

## **Application of Motivation in Arab EFL/ESP Learners' Settings: A Socio-Cultural Approach**

*Dr. Abdellah Benahnia*

Casablanca: Morocco

English Language Center, King Fahad Medical City,  
Riyadh, Kingdom of Saudi Arabia

doi: 10.19044/esj.2017.v13n4p73 [URL:http://dx.doi.org/10.19044/esj.2017.v13n4p73](http://dx.doi.org/10.19044/esj.2017.v13n4p73)

---

### **Abstract**

One of the most challenging aspects of language teaching that faces teachers in general and those in the Gulf area in particular is how to "motivate" their learners. Unlike in any other parts of the world, a large segment of the student population in the Gulf area come either from a middle-class or a wealthy-class. However, the poor-class category seems to get larger any time there is a recession period or a drop in the price of oil. Therefore, the student population can be categorized into two main streams: those who are considering education as a vehicle that helps a person to achieve his goals and objectives and excel in life; and another category that looks at education as supplementary luxury added to their lavish life-style and accumulated wealth by their families. This itself serves as a socio-cultural barrier to the application of motivation in class in addition to other barriers. This article tries to shed light on some of those barriers and provide suggestions and recommendations on how to boost the learners' motivation, and help reducing underachievement and failures in second language learning in the Gulf area.

---

**Keywords:** Motivation, learning, EFL Arab learners

### **Introduction to Motivation and Learning**

#### **A) Definition of "Motivation":**

According to Business Dictionary, "motivation" refers to the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Patrick Kongnyuy (2015) pointed out that " when Adam Smith (1877) conceptualized the economic basis of human motivation, it was his considered opinion that people work primarily for money and are

unconcerned about social feelings. Other scholars like Webber (1947) opined that human behavior is shaped by the environment. For example, Aryle (1972:84) argues and reasonably too, that people can become committed to an organization as a result of participation in decision making. Equally, other studies have identified economic conditions, morale, relationship, work conditions, competition, labor market conditions, age, marital status, experiences, and domestic responsibilities which can make workers work well or leave their immediate employment (Herzberg, 1959; Claser, 1964; Arebiniak & Aluttoe, 1972; Hulin, 1966)." (ibid 2015, p.1). Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class. Also, a student who is often taking notes in class and does not want to miss any small details. Patrick Kongnyuy (2015) remarks that "The word 'motivation' is as old as man himself. It has been defined in several ways by different authors. For instance, Berelson and Steiner (1964:240) see motivation as an inner state that energizes, activates or moves and direct or channels behaviour to goals. Shaffer and Shoben (1956) define motivation as a complex, socially learned pattern of behaviour involving situations, needs, desires, mechanisms and end result. Emenike (1997) sees motivation as the perceptions, methods, activities used by management for the purpose of providing a climate that is conducive to be satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers." (ibid. 2015).

However, motivation does not seem to concern schooling only, but it is rather a human instinct that applies to people where ever they might be, and in whatever they might intend to gain. Therefore, we have to note that for the sake of survival in a community or society, for example, it is imperative for any educational facility, or business organization to retain its top employees by means of motivation. This latter, might be applied in different aspects: material or non-material. For example, the governing body of an organization might decide to reward its best employees either by giving them increments, financial support, a certificate of appreciation, or simply throwing a party for them (or any other possible form of rewarding). A whole school motivated body, for example, helps in retaining its reputation and standards as a real educational facility capable of producing highly skilled and motivated future engaged workforce. Therefore, motivation , as stated by Patrick Kongnyuy (2015), is essential to the organization, and may be seen as that fuel or ginger which provides energy for human action. It can therefore be extrinsic (without) or intrinsic (within) (Sansone &

Harackiewicz, 2009; *ibid* 2015). Furthermore, schools cannot achieve such desired goals and objectives without attaining a high level of motivation among students and teachers alike. Therefore, schools need to motivate their students and teachers to obtain the best possible results and maintain its staff retention for a long period of time. Motivating teachers alone wouldn't probably be the best choice, if the students as well as the school administrative body is not taken into consideration and likewise being motivated and encouraged. Teacher motivation has become an important issue given their responsibility. Most studies and research have shown that satisfied teachers are generally productive and can influence students' achievement (Mertler, 1992; Analoui, 2000, mentioned in Patrick Kongnyuy, 2015) . In fact, that shouldn't be so difficult as long as they meet their own personal satisfaction and recognition via the following criteria:

- monetary compensation,
- organizational culture,
- constant feedback,
- clear communication, and
- employee recognition and involvement.

