



Students' Attitudes toward Short Storytelling, Audiovisual Clips, and English Songs Methods Can Affect Academic Motivation in learning English among College Students in Shijiazhuang City, Hebei, China

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Abstract

English storytelling, audiovisual clips, and English songs are rarely applied in college in Shijiazhuang Hebei, China, and perhaps the attitude and motivation to learn English will be affected among college students. On the other hand, although many studies have shown that audiovisual is very beneficial to English learning, young students are very interested in English storytelling, children's songs, and videos (Gusrayani, 2015). Whether audiovisual English learning tools still attract college students and how they impact their learning motivation. Little research has been done on college students' attitudes toward these three learning tools. To fill the gap, this paper studies students' attitudes toward short storytelling, Audiovisual Clips, and English Songs that can affect academic motivation in learning English among college students in Shijiazhuang city Hebei, China. A survey has been conducted on 325 students majoring in English at Shijiazhuang university. The survey was designed and analyzed by t-test, correlation, and regression data. The results indicate that college students' attitudes toward the three English learning tools are general, and their preference for English short videos is higher than English storytelling and English songs. It is found that their interest has no significant impact on learning motivation and there are significant differences in the attitudes of males and females toward English songs and English clips. Females are more interested in English songs and English clips than males, and English video clips mostly attract women.

Keywords: *Intrinsic and extrinsic motivation, Attitude, English storytelling, English video Clips, English Songs, English learning, Interest.*

1. Introduction

English language teaching (ELT) in China has followed the traditional path-teaching vocabulary and grammar textbooks for quite a long time, cramming students with a considerable number of exercises and then evaluating their accomplishments through exams (Shen, 2009). College facilities and resources are gradually improving compared with the past decade. Besides, multimedia teaching provides a platform for developing speaking skills by stimulating students' interest and class participation (Fang, 2010). In the 1980s, China introduced a student-centered interactive teaching method. However, the large scale of college English classrooms hinders the implementation of student-centered teaching methods. In recent years, a teaching method based on computers and classrooms has been widely used in college English teaching. Although the current computer and classroom-based English teaching methods have significantly improved, they are still immature. Therefore, textbooks are still the primary tool for college English teaching and learning (Yang & Yuen, 2014). Through the collection and search, it is found that there are less data to show the frequency of English songs, English videos, and English stories in the English classroom of Chinese universities. To some extent, it can be seen that these tools have not been paid special attention to in the college English learning environment.

For a long time, the factors of successfully mastering English skills have been studied by many scholars, in which the motivation and attitude of learning English play an important role. First, attitude is the cornerstone of traditional social psychology, and attitude is an important concept to understand students' motivation for English study. Attitude is a react disposition to a class of objects favorably or unfavorably. It



includes three components: feelings-affective element, thoughts-cognitive element, and following up on these, predispositions to act in a particular way-behavioral element (Genc, 2005). Put it simply, people know or believe something and have some emotional reaction to it. Students' attitude toward English is the main factor for success in English (Sukainah, 2014). It should be emphasized that a positive attitude will significantly contribute to successful English, but negative attitudes may lead to low cognitive achievement, speaking anxiety, and low interest (Victori & Lockhart, 1995). To help teachers know more about students' general preferences and make rational use of them in class to help students succeed in English, students' attitude toward video clips, English storytelling, and English songs is worth studying.

Second, academic motivation plays a vital role in students' learning and growth, and studies also pointed out that women are more motivated than men to learn English (Shaaban & Ghaith, 2000). Therefore, this study will also refer to gender factors for correlation analysis based on intrinsic and extrinsic motivation theory. One of the most influential learning motivations of Chinese students is examination. China's testing and examination history can be traced back nearly two thousand years since the Han Dynasty (206 BC to AD 220). The imperial examinations in dynastic China are the first to select the country's highest officials. Additionally, these examinations determined the positions in the civil service based on merit and education, which promoted mobility upward among the population for centuries; therefore, it also brought big competition. This tradition of using examinations for selection is still evident in the current education system in China. As one of the Chinese college entrance examination compulsory subjects, English plays an essential role in the second foreign language. Although an examination is indeed one of the effective methods to test students' learning achievements, at the same time, in an environment of open scores and competition, the examination also brings tremendous pressure on students (Woodrow, 2011).

