

**The effects of motivation on English language learning: A case study at Gems Public High School,
Hujra Shah Muqem**

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ABSTRACT:

In present time, English has reached at the level of global language, and everyone has to learn it to fit into the real world and for communication purposes. Motivation is accepted as a fundamental factor for learning a language (EFL). This study overviews the research on the role of motivation in learning the language. In this paper, the researcher explains different types of motivation and reviews several studies related to the role of motivation. The data for this research study is collected online, through google form and then analysed. The findings illustrate that the students have improved themselves in this subject (English) after motivation. There are 200 responses collected from the participants who are the students of Gems Public High school. The study examined different factors that are having influence on students 'motivation like their family background and parental ability in the realm of education etc. Different students learn English through different ways and to make student interested in learning a teacher should motivate her student because motivation plays a key role in learning a language particularly EFL.

Keywords: Motivation, Language learning, Rural background, Intrinsic motivation, Extrinsic motivation

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1. INTRODUCTION

Motivation is very important element in the realm of language learning. It is very significant and effective factor for L2 learners although they possess it or not and it is an important aspect for getting success in any task (particularly in language learning) either it is difficult and tough. It is a worldwide accepted view that no one can complete his task successfully without motivation. To get high achievement, one has to be motivated because the success and failure depends on one thing that is “Motivation”. It is stated in the book of Yule, ‘The study of language’ that there are several different factors that combine in a profile of a successful L2 learner and obviously, the motivation to learn is important. This motivation can be of different types like integrated, instrumental, extrinsic and intrinsic motivation. Different learners are motivated by different types of these motivation according to their own views, background and personality traits.

Many studies and experiments have claimed that motivation has played a vital role in human learning. Motivation is actually a psychological element that cause or become the reason of change in the behaviour of human as Freud has presented a theory in 1900, named as psychoanalytic theory that puts stress on needs that act as a driving force for people that’s why motivation is considered as a process that urges a person to take action just to get or achieve the desired destination or goal. Skinner presented a theory in 1948 related to stimulus as motivation is usually work as a stimulus to stimulate the desire to do an action and this thing is also narrated by Ladousse (1982) in his book, that motivation is a great tool that is used to stimulate the action.

Achievement motivation ,here focus was on achievement along with motivation. In the Collins Dictionary motivation is narrated as “ the act or an instance of motivating desire to do; interest or drive incentive or inducement ,the process that arouses, sustain and regulates human and animal behavior.” Oxford Dictionary (1993) defines motivation as; “a reason or reasons for acting or behaving in a particular way or desire or willingness to do something or possess enthusiasm. Dornye (1996) claims that there are lot of theories and models to describe or explain motivation. Normally people considered motivation as a psychological factor that is the reason of generating the action by doer. Gardner (1985) states that motivation is an effort to learn a language and desire to achieve a goal and positive attitude towards language learning, actually he defines this term of motivation related to learn a language as it is an effort to learn an L2. He also develops a tool to measure it, named an AMTB that is very useful in several

language learning context. But primary aim of this tool is to use in English language. It is stated in the book *The study of language* (6th edition) by Yule that the successful L2 learning experience is based on motivation. He has presented 4 types of motivation in his book: intrinsic, extrinsic, instrumental and integrative motivation. Intrinsic motivation is actually the inner desire of a learner to learn language, extrinsic motivation is related to the external influence that motivate a learner to learn language while integrative motivation is a type of motivation urges a learner to learn language just to become the part of the society of a particular language and instrumental motivation is a type of motivation in which a learner want to learn language and his motivation works as a tool to achieve some other goals of his concerned. Brown (1987) narrates that Motivation is usually considered as an inner derive stimulating the desire and emotion that drives one towards a specific action. Keller relates the motivation to psychology and defines that it is related to the choice of people to reach to a goal by doing specific effort. It is observed by many observers that those students who are having English background feel relax to learn English but those who do not have English background they have to suffer to much difficulties like hesitation, irritation, shyness and confusion while learning English language.

This study focuses on the barriers while learning English language and those factors that are responsible for motivation in a student but geographical limitations are related to one school and the problems are specific to the students of 8th to 10th class as there are three sections of 9th class and two sections of 10th class and 8th class. The data will be collected by these classes 'students only. Motivation is an essential element in the realm of learning because if there is no motivation in students then learning activities can't be achieved and teachers must be advised to choose material that is motivated for students during teaching (Abdulrasoul, 2012). Instrumental motivation is having more effects than integrated motivation on the students of different fields of study (Ugla, 2021). Motivation is crucial element even in job performance of an employee as it is having closed linked with reinforcement theory. A research study provides insights to higher authorities and managements that how rewards and reinforcement create positive effects on the performance of employee as well as build up their job satisfaction (Kalpana Kumari et al., 2021). Amna Khalid (2016) has highlighted the motivational orientations of Pakistani learners towards English language learning that Pakistani students are bilingual and prefer English as a medium of instruction just for instrumental purposes.

The setting of the current research is Hujra Shah Muqem, an area that is not advanced like Lahore and Islamabad etc that's why the background of the people is not so advanced and they

have rural background and students of Gems Public High School are also having rural background and come from villages that's why they have to suffer too much difficulties while learning English language like they feel burden and take it as a difficult task. But those students who are enthusiastic towards learning English language they give good result than others. This study focuses on the difficulties of students related to this subject and the role of motivation to remove these difficulties. The study aims to determine the important elements that influence the motivation of students regarding English language and to find out the difficulties that students have to face when they are in the process of learning English language and also to explain the type of motivation that highly affects the student in learning.

This study will present a true picture of motivation in students who are from rural background. This will be helpful for teachers to finding the barriers in learning English language by students and in this way, they can be able to remove these barriers for successful learning of students in their subject (English). This study will highlight the factors of students 'motivation related to English language learning that will be fruitful for teachers to teach English in a better way or it can be said in a motivated way. This study will be helpful for future researchers who want to study in the domain of motivation at middle and high level or school level.

