

Exploring Types of Language Learning Motivation among EFL Students: Insights from Rwandan High Schools

Jean d'Amour Ndayisenga¹, Concilianus Laos Mbato¹

¹Sanata Dharma University, Indonesia

*Correspondence: damourjado44@gmail.com

ABSTRACT

Motivation in language learning is a critical area of study since motivation greatly impacts second language acquisition. Socio-Educational Model theory explains motivation to learn a second language in two main types: integrative and instrumental motivation. Many studies have explored motivation in language learning, but such studies are deficient in the case of Rwandan EFL learners. This study analyses the motivational types that inspire students during learning and investigates the motivation factors for EFL learning. This descriptive study, which involves a class from a Rwandan high school of Groupe Scolaire Nyamirama, uses both a qualitative and quantitative design. The information was gathered using open-ended questionnaires and closed-ended questionnaires. The results indicated that instrumental and integrative motivation significantly influences students' EFL learning process. However, it showed that instrumental motivation was major in EFL learning. Additionally, according to the data, twelve motivational factors were identified from students and ten from teachers regarding teaching strategies and teacher-student interactions, all which impact students during the learning process. However, because motivational variables and motivational types rely on context, it is recommended that a study on this topic be conducted in a different setting.

ARTICLE HISTORY

Published December 11th 2024



KEYWORDS

EFL Student; English; Motivation; Rwanda.

ARTICLE LICENCE

© 2024 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

Motivation plays a great role in language learning and successful acquisition of any language, including English, which lately has obtained the status of an international lingua franca (Yue et al., 2022). Learner participation type may be intrinsic or extrinsic based on the learners' motivation level in the learning process. Autonomous regulation is even derived from the drive itself to pursue knowledge, while controlled regulation is dependent on constraining factors like results or honour roll (Ryan & Deci, 2020; Said et al., 2021; Youngsun et al., 2024). This interaction of motivational forces in language learners is worthy of consideration since motivated students are likely to try harder to be persistent and successful in mastering a target language.

Rwanda is a landlocked country in the East African region and, like many other nations around the world, has experienced rapid change in its educational policies, particularly those on primary language learning (Sibomana, 2022). Until recently, Rwanda's instruction medium was French, but in 2008, the government of Rwanda adopted English as the medium of instruction for all classes, from primary education to university education. These changes signify Rwanda's integration into global and regional English-speaking contexts. Where English is the most used medium of communication, business, and technology (Makonye & Mudhumo, 2023).

Motivation in language learning is a unique focus area because it affects second language acquisition immensely. Motivation is vital in language learning. Failure to maintain motivation when working for a particular academic objective may result in learning failure (Mbato & Cendra, 2019; Sukmawaty et al., 2022). Researchers developed different theoretical models to explain motivation in language learning. Among them are Gardner's Socio-Educational Model and Self-Determination Theory. According to Gardner's Socio-Educational Model, the motivation to learn a second language is induced by two essential types: integrative and instrumental motivation (Gardner et al., 2004). Integrative motivation concerns personal desires about the target language, such as culture and community. However, instrumental motivation is related to external needs, such as language for career or academic purposes. According to Gardner and Lambert,

motivational orientations determine language achievements that are important for learners (Lamb et al., 2020; Weda et al., 2022).

Based on the Self-Determination Theory, the basic psychological needs are the intrinsic and extrinsic regulations, according to (Choemue, 2020) The definition of intrinsic motivation is derived from the attitude, opinion, interests, intentions, appreciation, or satisfaction of an individual. These incentives seem to influence the life patterning of an individual in most cases. For example, a professional who has spent much of their time in an academic setting sees job pleasure in what they do rather than money or recognition. The learner's intrinsic motivation deals with the natural interest of a learner in accomplishing an activity for its own sake (Hassan et al., 2019; Anggawirya et al., 2021). However, the extrinsic comes from outside sources such as rewards or even recognition (Murayama, 2022). According to (Alamri et al., 2020) Cultivating intrinsic motivation will promote more effective learning outcomes. Students are much more willing to participate in the learning process because it is pleasurable.