Students' motivation, on the other hand, is somehow tied up to the teachers' satisfaction and motivation. However, it remains one of the most difficult tasks for teachers, parents, as well as the school principal and his administrative crew members. Not only that, but there are unobservable aspects of motivation as there is a distinction between motivation and behavior and performance as mentioned by Terence R. Mitchell and Denise Daniels (2003).

### **B- Motivation as an Organizational Culture:**

As stated by Patrick Kongnyuy (2015), Workers' feelings, behavior, attached value (worth) and the environment determines the amount of effort put in for the attainment of organizational objectives. Therefore, you may ask yourself this critical question: What is your school strategy in regard to motivation? In other words, is motivation one of the top objectives and goals of your school? If not, then you must definitely reconsider the role of your school in the community and your mission. Compensation might be one of the best tools in motivation to the administration and teaching crew members, yet, money isn't everything, as Adam Colgate (unspecified date) stated in his business dictionary, it is also a key motivator in regard to teachers' retention, as mentioned before. The school (in any given speech community) needs to keep in mind what other schools are paying for similar positions in terms of salary. If teachers are properly and fairly compensated for their work, they will feel as though they are valued members of the team. Also consider incentives such as bonuses and perks. One of the major

problems in education in the Arab world specifically is that the salary of teachers is at the low level of labor hierarchy. Therefore, teachers suffer for survival and struggle with heavy bills and taxes, such as housing rent, water bills, and electricity bills, and expensive transportation means. What would you expect from a teacher worried and annoyed by all these heavy expenses, in addition to naughty and lazy students unwilling to cooperate nor listen to the instructions and advice of their teacher. Countries that focused on this issue and reversed its salary scale and put teachers at the top (such as Malaysia and Singapore), could immediately see the effect and results of such a wise move. Moreover, your leadership team must be engaged in order to have staff buy-in. Values, policies, practices, and behaviors all make up the culture of your school or institution. Building an engaging school culture is not something that happens overnight. As an example, both students and teachers must be engaged in formulating the rules and regulations governing the activities of the school. In this regard, parents must also be involved at different stages and accordingly. Some researchers went even further to advocated that not only students and parents should be involved in that process, but the district municipality, politicians, and city officials such as civil defense, police, traffic police, fire department and civic associations must also participate as well. A safe school interior environment and exterior safe and clean surroundings (clean from trash, drugs, and all sorts of crime and misbehavior) is a key factor in motivating all school body including students, teachers, and administrative staff. If a school environment is in filtered by drug-dealers, cigarettes sellers, thieves, and street boys and girls (fighting all the time), all the school body will be demotivated and feel unsafe. Therefore, having a clean and safe environment, in addition to clear strategy of engaging all stick-holders and building up team spirit with highly motivated individuals, is a key factor to success and better school outcome. This process does not only build up the collaborative approach towards schools and their outcome, but it helps in building up the culture of motivation that goes beyond the walls of our schools since everyone seems to be involved and responsible. In other words, motivation must be built-in by those stick-holders for the sake of the reputation of the school and the community, and for maintaining a high standard of the school outcome, and the well-being of its students and staff.

