

"The English teacher is our form teacher. I like her very much. She is very gentle...The English scores in our class are pretty good, classmates in my class they all like English teachers very much...I like Ms M's class, she is very active. I feel happier in class, and I also like Ms T very much because she is very gentle." (Interviewee 8, personal communication, August 29, 2023)

4.2.2.7 Factors of influencing learning English motivation

Students talked about the factors of influencing learning motivation. The factors are about to go for advanced education, study environment, and overseas study. among them, go for advanced education is a main factor for students to study English outside classroom.

The following interview data point out the factors influencing learning motivation that could influence on students learning English:

"His parents may have relatively high academic qualifications, he may pay more attention to improve their language competence, and he may have good language skills." (Interviewee 5, personal communication, August 29, 2023)

"The growing environment will also have an impact." (Interviewee 6, personal communication, August 29, 2023)

"The third one is to go abroad." (Interviewee 7, personal communication, August 29, 2023)

4.2.3 Analysis the qualitative data from SCU

Four students from Sichuan University were interviewed. Each student took about 20 minutes. Before the interview, the researcher explained the purpose of the study to the participants. The interview was recorded and scripted into raw data that could be analyzed. The participants were fully aware of the researcher's effort and plan for data confidentiality. The researcher promised their data would be kept in a safe place. The recording was deleted once the researcher had the scripts.

The semi-structured interview was adopted to find out their types of motivation, their levels of motivation and the factors influencing their motivation of learning English. The collected qualitative data were analyzed by 3Cs as shown in the following table. The Table 4.34 presents the findings based the raw data.

Table 4.34 The Code-Category-Concept Analysis (SCU)

Code	Category	Concept
The important of learning	Ineffective teaching	Intrinsic motivation
English (4)	strategies	Extrinsic motivation
Training school (4)	Effective teaching	Pedagogy
Learn English for fun (3)	strategies	Learning strategies
Traditional teaching (7)	Exam-oriented learning	Previous negative
Learn English in	and teaching	learning experience
classroom (4)	Family support	Family
Exam-oriented learning(8)	Family issue	Teachers
Failed previous learning	Previous failed learning	Pressure from outside and
experience (3)	experience	inside
Communicative teaching	Learning environment	T. L.
method(2)	Peer's pressures	12/2
Flipped classroom	Heavy pressure from not	110
teaching &/	doing well	
Peer pressure(4)	Self-confident	
Dislike traditional	Teachers' influence on	
teaching	students	
Parents support(4)	Learning English for	
Teachers(2)	personal development	
Learn English for myself	Learning English for fun	
Frequency of learning		
English(2)		
Self-study		
Learning strategies (2)		
Learning environment (2)		

Table 4.34 The Code-Category-Concept Analysis (SCU)(Cont.)

Code	Category	Concept
Passive learning		
Family negative influence		
Teachers' negative		
criticism		
Exam-oriented teaching		
Learning English for		
studying overseas(3)		
Learning English for		
career and personal		
development(2)		
Good school offers		
platform and facilities		
Self-confident (2)		
Talented (2)		
The attitude of English		
teachers towards students		T. L.
Teachers' positive		5
influence on students		The state of the s
Heavy pressure from	Elosa pandsit	
passing exams	ยรงสิต Rangs	
Grammar-translation		
teaching		
Learning pressure from		
not doing well		
Exam tips studying		
Usefulness of English		
Advantage of learning		
English		

When the codes were grouped, 13 categories were identified. They were:1) Ineffective teaching strategies; 2) Effective teaching strategies; 3) Exam-oriented learning and teaching; 4) Family support; 5) Family issue; 6) Previous failed learning experience; 7) Learning environment; 8) Peer's pressures; 9) Heavy pressure from not doing well; 10) Self-confident; 11) Teachers' influence on students;12) Learning English for personal development; 13) Learning English for fun. These categories can be further grouped into 8 concepts: 1) Intrinsic motivation; 2) Extrinsic motivation; 3) Pedagogy; 4) Learning strategies; 5) Previous negative learning experience; 6) Family; 7) Teachers; 8) Pressure from outside and inside.

4.2.3.1 Intrinsic motivation

Students from SCU talked about their intrinsic motivation for learning English. The intrinsic motivation before entering university was learning English for fun. After entering university, the intrinsic motivation was to learn English for themselves.

The following interview data point out that intrinsic motivation could help students learn English:

"English was quite easy to learn when I was a child, I just wanted to learn English, because learning English was more interesting at that time. I still remember a fairy tale we learned at that time. English stories we learned from teachers. Then there was the final performance every semester. I enjoyed learning English at that time. I did not study grammar in primary school but read stories. The first story I learned was called Snow White. I still remembered it clearly." (Interviewee 9, personal communication, August 30, 2023)

"Learning English makes me so happy." (Interviewee 10, personal communication, August 30, 2023)

"When I was a freshman, I just learned general English, and then I felt that how was taught was like how it was done in junior high school, which I felt a little bit boring. But in fact, the final test was not very easy. We started learning

IELTS, the class was divided into four directions: listening, speaking, reading and writing. At that time, my English ability improved significantly. Over the past two years, I feel that I have taken the initiative to learn English. Unlike before, I had to be pushed by others. Now I take the initiative to learn and solve problems, and I have also seen good reactions." (Interviewee 11, personal communication, August 30, 2023)

4.2.3.2 Extrinsic motivation

Students also talked about their extrinsic motivations for learning English. The extrinsic motivation before university is mainly learning English to pass exams. Exam-oriented motivation is the main drive for students before university to learn English. After they enter university, the extrinsic motivation is about learning English to study overseas and personal development.

The following interviewed data point out that extrinsic motivation could force students to learn English:

"It's a compulsory course. I have to take it and I have to take the exam." (Interviewee 12, personal communication, August 30, 2023)

"Well, learning English after college is mainly to consider some more practical issues. For example, from the perspective of my personal development, learning English is to study abroad, and after studying abroad, you may engage in some jobs related to English, or if you want to study other subjects in the future, Master's degree, and if it is related to overseas, you will also use this IELTS score." (Interviewee 10, personal communication, August 30, 2023)

"I will still learn English because it is related to personal planning and because I feel that I may need English after working." (Interviewee 11, personal communication, August 30, 2023)

4.2.3.3 Pedagogy

Students talked about pedagogy when they learned English in the classroom. The traditional teachings are mainly about grammar-translation teaching and exam-oriented teaching. In the classroom, teachers focused on telling students the grammar rules, the meaning of the vocabulary and doing the drills in the textbooks. The objective of English class is to pass the entrance examination to go to university. They also talked about new teaching methods, for example, flipped classroom teaching and communicative teaching.

The following interviewed data point out the teaching methods in the classroom:

"Just sit in the classroom, and there were piles of books, and then open the books, and teachers would talk about what we were going to learn, and then slowly finish the content, and then teachers taught you grammar and sentences. The more I listened, the more confused I became. Then I felt sleepy in the classroom."(Interviewee 9, personal communication, August 30, 2023)

"We used to have a flipped classroom. We have carried out flipped classes in English before, and then we studied in groups. We are in a group, dividing the work and working together to complete tasks." (Interviewee 10, personal communication, August 30, 2023)

"It's because I went to a foreign language school in junior high school at that time. The school actually paid great attention to English teaching and learning, and English teacher was actually very humorous in class. For example, we have a lesson that is related to food. The teacher actually made that food and then teaches us how to make milkshake. The class was actually quite lively." (Interviewee 11, personal communication, August 30, 2023)

4.2.3.4 Learning strategies

Students talked about how they learned English. They adopt different strategies to improve their English competence. Learning exam tips, memorizing

vocabulary for passing exams, and taking notes from what teachers lectured are the common ways for them to learn English.

