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Study on the Role of Student's Motivation and Attitude in Learning English at COMSATS University Islamabad Vehari Campus

Niaz Hussain

MS Linguistics, COMSATS University Islamabad, Vehari, Pakistan

Abstract

This investigation examines student's engagement and interest in English language acquisition and various elements influencing their educational drive. This investigation additionally demonstrates the consequence of learner enthusiasm on academic outcomes and the educator's influence. The research employed numerical analysis methodology and information was gathered via surveys to evaluate the significance of student engagement in English language acquisition. A sample of 60 learners was selected from COMSATS University Vehari. Following data collection, analysis was conducted with SPSS utilizing version 20 software. Results indicated that student interest regardless of its nature encourages learners to enhance communication abilities which contribute to language acquisition. Learners possessing eagerness for knowledge could readily accomplish their desired objectives. Several factors impacting student's learning interest include self-doubt and nervousness, unengaging classrooms, conventional instructional approaches, etc. The research also discovered that instructors can fulfill a significant function in inspiring students toward language acquisition during classroom activities. Individuals with eagerness for knowledge can readily accomplish their desired objectives. Students without prior English experience encounter greater challenges in acquiring a language. This investigation proposes methods for enhancing learner engagement in English language acquisition. The research determines that both personal and external educational drive contributes equally to developing language proficiency among students. With personal and external educational drive, a student can acquire English as a secondary language with inquisitiveness and eagerness for knowledge. The investigation ultimately determines that learner engagement functions as an instrument for students and ordinary individuals to accomplish their desired objectives.

Keywords: Motivation, instrumental motivation, integrative motivation, language learning

Introduction

Motivation is directly related to behavior. Works are always done according to mindsets of people. Motivation plays efficient role in second language learning, which is a key success in learning language. Motivation spreads the learner's desire on broader area, so it is necessary for learning a second language. ESL is not native for anyone. So, for the purpose of learning a second language; both hands should be filled with determination and motivation as hydrogen and oxygen in forming water. Through internal motivation a person can do well. These External and internal desires strengthen the interest of learner to achieve and goal. Motivation can be intrinsic or extrinsic. Learner's desire for self-reward is related to intrinsic motivation while extrinsic motivation is related to get



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economic and social purposes.

Freud in 1900 introduced a theory called Psychoanalytic which highlighted on the fact that to people, driving force is a need. Drive theory made according to Clark Hull explained (four biological needs, strong versus weak habit). Then in a later in 1948 B.F Skinner made some remarks concerning stimuli and reinforcement. Behavior of student ought to be appreciated so that they become courageous to do more. Rotter concentrated on Social Learning theory. In 1960, Atkinson planned the accomplishment of achievement on the motivation where the views were that motivation and achievement are needed in proving the success.

In Pakistan English demotivates students and creates difficulties because of less emphasized language in classrooms. Students having English backgrounds better knows to overcome difficulties faced in learning English language while students having no English backgrounds do not know about rules and regulations of language which is a barrier in learning English language. English background helps them in learning language without studying from universities. Anticipation of good result and grades are external factors for Students in learning a language followed by most of the students. Internal motivation is necessary for achieving success.

Role of Mentors is important in motivating students. Good Helping materials and non-threatening classroom atmosphere controlled by teachers makes learning interested and positive. Teachers as a guider motivates students in learning English language. Students need motivation and good attitude that would make them achieve success as per their goals. According to Gardner, motivation is an integration of desire and effort in the learning of the language. Oxford and Nyikos equated motivation with the desire to learn the language, thus signifying that motivation is the strongest force that acts as an influence in strategy choice as they demonstrated, that motivation is evaluated based on the amount of expressed motivation to use the language (Oxford and Nyikos, p.294). Intrinsic motivation helps in self-satisfaction or in enjoyment for learners. For example, an article or journal written by someone can remove all the stress of writer.

Two types of motivation exists;

- Instrumental motivation
- Integrative motivation.

Instrumental motivation and extrinsic motivation are same in nature. Learners try to learn language for economic benefits. On the other hand Integrative motivation is same as intrinsic motivation.