Most Chinese training institutions adopted the three methods in youth training courses. Results showed that the three methods (English storytelling, short videos, and English songs) positively impact students' motivation and attitude toward learning English (Shah & Khan, 2015). However, in college classes, teachers have always resorted to using course books when teaching English as a second language, and sometimes this method falls short of fulfilling their established goals of overall development (Cheng, 2008). English storytelling, short videos, and English songs are rarely applied in college in Hebei province, China, and perhaps the attitude and motivation of college students to learn English will be affected. On the other hand, many teenagers like English stories, English short videos, and English songs, and English teachers utilize these three tools to effectively help students improve their English skills and interests (Aguirre et al., 2016; Berk, 2009; Yang & Wu, 2012). However, college students are not teenagers. They are more intellectually and psychologically mature, and they face many internal and external factors, such as test pressure and future employment pressure. So do English stories, short videos, and English songs have the same appeal to college students? Are college students interested in these three learning tools? What is the attitude of college students toward the three tools? Does it affect their motivation to learn English? Similar studies have not been done in a Chinese college. Hence, this study was conducted to fill this gap in the literature.

2. Objectives

- 1) To explore college students' attitudes toward English storytelling, English songs, and English video clips and explore the motivations of contemporary college students toward learning English.
- 2) To find out how students' attitudes toward the three tools affect their motivation in learning English



3) To figure out the influence of gender on college students' motivation to learn English and their attitude toward the three learning tools

3. Materials and Methods

3.1 Research design

A descriptive cross-sectional survey design was employed in this study. The participants had to respond to 36 items on the instrument that assess their perception of three English learning tools and their learning motivation. The dependent variable was learning motivation and this quantitative research employed a survey research design. The questionnaire was divided into four parts; the first part investigated the attitude of college students toward English storytelling and eight items. The second part investigated college students' attitudes toward English songs and eight items. The third part investigated college students' attitudes toward English short films, including eight items. The last part investigated the internal and external motivation of students' learning English and 12 items. There were 36 items in total, and a Likert Scale was employed with: 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree.

3.2 Survey respondents

The survey respondents of this study came from Hebei University. Hebei Province is China's most significant number of candidates. The number of prominent English students ranked fourth in the country. Hebei University had many students having an English major; it is more convenient to have enough survey respondents. Survey respondents represented a cross-section of the majority of Senior English Majors in Hebei Province, China. Non-random sampling was employed in this study. Specifically, the sampling approach was purposive sampling. Purposive sampling involved the selection of survey respondents based on one or more criteria. For this study, survey respondents need to be college students majoring in English. A more systematic sampling approach is not possible due to the nature of this study. As such, when purposive sampling was employed, it is recommended to include the demographic data of the survey respondents. This study has 325 survey respondents who are all Chinese college students. The survey respondents are senior English majors from Shijiazhuang University. For gender, 83% of the survey respondents are female, and 17% are male.

3.3 Data collection methods

Descriptive data were collected in this study, including the mean of variables and individual items. In the descriptive analysis, charts and scatterplots will be used to show the data intuitively. T-tests are also used to see if there are any differences between groups. Finally, the correlation and regression between students' attitudes and academic motivation are evaluated. The tool used in data collection was a survey applet developed by Guangzhou element software Co., Ltd., called "调查问卷" and "Survey Applet" in English, which was used free of charge throughout the whole process. The creation is free, the export data is accessible, the data is permanently saved, and the number of participants is unlimited. In this mini-program, the questionnaire was created anonymously. If the user needs to create a real name, they have to update the organizer's information. To help the participants find the author, the author's personal information was updated. Besides, this program had a user privacy agreement, so participation was also anonymous by default. In the questionnaire applet, the Likert scale options can only be letters. Therefore, it is necessary to clarify the correspondence between letters and numbers of each option; A is for 1=strongly disagree; B is for 2=disagree; C is for 3=neutral; D is for 4=agree; E is for 5=strongly agree.