The following interview data point out commonly used learning strategies among the students:

"I feel like I couldn't understand anything when I took the CET-4 exam before, but I memorized the vocabulary for more than 400 days." (Interviewee 9, personal communication, August 30, 2023)

"I think most students in China start learning English in primary school. I started learning English listening and writing when I was in elementary school. The assignments and exercises in class are mainly multiple-choice questions. I start learning English in the first grade. However, there was no need to take an entrance exam for English learning in primary school. In addition, I also attended training schools outside." (Interviewee 10, personal communication, August 30, 2023)

"Then I took a notebook and write down all the words, phrases, grammar, and some very important knowledge points of this unit in a notebook. Finally, it would be more convenient to review before the exam." (Interviewee 11, personal communication, August 30, 2023)

"The purpose of high school was to take exams and get good grades. When I was in junior high school, my learning method was to read the whole text, understand everything, and then look at the questions at the end. I didn't have to read each question a second time, and I could find the correct answers. Then after I entered high school, I suddenly felt that skills were very important to me, otherwise I wouldn't be able to guess the answer. The words are also difficult to memorize. In fact, the most of time I spent studying English in high school, was to study the skills of reading, the skills of doing tests, and then the skills of memorizing words." (Interviewee 12, personal communication, August 30, 2023)

4.2.3.5 Previous negative learning experience

Students talked about their previous failed learning experience. These negative learning experience has influenced how they learn English afterwards.

The following interviewed data point out previous negative learning experience:

"After finishing the monthly test. The average English score in our class is above 95, and I got 94 in the exam. We had several teachers at the time, and they were English teachers, and they talked to me about it. One of the reasons why I didn't want to learn English well at that time was because it was difficult to learn grammar. The grammar is getting more and more difficult and I can't keep up. I felt that I could memorize the words in junior high school quite well, but I just couldn't answer the questions, and then I selected choices randomly. Then My English in the second grade of junior high school was really 70 or 80 out of 100." (Interviewee 9, personal communication, August 30, 2023)

"But I didn't remember that word. So the teacher's teaching method is okay. I think the problem should be with me, because I don't want to learn. I found it difficult, and then these problems were not solved in time, and then the snowball grew bigger and bigger, so I gave up. By high school, I just couldn't keep up with the vocabulary and everything. I just kind of gave up and found it very difficult. Then when I got to university I felt that studying was quite difficult, too." (Interviewee 10, personal communication, August 30, 2023)

4.2.3.6 Family

Students talked about family. Family could be parent supporting. If parent support students' learning, students are more likely to get themselves involved in learning English. Family could also be family issues that could influence students negatively in learning English. Family breakdowns may be a heavy strike for students.

The following interview data point out family influence on students learning English motivation:

"My parents fully support me learning English...When I was in primary school, my parents enrolled me in many interesting classes, including dancing and English. I didn't know much about it at the time. My parents asked me to study it, and then I started studying, but I didn't particularly like English or learn English in depth." (Interviewee 9, personal communication, August 30, 2023)

"My parents also encouraged me to learn English. They think English would be of great help to my future development. They may know more, and learning English well would allow me to go to university or study abroad in the future. In addition, English is also required for the college entrance examination and must be learned as a student. It would be better to learn English as early as possible." (Interviewee 10, personal communication, August 30, 2023)

"Later, my parents got divorced, and then my grandfather also passed away. I took a break from school." (Interviewee 11, personal communication, August 30, 2023)

4.2.3.7 Teachers

Students talked about the English teachers they preferred. English teachers are those who are friendly, kind and supportive. They are more likely to put effort into learning English.

The following interviewed data reveal characteristics of the teachers who could influence students learning English:

"I have met so many very good teachers. I think it actually depends on the teacher when I learn subjects." (Interviewee 9, personal communication, August 30, 2023)

"I think she was quite nice and very kind to me. She bought us snacks every week, and she preferred to cook. He often made some delicious food for us to eat. When we were tired from studying, she would cook food for us. Then we

got along with him like friends. The English teacher was a very approachable person." (Interviewee 12, personal communication, August 30, 2023)

4.2.3.8 Pressure from outside and inside

Students talked about learning pressure from outside and inside. Pressure from outside means peer pressure and requirements from other people. Pressure from inside means students are afraid of not passing the exams or not doing well in the practices, which could make students to put pressure on themselves.

The following interview data point out pressure on students learning English from outside and inside:

"The accuracy rate was not high, the score was low, or I did not do well. Maybe my pressure actually comes from what I might do it well." (Interviewee 9, personal communication, August 30, 2023)

"In high school, learning English was regard as a kind of pressure and a task to be completed. The pressure of learning English in junior high school would be much greater, because the teacher gave you tasks and homework, and then you had to complete them." (Interviewee 11, personal communication, August 30, 2023)

"Then my friends stopped playing with me. At this time, their grades were better than mine. I should have had some low self-esteem and jealousy at first, but as the gap gradually widened, I began to develop a protective mechanism, which was defense. Then this gradually evolved into numbness, so I began to close myself off. Then I began to passively accept the teacher's criticism, or some classmates made things difficult intentionally or unintentionally."(Interviewee 12, personal communication, August 30, 2023)

4.3 THE ANALYSIS OF THE FOCUS GROUP DISCUSSION

There are four experts in the focus group discussion. There are two experienced English teachers who have more than 20 years of teaching experience in universities. They are lecturers as well. There are two associated professors who study Second Language Acquisition and learning motivation. The focus group discussion was held in the office, and it lasted one and a half hours. Experts discussed what the researcher found based on the qualitative and quantitative data. They presented their opinions and suggested based on the proposed guidelines of maximization of learning English motivation. The proposed guidelines includes four essential parts, namely, teachers, pedagogy, administrators, and classroom atmosphere. The four parts are concluded from quantitative and qualitative results.

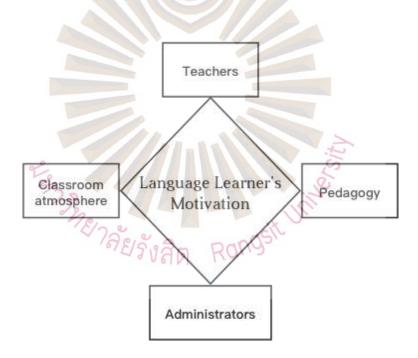


Figure 4.1 The Proposed Guidelines of Maximization of Learners' Learning English Motivation

After one-and-a-half-hour discussion, the experts presented their ideas and suggestions to the proposed guidelines and make it more reasonable and practicable.

They mentioned four areas and there are summary based on their discussion which is shown below.

4.3.1 The types of motivation: extrinsic motivation

Most Chinese students learn English with extrinsic motivation. Chinese students are facing academic pressure to enter universities. Only a small number of students could enter universities. They study every subject, which helps them enter a university. The motivation before university is the extrinsic motivation, which is to pass the entrance examination. After they enter universities, they retain the extrinsic motivation, which is to study English in order to pursue their advanced education overseas instead of passing the entrance examination.

4.3.2 The levels of motivation depends on students' learning goals.

The level of motivation toward learning English depends on extrinsic motivation, which means it depends on their learning goals. If they have a clear goal, for example, they would spend a large amount of time learning English to achieve the goal, studying every day. If students have plans to study overseas, they would go to training schools to improve their language abilities, apart from the classes provided by universities.