Integrative motivation works as a great platform which helps in understanding culture and life style of people associated with that language. Teachers should motivate learners to achieve success in target language as they works as a guider or facilitator for learners set by teachers. Relaxed and positive Classroom atmosphere makes student attentive and able to learn a language. Teacher's works as driven force to make the learners goal oriented.

Brown concurred with the perspective that motivation involves personal aspiration to accomplish an objective. Various scholars have conceptualized motivation through different frameworks. To assess students' academic outcomes, understanding motivational influences is essential. Students pursuing higher education in Pakistan predominantly complete their academic



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requirements in English, which is not their primary language. Consequently, our investigation will examine how motivation impacts their academic achievement and educational progress. Motivation is also a key factor that shapes learners' engagement intensity in acquiring language skills.

Brown (1994) elaborated motivation with multiple terms like inner drive, desire, emotion which influence the learners in performing particular action.

Background of the Study

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Types of Motivation

Richard and Edward proposed a comprehensive characterization of external and internal motivation factors in 2000. They established a fundamental differentiation between internal and external motivation sources. Internal motivation refers to engaging in activities that provide personal satisfaction and enjoyment, whereas external motivation involves performing tasks that result in a distinct outcome. This indicates that internal motivation connects to personal desires and enthusiasm for knowledge acquisition among students, while conversely, external motivation represents its complete antithesis, encompassing the outer elements of motivation and being predominantly associated with objectives and accomplishment.

Intrinsic motivation comes from behavior of an animal. Research results that animals shows curious and playful behavior if they found no reward for that act. In addition, they also establishes that, intrinsic motivation is based on the inner self. This is undertaken in a bid to satisfy oneself internally, interest and appetite to learn. An example can explain extrinsic motivation. As one student for avoiding the hard words of the learners is taking part in the classroom activities and tasks. Same efforts are done by the other student for getting extra attention from the students. Both students have their different reasons and goals for doing tasks rather than enjoying tasks (Richard and Edward, 2000. p. 60).

Deci and Ryan (1985) provide a lucid framework regarding self-determined motivation. In their view, intrinsic motivation refers to: When learners exhibit spontaneous inquisitiveness and enthusiasm directed toward their educational development, this demonstrates inherent motivation.



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Such motivation tends to emerge naturally and thrive within educational settings that provide appropriate levels of challenge, an environment supporting self-direction, and abundant opportunities for intellectual engagement (Deci and Ryan, 1985.p. 245).

These two intrinsic and extrinsic motivations are the things which leads a learner towards their second language learning. They have variables way of motivation is different and also have a connection between them. Strictness and boring atmosphere of the classrooms causes the hindrance of students' intrinsic motivation, but social expectations and reward make them motivated again. Both motivations have different actions to play and plays a very vital role in motivating students internally and externally.

Lambert and Gardner (1972) established the conceptual structure for understanding diverse motivational categories. In their framework, they identify dual motivational orientations: holistic and functional. Integrative motivation indicates the energetic spirit of learners for acquiring knowledge about individuals and societies of various linguistic backgrounds. Instrumental motivation relates to career advancement, professional improvement, and financial incentives. Both motivational types are influenced by contextual factors, personal aspirations, and psychological disposition. Students who are integratively motivated demonstrate enhanced performance and exhibit profound interest in the subject. Driven by intellectual inquisitiveness, they pursue learning for pleasure and fulfillment.

Literature Review

Second language is a language which we learned for the sake of communication after the acquisition of mother tongue. Motivation remains his internal desire when a learner tries to learn something. Second language learning mainly have three phases and those three phases are:

- Cognitive situated period
- Psychological period
- Process oriented period

Theories of Motivation

The involvement of students in contextual and interpersonal social dynamics receives primary attention during the social mental phase. The socio-educational framework was developed by Gardner (1985) during the period (1959-1990). This version identifies dual elements of language acquisition: motivation and ability. Students possessing enhanced motivation and capability consistently achieve superior results compared to those exhibiting diminished levels of aptitude and motivation. Learners with superior ability and motivation demonstrate greater attentiveness, engagement, and purpose-orientation. They also appear eager to explore various educational resources and engage in language acquisition with significant enthusiasm. Contextual learning encompassing both structured and casual language is connected to motivation and ability. Structured language is encountered in educational settings where students comprehend it, whereas casual language is acquired through daily experiences, including interactions with others and media such as television and radio broadcasts. Both motivation and ability are components of structured contextual learning, while unstructured contextual learning emphasizes motivation over ability. Motivation applies to



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both cultural and educational contextual environments, whereas ability does not apply in these settings.

