

ĐỘNG LỰC THAM GIA CÂU LẠC BỘ TIẾNG ANH NGÀNH NGÔN NGỮ ANH TẠI TRƯỜNG ĐẠI HỌC LẠC HỒNG: THÁCH THỨC VÀ GIẢI PHÁP

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TỪ KHÓA

Câu lạc bộ;
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TÓM TẮT

Nghiên cứu này khảo sát những thách thức đang ảnh hưởng các câu lạc bộ tiếng Anh tại Khoa Ngôn ngữ Anh trường Đại học Lạc Hồng và đề xuất các giải pháp thực tế để thúc đẩy sự tham gia của sinh viên. Thông qua việc tổng hợp đánh giá tài liệu theo chủ đề, nghiên cứu này khảo sát sinh viên khoa Ngôn ngữ Anh để xác định những thách thức chung mà các câu lạc bộ tiếng Anh của Khoa đang gặp phải. Dựa trên những phát hiện này, nghiên cứu đề xuất các giải pháp thực tế để giải quyết những thách thức này và khuyến khích sự tham gia của sinh viên đại học. Để đạt được mục tiêu, bài nghiên cứu sử dụng phương pháp thu thập dữ liệu định tính và định lượng. Phân tích kết hợp sẽ xác định các giải pháp khả thi để nâng cao sức hấp dẫn và hiệu quả của các câu lạc bộ, cuối cùng là tăng cường sự tham gia của sinh viên đại học và thúc đẩy trình độ tiếng Anh của sinh viên.

MOTIVATIONS ON ENGLISH SPEAKING CLUB IN FACULTY OF ENGLISH LANGUAGE AT LAC HONG UNIVERSITY: CHALLENGES AND SOLUTIONS

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ABSTRACT

This study aims to investigate the current challenges faced by the English speaking club of Faculty of English Language at Lac Hong University and suggest practical solutions. This study employs a theme-based review of literature to conduct a survey on students of Faculty of English Language. Based on the findings, it indicates a number of practical solutions for the current challenges of the English speaking club in order to create the necessary motivation for undergraduates' participation. To achieve this objective, the study employs both qualitative and quantitative research methods. Based on the findings from both the qualitative and quantitative components, the study identifies a number of practical solutions to address the current challenges faced by the English speaking club. These solutions will aim to enhance the attractiveness and effectiveness of the club, thereby increasing undergraduate participation and promoting English language learning.

1. INTRODUCTION

This report examines the challenges hindering English speaking club (ESC) at Lac Hong University's Faculty of English Language (FEL). While participation saw a slight rise (23 to 45 students over five months), it remains low, representing just 10% of English as a Foreign Language students. This limited participation hinders activity variety, diverse perspectives, and a vibrant learning environment. The report investigates these problems, identifying key challenges, analyzing root causes, and proposing solutions. By understanding these obstacles, the university can improve English club effectiveness and ensure students receive the necessary support to enhance their English speaking skills. This comprehensive analysis aims to provide a valuable framework for understanding ESC challenges and developing improvement strategies. The findings will benefit not only the university's ESC but also contribute to a broader understanding of factors influencing the success of English language learning programs in higher education.

2. CONTENT

2.1 The components of English Speaking Club participation

Clubs and groups are fundamental building blocks of social interaction and community. They bring together individuals united by a common interest, goal, or activity. This shared focus acts as a magnet, attracting participants who seek opportunities to connect, learn, or contribute. Successful club go beyond simply having a common theme; they cultivate specific elements that foster a thriving and engaging environment.

