

RESEARCH ARTICLE

Professional-Integrative Methodological Mechanisms for Developing English Language Learning Motivation Among Non-Philological Students

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Abstract

The article substantiates a professional-integrative methodological framework for developing motivation to learn English among students of non-philological programmes. The study addresses a persistent methodological contradiction: English is increasingly required for professional mobility and international communication, while many students continue to perceive it as a compulsory general-education subject weakly connected with their future professional activity. Drawing primarily on the theoretical and methodological findings of a doctoral dissertation and supported by internationally established research on self-determination, second-language motivation, English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), communicative language teaching and active learning, the article conceptualises motivation as a dynamic system of cognitive, affective-value and activity-related components. The proposed framework integrates five mutually reinforcing mechanisms: professional-value contextualisation, communicative-action activation, content-language integration, digital-autonomous learning support, and reflective-feedback internalisation. These mechanisms are operationalised through authentic professional materials, case studies, project work, role plays, problem-based tasks, CLIL elements, digital resources and formative reflection. The framework explains how external educational requirements can be transformed into more autonomous and professionally meaningful motives when learners experience relevance, competence, agency and social interaction. The resulting model offers a theoretically grounded basis for designing English courses for non-philological students and for aligning language instruction with future professional communication, independent learning and sustainable motivation.

KEY WORDS

English language learning motivation; non-philological students; professional integration; self-determination; ESP; CLIL; communicative competence; active learning; reflective learning.

INTRODUCTION

The internationalisation of higher education and the changing structure of the labour market have transformed English from an additional academic subject into a functional instrument of

professional communication. For students whose primary specialisation is not philology, the value of English is increasingly determined by the ability to use it for reading

field-specific sources, communicating with international partners, interpreting professional information, presenting evidence, participating in mobility programmes, and performing workplace tasks. Consequently, the methodological problem is no longer limited to the transmission of linguistic knowledge. It concerns how to create a learning environment in which students understand the personal and professional meaning of English and sustain sufficient motivation to engage in long-term language development.

The dissertation on which this article is based identifies several recurrent difficulties in the practice of teaching English to non-philological students: heterogeneous initial proficiency, weak links between general English content and students' future professions, insufficient availability of profession-oriented authentic materials, limited opportunities for meaningful communication, restricted classroom time, and unequal use of digital learning resources. Under such conditions, students may treat English primarily as a compulsory subject, which strengthens controlled or external motives while leaving professional and intrinsically regulated motives underdeveloped. The central methodological task is therefore to redesign language education so that professional relevance, active communication, learner agency and reflective self-development are embedded in the structure of instruction rather than added as isolated motivational techniques.

Contemporary motivation research provides a strong theoretical basis for such a redesign. Self-Determination Theory explains sustained motivation through the quality of regulation and the satisfaction of the psychological needs for autonomy, competence and relatedness. Deci and Ryan argue that educational environments supporting these needs create conditions for more autonomous forms of motivation, whereas excessively controlling environments may undermine intrinsic engagement. In language education, Dörnyei similarly emphasises that motivation is not a static learner trait but a dynamic process that can be generated, maintained and protected through purposeful classroom practices. This perspective is particularly relevant to non-philological programmes, where students' initial reasons for studying English may be external but can become increasingly internalised when the course demonstrates visible professional utility and provides repeated experiences of successful communication.

The purpose of this article is to theoretically substantiate and

systematise professional-integrative methodological mechanisms for developing English language learning motivation among non-philological students. The objectives are: (1) to clarify the psychological and pedagogical structure of language-learning motivation in a profession-oriented context; (2) to identify the pedagogical conditions under which professional relevance can be converted into sustainable learning engagement; (3) to systematise methodological tools that combine language, professional content and active communication; and (4) to formulate an integrated model that can guide the design of English courses for non-philological higher education.

METHODS

The article employs a theoretical-methodological research design. Its primary conceptual basis consists of the results developed in the first and second chapters of the dissertation, particularly the analysis of motivation as a psychological-pedagogical phenomenon, the classification of internal and external motivational factors, the identification of pedagogical conditions, and the construction of a motivation-oriented teaching model. These results were re-analysed through synthesis, comparison, structural-functional analysis and pedagogical modelling. The empirical sites of the broader dissertation research are not used in the present article because the analytical focus is the transferable theoretical and methodological architecture of the proposed model rather than institution-specific implementation.