Mental process which influenced the learners' motivation are the cognitive perspectives. It is argued by the psychologist that person's idea on their own talents, barriers and possibilities has an effect on motivation. Concerning this learner's intrinsic and extrinsic motivation is focused by self-determination theory and this theory was invented by Noels and Colleagues. Intrinsic motivation is a motivation which works internally and raise desire in learners for second language learning and in opposite the extrinsic motivation which learner perceive externally for achieving and learning new language. Now motivation is considered as the most vital and important for leaning a second language learning and it is generally accepted by us.

Motivation is discussed in a very descriptive manner by the Dörnyei and Ushioda (2013). Dörnyei and Ushioda (2013) says the word motivation is derived from "movera" which is Latin verb and means to move. Motivation influences the learners' mental process and make them able for making some choices and performing an action. Direction and magnitude are the two terms of motivation defined by them. They described the motivation with some points and extra specifically. The points are a particular choice for action, the effort expended on it and the power of staying on it. Motivation helps learner for doing any action and effort for learning a new language. Motivation also helps learners for expanding their efforts and in achieving their goals. If the learners has any kind of desire for language learning only then these things happen.

However, Motivation gives guidance to learners for possibilities. Motivation helps them in knowing their potentials and urge them to believe in them. This also leads them towards proving and showing their potentialities. Action needs to be activated by the students always and motivation can be defined from everyday conversations. Students always try to resist on their goals and action which they want to achieve and all these actions comes from the umbrella term motivation.

Problem Statement

Educational incentivization has remained a focal concern for educators throughout time as it forms the essential foundation of educational acquisition. Educational acquisition represents an intricate and evolving procedure, with genuine learning becoming more intricate via incentivization.

Learners forfeit their engagement and fervor owing to adverse emotional states including diminished self-assurance and severe undue apprehension, psychological factors and educational setting (Aralic,2013).

Through enhancing instructional content with diverse exercises, establishing nurturing learning spaces and providing constructive reinforcement to learners, instructors can cultivate student engagement and implement effective strategies to enhance both internal and external incentivization (Aralic,2013).

Objectives

The objectives of our study are;

1. To identify the factors affecting both intrinsic and extrinsic motivation of student's language learning at CUI Vehari.



2. To suggest the ways promoting student's motivation towards English language

Research Questions

This research study will be continued through the following research questions;

1. What is inherent and external encouragement in the educational development of learners?
2. What are the fundamental elements that influence the drive of learners?
3. What are the approaches that foster learner engagement towards acquiring linguistic competence?

Significance and Scope

This investigation is conducted to determine the role of motivation in learning a second language among students of COMSATS UNIVERSITY ISLAMABAD Vehari campus of year 2023 to 2025. The aspects under investigation included demotivation factors in language learning, boring classroom reliability and teacher's psycho as a human and finally the solutions of these problems. This research will find out the methods for improvement of teacher's role in engaging lectures and motivation of students. Motivation is a key factor for achieving any success. Not only in studies, but in daily life motivation can also make student more confident and increase students' thirst for gaining knowledge. This study will be beneficial for teachers and students who wants change. Traditional ways of delivering lectures by teachers are boring so teaching aids prepared by newer technology can be more effective. Funny video, animated movie are some of the things that demonstrate excellence in teaching aids. In conclusion I can say this research will be fruitful for students and teachers and common people as well. Every person in the world can get desired things through motivation and become a successful person in achieving goal.

