

GRADUATION LEVEL LEARNERS' PERSPECTIVES ON MOTIVATION IN LEARNING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

The objective of the study was to find out how graduation level students perceived the importance of motivation in language acquisition. The study's main goals were to examine the perspectives of graduation level students in the public and private sectors, as well as those of urban and rural areas, regarding the importance of motivation in language acquisition. With respect to the study's goals, the investigators came up with two hypotheses. The information was gathered using a 31-item, 5-point Likert-type scale questionnaire that was self-developed and validated. Using the cluster sampling technique, 200 graduation level students received questionnaires. There were 193 complete and functional surveys returned, with a 90% response rate. Using SPSS Version 23, an independent sample t-test was used to determine group differences regarding the importance of motivation in learning English at the graduation level in southern Punjab. The findings of an independent sampling t-test showed that there is no discernible difference in how graduation students from urban and rural areas, as well as those from the public and private sectors, view the importance of motivation in learning the English language. The study's conclusions suggested that various conferences and seminars be held at universities to pique students' interest in the English language. At the conclusion, there are directions for upcoming researchers.

Key words: graduate students, EFL, language learning, and motivation

1. INTRODUCTION

Yule (2010) discusses various views regarding the origins of languages. Among hypotheses such as Divine Source and Natural Sound Source, the Social Interaction Source theory has been described, which directly links the origins of human language to human socialization and social interaction, that may have originally consisted of grunts, groans, and curses. It means that language emerged as a way of communication among humans. Loewen and Reinders (2011) argued that motivation is the most important aspect in learning and utilizing a language since it is the force that prompts the learning of a new language. English is a modern lingua franca, and its importance is undeniable in many aspects of life. Kachru (1985) grouped English language speakers into three rings. The "Inner Circle" consists of speakers from

England, Australia, Canada, and America who speak English as their native language. The "Outer Circle" comprises speakers from nations such as India, Nigeria, and Zimbabwe, where English is the official language due to the effects of English colonialism. The third circle, known as the "Expanding Circle," represents speakers from countries such as Japan, China, and Turkey who are learning English as a foreign language. According to Noytim (2006), about 400 million people use English as their native language, while the number of speakers on a global scale is twice as large. Motivation is an internal force that pushes a person to act. When a person believes that his goals are appealing and useful to him, he works hard to obtain them; this is known as motivational action. Motivation is a mental condition that pushes people

to achieve their ideal goals (Loewen & Reinders, 2011). It is the primary motivator for achieving intended objectives (Cheng & Dornyei, 2007). There is clearly a robust relationship between motivation and language proficiency (Dunn & Iwaniec, 2022). Gardner (1985) defined motivation as the desire and effort to learn a language. According to Ushida (2005), motivation is the most important factor in language learning since a strong desire leads to excellent proficiency in the target language. Gardner and Lambert (1972) identified instrumental motivation and integrative motivation as two fundamental types of motivation. Learning a second language with the intention of communicating with people who speak that language as their native tongue is an integrative type of motivation. On the other side, studying a second language with the objective of obtaining a job or other similar goals is an example of instrumental motivation. The above-mentioned motivational categories can influence and govern the learning process.

Gardner and Lambert (1972) define integrative and instrumental motivation as important aspects of language learning process. Pintrich and Schunk (1996) elaborate that motivation for the sake of a certain action is intrinsic motivation. Intrinsically motivated learners participate in an activity because they enjoy it. Extrinsically motivated learners, on the other hand, engage in an activity in order to achieve a specific goal. Such pupils frequently work when they believe that doing so will result in a reward, such as the teacher's admiration, good grades, or other benefits.

Language learning motivation has long been considered by researchers as a crucial concept in second language acquisition and has attracted the attention of scholars worldwide for over six decades (Al-Hoorie, 2018; Ushioda, 2019). Strategies of teaching English language, English as a medium of guidance, disposition and recognitions in the teaching of English as a foreign language and obstacles in teaching English as a second language remained the focus of research on motivation and language learning (Ahmad and Rao, 2013). Indeed, the majority of research on language learning motivation has taken place in Western countries. According to Mahadi and Jafari (2012), motivation in language learning in an Asian setting did not capture the attention of researchers. So there is a great need to fill this void.

