

Self-motivation of Developing the Students' Learning Performance

Seang Eng Kong^{1*}, Than Chhorn², Sopheap Chea³

1* Corresponding author: AGA Institute, seangengkongkse@gmail.com

2. National Institute of Education (NIE), chhornthan1984@gmail.com

2. Human Resource University (HRU)

To cite this article: Kong, S. E., Chhorn, T., & Chea, S. (2025). Self-motivation of developing the students' Learning performance. *Journal of Education Innovation and Language Teaching (JEILT)*, 1 (2), 49-61

Abstract

Learning was a kind of activity focused on educational behavior and motivation. Educational activity was the main term of students' learning performance. Learning performance preferred to the ways of performing on how to learn actively. This study examined self-motivation in the development of students' learning. For the learning theory, the study showed that self-motivation was a challenge for learners to improve their learning performance. The study identified that the learners needed to have self-motivation during learning. These were the key terms to develop and build good behavior in learning with challenges. As a result, the study identified how the learners can improve their behaviors and enhance their self-motivation.

Keywords: *motivation; self-motivation; performance; learning; educational-activity behavior*

1. Introduction

The study aims to investigate the effects of self-motivation on students' learning development. This study identifies how the students improve their learning performance by self-motivating, deal with learning challenges, and better their learning self-motivation. The study argues the viewpoints and previous empirical studies to review and explain for evidences and support to study objectives. Accordingly, the self-motivation is the challenge for the students to improve their learning performance. This is the developmental perceptions to motivate learners develop learning behaviors and outcomes. The students commonly meet the challenges of learning self-motivation in the higher education studies. Learning is the matter for learners to have the well-enhanced enough for learning.

According to the studies by Hamakali (2017), learning refers to a complicated system of education. Learning performance can be adapted with differential conditions that are presented by both internal and external learning system. The variety of learning performance is developed and adapted to express the different learning systems and tools designed. According to the content

areas, two methods including test-taking forms and focus-group discussion were assigned to receive information from the students and lecturers in the higher education institutions. Students are the main sources of stakeholders for data collection and analysis. In this case, the study designed to answer the questions that raise in the research questions.

2. Literature Review

Learning Self-motivation

Roquet & Perez-Vidal (2017) stated that learning self-motivation is essential for the students. The objective of intensive research from the self-motivation is the factors that affect and shape the learners' performance development. This research figures out better to engage and encourage the students to develop their learning behaviors and self-motivation. The study of this factor comprises crucial implication for self-motivation to improve the students' learning (Singh, 2015). Besides, the learners are motivated and prompted to perform learning freely and independently; they are always allowed to have self-motivation.

Most of students concerned with the mistakes, so they are encouraged to improve their learning competence. Accordingly, teachers are encouraged to assign the appropriate lectures related to learning strategies and techniques in order to motivate the learners to develop their learning through using differential learning activities (Dewi et al., 2017). Gary (2010) suggested that there are cultural differences of learning; the students have behaved with differential cultures of learning activities. To encourage them to develop their learning is required to assign the appropriate conditions and place to shape learning activity. Being concerned with the learning mistakes makes students faced the learning problems, and self-motivation is also important for teachers assigning to motivate their learners in the reality of learning classes.

As a field of learning urged to research the effective self-motivation, learners should be enabled to succeed in various contexts that will require them to be able to learn, to collaborate, and solve problems of learning. Mei and Nathalang (2010) stated that most of the students need to carry out the learning strategies and techniques to facilitate their learning performance. Learning performance made the students being shock. The learners may face differential matters in learning when their knowledge and competence are set in a limitation, and they also require more motivation to pursue their learning effectively and professionally.

Overall, this study aimed to examine the effects on the motivated students to develop their learning performance with self-motivation. Learning is very challenged. The learners are self-motivated to be challenged in improving learning. For this context, Darwish (2016) argued that the learners are encouraged to develop and adapt their learning behaviors and outcomes. Dumitriu et al. (2014) stated that the learning skills and competence also are the key factors that make the educational process efficient, and provide the learners two models such as central dimension the interaction attitude-aptitude and optional model to develop their learning competences.

Learning Competency with Integrated Skills

To integrate the learning skills, the researcher would like to take time to review the viewpoints relevant to the uses of receptive skills in integrating learning skills. Based on a brief background of the teaching, Krashen (2014) suggested that the receptive skills such as listening and reading skills were applied in the learning skills as well as its practice in teaching and learning contexts. In the views of teaching and learning, Mallik (2017) argued that to produce ideas for learning, the learners need to have enough information. Reading skills provides learners with advanced information to conduct the conceptions for their learning improvement, and listening skills are also the main skills that help learners practice their learning performance (Chenjun & Li; 2017).

