Literacy Practices, Academic Strategies, and Learner Involvement: Investigating Language Learning Motivation (LLM) through SEM

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Abstract:

The purpose of this research was to find out which model suits best for 'Language Learning 'Motivation' (LLM)' of students by applying Structural Equation Modeling (SEM) in order to examine the relationship between reading habits, student engagement, study skills and learning 'Motivation'. The descriptive causal research design was adopted, and the study was carried out in the English Language Departments in those universities that are located in Islamabad and Rawalpindi. For the academic year 2023–2024, a stratified random sampling was used to choose a total of 500 students. Electronic surveys of four separate questionnaires were used to gather data from these students. Analysis involves mean, standard deviation, Pearson product-moment correlation, multiple regression analysis. A series of relationships were found between how people read, how became students, how they engaged with their learning, and 'Language Learning 'Motivation' (LLM)'. The ball is found that all three factors, 'Reading Habits, Study Skills, and Student Engagement' are rated consistently highly by the respondents. It was found that there were several elements that had a high degree of influence on students' 'Motivation' to learn a language. The most fitting model for understanding of the 'Language Learning 'Motivation' (LLM)' was model 5 which related to the attitudes towards studying English, the intensity of the 'Motivation' and 'Motivation' for studying the language. It also identified particular sensations regarding reading behaviors and strategies, for example, key cardinal concepts, processing, 'study aids', and time and focus administration. Moreover, also an important aspect for the 'Motivation' is the student engagement, considered through behavioral, cognitive and emotional indicators. It is then found that reading habits, study skills and the engagement of students have important roles in the development of 'Language Learning 'Motivation' (LLM)'. Therefore, these factors are important to encourage university students' 'Motivation'. However, these findings need to be confirmed through further research and reliability across other educational settings needs to be assessed.

Keywords: education, study skills, reading habits, student participation, SEM, 'Motivation' for learning language

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1. INTRODUCTION

1.1 Background

Recently the 'Motivation' to learn a language has been a key area of research in education, particularly in terms of understanding how the factors drive students' success in learning a new language. Both internal and external elements act as 'Motivation' to students to read habit, study skills, and student engagement; they influence how students respond to language learning and whether they perform well academically.

In present days, the problem of the willingness of the students to learn English is very common since it seems the students are facing difficulties in grammar pronunciation and comprehension (Napil & Jose, 2020). Thus, this lack of 'Motivation' negatively impacts their learning process: and makes challenges for educators (Haerazi et al., 2019). One of the underlying cause of this problem is the recognition of English as a key to acquiring higher socio-economic status as well as a means to get better career opportunities. Therefore, English is more highly valued by students and many of their families than other subjects. Nevertheless, students' lack of interest leaves them to think studying English is pointless (Ushioda, 2019).

The aim of this study is to examine the correlation between these factors and understand the most suitable model in predicting 'Language Learning 'Motivation' (LLM)'. More precisely, it examines how reading habit, study ability, and student involvement influence the results. The study attempts to examine how these elements interact and propose ways how to promote the 'Motivation' in language learners.

1.2 Research Objectives

The primary objectives of this are as follows:

- To examine the relationship between reading habits, study skills, student engagement, and 'Language Learning 'Motivation' (LLM)' among students.
- To explore the impact of student engagement on 'Language Learning 'Motivation' (LLM)' and academic success in acquiring the English language.
- To evaluate the role of reading habits and study skills in enhancing vocabulary learning and overall 'Motivation' to learn English.

1.3 Aim of a Study

This research aims to determine the most effective model for understanding students' 'Motivation' to learn a language. The study specifically focuses on evaluating students' reading habits through various indicators, including their attitude toward reading, frequency of reading, types of 'Materials Read', reading goals, and the amount of time dedicated to reading. It will also examine the students' study skills, considering factors such as 'Time Management', 'Concentration', utilization of 'study aids', testtaking strategies, 'Information Processing', and their abilities in reading and writing. In addition, the study will assess student engagement, looking at emotional, cognitive, and behavioral aspects of engagement. Furthermore, the research seeks to explore 'Language Learning 'Motivation' (LLM)' through key dimensions, including students' attitudes toward studying English, the intensity of their 'Motivation', their desire to learn the language, and their orientations towards language learning such as integrative, instrumental, and 'requirement orientation's. The study will analyze the significant relationships between reading habits, study skills, student engagement, and 'Language Learning 'Motivation' (LLM)'. Ultimately, it will investigate both the collective and individual impacts of 'Reading Habits, Study Skills, and Student Engagement' on 'Motivation', aiming to identify the most suitable model for understanding 'Language Learning 'Motivation' (LLM)'.

2. RELATED LITERATURE

2.1 Literature Review

'Motivation' plays a vital role in language learning, particularly for students, as it guides their learning process and helps shape their approach to acquiring a new language (Ancheta et al., 2017). Research indicates that such intrinsic 'Motivation' helps student learning in language do better in terms of achievement (Yangiboyeva, 2021). Interesting enough, 'Language Learning 'Motivation' (LLM)' is not a simple majority in several ways. It is an ever-expanding web of factors, which include an individual's personality, culture background, social environment, personal experiences. It is aware of the significance of 'Motivation' for language learning is concerned this approach is not only more effective, but also more engaging and more about allowing students to feel that they have a stake in and a sense of ownership of the teaching process.

Moreover, the studies have addressed relationship between reading habit and 'Motivation' in language learning. Therefore, students use the audio-visual tools and reading materials to facilitate the process of vocabulary acquisition (Alan, 2021). Through its research, this research shows how good reading practices enhanced the ESL (English as a Second Language) student's vocabulary learning, as well as how important reading 'Motivation' is to be integrated in the curriculum. It also highlights the importance of 'Motivation'al disposition in pragmatic language production of students in a second language, accounting for second language acquisition and learning of pragmatics (Yangiboyeva, 2021). There has been a great deal of research on 'Motivation' in language learning among older students, but there is scope for further investigation of younger learners' reasons for 'Motivation' (Zhang et al., 2022)

Moreover, education (Ministry of Education & Research) should not happen without reading materials directed towards the youth. It implies that there is a strong relationship between reading and learning of language but that reading is a part of curriculum itself. The ability to express oneself clearly, use varied language, language that is coherent and appropriate to use in different situations, for different purposes and for different audiences both in written and spoken forms is a language learning level

(Ministry of Education & Research). Luo et al. (2020) study supports the notion that anxiety can be used as a means to increase 'Motivation' in language learning environment. Moreover, the level of strategy use, strategy frequency and English proficiency was correlated with possible 'Motivation'al profiles.