According to Shafaei and Nejati (2008), research into the evolution of motivation in language learning as a global phenomenon has only recently begun, and scholars' conceptions of the motivation of people who want to gain proficiency in English as a second language in order to gain recognition are also novel.

In developing countries such as Pakistan, English language is considered as a sign of class distinction, a means of increasing better job opportunities, a tool for considering studying abroad, and a language of global exchange and media (Ahmad and Rao, 2013). Learning English language in Pakistan is characterized by a lack of motivation among students due to a variety of significant influences. The most worrisome issues are educators' inconsistent attitudes, which have a negative impact on learners' enthusiasm to study English. Furthermore, while there is a lot of research on language learning in Pakistan, there are very few studies on motivation. As a result, there is a scarcity of study on motivation in the English language acquisition process.

1.1 Statement of the Problem

The current study emphasizes the importance of motivation in language learning. However, there has been a lack of focus by researchers, particularly in non-Western contexts, and a research deficit exists in the domain of learning English. Thus, the study attempted to investigate the significance of motivation in graduate-level English language acquisition in Southern Punjab, Pakistan.

1.2 Research Objectives

Following were the objectives of the study:

1. To analyze the perspectives of graduation level students in the public and private sectors regarding the importance of motivation in learning English.
2. To compare urban and rural learners' perspectives on motivation in English language learning at the graduation level.

1.3 Research Questions

The researcher aimed to investigate the below-mentioned questions:

1. How do public and private sector graduates perceive motivation in learning English at graduation level?

2. How do urban and rural learners perceive motivation in learning English at the graduation level?

1.4 Hypotheses

The researchers hypothesized;

Ho1. There is no significant difference in public and private sector graduation level learners' perceptions of motivation in learning English language.

Ho2. There is no significant difference in the perceptions of students from both urban and rural areas about the significance of motivation in learning English at the graduation level.

1.5 Significance of the Study

The findings of the study may contribute to the growing body of knowledge on English linguistics, motivating strategies, and language teaching and learning. The study may be useful to (i) policymakers, (ii) curriculum developers, (iii) instructors, and (iv) the society. The study will pave the way for future researchers interested in linguistics, language learning, and motivation.

2 LITERATURE REVIEW

Language is a tool that human beings use to communicate efficiently with one another. It facilitates the expression and exchange of thoughts, feelings, and attitudes (BBC, 2008). Brown (2006) described language as a spoken medium for expressing ideas and communicating information. These definitions are fairly limited in their scope. However, Lado (1961) described language as a collection of morphemes, phonemes, phrases, clauses, and sentences. Language is defined as a complicated set of skills (Oller, 1983). Oller's definition provides a comprehensive view of language, encompassing all components of language.

2.1 English Language Learning

English language has achieved global recognition and has become the lingua franca (Youssef, 2012). According to Noytim (2006) and Komin (1998), people learn English because it offers a variety of benefits such as greater professional prospects, career advancement, and use as a tool for studying, connecting globally, and gaining access to information technology. According to recent data, 400 million people worldwide speak it as their

native language. Similarly, the number of non-native English users has doubled (Noytim, 2006). According to recent research, the attitude that a student has towards English and his or her ambition to learn English influence their competency in the language. Youssef (2012) proposed that a good attitude towards language learning and motivation in language learning have a beneficial relationship. Learning English will be more successful if both a positive attitude and motivation are present. As a result, it is safe to conclude that learning English demands a high level of motivation on the part of the learner.