2. LITERATURE REVIEW

Motivation is a tool to learn second language. It is very important factor that deals with learning anything particularly a non- native language of a learner. There are four types of motivation: intrinsic, extrinsic, instrumental and integrative motivation. Intrinsic motivation is a type of motivation which stimulates a learner inwardly and arises the feelings of competence and self-determination. It is related to personal desire as a learner wants to learn a language just to satisfy her/himself and to fulfil their inner desires and it demands reward from inside of learner. Extrinsic motivation is a type of motivation that demands reward from outside and away from the inner self of a learner. A learner that has this type of motivation is influenced by external factors like to get good job or higher money etc. Instrumental motivation is a type of motivation in which a learner wants to learn a language just to achieve other goals and that language work as an instrument to get concerned target. Integrative motivation is a type of motivation that develops in a learner just to be a part of a society of concerned language as he/she just want to join the concerned community and it is opposite to instrumental motivation.

The prior studies explains the importance of motivation under the umbrella of language learning and these studies vividly explain that motivation is an essential and psychological

factor in learning language. Different researchers have done their researches on different type of motivation as Mili lays stress on two types of motivation that are instrumental motivation and integrated motivation in the article with the title of “The Role of learner’s motivation in English language learning at tertiary level in Bangladesh”. The samples of the study consist of twenty-five to thirty students of two different universities. According to this research paper it is stated that English is a compulsory subject in Bangladesh and students have to face difficulties but it is noticed that integrated motivation is higher than instrumental motivation from the results of this study.

Another research that is done by author Ali et al (2020) with the title “Motivation in language learning and teaching” that deals with an objective to know that what is the motivation and how does one can create motivation and foster motivation and maintain motivation. The researcher of this study builds the questions that; Every teacher should ask question from himself that how can he/she motivate his/her students, while discussing motivation and what are the elements that energize human behaviour and what are the factors that direct or channel such motivated behaviour and how can behaviour maintain after developing. Researcher states that learning cannot be possible only by the use of brain as external factors play a vital role in learning and motivation is an important one, there is information about reward and punishment a self-motivation, different definitions of motivation and also about school learning. This study gives an extension theoretical information about motivation in language learning.

Similarly, Nguyen(2019) conducted a study to determine the type of motivation at the eleventh and twelfth grade’s students and also those factors that influence the motivation of the students want to find out the difficulties that are encountered by students and also determine to give recommendation for improving these difficulties. The researcher has arisen many questions that what is motivation for learning English by students and want to find the answer that how can the background of a student have an effect on their motivation in learning the English language like other the researcher of this study wants to know about difficulties regarding learning a language. The researcher has used a questionnaire to collect data for his/her study and that questionnaire is consisted on thirty-six different items with different division as among those 36 items thirty items are used to gather information about motivation that is the actual topic of a researcher as out of thirty items thirteen are about integrative motivation and seventeen are about instrumental motivation and other six are about the personal or private information about participants. Three hundred and seventy-one responses are the total

collection of this study. The result of this study explores that the students are highly motivated by instrumental motivation and those students who are motivated are able to give good results than those who are less motivated and even not motivated. But along with motivation, instrumental motivation is highly admired.

Alizabeh(2016) also highlights the importance of motivation in the study with the title of “ The impact of Motivation on English Language Learning ” with the aim to define motivation and elaborate the different types of motivation in learning the language and to explain the condition of motivation and important factors of motivation learning the language. The researcher also wants to know the answer of the questions that what is the actual mean, when it is said that someone is motivated. The researcher also wants to know that how can we create motivation and promote motivation and preserve motivation. The researcher get the result that motivation plays a vital role in learning English as a foreign language, second language and target language it is very important factor for the success and failure of any task. According to Donyei (1994) all aspects of motivation having relationship with one another and any aspect of demotivation can become the reason of negation for positive motivation. Further it is stated that the prior models of research have presented the general features of motivation that do not demand for the characteristics based on systematic features and do not put stress on particular aspects either internal or external that a single learner want to learn.

Deci and Ryan(1985) have presented the theory of motivation under the umbrella of social dynamic period which reflect the other theoretical perspectives like theory of attribution and theory of self-determination and theory of autonomy that recognized the phase of second language motivation. Bower(2017) states that he has presented a framework in the area of motivation that presented a very useful tool related to qualitative and quantitative research method under the umbrella of case study. The framework has been tested at three different areas of England particularly in case study research approach. This study raises some questions that what are the ways through which CLIL having effects on the motivation of a learner. It also raises the question that what are the elements that help to increase the motivation in CLIL. This framework is very helpful to investigate the motivation of learner in a way that is more systematic and in-depth manner. This study was done at secondary school. The study focused on one group of learners, aged 12-13 or 14-15 in three school name A B C. This study argued that there is necessity for a research framework that should be more flexible and that one can be used as a tool for the development of coherent approaches in the field of second language acquisition. According to Babae (2012) Motivation is a term that is related to attempt and

desire to learn language and positive attitude toward leaning it. Literature review illustrates the international view in the area of motivation in SLA. Further literature review in the field of motivation lays stress on the particular side of motivation like in teaching and pedagogical area by teacher of second language. This type of review is very guiding for finding ways of increasing learning in students. The age of participants and reviews studies were either high school or university students as they were adolescent and adults. It is also important for parents to be aware of role of motivation in second language acquisition. This literature review pinpoints research that focused on motivation with relation to enjoyment.

Alizadeh(2018) argues that motivation is an important and key factor for the success and failure of any impossible activity . In this study, researcher describes motivation and its two types like integrative and instrumental. It is stated that integrative motivation is actually the learner's desire to enter into the target society successfully and the instrumental motivation is actually influenced by external reasons. The researcher explains three factors of motivation as external pressures and positive attitude for the community of second language and also about the enjoyment of learning. This study states that motivation is influenced by different factors and we as an English as a Foreign Language teachers should promote motivation in our learners. Motivation is a central topic in the field of education. At the same time this is one of the most critical topics. Motivation is the complex human construct that has long posed difficulties for those who attempt to understand and explain it (Anjomshoa & Sadighi ,2015). Elliz (1985) put forwards his doubts related to the statement of Keller that no one know about this thing that what is more important, either motivation for successful learners or a successful learner is the reason to increase motivation.