Darwish (2016) asserted that learning competency is a key factor for process of teaching and learning to improve the learners' abilities to learn and interact, with receptive skills. The integrated learning skill is characterized as (1) interaction-based, (2) unpredictability in learning, (3) variety of learning context, (4) carrying out under performance, (5) establishing social relationships, (6) involving in authentic, and (7) judging to be successful or unsuccessful on the basis of actual learning outcomes. Hao and Yongbing (2012) identified that understanding is the factors to conceptualize learning development with the receptive skills in the integrated learning skills as a learner's changing participation in order to improve their learning behaviors and outcomes.

Mei & Nathalang ((2010) argued that the learners are encouraged to use strategies to develop their learning. The strategies and motivations are used to deal with the difficulties of learning preferred to the learning strategic competencies. Pingping (2012) stated that listening skill is a kind of receptive skills applied in learning, and it can be a requirement of conceptual learning skill in the classroom practice. Lucas (2013) argued that learning is popular

in the current contexts and social conditions. Thus, learning-competency help learners develop their learning problems.

Students' Learning Perspectives

Performance was a key for learners to improve their learning. With learning performance, motivation was useful for learners to take their opportunities to identify on learning self-motivation. Saito et al. (2017) stated that learners were encouraged to denote on learning variables. They also identified comprehensibility and competence. Comprehensibility is understanding of and associate with the numerous variables. Accordingly, Roquet and Perez-Vidal (2017) suggested that the learners were encouraged to learn with differential and social contexts. Learning contexts were defined in term as the opportunities to practice the target learning performance. The target learning performance was referred to the learning activity of learning quality and method improvement. For this viewpoint, the learners were motivated to enhance self-motivation on learning activities and attitudes. Schroeder et la. (2017) argued that by being successful in learning, the learners must recognize the cultural identification. Therefore, the learners were provided opportunities and motivated to have a self-reflection on their learning.

3. Methodology

This study employed a mixed methods-research (Chhorn, 2021), combining quantitative (Collins, 2018; Collins & Stockton, 2018) and qualitative (Guo, 2015; Plonsky & Gass, 2011) research methods. Survey questionnaires and semi-structured interviews were assigned to observe and gather data for the quantitative and qualitative research. Three classes of second-year students with 45 students, learning at AGA institute, were taken part in collecting quantitative data. 15 lecturers were used to gather qualitative data, with semi-structured interviews. These participants were involved in the study of self-motivated students to develop learning performance. Data collected were analyzed by using descriptive statistics analysis-method and content analysis-method. For quantitative data were analyzed with SPSS. With the research ethics, this study handled safe of privacy and identities for stakeholders.

4. Findings

Effects of self-motivation of Students' Learning Performance

Table4.1 indicated the effects of self-motivation on students' learning process. The result showed that self-motivation highly influenced students' learning with introduction ($M=4.27$, $SD=0.45$). Self-motivation further

significantly impacted students’ learning with experience and acquisition (M=4.58, SD=0.50).

Table4.1 Self-motivation on Students’ Learning Process

N ^o	Items	N	M	SD
1	Learning with introduction	45	4.27	0.45
2	Learning with experience and acquisition	45	4.58	0.50
3	Learning with engagement	45	4.53	0.50
4	Learning with practice and repetition	45	4.49	0.51
5	Learning with feedback	45	4.56	0.50
6	Learning with reflection	45	4.53	0.50
7	Learning with consolidation	45	4.49	0.51

M=0.80 -1.60 (very poor); M=1.61-2.40 (poor); M=2.41-3.20 (fair); M=3.21-4.00 (good); M=4.01-4.80 (Excellent)

Besides, self-motivation increasingly influenced the students' learning with engagement (M=4.53, SD=0.50). As shown in Table4.1, self-motivation greatly influenced the students’ learning with practice and repetition (M=4.49, SD=0.51). However, self-motivation significantly impacted the students’ learning with feedback (M=4.56, SD=0.50). The results further indicated that the students increasingly developed their learning reflection, by using self-motivation (M=4.53, SD=0.50). Lastly, self-motivation highly influenced students’ learning consolidation (M=4.49, SD=0.51).