4.3.3 Traditional teaching and learning is a widely adopted classroom technique.

Many students get used to traditional methods of learning English, which involve the repetition of vocabulary and grammar. Normally, they learn English to pass the exams, namely, the entrance examinations, or CET 4/6. They are learning English as a subject. Although they can read and understand the passages, they cannot communicate with native speakers verbally or literally.

4.4.4 Factors influencing students learning English motivation should include political policy.

The factors influencing students learning English motivation not only include what the research found based on the qualitative and quantitative data, namely, teachers, parents, pedagogy, pressure from outside and inside, and previous learning experiences, but also include political policy from the government. Political policy is the main plan for universities to follow, which is a direction for how the country will develop in the future. The policies of universities always go along with national development. It also influences individuals' attitudes and motivation toward learning English.

4.4.5 Suggestions and recommendations from the focus group

As teachers, we should teach them how to use English as a communicative tool. Communicative teaching methods, task-based methods, and flipped classrooms could help students learn how to use English to solve the problems they encounter in real life, which are widely adopted in language classroom teaching. Academic English could be introduced in the curriculum to help students read research papers from overseas.

The atmosphere in the classroom is very important. Students' feeling of relaxation could help students join in the classroom activities with anxiousness. Teachers should create relaxed atmosphere for students and encourage students to help with each others instead of competing with each others.

Apart from that, teachers should also pay attention to students' learning motivation. It means teachers could use research instruments to collect data from students and find out students' learning motivation. Then, the teaching plan could follow the findings based on what has been found in the results and the government's latest policies.

Two associated professors emphasized that the teacher development program is also important for teachers' development, which indirectly influences students'

learning motivation. Schools and research institutions should pay attention to developing teachers' programs to improve teachers' professionalism.

In conclusion, the guidelines for maximization of students learning language motivation should consider students' types of motivation, that is, extrinsic motivation, the level of motivation, teaching methods, and the factors influencing students learning English motivation, including teachers, parents, pedagogy, pressure from outside and inside, previous learning experiences, political policy from the government, and the development program for teachers.

Based on the suggestions from the experts, the researcher integrated some important parts into the proposed guidelines. First, English teachers should make their teaching plans based on the types of motivation and the government's political policies. Also, academic English courses should be introduced into the syllabus. Then, pedagogy in the classroom should not only include communicative language teaching and task-based language learning and teaching but also consider flipped classrooms, which could help students use what they have learned by themselves and be instructed by teachers in the classroom. Next, the classroom atmosphere is also important due to the amount of time that students spend there. With an enjoyable and incomplete atmosphere, students would be more likely to study instead of overthinking the rank or scores. Last but not least, teachers' development could help improve teachers' professionalism, which indirectly helps students maximize their learning motivation. After involvement, the revised guidelines is shown below:

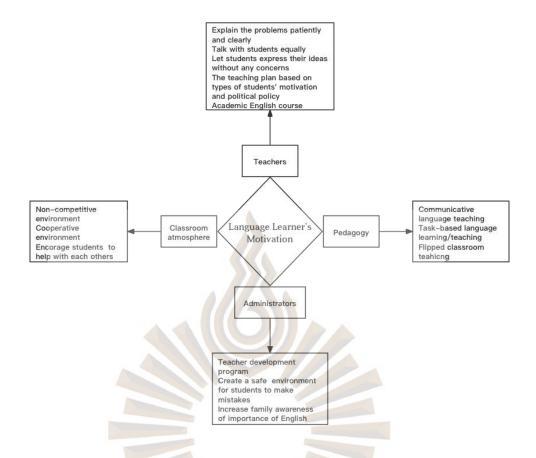


Figure 4.2 Guidelines of Maximization of Learners' Learning English Motivation

4.4 CONCLUSION

Results from quantitative data show:

1) The findings show that Efforts have the strongest impact on Intrinsic Motivation. It means students would like to invest more effort in learning English when they have Intrinsic Motivation. The findings also show that Persistence has the weakest impact on Intrinsic Motivation. It means students have Intrinsic Motivation and learn English less frequently;

2) The findings show that Intensity have the strongest impact on Extrinsic Motivation. It means students would like to study hard in learning English when they have Extrinsic Motivation. The findings also show that Persistence has the weakest

impact on Extrinsic Motivation. It means students have Extrinsic Motivation and learn English less frequently;

- 3) The findings show that female students have stronger motivation to learn English than that of male students among three universities. It also shows that there is no significant difference among different grades and different universities;
- 4) The findings shows that Intrinsic Motivation and Extrinsic Motivation have positive impact on Attitude, except students in CDU who have Intrinsic Motivation have weak impact on Attitude. In terms of Self-concept, the findings show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Self-concept. In terms of Intrinsic Motivation (as a factor), the findings show that Intrinsic Motivation and Extrinsic Motivation have strongly positive impact on Intrinsic Motivation (as a factor). In terms of Learning Environment, the findings show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Learning Environment. In terms of Parents, the findings show that Intrinsic Motivation and Extrinsic Motivation have slightly positive impact on Parents. In terms of Mastery, the findings show that Intrinsic Motivation and Extrinsic Motivation (CDU and SCU) have slightly positive impact on Mastery. Among Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery, the data show that Intrinsic Motivation and Extrinsic Motivation have strong impact on Intrinsic Motivation (as a factor) and Learning Environment.

Results from qualitative data show:

1) The type of motivation of students from CDU and SNU is extrinsic motivation, which is exam-oriented motivation, especially before they enter universities. After entering universities, extrinsic motivation is learning English for use and career. The type of motivation students use at SCU is intrinsic motivation, that is, they regard learning English as a challenge. After they enter universities, extrinsic motivation emerges, which is to study overseas. The intrinsic motivation is about learning English for personal development and learning for themselves;

- 2) The levels of motivation of students from CDU, SNU, and SCU are not different. Before entering universities, they all have English classes from Monday to Friday. Most of them also went to training school for extra classes. After entering universities, most of them learned English in class, some students would learn English after class by reading English novels or watching American dramas;
- 3) The factors influencing learning English motivation at CDU, SNU, and SCU are not different. Students learning English motivation could be influenced by teachers, pedagogy, family, pressures from outside and inside, and previous negative learning experiences. Among them, teachers, pedagogy, and previous negative learning experiences have a significant influence on students' learning English motivation.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the conclusion from the results of the data analysis and a discussion of the findings by providing guidelines for motivation maximization for students' English language learning. This chapter is divided into three sections: conclusion, discussion, and recommendation.

This study aims to investigate the types of motivation, the levels of motivation, and the factors influencing learning English motivation in Sichuan Province. The findings from the study could be used to propose a set of guidelines that will be used as a direction to motivate students to learn English well.

This study is designed with five objectives as follows:

- 1) To explore the levels of intrinsic motivation of the English language learners in Sichuan Province:
- 2) To study the levels of extrinsic motivation of the English language learners in Sichuan Province;
- 3) To compare personal demographics with motivation of the English language learners in Sichuan Province;
- 4) To examine the factors influencing the motivation of the English learners in Sichuan Province; and
- 5) To obtain the guidelines of motivation maximization for students' English language learning.

The research questions are as follows:

Research Question 1

What are the levels of intrinsic motivation of the English language learners in Sichuan Province?

Research Question 2

What are the levels of extrinsic motivation of the English language learners in Sichuan Province?

Research Question 3

What are the comparison means of the demographic differences of motivation of the English language learners in Sichuan Province?

Research Question 4

What are the factors influencing the motivation of the English learners in Sichuan Province?

Research Question 5

What are the guidelines of motivation maximization for students' English language learning?

