

Motivation and Confidence of Pre-Service Teachers to Use English as Medium of Instruction during Teaching Practicum

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Abstract

Motivation and confidence in language teaching have always become interesting things to be observed. This study was intended to give a complementary views related to what factors might contribute to the ups and downs of how Pre-Service Teachers of English struggling to finish their teaching practicum at schools. Some supervising teachers at schools were requested to recall their memories and reopen documents about PSTs who ever conducted their teaching practice there. Their comments on how PSTs performed their instructions in the classroom might give solution to less-motivated and low confident PSTs. As a result, some courses at Tarbiyah Faculty which were given before PSTs having their teaching practicum need to be evaluated and revised.

Keywords : Motivation, Confidence, Teaching Practicum, Pre-Service Teachers

Abstrak

Motivasi dan kepercayaan diri dalam pembelajaran bahasa selalu menjadi hal yang menarik untuk diteliti. Penelitian ini bertujuan untuk memberikan pandangan terhadap factor-faktor yang mempengaruhi motivasi dan kepercayaan diri calon guru bahasa Inggris yang melakukan praktik mengajar disekolah-sekolah terutama Sekolah Menengah Pertama dan Sekolah Menengah Atas. Peneliti mewawancari beberapa guru SMA, SMK, dan MAN yang pernah menjadi pamong mereka sewaktu melakukan praktik mengajar. Penilaian mereka terhadap calon guru Bahasa Inggris selayaknya bisa memberikan solusi terhadap mereka yang masih kurang temotivasi dan tidak percaya diri dalam menggunakan bahasa Inggris sebagai bahasa pengantar. Salah satu hal yang perlu dibenahi menurut guru pamong adalah beberapa mata kuliah yang merupakan prasyarat mengikuti parktik mengajar disekolah harus dievaluasi dan direvisi.

Kata Kunci: Motivasi, Kepercayaan Diri, Praktik Mengajar, Calon Guru

A. Background

Teaching practice is one of the most important parts of the students' learning experience in campus since it is a venue where they can challenge their competence and

performance of teaching using English a medium of instruction.¹ This Pre-Service English Teachers (PST) should teach in senior high schools or junior high schools that. Before they do their teaching practice, they have been equipped with some courses namely; Curriculum Development in Language Teaching, Instructional Design, Teaching and Evaluation, TEFL Methodology, and Micro Teaching. Seeing those course names, we can easily manage to say that they should be good in teaching practice in school, in a real classroom setting. But unfortunately, in reality, only some are good, and some are very disappointing.

The researcher did a preliminary study on this research. The writer interviewed some Supervising Teachers (*guru pamong*) and the headmasters where TBI students of IAIN Syaikh Abdurrahman Siddik did their teaching practice. Some Supervising Teachers said that the pre-service English teachers of IAIN Syaikh Abdurrahman Siddik do not have a perfect competence and performance of using English during their teaching practice there. They seem reluctant to use English in the classroom. It showed that they do not have a good confidence in using English. The writer also interviewed some students who also have done their teaching practice. They said that they sometime feel demotivated and lack of confidence in using English as medium of instruction. And direct impact of this is their teaching did not run well and smoothly. What makes this situation getting worse is their nervousness finally created a not cozy teaching and learning atmosphere in their classroom.

Despite the fact that as pre-service English teachers, they must create English-speaking teaching and learning environment, having less motivation and confidence make this short term goal becomes very hard. The level of their motivation and confidence as pre-service English teacher in teaching practice always become a critical issue.² Jeremy Harmer stated that teachers indeed play important part in increasing students' motivation by words and deeds, and he even said that motivation is the biggest factor, the most important factor in learning foreign language.³

¹ Melike Bulut Albaba, "Teacher Learning during Transition from Pre-Service to Novice EFL Teacher: A Longitudinal Case Study.," *Novitas-ROYAL (Research on Youth and Language)*, 2017.

² Jeremy Harmer, "How to Teach English 2nd Edition," *Education*, 2007, <https://doi.org/10356/15300>.

³ T. Hedge, "The Practice of English Language Teaching," *ELT Journal*, 2003, <https://doi.org/10.1093/elt/57.4.401>.