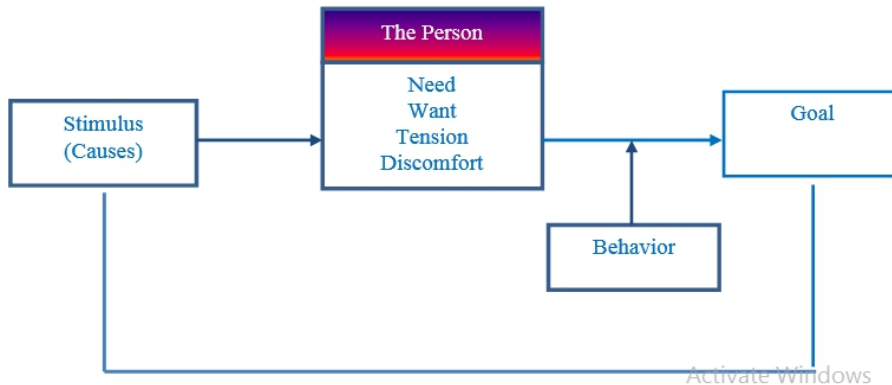


Figure 1: Basic Model of Behavior  
 Source: Leavitt (1972:8) and adapted by author from Patrick Kongnyuy (2015),

### **Socio-cultural boundaries to the application of motivation:**

Motivation, as defined by Ajai P. Singh in his unpublished notes, is an art of suggested behavioral innovations that one develops both from one's intrinsic qualities and long experience with social interactions. With the development of progressive social standards through scientific innovation, industrialization and urbanization, importance of expanding knowledge and its application has become a prime goal for every individual. However, this might not be the case in most Gulf countries. Socio-cultural boundaries may stand as a solid barrier to motivation among students. Some of those boundaries are inherited and probably passed on to the next generation, such as the consequences of lavish life-style due to the massive wealth among rich families and the non-willingness to exalt any effort to achieve something. Also, the deeply inherited believe that money alone is all what matters, and if you have money you can get anything you want. In fact, the new face of slavery seems coming back in a different shape and new forms. Having the opportunity to be the sponsor of a made, a driver, a clerk, or even a highly educated person in your business leads to the belief that the sponsor "owns" the people working for him or her. Therefore, taking a leave or exiting the country, or even taking a different decision regarding any business matter is subject to the mercy of the "owner" wither he is going to buy the argument or idea or totally refuse it or ignore it.

This type of mentality and thinking goes into the mind of some of those sponsors to behave against the will of their workers causing a communication conflict, which in turns leads to demotivation.

Going back to our core subject, i.e. the relationship between teachers and students in regard to motivation, teachers must define their goals and

clearly chart what they would like to attain by the end of the school year. For identifying those goals clearly and to connect the aspiring students with their objectives determination, it may turn into an ethical responsibility of educational institutions. It is at this juncture (as Ajai P. Singh states) that young minds are carefully carved and oriented for experiencing a successful career and the fruits of setting those goals and working on them together. One important and appropriate tool that is needed in this respect (as we stated before) is motivation. Teacher, as a guide, leads his or her students towards the light from the darkness of ignorance. He firstly observes and assesses the deficiencies in the student's personality and helps him to reach his desired goals with improved performance. Setting the appropriate remedial practices to overcome those deficiencies is an art itself, and not all people are endowed with those skills. However, there are inherited boundaries or obstacles that would definitely remain as solid barriers to the ignition and realization of motivation. In a society where the individual gets whatever he or she wants without exalting the minimum effort, is a barrier in itself. Depending on housemaid's efforts and just giving her orders to bring the student's breakfast in bed, or lunch, and dinner, in the yard (as he wishes), and even "opening his can of Pepsi", is a common astonishing sign of misbehavior and conduct that breeds laziness revealed by the lavish style of life led by some families in this part of the world. That in itself also destroys and defeats any purpose of education and motivation impulse or motive. Also, if the person knows in advance that he or she does not need education because the family is already rich, he may cause problems for the teacher who is desperately trying to pull everyone in class ahead and make them excel. It is really a serious problem when education is not seen as a vehicle towards self-determination and excellency in life.