2.2 Motivation and language learning

Motivation can be considered as an essential component of language learning. To build the required motivation, the learner must have some longing, anticipation, reason, or goal to achieve (Brewer & Burgess, 2005). When studying a second language, the desire to master the target language gives the push. There is a requirement for a target that students hope to achieve; the target language can fulfil this purpose admirably. Cook (2000) stated that many foreign language students present and perform better than others, and this is due to motivation. According to Ellis (1994), there are indications of enhanced learning due to the effect of motivation, as he believes the learning process begins when a pupil becomes motivated. Ellis (1994) clearly points to teachers' acknowledgement of the function of motivation in the learning of students. According to Cook (2000), language learning is not equal among learners since characteristics such as personality, age, and motivation influence learning. However, he considered motivation to be a more important factor than the others. Motivation can be described as the effort made by second-language learners to grasp the language. Lightbrown and Spada (2001) characterized it as a complex process that depends on the learner's attitude and willingness to communicate with others. They believe that if students feel compelled to communicate in the target language in order to achieve their objectives, they will be motivated to learn all of the language's skills. Motivation is the stimulus that promotes and sustains the development of linguistic competency, and it requires researchers' attention (Lennon, 1993). Learners who are motivated learn more and at a faster rate than learners who are unmotivated,

and it plays a role in both achievement and failure. Students that are not driven demonstrate a lack of attention, whereas motivated students actively participate in language acquisition (Spolsky, 1990). The study of the function of motivation in second language learning is a complex phenomenon. Learners' attitudes towards native language users, as well as their communicative demands, are both crucial in this regard (Lightbown & Spada, 1999). Lasagabaster (2011) and Dornyei (1994) said that motivational factors determine target language achievement. Motivation influences foreign language acquisition in pupils and increases their comprehension of the target language (Krashen, 1982).

2.3 Role of Motivation in Learning English

Motivation and English language learning are directly proportional to each other (Yu et al., 2019; Reilly, 2020). According to Ushida (2005), it is considered the most important aspect in learning and acquiring a language. Learners' competitiveness correlates with their drive for multilingualism. Agnihotri and Khanna (1994) stated that motivation is generally studied in the fields of business, psychology, education, and English phonetics. To achieve effective outcomes in learning a foreign language such as English, students must psychologically prepare themselves to learn symbolic aspects of a strange linguistic community, as well as be willing to incorporate elements from other cultures into their lives. In the phonetic environment, motivation is a critical component of any informative learning process. Motivation can be determined when it comes to language learning. There is a guarantee that the method has an impact on language learning. Prior Gardner (1985) defined motivation as the desire and exertion to learn and absorb a language. Dornyei and Ushioda (2009) guarantee that an understudy will struggle to acquire a language unless they have a strong desire and incentive to do so. In terms of English language acquisition, they argue that globalization has given English an international significance, making it the language of trade, education, and international relations. According to Al-Othman and Shuqair (2013), it provides opportunities for a successful career, broadens knowledge, and allows individuals to benefit from research. Thus, these factors influence the amount of motivation among students learning

English. Given the importance of the English language, a learner must be eager to acquire it.

2.4 Dornyei's Model of Motivation in Language Learning

The list of major motivation types and components presented above is consistent with the previous notion that L2 motivation is a complex construct. To coordinate the various segments, it appears to be necessary to offer several aspects of motivation, similarly, but not in the same way that Crookes and Schmidt did. Based on the above-mentioned examination, a three-section L2 motivation growth emerged, which included integrative motivation, self-assurance, and evaluation of the learning condition. The language level is the broadest dimension of development, with an emphasis on introductions and topics associated with many aspects of the L2, such as the way of life it transmits, the network in which it is spoken, and the potential usefulness of capabilities. These general mental processes determine the necessary learning destinations and the appropriate language decision. According to the Gardnerian method, this broad motivational measurement can be represented by two expansive persuading subsystems: an integrative and an instrumental inspirational subsystem, which, as previously said, consists of roughly connected, setting subordinate cognitive processes. The integrative motivational subsystem revolves around the individual's L2-related full of feeling tendencies, which include social, social, and ethnic-semantic components, as well as a general interest in remote and foreign languages. The instrumental motivating subsystem consists of highly concealed outer goals (distinguished and included direction) focused on the individual's future vocation endeavors. The second component of L2 motivation development is the understudy level, which encompasses a complex of impacts and insights that shape sensible and stable identity attributes. We may identify two motivating segments that underpin motivation forms at this dimension: the need for execution and self-assurance, with the latter covering various aspects of language anxiety, perceived L2 skill, attributions regarding previous encounters, and self-adequacy.

