Making student motivation the backbone of foreign language education improvement

Henry Wijaya*
Guangdong University of Foreign Studies, China
*Corresponding Author: henrywijaya@outlook.com

ABSTRACT

Improving the quality of a foreign language education program, whether through sound educational policy or an effectual change in classroom practices, is not easy. The key to such an endeavor could perhaps be found in paying attention to the student motivation, a factor which is indispensably vital in ensuring the success of any teaching-learning processes, including foreign language. Based on the data of a mixed-method motivation study on university students majoring in foreign language, this academic paper lays out the students' perception of various motivational factors and analyzes what they mean for the initiative to improve a foreign language teaching-learning process. The findings do not only emphasize the utmost importance of constantly and continuously improving the teacher and program quality, but also highlight which areas to focus on. Furthermore, the findings also show that integrative and instrumental motivation should equally influence a program/classroom improvement decision. Lastly, the findings revealed that more motivational aspects should be considered in the currently existing motivation model to further advance the academic theme.

Keywords: Motivation, foreign language education, classroom practice, teacher quality, language pedagogy

INTRODUCTION

Improving the quality of a foreign language education program—whether through crafting an appropriate educational policy and/or designing an effectual change in our classroom practices—is not always easy. Experts working in the field of comparative education have recognized the risks of directly copying measures from another context, as consequential differences usually exist between settings, and hence they befittingly cautioned against doing so (Eisenschmidt et al., 2019). Meanwhile, despite the prevalence of high-quality professional development for teachers, how the learned opportunities translate into classroom practices remain largely unidentified and undocumented, making it difficult for fellow teachers to learn from each other on how to improve their classroom practices (Battey & Franke, 2008). In the light of this predicament, the answer to how we could improve foreign language learning could perhaps be found in paying attention to our students' motivation and what affect it.

Motivation is indispensably vital in ensuring the success of any teaching-learning processes, not excluding that of foreign language. Dörnyei (1994) once asserted that motivation is one of the primary determining factors for the success of foreign language learning and various subsequent studies have established it as the most essential factor that help foreign language learners succeed (Dörnyei, 2005; Masgoret & Gardner, 2003; Paradis, 2009). As revealed by Bernaus and Gardner (2008), several studies have explored the effect of various motivational variables to achievement in second language learning and discovered relationships between the two, and therefore, it is imperative for foreign language teachers to understand and to foster the students' motivation. Due to its significance, motivation has been constantly acknowledged as an essential theme in language learning researches (Shrum & Glisan, 2016).

Robert C. Gardner and Wallace E. Lambert (1959, 1972) brought the motivation theme into widespread eminence by analyzing it from a social psychological perspective. Through the frameworks that they created and have continuously updated, they set the example for a rigorous and orderly evaluation of motivation and the classification of its variables. The most popular belief birthed from their works is perhaps the notion that motivation could be split into two, *integrative motivation* versus *instrumental motivation*. An example of integrative motivation would be learning a language to fit in with the language speakers, whereas an example of instrumental motivation would be learning a language to get a better job or to fulfill an academic requirement (Shrum & Glisan, 2016).

Critiques against the dichotomy emerged with the publication of three articles from Crookes and Schmidt (1991), Oxford and Shearin (1994), and Dörnyei (1994). All of them fundamentally disputed the constrictive division and advocated the necessity to widen the framework, but each merits appreciation for its distinct insights. Making a case from the teacher perspective, Crookes and Schmidt offered another definition for motivation, and presented its key behavioral aspects and major determinants. In their paper, Oxford and Shearin attempted to clarify the definition of motivation and expand its construct by integrating four classes of modern psychology theories. Dörnyei, meanwhile, offered the most orderly model as he categorized the motivation components into three levels: the Language Level, the Learner Level, and the Learning Situation Level. In response to these three papers, Tremblay and Gardner (1995) wrote that the dichotomy was a misinterpretation, as it was never proposed nor intended, but more importantly, they agreed with the call to expand the motivational construct.