Moreover, ability to complete a task depends mainly upon our innate behavioral pattern, circumstantial influences and the timely guidelines that are applied. Otherwise in broader terms we behave in ways that are aimed in satisfying our needs. For adult education programs, self-actualization is of top priority, which increases one's interest to know, develop skills and achieve the objective most efficiently. Teacher's role is to educate and enable the student to become self-sufficient, self-directed, self-determined, and effectively adjusting to the demands of a meaningful life and satisfy the needs and requirements of their speech community and society as well. Though necessary assistance is provided to resolve the pupil's emotional problem and to identify the causes of underachievement and failures, many teachers in the Gulf area seem to struggle for a more cohesive homogeneous group of their students-body having one collective goal and that is attaining success via education. They (teachers) may also be able to diagnose the

reasons for learning difficulties and provide effective remedies, yet there may be parents out there who do not even care, or they simply care less.

Never the less, motivation procedures applied by the teacher give dynamism to students' behavior and orient them appropriately to act both in specific and in different situations. Literally speaking, motivation means “to move” or to “energize” and gets its rightful application when it is applied as an internal motor or motivator impelling the subject to engage it and obtain the desired results. For understanding the process of motivated behavior, it's the deficiency or personal desire in mental approach of a student in case of education, that generates drive as a pressure or impelling force and then it finally gets directed towards a goal as motivating motor or action. At the stage of drive when students tend to feel need to act or feel the pressure of confused ends and appropriate means, that teachers reorienting and balancing approach gets linked as a server of instrumental behavior and also provides an appropriate solution (Ajai P. Singh). Being aware of this process would differentiate between good teachers and those lacking behind when it comes to the ability of motivating students. Moreover, teachers guided programs for the student acts should be geared towards being used as a buffer to think and adjust to the situation/problem with confidence, flexibility and greater insight.



Figure 2: Maslow's Hierarchy of needs

Source: Adapted from Abraham Maslow's "Theory of Human Motivation" and mentioned in Patrick Kongnyuy (2015),

### **Communication and linguistic barriers**

As motivation is an essential component of learning, effective communication and linguistic ability remain as essential rubrics towards the

realization of motivation in class. Therefore when a student is faced with various linguistic problems (such as in the case of Arab students struggling to learn an Anglo-Saxon new system of language), the process of not having clear and easy communication between teacher and students may stand as a barrier to motivation. In fact, if communication and courses are conducted via a foreign language and other than Arabic, such as English as a medium of instruction and communication, some students may suffer a lot and get demotivated due to their weakness and poor fluency in that foreign language. In a similar situation, he acts like a repetition of previously experienced activity. Even all the motivated behaviors learnt since childhood, remains cemented and reflect their drives in all the needful situations experienced thereafter. For example; parental fantasized stories to make a child to go to sleep, scaring child to act obediently, illuminating words of any intellectual aspect during crisis, or remembering consoling advice of near ones during miserable moments, might have a negative impact on a child when it comes to the issue of motivation.

Out of the basic motivation drives like hunger, thirst, sex, safety and belongingness, learning motives for expanding self-actualization is very important. These are activity (mental and physical), curiosity and social motives. For activity, constant interaction with quizzes, problem solving tasks together with physical exercises and training specially for improving mental standards is a better way of balancing drives with more direction. For curiosity, knowing about new information of interest and advantages, acquiring any technique of problem solving and increasing ways of approaching a conflicting situation are of importance. To be experienced in learning abilities and operate under complex situations and social restrictions is a vital issue as well. This is quite individualistic and unique in perceiving things, personality make-up, learning capacity, intelligence and ability to experience life. As human being exhibit wide variety of behavior and that too for a common motive, it becomes quite difficult to identify a personality correctly from a single action and in a isolated situation. For example; in a motive of aggression a person may fight while other may withdraw. To attract attention, one may be disguised by differential behavior by different individual for a common situation or theme.