5.1 CONCLUSION

This section will answer the research questions based on the findings from previous chapter.

5.1.1 Responses to Research Question 1

The findings from quantitative data show that Efforts have the strongest impact on Intrinsic Motivation, whereas Persistence has the weakest impact on Intrinsic Motivation. It means that students would like to put more efforts in learning English when they have Intrinsic Motivation. However, they are not impacted by Persistence. The findings from qualitative data show that there are no differences among the three universities. Students focused on passing examinations and studied every day before entering universities. After they enter universities, although they have Intrinsic Motivation, they only study English in the classroom.

5.1.2 Responses to Research Question 2

The findings show that Intensity has the strongest impact on Extrinsic Motivation. It means students would like to study hard in learning English when they have Extrinsic Motivation. The findings also show that Persistence has the weakest impact on Extrinsic Motivation. It means students have Extrinsic Motivation and learn English less frequently. The quantitative findings echo the qualitative findings that students who have Extrinsic Motivation would like to study English but only in the classroom.

5.1.3 Responses to Research Question 3

The findings from quantitative data show that female students have stronger motivation to learn English than male students in three universities. It also shows that there is no difference among different grades and different universities.

5.1.4 Responses to Research Question 4

The findings from quantitative data show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Attitude, except students in CDU who have Intrinsic Motivation have weak impact on Attitude. In terms of Self-concept, the

findings show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Self-concept. In terms of Intrinsic Motivation (as a factor), the findings show that Intrinsic Motivation and Extrinsic Motivation have strongly positive impact on Intrinsic Motivation (as a factor). In terms of Learning Environment, the findings show that Intrinsic Motivation and Extrinsic Motivation have positive impact on Learning Environment. In terms of Parents, the findings show that Intrinsic Motivation and Extrinsic Motivation have slightly positive impact on Parents. In terms of Mastery, the findings show that Intrinsic Motivation and Extrinsic Motivation (CDU and SCU) have slightly positive impact on Mastery. Among Attitude, Self-concept, Intrinsic Motivation, Learning Environment, Parents, and Mastery, the data show that Intrinsic Motivation and Extrinsic Motivation have strong impact on Intrinsic Motivation (as a factor) and Learning Environment. The findings from qualitative data show that the factors influencing learning English motivation at CDU, SNU, and SCU are not different. Students learning English motivation could be influenced by teachers, pedagogy, family, pressures from outside and inside, and previous negative learning experiences. Among them, teachers, pedagogy, and previous negative learning experiences have a significant influence on students' learning English motivation. To conclude, the factors influence students' motivation are Intrinsic Motivation, Learning Environment, Teachers, Parents, Pedagogy, and Previous negative learning experiences.

5.2 DISCUSSION ยาลัยรังสิต Rangsit แก้ The data show that Efforts have the strongest impact on Intrinsic Motivation. It means that students have Intrinsic Motivation, they are more likely to put their efforts into learning English compared to other subjects (Husna & Tri, 2019; Rasool & Hama Rashed, 2020; Suárez et al., 2019; Subakthiasih & Putri, 2020; Ulfa & Bania, 2019). The data also show that students who have Intrinsic Motivation are more likely to give up when they encounter challenges.

The data show that Intensity has the strongest impact on Extrinsic Motivation. It means students have set a goal for their language learning, for example, becoming a proficient language user (Gan, 2020; Wallace & Leong, 2020). They tend to spend more time on language learning, for example, learning English every day (Julia et al., 2019; Zhang & Pérez-Paredes, 2019). Persistence has less impact on students learning English if they have Extrinsic Motivation.

Gardner (1972) explained the concept of integration motivation, which consists of three main elements: integration (integration orientation, interest in the foreign language, and interest in the bilingual society), attitudes toward the learning environment (attitudes toward bilingual teachers and bilingual courses), and motivation (motivational intensity, desire to learn a second language, and attitudes toward learning a second language). Based on Gardner's findings and theories, Rahadianto et al. (2022) found that if students have integrative motivation, they are more likely to continue learning a foreign language outside the classroom. If students possess instrumental motivation, they are more likely to stop learning when they reach their targets. What the researcher found in the current study is that students have both extrinsic motivation and intrinsic motivation when they learn English. The majority of students at SCU possess intrinsic motivation, which could drive them to keep studying outside the classroom, which is different from what was found at CDU and SNU. Students have Extrinsic Motivation, they tend to spend more time on language learning, whereas students who have Intrinsic Motivation tend to spend less time on language learning.

Efforts

S Intrinsic Motivation

W Persistence

Intensity

Motivation

The findings could be summarized as follows:

Figure 5.1 Levels of Motivation and Intrinsic Motivation and Extrinsic Motivation

The data also show female students have stronger motivation, both Intrinsic Motivation and Extrinsic Motivation, to learn English than that of male students, which echos to previous studies (Cahyono & Rahayu, 2020; Gholamreza & Ali, 2020; Hsu, 2019; Iwaniec, 2019). Female learners has higher level of international orientation, ideal L2 self and self-efficacy beliefs, English self-concept and intrinsic motivation. The data also show that there is no significant difference among different grades and different universities.

The factors influencing students learning English motivation are that students learning English motivation can be influenced by teachers, pedagogy, parents, learning environment, intrinsic interest, pressures from outside and inside, and previous negative learning experiences, which could be consistent with those in several recent studies (Alyousif et al., 2021; Bagheri & Farhani, 2022; Phuong, 2022; Nuraeni, 2020; Reza & Novita, 2021; Sevy-Biloon & Chroman, 2019). Students prefer teachers who are responsible for teaching and are gentle and patient with them. They do not enjoy learning English when teachers adopt grammar-translation methods. They prefer they could have interaction with teachers in English, which could boost their confidence in learning English. Dörnyei (2018) found that if teachers were motivated, their classrooms would be more engaging for students learning a foreign language. Therefore, creating a motivational classroom environment was very important (Dörnyei & Muir, 2019). Parents is important for students learning English. Parents would invest money and energy to help students pay attention and learn English well. Pressures could come from peers, which could have an impact on students' motivation to learn English (Dörnyei, 2001). Classmates' advanced English competence could be a pressure for students learning English. Students could be pressured to not do well in learning English to avoid possible negative outcomes (Dörnyei, 2005). If students have failed learning experiences, they tend to have less confidence in learning English. This means the previous learning experience has an impact on students' motivation (Dörnyei, 2005). According to Dörnyei's (2019) study, the L2 Learning Experience is frequently the most effective predictor of motivated behavior and not just a strong predictor of a variety of criterion measures. It was suggested that the quality of the learners' engagement with different facets of the language learning process may be described as the L2 Learning Experience. If they failed to learn English in the past, they are more likely to doubt their own abilities when they learn it again. The factors influencing students' learning English motivation could be summarized as follows:

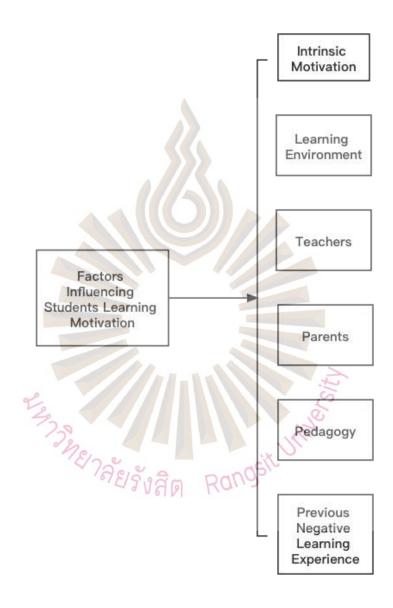


Figure 5.2 Factors Influencing Students Learning English Motivation

In summary, language learners' motivation could be explained from three perspectives, types of motivation, levels of motivation, and factors influencing learner learning English motivation. It is shown as follows:

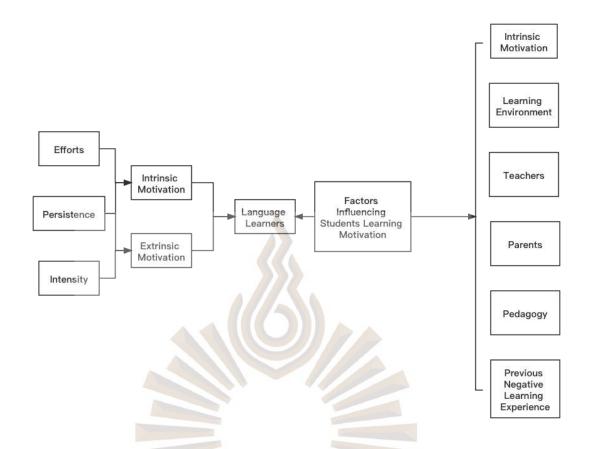


Figure 5.3 Learners' Types of, Levels of Motivation and Factors Influencing

Learning English Motivation

Based on the conclusion from the data analysis, the researcher tries to answer the research question: What should be the guidelines for motivation maximization for students' English language learning? The research question 5 can be answered by the guidelines for maximization of learning English motivation, which are presented as follows:

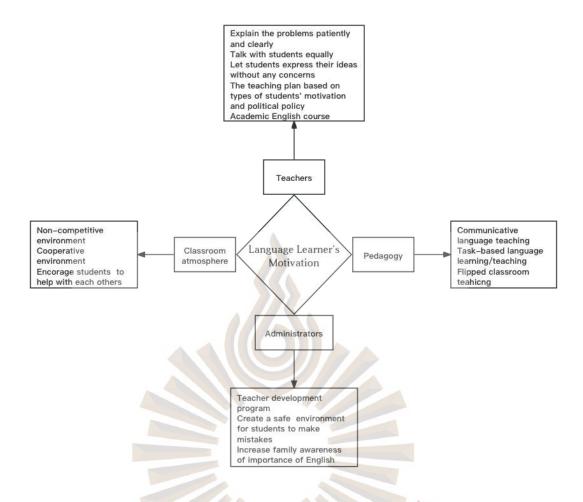


Figure 5.4 Guidelines of Maximization of Learners' Learning English Motivation

Teachers

Teachers are very important people when students learn English (Hejazi & Sadoughi, 2022). When students learn English, they inevitably encounter various problems. Some problems could be solved by the students themselves. But other problems could be solved by teachers. Students prefer those who can explain the problems patiently and clearly. Students also prefer those who can talk with them equally and let them express their ideas without any concerns. Anxiety in the classroom could affect students' motivation, especially intrinsic motivation. If students have low anxiety in the classroom, they will be more likely to enjoy the class activities and spend time with teachers in the classroom. Teachers could use research instrument to collect data from students to find out their types of motivation, and their teaching plan should

be based on the findings from the results. National policies are also needed to be considered when teachers draw their teaching plans (Sah, 2020).

Pedagogy

Teachers use traditional approaches, such as the grammar-translation method and the audio-lingual method, which are unhelpful for students learning English motivation. Traditional approaches mainly focus on lecturing grammar, memorizing vocabulary, translating, and doing piles of practice. However, students prefer to interact with teachers by using what they have learned in class. When they are able to communicate with teachers and classmates, it could boost their confidence and be helpful for their learning English motivation. Teachers could use communicative language teaching (Dos Santos, 2020), task-based language learning/teaching and flipped classroom teaching (Phoeun & Sengsri, 2021) to invite students to get involved in the class, which could boost students' motivation to learn English (Darvin & Norton, 2023; Pan & Zhang, 2021).

Communication in English in the full class is a challenge for both teachers and students. Teachers should expose themselves to the native-speaking situation all the time to improve their language competence. In order to help students fully understand what teachers say, teachers could provide teaching materials for students who could review what is going to be taught in the class the next day.

Classroom Atmosphere

Students are sensitive to the competitive atmosphere. The learning pressure could easily come from their classmates (Wang & Zhang, 2021). With appropriate pressure, students are motivated to learn English. The classroom atmosphere should be under control, and teachers should be the ones to help students establish a positive atmosphere for students learning English actively in the classroom. Teachers could create a non-competitive environment in the classroom; help students who have difficulty learning; encourage students to help each other and learn English as a team;

and create cooperative tasks (Adam, 2020; Wang & Zhang, 2021) for students to complete by using what they have learned in the classroom (Liu & Lipowski, 2021).

Administrators

Students who have had negative learning experiences may have less confidence and motivation to learn English well. They would doubt themselves when they studied English. Administrators could provide a teacher development program for English teachers to help teachers identify the students' mental problems with learning, and then teachers could help students overcome them. Administrators could create a school climate where the school is a safe place for students to be accepted when they fail and students do not worry if they are not successful in their studies (Zysberg & Schwabsky, 2020). Because positive school climate has association with students attendance (Hamlin, 2020). Administrators could encourage students to help each other instead of seeing classmates as competitors in the arena. Administrators could organize events for students' parents and help their parents have a better understanding of the importance of English learning.

5.3 RECOMMENDATION

This section discusses about recommendation for future research and the use of findings.

5.3.1 Recommendation for Future Research

The study revealed types of motivation, levels of motivation, and factors influencing learners' English language learning motivation in Sichuan Province. Based on what was found, the researcher presented guidelines for maximization of learners' motivation. On this basis, future research should investigate the motivation for learning English in all education systems in order to see the changes in motivation at different levels of education, namely primary school, secondary school, high school, university, and graduate school. Future research could also focus on different regions in China by

using the research design to find out the motivation of students coming from other regions.

5.3.2 Recommendation for the Use of Findings

The study could help teachers be fully aware of their students' levels, types, and factors related to learning motivation, such as goals and attitudes toward foreign language learning. As a result, teachers could tailor their teaching curricula to match the learning motivation patterns of their students. Teachers could adapt the guidelines and use them in course teaching and class planning.

The study could help the administrators adjust the education policies or curriculum plans to help students maximize their motivation to learn a foreign language, especially to advise with confidence about what works and what does not work in turning students into motivated learners. They can adapt the guide based on their context and propose appropriate school regulations and policies to build the school, which could improve students' motivation to learn English.



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APPENDIX A RESEARCH INSTRUMENTS



Instrument 1

The Questionnaire

Dear Participants:

This is an online questionnaire from the Suryadhep Teachers College, Rangsit University, Thailand. I am very glad that you participate in this questionnaire. Due to the importance of motivation towards learning a foreign language, the types, level and factors of motivation for learning a foreign language are variables influencing students to learn a foreign language. This questionnaire is launched to collect the data about the types, level and factors of motivation for learning a foreign language, so as to provide guidelines for understanding college students' types, levels and factors of learning a foreign language.

Your true answer will provide a valuable basis for the current education status of Chinese university students. There are a total of 3 background information and 40 questions in this questionnaire, and it only takes you 5 minutes. Please check the options that match your real thoughts according to the actual situation. There are no good or bad options. This questionnaire is anonymous, only for research purposes, and I will keep your information confidential.

Thank you for your contribution to the questionnaire of university students' learning motivation!