Clubs are formed in response to a recognized need in the community by parents (e.g., children's soccer league) or by participants themselves (e.g., mountain biking club). Given their almost sole reliance on volunteers who are typically chosen from among the members, their local focus, their informal structure, and their modest budgets the majority of which come from membership fees they may be further categorized as grassroots membership associations [1]. In order to fulfill the club's mission, member volunteers take on a range of (sometimes multiple) responsibilities, such as fundraising, coaching, and planning and organizing for the club and any special events [2]. One key element is autonomy. [3] highlights this in his study of Scottish clubs, where members valued the freedom to shape their club's direction and activities. This sense of ownership fosters a sense of responsibility and investment among participants. Research, such as the study by [4] on angler satisfaction, highlights the importance of a quality environment and a sense of freedom. Translated to the realm of clubs, this means creating a welcoming and positive space where members feel comfortable to learn, participate, and express themselves.

According to a study by [5] et al, three key components contribute to the success of local clubs: Institutional Factors, (Inter)personal Factors, and Organization of the Partnership. Institutional Factors likely encompass elements like the club's purpose, resources, and connection to the community. (Inter)personal Factors likely refer to the dynamics and relationships between

members and leaders. Finally, Organization of the partnership suggests the importance of a well structured collaboration, possibly between the club itself and other organizations.

The connection to English Club can be made through the concept of shared focus. English Club, like many other clubs, bring together individuals with a common interest, in this case, the English language. This shared interest can be for learning, practicing, or simply enjoying the language. From the many factors mentioned above, this study only focuses on students' motivation to join English club.

2.2 Defination of Motivation

The word "motivation" looks to be simple, however, it is incredibly complex to define. It appears that theorists were unable to agree on a single definition. According to [6] *"Motivation, like the concept of gravity, is simpler to describe in terms of its outward, observable effects than to define. Of course, this has not deterred individuals from trying it."*

According to [7] model of motivation identifies four key components: having a goal, putting in effort, desiring to reach the goal, and maintaining a positive attitude towards the activity itself. This offers a comprehensive framework, but it seems to miss the role of external factors that can influence motivation, such as social pressures or rewards. [8] offered a concise definition of motivation, focusing on its role in initiating and sustaining goal-directed actions. It highlights motivation as the driving force behind not only setting goals but also maintaining the intention to achieve them. This definition emphasizes the active and persistent nature of motivation, suggesting it's more than just a fleeting desire. [9] indicated that *"Motivation is the desire to achieve a goal combined with the energy to strive toward it."* This definition captures the two key elements that drive action having a clear aim and the willpower to see it through. It lays the foundation for understanding why individuals engage in certain behaviors and persist in the face of challenges.

According to [10], the desire to participate in an activity for its own intrinsic satisfaction rather than for some separate outcomes is known as intrinsic motivation, which is the most significant type. Fostering intrinsic motivation requires a variety of attributes, including challenge, control, curiosity, and fantasy, all of which should be accessible to demonstrate learners' readiness to learn [11]. Additionally, as noted by [12], the main objective of education is for intrinsically motivated learners to demonstrate intellectual curiosity, like learning, and pursue information even after formal instruction (classes). Not only do the students become frustrated by this lack of intrinsic desire, but the teachers, who are the backbone of the educational process, also become frustrated. [13] reported: *"Over the years I have watched them (teachers) collapse, falling hard into vinyl seats of the faculty lounge, heard them grunt the 'oh, hell' and 'damn' that come from the experience of working with students who wouldn't learn. I have listened to the long sighs of frustration and then the discussion of the fact that students are largely unmotivated, unwilling slugs taking up my time and best performances."*

In short, motivation is the complex interplay of internal psychological processes that provide the energy, direction, and persistence necessary to initiate, sustain, and achieve goals for acquiring and using English effectively. This motivation can be influenced by various factors, including personal interest, academic goals, professional aspirations, the need for communication, and the inherent satisfaction gained from the language learning itself.

2.3 Types of Motivation

Motivation is the key factor that motivates people to participate in any activity, including joining a club. Understanding different types of motivation can help club organizers develop a suitable program of activities that attracts and retains members. This section synthesizes research on different types of motivation to join clubs.