3.4 Procedure

First, download the questionnaire applet and create an account in WeChat. The questionnaire applet is the most popular general social program in China. Identity authentication under a real name. Second, create a new survey and choose the type of questionnaire; fill the title: Students' attitude toward short storytelling, audiovisual clips, and English songs effects academic motivation in learning English among college students in Shijiazhuang City Hebei, China; Fill in a brief: survey object and precautions; Information collection: only gender is collected (the letter "B" for women and "A" for men); At the same time, a questionnaire will be set up for each person to fill in only one. Finally, fill the survey content: set the items to single choice mode, use a Likert scale template, and type in questions. After entering 32 questions, all the entered information will be saved. Finally, the questionnaire will generate a QR code and link, and the participants will receive the link and complete the survey content.

Permission will be asked from the home teacher (Abel Levan Mims) at Shijiazhuang university to conduct data surveys online. Abel Levan Mims is a teacher from the United States and works as an ESL teacher at Shijiazhuang University. Abel Levan Mims will send the QR code of the survey to the class group and inform all participants in the form of text and voice. The participants will be informed that the data gathered were anonymous and used for the research. Participants will also be informed that each person can only fill in one questionnaire. Therefore, only their gender was collected from personal information. The questionnaires were filled out at the students' own pace, but the average time for the data sampling was approximately 15 minutes. Participants were surveyed individually, answering 36 survey questions in an informal setting.

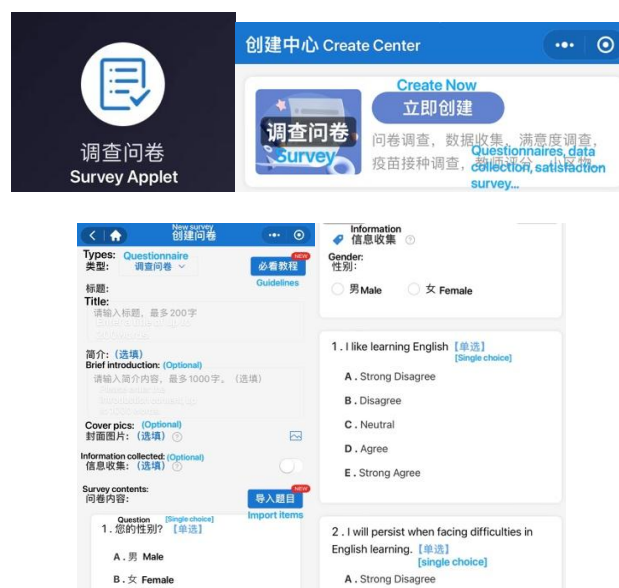


Figure 1 These pictures are about the survey applet:

4. Results and Discussion

4.1 Results

Excel was used as a tool for data analysis. Figure 2, 325 English majors from Shijiazhuang University participated in online questionnaires. In terms of gender, women account for 83%, and men account for 17%.



gender	Frequency
Male	55
Female	270

Total	325
Male	17%
Female	83%

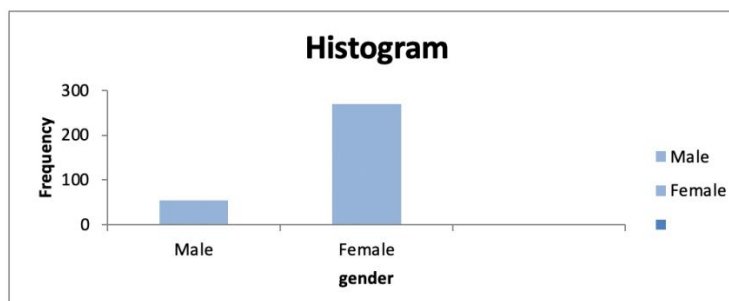


Figure 2 Participant gender analysis

Table 1, Through descriptive analysis, the research results show that the mean value of students' attitude toward English storytelling is 3.69, SD 0.66 among them, the highest value in the 19th question is 3.81, SD 0.82. In storytelling, students think they can better understand the meaning and usage of English words. In the 18th question, the lowest value is 3.54, SD 0.82. Students do not think they can immerse themselves in English stories. Therefore, the mean attitude of students toward English storytelling in general.