Motivation is very essential that specifically focus on the goal of learner that is actually he/she wants to learn the second language and these two type of motivation influenced to learner much more that is integrated and instrumental so a learner must make a distinction between these two (Gardner & Lambert, 1959). Littlewood(1984) states that two kindest of motivation can be able to exclude each other because mostly learners are motivated by mixture of integrative and instrumental reason and the difference between these two is actually similar to the general theory of learning which is made between extrinsic and intrinsic motivation. The success of any matter is actually based on different factors as in language learning, one factor may be the aptitude of learner and other will be related to the better teaching with perfect instruction just to get high achievement for everyone (Skehan,1989). A language teacher should be aware of motivation and its importance as well as personality and character of the learners. They should

identify and pinpoint the aspect of motivation that is related to the personality of learner, during their process of learning, in this way they can produce effective and positive ESL classroom. But when a learner is motivated, a teacher can be free and discharge from his duties and responsibilities of learner (Kondal, 2015). There is no perfect and genuine agreement about the definition attitude and motivation and the relationship between both. But finally, the term used for motivation is actually “a generally cover term-a dustbin-to include a number of possibly distinct concepts each of which may have different origins and different effects and require different classroom treatment” (McDonough,1981,153). Donyei(1990) presents a motivational aspect that is related to the foreign language learning and which is based on two types of motivation, integrative and instrumental and their motivational subsystems that are actually the multifaceted cluster having different four dimensions. According to Crookes and Schmidt (1991) motivation has many aspects and sources. The first one is related to the intrinsic motivation as they develop an intrinsic hypothesis that is actually related to learning activity itself, in this way stimulus plays a very important role while learning in the classroom.

Motivation is a term that is based on two basic behaviours that are cognitive and non-cognitive. But it also focuses on both. Turner (1995) illustrates that Motivation is having very strong relation with cognitive behaviour as it is related to willingness of learning having strong connection with planning and use of different strategies to achieve a goal. But on the other hand, Gottfried (1990) explains the non-cognitive aspects of motivation in relation to complete a task that is tough and not easy to manageable related to learning, as it is closely related to one's attitude, perception as well as belief.

Bandura (1982) has presented a theory of self-efficacy, and according to it, a goal can be achieved and an effort can be made successful by one's efficacy related to task and this thing is having strong relationship with motivation as strong self-efficacy leads towards the strong motivation to complete a task in a successful way and lower self-efficacy leads towards the weaker or low motivation to perform a task in a more accurate way and successful way (Pintrich & DeGroot, 1990). Empirical research has also supported this idea that strategies used in cognitive approach for the successful accomplishment of a task are having strong relationship with theory of self-efficacy (Pintrich & DeGroot, 1990).

Another notion is presented here that motivation is higher if it is taken at individual levels because individuals are totally reasonable for the failure of task and success of getting a goal (Eccles & Wigfield, 2002). It is clear that individual motivation is stronger than collective

motivation, as a task can be accomplished easily and successfully if one motivated individually than in the crowd.

According to Eccles & Wigfield (2002), there are different types of values ,which every individual adopts to take part in an activity and among these values, one is intrinsic value that is affiliated to the intrinsic motivation which is closely related to the inner choice, willingness to do a task and personal pleasure to achieve a goal and far from the outer influence like extrinsic motivation (Guay et al., 2010). Different research works illustrate that the results draw from intrinsically motivated participants are higher than extrinsically motivated and Educators also supported this notion that intrinsic motivation is more stronger than extrinsic motivation (Ryan, Connell, & Plant, 1990).

Motivation is also having effects on different genders, as Lange and Adler (1997) made research and the outcomes of the research study state that girls are intrinsically more motivated than boys but the grades of both these genders are equal.

Another notion is presented here related to motivation affiliated with 'Age' that children are more motivated in the start like first-grade and having higher expectations for themselves but with the passage of time this motivation moves towards the lower level when they reach towards elementary school level as well as they leave it (Entwisle et al, 1986).

3. RESEARCH METHODOLOGY

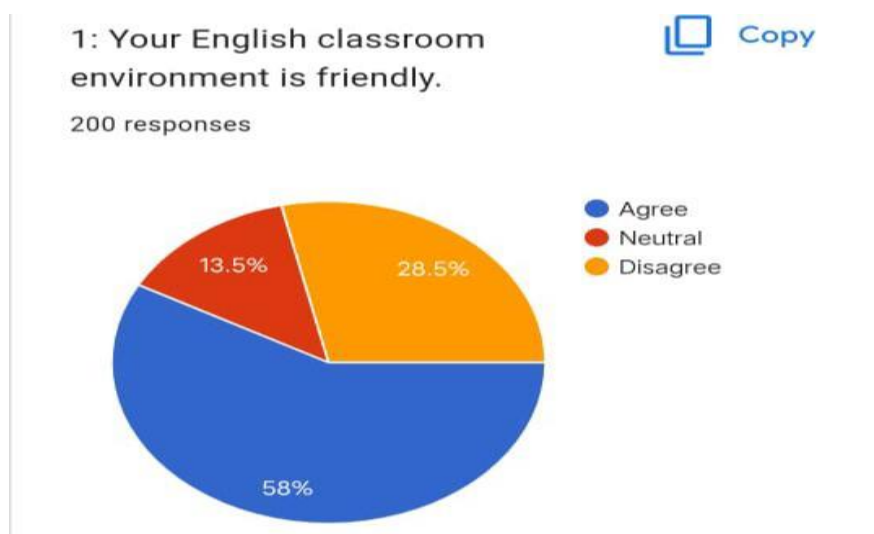
This study is having quantitative approach. Students of GPHS are taken as participants. Population is based on 200 responses. A questionnaire is used as tool for collection of data. A 3-option (agree, neutral, disagree) Likert scale questionnaire is created having 16 statements. Questionnaire is developed through google and data is collected online by the students of Gems Public High School. A close-ended questionnaire is used to collect data for this study of research as there are three options and a student has to select according to his/her own experience in the classroom as well as in the school. Primary data is collected by researcher to get responses. A questionnaire is based on questions are related to the topic of motivation that either motivation is an important or the students of Gems Public Girls High School to learn English language. There are almost 300 students of high and middle section of school but only 200 students are available to fill online google form for the collection of data.