The review by [9] built on learning motivation, identifying three key drivers: intrinsic satisfaction, extrinsic rewards, and success itself. Intrinsic satisfaction stems from the learner's natural interest in the subject matter, while extrinsic rewards come from external sources like teachers or future employment benefits. An interesting addition is the concept of success as a motivator. It combines the satisfaction of accomplishment with the potential for external rewards, creating a powerful force that can propel learners forward. This framework suggests that effective learning environments should nurture both intrinsic interests and provide opportunities for success, ultimately fostering a deeper and more sustainable motivation in students.

[9] motivational framework identifies six key factors that influence student motivation and engagement in language learning. These factors encompass a student's:

- *Attitudes (sentiments toward the learning community and the target language)*
- *Beliefs about self (expectancies about one's attitudes to succeed, self-efficacy, and anxiety)*
- *Goals (perceived clarity and relevance of learning goals as reasons for learning)*
- *Involvement (extent to which the learner actively and consciously participates in the language learning process)*
- *Environmental support (extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)*
- *Personal attributes (aptitude, age, sex, and previous language learning experience)*

In research, this study will utilize the framework proposed by [9] to analyze the motivation of participants in the English club. Their definition, which highlights motivation as the desire to achieve a goal combined with the energy to strive for it, is particularly relevant for understanding member engagement. By dividing motivation into intrinsic (learning for enjoyment) and extrinsic (learning for external rewards), we can gain valuable insights into attracting and retaining participants. With a clear understanding of these needs, organizers can implement appropriate incentive methods to create a stimulating and effective learning environment. Ultimately, this approach will help members achieve their English learning goals.

2.4 The relations between motivation factors and English club

Many researchers and theorists have discovered the importance of viewing the concept of motivation as multifaceted rather than as a single thing. The English Club can thrive by addressing the six motivational factors identified by [9]. By fostering positive attitudes towards the English language community and the learning environment, the club can create a welcoming space. It can further boost motivation by helping members develop self belief in their abilities and reducing anxiety through supportive activities. Clear goal setting within the club, where participants understand the "why" behind learning English, will keep them engaged. The club success hinges on creating an environment that encourages active participation through interactive activities.

An English club that thrives on a positive "Attitudes" factor fosters a welcoming and supportive environment where members feel comfortable taking risks and making mistakes. This sense of community fosters positive sentiment towards both the learning experience and the target language itself. Members develop a sense of belonging and shared passion for English, which fuels motivation, encourages participation, and fuels the desire to accumulate valuable training points. This creates a virtuous cycle: the positive atmosphere attracts new members who in turn contribute to the supportive environment, leading to a flourishing and engaging English club.

The factor of environmental support identified by [9] is directly linked to the appeal of an English club. By providing a supportive and encouraging community, the club boosts members' self-efficacy, the belief in their ability to succeed. This fosters positive attitudes towards learning, reducing anxiety and replacing it with the confidence to tackle challenges. This positive cycle fuels member engagement, attracting participants who seek a space to not only learn English but also build the self-belief necessary for long-term language acquisition. Additionally, the club caters to students' aspirations by offering opportunities to earn valuable course certificates, which can enhance their resumes and applications. Furthermore, the club may incorporate interaction with native speaking instructors, providing invaluable exposure to authentic accents and fostering a deeper understanding of the language's nuances. This comprehensive approach empowers students and fuels their passion for language learning.

Highlighting involvement is key to attracting participants to the English Club. [9] emphasize the importance of active and conscious participation in language learning. The English Club capitalizes on this by offering interactive activities that go beyond passive lectures. Discussions, debates, games, presentations, and role play scenarios all encourage members to use English dynamically. This not only keeps learning engaging but also allows participants to see their progress firsthand, boosting their confidence and motivation to continue. By creating a space where everyone feels comfortable actively using English, the club fosters a sense of involvement that keeps members coming back for more. Further enriching this experience is a dedicated club leadership team. Students seek a club with enthusiastic and energetic organizers who can inspire them to push their boundaries and embrace the challenges of language acquisition.