Table 1 Descriptive Statistics between three tools and learning motivation

Descriptive Analysis	Storytelling	English Songs	Video clips	Learning motivation
Mean	3.69	3.61	3.76	3.38
Standard Deviation	0.66	0.71	0.70	0.51

Table 2 Descriptive Statistics between three tools and intrinsic & extrinsic motivation

Descriptive Analysis	storytelling	English Songs	Video clips	Intrinsic motivation	Extinctic motivation
Question item	1.18	1.28	1.32	1.5	1.8
Mini Mean	3.54	3.46	3.68	3.22	2.12
Standard Deviation	0.83	0.92	0.91	0.97	0.96
Question item	1.19	1.22	1.35	1.03	1.12
Maxi Mean	3.82	3.70	3.85	3.97	4.14
Standard Deviation	0.81	0.97	0.88	1.00	0.96

Tables 1 & 2, descriptive analysis shows that the average value of college students' attitudes toward English songs is 3.61, SD 0.71. In question 22, there has the highest average value, which is 3.67, SD 0.97, which means that students generally think they are interested in English songs. The minimum average value appears in question 28, and the mean is 3.46, SD 0.92. They indicate that students disagree that learning English songs can improve their reading ability. Generally speaking, college students' attitude toward English songs is very general.

Besides, in Tables 1 & 2, the descriptive analysis shows that the average value of college students' attitude toward short videos is 3.76, SD 0.70, indicating that college students tend to like English short videos relatively. The highest average score in question 35 is 3.85, SD 0.88. In other words, students agree that watching short videos is more helpful for them to learn about foreign cultures. In question 32, the lowest average value is 3.68, SD 0.91; that is to say, students feel learning from video clips is more



complicated than learning from the textbook. Therefore, college students have a relatively good attitude toward watching short videos.

Last, in Tables 1 & 2, the descriptive analysis data show that the average value of college students' attitude toward English learning motivation is 3.38, SD 0.70, the average value of attitude toward intrinsic motivation is 3.60, SD 0.72, and the average value of extrinsic motivation is 3.12, SD 0.47. In contrast to extrinsic motivation, college students prefer to be driven by an intrinsic motivation to learn English. Also, as for learning motivation, there is the highest average value of 4.14 and an SD of 0.5 in question 12, which means that college students agree that English learning takes a significant advance on future work. In question 8, the lowest average value is 2.12, SD 0.93, which means college students do not think they study English to pass the exam. The third and fifth questions had the highest and lowest average values for intrinsic motivation, 3.97 SD 1.00 and 3.22 SD 0.98, respectively. In other words, college students tend to agree that they can complete English homework, but they lack confidence in learning English compared to their classmates.

Table 3 Two-Sample Assuming Equal Variances

	Storytelling		English Songs		Video clips		Learning motivation	
Gender	Male	Female	Male	Female	Male	Female	Male	Female
Mean	3.54	3.72	3.37	3.65	3.40	3.80	3.26	3.41
P(T<=t) two-tail	0.06	0.01	0.00003	0.04	3.40	3.80	3.26	3.41

Table 3, according to the analysis of t-test data, shows almost no difference between gender and college students' attitudes toward English storytelling, $P = 0.06$. In other words, men and women have similar attitudes toward English storytelling. Similarly, there was no significant difference in English learning motivation between college students of different genders; $P = 0.039$, meaning that there are some differences between men and women in English learning motivation but the difference is not apparent. However, there are significant differences in college students' attitudes toward English songs between males and females, $P = 0.01$. Besides, there are significant gender differences in college students' attitudes toward English video clips; $P = 0.00003$, which means that men and women have entirely different attitudes toward English video clips.