Much research has focused on motivation in general; while extensive research has examined motivation in language learning globally, there is a limited understanding of motivational dynamics, specifically in the Rwandan context. Despite the increased literature on language learning motivation, few of these studies have focused on motivational issues in Rwandan high school students, specifically on motivational dynamics, cultural, social, and educational, which should help define the promising strategies for the utility of motivation. Given the identified gaps in the literature, studies on Rwandan high school students' motivational experiences are urgently needed in English learning.

Several large-scale studies carried out in Sub-Saharan Africa have established the existence of motivational issues that are unique to EFL learners. In Namibia, many of the students struggle with the scarcity of English exposure outside the classroom, which eventually discourages the motivation to learn (Haufiku et al., 2022; Yaumi et al., 2024). In Senegal, the "contamination" from other languages is a major obstacle in the Senegalese EFL context. In addition to French, which serves as the institution's official language, learners frequently must traverse other European languages and their native tongues. This linguistic variation may hamper the efficiency of teaching English (Gueye, 2022; Yaumi et al. 2023; Mokoginta et al., 2021). In Rwanda, motivational factors relevant to English language proficiency among high school students have been a subject of study (Ntabwoba & Sikubwabo, 2024) It has been observed that students with good intrinsic motivation will possess proficiency at higher levels. Parents' caring and encouragement strongly influence learners' attitudes toward learning the language.

This study identifies feasible motivational practices in Rwandan high school EFL classes by answering the questions: What motivational types do EFL Rwandan high students implement in English learning? How do teachers motivate students in EFL secondary schools in English? The research also aims to identify the motivational factors Rwandan EFL high schools implement in learning English and determine the strategies Rwandan High school teachers use to motivate EFL students.

This study aims to deepen understanding of the role of motivation in EFL learning and propose strategies for enhancing motivation in Rwandan classrooms. This will also assist in education management since decisions are made to train teachers to encourage students to use English in Rwanda.

2. Methodology

2.1 Research Design

This research has employed a quantitative design to investigate language learning motivation and English language proficiency among EFL students at a high school level in the Rwandan context. The main objective was to identify the motivation learners possess for learning English and the internal and external motivational factors affecting learner's language learning. The quantitative approach was adopted since it involved the identification of data that could be quantified and hence calculate the pattern and trends of Students' motivation through statistical means. It is in this line that well-constructed questionnaires help in a systematic sampling of the students' and teachers' perceptions of motivational strategies in learning languages.

2.2 Participants

The study was carried out at Groupe Scolaire Nyamirama, a public day secondary school located in the district of Gatsibo, Rwanda. This school was selected to observe the following reasons: the openness, the engagement, and the fact that teachers are delivering lessons in English language diversity to students who learn in English language and other languages such as French, Kinyarwanda, Swahili.

Respondents were a sample of 40 students randomly selected from senior classes 4, 5, and 6 (4th, 5th, and 6th years of secondary school) with a gender of 22 females and 18 males. Apart from them, the research work had 80 teachers at secondary schools who responded to the questionnaire on motivational strategies to be used for engaging students and helping them learn more appropriately. It is a day school, and this implies that students return to their homes daily, and, out of school, they mostly speak Kinyarwanda; however, these students are using English in class.

2.3 Data Collection Method

The main tools of data collection were questionnaires. The research instrument aimed at addressing the two research questions: the types of motivation influencing English learning and the factors that contribute to English language acquisition. There were five open-ended and twelve closed-ended questions in each of the two categories of surveys in terms of a four-point Likert scale in the "strongly agree" to "strongly disagree" format. The responses were anonymized for anonymity of participation and encouragement toward honesty when answering the questions (Oates et al., 2022). Explanations concerning the questionnaire were briefly given to both students and teachers to avoid misunderstandings and clarify any misunderstandings.