While [9] element of personal attributes like aptitude, age, sex, and prior language experience can influence individual motivation, it's less relevant for designing a broadly appealing English club. As [14] noted, the success of any action depends on the extent to which individuals strive for their goals and their desire to achieve them. This psychological factor, often referred to as motivation, is the driving force that arouses, incites, or stimulates action. Motivation is a crucial element in determining learners' readiness to communicate.

In conclusion, recognizing the multifaceted nature of motivation is key to fostering a thriving English Club environment. By addressing the various motivational factors identified by [9], the club can cultivate a positive and supportive space that caters to diverse needs. Through a combination of fostering a welcoming community, boosting self confidence, setting clear goals, and encouraging active participation, the English Club can effectively tap into its members' intrinsic and extrinsic motivations, ultimately leading to a successful and engaging learning experience for all.

3. METHODOLOGY

3.1 Methodology

To fulfill the above-mentioned objectives, this study employs a quantitative and qualitative research methodology. Additionally, quantitative research can be conducted on a wide scale. Having many samples will provide more grounds for data analysis and statistics, as well as increased accuracy. The research design is survey based. The main data source is the outcomes of cohorts 2020, 2021, 2022, and 2023 tests.

3.2 Instruments

The survey instrument, designed in Google Forms, was distributed electronically to all students studying in the Faculty of English Language. To ensure a high response rate, announcements in class, emails, social media posts. The collected data was exported from the survey platform and compiled into a spreadsheet software program Microsoft Excel for analysis. Descriptive statistics were calculated using the spreadsheet software to summarize the survey responses.

A purposive sample of two students representing various courses of the Faculty of English Language were selected for interviews. With informed consent from each participant, the interviews were audio recorded to capture their detailed experiences and perspectives. Following each interview, the recordings were transcribed verbatim to create a textual dataset for analysis.

The number of 121 participants was compiled based on 10 sessions of the English Club. First-year students attended: 1-3 sessions (54), 4-6 sessions (28), 7-9 sessions (27), and 10 sessions (12). Second-year students attended: 1-3 sessions (52), 4-6 sessions (32), 7-9 sessions (18), and 10 sessions (19). Third-year students attended: 1-3 sessions (47), 4-6 sessions (21), 7-9 sessions (29), and 10 sessions (24). Finally, fourth-year students attended: 1-3 sessions (49), 4-6 sessions (49), 7-9 sessions (21), and 10 sessions (2).

4. FINDING AND DISCUSSION

4.1 The number of students who regularly participate in the English club

The bar chart illustrates the percentage of students who have participated in a certain number of classes in the English Club in the past year. The students are divided into four groups based on their cohort: freshmen, sophomores, juniors, and seniors. Each group is further divided into four subgroups based on the number of clubs completed: 1-3 sessions, 4-6 sessions, 7-9 sessions, and 10 sessions.

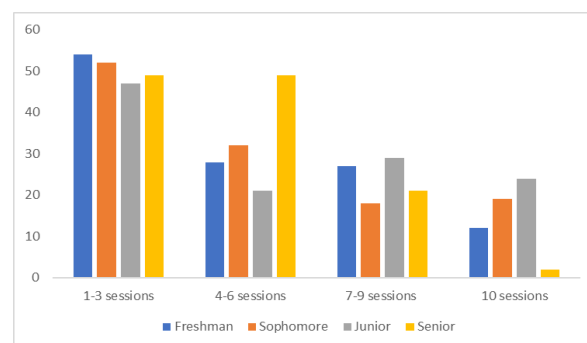


Figure 4.1 The number of students who regularly participate in the English club

The figure initially shows rising participation in the ESC with higher year levels. However, this might be misleading. Upperclassmen likely have different English needs and busier schedules, making the club less relevant and participation difficult. For freshmen and sophomores, the ESC provides a welcoming environment to practice English socially and connect with peers. More research is needed to confirm this and improve the ESC offerings for all students.