The external theoretical framework was selected according to four criteria: relevance to motivation quality, relevance to second-language learning, applicability to profession-oriented language education, and evidence supporting active or learner-centred pedagogies. Self-Determination Theory was used to explain the transition from controlled to autonomous regulation; second-language motivation research was used to interpret the dynamic and identity-related nature of language-learning motives; ESP and CLIL were used to operationalise professional integration; communicative and active-learning research was used to justify task formats that increase participation and meaningful language use. Ushioda's person-in-context perspective is especially important because it connects motivation with the learner's evolving identity, social environment and personally meaningful goals rather than treating motivation as an isolated variable.

Methodological modelling proceeded from the assumption that

a motivational mechanism should do more than produce short-term interest. It should change how learners interpret the value of the learning activity, how actively they participate in it, and how independently they can continue it. Accordingly, five criteria were used to evaluate the conceptual adequacy of each mechanism: professional relevance, cognitive and communicative activity, autonomy support, social interaction, and reflective internalisation. A mechanism was included in the integrated framework only when it could be linked to at least two of these criteria and to a concrete set of instructional practices.

THEORETICAL FOUNDATIONS OF ENGLISH LANGUAGE LEARNING MOTIVATION

Motivation in higher education should be understood as a system of motives and regulatory processes that initiate, direct and sustain learning activity. In the dissertation, English language learning motivation is conceptualised through mutually connected cognitive, affective-value and activity-related dimensions. The cognitive dimension concerns students' understanding of why English is important; the affective-value dimension reflects interest, positive attitudes and the acceptance of English as a personal and professional value; the activity-related dimension is manifested in participation, independent practice, persistence and communicative behaviour. This structure is methodologically significant because it demonstrates that motivation cannot be reduced to a student's stated desire to learn. A learner may verbally recognise the importance of English while remaining passive in practice; conversely, externally enforced activity may occur without internal acceptance of its value. Sustainable motivation requires alignment among understanding, value and action.

The internal-external distinction is also important, but it should not be treated as a simple opposition. External requirements such as grades, examinations and employment expectations may initiate learning, particularly in the early stages. The more important pedagogical question is whether these requirements become internalised. Ryan and Deci's later synthesis of Self-Determination Theory distinguishes between controlled and autonomous forms of extrinsic motivation and shows that external motives can acquire a more self-endorsed character when learners understand the value of an activity and experience agency in pursuing it. This provides a strong explanation for profession-oriented English teaching: the professional necessity of English is initially an external social

demand, yet through meaningful tasks it can become an identified and personally accepted reason for learning.

Second-language motivation adds another layer to this process because learning a language involves imagining oneself as a future user of that language. Motivation is therefore connected to identity, possible selves, and anticipated participation in new academic and professional communities. Dörnyei's work on individual differences and motivational strategies emphasises goal salience, learner confidence, classroom climate and the protection of motivation over time, while Lamb's review of the motivational dimension of language teaching demonstrates that teacher behaviour, task design, group dynamics and meaningful goals can influence learners' engagement in systematic ways. For non-philological students, the future professional self becomes a particularly powerful organising principle: English gains motivational force when students can see a credible connection between today's classroom activity and tomorrow's professional performance.

On this basis, professional-integrative motivation may be defined as a dynamic psychological-pedagogical system in which the value of English is internalised through its integration with professional content, meaningful communication, autonomous learning activity and reflective self-development. The concept is 'professional' because the learner's future field provides the semantic and goal framework for language use; it is 'integrative' because motivation is developed not through one technique but through the coordinated interaction of content, methods, technologies, social relations and assessment.

PEDAGOGICAL CONDITIONS FOR SUSTAINABLE MOTIVATION

The first pedagogical condition is the integration of language content with future professional activity. Generic texts and decontextualised grammar exercises can develop certain linguistic subskills, but they do not automatically create a reason to use English beyond the classroom. ESP provides a learning-centred rationale for selecting language content according to learners' target needs and professional communicative situations. Hutchinson and Waters emphasise that ESP is not a special variety of English but an approach in which decisions about content and method are grounded in reasons for learning. In practical terms, profession-oriented instruction should include authentic or pedagogically adapted

documents, terminology, cases, data, scenarios and communication genres that learners can plausibly encounter in their future work.

The second condition is a communicative environment in which English is used to accomplish meaningful actions. Communication is motivational when it gives students an immediate experience of functioning in the language. Pair and group work, role plays, interviews, debates, presentations and simulations reduce the distance between learning about English and using English. Richards and Rodgers describe communicative language teaching as an approach that places communicative competence and purposeful interaction at the centre of instruction. For non-philological students, the communicative task should simultaneously contain a professional problem: advising a client, presenting a project, interpreting a graph, negotiating a service, explaining a process, evaluating alternatives or defending a recommendation.