As seen by Ghelichli et al. (2020) some sort of correlation between the level of 'Language Learning 'Motivation' (LLM)' and student engagement was discovered, with cognitive were the strongest correlated. It was also suggested in the study that 'Cognitive Engagement' is the only motivator in regards to language learning. This fuels the argument that there is a strong and positive relation between the language learning and student engagement. Challenges in language learning and student participation have also been associated with the 'Motivation' in learning (Arcipe & Balones, 2023). Another study looked at factors concerning 'Motivation' and found that Contextual Teaching and Learning approach enhanced both students' reading comprehension as well as their 'Motivation' to learn (Haerazi & Irawan, 2020). Similarly, Kayumov (2024) found that Extending Concept through Language Activities (ECOLA) used by the students enhanced their reading comprehension and increased students' interest for learning.

2.2 Theoretical Framework

This study is grounded in Vygotsky's Social Development Theory (as cited in Saul, 2024), which suggests that social interactions play a crucial role in enhancing a child's cognitive development and learning capabilities. Language, as a primary tool for communication, culture, and behavior, significantly influences cognitive growth. The language, which is one of the important tool for communicating, culture, and behavior, has a great effect on cognitive growth. Moreover, according to Garner's Theory of 'Motivation', three key 'Motivation'al elements are: effort (the desire to learn a language), desire (the will to accomplish a goal) and outcome (the pleasure of practising language learning activities). Additionally, Schema Theory proposed by Bernales is included in the study to include the fact that prior knowledge plays an integral role in reading (Wagoner, 2013). This theory is based on the idea that new information is included into old mental frameworks, so that prior knowledge has a major role in learning. Additionally, the work investigates how digital tools and resources can be used to draw students' attention, as well as assist in the alignment of learning with the interests and needs of students. Furthermore, the paper discusses the drawbacks of making use of such resources while at the same time, specifying their advantages in enhancing language learning. On the whole, such integration of digital means makes for an effective and well developed language learning experience (Kayumov, 2024). Additionally, studying has been shown to foster a close relationship to 'Motivation' for learning. Franca and Napil's (2022) research revealed that the participants possessed good levels of study skills, writing strategies, reading habits and 'Motivation' to learn. Although, it was remarked that such attributes were present, but not on its own they were not totally sufficient for the students to advance academic.

2.3 Conceptual Framework

The relationship between reading behavior, study skills, student participation, and 'Motivation' in language learning is presented in the conceptual framework.



Figure 1. Conceptual Framework Illustrating the Direct Relationship of Latent Exogenous Variables.

This study explored the relationship between three key factors 'Reading Habits, Study Skills, and Student Engagement' and their influence on the 'Motivation' for language learning. Reading habits were assessed through indicators such as 'Reading Frequency', types of 'Materials Read', purpose for reading, and the amount of time spent reading. Study skills were examined using factors like 'Time Management', 'Concentration', use of 'study aids', test-taking strategies, 'Information Processing', and 'Motivation' related to reading and writing. Student engagement was measured through emotional, cognitive, and behavioral dimensions. Finally, 'Language Learning 'Motivation' (LLM)' was analyzed using indicators such as attitudes toward learning English, 'Motivation'al intensity, 'Desire to Learn English', and various orientations, including integrative, instrumental, and 'requirement orientation's.

2.4 Research Gap

Despite the existence of previous studies, there remains a significant gap in local research exploring how 'Reading Habits, Study Skills, and Student Engagement' collectively impact 'Language Learning 'Motivation' (LLM)'. The purpose of this study lies in filling this gap. For all of the learners, 'Motivation' to learn a language is an essential which helps to set the learner towards language acquisition. The results of this research can be used as the starting point of further research on 'Motivation' in the process of learning English or any other foreign language in general. Designing of programs by teachers to enhance teaching strategies as well as students' interest in learning English is a role played by teachers. Creating dynamic and tangled learning environment depends on 'Motivation'al factors. This was undertaken by the researcher because a 'Motivation' was made to delve into various factors which influence 'Language Learning 'Motivation' (LLM)' and generally beyond it to aim at increasing the educational outcomes. Knowing all these learning 'Motivation's helps to increase students' awareness of their own 'Motivation'al element for language studying. Also, the leadership of the Commission on Higher Education in Islamabad and Rawalpindi should consider planning training programs which may help English teachers in their students effectively motivating for the process of their language learning. Such initiatives will attract the pupils to being more interested in studying English. Furthermore, the findings of this study can also provide the foundation of future research and development on the same topic for other researchers of similar topics.

3. RESEACTH METHODS

3.1. Research Design

A quantitative, causal, quantitative research method consisting of Structural Equation Modeling (SEM) was used for data gathering and analysis in various types of quantitative data on reading behavior, study skills, student engagement and 'Motivation' in a language learning. The causal approach of this study is to identify the relationships between variables, thus how variable changes affect other variables. The study measures and describes statistics about these changes in accordance with Ullman and Bentler (661), who describe which scale level variables are used to observe changes. In particular, SEM is an advanced method of data analysis for examining complex, multivariate relationships by carrying out the structure for covariance between the observed variables. In this case, an approach is often spoken of as covariance structure modeling and is a suitable tool for this study. It was a process which went through several steps of research. The result consisted of review and identification of existing survey questionnaires that pertains to the study. Once the questionnaire was translated it was sent to the advisor for review and correction.