As we know that motivation and confidence are considered as two integral parts of developing English competence and performance.⁴ This research was aimed to investigate the factors of motivation and confidence of Tadris Bahasa Inggris students of IAIN Syaikh Abdurrahman Siddik in using English as medium of instruction during teaching practice (*Praktek Pengalaman Lapangan Kependidikan/PPLK*) in some high schools. The findings of this research was analyzed in order to examine the factors which enable the students to increase their motivation and confidence and decrease or eliminate the factors or obstacle that discourage and inhibit the use of spoken English while having teaching and learning process.

1. Research Problems

- a. What are the factors which block the students' motivation and confidence?
- b. What factors of motivation and confidence that should be nurtured and maintained?

2. Research Objectives

- a. To find the factors which block the students' motivation and confidence
- b. To find out the factors of motivation and confidence that should be developed and improved

3. Previous Related Studies

Aritonang also investigated the motivation and confidence of Indonesian teachers but the sample he used was teachers of Non-English to learn English and to use it as medium of instruction.⁵ The purpose of the English learning for this particular group of teachers was to enable them to create English-speaking teaching and learning environment. Such environment is perceived as necessary to enhance English language learning and acquisition in some Indonesian vocational schools. The levels of motivation and confidence have been an issue because they potentially either contribute to or hinder English language learners to learn and use

⁴ Alan Lai and Matthew Kaplan, "Weaving Intergenerational Engagement into ESL Instruction: Case Study of a University-Based Program in Hong Kong," *International Journal of Teaching and Learning in Higher Education*, 2016.

⁵ Mangasa Aritonang, "Investigating Indonesian Teachers' Experience, Motivation, and Confidence in English-Medium Content Teaching through a Professional Development Blended Learning Environment," *Waikato Journal of Education*, 2017, <https://doi.org/10.15663/wje.v22i4.585>.

English for interactions.⁶ This qualitative research gained its data by many resources such as in depth interviews, observation notes, online interaction script, and reflective journals of the participants. Quantitative data were collected through surveys to add meaning to the qualitative data. The research revealed varying increase in the levels of motivation and confidence of the participants. Transformation of extrinsic to intrinsic motivations appeared to occur.

Kuswandono also investigated the educational practitioners in Indonesia (as in the rest of the world) often criticize pre-service teacher's (PSTs) lack of content knowledge, which they claim should be 'prioritized' during a teacher education course.⁷ This research paper addresses issues related to identify and professional development of thirteen English PSTs during their campus and school-based practicum in an Indonesian university. This study collected empirical data through PSTs' reflective journals, questionnaires, individual interviews, focus group discussion, and autobiography. The study examines problems encountered by PSTs, namely their motivations to become teachers. This study signifies that teacher education needs to provide more reflective dialogues to shape PSTs' identity and professionalism.

Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class. Lai-Mei summarized in her study that "interaction involves participation, personal engagement, and the taking of initiative in some way, activities that in turn are hypothesized to trigger cognitive processes conducive to language learning."⁸ The importance of the ability or perception of ability to speak should not therefore be underestimated by either teacher or pupil.⁹

⁶ Robert C. Gardner, "PORTA LINGUARUM Motivation and Second Language Acquisition," *Porta Linguarum*, 2007.

⁷ Paulus Kuswandono, "Voices of Pre-Service English Teachers: Reflecting Motivations during Practicum Learning," *Teflin Journal* 25, no. 2 (2014): 185–202.

⁸ Abbas Pourhosein Gilakjani, Lai-Mei Leong, and Narjes Banou Sabouri, "A Study on the Role of Motivation in Foreign Language Learning and Teaching," *International Journal of Modern Education and Computer Science*, 2012, <https://doi.org/10.5815/ijmecs.2012.07.02>.

⁹ Don Snow, *From Language Learner to Language Teacher, Teachers of English to Speakers of Other Languages, Inc. (TESOL)*, 2007, <https://doi.org/10.1097/01.ta.0000236576.81860.8c>.

Many previous studies have shown that there is a direct relationship between students' confidence and their speaking behavior in L2 or foreign language. For example, Lai attempted to identify Hong Kong secondary students' level of confidence in using English and the factors leading to different confidence levels in oral participation in classrooms.¹⁰ The findings show that most of the subjects "felt a lack of confidence in using English as a means of communication in the classroom". In another study, Mac Intyre et al. suggest that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. According to them, affective factors such as motivation, personality, intergroup climate, and self-confidence underlie willingness to communicate and the factor of self-confidence—including overall self-confidence in L2 and situational self-confidence in communication play an important role in determining the learner's willingness to communicate.¹¹

B. Theoretical Frameworks

a. Motivation in Language Learning

The study of motivation in the context of learning and second or foreign language acquisition is long dominated by Gardner's theory that sees the motivation of two categories, namely integrative motivation and instrumental motivation. Integrative motivation requires a positive attitude from students towards speakers of the target language and culture.¹² As for instrumental motivation, namely the feeling of learners that they need to learn the target language to get something important or his life, such as good education or work that can guarantee his future.