Data is collected online through questionnaire. 200 responses are taken from students of high and middle section of the school. Data is collected in 2 weeks according to the availability of

the students are available they response to the questionnaire according to their own mind ability interest and experience.

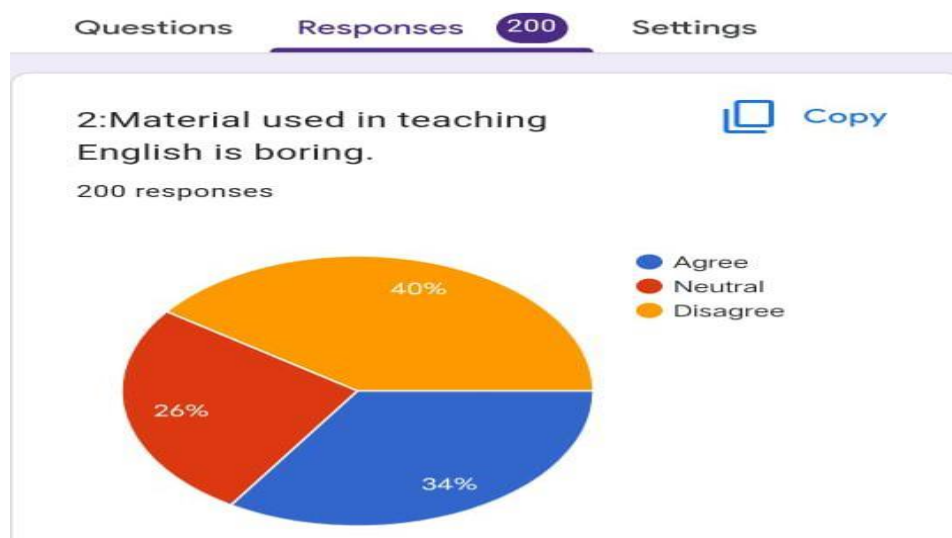
4. RESULTS AND FINDINGS

Data collected through questionnaire and is analysed according to all questions listed in the questionnaire. Analysis of all collected data in the form of responses is shown in the form of pie-chart which show the percentage of responses collected from participants.



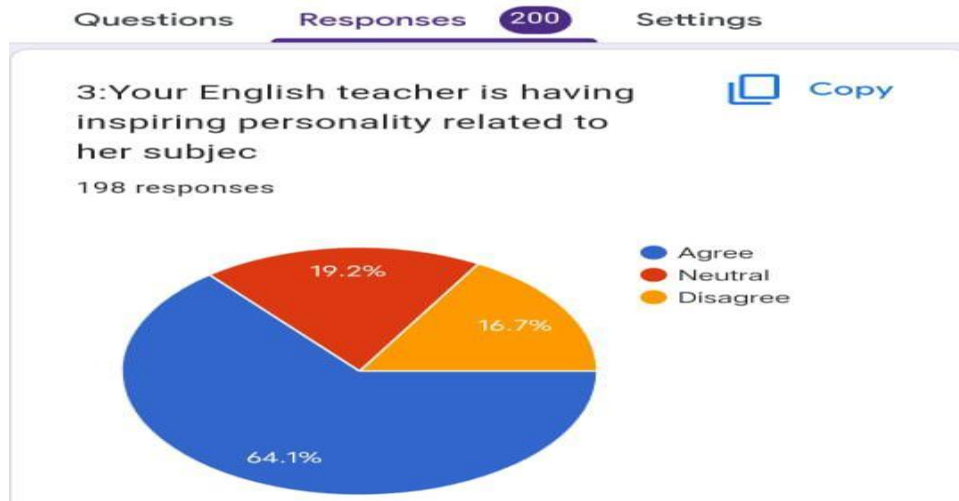
Question :1

It is stated that 58% students are agreed to this statement that their English class room environment is friendly that's why they are more motivated towards learning it.



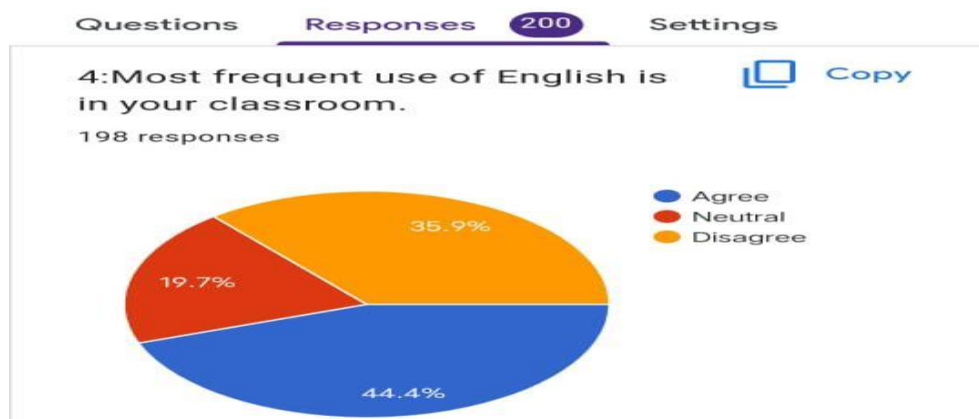
Question :2.

40% are disagree to this statement that they do not feel boredom in their class it means they are motivated towards learning English.