The translation was validated by six experts following the feedback of the advisor. Formal request letter from the Vice President for Academic Affairs regarding permission to do the research at the universities was also given to it. Once approved, the questionnaires were then managed and collected by the study so that validation results and thus overall findings would include. For the sake of reliability, researches would need their instruments to be validated by experts. The study uses the mean to describe reading habit, study skill, student engagement, and 'Motivation' in language learning to analyze the data. The dispersion of frequency distribution was measured via the use of the Standard Deviation. In order to test the significance of these relationships, the Pearson Product-Moment Correlation was used to measure relationships among the significant key variables reading habits, study skills, student engagement and 'Motivation'. Secondly, multiple regression analysis was conducted to determine which predictors were significant in the practice of 'Motivation' in language learning. To understand the relationships between the variable an SEM was done to find out what was the best fitting model. The elements within the latent variables were assessed to evaluate the model, and to include the element in a latent variable, a cut off value of 0.50 was suggested. In Ullman and Bentler (2012) work on construction safety modeling, a lower cut off of 0.45 is made. It is necessary to remove characteristics with low correlations with the other latent factors in the final SEM model. A cut-off value can be influenced by sample size but a range of 0.45 to 0.50 is usually considered acceptable. This tool has been instrumental in the identification of the model that better reflects the study referring to organizational capabilities. 'Goodness of Best Fit Statistics for the Alternative Model' through 'Analysis of Moment Structure' (AMOS). All the presented key indicators must be in accordance with the following principles to determine the fit model.

Model	P-value (>0.05)	CMIN / DF (0 <value<2)< th=""><th>GFI (>0.95)</th><th>CFI (>0.95)</th><th>NFI (>0.95)</th><th>TLI (>0.95)</th><th>RMSEA (<0.05)</th><th>P-close (>0.05)</th></value<2)<>	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	7.449	.750	.814	.792	.792	.124	.000
2	.000	5.107	.810	.883	.859	.867	.099	.000
3	.000	4.381	.809	.904	.880	.891	.090	.000
4	.000	4.360	.810	.904	.880	.891	.090	.000
5	.107	1.242	.978	.997	.985	.995	.024	.997

Table 1: 'Goodness of Fit Measures of the Five Generated Models'

Legend: CMIN/DF=Chi Square/Degrees of Freedom, NFI=Normed Fit Index, GFI=Goodness of Fit Index, TLI=Tucker-Lewis Index, RMSEA=Root Mean Square of Error Approximation, CFI=Comparative Fit Index

3.2. Research Respondents

A total of 656 students who are enrolled officially in the English subject for First Year in English Departments of various universities of Islamabad and Rawalpindi were selected as the respondents for this study out of which there was 500 respondents. Spotted they were, from National University of Modern Languages (NUML)'s two campuses, International Islamic University, (IIUI), Air University and Foundation University. The number of participants was determined by the RAOSOFT Sample Size Calculator through which the researcher used the number of 243, however, 500 participants were recorded. So out of 500 of Participants 200 are from NUML (Rawalpindi & Islamabad), 100 from IIUI, 100 from Air & 100 Foundation. This is the sort of number that is appropriately used in structural equation modeling, particularly since the data is ordinal. (Yuan et. al., 2011). It was stratified random sampling of the respondents, because the population is heterogenous (Parsons, 2014). So here, this is a proportional percentage and the number of respondents from universities which had data source for this are hundred from various sections. The interviews between the interviewer and the participant during the conducted study is on a voluntary basis. A consent form signed by their parents has to be authorized before their participation. The participants were subjected to an orientation so they could learn about the information to be acquired from them regarding the conducted study. The study did not involve first year university students overseas. According to the conducted study, students who were not taking the English subject and never felt the 'Motivation' to learn the language did not participate in it. Participation in the conducted Study is prohibited to volunteers, who have not received the parents' consent to participate (even if specimen collection is

on same day as consent form submission), have not submitted a consent form, or are students, who did not come to the orientation. Second, students were given the freedom to participate. Not refusing to go was not from a lack of benefits and penalties. Permission was given to them to leave their participation at any time and the result, if no one else in the race finishes first shall not be considered.

3.3. Research Instrument

The many parts of this study were carefully measured using the type of instruments that was carefully selected and modified from previously known sources. The reading habits questionnaire was developed based on 'Reading Habits of and Their Effect on Academic Specifically, the study skills questionnaire was adapted from the Study Skill Checklist of the Cook Counseling Center at Virginia Tech, and consists of indicators such as 'Time Management', 'Concentration', 'study aids', test strategies, 'Information Processing', 'Motivation', selecting main ideas, and writing, a total of sixty-four items. The instrument used for student engagement was based on what was provided by UHCL Counseling Services SSCB Suite 3103 from emotional, cognitive, and 'Behavioral Engagement' consisting of nine items. The 'Motivation' for language learning questionnaire was finally adapted from Yangiboyeva's (2021) study "A Survey of the Foreign 'Language Learning 'Motivation' (LLM)' among Polytechnic Students in China," which included indicators in terms of attitudes towards learning English, 'Motivation'al intensity, 'Desire to Learn English', 'Integrative Orientation', 'Instrumental Orientation', and 'requirement orientation', with twenty-nine items.

Responses were measured using a 5 Point Likert Scale in each use of the four questionnaires. The scale is interpreted as that a score of 4.20 to 5.00 indicates that the reading habits, study skills, student engagement, and 'Motivation' in language learning were shown consistently; scores from 3.40 to 4.19 indicate that reading habits, study skills, student engagement, and 'Motivation' in language learning were done frequently. The behaviors were occasionally demonstrated with a score of 2.60–3.39, that the behaviors were rare with a score of 1.80–2.59, or the behaviors were never displayed with a score of 1.00–1.79. With these measurements, each variable's frequency was categorized in the participants. Also, the questions were revised to include only topics relevant to the study, and further, to ensure reliability and validity of the instruments. The research advisor read the first draft and made feedbacks on it and after the amendments it was validated by six expert validators. A statistician reviewed the Cronbach'salpua to confirm internal consistency in a pilot test. The values of Cronbach's alpha coefficient of the scales were reading habits (.933), study skills (.950), student engagement (.788) and 'Motivation' for language learning (.938), all of which is excellent reliability. Also, the mean score obtained by the six expert validators was 4.41 which indicates that the questions were very valid and suitable for the study.