Role of the Teachers

Madrid (2002) defined motivation and compared it with other researchers' theories. All agreed that teachers are best platform to influence the learners towards language learning. Ramage (1990) claimed that Instructors should try to cooperate with learners for learning to achieve their goals through motivation. Teachers can motivate students by making enjoyable strategies. Classroom atmosphere should be relaxed and friendly for efficient learning. Due to lack of confidence students do not perform well even having contents in themselves. Mentors positive attitude also motivates students. Teachers as a guide, facilitator, should make learning process more interesting and enjoyable for students. Learners should be taught culture of language as well to build their interest.

An additional crucial element influencing motivation is the instructor-learner connection. The interaction between pupil and educator ought to be engaging and cordial. Learners experience numerous psychological or individual challenges which reduce their enthusiasm for acquiring new knowledge. When they discuss these issues with instructors, it assists educators in gaining deeper insights into the psychology of various students. Oxford and Shearin (1994) identified five aspects that may constitute educators' function in inspiring their pupils. They elaborated on the rationale.
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In second language acquisition, teachers must possess understanding regarding learners' motivations to foster optimism toward achieving objectives. They should encourage pupils to embrace difficulties in pursuit of their aims. In their guiding capacity, educators can explain the advantages and constructive aspects of mastering a language. Through this approach, students can develop greater goal-direction and enthusiasm for learning. Classroom environment should be non-threatening so that students can free to discuss their context. Intrinsic motivation is the key factor which deals with best L2 learning process. Effective learning process is possible in case students are intrinsically motivated. According to Brophy (1998) the easiest method which will ensure that students expect success is to ensure that they are successful always (Brophy, 1998. p. 60).

Sampling

A specimen constitutes an assemblage of individuals, physical entities or elements extracted from a more extensive demographic for examination purposes. The specimen must accurately reflect the demographic characteristics so that the findings derived from the research specimen may be extended to the broader demographic (Education Centre, the Hillingdon Hospital)

The convenience sampling technique was used to collect data from population of study. 60 students of language from COMSATS UNIVERSITY VEHARI was taken as sample

Questionnaire

Questionnaire can either be adopted or adapted. There were two questionnaires based on extrinsic and extrinsic motivation adopted from previous related studies. The number of questions was 20. The instrumentation of question 1 to 10 was grounded on integrative motivation and 11 to 20 was grounded on instrumental motivation. Keeping in mind the study of questionnaire is reliable and valid in nature.

Primary source was used for data collection. As a research instrument I used questionnaire.. Students of COMSATS University Vehari were participants.

Data Collection

The questionnaire distributed among students of BS English and M.A English. They filled sensibly. 2 days' time spent upon all procedures.

Data Analysis

Interpretation of data is known as Data analyses. I used SPSS (Version 20) for analyses after data collection which consists of interpret tables, different summary measures like frequency distribution, means and percentage. Through questionnaire I gathered the views about role of motivation in second language learning among students of COMSTAS University Islamabad Vehari Campus. Using Statistical Package for Social Sciences (SPSS) 20 version after data collection was used to draw conclusions and formulation as recommended.

Findings

Figure 1.

Figure 1 shows that 34.5 students were agreed that job market stimulates you to learn English but 26.7% are disagree with same statement and 10.3 % students



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were neutral in their response with the statement. So that standard deviation was 1.20. Therefore, majority of students were neutral in their response that job market stimulates you to learn English language

Figure 2.

Figure 2 shows that 48.3 % students were strongly agree in considering English as an important subject for them. 10.3 % students were neutral while 6.9 % completely disagreed in saying English as an important subject for them. So standard deviation was 1.23. So majority of students were agree with the statemFigure 3.

As we know English is used as a second language in our country. So, figure 3 shows that mostly students feel shy while talking in English in classrooms. This research showed that 34.5 % Students disagreed in feeling discomfort able while speaking English during classroom and 24.1% were agree with that statement. So standard deviation was 1.29. Therefore, majority of students were disagreed in feeling discomfort while speaking English in their classroomsent that English as an important subject for them in class.

Figure 12.