Part 1: Personal Particulars

1 41 t 1 . 1 t1	sonai i ai ticulai s
Please tick	the box that is true to you in each Item.
1. Gender:	Male
	Female
2. Grade:	Freshman
2. 01440.	
	Sophomore

Part 2 Your Motivation

Tick the box that is true to you.

Junior

other

Senior year

5=Strongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly disagree

No	Statement	5	4	3	2	1
Typ	be of Motivation			l		
3	I feel proud to be able to use English.					
4	I enjoy learning English because I want to be like a native speaker.					
5	With good English, I can be part of the English community.					
6	Learning English is coming out of my curiosity.					
7	Learning English is useful for me to get a good education overseas.					

easily with good salary. 9 Learning English is challenging for me. Level of Motivation 10 I study English for at least two hours per day.	
Level of Motivation	
10 I study English for at least two hours per day.	
	
11 I learn English as much as I can.	
When I meet challenge learning English, I continue learning 12	
to handle the problems.	
13 I only study English before the test.	
14 I study English five days per week.	
15 I learn English as often as I can.	
If I have two study two subjects for the coming lessons, I will	
always pick up English.	
17 I am easily bored when I review my English lessons.	
18 I always complete my homework although it is difficult.	
Factors Influencing Your Motivation	
19 I could travel around the world if my English is advanced.	
20 I like to read English novel and listen to English music.	
21 If I could have better communication with native speakers, I	
think I study English well.	
22 I am confident I can reach the target the teacher set.	
23 I am sure that I can pass the language test at the end of the	
semester.	

24	Learning English is very important getting diploma and
	traveling to the English-speaking countries.
25	I feel confident when I use English in the classroom with my
	teacher.
26	Our university invests a lot resource on English-learning-
	related projects, which makes me believe that I can learn
	English well through using the resources.
27	If my classmates are good at English, I feel anxious and
	pressured.
28	My classmates are very supportive and kind.
29	I failed in high school English tests, which discourages me to
	learn English in the university.
30	My English teachers could help me with my learning English.
31	I could enjoy watching English movie or drama without
	subtitles if I learn English well.
32	My English teacher is patient when I ask questions, which
	encourages me to invest more time to deal with the problem.
33	My parents encourage me to learn English.
34	My parents sent me to private schools for extra classes.
35	I want to give up learning English because of my teachers'
	poor explanation about English grammar.

36	My English teacher uses teacher-centered approach to help us					
	learn English, which is useful to pass the exam for me and					
	motivate/ but demotivate us in the long term.					
37	English is unnecessary for me.					
38	My parents think that learning English is not so useful as I					
	live in China.					
39	I would spend the time that should be invested in the other					
	subjects on English learning.					
40	If I study English well, I could study and live overseas, which					
	is my life goal and motivates me to study hard even when I					
	meet challenges.					
41	If I study English well, I could communicate with native					
	speakers, which I think it is awesome.					
42 T	This is an open-ended question. You can write any information	VO	1 11/2	ent t	o ah	oro

42. This is an open-ended question. You can write any information you want to share
about your motivation in English language learning.

Instrument 2

Semi-Structured Interviews

Interview Objective: In this interview, we would like to explore the types and the levels of motivation of the English language learners and to examine the factors influencing the motivation of the English learners in Sichuan Province. The information of this semi-structured interview will be kept strictly confidential and will be used as a research content in the future. The interview time for each invited interviewee is approximately 15 to 20 minutes.

Prompt Questions

- 1. How long have you been learning English?
- 2. How do you learn English?
- 3.Do you enjoy learning English?
- 4. What do you think makes you want to learn English?
- 5. Are there any factors that make you want to keep learning and trying?
- 6.Can you describe your English teachers and the way they teach?
- 7. Are you a successful English language learner? In your opinion, what is the most important factor that helps you to become a successful English language learner?



IOC Result of the Questionnaire

Terms	Rating by 6	experts				I O C	Remarks		
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Average			
Part	Part 1: Personal Information								
1	+1	+1	+1	0	+1	0.8	Accepted		
2	+1	+1	-1	+1	+1	0.6	Unaccepted		
3	+1	+1	+1	+1	+1	+1	Accepted		
Part	2: Your M	lotivatio	n						
4	+1	+1	+1	+1	+1	+1	Accepted		
5	+1	+1	+1	+1	+1	+1	Accepted		
6	+1	-1	+1	+1	+1	0.6	Unaccepted		
7	+1	+1	+1	+1	+1	+1	Accepted		
8	+1	+1	+1	+1	+1	+1	Accepted		
9	+1	+1	+1	+1	+1	+1	Accepted		
10	+1	+1	+1	+1	+1	+1	Accepted		
11	+1	+1	+1	+1	+1	+1	Accepted		
12	+1	+1	+1	+1	+1	+1	Accepted		
13	+1	As/2°	+1	+1	(K+)	+1	Accepted		
14	+1	+1 18	ขึ้งสิต	Hand	+1	0.8	Accepted		
15	+1	+1	+1	+1	+1	+1	Accepted		
16	+1	0	+1	+1	+1	0.8	Accepted		
17	+1	+1	0	+1	+1	0.8	Accepted		
18	+1	+1	+1	+1	+1	+1	Accepted		
19	+1	+1	+1	+1	+1	+1	Accepted		
20	+1	+1	+1	+1	+1	+1	Accepted		
21	+1	+1	+1	+1	+1	+1	Accepted		
22	+1	+1	+1	+1	+1	+1	Accepted		
23	+1	0	+1	+1	+1	0.8	Accepted		

24	+1	+1	+1	+1	+1	+1	Accepted
25	+1	0	+1	+1	+1	0.8	Accepted
26	+1	+1	-1	+1	+1	0.6	Accepted
27	+1	0	+1	+1	+1	0.8	Accepted
28	+1	-1	+1	+1	+1	0.6	Unaccepted
29	+1	+1	+1	+1	+1	+1	Accepted
30	+1	+1	+1	+1	+1	+1	Accepted
31	+1	+1	+1	+1	+1	+1	Accepted
32	+1	+1	0	+1	+1	0.8	Accepted
33	+1	+1	+1	+1	+1	+1	Accepted
34	+1	-1	+1	+1	+1	0.6	Unaccepted
35	+1	+1	+1	+1	+1	+1	Accepted
36	+1	+1	+1	+1	+1	+1	Accepted
37	+1	+1	+1	+1	+1	+1	Accepted
38	+1	+1	0	+1	+1	0.8	Accepted
39	+1	+1	+1	+1	+1	+1	Accepted
40	+1	+1	+1	+1	+1	+1	Accepted
41	0	+1	+1	+1	+1	0.8	Accepted
42	0	+1	+1	+1	+1 /1/1	0.8	Accepted
43	+1	18/720	+1	+1	K+1	+1	Accepted
44	+1	+1	भातिल	Hand	+1	+1	Accepted
45	+1	+1	+1	+1	+1	+1	Accepted
46	0	0	-1	+1	+1	0.2	Unaccepted
47	+1	+1	0	+1	+1	0.8	Accepted
48	+1	+1	+1	+1	+1	+1	Accepted

IOC Result of the Semi- structured Interview

	Rating by experts					I O C	
Terms	Expert 1	Expert	Expert	Expert	Expert	Average	Remarks
		2	3	4	5	_	
Prompt	Questions	l	I	l	I		
1	+1	0	+1	+1	+1	0.8	Accepted
2	+1	0	+1	+1	+1	0.8	Accepted
3	+1	+1	+1	0	+1	0.8	Accepted
4	+1	+1	+1	+1	+1	+1	Accepted
5	+1	+1	+1	+1	+1	+1	Accepted
6	+1	+1	+1	+1	+1	+1	Accepted
7	+1	+1	+1	+1	+1	+1	Accepted
8	+1	-1	+1	+1	+1	0.6	Unaccepted