3.4 Ethical Guidelines

During this study, research followed appropriate guide for going on with the ongoing research. In particular, the researcher followed and adhere to all standards in the conduct of the study in accordance with the protocol and standard criteria in the management of population and data but not limited to that. For the completion of the study, all needed attachments, i.e. the questionnaire and

some forms that are related to it, were well organized and it was ready for submission. We designed the questionnaire such, that the information will be collected with enough clarity as well as comprehensiveness to meet the objectives of the study. The research process was thoroughly concerned with the ethical considerations. Data of participants remained confidential at all levels of the study. We took measures to anonymize all the personal information being stored and also put them in secure storage to avoid any kind of access by unauthorized parties. The involvement of all participants in the study was with consent obtained. Participants were discussed the clear information about the reason of the research, if the participation at the user research is voluntary, and their right to withdraw from the research process at any time without consequences. In addition, the participants were made sure that they can utilize their responses only for the study and were not being shared with third parties. The rights and wellbeing of participants was always prioritized throughout the study. The research was carried out with respect for ethical guidelines that involved treating participants with respect and involving the participants in the study in a safe and voluntary manner. All the ethical considerations were met consistently, leading to the research being conducted in a responsible and respectful manner. When the researcher was given a Certificate of Approval for the submitted papers for approval and had them returned.

4. RESULTS AND DISCUSSION

4.1. Reading Habits of Students

Table 2 shows the reading habits levels of first-year students in universities in Islamabad & Rawalpindi, measured according to 'Reading Attitude', 'Reading Frequency', 'Materials Read', purposes of reading, and 'Time Spend on Reading', with an overall mean score of 3.68 and a standard deviation of 0.53, indicating a high descriptive level, which means that 'Reading Attitude' is often observed among students.

Indicators	SD	Mean	Descriptive Label
'Reading Attitude'	0.65	4.06	High
'Reading Frequency'	0.73	3.47	High
'Materials Read'	0.68	3.38	Moderate
'Purpose of Reading'	0.61	4.33	Very High
'Time Spend on Reading'	0.88	3.19	Moderate
Total	0.53	3.68	High

Table 2: Levels of Reading Habits

The mean score and standard deviation of the response to the highest indication reading practice (4.33 and 0.61 respectively) is the indicator of the 'Purpose of Reading'. This implies that this reading activity will always be seen in students. It also helps to collect new knowledge and the imagination of each student. Meanwhile the mean scores of the 'Materials Read' and the time spent on reading indicated and standard deviations of 0.68 and 0.88, respectively and scores of 3.38 and 3.19 in the descriptive level. This implies that sometimes students' activity of reading is seen. According to Franca and Napil (2022), knowing the purpose of the reading is very beneficial for students; some of them making new ideas, finding different ideas, shaping their identity, improving their studying, and using their

imagination better. In regards to this study, it was discovered in Gunobgunob-Mirasol's (2019) study that students' reading behavior and comprehension are interrelated. An important fact is that maintaining these forms of reading habits will help the reading comprehension to be successful in reading.

Reading also provides the highest level of description needed with the aim of acquiring new knowledge and expressing feelings in all the students. The study of Theriault (15-22) also supports the view that students' learning is influenced by their reading goals. In this vein, Tegmark found (100-118) that there was great potential for this reading to happen as an activity of regular reading through careful and critical comprehension. To improve this indicator in this study, the time spent on reading is at moderate level of description, in accordance with the research of Locher, Franziska and Maximilian which argues that the more people age the more spent on reading and comprehension. It is also extremely important because their ability to understand what they read in the post-test after doing or not doing the homework increased from the pretest. However, the results indicate that the reading skills of the students have been enhanced due to adequate time allocation.

4.2. Study Skills of the Students

With an overall mean score of 3.93 and a standard deviation of 0.54, Table 3 displays the degree of study skills of students in the universities of Region XII as assessed by 'Time Management', 'Concentration', 'study aids', test strategies, 'Information Processing', 'Motivation', main idea selection, and writing. This indicates that students' ability to study is frequently noticed.

Indicators	SD	Mean	Descriptive Label
'Time Management'	0.68	3.89	High
'Concentration'	0.61	3.93	High
'Study Aids'	0.64	3.92	High
'Testing Strategies'	0.60	3.97	High
'Information Processing'	0.62	3.96	High
'Motivation'	0.67	3.83	High
Selection of Main Ideas	0.62	4.01	High
Writing	0.62	3.89	High
Total	0.54	3.93	High

Table 3: Levels of Study Skills

With similar mean and standard deviation scores of 3.89, 3.93, 3.92, 3.97, 3.96, 3.83, 4.01, and 3.89, respectively, this table generally has a high descriptive level, suggesting that students agree on the items referring to their own study skills across all indicators: 'Time Management', 'Concentration', 'study aids', test strategies, 'Information Processing', 'Motivation', selection of main ideas, and writing. This merely indicates that students typically demonstrate their ability to study. In terms of skill development, Stevens (365–379) concurs that the study is founded on a high degree of practice; however, the right teaching strategies should be employed to motivate students to think critically about the key concepts found in the material and the untaught structures.

According to the results of Allred and Cena's study (27–35), students would rather be allowed to select the texts they want to read, which boosts their self-esteem and makes them value reading. Additionally, kids who participate in literature circles and spend time reading in class are more inclined to read and have more positive opinions about it than those who do not. The mean 'Motivation' score employed in this study is low (3.88), with a good descriptive level. This person's GPA may increase as their enthusiasm and study skills increase (Dayupay et al.). The study of Ritonga and Ramadhani talked about how to improve 'Motivation' quality in respondent learnings: (1) the same learning materials are still given before assignment wakefulness; (2) learn using face-to-face look like; (3) providing homework assignment method work; (4) using materials that are easy to be understood.