2.4 Data Collection Procedures

The data collection involved administering questionnaires to these selected respondents. Participation by students was drawn through random sampling to represent learners from different year groups 4, 5, and 6. Other participants were teachers who voluntarily participated as key informants about motivational strategies. Clear explanations concerning the purpose of the study preceded the actual administration and were available to these potential participants by the researcher.

The data obtained from the questionnaires were analyzed using SPSS software to establish the significance of various motivational factors that bring about different English learning performances among students. Statistical analyses have been quite helpful in highlighting the trend and relationships in motivational strategies about language proficiency outcomes within the EFL context.

3. Result

The chapter presents the results of the research on the types of motivation that EFL students possess in Rwandan high schools. It demonstrates the appearance of both integrative and instrumental motivation as described by Gardner (1985) and examines the way those motivations shape learners' experience of English language learning. The data analysis uncovers several deep insights into students' motivation perspectives and advises language instructors to incorporate the suggestions made in the study into their language teaching.

The reflection of the data gathered has demonstrated the existence of both types of motivation, instrument and integrative, among English language learners in high schools in Rwanda. The results from the respondents' open-ended questionnaire showed that both types of motivation had a tremendous effect on learners' English language conveyance. This finding is in line with the claim of (Muslim et al., 2020) that both integrative and instrumental motives contribute to the success of foreign language learners.

3.1 Instrumental Motivation

The outcome disclosed that every single individual realized that English was a must in their academic overview, but the students needed it to do well in their examinations and consequently proceed further for the university. Particularly 78 of respondents stated that English improved their chances of getting a job. On the one hand, a student named M1 referred directly to English proficiency, which he called the language of employment, as the most wanted skill by employers, while another one named M2 framed his idea as follows: being able to write and speak English well would help in job applicants being competitive. These pieces of evidence ratify the prior research which discovered a macro-motivation of pursuing English as a future provision of employment (Consoli, 2024). Likewise, (Yu et al., 2018) was mostly interested in the learner's claim to the fact that they were studying English to satisfy academic demands. Instrumental motivation is the main goal for learners of English as a foreign language (Zhang et al., 2020).

3.2 Integrative Motivation

Apart from instrumental motivations as predominant in most students, the present study brought an additional motivation type called integrative motivation. The open-ended questionnaire data revealed that 51% of the respondents are willing to learn the English language and more about the cultures of English-speaking people. The respondents were

especially interested in knowing about the good things these cultures had to offer, confirming (Papi & Hiver, 2020) view that learning a language means to some degree understanding the culture associated with it as well.

In recent years, it appears that instrumental motivation was more dominant in the present study, a conclusion that the open-ended questionnaire results also supported. In general, the findings are consistent with those of (Wallace & Leong, 2020) who underlined the importance of instrumental motivation in EFL learners.

Closed-Ended Questionnaire Results

For the second instrument, the students' motivation was further examined through a closed-ended questionnaire in which a Likert scale was employed. The data were ascribed typologically according to Williams and Burden's (2001, cited in Dornyei, 2001) typology of motivation considering internal and external aspects. Each broad category included several specific classifications, which are listed in Table 1.

Table 1. Mean Values and Standard Deviations of EFL Motivation Factors

	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
1. Internal factors a. Intrinsic interest (ideal level of difficulty) & Curiosity arousal	40	1.00	4.00	2.9750	.10431	.65974
b. Mastery (For example, a sense of competence)	40	1.00	4.00	2.8750	.11976	.75744
c. Affective states (For example, confidence)	40	1.00	4.00	2.9250	.13101	.82858
d. Perceived activity value (Personal relevance)	40	1.00	4.00	3.0000	.10127	.64051
e. Perceptions regarding the target language	40	1.00	4.00	2.7500	.11180	.70711
f. Attitude toward learning English	40	1.00	4.00	3.0000	.14322	.90582
g. Perception of the target language community and its culture	40	2.00	4.00	3.0000	.07161	.45291
2. External factors a. Cultural norms (for example the culture and history)	40	1.00	4.00	2.6750	.14045	.88831
b. The educational system in the area	40	1.00	4.00	2.9250	.12083	.76418
c. The kind and quantity of suitable rewards and praise.	40	1.00	4.00	2.8500	.12169	.76962
d. Mediated learning experiences	40	1.00	4.00	2.7250	.12397	.78406
e. Peers factor	40	1.00	4.00	2.7500	.10591	.66986