The third dimension of L2 motivation is the learning circumstance level, which includes characteristic and external cognitive processes, as

well as motivating settings that correspond to three zones. 1) Course-explicit motivational phases include the prospectus, demonstrating information, encouraging strategy, and learning assignments. These are best described in terms of Crookes and Schmidt's four convincing conditions: intrigue, significance, desire, and fulfilment. 2) Teacher-explicit motivating components include the member's desire to fulfil the educator, specialist type, and direct socialization of the understudy's motivation (demonstrating, assignment introduction, and input). 3) Group-explicit motivational components include four main segments: objective introduction, standard and reward framework, group union, and objective structure in the classroom.

The entire discussion suggests that English language has acquired a global importance. Learning English language is affected by different factors however, learners' motivation in L2 is an essential factor. Without it, goal of learning English language by a learner can hardly be achieved.

3 METHODOLOGY

A descriptive design was used in this study to investigate the perspectives of graduation level learners in Southern Punjab on the function of motivation in learning English at the postgraduate level. According to Cooper and Schindler (2006), such investigations are useful for testing hypotheses and drawing general conclusions. In terms of data collection technique, questionnaires were distributed to respondents to elicit responses, resulting in a quantitative study. The respondents' replies were collected using a five-point Likert type rating scale. Participants' responses were classified as 1, 2, 3, 4, and 5 for Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, respectively.

3.1 Population and Sampling

The research population consisted of graduation-level English Language and Literature students enrolled in both public and private sector DAIs

(Degree Awarding Institutes) in the South Punjab, Pakistan. A cluster sampling strategy was employed to select the sample. Four clusters were formed at four separate institutes. Public sector institutes formed two clusters, while the private sector institutes formed the other two. To ensure a representative sample for the study, 50 students were randomly selected from each cluster. The overall sample size was 200 (50x4).

3.2 Instrumentation and data analysis

A 31-item questionnaire was created, and the responses were quantified using a five-point Likert type rating scale ranging from strongly agree to strongly disagree, with values of 5 to 1. The tool's reliability was ensured using Cronbach's alpha coefficient. A reliable Alpha coefficient was found for all the 4 constructs of the questionnaire.

The questionnaire was divided into three sections: the researcher's introduction and institutional affiliations, the respondents' demographics, and the responses to four dimensions of the problem under study (internal motivation about language = 7 items, external motivation about language = 7 items, teachers' attitude and teaching environment = 12 items, and confidence = 5).

The quantitative data acquired from the surveys was analyzed using SPSS version 23. Independent sample t-tests were performed to examine the differences in opinions across participants based on demographics.

4 FINDINGS

4.1 Profile of the Sample

The researchers distributed 200 questionnaires among graduation level English Language and Literature students enrolled at public and private sector DAIs of South Punjab, Pakistan using cluster sampling technique. All the questionnaires were collected producing a response rate of 100%. However, 7 questionnaires which were incomplete were dropped due to which only 193 valid questionnaires were left. So, the rate of response decreased to 96%.

Table 1
Demographics of the Participants (N=193)

Type of Institutes	Frequency	Gender	Frequency	Locality	Frequency	Total Sample Size
Public Sector Universities/DAIs	98	Male	99	Urban	120	193
Private Sector Universities/DAIs	95	Female	94	Rural	73	

Table 1 given above illustrates the demographic information of the participants. Out of 193 respondents, there were 98 public sector universities/DAIs students and 95 private sector universities/DAIs students. The number of male respondents was 99 and the number of female respondents remained 94. As far as locality is concerned, out of 193 respondents, there were 120 urban students and 73 rural students.