4.3. Student Engagement

The level of participation of first year students in the Universities of Islamabad and Rawalpindi is presented in Table 4 according to 'Emotional Engagement', 'Cognitive Engagement', 'Behavioral Engagement' with overall mean score of 4.11 and standard deviation of 0.60. Therefore, students participate a lot.

Indicators	SD	Mean	Descriptive Label
'Emotional Engagement'	0.86	3.89	High
'Cognitive Engagement'	0.67	4.27	Very High
'Behavioral Engagement'	0.67	4.31	Very High
Total	0.60	4.11	High

Table 4: Levels of Student Engagement

With 4.27 and 4.31 variances of 0.67 for both cognitive and 'Behavioral Engagement', student participation was found to have the highest means. As a result, student participation is constantly evident. On the other hand, its mean of 3.75 and standard deviation of 0.86 indicate that it is just emotionally engaged. Students usually do that; they take part. An integrated paradigm for online learning and emotional involvement is offered in this study. In order to emphasize the importance of students' emotional involvement in higher education, this conceptual study aims to evaluate the responsibilities that teachers play in this process (Prayogo et al., 2023). Such integration of emotional, cognitive, and behavioral strategies in online teaching can make the online teaching a more engaging and rich learning experience for students in the virtual classroom (Pentaraki and Burkholder, 1-21).

4.4. 'Motivation' in Language Learning of Students

Based on attitudes toward learning English, 'Motivation' intensity, desire to acquire English, 'Integrative Orientation's, instrumental positions, and 'requirement orientation's, this study provides an overview of the level of inspiration in language learning that first-year English students at the universities in Islamabad and Rawalpindi have in CERES. The average overall mean is 4.13 and the standard deviation is 0.64. Students are therefore regularly motivated to master the English language.

Indicators	SD	Mean	Descriptive Label
'Attitudes towards Learning English'	0.76	4.12	High
'Motivation' intensity	0.70	3.95	High
'Desire to Learn English'	0.74	4.12	High
'Integrative Orientation'	0.76	4.23	Very High
'Instrumental Orientation'	0.79	4.05	High
'Requirement Orientation'	0.79	4.34	Very High
Total	0.64	4.13	High

Table 5: Levels of 'Motivation' in Language Learning

This also meant that the total mean score of highest 'Integrative Orientation' and highest 'requirement orientation' of the students was 4.23 and 4.34 with standard deviation for 76 and 0.79 respectively. That means that each time students come up with some 'Motivation' to study the English language, you will have to create an incentive. Their mean scores on entering English attitudes, intensity of 'Motivation' to learn English, 'Desire to Learn English', and 'Instrumental Orientation' on items 1 to 7 are 4.12, 3.95, 4.12, and 4.05, 0.76, 0.70, 0.74, and 0.79, respectively. Many students are motivated to learn the English language widely. The indicators of the highest means needed orientation and integration orientation. The basis of the relationship of the results of their 'Motivation', integrative and extrinsic 'Motivation' were most important. According to Franca and Napil (40-59), in their study they also prove that senior high school students have very high 'Motivation' in English learning language, but it is necessary for the students to use English in their daily processes in a way that it will be more easy to communicate.

According to the results of the study, student engagement intensity was related to all components of the psychosocial learning environment. Therefore, all other three aspects such as work orientation, student participation and teacher support had significant impact on the intensity of student 'Motivation' (Dhaba, 433-437). For the relationship of learning situation attitudes to success in the Chinese language with respect to integrative and 'Instrumental Orientation's of the learner, mediation by the intensity of the 'Motivation' was somewhat positive (Hutagalung et al. 937-956).

4.5. Relationship Between Reading Habits and 'Motivation' in Language Learning

The r value obtained in table 6 is of p>.05 significance level and of much lower in value (.559) and probability (.000) and therefore shows a great relationship of these first year university students between their reading habits and their 'Language Learning 'Motivation' (LLM)'. It means that here hypothesis has been rejected and is matching with the alternative hypothesis that reading behavior relates with the 'Language Learning 'Motivation' (LLM)' of students. Reading behavior and 'Motivation' for language learning in the universities have a strong correlation with r .559. The results indicate that all reading behavior indices are significant in the relation to 'Language Learning 'Motivation' (LLM)', based on a principle that p value is < 0.05 and r value is all together is 0.606 for reading purpose, 0.500 for reading behavior, 0.440 for 'Reading Frequency', 0.341 for reading material and 0.282 for allocated reading time.

As can be seen from Table 6 all the indicators of each variable are linked. The two variables are correlated and as such there is a significant relationship between the two. According to the study by Chaudhary (79-88), teachers should be focused on teaching reading skills to the students in such a way that they realize the significance of the second language reading practice. This will end the negative perception of the training of secondary languages and would indicate its importance in reaching their dreams, being better readers, exceeding high percentages and achieving various needs in terms of education and professional life.

Reading Habits	'Motivation' in Language Learning								
	MPF	TPM	PMF	ORI	OYI	ORP	Overall		
'Reading Attitude'	.545**	.462**	.494**	.370**	.319**	.346**	.500**		
	.000	.000	.000	.000	.000	.000	.000		
Reading	.406**	.437**	.482**	.361**	.263**	.290**	.440**		
Frequency'	.000	.000	.000	.000	.000	.000	.000		
'Materials Read'	.294**	.339**	.331**	.293**	.251**	.222**	.341**		
	.000	.000	.000	.000	.000	.000	.000		
Purpose of	.454**	.474**	.538**	.556**	.481**	.557**	.606**		
Reading'	.000	.000	.000	.000	.000	.000	.000		
"Time Spend on	.228**	.310**	.280**	.215**	.210**	.187**	.282**		
Reading'	.000	.000	.000	.000	.000	.000	.000		
Total	.496**	.528**	.550**	.460**	.392**	.408**	.559**		
	.000	.000	.000	.000	.000	.000	.000		