APPENDIX C CRONBACH ALPHA RELIABILITY ANALYSIS



Cronbach's Alpha Reliability Analysis

Terms	Corrected Item-Total	Cronbach's Alpha
	Correlation (CITC)	
1	0.207	0.957
2	-0.106	0.959
3	0.689	0.955
4	0.752	0.955
5	0.587	0.956
6	0.548	0.956
7	0.688	0.955
8	0.71	0.955
9	0.335	0.957
10	0.643	0.955
11	0.643	0.955
12	0.592	0.955
13	0.393	0.957
14	0.68	0.955
15	0.741	0.955
16	0.709	0.955
17	0.244 778/3 PC	0.957
18	0.553	0.956
19	0.647	0.955
20	0.541	0.956
21	0.646	0.955
22	0.705	0.955
23	0.489	0.956
24	0.631	0.955
25	0.734	0.955
26	0.8	0.954
27	0.671	0.955

28	0.539	0.956
29	0.453	0.956
30	0.735	0.955
31	0.717	0.955
32	0.732	0.955
33	0.497	0.956
34	0.435	0.957
35	0.546	0.956
36	0.558	0.956
37	0.496	0.956
38	0.581	0.956
39	0.669	0.955
40	0.691	0.955
41	0.667	0.955





It shows the qualitative data from one interviewee. The interview recording was documented in the script as follows.

- T: Good afternoon. How is everything?
- S: Good afternoon.
- T: When you are in college, is there anything that makes you feel well when you are learning English, what is your learning method when we are learning English in college?
- S: When I am in college, I actually learn English quite passively. I am taught by the teacher. Then after class, I probably listen to music, watch American TV series, and occasionally brush up on vocabulary.
- T: Well, what is passive learning?
- S: Well, I think it is time to take the initiative to learn, and only when there is a need to take the initiative to learn.
- T. How do teachers usually come to carry out teaching activities?
- S: Well, most of time the teachers follow the textbooks and materials, and then they give us some homework after class.
- T: Well, do you have some communication with the teacher during class?
- S: I remember that we have a lot of chances to communicate with our teachers at the time, and it is more about learning through communication.
- T: Well, how do the teachers organize the activities, can you describe it?
- S: Well, I remember that when I am with the foreign teacher, he communicates with us in English all the time. That must be a communicative learning, and then there is a writing class and a reading class, and then it is all question-and-answer. The teachers give you a topic, and then you think about it, and then output it like that.
- T: Well, what do you think of the teaching method, can you accept it? Or do you have other teaching methods that are more acceptable?
- S: I think it will be useful to learn and teach like a teacher. But for myself, maybe my

basic English foundation is relatively weak. I actually study very hard. I spend a lot of time after class. For example, the reading class has a lot of reading materials, and for the IELTS writing, if I don't understand, I actually spend a lot of time consuming the things I learnt in class after class. And um, if in the foreign teachers' classes, then we cannot learn through communication. In fact, I think about 2/3 of the students in the class cannot keep up with the foreign teacher very well. But I think communicating with native speakers is a better way.

- T: Are you saying that 2/3 of the students that cannot keep up with the teachers?
- S: Maybe they don't want to keep up with. Then teacher is talking all the time in the classroom. Maybe everyone still has difficulty in understanding what teachers said. But I think many college students are the same, and they are unwilling to respond to the teacher's talking and lecturing.
- T: Well, do you interact with native-speaking teacher?
- S: Yes, they probably had a lot of sessions designed by the teacher. I could tell that he had prepared a lot of things, but we seem to have never finished the objectives in each lesson.
- T: Do your foreign teachers have some activities for speaking, right?
- S: Yes. If he asks one by one, everyone will answer him, such as the pronunciation training. Well, but if it goes into communication later, very few students will answer him.
- T: Well, then he is acting alone, right?
- S: I often get embarrassed. I was always embarrassed in that class, and then he would change the topic.
- T: But do you still think the way he taught is useful for you?
- S: Although it is awkward sometimes, I think the pronunciation training is useful. I had corrected a lot of pronunciation problems. But I still cannot say the full sentences when I communicate with others.

- T: Why you cannot say the full sentences?
- S: One is that I dare not speak English, that is, I am afraid of saying something wrong. I am very afraid that I will make a mistake. Then because every class is not finished, and then the simpler things that are repeated back and forth. It means the teacher repeated what he had taught for several times. Although we may not fully get what he taught, but it could be bored he repeated it several times.
- T: Well, it seems that there is no fresh content. Is this what you mean?
- S: Yes, because he may feel that our ability cannot keep up with the things he prepared in the later stage, and then he will spend a lot of time practicing the previous contents for us, and over and over again.
- T: What do you feel about that?
- S: I think it is a bit of boring. But I think it is indeed a problem of our own. Because maybe in the later stage, many people didn't cooperate, and then he couldn't carry it out smoothly.
- T: What about the Chinese teacher? What do you think?
- S: Well, there is a teacher who is very, very strict. He teaches writing classes, and every time before class, right at the beginning of class, he will have a hard requirement. We must review it. You have to be able to review the content of the last class by yourself, that is, he will check the homework and ask the students to talk about what you wrote and what the central argument is. And his requirements are very strict, everyone will actually work hard to learn. Then I felt that my writing actually improved in that semester.
- T : Do you make achievement?
- S: I think so, because I think it is because every class he will ask us to write a short composition, and then in the later stage, I can write it and speak it. I think my writing ability improved during that semester.
- T: Do you like this? Do you prefer this teaching method? Or is it that everyone still prefers this teaching method?

S: He just chooses the best and worst ones from the homework we handed in, and then let everyone talk about it. I think everyone has made progress as a whole, except for those who have never completed it. Because I remember very clearly that Duan Yuwei wrote a very good essay at that time, and then the teacher talked about it for a long time, and then he said it was very good, so I feel that everyone must have made progress.

T: Have you never passed the exam?

S: I prepared for the CET-4 exam once when I was a junior college student. I almost missed it that time, but then there was the epidemic, and then I missed it again in the second year. That's how it was.

T: What did the teachers look like in high school? What was the English teaching of your high school teachers like?

S: High school is all about brushing the questions, just keep talking about the questions and finding the answers, nothing else.

T: How do they teach you? Such as vocabulary, grammar, or reading comprehension.

S: Well, we learnt grammar by doing practices and drills in the textbooks. For reading, we also need to complete the exercises. Then we need to memorized the vocabulary by ourselves. In fact, high school is relatively boring for English learning.

T: Well, there s no speaking practice, right?

S: No, it only makes you repeat after the teachers. He just choose some excellent compositions to read, but there was no oral communication training. After all, there was no oral test in exam-oriented education at that time. Well, as long as you can do the questions, it's fine.

T: Do you keep learning English after the class now?

S: Well, I don't think so. When we entered the school, we were assigned into different class based on entrance examination grades? Well, in fact, our fourth class and fifth class are actually not very good at it, I think. I am a teacher in a primary school as a part-time job. Then I teach art. Our school has a project that is to integrate the art class

with English, which means we need to teach arts in English. But the art teachers in the school are not particularly good at English. Then they asked the art teacher to have an English teacher as an interpreter at the same time as the class, and then I thought the effect would not be good, so the English teacher was unwilling to do it. Yes, then they ask to us translate our own lessons by ourselves. Anyway, it is quite troublesome now, I think um, no, we still need to continue to learn this thing.