From the rest of the English language learning factors among the rest of the factors, the most influential factor: "enjoyment of personal relevance factors," was rated highest at a mean score of 3.00. This shows that personal relevance such as interest in English movies and books and being interested in foreign cultures significantly aided students' EFL learning. This shows that students are intrinsically affected in as much as the learning is itself enjoyable, and thus the learning is pursued without external coercion.

In his work, (Komlosi-ferdinand, 2022) has shown that extrinsically oriented interest in the 'journey' of EFL learning is also immune to the effects of extrinsic motivation. On the one hand, English is a compulsory subject, yet students actively engaged in the course due to sheer positive involvement in EFL tasks. Other vital internal constraints are attitude toward

learning English, and perception of the target language community and its culture. These findings are in agreement with Gardner's (1985) opinion that motivation in a person learning a foreign language as a goal results from three elements: the effort made by a student to attain the goal, the desire to achieve the goal, and the type of beliefs held by the student: the data proved the existence of positive belief with respect towards being taught the English language as the students recorded a mean score of 3.00.

Teacher Questionnaire Results

Besides the motivational outlook of students, data was also gathered from teachers to get their approach towards motivating the EFL learner. Table 2 indicates the mean scores for different teacher implementation strategies as underlying the results of the study.

Table 2. Teacher Implementation of Motivational Strategies

	N	Mini	Max	Mean	Std. Deviation
1. Teacher-Student Interaction Styles.	80	1.00	4.00	2.4250	.91090
a. Feedback that offers support can enhance EFL student motivation.					
b. I regularly provide one-on-one support to improve the English skills of my students	80	1.00	4.00	2.5000	.87149
c. Creating good relationships with students helps to engage them in English lessons	80	1.00	4.00	2.5125	.91394
d. Adapting communication strategies can effectively enhance English learning	80	1.00	4.00	2.4375	.89787
e. Students become more engaged in learning English because they are allowed to interact with students regularly.	80	1.00	4.00	2.3750	.84756
2. Teaching Approaches.	80	1.00	4.00	2.6875	.94927
a.Task-based learning increases learners' motivation for English language acquisition					
b. I use gamification in my English lessons	80	1.00	4.00	2.7500	.87872
c. Using situations in classroom lessons boosts the English proficiency of students.	80	1.00	4.00	2.6250	.89124
d. I often rely on group work to encourage student engagement in EFL classes	80	1.00	4.00	2.8875	.79546
e. The students also seem to be better motivated if I use practical tasks in the teaching.	80	1.00	4.00	2.3625	.94459

3.3 Teacher-Student Interaction Styles

Feedback can increase EFL student motivation(Gan, 2020). As for the role of one-on-one time with students and its purpose to enhance their English abilities teachers claimed that "Developing friendship with the students facilitates their participation in English class." Students get to be more concerned about learning English and be able to interact with their classmates as well.

3.4 Teaching Approaches

Task-based learning and gamification were among the effective strategies to improve learners' motivation when studying English, with a mean score of 2.75. Teachers reported frequently administering practical tasks during their classes reporting, "When we apply situations in classroom lessons it promotes students' English proficiency." In line with the

findings of previous research focusing on learning specific tasks through enjoyable interactive activities can significantly improve the motivation and engagement of students (Raza et al., 2020).

4. Discussion

The findings of this study provide a better picture of the types of motivation among EFL students in Rwandan high schools. The largest is the instrumental motivation that students bring to their study of English, which are practical reasons around academic need and future career access. The relationship between employability and English learning features prominently in the results, indicating that language is seen by students to improve job outcomes. The belief of such a trend in global language learning research is consistent, with practical reasons being strong motivators for those learning (Vakilifard, 2021).