Ever since, multiple directions around the motivation research have emerged, as researchers try to make their studies more education-oriented and corresponding with the advancement of educational psychological research. In his subsequent works, Gardner (2007) have introduced two motivational constructs; revealed four stages in language acquisition; and provided a new model for motivational construct that include educational and cultural contexts. Meanwhile, Waninge et al. (2014) proposed three key aspects of motivational development, namely a) *change*: motivation is a dynamic system that continuously change; b) *stability*: motivation, as a system, still has its stable preferable state; and c) *contextual dependency*: learner and environment affect each other, creating systemic variability. All in all, the framework expansion has been made possible by taking in learners' cognitive aspects, integrating other prominent theories in mainstream psychology, and concentrating on contextual factors connected to classroom application (Cheng & Dörnyei, 2007). In line with this outturn, this research also attempts to connect motivation to classroom situation.

As a background, I have taught Indonesian language to foreign speakers (*Bahasa Indonesia bagi Penutur Asing* or BIPA) for close to two decades and I currently work as a foreign teacher in the Department of Indonesian Language and Culture at Guangdong University of Foreign Studies (GDUFS), in Guangzhou, China. GDUFS was founded in 1995 with the merger of two institutions with a long history, Guangzhou Foreign Language Institute (est. 1964) and Guangzhou Institute of Foreign Trade (est. 1980) (GDUFS, 2022). As of today, GDUFS offers 28 foreign language majors, including Indonesian language.

According to Wang (1981), in China a foreign language student is typically expected to acquire a broad cultural knowledge of the target language speakers, including in political science, economics, history, geography, culture, social and national customs, and literature. Furthermore, he described that a four-year language program should be divided into three phases: 1) the first two years focus on speaking and listening; 2) the third year focuses on acquiring the aforementioned knowledge independently through assorted materials; and 3) the fourth year adds additional focuses on writing and translation. Wang's description still holds true today, as GDUFS students typically spend their four years focusing on building proficiency in their target language and accumulating various lines of cultural knowledge of its speakers. Since many of them will directly enter the workforce after graduation, the success of their study is absolutely crucial in securing a future employment.

In my years of teaching practice, I have seen students' motivation fluctuates time to time. One of the arguments that I often heard from teachers was "The students are lazy", and therefore, since the issue

lies with the students, there is not much that we can do as the teachers. Nevertheless, I cannot help but wondering whether there is something else that we can do to improve the situation, whether in how we improve the design of our course or in how we carry out our teaching practices. To avoid making academic decisions without taking into account the students' perspective (Lutz, 1990), I intended to evaluate what motivate the students and use those as the bases to improve the foreign language learning program.

METHOD

The data used in this paper is derived from a larger study titled *Investigating the Discrepancies between the Students' and the Teachers' Expectations of Purposeful Foreign Language Learning* (Wijaya, 2024). The original study employed a mixed method to discover trends among the participants and to reveal thoughts that explain those trends. The study started with literature research to review contemporary theories around motivation, foreign language learning, and language pedagogy, resulting in a guideline for the data collection. The quantitative and qualitative data collection took place afterwards.

The subjects of the original research were the current students of the School of Asian Languages and Cultures and their local Chinese teachers. However, this paper only focuses on the students. At the time of the research, there were currently seven departments in the School, namely the Departments of Cambodia, Indonesian, Laos, Malaysia, Myanmar, Thailand, and Vietnam. Overall, there are 253 students across the seven departments. Participation in the research was voluntary and 84 students took part, making up around 30% of the population.

Table 1. Student respondents profile

Department	Gender		Academic Year				TOTAL (by dept)
	F	M	1st	2nd	3rd	4th	
1. Cambodia	4	1	0	2	0	3	5
2. Indonesia	21	7	10	7	1	10	28
3. Laos	8	1	0	3	3	3	9
4. Malaysia	14	3	5	3	6	3	17
5. Myanmar	6	3	0	5	2	2	9
6. Thailand	14	2	5	3	3	5	16
7. Vietnam	0	0	0	0	0	0	0
TOTAL (by gender)	67	17					84
Total (by academic year)			20	23	15	26	

As displayed in Table 1, the number of female respondents is much larger than that of the male counterparts. Nonetheless, this imbalance provides an accurate representation of the population composition, as there are in fact many more female than male students in the School, as well as in the university. The largest group is of the students from the Indonesian Department, whereas the smallest is of the Cambodian Department. Among the respondents, there was not any student from the Vietnamese Department, perhaps due to the students' lack of communication with their foreign teacher, who had just recently arrived at the university.