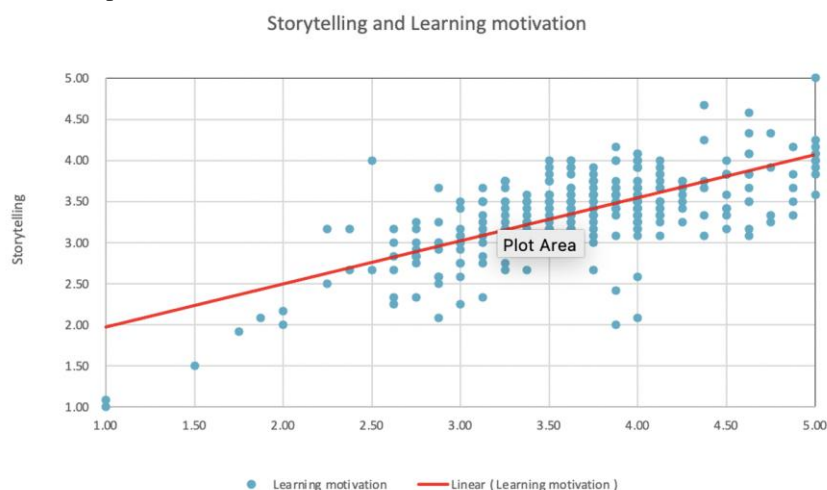


Figure 2 Relationship between storytelling and learning motivation

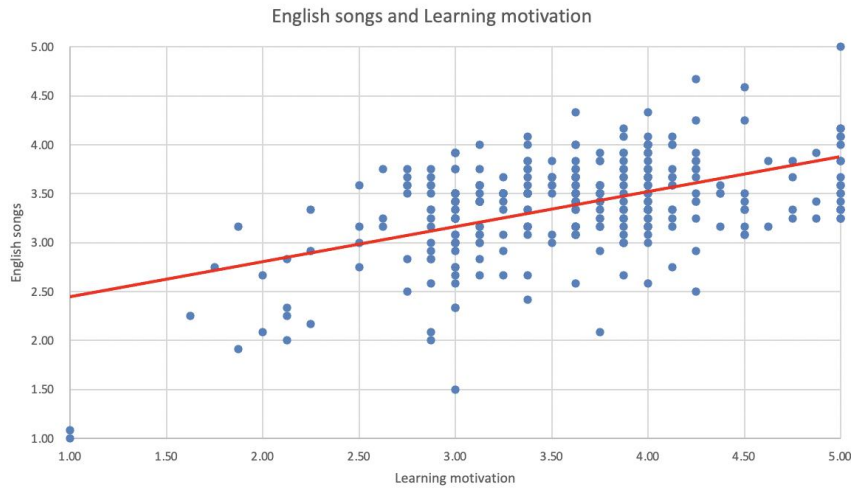


Figure 3 Relationship between English songs and learning motivation

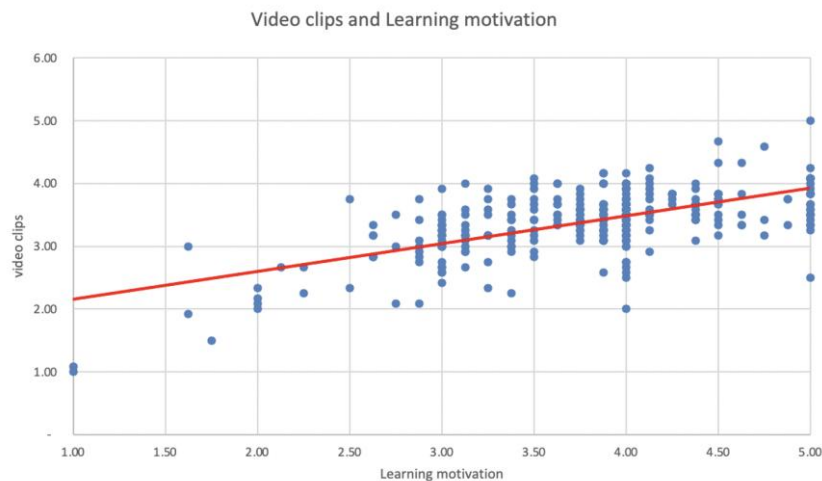


Figure 4 Relationship between video clips and learning motivation

Table 4 The relationship index between the three tools and English learning motivation

	Storytelling	English Songs	Video clips	Learning motivation
Storytelling	1			
English Songs	0.61	1		
Video clips	0.69	0.66	1	
Learning motivation	0.69	0.51	0.62	1

Figures 2-4 and Table 4, according to the presentation and analysis of scatterplot and correlation data, show a positive correlation between college students' attitudes toward English storytelling and learning motivation, $r = 0.69$; that is to say, the more positive college students' attitudes toward English storytelling, the more positive their motivation to learn English. College students' attitude toward English songs is also positively correlated with their motivation to learn English, $r = 0.5$; that is to say, the more college students like English songs, the more positive their attitude toward learning English, but the