The third condition is learner-centred differentiation and autonomy support. Students enter non-philological programmes with different language levels, prior experiences, professional interests and confidence. Uniform task difficulty can therefore be demotivating for both weaker and stronger learners. Differentiated tasks, choice of topics, alternative formats, individual learning trajectories and scaffolded success allow students to experience competence without eliminating challenge. The teacher's role changes from sole source of information to facilitator, designer of tasks, provider of feedback and organiser of social interaction. This role is consistent with the autonomy-supportive environment described by Self-Determination Theory.

The fourth condition is a digital learning environment that extends learning beyond limited classroom hours. Digital resources are motivational only when they serve pedagogical purposes rather than functioning as decorative technology. Online platforms, multimedia materials, interactive quizzes, mobile applications, digital glossaries, podcasts, virtual collaboration and learning-management systems can support repetition, immediate feedback, individual pacing and independent practice. In the dissertation, digital resources are integrated with independent learning and reflection rather than treated as a separate methodological block. This is important because the central outcome is not temporary entertainment but the formation of self-regulated language-learning habits.

The fifth condition is a psychologically safe, feedback-rich and reflective environment. Students are more likely to speak, experiment and persist when errors are treated as a natural part of learning and when feedback communicates specific possibilities for improvement. Reflection converts activity into awareness: students analyse what they learned, which strategies were effective, where difficulties occurred, and how the lesson relates to their professional goals. Short reflective tools such as exit tickets, self-assessment rubrics, learning diaries and goal reviews can make progress visible. Visible progress is particularly important for perceived competence and therefore for sustained motivation.

PROFESSIONAL-INTEGRATIVE METHODOLOGICAL MECHANISMS

The proposed framework combines the pedagogical conditions above into five interconnected methodological mechanisms. The mechanisms are cyclical rather than linear: professional relevance stimulates engagement; engagement creates opportunities to experience competence; competence supports autonomy; autonomy encourages independent learning; reflection consolidates the professional meaning of the activity and prepares the next motivational cycle.

Mechanism 1: professional-value contextualisation. The first mechanism answers the learner's implicit question: 'Why do I need this English?' Its function is to establish a direct semantic bridge between language content and the future profession. The teacher selects topics, texts and tasks from the students' professional domain and explicitly demonstrates the communicative value of the target language. For tourism-related study, this may involve customer communication, itinerary planning, hotel services, cultural heritage interpretation and service recovery; for economics-related study, it may involve market indicators, inflation, employment, finance, business correspondence, graphs and analytical presentations. The key is not the subject label but the authenticity of the cognitive action: learners should use English to understand, evaluate or communicate professional content.

Mechanism 2: communicative-action activation. Professional value becomes motivationally effective only when students act on it. Case study, project-based learning, problem-solving, role play, debate and simulation transform the learner from a recipient of language explanations into a participant in communicative activity. Active learning research outside

language education provides convergent support for this principle: a large meta-analysis by Freeman and colleagues covering 225 studies found that active learning improved examination performance and reduced failure compared with traditional lecturing, while Prince's review concluded that several forms of active and collaborative learning have substantial empirical support. Although these findings cannot be transferred mechanically to every language classroom, they strengthen the methodological case for designing English lessons around observable student activity rather than prolonged teacher exposition.

Mechanism 3: content-language integration. CLIL provides a systematic way to connect professional knowledge and language development. Coyle, Hood and Marsh conceptualise CLIL through the integration of Content, Communication, Cognition and Culture, thereby linking subject matter with language use and higher-order thinking. In a non-philological English course, full-scale bilingual subject teaching is not always necessary. A 'CLIL-informed' task may be sufficient: students interpret a professional graph, compare alternatives, solve a domain problem, present a recommendation and reflect on cultural or stakeholder perspectives in English. This creates cognitive necessity for language: linguistic resources are used because the learner needs them to perform a meaningful intellectual action.