An original questionnaire was prepared for the research and it investigated four major topics, namely foreign language program, curriculum, teachers, and students. There are several types of questions in the original questionnaire, including multiple-item questions, scale-questions, and open-ended questions. All aspects in the questionnaire were gathered from the initial desk research and the researcher's own experiences in teaching Indonesian language. In addition, the local teaching-learning situations in China in general or GDUFS in particular were also factored in while developing the questionnaire. A specific part in the questionnaire was reserved to examine how the students perceive various motivational factors. These factors were mainly derived from the *Components of Foreign Language Motivation* proposed by Dörnyei (1994). The details are presented in Figure 1 below.

LANGUAGE LEVEL	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement
	Self Confidence
	• Language Use Anxiety
	• Perceived L2 Competence
	• Causal Attributions
	• Self-Efficacy
LEARNING SITUATION LEVEL	
Course-Specific Motivational Components	Interest
	Relevance
	Expectancy
	Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive
	Authority Type
	Direct Socialization of Motivation
	• Modelling
	• Task Presentation
	• Feedback
Group-Specific Motivational Components	Goal-orientedness
	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

Figure 1. Components of foreign language motivation

As an example, the *Instrumental Motivational Subsystem* was represented by the factor 'The value of the degree in obtaining future employment', whereas the *Integrative Motivational Subsystem* appeared in 'The opportunity to live, work, travel in another country', 'The opportunity to interact with the target language speakers', and 'The opportunity to enjoy cultural products'. As another example, the *Learner Level* appears in factors such as 'Satisfaction from making academic achievement', 'Satisfaction from acquiring a new language', and 'Self-confidence over language aptitude or academic talent'.

Some additional factors are added too, such as 'The relationship between your country and the target country', 'The condition of the university location', and 'The extracurricular activities in the university'. These were added into the questionnaire because the researcher suspected that Dörnyei's model may not be sufficient anymore and need to be expanded further.

The questionnaire was first prepared in two languages, English and Indonesian. The English version was prepared for the report writing. Meanwhile, the Indonesian version was prepared to be translated to Chinese and then converted into online questionnaire by the research assistant. After the Chinese version was ready, a piloting—to check for accuracy, clarity, and ease of navigation—was carried out by several recent graduates. After the questionnaire was deemed ready, it was finally published online.

The data collection happened online from November to December 2023. The online questionnaire was prepared and published using *WenJuanXing*, which is one of the most readily available online surveys in China. I first shared a link to the questionnaire to my fellow foreign teachers, who reshared it to their students. The link was shared through WeChat (*Weixin*), which is the most widely used instant messaging app in China.

At the end of 2023 Fall semester, the research assistant concluded the data collection and then downloaded the raw data from the *WenJuanXing* server. Since the data was in Chinese, it first went through a translation process before it could be recapped and then processed in Microsoft Excel. The software was selected because I consider the required analysis to be simple enough. The data obtained from the respondents were mainly tallied, calculated, and then contrasted. The data analysis took place during the 2023 winter break, whereas the report writing took place during the 2024 Spring Semester.

RESULTS AND DISCUSSION

The participants expressed their perception of 22 motivational factors on two regards. First, they rated each factor with a score between 1 and 5 to indicate its significance to their study motivation. In the first round of evaluation, the lowest score of 1 indicates 'not significant', whereas the highest score of 5 indicates 'significant'. Afterwards, they gave another score between 1 and 5 to indicate whether each aspect has a negative or positive influence toward their motivation. In the second round of evaluation, the lowest score of 1 indicates 'very negatively', while the highest score of 5 indicates 'very positively'. The results of are as follows.