According to Harmer, motivation that encourages a person to learn English is influenced by the attitude of the community in which they are located, certain people who are close to them, including the teacher and the method used in the

¹⁰ Cecilia Lai, "Communication Failure in the Language Classroom: An Exploration of Causes," *RELC Journal*, 1994, <https://doi.org/10.1177/003368829402500105>.

¹¹ Peter D Macintyre et al., "WILLINGNESS TO COMMUNICATE , SOCIAL SUPPORT , AND ORIENTATIONS OF IMMERSION STUDENTS," *Language*, 2001.

¹² Ofra Inbar, Smadar Donitsa-Schmidt, and Elena Shohamy, "Students' Motivation as a Function of Language Learning: The Teaching of Arabic in Israel," in *Motivation and Second Language Acquisition*, 2001.

learning process.¹³ Motivation can also be seen in two categories, namely extrinsic and intrinsic motivation. Intrinsic motivation is motivation that is directed by interest in the task itself, while extrinsic motivation is more directed by external stimulation.¹⁴

In relation to intrinsic motivation, Ellis suggests that in some learning situations, it may not be a common reason for learners to learn a second language as a major determinant of their level of motivation.¹⁵ According to Ellis the integrative and instrumental categories are more orientation, not motivation. Orientation means the context or purpose of a person to learn, while motivation refers to the intensity that drives people to learn.¹⁶ That is, an integrative oriented language learning for cultural purposes, and an instrumental oriented language learning for a career or academic goal. Both of these orientations can have low or high motivation.¹⁷

Motivation is clearly a complex phenomenon.¹⁸ The types of motivation must be seen as complementary, not different and contradictory. Learners may have simultaneously integrative and instrumental motivation; motivation can be influenced by learning activities or vice versa, member motivation influences learning. Besides that motivation is naturally dynamic, not something that is owned or not owned by students but more as something that can change from time to time depending on the context and learning activities.

b. The Impact of Confidence in Language Learning

Self-confidence is extremely important in almost every aspect of our lives, yet so many people struggle to find it. Sadly, this can be a vicious circle: people who lack self-confidence can find it difficult to become successful. Confident people inspire confidence in others: their audience, their peers, their customers, and their friends.

¹³ Harmer, "How to Teach English 2nd Edition."

¹⁴ Inbar, Donitsa-Schmidt, and Shohamy, "Students' Motivation as a Function of Language Learning: The Teaching of Arabic in Israel."

¹⁵ W Yu, "Teaching English in China's Higher Education System : A Content-Based Immersion Approach," *Durham University*. (2001).

¹⁶ Rod Ellis, "Second Language Acquisition, Teacher Education and Language Pedagogy," in *Language Teaching*, 2010, <https://doi.org/10.1017/S0261444809990139>.

¹⁷ Rod Ellis, "Current Issues in the Teaching of Grammar: An SLA Perspective," *TESOL Quarterly*, 2006, <https://doi.org/10.2307/40264512>.

¹⁸ Rod Ellis, "Task-Based Language Teaching," in *The Routledge Handbook of Instructed Second Language Acquisition*, 2017, <https://doi.org/10.4324/9781315676968>.

Gaining the confidence of others is one of the key ways in which a self-confident person finds success.

Self-confidence is also very important in language learning. Researches in language teaching have revealed that foreign language learners often seem passive and silent in language classrooms.¹⁹ In the age of globalization, however, there is an urgent need for English as Foreign Language (EFL) teachers to enhance their students' confidence to help them take part more actively in classroom oral activities. Some researchers believe that speaking skills are an important part of the curriculum in language teaching, and the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language.²⁰

This importance relies on two aspects. First, our personalities, our self-image, our knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors, and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many L2 learners. Second, the linkage between students' classroom participation and their academic achievement is undeniable.

5. Research Method

This study was conducted using qualitative approach. The data were collected through interviews.