Table4.2 Self-motivation on Students’ Learning Results

N ^o	Items	N	M	SD
8	Dynamic and continuous learning	45	4.42	0.50
9	Behavioural learning	45	4.49	0.55
10	Cognitive learning	45	4.58	0.58
11	Experienced learning	45	4.53	0.55
12	Internet platform learning	45	4.56	0.59
13	Effective learning	45	4.53	0.59
14	Practical learning	45	4.56	0.55

M=0.80 -1.60 (very poor); M=1.61-2.40 (poor); M=2.41-3.20 (fair); M=3.21-4.00 (good); M=4.01-4.80 (Excellent)

Table4.2 showed self-motivation impact on students’ learning results. Self-motivation highly impacted students’ learning results, focused on dynamic and continuous learning (M=4.42, SD=0.50). As shown in Table4.2, self-motivation significantly influenced students’ behavioral learning (M=4.49, SD=0.55). Self-motivation further impacted the students' cognitive learning (M=4.58, SD=0.58). Besides, self-motivation greatly influenced students’ experienced learning (M=4.53, SD=0.55). Self-motivation rapidly influenced students’ internet platform learning (M=4.56, SD=0.59). Table4.2 showed that the students increasingly developed their effective learning, by self-

motivation (M=4.53, SD=0.59). Lastly, self-motivation significantly impacted students’ practical learning (M=4.56, SD=0.55).

Factors Impact on Students’ Learning Self-motivation

Table4.3 indicated factors impacted on students’ learning self-motivation. The result indicated that cognitive factor highly influenced students’ learning self-motivation (M=4.40, SD=0.54). Motivation significantly impacted students’ learning Self-motivation (M=4.64, SD=0.53). Besides, Prior experience increasingly influenced students' learning self-motivation (M=4.67, SD=0.56). Table4.3 indicated that learning methods significantly influenced the students’ learning self-motivation (M=4.51, SD=0.59). Environment greatly impacted students’ learning self-motivation (M=4.56, SD=0.55). The results further indicated that metacognition increasingly affected students’ learning self-motivation (M=4.42, SD=0.54). Lastly, the cultural factor highly influenced students’ learning self-motivation (M=4.40, SD=0.58).

Table4.3 Factors Impact on Learning Self-motivation

N ^o	Items	N	M	SD
15	Cognitive factor	45	4.40	0.54
16	Motivation	45	4.64	0.53
17	Prior experience	45	4.67	0.56
18	Learning methods	45	4.51	0.59
19	Environment	45	4.56	0.55
20	Metacognition	45	4.42	0.54
21	Cultural factor	45	4.40	0.58

M=0.80 -1.60 (very poor); M=1.61-2.40 (poor); M=2.41-3.20 (fair); M=3.21-4.00 (good); M=4.01-4.80 (Excellent)

Table4.4 indicated self-motivation on students’ learning competence and skills. The result showed that self-motivation highly influenced students’ analytical skills (M=4.33, SD=0.52). Further, self-motivation significantly impacted students’ critical thinking and decision making (M=4.38, SD=0.61).

Table4.4 Self-motivation on Students’ Learning Competence and Skills

N ^o	Items	N	M	SD
22	Analytical skills	45	4.33	0.52
23	Critical thinking and decision making	45	4.38	0.61
24	Emotional control	45	4.53	0.55
25	Flexibility and leadership skills	45	4.49	0.55
26	Negotiation and organizational skills	45	4.60	0.54
27	Self-confidence and Problem solving	45	4.38	0.58
28	Teamwork and time management	45	4.51	0.59

M=0.80 -1.60 (very poor); M=1.61-2.40 (poor); M=2.41-3.20 (fair); M=3.21-4.00 (good); M=4.01-4.80 (Excellent)

Besides, self-motivation increasingly influenced students' emotional control in learning (M=4.53, SD=0.55). As shown in Table4.4, self-motivation greatly influenced the students' learning flexibility and leadership skills (M=4.49, SD=0.55). However, self-motivation significantly impacted the students' learning negotiation and organizational skills (M=4.60, SD=0.54). The results further indicated that self-motivation increasingly developed the students' self-confidence and problem solving (M=4.38, SD=0.58). Expressly, self-motivation highly influenced students' Teamwork and time management in learning (M=4.51, SD=0.59).