4.2 Outcomes of the Inferential Analysis

The first objective of the study was to compare the perspectives of public and private sector graduation level learners about the significance of motivation in learning the English language among graduation level English Language and Literature students. This purpose led to the research question, "What are the perspectives of public and private sector graduation level learners concerning the significance of motivation in learning English?" To determine the outcome of this research question, one hypothesis (Ho1) was developed and tested using an independent sample t-test to identify differences among the groups.

Ho 1. There is no significant difference in public and private sector graduation level learners' perceptions of motivation in learning English language.

Table 2: Findings of t-test

Respondent	N	Mean	SD	T-Test	P
Public Sector Students	99	3.893	.858	0.673	0.5
Private Sector Students	94	3.802	1.032		

The P value of 0.5 in the table 2, which is greater than 0.05, suggests that there is no significant difference in the perspectives of graduate level

learners from the public and private sectors on the role of motivation in learning English. As a result, the null hypothesis, which states that " there is no significant difference in public and private sector graduation level learners' perceptions of motivation in learning English language." is accepted.

The second objective of the study was to compare the perspectives of graduation level learners from urban and rural areas concerning the role of motivation in English language acquisition among graduates. This led to the research question, "What are the perspectives of learners from urban and rural areas on the significance of motivation in learning English among graduation level learners?" To find out the answer, one hypothesis (Ho2) was developed and tested using an independent sample t-test to determine intra-group variances.

Ho2: There is no significant difference in the perceptions of students from both urban and rural areas about the significance of motivation in learning English at the graduation level.

Table 3: The findings of t -test

Locality	N	Mean	SD	T-Test	P
Urban students	120	3.874	.897	0.489	0.6
Rural Students	73	3.805	1.025		

Table 3 shows a P value of 0.6, which is greater than 0.05, indicating that there is no difference in the perspectives of postgraduate level learners from urban and rural areas on the function of motivation in learning English. As a result, the null hypothesis, which states that " there is no significant difference in the perceptions of students from both urban and rural areas about the

significance of motivation in learning English at the graduation level.," is accepted.

5 DISCUSSION

To study the response to the first research question, a hypothesis (Ho1) was developed and tested using a t-test. The following debate demonstrates differences in the perspectives of public and private sector learners on the role of motivation in learning English among graduate level learners in Southern Punjab, Pakistan.

The results of the t-test show no significant difference in the perspectives of students from public and private sector institutes on the role of motivation in learning English among graduation level students. It confirms the second hypothesis of this study: " There is no significant difference in public and private sector graduation level learners' perceptions of motivation in learning English language."

The findings of You and Dorneyi's (2016) investigation are congruent with those of the current study. They discovered no differences in the function of motivation in learning amongst responders from different geographical areas and types of institutions.

To analyze the study's second question, the researcher formulated and validated a hypothesis (Ho2) using a t-test. The previous data shows that there is no difference in the perspectives of learners from rural and urban areas on the role of motivational factors in learning English among graduation level learners.

The results of the independent sample t-test showed that there was no significant difference in the perspectives of students from urban and rural areas on the role of motivational factors in learning English in South Punjab. This verifies the study's second hypothesis, which states, " There is no significant difference in the perceptions of students from both urban and rural areas about the significance of motivation in learning English at the graduation level."

The study's findings contrast with those of Parasangani and Nadarajan (2015). They discovered a significant variation in the motivation levels of Sri Lankan rural and urban learners. They discovered a high level of motivation among rural undergraduates in Sri Lanka.

5.1 Suggestions for Future Research

The current study used self-report measures to analyze the significance of motivation in learning the English language, so there is still a risk of response biases. As a result, future studies may only use performance measures to address this issue. This study focused on the function of motivation in learning the English language at the graduate level, future research can look into various motivational elements that may have an impact on English language learning. Furthermore, the research used a comparative method to examine the perspectives of graduation level learners on the importance of motivation in gaining competence in English; however, the possibility of biased responses on the part of students cannot be ignored. Future study may include replies from teachers as well as students in order to eliminate response biases.

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