Figure 12 shows that 48.3% students are having opinion that learning English is a challenge for them, 31% students wanted to learn English for enthusiasm so that standard deviation was 1.00 So majority of students wanted to learn English for different purposes.

I feel While Speaking in English

		Frequency	Percent	Std. Deviation
Valid	Confident	18	62.1	1.30742
	embarrassed	2	6.9	
	Shy	2	6.9	
	Nervous	7	24.1	
	Total	29	100.0	

Figure 13.

Figure 13 shows that 62.1% students feel confident while speaking English considering it as a challenge, 24.1% students felt nervous while speaking English so that standard deviation is 1.30, students faced different difficulties in speaking English.

While Speaking in English I Feel Nervous Because

		Frequency	Percent	Std. Deviation
Valid	it is not our native language	9	31.0	1.32334
	my vocabulary is not upgraded	8	27.6	
	i feel afraid of mocking	6	20.7	
	my pronunciation is not proper	3	10.3	
	any other	3	10.3	
	Total	29	100.0	



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Figure 14.

Figure 14 shows that that 31% students felt nervous while speaking English because it's not a native language for them 27.6% students faced vocabulary problems while speaking English so that standard deviation is 1.32% therefore students felt nervous in speaking English for different reasons.

How frequently you use English in Classroom

		Frequency	Percent	Std. Deviation
Valid	Always	6	20.7	1.00369
	Often	13	44.8	
	Rarely	5	17.2	
	Sometimes	5	17.2	
	Total	29	100.0	

Figure 19 shows that 44.8% students were of the opinion that usage of English in classroom is often. 20.7% students always used English in their classrooms. So that standard deviation was 1.00 % therefore students used English in their classrooms differently.

Summary of the Thesis

The purpose of this study was to analyze the role of student's motivation in learning English language at COMSATS University Islamabad Vehari Campus. Teachers can motivate students through different techniques such as modern ways of lecture delivering and through making classrooms more enjoyable and pleasant. Motivation is beneficial for students, teachers as well as common people for achieving success and target goals. The aim of the study is, (1) to identify the factors affecting both intrinsic and extrinsic motivation of student's language learning at CUI Vehari. (2) To suggest the ways promoting student's motivation towards English language

In current study selected 60 students of COMSATS University Islamabad Vehari Campus were taken as sample. For collection of data questionnaire was used. Research was descriptive in nature. Statistical Packages for Social Sciences (SPSS) 20 version was used for data analysis. The study found that teachers can play important role in motivating students towards language learning in classrooms. Students having thirst of knowledge can easily achieve their target goals. Students having no English backgrounds face more difficulties in learning a language. This study suggests the ways promoting motivation in learning English language. It is concluded that both intrinsic and extrinsic motivation plays equal roles in developing language skills among students. Having intrinsic motivation, a student can learn English as a second language with curiosity and thirst of knowledge. Motivation works as a tool for students as well as common people to achieve their target goals.

Conclusion

It is concluded that both intrinsic and extrinsic motivation plays equal roles in developing language skills among students. Having intrinsic motivation, a student can learn English as a second language with curiosity and thirst of knowledge. Motivation works as a tool for students as well as common people to achieve their target goals. Through motivation students or workers can play important role for progress of their country. Through motivation students having



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no English backgrounds, will also be able to learn English efficiently and easily overcome the problems which are the barriers in their life goals. It can be said that comfortable classroom environment, addition of newer technology for lecture delivering and teachers effort in developing language skill among students can motivate students for language learning and can increase their thirst to achieve their goals.

Recommendation

Some recommendations based on findings of the research as follows;

- Teachers should make classroom environment more enjoyable and comfortable and should make students free to communicate in target language e.g.; role play, discussions, puzzles solving, reading in groups, language games, listening to songs or story to solve task etc.
- Students should be motivated by teachers throughout academic background which would in the light of findings will help them for better understanding of a language.
- Teachers should adopt or adapt different activities during classrooms which could be helpful for students in learning a language.
- Teachers should motivate the students intrinsically and extrinsically by telling them the importance of language.
- Teachers should motivate the students that it's not an inborn ability but a skill that can be learn at any place, at any time and by anyone.

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