Table 6: Relationship Between Reading Behavior and 'Motivation' in Language Learning

begenu.	
RA-'Reading Attitude'	SMI-selecting main ideas
RF-'Reading Frequency'	WRI-writing
MR-'Materials Read'	EE-'Emotional Engagement'
POR-'Purpose of Reading'	CE-'Cognitive Engagement'
TSOR-'Time Spend on Reading'	BE-'Behavioral Engagement'
TM-'Time Management'	ATLE-attitude towards learning English
CON-'Concentration'	MI-'Motivation'al intensity
SA-study aid	DLE-'Desire to Learn English'
TS-test strategy	INTO-'Integrative Orientation'
INFP-'Information Processing'	INSO-'Instrumental Orientation'
MOT-'Motivation'	RO-'requirement orientation'

Legend

4.6. Relationship Between Study Skills Habits and 'Motivation' in Language Learning

The students in the universities as shown in Table 7 had a total r value of .675 and p value of .000 (significant), significantly less than the .05 significance set up in this study. If that is the case, they reject the hypothesis which agrees with the hypothesis of alternative, namely there is a connection between study skills and 'Motivation' in language learning. The correlation between the language learning of the students in the universities and the data details of study skills is given with a p-value less than 0.5 and r-value is .489 in 'Time Management', .538 in 'Concentration', .580 in study assistance, .616 in test strategies, .644 in 'Information Processing', .490 in 'Motivation', .656 in selecting main idea, .606 in writing respectively. Hence there exists a great mutual relationship between the study skills and learning 'Motivation' among university students.

Study Skills Habits	'Motivation' in Language Learning							
	MPF	TPM	PMF	ORI	OYI	ORP	Overall	
'Time Management'	.353**	.469**	.446**	.434**	.377**	.394**	.489**	
Ū	.000	.000	.000	.000	.000	.000	.000	
'Concentration'	.431**	.481**	.487**	.467**	.435**	.419**	.538**	
	.000	.000	.000	.000	.000	.000	.000	
'Study aids'	.446**	.534**	.553**	.515**	.426**	.465**	.580**	
	.000	.000	.000	.000	.000	.000	.000	
Testing Strategies	.503**	.539**	.579**	.524**	.478**	.491**	.616**	
	.000	.000	.000	.000	.000	.000	.000	
Information	.465**	.569**	.608**	.579**	.497**	.538**	.644**	
Processing'	.000	.000	.000	.000	.000	.000	.000	
'Motivation'	.344**	.443**	.422**	.424**	.434**	.408**	.490**	
	.000	.000	.000	.000	.000	.000	.000	
Selection of Main Ideas	.468**	.562**	.590**	.638**	.514**	.544**	.656**	
	.000	.000	.000	.000	.000	.000	.000	
Writing	.401**	.551**	.533**	.546**	.530**	.502**	.606**	
	.000	.000	.000	.000	.000	.000	.000	
Total	.498**	.608**	.617**	.603**	.541**	.550**	.675**	
	.000	.000	.000	.000	.000	.000	.000	

Table 7: Relationship Between Study Skills Habits and 'Motivation' in Language Learning

Legend:

0			
RA-'Reading Attitude'	SMI-selecting main ideas	RA-'Reading Attitude'	SMI-selecting main ideas
RF-'Reading Frequency'	WRI-writing	RF-'Reading Frequency'	WRI-writing
MR-'Materials Read'	EE-'Emotional Engagement'	MR-'Materials Read'	EE-'Emotional Engagement'
POR-'Purpose of	CE-'Cognitive Engagement'	POR-'Purpose of Reading'	CE-'Cognitive Engagement'
Reading'			
TSOR-'Time Spend on	BE-'Behavioral Engagement'	TSOR-'Time Spend on Reading'	BE-'Behavioral Engagement'
Reading'			
TM-'Time Management'	ATLE-attitude towards	TM-'Time Management'	ATLE-attitude towards
	learning English		learning English

The results of a study by Napil et al. (40), which demonstrated a high degree of efficiency in learning, writing techniques, reading habits, and 'Motivation' to study the English language, confirm this conclusion. Learning styles, language learning strategies, and students' 'Motivation' to learn English are all significantly correlated. The technique of learning a language has a higher influence than learning styles (Barruansyah, 49-62)

4.7. Relationship Between Student Participation and 'Motivation' in Language Learning

According to Table 8, there is high relationship between student's participation and 'Language Learning 'Motivation' (LLM)' of student in universities, hence the total r value is .677 and p value is .000(somewhat significant), but lesser than .05 significant level used in this study. The correlation coefficients between parents and children were .728 at significance level .05. That can be only true if there is a sound relationship between student participation and 'Motivation' in language learning between the students.

Finally, in addition, when the indicators of student participation relate to the 'Motivation' for language learning, all the indicators are correlated: cognitive participation r = .719, behavioral participation r =

.622, emotional participation r = .489, p less than .05 level of significance set. Furthermore, it argues that student 'Motivation' in learning language is associated with considerable extent to the participation of the students.

Student	'Motivation' in Language Learning								
Participation	MPF	TPM	PMF	ORI	OYI	ORP	Overall		
Emotional	.466**	.496**	.475**	.370**	.349**	.327**	.489**		
Participation	.000	.000	.000	.000	.000	.000	.000		
Cognitive	.538**	.615**	.634**	.659**	.566**	.626**	.719**		
Participation	.000	.000	.000	.000	.000	.000	.000		
Behavioral	.531**	.537**	.555**	.530**	.441**	.549**	.622**		
Participation	.000	.000	.000	.000	.000	.000	.000		
Total	.617**	.662**	.665**	.615**	.539**	.590**	.728**		
	.000	.000	.000	.000	.000	.000	.000		

Table 8: Relationshi	p Between	Student	Participation	and	'Motivation'	in Language	Learning