Students' Attitudes towards Learning Self-motivation

Table4.5 indicated students' attitudes towards self-motivation. The result showed that students really focused on the intrinsic motivation (M=4.53, SD=0.55). Students mostly preferred the extrinsic motivation in learning (M=4.56, SD=0.55). Besides, the students commonly needed to develop their self-efficacy in learning (M=4.42, SD=0.58). As shown in Table4.5, the students increasingly improved learning self-esteem (M=4.47, SD=0.59). However, students significantly met the learning goal achievement (M=4.53, SD=0.59). The results further indicated that students increasingly developed cognitive motivation in learning (M=4.60, SD=0.54). Ultimately, the students highly adopted their learning social motivation (M=4.53, SD=0.59).

Table4.5 Students' Attitudes towards Self-motivation				
N ^o	Items	N	M	SD
29	Intrinsic motivation	45	4.53	0.55
30	Extrinsic motivation	45	4.56	0.55
31	Self-efficacy	45	4.42	0.58
32	Self-esteem	45	4.47	0.59
33	Goal achievement	45	4.53	0.59
34	Cognitive motivation	45	4.60	0.54
35	Social motivation	45	4.53	0.59

M=0.80 -1.60 (very poor); M=1.61-2.40 (poor); M=2.41-3.20 (fair); M=3.21-4.00 (good); M=4.01-4.80 (Excellent)

Table4.6 indicated the strategies to improve students' self-motivation. The result showed that students set SMART goal for learning self-motivation (M=4.36, SD=0.48). Students further significantly visualized success for their learning self-motivation (M=4.36, SD=0.57). Besides, students increasingly broke down task for learning self-motivation (M=4.33 SD=0.60). As shown in Table4.1, the students greatly practice resilience in learning self-motivation (M=4.33, SD=0.56). Students significantly developed positive mindset for their learning self-motivation (M=4.40, SD=0.58). The results indicated that the students increasingly improved time management in their learning self-

motivation (M=4.42, SD=0.54). Lastly, students greatly created supportive environment in their learning self-motivation (M=4.38, SD=0.61).

Table4.6 Strategies to Improve Students’ Self-motivation

N ^o	Items	N	M	SD
36	Set SMART goals	45	4.36	0.48
37	Visualize success	45	4.36	0.57
38	Break down tasks	45	4.33	0.60
39	Practice resilience	45	4.33	0.56
40	Develop positive mindset	45	4.40	0.58
41	Improve time management	45	4.42	0.54
42	Create supportive environment	45	4.38	0.61

M=0.80 -1.60 (very poor); M=1.61-2.40 (poor); M=2.41-3.20 (fair); M=3.21-4.00 (good); M=4.01-4.80 (Excellent)

Perspectives of Learning Self-motivation

Based on the semi-structured interview questionnaires with 15 lecturers, table4.7 summarized the key perspectives on students’ self-motivation.

Table4.7 Key Perspectives on Students’ Self-motivation

N ^o	Items	Responses
43	Self-determination theory (SDT)	Autonomy, competence, relatedness, connection to learning
44	Goal setting theory	Setting goal by taking the initiative and persevere through challenges and with confidence
45	Cognitive perspectives	Self-efficacy, attribution, self-talk
46	Reinforcement and expectancy theory	Reinforcement, expectancy
47	Environmental and contextual factors	Learning environment, social support, task relevance
48	Self-regulation learning	Self-reflecting and Self-monitoring in sustaining motivation
49	Revealing cultural factor	Understanding of cultural influences

The lecturers argued the self-determination theory (SDT), emphasized the autonomy, competence, relatedness, connection to learning. Most of the

lecturers stated that students were required to take high consideration on goal setting theory, which were about the setting goal by taking the initiative and persevere through challenges and with confidence. As the results shown in Table4.7, lecturers commonly pointed out the cognitive perspective that focused on the self-efficacy, attribution, and self-talk. With this case, the lecturers revealed the reinforcement and expectancy theory. The lecturers further argued the environmental and contextual factors, which emphasized Learning environment, social support, and task relevance. Table4.7 showed that the lecturers carried out the self-regulation learning that was about the self-monitoring and reflection in sustaining motivation. Ultimately, lecturers viewed with revealing cultural factor, which were about understanding of cultural influences.

5. Discussion

Self-motivation Influence on Learning Performance

Self-motivation is very important for the students to improve their learning performance, focusing on the learning process and result/outcome. With self-motivation, the students can develop their learning with introduction, experience and acquisition, engagement, practice and repetition, feedback, reflection, and consolidation. In this case, self-motivation helps the students develop their learning introduction with the exposure to new information through overviews, reading, or presentations (Desai, 2015; Mei & Nathalang, 2010). Self-motivation also helps the students advance learning acquisition, such as deepening knowledge through lectures, discussions, and research (Roquet & Perez-Vidal, 2017). With adaptation of self-motivation, students significantly upgrade their learning engagement, in which they handle the practical projects, writing, and problem-solving to create new knowledge. However, self-motivation builds students' learning practice and repetition, with consistent effort to solidify new information and skills. Based upon the results of this study, self-motivation significantly develops learning through feedback, receiving constructive criticism from oneself, peers, or instructors to identify areas for improvement. Self-motivation is essential for students to construct their learning reflection, adjusting the approaches and deepen understanding by contemplating experiences. With learning consolidation, students use self-motivation with review and change in learning behavior or skill to retain new knowledge (Saito et la., 2017).