Mechanism 4: digital-autonomous learning support. The fourth mechanism extends motivation from supervised classroom activity to self-directed learning. Digital tools should be organised around a sequence of diagnose-select-practise-receive feedback-reflect. For example, a learner may identify a weakness in professional vocabulary, choose a digital set of terms, practise through spaced retrieval, apply the vocabulary

in a short professional task, receive automated and teacher feedback, and then record progress. Gamified features can be useful when they provide clear goals, feedback and manageable challenge; however, game points and rankings should not replace the professional meaning of the task. Research on game-based learning stresses that motivational effects depend on the interaction of cognitive, affective, motivational and sociocultural design features rather than on the mere presence of game elements.

Mechanism 5: reflective-feedback internalisation. The final mechanism transforms experience into a more stable motive. After a professional task, learners should evaluate not only linguistic correctness but also task success: Could I explain the problem? Did my vocabulary allow me to persuade or clarify? What would I need in a real workplace situation? Reflection makes the competence gap concrete and establishes a personally owned next goal. Formative feedback should therefore combine linguistic criteria, communicative effectiveness and professional appropriateness. This aligns with the action-oriented perspective of the CEFR Companion Volume, which treats learners as social agents who mobilise linguistic and other resources to accomplish tasks in context.

These mechanisms can be represented as an integrated pedagogical cycle: professional relevance creates value; authentic tasks create communicative necessity; active methods create participation; autonomy-supportive and digital tools extend practice; reflection and formative feedback convert successful experiences into self-efficacy and personally endorsed goals. The model is therefore not a collection of isolated 'innovative methods'. Its defining feature is functional coordination: every method is selected according to the motivational function it performs.

Table 1. Functional structure of the professional-integrative motivation framework

Mechanism	Core methodological tools	Primary motivational function	Expected learner outcome
Professional-value contextualisation	ESP, authentic professional texts, needs-oriented topics	Internalisation of professional value	Perception of English as a tool for future professional activity
Communicative-action activation	case study, role play, projects, debate, problem solving	Active participation and competence experience	Higher communicative engagement and task persistence
Content-language integration	CLIL-informed tasks, data interpretation,	Cognitive necessity for language use	Integrated linguistic, analytical and

	professional problem tasks		professional performance
Digital-autonomous support	LMS, multimedia, mobile practice, podcasts, digital glossaries	Autonomy, repetition and self-regulation	Independent learning habits and extended practice
Reflective-feedback internalisation	formative rubrics, self-assessment, exit tickets, learning diary	Progress awareness and goal ownership	More stable self-efficacy and autonomous motivation

IMPLEMENTATION LOGIC IN NON-PHILOLOGICAL ENGLISH COURSES

A professionally integrated lesson should begin with a problem or communicative need rather than with a grammatical label. For example, a tourism-related lesson may start with a decline in international visitor satisfaction, while an economics-related lesson may begin with a change in inflation, exchange rates or labour-market indicators. Students first interpret the situation, identify what information is missing and clarify the communicative task. Language input is then introduced as a resource needed to solve the problem. This sequencing changes the psychological status of vocabulary and grammar: they become tools for action rather than ends in themselves.

The second stage is scaffolded analysis. Learners work with authentic or adapted texts, graphs, short videos, dialogues or data sets. The teacher provides lexical frames, sentence starters, discourse models or visual organisers according to proficiency level. Differentiation is critical here. Students with lower proficiency may use structured prompts, while stronger students may analyse more complex sources or justify alternative solutions. Such scaffolding protects perceived competence while preserving cognitive challenge.

The third stage is collaborative professional communication. Learners perform a task in pairs or groups: negotiate a solution, design a service proposal, present an interpretation, respond to a dissatisfied client, compare economic scenarios, or defend a strategic recommendation. The task must have an outcome that can be judged independently of grammatical accuracy. This encourages learners to attend to meaning, strategy and audience while still receiving language-focused feedback afterward. In motivational terms, this stage satisfies relatedness through collaboration and competence through successful task completion.

The fourth stage is individual extension through digital

resources. Students repeat difficult lexical items, record a short professional presentation, complete a micro-task on a learning platform, watch an expert video, or prepare a one-minute response connected with their future career. The essential principle is continuity: the independent task should be a direct extension of classroom activity, not unrelated homework. When students can see the connection among class tasks, independent practice and future professional performance, the learning trajectory becomes coherent and motivationally meaningful.

The fifth stage is reflection and formative assessment. Assessment criteria should include at least three dimensions: linguistic adequacy, communicative effectiveness and professional relevance. Students may answer questions such as: What professional problem did I solve today? Which English expressions helped me do it? What was difficult? What will I practise before the next lesson? This structure turns assessment into a mechanism of self-regulation. It also provides the teacher with diagnostic information for subsequent differentiation.