4.1 The Role of Instrumental Motivation in EFL Learning

In this study, the prevalence of instrumental motivation in learning English provides insights into why students learn English more from pragmatic needs which for example are expected as means of academic attainment and job achievement (Saragih & Subekti, 2023). Given a strong correlation between employability and English proficiency, it appears students deem language to be an important prerequisite for looking out for more promising work prospects. This discovery is in keeping with other similar studies that have reiterated the role of utilitarian values as major motivating factors for language learning. This suggests that what generally drives Rwandan high school students to learn a language, i.e. passing exams and getting into higher education satisfy immediate tangible results.

4.2 Shifting Trends Towards Integrative Motivation

This demonstrates a trend in students' views on English learning, even if the importance of integrative motivation is not as frequent compared with instrumental. They found increasingly that people were learning English to communicate better with more and different types of native speakers. Combined with their academic and professional goals, the cultural learning students desire demonstrates that student motivation is not all extrinsic (Amtu et al., 2020). It also forms part of a wider academic change where culture is steadily being incorporated as a component of language learning. This is evidence that gives us the shift of vision that language learning is no longer the setting of grammar and vocabulary but also their ability to consider the culture and global citizenship which makes it very comprehensive.

4.3 Insights from Qualitative Data on Student Motivation

The qualitative responses collected through the questionnaire also offered a kind of understanding that could not be observed through quantitatively analyzed data. Thus, the qualitative data provided information on how students perceived their academic goals about their personal interests and cultural activities. Some of the responses indicated that students were interested in learning English using fun and creative items like movies and literature, and other responses showed that students wished to familiarize themselves with 'English-speaking nations.' This perspective is wider than the potential of language learning which agrees with the assertion on the relationship between motivation and engagement pointing out that students are more motivated when see some relevance of a task to him/her (Fishbach & Woolley, 2022).

4.4 The Influence of Internal and External Factors on Motivation

Both internal and external factors enhance student interest in learning English (Wulandari et al., 2020). Results revealed self-relevance as the leading internal factor while perceived facilitative beliefs about learning as the other dominant attitude. The students clinched for English language films and literature demonstrate good effects of intrinsic motivation in learning; endeavor is not directed by extrinsic reward, but by enjoyment in learning. However, education context, teaching method, and resources available outside the home also come into context. The results speak to the importance of different pedagogical methods (such as task-based instruction and gamification) for addressing motivational differences and levels of learning. While the present study focused on explaining these motivational factors it also opens the possibilities of utilizing them towards creating pedagogy strategies that would make learning better and encourage students in their language learning.

5. Conclusion

The findings identify the types of motivation among EFL students would be important to inform better ways of teaching the English language in Rwanda. The dominance of instrumental motivation calls for learning strategies responsive to students' practical needs in preparation for employment and securing better grades at school. Educators should try providing learning environments which would respond to these instrumental drives but also nurture integrative

motivations toward learning by considering cultural aspects within the curriculum. The teachers should use task-based approaches, and games that increase student motivation, these are some of the approaches that can be used more often. These approaches can give students far more engaging activities and an opportunity for pragmatically valid use of the language. Besides, cultural aspects of the curriculum may inspire students in the language and give a wider approach toward understanding English as an international language.

There should be professionalism within the teaching staff; the teachers should undergo training in motivation and how to compel their learners. Programs of teacher training that highly prize activities leading to positive feedback, supportive interactions, and ways to create a nurturing classroom environment will further heighten the motivation level of students. With the recognition of such diversity in motives, educators may offer concrete strategies that would enable Rwandan high school students to approach the process of learning the English language optimally, that is, with maximum efficiency, an important factor in their future school and professional success.