4.2 Factors Influencing English Club Participation

4.2.1 Attitudes

The provided bar graph illustrates the impact of the English Speaking Club on fostering positive emotions towards English language learning experiences among students of different academic years.

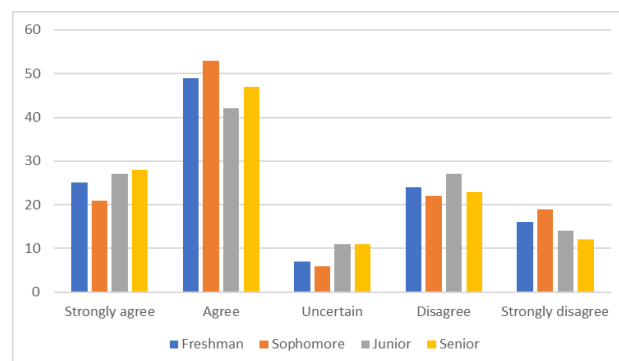


Figure 4.2 Impact of the English Club on Fostering Positive Emotions towards English Language Learning Experiences

Among the four-year levels, freshmen exhibit the most enthusiastic response, with 40% of them strongly agreeing to the positive impact. This is followed by sophomores (35%), juniors (30%), and seniors (25%). The trend suggests that the English Club is particularly effective in

engaging freshmen and fostering their positive attitudes towards English language learning. Creating a welcoming and supportive environment for members will have a positive impact, enhancing language learning experiences. This is fully supported by the aforementioned theory.

4.2.2 Environmental support

The provided bar chart depicts the impact of the English Club on creating a relaxed and energetic atmosphere among students from different year groups. The data is categorized by student year, with freshmen, sophomores, juniors, and seniors represented.

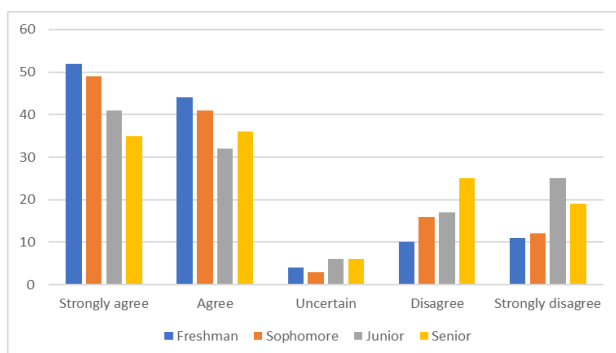


Figure 4.3 The English Club Impact on Creating a Relaxed and Energetic Atmosphere

Among the four-year levels, freshmen exhibit the most enthusiastic response, with 40% of them strongly agreeing to the positive impact. This is followed by sophomores (35%), juniors (30%), and seniors (25%). Environmental factors are clearly proven in theory to have a direct impact on the attractiveness of the club. Diversifying activities with elements like games, workshops, and themed sessions can cater to various learning styles and keep the process engaging. Furthermore, creating a dedicated "chill-out" space and encouraging student participation in planning activities would foster a relaxed and interactive atmosphere.

4.2.3 Beliefs about self

The provided bar graph illustrates the impact of the English Club on enhancing communication skills and confidence among students of different academic years.

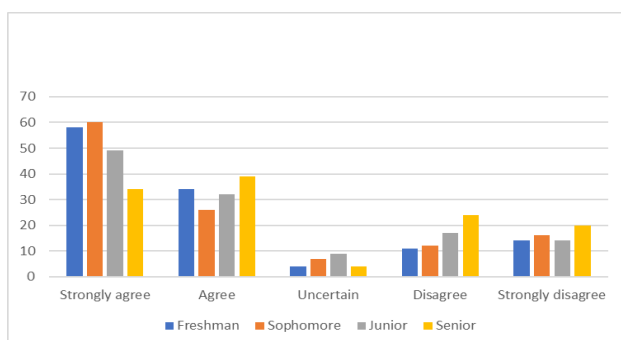


Figure 4.4 Impact of the English Club on Enhancing Communication Skills Confidence

Among all levels, freshmen exhibit the most enthusiastic response, with 40% of them strongly agreeing to the positive impact. This is followed by sophomores (35%), juniors (30%), and seniors (25%). The trend suggests that the English Club is particularly effective in

engaging freshmen and fostering their positive attitudes towards English language learning. The support and assistance from members, as mentioned in the theory, while collaboratively addressing the challenges of participants, have contributed to building self-belief in long-term language acquisition.