Table 2. Evaluation of motivational factors

Rank	Factors	Significance (1–5)	P/N (1–5)
1	The competence and the attitude of the teaching staff	4.5	4.4
	Satisfaction from acquiring a new language	4.4	4.3
2	The effectiveness of the teaching-learning activities	4.4	4.3
	Hobbies, part-time works, and other personal activities	4.4	4.2
	The value of the degree in obtaining future employment	4.3	4.2
3	The quality of the curriculum (course, assessment, materials)	4.3	4.2
	The relationship between your country and the target country	4.3	4.3
	The overall stability, security, and/or prosperity of the target country	4.3	4.2
4	The opportunity to live, work, or travel in another country	4.2	4.2
	The opportunity to interact with the target language speakers	4.2	4.2
	Satisfaction from making academic achievement	4.1	4.2
5	The quality of supporting facilities in the university	4.1	4.1
	The condition of the university location (city or province)	4.1	4.0
	The chance to enjoy cultural products (food, movies, books, songs)	4.0	4.1
	Approval and/or compliments from teachers	4.0	4.0
6	Self-confidence over language aptitude or academic talent	4.0	4.2
	The extracurricular activities in the university	4.0	3.9
	Personal relationship between you and your family	4.0	3.9
7	The general current situation of your own country or society	3.9	3.8
8	Approval and/or compliments from parents and relatives	3.8	3.8
9	Personal relationship between you and your friends	3.5	3.7
10	Additional courses (English courses, PE courses, politic courses)	3.4	3.6

From the results, four topics are worth-discussing, namely: the importance of teacher quality, the significance of program quality, the relationship between motivation and foreign language program, and the presence of additional motivational factors.

Teacher Quality

The results have confirmed how crucial is the role of teachers in foreign language learning in particular, and most likely in any learning process in general. The respondents have mostly conveyed that the utmost important factor which positively affects their motivation, is the quality of their teachers, shown in the survey as *The competence and the attitude of the teaching staff*. In relation, they also chose *The effectiveness of the teaching-learning qualities*, which largely depends on the teachers, as one of the 2nd most important motivational factors.

Data from another part of the study, which focuses on the teacher's competence and attitude, provide further insights for this finding.

Table 3. Foreign language teacher quality

Foreign Language Teacher Aspects	Score
Competence	
1. The teacher should be proficient in the target language	4.8
2. The teacher should be knowledgeable in the target culture	4.7
3. The teacher should demonstrate mastery of teaching strategy	4.6
4. The teacher should be knowledgeable in other related areas	4.4
Attitude	
5. The teacher should be patient	4.8
6. The teacher should be friendly	4.8
7. The teacher should be professional	4.8
8. The teacher should be funny	4.4
9. The teacher should be strict (discipline)	3.8

These findings in fact support the conclusion of an extensive study carried by one of the foremost research institutions in the world, McKinsey (2007), which famously stated in its report that "The quality of an education system cannot exceed the quality of its teachers" (p.19). In the subject of improving the teacher quality, McKinsey had offered several thoughts. It observed that the top educational systems produce better outcomes because they employ top talents as teachers, and therefore, it recommends making the admission to teacher training program highly selective, designing effective processes for selecting teachers, and offering satisfying remunerations. Even though these recommendations could be beneficial, they may not be applicable in some contexts or for some institutions, and thus, it is better to focus on another observation in the report.

The McKinsey report more importantly also acknowledges the importance of effective classroom instruction. It reveals that the top-performing educational systems typically recognize improving the quality of the interaction between the teachers and their students as *the only way* to improve the educational outputs. To achieve a better classroom interaction, there are several criteria that teachers must fulfill, such as they must master the materials, have the required knowledge, possess the capability (to teach), and retain the passion to improve the students.

These are in line with what the respondents have expressed, as they expected the teachers to possess proficiency of the target language, knowledge in the target culture, mastery of teaching strategy, and another related knowledge. In addition, they also revealed that positive attitude from the teachers would greatly affect their motivation, and they preferred their teachers being patient, friendly, professional, and humorous, but not so much with being strict. All in all, these emphasize the importance of teacher quality, especially for the student motivation, and should point out which area to improve if we expect to foster stronger student motivation.

Program Quality

Another important finding from this study is the significance of the program quality to student motivation. This in itself is not a surprise, but data from another part of the study, which focuses on the curriculum, provides further details that show what matters when it comes to the program quality.

These results have essentially confirmed the validity of the contemporary best practices in language pedagogy suggested in various literatures. First and foremost, the students' responses have affirmed the significance of the teachers being responsive, adaptable, or flexible when dealing with the classroom dynamic. In the contrary, the students have also conveyed that they were not fond of teachers who stubbornly stick to the original course design or lesson plan without any regards to how the teaching-learning process unfolds.