Perceived Factors on Students' Learning Self-motivation

With learning self-motivation, the perceived factors, such as cognitive factor, motivation, prior experience, study methods, environment, and metacognition

are crucial for students to develop learning. Cognitive factors help students improve learning, by using attention, memory, language, organization, and critical thinking (Gary, 2010). Besides, motivation (intrinsic and extrinsic motivation) plays a role in developing students' learning. Prior experience, such as existing knowledge and background are foundational to building students' new understanding. Based on self-motivation, study methods are needed for students improve learning – developing learning with the active learning strategies, such as writing or speaking. A quiet study environment can improve students' learning. Ultimately, metacognition helps students identify confusion and overcome challenges (Unal & İlhan, 2017).

Self-motivation on Students' Attitude Development

By building learning self-motivation, students are to have developmental attitudes (Muir & Dörnyei, 2013). Intrinsic motivation helps the students intrinsically enjoy learning for its own sake and engagement, finding satisfaction with the material understanding, problems-solving, and goals achieving. However, extrinsic motivation is defined as external factors, such as grades, praise, or avoiding punishment that help advance the students' learning. Most of students establish self-efficacy to improve their learning through strong belief and own ability to succeed in adopting self-motivation. Goal achievement plays a role in developing the students' positive attitudes with the tend to set clear goals while achieving outcomes with motivation. (Ushioda & Dörnyei; 2017).

Implicated Perspectives on Students' Learning Self-motivation

Setting the key strategies to improve self-motivation is very important for the students. These strategies include setting SMART goals, visualizing success, breaking down tasks, practicing resilience, developing positive mindset, improving time management, finding the reasons, and creating support environment (Ushioda & Dörnyei, 2017). Setting SMART goals is defined as goal stablishing with specific, measurable, achievable, relevant, and time-bound. With self-motivation improving, visualizing success helps students imagine achieving goals in creating a sense of accomplishment. Students can improve self-motivation by breaking down tasks – breaking large projects into smaller, with the manageable steps. By developing self-motivation, it requires students to practice resilience, which means learning to persevere through challenges and setbacks. Students further develop a positive mindset – focusing on strengths and positivity. Importantly, the students may adopt their self-motivation by improving time management – creating a schedule and ensuring important tasks completed (Unhan & İlhan,

2017). Finding reasons help students understand the personal significance behind the goals to build a strong internal drive. Students can improve learning self-motivation by creating a supportive environment, targeting the positive influences and ensuring physical study space that is organized and free of distractions.

6. Conclusion

This study examined the effects of self-motivation that helped the students learning performance. learning performance was defined as the students' learning process and results. With learning self-motivation, the learners may improve their learning competence and skills through different activities. Self-motivation influenced the learners' learning attitudes. Self-motivation further helped students developed behavioral learning. As a result, learners can improve their learning behaviors and self-motivation, with introduction, experience and acquisition, engagement, practice and repetition, feedback, reflection, and consolidation. This study also indicated that there were key factors, such as cognition, motivation, prior experience, study methods, environment, metacognition, and culture that influenced students' learning self-motivation. Besides, many students adopted attitudes towards their learning self-motivation. In brief, this study contributed to the students' development of learning performance through self-motivation, such as self-efficacy, self-esteem, and self-regulation learning.

Reference

- Chenjun, D. & Li, L. (2012, April). The Effectiveness of Explicit Instruction of Certain Decoding Skills in Improvement Chinese EFL Lisnters' General Comprehension Performance. *Chinese Journal of Applied Linguistics*, Vol. 35(2), 243-255.
- Chhorn, T. (2021). *A study of teacher feedback impact on Cambodian EFL students' L2 writing: perception, performance, and attribution*. (Ph.D dissertation). Shandong University, China.
- Collins, C. S. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*.
- Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17, 1-10.
- Darwish, H. (2016, August). We Couldn't Communicate in English, Could we? The Communicative Approach Practices, A Critical View. *International Journal of Languages' Education and Teaching*, Year 4(ISSN: 2198 – 4999, Doi Number: 10.18298/ijlet.577, 2, 183-192.