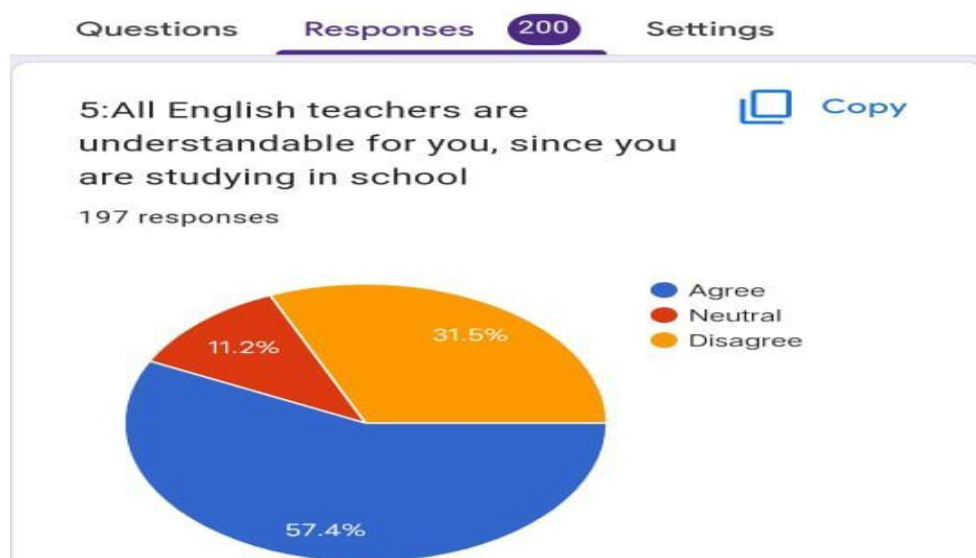
Question:3

64% students are agreed to this fact that they are motivated by their teacher to learn the language and they developed a love for this subject just because of their teacher.



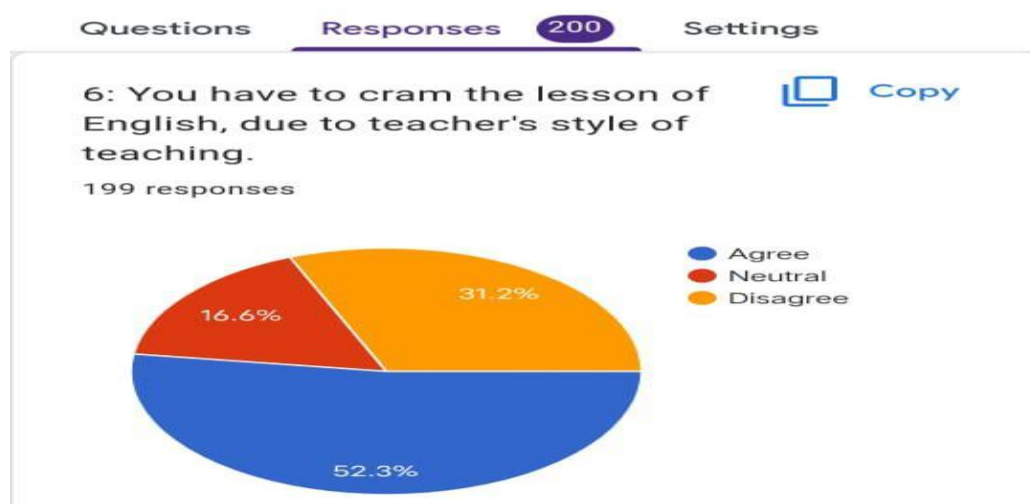
Question:4

44.4% students are agreed to this statement that their teacher has used English language more frequently that they start to imitate her teacher and due to this the use of English is more frequent in their classroom.



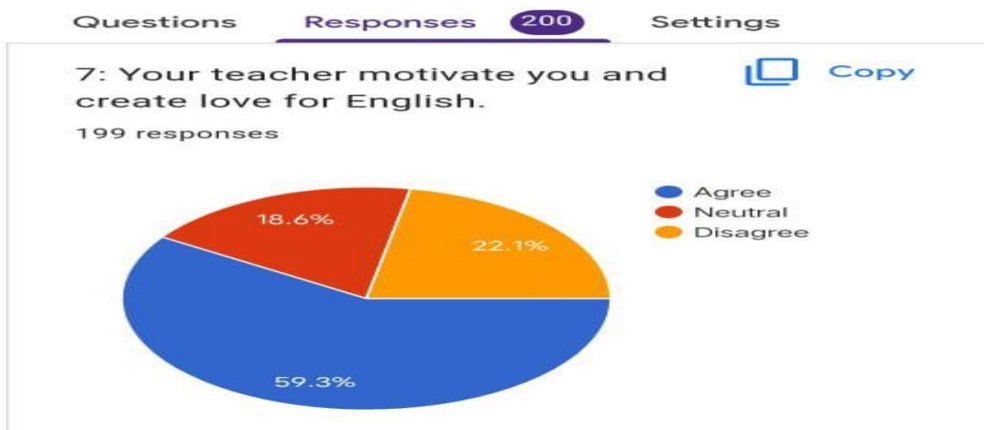
Question:5

Students are able to understand the teachers that's why they are well to identify that a teacher is having motivated approach towards their subject.