References

- Alamri, H., Lowell, V., Watson, W., & Watson, S. L. (2020). Using personalized learning as an instructional approach to motivate learners in online higher education: Learner self-determination and intrinsic motivation. *Journal of Research on Technology in Education*, 52(3), 322–352. <https://doi.org/10.1080/15391523.2020.1728449>
- Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving student learning outcomes through school culture, work motivation and teacher performance. *International Journal of Instruction*, 13(4), 885–902. <https://doi.org/10.29333/iji.2020.13454a>
- Anggawirya, A. M., Prihandoko, L. A., & Rahman, F. (2021, December). Teacher's role on teaching English during pandemic in a blended classroom. In *International Joined Conference on Social Science (ICSS 2021)* (pp. 458-463). Atlantis Press.
- Choemue, S. M. C. L. (2020). Motivational Factors Influencing Indonesian Students in Undertaking a Master ' S Degree. 5(1), 1–13.
- Consoli, S. (2024). What motivates Chinese students to study in the UK? A fresh perspective through a 'small-lens.' *Higher Education*, 88(4), 1589–1610. <https://doi.org/10.1007/s10734-024-01184-3>
- Fishbach, A., & Woolley, K. (2022). The Structure of Intrinsic Motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 339–363. <https://doi.org/10.1146/annurev-orgpsych-012420-091122>
- Gan, Z. (2020). How Learning Motivation Influences Feedback Experience and Preference in Chinese University EFL Students. *Frontiers in Psychology*, 11(March), 1–14. <https://doi.org/10.3389/fpsyg.2020.00496>
- Gardner, R. C., Masgoret, A. M., Tennant, J., & Mihic, L. (2004). Integrative Motivation: Changes During a Year-Long Intermediate-Level Language Course. *Language Learning*, 54(1), 1–34. <https://doi.org/10.1111/j.1467-9922.2004.00247.x>
- Gueye, M. (2022). The specificities of ESP (English for Specific Purposes) in a foreign context: a case study of Senegal. *Journal of Advanced Education and Sciences*, 2(4), 1–5.
- Hassan, H., Hariri, N. A., & Khan, K. (2019). Enhancing Intrinsic Motivation to Learn in Adults: Empowering ESL Students. *International Journal of English Linguistics*, 10(1), 81. <https://doi.org/10.5539/ijel.v10n1p81>
- Haufiku, I., Mashebe, P., & Abah, J. (2022). Teaching Challenges of English Second Language Teachers in Senior Secondary Schools in the Ohangwena Region, Namibia. *Creative Education*, 13(06), 1941–1964. <https://doi.org/10.4236/ce.2022.136121>
- Komlosi-ferdinand, F. (2022). Teaching Strategies in Motivating Global English Learners Flora Komlosi-Ferdinand MA Supervised by : Dr Hywel Glyn Lewis & Dr Christine M . Jones Submitted in partial fulfilment for the award of the degree of PhD by published works University of Wales Trinity Saint David.
- Lamb, M., Csizér, K., Henry, A., & Ryan, S. (2020). The palgrave handbook of motivation for language learning. In *The Palgrave Handbook of Motivation for Language Learning* (Issue November 2023). <https://doi.org/10.1007/978-3-030-28380-3>
- Makonye, F., & Mudhumu, E. (2023). Basic Education under Surveillance: Engaging the Rwandan Government on