- Desai, A. A. (2015, July). Characteristics and Principles of Communicative Language Teaching. *Ankitaben A. Desai [Subject: English] International Journal of Research in Humanities & Soc. Sciences [I.F. = 0.352]*, 3(7).
- Dewi, I. N., Poedjiastoeti, S. & Prahani, B. K. (2017, January). ELSII LEARNING MODEL BASED LOCAL WISDOM TO IMPROVE STUDENTS' PROBLEM SOLVING SKILLS AND SCIENTIFIC COMMUNICATION. *International Journal of Education and Research*, 5(1).
- Dumitriu, C., Timofti, I. C., & Dumitriu, G. (2014). Communicative Skill And/Or Communication Competence? *Procedia - Social and Behavioral Sciences*, 141, 489-493.
- Gary, R. (2010, June). Speaking and Thinking: Understanding Oral Problem Solving Efficacy in Second Language Learners. *Chinese Journal of Applied Linguistics (Bimonthly)*, 33(3), 3-14.
- Hamakali, H. P. (2017, February). Krashen's Theory of Second Language Acquisition as a Framework for Integrating Social Networking in Second Language Learning. *IJRDO-Journal of Educational Research*, 2(2), 16.
- Hao, W. & Yongbing, L. (2012, April). The Discourse of English Reading Lessons in Chinese Middle Schools: A Sociocultural Perspective. *Chinese Journal of Applied Linguistics*, 35(2), 212 - 228.
- Guo, S. (2015). Shaping Social Work Science: What Should Quantitative Researchers Do? *Research on Social Work Practice*, 25(3), 370-381.
- Krashen, S. D. (2014). Stephen Krashen's theory of second language acquisition. Retrieved July 10, 2014 from <http://www.sk.com.br/sk-krash.html>.
- Lucas, S. E. (2013, April). English Public Speaking and the Cultivation of Talents for Chinese College Students. *Chinese Journal of Applied Linguistics*, 36(2), 163-182.
- Mallik, S. (2017). Motivation As A Promoting Determinant In Second And Foreign Language Classroom: A Review. *European Journal of Foreign Language Teaching*, 2(1), Available on-line at: www.oapub.org/edu.
- Mei A. & Nathalang S. S. (2010, June). Use of Communication Strategies by Chinese EFL Learners. *Chinese Journal of Applied Linguistics (Bimonthly)*, 33(3), 110-125.
- Muir, C. & Dörnyei, Z. (2013). Directed Motivational Currents: Using vision to create effective motivational pathways. *Studies in Second Language Learning and Teaching. Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz, SSLT* 3(3), <http://www.sslt.amu.edu.pl>), 357-375.

- Pingping, L. (2012, April). Exploring the Link Between Topic Initiation and Chinese Learner Involvement in NS-NNS Casual Conversations. *Chinese Journal of Applied Linguistics (Quarterly)*, 35(2), 189-211.
- Plonsky, L., & Gass, S. (2011). Quantitative research methods, study quality, and outcomes: The case of interaction research. *Language Learning*, 61(2), 325–366.
- Roquet, H. & Perez-Vidal, C. (2017). Do Productive Skills Improve in Content and Language Integrated Learning Contexts? The Case of Writing. *Applied Linguistics*, Vol. 38(4), 489 - 511.
- Saito, K., Trofimovich, P. & Isaacs, T. (2017, August). Using Listener Judgments to Investigate Linguistic Influence on L2 Comprehensibility and Accentedness: A Validation and Generalization Study. *Applied Linguistics*, 38(4), 439 -462.
- Schroeder, S. R., Lam, T. Q. & Marian, V. (2017). Linguistic Predictors of Cultural Identification in Bilinguals. *Applied Linguistics*, 38(4), 463-488.
- Singh, S. (2015, March). Using Technology for Measuring Proficiency in Oral Skills at College Level in India. *Journal of ELT and Applied Linguistics (JELTAL)*, 3(1).
- Unal, M. & Ilhan, E. (2017, June). A Case Study on the Problems and Suggestions in Foreign Language Teaching and Learning at Higher Education. *Journal of Education and Training Studies*, 5(6).
- Ushiioda, E. & Dörnyei, Z. (2017). Beyond Global English: Motivation to Learn Languages in a Multicultural World: Introduction to the Special Issue. *The Modern Language Journal*, 101(3).