The population of this study is all teachers of English in senior High Schools who become supervising teachers for PST of Tarbiyah Faculty of IAIN Syaikh Abdurrahman Siddik Bangka Belitung. And here are the samples of this research:

- a. Supervising Teacher of English from SMA Negeri 3 Pangkalpinang
- b. Supervising Teacher of English from SMK Negeri 5 Pangkalpinang
- c. Supervising Teacher of English from SMA Negeri 1 Puding Besar
- d. Supervising Teacher of English from SMA Negeri 1 Mendo Barat, Bangka
- e. Supervising Teacher of English from MAN I Pangkalpinang

¹⁹ Lai, "Communication Failure in the Language Classroom: An Exploration of Causes."

²⁰ Paul Robertson and Roger Nunn, "The Asian EFL Journal Quarterly June 2010," *Asian EFL Journal*, 2010.

- f. Supervising Teacher of English from SMK Negeri 3 Pangkalpinang
- g. Supervising Teacher of English from MA Al Islam Kemuja, Bangka

C. Findings

Interview with Teacher of English from MAN 1 Pangkalpinang, Mr. Ichksan, S.Pd.Ing

1. What are the factors which block the students' motivation and confidence?

The Pre-Service English Teachers here were still lack of confidence and motivation. They should know beyond their pedagogic competency. They seemed reluctant to speak English in the classroom all the time. And this situation happened perhaps because their lecturers in campus do not use English 100% while teaching. I suggest that all lectures there always use English in doing instruction every meeting. So, it is hoped that PST will get used to and realize that English is a skill; they should practice more and more in order to have a good ability in speaking English.

2. What factors of motivation and confidence that should be developed and improved?

To increase the students' (PST) motivation and confidence, they should develop their public speaking skill. It is lecturers' responsibility to design a live speaking class where all students eager to talk. It's not easy actually but if they practice often, their confidence and motivation will be much better.

Interview with Teacher of English from SMA Negeri 3 Pangkalpinag, Ibu Siti Napsiati, M.Pd.

1. What are the factors which block the students' motivation and confidence?

The PST students are in the process of learning, they were confident enough; their classroom management was also good already. Without supervising teachers, the PST could teach well. The PST students' confidence was very good; they were closed to students, they supported all the activities held in the school.

2. What factors of motivation and confidence that should be developed and improved?

The PST students are good enough, they are capable of teaching; classroom management was not bad at all, they are motivated. They used English mostly when teaching. They tried their best and very hard to fulfill the students' need in learning English. However, the students' achievement are varied, the students' intake are

heterogeneous. And the PST students have did the efforts to cover all. In addition, it's too risky to use full English as medium of instruction in the classroom; the focus is the students should learn from what teacher has already explained.

Interview with Teacher of English from SMK Negeri 5 Pangkalpinang, Dwi Robani, S.Pd.

1. What are the factors which block the students' motivation and confidence?

PST here have good teaching skills already but unfortunately their English competency should be developed and especially learning how to do all the instruction in the classroom in English. And this cannot be done in a short time, they should learn from the very beginning of their study at university.

2. What factors of motivation and confidence that should be developed and improved?

The PST students should know their students; their background knowledge, their competencies and so on. As a teachers' candidate, they must be well prepared. How? Of course, by preparing the lesson plans very well. They should not be reluctant to ask their supervising teachers.

Interview with Teacher of English from SMA Negeri 1 Puding Besar, Ibu Yusmaini, S.Pd.

1. What are the factors which block the students' motivation and confidence?

In this school, there are many factors which block the students' motivation and confidence. The first, the students could not manage the class well. The second, they could not explore the material. And the last, the students could not designed the lesson plans in which Curriculum 2013 implemented; they did not understand how to create RPP for *K-13*.

2. What factors of motivation and confidence that should be developed and improved?

The first is the speaking ability in implementing instruction in the classroom should be improved; they should create an attractive learning atmosphere, teachers' performance and classroom management should be also developed, and the last the students should fully prepared the lesson plan as if they were the class teacher already.

Interview with Teacher of English from SMA Negeri 1 Mendo Barat, Ibu Yuni Ferawaty, S.Pd.

1. What are the factors which block the students' motivation and confidence?

Most of the PSTs are lack of teaching skills, their classroom management is poor. But not all of them, few are good, but it is rarely happened. How can PST be highly motivated and confident if they do not know how to teach well? Before having their PPLK, it is suggested that they do more peer teachings in order to practice a lot. And after those peer teachings, lecturers should give evaluation and suggestions. PSTs would take many benefits from this kind of evaluation after their peer teachings.