Legend:		
RA-'Reading Attitude'	SMI-selecting main ideas	RA-'Reading Attitude'
RF-'Reading Frequency'	W'RI-writing	RF-'Reading Frequency'
MR-'Materials Read'	EE-'Emotional Engagement'	MR-'Materials Read'
POR-'Purpose of Reading'	CE-'Cognitive Engagement'	POR-'Purpose of Reading'
TSOR-'Time Spend on Reading'	BE-'Behavioral Engagement'	TSOR-'Time Spend on Reading'
TM-'Time Management'	ATLE-attitude towards learning English	TM-'Time Management'
CON-'Concentration'	MI-'Motivation'al intensity	CON-'Concentration'
SA-study aid	DLE-'Desire to Learn English'	SA-study aid

A positive and significant correlation between the self-regulated language learning and three dimensions of student engagement (Behavioral, Cognitive and Agentic) has been demonstrated (Zhang et al., 2022). Through the study of Ghelichli et al. (2020) on the main reasons for the participation of students and 'Motivation' in language learning, the reasons are the student's behavior, the teachers' behavior, and a teacher's personality for participation in language learning, as well as the reason of the teacher, the self, and the parental reasons for the 'Motivation' of language learning. The results herein summarized might be useful to language teachers, language learners, and material developers.

4.8. Influence of 'Reading Habits, Study Skills, and Student Engagement' on 'Language Learning 'Motivation' (LLM)'

With a F value of 189.228 and a p value of 0.000—much lower than the research's.05 significance level Table 9 makes it evident how important 'Reading Habits, Study Skills, and Student Engagement' are to first-year students' 'Motivation' to learn a language. According to the data, the regression accounts for 57.7% of the variation in students' 'Motivation' to study a language, with an adjusted R2 of .577. Nevertheless, this 42.3% discrepancy might result from additional research factors not covered in this study.

Table 9: Motivation' in Language Learning

Exogenous Variables		В	В	Т	Sig.
Constant		.423		2.603	.010
Reading Habit		.163	.137	3.108	.002
Skills in Learning		.247	.209	3.753	.000
Participation of Students		.521	.494	10.128	.000
R	.760				
R ²	.577				
ΔR	.574				
F	189.228				
Р	.000				

Legend:

RH- Reading Habits

SK- Study Skills

SE- Student Engagement

It is shown that the standard coefficient of student engagement has a beta of 0.494. By .209, it indicates that the reading skills obtained by the students are of great influence on the 'Language Learning 'Motivation' (LLM)' of the students compared to reading habits at .137. The results proved that the students have reading and learning skills. The results, though, are useful, as reading and study skills do not have much impact on academic success. It corroborates with the results of the study by Lasisi and Abdulmajeed (5) which indicates a high degree of effect of training on learning skills and interventions in the reading skills of different persons. It shows that the appropriate educational strategies can improve students' participation as well as students' reading activities and that the interventions effect positively on students' participation and reading activities.

4.9 'Structural Modell's

A presentation of the relationship of the variables in the study is presented in this section. Five generated models were tested for modeling a most suitable first year students' language learning model. The models were accepted or rejected as they were stated through the fit indices provided.

Since path apples under **'Structural Model' 1** are directly linked to endogenous and exogenous variables then the linear relationship is appropriate. Further results showed that the factors of student participation represented well in those factors and their beta values were the highest ones with (.685) reading behavior, (beta = .274) and study skills (beta = .188). This result is very unexpected, it is due to the fact that P value > 0.05 is not a 'Motivation' for the students to language learning. Additionally, all the fit values were out of the standards for CMIN/DF < 2, GFI, CFI, NFI, TLI < 0.95 and RMSEA > 0.05, P Close < 0.05. In more general terms, the data is not appropriate for the model.

The **'Structural Model' 2** describes the causal relations between exogenous and endogenous variables and the difference with the exogenous variable of study skills and the combination of participation.

Results of the high correlation to student participation in their most important factors of student reading habits (beta = .516), student study skills (beta = -.290 NS) but the best (highest beta) value of .004 is for the total factor they participated in the most. In addition, it shows that the exogenous variable does not statistically impact students' (P > 0.05) 'Language Learning 'Motivation' (LLM)'. GFI, CFI, NFI, TLI >0.95 with RMSEA <0.05 and P-Close >0.05. The model is very difficult.

On this **'Structural Model' 3**, the study students' skills are related with students' reading behaviors and the students who participates to students' 'Language Learning 'Motivation' (LLM)'. This, thus, proves that these factors, and particularly reading behavior (beta = .342), matter a lot for the student participation, as the beta of reading behavior is 1.042. Furthermore, the data showed that the exogenous variable has no significant effect on the learning 'Motivation' of the students for the language who P value is equal or greater than or equal to 0.05. In addition as shown by the goodness of fit results, the value of indices was less than indices criteria of the indices CLMIN/DF < 2, CFI, GFI, NFI, TL1 < 0.95, RMSEA < 0.05 and Pclose > 0.05.

Another change in model is that the **'Structural Model' 4** has no among the three independent variables. The endogenous variable, 'Motivation' for language learning is correlated strongly with the correlation to the exogenous variables, reading habits, study skills and student participation. This means that student factors are highly dependent on the student since the highest beta value is 1.048, studying habits (beta = .622) and reading habit (beta = .362). In addition, it is found out that exogenous variables are not valid to explain the 'Motivation' students have for participation. P-Value > 0.05. In the results of the goodness of fit, these values were not within the criteria of indices range, namely CMIN/DF<2, GFI, CFI, NFI, TLI<0.95, and RMSEA<0.05 with P-Close >0.05. The model did not fit the required standards, so it did not live up to the proud standards of the evidence level of science.

4.10. Suitable Model for 'Language Learning 'Motivation' (LLM)'

The figure 2 explain the standard estimates of the five Developed Models. Then, Model 5 presents the latent exogenous variables, reading behaviors, study skills and student participation as well as its direct causal connection with the latent endogenous variable of students' 'Language Learning 'Motivation' (LLM)'s of the students. model 5 has the best way to solve reading behavior, study skills and student participation problems. The model also expressed the relation of these three exogenous variables. The study of the students directly depends on their reading habits and participation in the students reading habit. Another is that student participation is directly related to reading behavior also.