4.2.4 Goals

The graph demonstrates a generally positive influence of the English Club on students' attitudes towards English language learning. This is evident in the consistently high percentages of students across all year levels who either strongly agree or agree that the English Club has had a positive impact on their emotions.

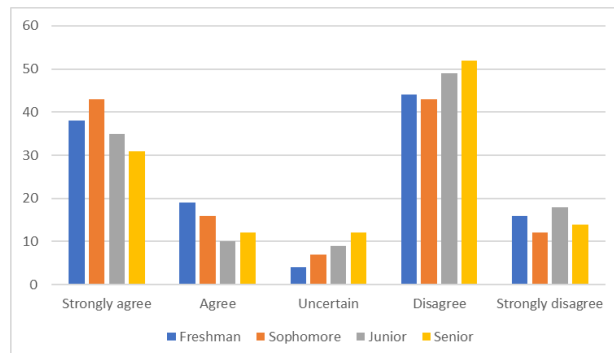


Figure 4.5 Perceived Effectiveness of the English Club in Achieving Learning Goals

Among the four-year levels, freshmen exhibit the most enthusiastic response, with 40% of them strongly agreeing to the positive impact. This is followed by sophomores (35%), juniors (30%), and seniors (25%). The trend suggests that the English Club is particularly effective in engaging freshmen and fostering their positive attitudes towards English language learning. Based on the proposed theory, most of the initial goals of club members have been improved in terms of conversational fluency and exposure to diverse topics, leading to vocabulary expansion.

4.2.5 Involvement

The chart illustrates the percentage of students who strongly agree, agree, are uncertain, disagree, or strongly disagree with the statement that the English Club helps them feel like they belong to a community and have a strong sense of team spirit.

Among the four-year levels, freshmen exhibit the most enthusiastic response, with 55% of them strongly agreeing to the positive impact. This is followed by sophomores (48%), juniors (42%), and seniors (38%). The trend suggests that the English Club is particularly effective in engaging freshmen and fostering their sense of belonging and team spirit. As hypothesized in chapter 2, creating a space where everyone feels comfortable actively using English fosters a sense of involvement that keeps members coming back for more. Further enriching this experience is a dedicated club leadership team. This might involve tailoring events to seniors' interests and offering extra help to those facing heavier workloads.

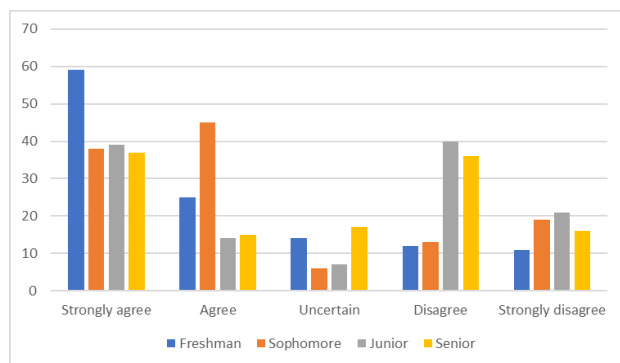


Figure 4.6 Evaluating the English Club Impact on Fostering a Sense of Belonging and Team Spirit

4.2.6 Personal attributes

The bar graph illustrates the impact of English club participation on English learning experiences among students from different year levels. Overall, the graph demonstrates a generally positive influence of the English Club on students' confidence in their English language abilities. This is evident in the consistently high percentages of students across all year levels who either strongly agree or agree that the English Club has had a positive impact on their confidence.