DISCUSSION

The professional-integrative approach differs from motivational 'add-ons' such as occasional games, praise or competitive rewards. Those techniques can increase situational interest, but sustainable motivation requires a deeper transformation in the perceived meaning of learning. The proposed model therefore treats motivation as an organisational principle of curriculum design. Professional content answers the question of value; active communication answers the question of agency; scaffolding and feedback answer the question of competence; collaborative work answers the question of relatedness; digital independent learning and reflection answer the question of continuity.

A key theoretical implication is that professional orientation

should not be reduced to the addition of specialised vocabulary. A list of tourism or economics terms may make a lesson look profession-oriented without changing the learner's role. Genuine integration requires students to perform field-relevant cognitive and communicative actions in English: analyse, compare, explain, recommend, negotiate, evaluate and present. This principle links ESP with CLIL and communicative methodology. It also explains why authentic materials are most effective when they are embedded in a task rather than simply read for translation.

Another implication concerns the relationship between external and internal motivation. Non-philological students often begin with pragmatic external reasons: passing a course, obtaining a certificate, meeting employment expectations or participating in international mobility. These motives should not be dismissed. The methodological goal is to support their internalisation by allowing learners to repeatedly experience the usefulness of English, make meaningful choices, observe progress and associate language competence with an attainable professional identity. In this sense, professional integration becomes a mechanism of motivational internalisation rather than merely a content-selection strategy.

The model also clarifies the role of digital technology. Digitalisation does not automatically increase motivation. Its contribution depends on whether it increases autonomy, access to feedback, intensity of practice, authentic exposure or opportunities for communication. A quiz platform used only for points may strengthen controlled motivation; the same platform integrated into a self-monitoring routine can support competence and autonomy. Therefore, technology should be evaluated by the motivational function it performs, not by novelty.

The framework is compatible with contemporary action-oriented language education. The CEFR Companion Volume expands the idea of language proficiency beyond isolated language forms toward mediation, interaction, plurilingual resources and purposeful action by social agents. This supports the dissertation's emphasis on communicative, professional and activity-based components. For non-philological higher education, the practical consequence is clear: the unit of curriculum design should increasingly shift from 'language topic' to 'professionally meaningful communicative action', with linguistic content selected to support that action.

The article has a conceptual limitation. It intentionally

concentrates on the theoretical and methodological outcomes developed in the first two chapters of the dissertation; detailed statistical verification of the broader pedagogical experiment belongs to the empirical stage of the dissertation and is not reproduced here. Therefore, the present article establishes theoretical validity, methodological coherence and evidence-informed plausibility rather than claiming that the framework will produce identical effect sizes across disciplines, institutions or proficiency levels. Future studies should compare the mechanisms across different non-philological fields, track the internalisation of motivation longitudinally, and examine which combinations of professional tasks, digital support and reflection are most effective for specific learner profiles.

CONCLUSION

The analysis demonstrates that developing English language learning motivation among non-philological students requires a systemic rather than episodic methodological solution. Motivation is most productively conceptualised as an interconnected cognitive, affective-value and activity-related system whose stability depends on the learner's understanding of professional value, experience of successful action, autonomy, social interaction and reflective awareness of progress.

The professional-integrative framework proposed in this article comprises five mutually reinforcing mechanisms: professional-value contextualisation, communicative-action activation, content-language integration, digital-autonomous learning support, and reflective-feedback internalisation. Their integration converts English from an externally required academic subject into an instrument for solving professional, communicative and intellectual tasks. ESP supplies the needs-oriented professional context; CLIL-informed design connects language with cognition and subject content; communicative and active-learning methods create meaningful participation; digital resources extend learning beyond classroom limits; and formative reflection consolidates competence and goal ownership.

The methodological novelty of the framework lies not in any single method but in the functional coordination of these methods according to motivational purpose. A case study is valuable because it creates professional problem solving; a role play is valuable because it creates communicative necessity; a digital task is valuable because it supports

autonomous practice; and reflection is valuable because it transforms experience into a personally meaningful next goal. This logic can serve as a transferable basis for designing English courses in tourism, economics and other non-philological programmes while allowing the specific professional content to vary.

Thus, sustainable motivation in non-philological English education emerges when professional relevance, communicative activity, learner agency, competence-supportive feedback and reflective self-development operate as one pedagogical system. Such an approach strengthens not only language learning engagement but also the broader capacity of students to use English as a resource for professional learning, international communication and lifelong self-development.

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