T: I remember you have some major classes taught in English which could help you with translation.

S: So, although the class is a bit difficult, it is actually useful to teach it to everyone. Well, I think there were actually many people who couldn't keep up with it at that time. It was because how Ms. Li taught was very fast. But I like to complete her tasks, and then I will read the materials and textbooks they prepared. If I do not understand, then I read it a few times myself, and I felt that I could digest it and it must be useful.

T: How do you feel about that?

S: Yes, actually, I think if I was responsible for myself at that time, I should be able to do better.

T: Is it necessary to learn English?

S: Yes, and I feel that I have really forgotten it again, and I have to start from the beginning again. Well, this project was notified yesterday, and I were a little surprised when you came to me today, that is, English must be learned, and it must be learned.

T. Well, if you want to pick it up now, how do you do it?

S: What I think is that I still like to watch American dramas in my life, because I think pronunciation is a very important, and it is only after listening to it a lot that I can output it. Well, the other thing is grammar. In fact, I think I can remember grammar if I read it more. After all, I have studied it for so many years. Then the other thing is vocabulary.

T: For example, when you are in college, do you calculate how often you learn English every week?

- S: I have very little time other than class, very little. Very few,
- T: So you just learn it in class.
- S: There is homework. Otherwise, I will probably not turn over the books when there is no homework.
- T: Well, if you think you have studied English for so many years, what is the motivation that has supported you in learning English for so many years?
- S: Well, I went out to travel when I was in elementary school, that is, when I was in Hong Kong. In fact, there were a lot of foreigners at that time. In Nanchong, it was a remote small county, and English courses were generally unavailable in primary schools. Then when I came back from HK, I felt that I needed to learn it at home. I had already started taking English cram classes when I was very young. It was not in the school, it was in the extracurricular school, but it only contained words, because the level of English teaching in small counties was really not up to date, he can only teach words. In fact, the first two semesters were actually quite good. I was able to communicate with foreigners even when I was young. Yeah, but I feel that I will get tired later on, and I will be very resistant to this thing, and then I won't want to learn it anymore. When I was in middle school, it was an exam-oriented education, I hated English very much, because I felt that I was studying for the exam at that time, right? Because you may have thought it was fun and curious before. That's right, and then it becomes an exam.
- T: What about going to university?
- S: English is very useful. In fact, I am still willing to learn, but it may be said that people are lazy, so sometimes they learn it during class, I learn it occasionally.
- T: What about now? What is the change now?
- S: It's very rare now. I just feel that there is no achievement after so many years. Maybe it's because I'm not suitable or good at it? I even begin to learn Korean, and I think language is a long-term thing. It won't work if you don't have enough persistence, right? Why? I just suddenly want to learn Korean now, because I felt familiar with many

Korean dramas I watched some time ago. In fact, it is very fast to pick it up, so I went to learn it because it seemed to be okay. Well, but in English. Well, how should I put it? There are only a few American TV series, and after watching them, I don't want to learn anymore.

T: So this study is still based on entertainment. From an entertainment perspective, it may stimulate you a little bit, right?

S: No, I just want to be more proactive from an entertainment perspective. For example, if you are going to class now, and you ask me to learn, I will definitely be very reluctant to learn. That is, if the outside world forces you, you will not want to, but if you do it voluntarily, you will not want to. This way, I think so.

T: Yeah, okay. Well, for example, you should have met many teachers since the beginning of learning English. Which kind of teacher do you think is the most helpful to your learning?

S: English teacher. Well, I think Teacher Niu. Well, Teacher Niu would give us many of her own learning methods based on classroom teaching. Um, for example, what software to use, what textbooks to read, how many times, she will explain it to us in detail, and because she was the form teacher at the time, she knew us. Well, then she introduced us to different methods at each stage. Well, actually, she was a kind person. She will keep telling you and asking you to try it, you must try it. Well, after trying it out, I actually think it's very useful to listen to the dubbing, for example. Then you have these things after class, and then go back to her class, and the progress is still relatively fast. Then there is the kind of cram school that I used to attend, um, it will combine some games, um, I hate that kind, I think it is a kind of performance-based learning, and I can't learn it at all.

T: What kind of game is it?

S: He asks you to practice, do questions, and so on. Well, he would say what the topic of this unit, and then it would set up a small game, or set up a scene. Then I would prepare some topics. Then there is the memorization of words, which I think is a bit

forced. I do not like.

T: Which one do you prefer?

S: It is true that learning requires initiative and efficiency. You can give me advice, you can give me a method. In fact, I don't want to do if I am forced to do it.

T: What do you think his personality should be like?

S: Well, actually, I think I am very happy, that is, when I was in A University, I felt that I liked every teacher I met, whether it was strict or loose, and there was no such thing as flattery. But my attitude has always been, no matter how the school is, the teachers I met in this school are very good, that is, um, how should I put it? I think it is a teacher who is attentive and responsible, even they are very good. Actually, I think it is very easy and relaxing now to think about college.

T: Have you ever met someone in your life who you think speaks English better? Neither your classmates nor your teachers have ever encountered it. Then how did they learn English, and then what was their personality like?

S: Well, when I am in college, I participate in the ASEAN Academy of Arts, which have an international department. Do you know? Uh-huh, then in the first year when the International Department was established, I joined the student union, and then most of the members in it, their English was very good, um, for example, some were in Malay and some were in Thai. Anyway, basically everyone likes English. I originally wanted to study. I did learn a lot there, including professional terms and stuff. But it's just that they have their WeChat, and then they feel that everyone just speaks more languages and makes more friends. Well, then you will be exposed to many more things. I met a girl whose English is well at that time, and now she is a graduate student of the Beijing Foreign Languages University. Well, then she will have a lot of exchange studies, and this year she has been in various places abroad for exchanges. Well, now she is in Norway, and she is going to a summer camp every summer that teaches foreign languages to young children. Well, then I thought, well, this is language learning that will make a person become a different person. Language learning is about

you doing these things. It will make you very cheerful, that is, you will be more willing to go out, that is, communication and learning. When you make friends, you won't feel stuck in your ways. ha. That is, one more language, maybe one more angle of thinking about a thing, isn't it? Because what I know is that when she went to these countries, she also learned the local language. For example, they seemed to have learned it at that time. She seemed to have learned Spanish and took a certificate. Ah, I think she is very good, and she has her own ideas. I remember when she was in our university, she knew at least three languages. Now she should be here because he is in Beijing Foreign Languages, which has chosen another language. Now it seems that she is not particularly sophisticated, but she has passed the exam and passed the exam. She looks a bit powerful.

T: That's all. Thank you for your time and have a good day.

S: My pleasure.



APPENDIX E CERTIFICATE OF APPROVAL BY ETHICS REVIEW OF RANGSIT UNIVERSITY





COA. No. RSUERB2023-087

Certificate of Approval By Ethics Review Board of Rangsit University

COA. No.

COA. No. RSUERB2023-087

Protocol Title

UNIVERSITY ENGLISH LANGUAGE LEARNERS IN SICHUAN

PROVINCE: A MIXED-METHODS STUDY ON LEARNING

MOTIVATION

Principle Investigator

Ran Yi

Affiliation

Suryadhep Teachers College, Rangsit University

How to review

Expedited Review

Approval includes

1. Project proposal
2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval:

9 June 2023

Date of Expiration:

9 June 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice of ICH-GCP

Signature

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Chairman, Ethics Review Board for Human Research

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