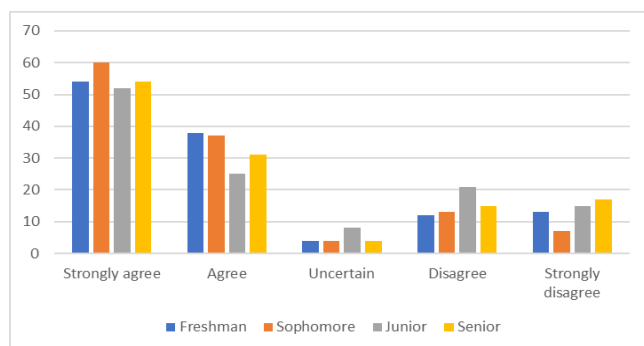


Figure 4.7 The Impact of English Club Participation on English Learning Experiences

Among the four-year levels, freshmen exhibit the most significant increase in confidence, with 30% of them strongly agreeing to the positive impact. This is followed by sophomores (25%), juniors (20%), and seniors (15%). The trend suggests that the English Club plays a particularly crucial role in boosting the confidence of freshmen in their English language abilities. The data shows the English Club has a positive influence on students' English learning.

While individual motivation can be influenced by personal attributes such as aptitude, age, sex, and prior language experience, these factors are less relevant when designing a broadly appealing English club. The club cannot directly control these personal elements. However, by focusing on other motivational aspects, the club can create a welcoming and inclusive environment that attracts and engages a diverse group of learners.

5. RECOMMENDATION AND SOLUTION

5.1 Recommendation

The Faculty of English Language programs can leverage [9] six motivational factors to create a more engaging and attractive experience for students. Firstly, addressing attitudes towards the language and its culture is crucial. Organizing cultural events, and exchange programs, and inviting guest speakers from English-speaking communities can spark curiosity and positive feelings. This exposure can create a sense of connection and value for the language beyond the classroom.

Secondly, building self efficacy, or a student's belief in their ability to learn English, is essential. Setting achievable goals tailored to individual interests is key. Celebrating progress along the way, through recognition or rewards, reinforces a sense of accomplishment. Opportunities to overcome anxieties, such as public speaking workshops, can build confidence. Additionally, offering personalized support through dedicated instructors or mentors can provide valuable guidance and address individual needs.

In conclusion, by leveraging [9] six motivational factors, the Faculty of English Language programs can create a dynamic and engaging learning environment that caters to students' diverse needs and aspirations. This multifaceted approach emphasizes fostering positive attitudes towards the language and its culture, building self efficacy, and connecting learning to personal goals. Interactive activities, student led projects, and authentic cultural materials all contribute to a stimulating learning process. Furthermore, addressing student desires for practical experience is crucial. Partnering with educational organizations can provide invaluable opportunities for interaction with native speakers, while a diverse membership base within the English Club fosters a realistic communication environment. Finally, catering to individual learning styles and proficiency levels through a variety of materials and differentiated programs ensures that all students are challenged appropriately and empowered to achieve their full potential. By implementing these strategies, Faculty of English Language programs can transform English language learning from a mere requirement to a rewarding and enriching experience that prepares students for success in an increasingly interconnected world.

5.2 Solution

The club has set a roadmap for 2024-2025 aiming to primarily improve English communication skills and recruit more members. Leveraging three potential factors available within the FEL, the club has developed the following roadmap:

- The first roadmap focuses on organizational development through cultivating key leaders, creating more diverse and practical content, and constantly recruiting new members.
- The second roadmap involves taking immediate feedback after each club activity to gather participant input and generate new ideas.
- The third roadmap collaborates with the Youth Union of the FEL on outdoor events, gatherings, and

participating in school and provincial campaigns with English-related themes such as exploring the history of Dong Nai province and promoting Dong Nai's tourism. This aims to increase student engagement in broader areas within the university environment.

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