2. What factors of motivation and confidence that should be developed and improved?

Talking about factors in motivation means that it can be reasons why they learned English. And factors influence confidence of a person in using English could be thoughts or beliefs in doing things. These two factors play an important part in language learning and teaching. If they have a good English, know much about lesson planning, classroom management and strategies in language learning, their motivation and confidence will be developed and improved.

Interview with Teacher of English from MA AL-Islam Kemuja, Bangka, Ibu Yohana, S.Pd.

1. What are the factors which block the students' motivation and confidence?

The PST for this PPLK period has already very good, either in English competence or classroom management. The students enjoyed the moments with the PST, they were not reluctant to ask questions, and they wanted to do all the exercise or assignments given by their PST. And the PST consulted the supervising teachers asking about lesson planning, curriculum 2013, classroom management, and so on.

2. What factors of motivation and confidence that should be developed and improved?

The motivation is not bad at all, PST here is highly motivated. But sometimes she was not too confident if she taught a big class. But as supervising teachers, I always tried to encourage her by telling her that all the beginning is difficult. The more she experiences teaching the big class the more confident she would be. She is potential, all she needs is practice and practice, and we believe that she will be a good teacher, later.

D. Discussions

From the findings above, it is clear that there are many factors which become barrier for students to be highly motivated and confidence in the classroom. In preliminary study, the researcher also conducted a small survey by asking 29 PSTs to fill a questionnaire related to their level of motivation and confidence during practicum teaching. And there was one thing interesting; some PSTs said that they lost their motivation and confidence in a certain typical classroom where the students did not accept them as their real class teacher. The reason was very simple that PSTs only considered as guests in the classroom.²¹ Another student said that they lack of time management, they have many things in their lesson plan, but there was so little time.

Some said that they have language difficulties; they feel anxious when they have to stand in front of the class and speak 100% English. This is what we called language anxiety.²² Language anxiety is believed to have correlation with speaking fluency and accuracy, and English performances in general. ²³ But there have been already some studies discussed about ways to improve PSTs confidence and motivation in language learning. Kavaliauskienė proposed four different strategies namely; short talks, Power Point presentations, discussion on a problematic professional subject suggested by learning materials; and impromptu speech. ²⁴

E. Conclusions

1. Some factors blocking students' motivation and confidence in using English as medium of instruction during practicum teaching at schools are the insufficient skill of English, let alone speaking ability; poor classroom management, and incapability of lesson

²¹ Farzaneh Mahmoudi and Yonca ýzkan, "Practicum Stress and Coping Strategies of Pre-Service English Language Teachers," *Procedia - Social and Behavioral Sciences*, 2016, <https://doi.org/10.1016/j.sbspro.2016.10.067>.

²² Meihua Liu and Wenhong Huang, "An Exploration of Foreign Language Anxiety and English Learning Motivation," *Education Research International*, 2011, <https://doi.org/10.1155/2011/493167>.

²³ Masoomeh Salehi and Fahimeh Marefat, "The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance," *Theory and Practice in Language Studies*, 2014, <https://doi.org/10.4304/tpls.4.5.931-940>.

²⁴ 9. Retrieved from aarssenl@queensu.ca Aarssen, L. W., & Crimi, L. (2016). Legacy, leisure and the 'work hard—Play hard' hypothesis. *The Open Psychology Journal* et al., "Self-Conscious Emotion and Existential Concerns: An Examination of the Effect of Shame on Death-Related Thoughts.," *Dissertation Abstracts International Section A: Humanities and Social Sciences* (2017).

planning. They also seem too reluctant to consult their supervising teachers about how and what to teach. PSTs also did not know much how to explore the material; and they do not use learning media or even authentic materials. However, since they are still in the process of learning; having less experience of teaching, those flaws are still considerable. With rigorous practice, they can be good teachers.

2. There are many things should be improved in order to develop PSTs motivation and confidence in using English as medium of instructions. To enhance the students' ability in speaking, it is advisable that they are given some certain strategies related to the development of their comprehension, vocabularies knowledge, accuracy, pronunciation, and fluency in speaking. To improve their classroom management, it is suggested that they do their peer teaching a lot before having their teaching practicum at schools. as a teachers' candidate they must know seating arrangement even the importance of audible voice. Finally, when they learn Curriculum Development, it's better they learn the theories related to curriculum development only at the beginning the course, next they have to learn about the real syllabus which implemented at schools either at senior high schools and vocational schools or junior high schools based on the current curriculum used.

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