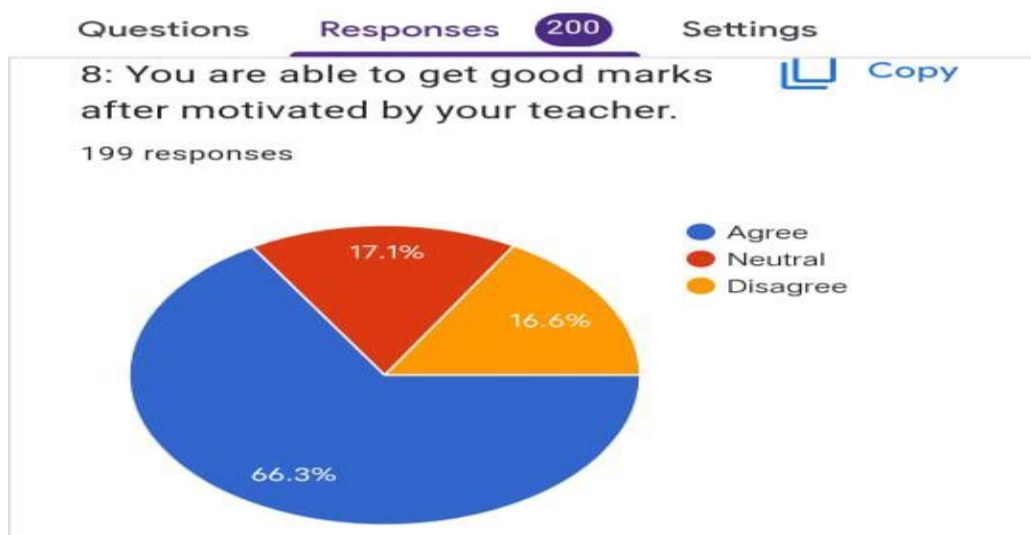
Question:6

Mostly teachers were not motivating the students that's why they have to develop the habit of cramming in the subject of English.



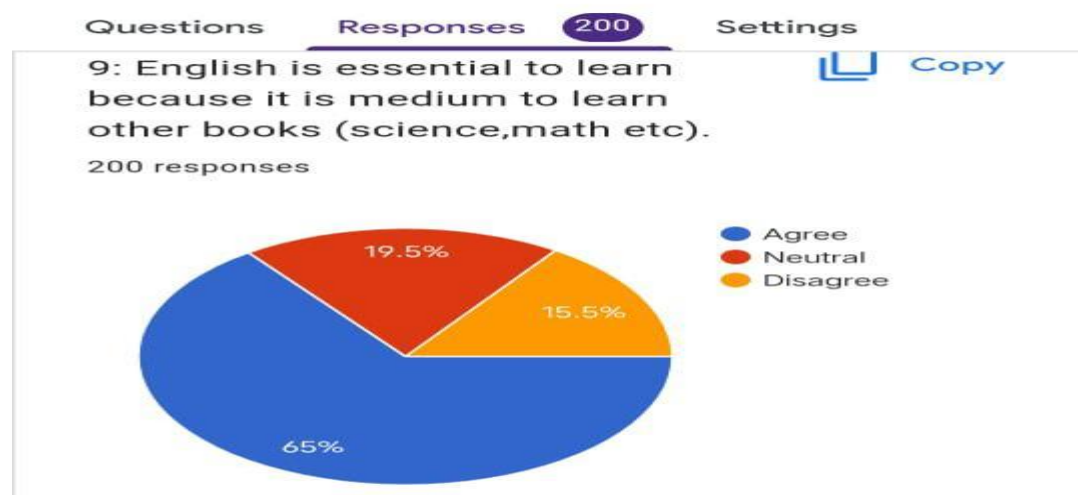
Question:7

This question shows the effect of motivation in the area of teacher's responsibilities . A teacher can decrease the fear of a difficult subject by motivated her students so here learners are accepting this reality that they are motivated by teacher and developed a love for this subject.



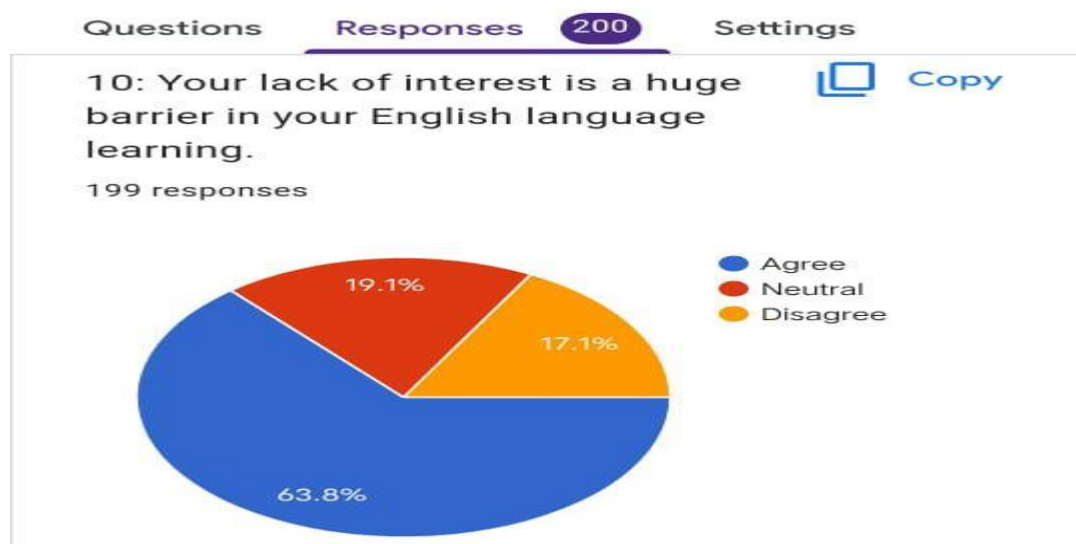
Question:8

66.3% students are agreed to this situation that they are motivated by their teacher and having a great effect on their academic ability after motivation .