However such a changed behavior pattern occurs due to some barriers or conflicts that override the motives to become effective in minimum time frame. At this moment when uncommon attitudes reflecting in form of changed behavior, a teacher or guide can influence the subject by suggesting various options and approaches that suites the subjects personality and objective. This would dissipate frustrated deviations from the chosen path and aims, create depressed outlook and disillusionment and increase negativities in life. Most importantly is the gap between aspiration



levels and actual capacities of the subject that has to be considered for any motivation, besides other motivating factors having special characteristics.

Some of the principles and fundamental in the cascade of motivation process are as follows :-

### **Motivating Factors or Determinants and personality patterns:**

Some researchers believe that there is a strong relationship between motivation and personality. Their argument is that there are personality characteristics or constituents that would help the individual to be receptive and motivated. These characteristics are also bound to the person's identity and socio-cultural background. All those factors or determinants help in molding personality patterns, and they include, but not limited to:

1. Physical: appearance, body control and bearing, activities, environment, apparatuses.
2. Ethical/Religious: beliefs, convictions, faith, traditional or customary activities.
3. Social: deprivations, acceptance of self and of others, discrimination, prejudice.
4. Emotional status: including direct/indirect feelings, expression, emotional stress due to repression.
5. Educational status and goals: -attitude, readiness, climate of school, peer acceptance (feeling of belongingness) and identity.
6. Family: time spent at home/family, emotional relations, home atmosphere, size of family etc.
7. Gains/ Losses: assessing final outcome of an action or participation in terms of advantages or disadvantages, material or non-material and levels of success and failures.
8. Idol/Ideals : legend, inspiring famous persons, figures etc, their teaching, ideologies or concepts.

Humans are sociable creatures by virtue of their nature and innate desire for the need for each other. Hence, living in communities necessitates acquiring basic knowledge of how to deal with people, how to differentiate between of the existing different groups of people, how to biologically and socially survive with the minimum risk. Also, the socio-cultural background of individuals remains as a wide recipient holding several patterns that would help in building up the individual's personality and the perception of the world him or her. For example, a person coming from a poor social medium sees education as a vehicle towards better jobs and better income to help his poor parents and brothers and sisters (as it is the custom and moral obligation in the Arab world). Nevertheless, a person whose parents seem to have marriage clashes, will definitely be affected and won't probably be motivated to perform well, or (at worst case) pursue further education and attain his

goals. Therefore, socio-cultural barriers remain as tough obstacles towards motivation among a large segment of the Arab learners population. In addition to that, let us not forget the sentiment of depression, economic harshness and poor conditions related to daily life and housing, and the pressure of the surrounding geo-political effects on those societies.

### **Some demotivating factors among Arab learners**

Keeping in mind the above mentioned Arab students attributes, social and religious beliefs, customs and traditional life styles and respecting all other specific features of Arab social pattern, there should not be a direct confrontation, or any interference in implementing motivation process. However, peer and societal pressure do not seem to encourage individual nor motivate them to perform better. Religious factors also seem to be sometimes ambiguous and letting the individual in total confusion to which sect or religious scholar he should listen to or follow. Looking back to history and listening to their grandparents, young Arab students can clearly see the obvious climate change in terms of brotherhood, harmony, and seeking good deeds, values and principals. They can also see the change in the modern life-style followed by many in their society and its consequences.

Taking these factors into consideration, teachers, school administrators, and parents should be themselves carefully motivated for assistance to enhance their students' personal, social, emotional and intellectual development. Moreover, there has to be perfect understanding with their needs, motives, and perception levels in identifying and resolving capacities of the causes of their underachievement or failure in learning process and essentials of fundamental skills and personality development. In fact, as Ajai P. Singh states, " it is the best way to share the common goals of contributing towards personality growth and development of individuals" (ibid).