Figure 2. Best Fit Model on 'Language Learning 'Motivation' (LLM)' of Students

Similarly, we found that two out of five reading indicators are still significant indicators of 'Motivation' of students in first year college to learn a language (see Figure 2). Indicators of achievement are the study skills and they are five out of eight indicators, but we found that 'Information Processing', test strategies, student contact, study aids', 'Concentration'/s and 'Time Management' indicators do affect the students' 'Motivation' in language learning. All three of its indicators (Behavioral Engagement', 'Cognitive Engagement', 'Emotional Engagement') related to promoting the 'Motivation' of students to learn in a foreign language have been kept through the participative action of students. From these results, it can be supposed that the strongest foster for learning language among the first year is reading habits, which are measured by its behaviour and frequency, study skills as a process of 'Information Processing', test strategies, the use of 'study aids', 'Concentration' and 'Time Management', as well as the student's engagement, if it is about behavioural engagement, the 'Cognitive Engagement', and the 'Emotional Engagement'.

In addition, the 'Structural Model'I 5 shows the direct causal relationship of the exogenous variable to the endogenous variable. As the endogenous variable of study, attitudes to study English, intensity of 'Motivation', 'Desire to Learn English', 'Integrative Orientation' and need orientation, among the students were measured. Moreover, most notably, the model was unable to see all of its six indicators of students' 'Motivation' learning that are in stable state, namely attitudes toward learning English, the level of 'Motivation' and the wish to learn English. The inability of using the betas and P values to achieve the intended results in the material indicator being read, the using of reading, and the time to

do the readings has been recorded alongside the 'Motivation', main idea of idea selection and the writing skills in 'Integrative Orientation', 'Instrumental Orientation' and needs orientation of the 'Motivation' for learning language of students.

In this section, the topic is the relationships between the reading behavior, the study skill, and the student participation in the 'Motivation' of learning English language for the students. Five alternatives models were tested by the best fitting model for organizational communication satisfaction.

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.107
CMIN/DF	0 < value < 2	1.242
GFI	> 0.95	.978
CFI	> 0.95	.997
NFI	> 0.95	.985
TLI	> 0.95	.995
RMSEA	< 0.05	.024
P-Close	> 0.05	.997

Table 10: Goodness of Fit Measures of Structural Best Fit Model

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
GFI	-	Goodness of Fit Index
CFI	-	Comparative Fit Index
NFI	-	Norm Fit Index
TLI	-	Tucker-Lewis Index
RMSEA	-	Root Means Square of Error Approximation
P-close	-	P of Close Fit

Goodness of fit indices for the analysis of Model 5 as shown by MIN/DF = 1.242; NFI = .985; TLI = .995; CFI = .997; GFI = .978; RMSEA = .024; Pclose = .997. The goodness of fit results of model 5 are very acceptable since all the indices fitted the standards established and the model fit values obtained. All of these indices satisfies the requirements of goodness of fit measures. This is also an indication that model 5 is a good fit model and that the development of that model is really a good fit model.

All the included indices must fall within the acceptable limits while identifying the most suitable model. If the value of chi square w degrees of freedom is less than 5 in the chi-square table (and the corresponding p value is greater than 0.05), then the value stands for the significance. We should have an approximation value of 0.05 or less for the root mean square error, and a P close value of greater than 0.05. The normed fit index, Tucker-Lewis's index, comparative fit index, and goodness of fit index should be greater than 0.95 for other indices such as.

5. CONCLUSION AND RECOMMENDATIONS

This study was strengthened by means of the 'Structural Model'l approach, because the analysis was in line with the sequential process of being a specific model. The result indicated that the respondents agreed with and do practice the specified items in this variable: reading habits, study skills, student participation and 'Motivation' for learning language because these items indicated the result into high level, an example that someone did agree with and do demonstrate the items in high rate. Student participation is linked to 'Motivation' of learning language depending on reading behavior variable and reading habits. So, the null hypothesis was not accepted. Out of the five examined models, the data is the most suitable, and the most consistent index belongs to model 5 which indicates that model 5 is the most suitable for the data examined. Indeed, this was found to be the best model. Model 5 goodness of fit result indicates that all the indices used do well and are acceptable over the values of the most suitable model which accords with the standards.

This study falls in line with Vygotsky's Social Development Theory, as quoted in Saul's article (2024), that the learning and the development of cognitive shall be inspired and adduced through social interaction. Furthermore, language is seen as an important tool of communication, culture, and behavior. There was also an emphasis on the essential role played by language in the development of mentals. The results of the study proved the fact that a high degree of reading behavior, study skills, and student participation has a great deal in influencing the 'Motivation' to learn English language in 1st year students, according to results of the study, the researcher presents the following recommendations. To accomplish the highest level of 'Motivation' for reading practices, it is necessary to establish an environment where reading is interesting and fun. Using real age appropriate books that give relevance to their interest helps them tend to read a lot more often. Further, educational programs and interventions like "Every Child Reads" can help establish the proper support and training essential for the kids to learn the art of reading and understanding the meaning of what they read.

It is important to use collaborative learning strategies that require active participation and working together. It helps to form groups based on the skill level and accelerates learning without knowledge gaps. You should also include modern technologies and materials that are in line with their interests, for the reason that it will enhance their interest to be part of every learning process. Teachers and parents help them through the continuous support to learn and have 'Motivation'. A conducive classroom environment that provokes active engagement by the student is necessary in the engagement of the student. Interactive activities, such as discussions, games and projects, can be used to maintain the interest and attention of even the most inattentive student. Additionally, it is valuable to be able to value opinions and ideas so that people feel their contributions are important to the group. Constant feeding back will motivate the students to invest and do their best selves.

Finally, students will reach the highest stage of students' ability to learn a language through 'Motivation' by offering some meaningful activities related to the interests as well as the experiences of each student. Teachers and parent support and guide the kid motivating and inspiring him to put

more efforts and work. The learning process will be more active and effective if the learner is actively involved with other through collaborative learning. Secondly, the study is related to the 'Motivation' of the students in learning the English language to find out about the most significant predictor with this case and being a reference for further study.

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