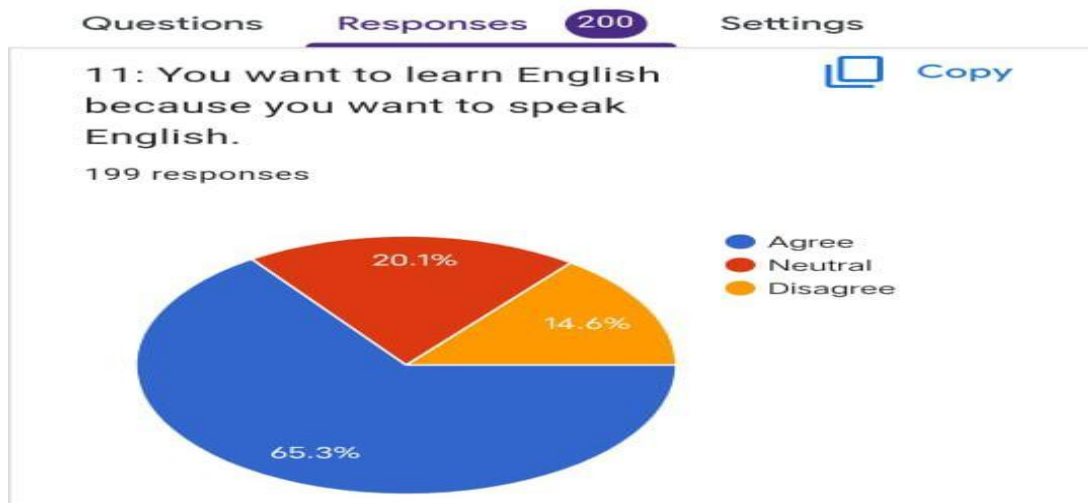
Question:9

65% students are agreed to this statement because they have to suffer a lot due to lack of vocabulary of English and they are not able to understand other subjects properly.



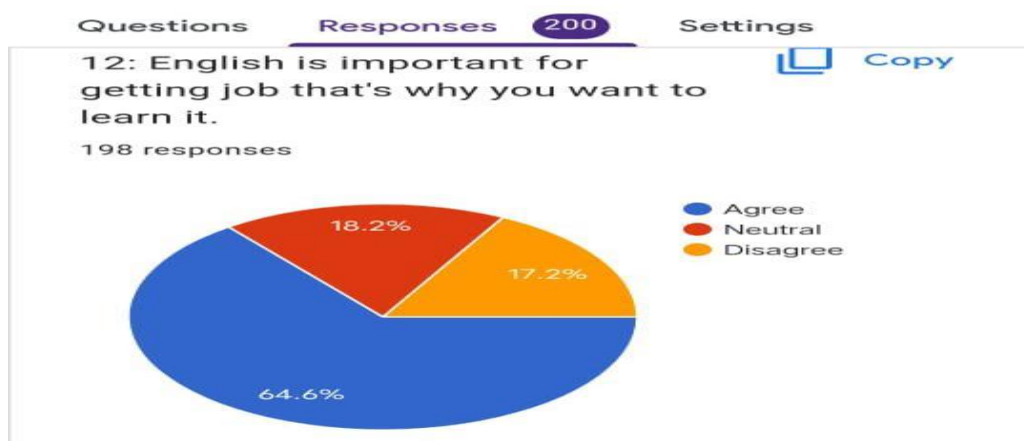
Question :10

Mostly students do not take interest in English language and now they accepting that due to their lack of interest in this subject they have to face difficulties as majority of the students are agreed to this statement .



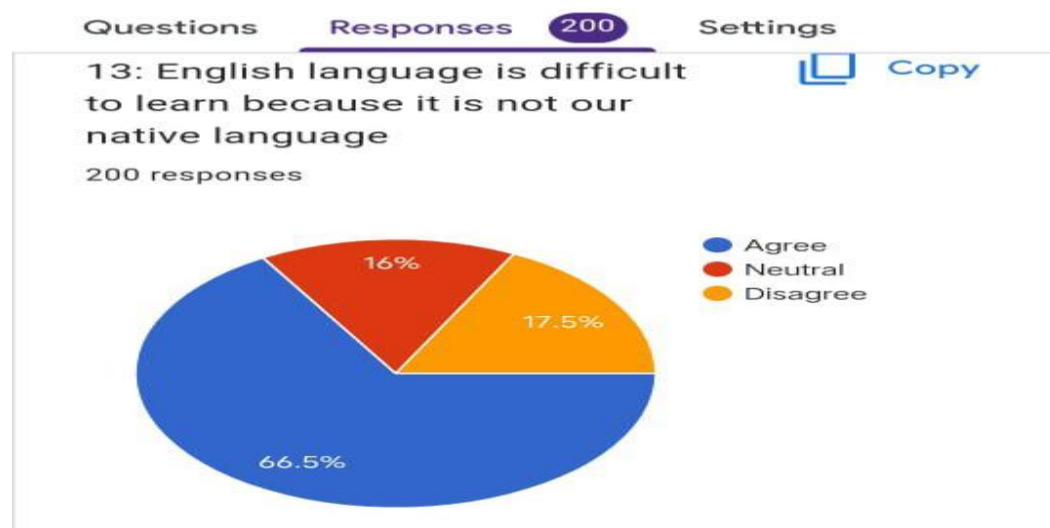
Question :11

65% students are agreed to this statement which shows that mostly students are intrinsically motivated and to learn English language is actually their inner desire.



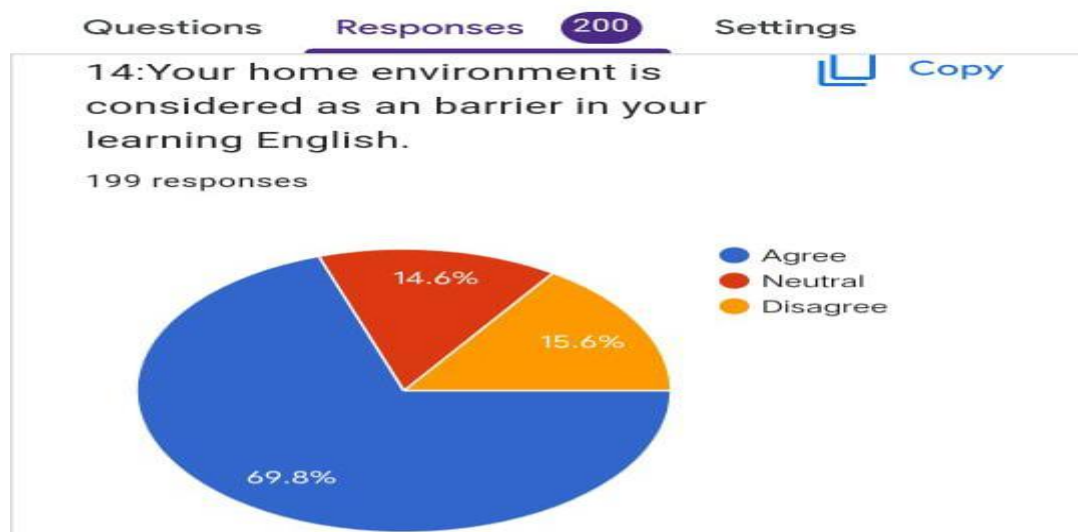
Question:12

Mostly students are having two types of motivation intrinsic motivation as well as extrinsic motivation. This statement shows their extrinsic motivation that they have an aim to learn language and it actually the inspiring personality of their teacher .