Another serious demotivating factor is the tendency of having long consecutive vacations or school breaks. Being away from school for a long time makes students to lean towards being at home and doing nothing rather than being at school and getting busy. Unfortunately, some teachers are often reluctant towards assigning homework to their students during the vacation under the pretext that they should be free. However, not touching the books at all during vacation breeds laziness and makes them forget most of the information they are supposed to retain. There is also the phenomenon of inflation of school marks. i.e. not attributing the correct accurate score or scale of marks to students' class-work, or home-work is very controversial since it hurts the students' actual performance and outcome. In fact, some students get astonished when they face reality and see that there is a gap between their advocated final scores and the required requirements of any

particular field. Therefore, school marks should reflect the actual students' acquired knowledge level, ability and capability. Some researchers believe that the problem in the Gulf area is not in its educational system, nor its curriculum, more than it is in its system of testing. This latter needs to be thoroughly revised, revamped, and carefully geared towards matching the students' knowledge and ability, and the job required skills (as job requisites). Hence, source of motivation must often be re-visited and taken into consideration.

### **Positive tools and factors as stimulus for motivation:**

Like any other impulse and stimulus that possibly triggers and ignites the desire in individuals' life, there are various factors that can in fact act as motivators. People's reaction to them remains subjective and bound to the interest and goals of each individual. However, teachers for example, must look for those factors in each student, build up a common ground for motivation, and most importantly determine those factors that need to be tackled on individual basis and focus on them. Sometimes, a student would feel more comfortable and motivated if he feels that his teacher is extending him a hand of help and assistance, mercy, and kindness. That close attention might be the source of a person's success and progress in his achievement. In this respect, we can mention a couple of factors such as:

1. Reward from parents, school administration, and teachers: this leads to building up a strong relationship between parents, teachers and subject.
2. Ensure students' involvement in the process of teaching/learning activities.
3. Allow time for snacks, and healthy meals as sumptuous meals, allow room for attire, and provide fast locomotion.
4. Time out for fun: students should be free to choose the activity, game, or any exercise they wish to practice during break-time. In other words, they should run freely.
5. Entertainment – example all kinds of sports, games, live concerts, folk dance and so on...
6. Religion: students are given freedom to practice their faith (gearing towards polishing their personality and behavior towards the best character and model).
7. Group activities – Music, comedy and discussions.
8. Religious – Focus everything towards faith, deviations are hidden for entertainment or personal gains.
9. Visits to other schools or organized tours to other important institutions, factories, stadiums, and museums and so on...

10. Give the students the possibility of cleaning their school, decorating it with their own paintings and art work, and plant the garden of their school with their own. This will not only motivate them, but it will strengthen their love to their school, and teach them how to protect the community public property.

11. Teachers must create effective motivational materials and process appealing to students and geared towards building up the functional development of the personality and behavior of the student.

12. Teachers must share feedbacks and updates of the effectiveness of motivating process through periodic tests and diagnostic procedures.

13. School must focus on reinforcing motivating factors for long term rewards and increasing endowments etc.

14. School must also seek ways for the sustenance of positive newly acquired characteristic behavior, and encourage it among students.

15. Keep a clean surrounding environment for the school to make student feel safe and happy to come to their classes.

### **Conclusion and recommendations**

It is very clear that motivation is the backbone of success within the educational system. Research and studies have shown that the successful schools and educational institutions are the ones who were able to carefully integrate the application and process of motivation and made the whole school body and students as part of that process. Hence, schools in the Gulf area must revamp their curricula, rules and regulations to incorporate motivation as a crucial rubric within their educational system. Arab students in that particular area must be oriented and trained to admit the idea that education is a vehicle to self-determination, stable personality, and better jobs and opportunities. The Ministries of education in those countries should work hard to minimize the negative impact of socio-cultural barriers that might impede the process of adequate learning among students. Also, teachers must be adequately rewarded and compensated in order to positively empower and guide their students with a high spirit.

### **References:**

1. Abrham Maslow (1943). *Motivation and Personality*. Clelland: Harper and Row.
2. Adam Colgate: How to Motivate and Retain Employees - Essentials Every Organization Should Know. Business Dictionary, 2010. [WebFinance Inc.](#)
3. Ajai P. Singh: Notes on Motivation (unpublished notes on motivation).