Furthermore, the students' responses have also affirmed the importance of developing and maintaining a coherent, comprehensible, and effective course, as suggested in the *Backward Design* (Wiggins & McTighe, 2005). It means that teachers should be thoughtful and deliberate when they are developing the course so as to integrate all of the aspects above in the objectives, assessment, materials, and activities. Furthermore, it should remind us, as teachers, that our considerations and practices should

always be driven by sound pedagogical knowledge and competence, and not by sheer instincts or impulses. In addition, it is important to note that while the use of target language received relatively low score, it is generally still a recommended practice among language teachers, as it provides learners with more opportunities to familiarize themselves with the new language, especially in a setting where such opportunities are scarce.

Table 4. Importance of curriculum aspects

	Curriculum Aspects	Score
1.	Teachers adjust the course/lesson plan according to class dynamic.	4.5
2.	The course objectives, assessment, materials, and activities are in sync.	4.4
3.	Teachers explain the objectives of the course and of every lesson unit.	4.4
4.	Assessment assesses targeted levels, areas, and objectives.	4.4
5.	Assessment returns with constructive feedbacks.	4.4
6.	Learning units follow sequential gradation.	4.4
7.	Learning focus is precise and in line with objectives.	4.4
8.	Learning content provides meaningful information.	4.4
9.	Learning materials are not artificially made for foreign learners.	4.4
10.	Activities let students demonstrate, practice & acquire language skills.	4.4
11.	Activities let students reflect and self-actualize.	4.4
12.	Teachers give assignment in reasonable frequency and amount.	4.3
13.	Learning materials are up to date, discussing current issues.	4.3
14.	Activities invite the students to be active and involved.	4.3
15.	Learning materials are presented in interesting layout.	4.2
16.	The language of instruction is the target language	3.9
17.	Teachers sticks to the course design/lesson plan no matter what.	3.1

Since program quality and teacher quality are strongly interrelated, and because teachers are the forefront of any program/curriculum changes or reforms, these findings also put another emphasis on the importance of teachers, as revealed in the previous section. Nonetheless, in regards to the teacher and the program quality, I understand that recognizing their importance is perhaps easier than taking actions to improve them. The McKinsey's report (2007) noted that such an attempt usually faces two challenges, namely: how to define the standards of excellent program, and how to ensure all of the teaching staff have the necessary capacity and knowledge to apply those standards of excellence reliably.

To resolve the challenges, constant and continuous teacher development is the key. The 2007 McKinsey report provided more detailed guideline on how to strive for this goal in the individual level: 1) the teachers need to build awareness of their practices and the pedagogic mindsets behind those practices; 2) the teachers must gain understanding of contemporary best practices and have access to examples of such practices; and 3) the teachers have to develop stronger, internal motivation to grow professionally that stems from a passion to provide the best education to the students they teach. It is perhaps beneficial for any educational institution that seeks to better its program and teacher quality to encourage such attitudes among its teaching staff.

Motivation and Foreign Language Program

It was often believed that students who are driven by integrative motivation will learn and perform better than those who are driven by instrumental motivation, and therefore, the first subset of motivation is typically regarded higher than the latter (Shrum & Glisan, 2016). Some teachers or administrators, however, value instrumentality more, as they are strongly concerned about the employment rate of the graduates and the marketability of the academic majors, and such a concern is often times reflected in the design of the program. The results above indicate that one subset of motivation is not more important than the other.

The data in Table 2 show that the students were motivated by integrative factors, such as the satisfaction from acquiring the new language itself (rank 2); the prospects of living, working, and traveling in another country (rank 4); the opportunity to interact with the target language speakers (rank

4); and the chance to enjoy various cultural products from the target speakers, whether they are cuisines, movies, books, or songs (rank 6). However, the students conveyed that they were also driven by instrumental factors, such as the usability of their degree in securing an employment and getting good grades, as both factors placed relatively high in their rankings, 3rd and 5th respectively. Therefore, this finding should debunk the notion that teachers should prioritize one subset of motivation over another to make the students more motivated and perform better. In fact, this finding dictates that teachers should consider both equally.

On the one hand, since the students have strongly indicated that they delight from acquiring the new language, the teachers must strive to make the teaching-learning process more effectual for gaining proficiency. In the past, Burnaby and Sun (1989) revealed the stark contrast between foreign language learning in "Western Countries" and in China: While there is a strong need to gain communication competence in the former, in China foreign language is merely viewed "as an essential tool in developing and changing the core of the country's economic system" (p.221), and thus, emphasis should be put on producing language specialists that are capable of reading foreign documents.