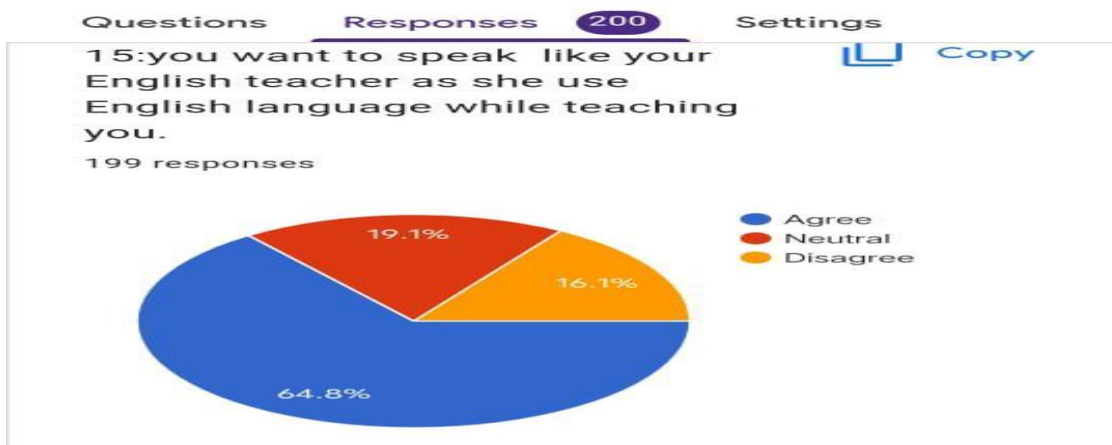
Question:13

Mostly students come from villages and they use Punjabi language and they have to use Urdu language in schools and at third level they have to learn English language that's why they feel burden while learning it.



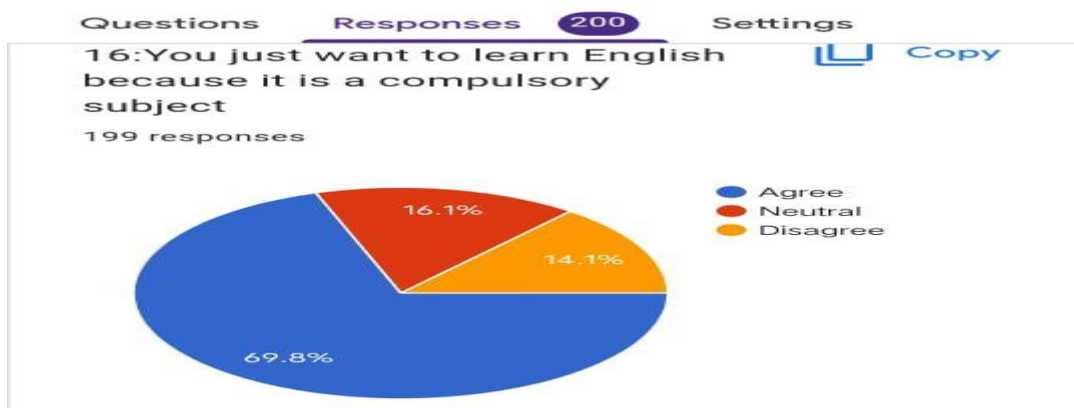
Question :14

The home environment of mostly students is rural and they do not use English at home and that's why they have to face difficulties in English language learning at school.



Question :15

64% students are intrinsically motivated as they are inspired by their teacher and that's why they want to learn English. They want to develop their personality according to their teacher related to the subject of English.



Question:16

Students know the importance of English subject that's why they are forced to learn English language and the government of Pakistan has declare it as a compulsory subject.

Summary of all responses is given in the form of table showing the percentage.

SUMMARY OF THE FINDINGS			
Question statements	Agree	Neutral	Disagree
Q:1	58%	13.50%	28.50%
Q:2	34%	26%	40%
Q:3	64.10%	19.20%	16.70%
Q:4	44.40%	19.70%	36.90%
Q:5	57.40%	11.20%	31.50%
Q:6	52.30%	16.60%	31.20%
Q:7	59.30%	18.60%	22.19%
Q:8	66.30%	17.10%	16.60%
Q:9	65%	19.50%	15.50%
Q:10	63.80%	19.10%	17.10%
Q:11	65.30%	20.10%	14.60%
Q:12	64.60%	18.20%	17.20%
Q:13	66.50%	16%	17.50%
Q:14	69.80%	14.60%	15.60%
Q:15	64.80%	19.10%	16.10%
Q:16	69.80%	16.10%	14.10%

5. CONCLUSIONS

This study highlights the facts that motivation is very important factor for accomplishments of any difficult task, without motivation we are not able to learn language successfully and some students are intrinsically motivated and some are extrinsically motivated and able to improve their deficiency in particular subject. This deficiency can be removed by teachers as well as students. In this study the researcher agreed that the role of teacher is very important for development of motivation in students and creating love for particular language. The responses of the participants illustrated that a student must be motivated to get good result in language learning as the study has given the results that the effective learning is actually based on the motivation in the learners and they can become more effective in their learning after having factor of motivation that is significant than other factors while learning a language. The study is having limitations because it is based on only one school and also limited number of students

but this study can be very helpful for opening the ways to research at school level (case study in any school).

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