- Deploying English Language as a Medium of Instruction. *Journal of African Education*, 4(2), 199–209. <https://doi.org/10.31920/2633-2930/2023/v4n2a9>
- Mbato, C. L., & Cendra, A. (2019). Efl undergraduate students' self-regulation in thesis writing: help-seeking and motivation-regulation. *JELE (Journal of English Language and Education)*, 5(1), 67. <https://doi.org/10.26486/jele.v5i1.949>
- Mokoginta, K., Arifah, B., Rahman, F., & Abbas, H. (2021). Indonesian Women as Reflected in an English Textbook Used in Indonesia. *IJASS*, 4(6), 323-337.
- Murayama, K. (2022). A Reward-Learning Framework of Knowledge Acquisition: An Integrated Account of Curiosity, Interest, and Intrinsic–Extrinsic Rewards. *Psychological Review*, 129(1), 175–198. <https://doi.org/10.1037/rev0000349>
- Muslim, A. B., Hamied, F. A., & Sukyadi, D. (2020). Integrative and instrumental but low investment: The English learning motivation of Indonesian senior high school students. *Indonesian Journal of Applied Linguistics*, 9(3), 493–507. <https://doi.org/10.17509/ijal.v9i3.23199>
- Ntabwoba, L., & Sikubwabo, C. (2024). Influence of Family Background on English Language Proficiency among Learners in Nine and Twelve Years Basic Education Schools: A Case of Musanze District, Rwanda. *African Journal of Empirical Research*, 5(2), 119–134. <https://doi.org/10.51867/ajernet.5.2.12>
- Oates, M., Crichton, K., Cranor, L., Budwig, S., Weston, E. J. L., Bernagozzi, B. M., & Pagaduan, J. (2022). Audio, video, chat, email, or survey: How much does online interview mode matter? In *PLoS ONE* (Vol. 17, Issue 2 February). <https://doi.org/10.1371/journal.pone.0263876>
- Papi, M., & Hiver, P. (2020). Language Learning Motivation as a Complex Dynamic System: A Global Perspective of Truth, Control, and Value. *Modern Language Journal*, 104(1), 209–232. <https://doi.org/10.1111/modl.12624>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(April), 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(08), 388-403.
- Saragih, T. Y., & Subekti, A. S. (2023). Integrative motivation and speaking achievement: A study of Indonesian L2 learners of English. *Litera*, 22(3), 266–277. <https://doi.org/10.21831/ltr.v22i3.65786>
- Sibomana, E. (2022). Transitioning from a local language to English as a medium of instruction: Rwandan teachers' and classroom-based perspectives. *International Journal of Bilingual Education and Bilingualism*, 25(4). <https://doi.org/10.1080/13670050.2020.1749554>
- Sukmawaty, Rahman, F. F., & Andini, C. (2022). Covid-19 Pandemic and Axiology of Communication: A Study of Linguistic Phenomena. *IJISRT*, 7(4).
- Vakilifard, A. (2021). The investigation of integrative, instrumental, intrinsic and extrinsic motivation of language learners in the foreign setting. *Journal of English Language Teaching and Learning*, 13(27), 417–443. <https://doi.org/10.22034/elt.2021.43130.2324>
- Wallace, M. P., & Leong, E. I. L. (2020). Exploring language learning motivation among primary efl learners. *Journal of Language Teaching and Research*, 11(2), 221–230. <https://doi.org/10.17507/jltr.1102.10>
- Weda, S., Rahman, F., Samad, I. A., Gunawan, F., & Fitriani, S. S. (2022). How Millennials Can Promote Social Harmony through Intercultural Communication at Higher Education. *Randwick International of Social Science Journal*, 3(1), 231-243.
- Wulandari, C., Surtikanti, M. W., & Agung, A. S. S. N. (2020). a Case Study of Internal and External Factors on the Difficulties in Learning English. *JOEEL: Journal of English Education and Literature*, 1(2), 43–48. <https://doi.org/10.38114/joeel.v1i2.81>
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during

Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.

- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2024). Bridging Language and Technology through Semiotic Technology. *International Journal of Social Science Research and Review*, 7(1), 52-61.
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.
- Yu, J., Brown, G. T. L., & Stephens, J. M. (2018). Retrospective case studies of successful Chinese learners of English: Continuity and change in self-identities over time and across contexts. *System*, 72(January), 124–138. <https://doi.org/10.1016/j.system.2017.11.008>
- Yue, Z., Zhao, K., Meng, Y., Qian, X., & Wu, L. (2022). Toward a Better Understanding of Language Learning Motivation in a Study Abroad Context: An Investigation Among Chinese English as a Foreign Language Learners. *Frontiers in Psychology*, 13(February). <https://doi.org/10.3389/fpsyg.2022.855592>
- Zhang, H., Dai, Y., & Wang, Y. (2020). Motivation and second foreign language proficiency: The mediating role of foreign language enjoyment. *Sustainability (Switzerland)*, 12(4), 1–13. <https://doi.org/10.3390/su12041302>