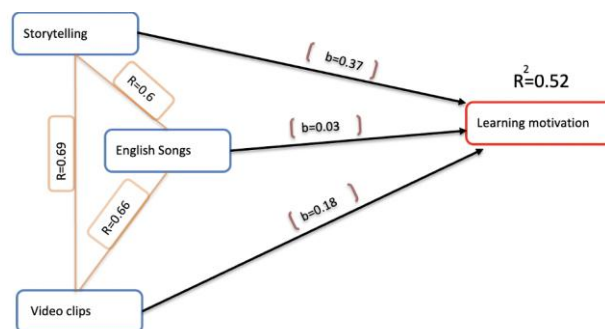
correlation is relatively general. Similarly, college students' attitude toward English short videos is positively correlated with English learning motivation, $r = 0.62$ (Figure 4 & Table 4), that is, the more college students like English short videos, the stronger their motivation to learn English. Finally, a comprehensive analysis of the relationship between college students' attitudes toward the three learning tools and learning motivation shows a positive correlation, $r = 0.69$ (Table 4). The more positive students' attitudes toward learning tools, the more positive their learning motivation, and the correlation are relatively strong.

Table 5 Regression

Regression Statistics	
Multiple R	0.72
R Square	0.52
Adjusted R Square	0.51
Standard Error	0.35
Observations	325

Table 6 Regression

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	1.22	0.12	10.16	0.00	0.99	1.46	0.99	1.46
Storytelling	0.37	0.04	8.63	0.00	0.28	0.45	0.28	0.45
English Song:	0.03	0.04	0.81	0.42	-0.04	0.11	-0.04	0.11
Video clips	0.18	0.04	4.32	0.00	0.10	0.27	0.10	0.27

**Figure 5** Regression

According to the analysis of regression data, $R^2=0.52$, In other words, college students' learning motivation is less dependent on the three learning tools. Among them, the dependence on English storytelling is relatively high, $B = 0.37$, and there are almost no dependence on English songs, $B = 0.03$ (Tables 5-6 & Figure 5).

4.2 Discussion

Through data collection and sorting, it was found that this study produces severe essential findings. First, the attitude of college students toward English storytelling, English short videos, and English songs, in general, cannot reach the level of liking. This study also found that college students are less interested in English storytelling than teenagers. According to scholars' research, teenagers like telling stories in English very much (Soleimani, 2013). The reason for the different results of college students may be the age



difference, or there may be no English story suitable for college students. At the same time, some studies have found that adults have a high interest in storytelling in English. For example, Nguyen's research points out that adults are interested in storytelling because of the relevant benefits of language learning, comprehension, community building, and multicultural understanding. The reason for the different results may be the different identities of the participants. The adults in this study are college students, and Nguyen's participants are not limited to college students. Besides, college students have the lowest interest in English songs, contrary to some scholars' research results. For example, Abril 2020 research shows that 92% of students are very interested in English songs; Similarly, Sabrina also found that students have a positive attitude toward English songs. The opposite result of this study may be due to students' different age and cultural environments. Although some Chinese scholars have shown that English songs greatly help the brain and English learning, it does not mean that Chinese students have a positive interest in learning English through listening to English songs. Short English videos are the most popular among students, while the interest in English songs is very general. Hsin (2013) showed that students are full of interest in English short videos (Hsin & Cigas, 2013), but college students' interest in this study is relatively low, which maybe because the current English short video content cannot meet the needs of college students.

Second, college students learning English is mainly driven by intrinsic motivation. Students agree that they can complete English homework, which shows that college students are serious about learning English. This result is consistent with the findings of many scholars. For example, Reiss' study also showed that college students' intrinsic motivation was higher than extrinsic motivation in learning English in 2012 (Reiss, 2012). However, the data show that college students lack confidence in learning English. At the same time, the data show that among the extrinsic motives, college students cannot agree that learning English is to pass the exam, which is very different from previous surveys. For example, Li's survey shows that the exam will immensely drive Chinese students' learning (Li & Li, 2010). The reasons for the different results may be the development and progress of educational reform or the differences in the ideas of contemporary college students. The data also shows that the most significant impact on College Students' extrinsic motivation is that learning English may bring them advantages. To a certain extent, college students have some ideas about the exploitable value of English in the future.