However, the finding above shows that the current students do not necessarily share this mindset as they get motivated by their desire to obtain communicative proficiency. This means that the classroom activities should go beyond rote memorization, dialogue repetitions, grammar exercises, text analysis, and other contextless activities, that still frequently permeate foreign language education program nowadays. The teachers must also try to make the process more authentic by providing the students with the opportunities to interact with the target language speakers and integrate various kinds of cultural products in the learning activities.

On the other hand, it is still necessary for the teachers to better understand the lines of employment the graduates will serve and establish stronger link between the intended outcomes and the program, as they strive to improve the practical sides of it. In my previous paper (Wijaya, 2024), I have shown that there was a discrepancy between how the teachers and the students view the nature of a foreign language program, the content of such a program, and what line of work that the graduates should expect to have. It is important for the university and the teachers to continue having communication and discussion with former students in order to gain in-depth reports of what the industries expect of the program outputs these days, as well as with the current students in order to harmonize any discrepancies in expectations.

Other Motivational Components

As mentioned above, Dörnyei (1994) has provided us with the most organized model to evaluate motivational components to date. However, I have always suspected that his model is still too limited, as it focuses too much on the teaching-learning context, while there are other external factors that might decide whether our students come to class motivated or not. Such factors might come from the students themselves, their relationship with their peers or family members, the condition of the educational institution, or even the condition of their society/country and its relationship with the target country. The results have confirmed this suspicion.

The students have stressed how importance time for hobbies, works, and other personal activities for their motivation (rank 2 and very positive), and in the contrary, how disruptive to motivation are extracurricular activities (rank 2 and more negative) and additional courses (rank 10 and more negative). How much efforts the average Chinese students put into their study is well-known, but unfortunately, not well-documented in academic papers. Anecdotally, it is often heard that Chinese students spend most of their waking hours studying or doing other class-related activities (including doing tongs of homework, like essays and presentations), and if not, participating in an overwhelming number of extracurricular activities, whether clubs or events. However, it turns out that the more is not always the better, as shown by the result above, and thus teachers or administrators should take caution as they plan and develop programs, activities, and events for the students.

The results show that personal relationship does not seem to affect the students' motivation much (and not so positive either), but I do not think it will cause any harm if the teachers strive to be aware of

the students' emotions, and every once in a while, check any possibility that the students experience any emotional distress from such factors.

More importantly, the results show that students do not learn in an isolated classroom; what happen in their country and in the country of the target language also affect their motivation. While it is not possible for the teacher and the admin to influence such a condition, being more aware of what is happening, addressing any issue transparently and honestly, as well as trying to help the students understand the context and implications may be useful to maintain the students' motivation.

All in all, these have shown that there are more that affect the students' motivation aside from what happen in the classroom, and we as the teachers need to be more aware of such possibilities.

CONCLUSION

This study attempts to show that the students' motivation should and could serve as a guide for administrators who seek to craft sound policy changes or teachers who hope to provide better classroom practices. From the results, several conclusions can be made. First of all, any educational initiative should focus on improving the teachers, because the importance of teacher quality—whether in pedagogy or in attitude—cannot be overstated. Various other studies have highlighted the impact of competent teachers, especially in how they deliver the classroom instructions, to the students' performance, and this study shows that the same applies to the students' motivation. The importance of the program quality, which largely depends on the teachers, also stresses this aspect even further. Therefore, a constant and continuous effort to improve the teacher quality should be a priority for any foreign language institutions, or in fact, any educational institutions, that seek to better its programs. Secondly, this study has shown that both integrativeness and instrumentality influence the students' motivation, and therefore, it is unwise to design any initiative which focuses on one over the other. More importantly, what the administrators or teachers perceived as important might not always be in line with what the students expect. How students view the importance of their degree and their desire to communicate in the target language should both weigh in any curriculum or course redesign. Finally, this study shows that there should be a constant rethinking of motivational variables, and more aspects should be considered if we seek to fully comprehend what motivate our students and how to foster such motivation. Therefore, this study should serve as a call for any motivation scholars, as well as foreign language teachers, to continue our endeavors surrounding this academic theme.

ACKNOWLEDGMENTS

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