4. Asher, J. J., & García, R. (1969). The optimal age to learn a second language. *The Modern Language Journal*.
5. Barkoukis, V., Tsorbatzoudis, H., Grouios, G. & Sideridis, G. (2008). The assessment of intrinsic and extrinsic motivation and amotivation: Validity and reliability of the Greek version of the Academic Motivation Scale. *Assessment in Education: Principles, Policy & Practice*, 15(1), 39–55. doi:10.1080/09695940701876128
6. Becker, H.S. (1960). “Notes on the concept of commitment”. *African journal of Psychology*. 66.
7. Benahnia, A. (1992). The cultural component in EFL textbooks used in Morocco (M.A. thesis). Morgantown: WVU.
8. Benahnia, A. (2010). The role of cultural components in shaping the L2 learner’s identity and intercultural competence. Paper presented at 2012 Kingdom of Saudi Arabia Association of Language Teachers Conference.
9. Berelson & Steiner (1964). *Human Behavior: An Inventory of Scientific Findings*. New York: Harcourt, Brace and Woods.
10. Bialystok, E. (1997). The structure of age: In search of barriers to second language acquisition. *Second Language Research*.
11. ding. *Vision Research*.
12. Brooks, N. (1976). The analysis of foreign and familiar cultures. In R. C. Lafayette, *The culture revolution in foreign language teaching*. Illinois: National Textbook Company.
13. Terence R. Mitchell and Denise Daniels. Motivation: New Directions for Theory, Research, and Practice. Published online: 15Apr. 2003, DOI: 10.1002/0471264385. Wei1210
14. Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic*, 40, 195-211.
15. Deci, E. L & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
16. Emenike, O. (1990). “Achieving Qualitative Education through Leadership Dimensions”. *APQEN Journal* 1a
17. Fathman, A. (1975). The relationship between age and second language productive ability. *Language Learning*.
18. Finnermann, M. D. (1987). Liberating the foreign language syllabus. *The Modern Language Journal*, 7(1).
19. Flege, J. E. (1987). A critical period for learning to pronounce foreign languages? *Applied Linguistics*.
20. Flege, J. E. (1998). Age of learning and second-language speech. In

- D. Birdsong (Ed), *New perspectives on the critical period hypothesis for second language acquisition*. Mahwah, New Jersey.
21. Hackman, J. R. & Oldman, G. R. (1976). "Motivation through the Design of Work: Test of
  22. Theory". *Organizational Behavior and Human Performance*. 16 (250-279).
  23. Hall, Jr., & Robert, A. (1973). *New ways to learn a foreign language*. New York: Spoken Languages Services, Inc..
  24. Herzberg et al. (1959). *The Motivation to Work*. New York: John Wiley & Sons.
  25. Hulin, C. L. (1966). "Job Satisfaction Turnover in Female Clinical Population". *Journal of applied psychology*. 50 (4).
  26. James, W. (1975). *Behavior in Organization*. New York: John Wiley & Sons.
  27. Lafayette, R. C. (1988). Integrating the teaching of culture into the foreign language classroom. In *Toward a new integration of language and culture*. U.S.A.: Northeast Conference on the Teaching of Foreign Languages.
  28. Lantolf, J. P., & Pavlenko, A. (1995). Socio-cultural theory and second language acquisition. *Annual Review of Applied Linguistics*.
  29. Leavitt, H . J. (1972). *Managerial Psychology*. Chicago: Chicago University Press
  30. Mayo, E. (1933). *The Human Problems of an Industrial Civilization*. Boston: Harvard Graduate School of Business Administration.
  31. Patrick Kongnyuy. Motivation and changing fortunes in teachers' output: Empirical evidence from selected secondary schools in North west region of Cameroon. *International Journal of Community and Cooperative Study*\
  32. Vol.3, No.1, pp.42-51, March 2015
  33. Pierce, N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31.
  34. Taylor, F. (1911). *Scientific Management*. New York: Harper and Row
  35. Yu, F. (2016). Motivation of High School Students in a STARTALK Chinese Immersion Program: A Mixed Methods Case Study. University of Nebraska-Lincoln.