Third, the study found that gender had little effect on college students' English stories and learning motivation, but there were significant differences in college students' English songs and English video clips. Male college students are less interested in English songs than female college students. In relevant surveys, students are very interested in learning English through English songs, and gender differences are rarely mentioned. However, in the research of scholars in other countries, it is found that male students are more interested in English songs than women, which is entirely different from the conclusion of this study. The possible reason may be students' different social and educational environments or the relatively small number of men in this study. This study also found that gender affects students' learning motivation, in which women's learning motivation is higher than men's. There are many surveys similar to the results of this study. For example, Feng said that among students' learning motivation, women's learning motivation is higher than men's (Feng et al., 2013). The research by Japanese scholars in 2006 also showed that women's learning motivation was significantly higher than that of men (Mori & Gobel, 2006).

The most noteworthy is the gender difference in college students' attitudes toward English short videos. The p-value is too low. To a certain extent, it can be said that men and women have entirely different attitudes toward English short videos. This result is beyond expectation. Combined with Jiang's research in 2016, it is found that female students rely more on media devices than male students (Jiang & Zhao, 2016). Therefore, it can be analyzed that college students use media devices, and learning English using English video clips is far more attractive to women than men. This result may be that the uneven proportion of men



and women in this survey leads to a deviation in the results, or it may be that the development of short videos has been dramatically updated, which has a more significant attraction to females.

Last, although college students' attitudes toward the three learning tools have no significant impact on their learning motivation, their different attitudes are consistent with students' learning motivation changes. For example, college students are least interested in English songs, and their learning motivation is the lowest. At the same time, college students are most interested in English short videos, and their learning motivation is the highest. However, the independence of these three tools is a little weak; the reason for this may be that the three English tools have similarities. For example, English storytelling, English songs, and English short videos have English audio output, and English storytelling and short videos may have a picture presentation. However, the focus of each tool is different and unique. For example, the context in the scene is emphasized in the English story, Consistency; English songs have melody and rhythm; English short video has a limited duration and targeted knowledge points.

5. Conclusion

This study reveals that college students' attitudes toward English storytelling, English songs, and English short videos are general. It also studies college students' learning motivation, including intrinsic and extrinsic motivation, and the relationship and influence between these three tools and learning motivation. Besides, gender factors were also analyzed. This study found that college students have a neutral attitude toward English storytelling, English songs, and English short videos. The learning motivation of college students is also relatively neutral, but the intrinsic motivation is higher than the extrinsic motivation; At the same time, college students' attitude toward learning tools has no significant impact on learning motivation. Regarding gender differences, women's attitude toward English songs and English video clips is significantly higher than men's. However, there is little difference in gender between storytelling and learning motivation in English.

5.1 limitations

First, attitudes and motivations may be influenced by various specific contextual factors. Although the attitude and motivation of college students are accurately revealed, the present results may only apply to students surveyed in this paper. Secondly, the data were collected only through questionnaires. Qualitative research, including interviews with students and teachers, evaluation of actual performance, and classroom observation, may provide more levels of analysis. Third, data collection was cross-sectional. Cross-sectional studies are less effective in identifying individual variations in growth or establishing causal relationships. Finally, longitudinal research is especially suitable for studying human growth and development. To investigate the change of motivation more accurately with age, longitudinal data collection should be carried out in the future.

5.2 Recommendations

Notwithstanding its limitations, this study does contribute to college students' attitudes toward English storytelling, English songs, and English short videos, as well as their motivation to learn English. This study shows that it is necessary to pay attention to and improve college students' interest in learning English. English video clips or English storytelling can be used appropriately in the classroom to help college students improve their interest in learning. Future research suggests using qualitative surveys to obtain college students' attitudes and reasons for a specific learning tool. Therefore, this paper provides support for scholars to study and analyze the use of learning tools by college students in the future, such as what are the most commonly used English learning tools for college students, what are the influencing



factors affecting college students' attitudes toward English learning tools and find out the needs of college students for English learning tools. In addition, the results of this study provide a challenge for English language learning to meet the learning tool needs of college students and encourage the development and research of English teaching and research.

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