

# The Effect of Lecturer's Competence And Learning Environment on Student's Motivation in Learning English

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## Abstract

*The aimed of this study was to analyze the effect of lecturer's competencies and learning environment on students' motivation in learning English. This study used a verification method which used explanatory survey and correlation analysis with saturation sampling technique. The population of the study was the students of the social and political faculty at Universitas Pancasakti Tegal which amounts to 91 students. Primary data collection was done through the questionnaire which was distributed to respondents in this study. Data was analyzed through descriptive analysis, classical assumption test, and multiple regressions. The result of the simultaneous test indicated there was the significant effect of lecturer's competence, learning environment and student's motivation in learning English. Lecturer's competence according to respondents was high, but the lecturers should always improve their pedagogic, personality, social and professional competencies. The university should provide a conducive learning environment and adequate teaching and learning facilities.*

**Keywords:** *Lecturer's Competence, learning environment, motivation, EFL learner*

## INTRODUCTION

Lecturers as educators at the college level are required not merely as the transferor science, but more than that also acts as an agent of enlightenment. An educator must have an idealism to motivate students. Therefore, the competence of lecturers is one of the factors that may affect students in understanding and mastering the lesson. In this case, the failure in academic

achievement is not totally the student's failure because it is possible lecturer less successful in providing the motivation to evoke the spirit and activities of students to learn.

Academic success in higher education requires more motivation than in secondary education. Students must be a learner who able to know how to learn, ask questions, and transform ideas if they want to get the true benefits of a university education (McKenzie and Schweitzer 2001)

Student's motivation is an important element in qualified education. Students are said to have a high motivation if they pay attention, they carry out tasks quickly, they ask questions and sometimes provide answers to the questions of friends, and they seem happy and excited. Five key elements that impact student motivation is the students themselves, teachers, content, methods/processes, and environmental (Williams and Williams 2011).

Motivation is the learner's orientation toward the aim of learning a second language (Gardner and Lambert 1959). According to Gardner (1985), motivation consists of four elements: a goal, effortful behavior, a passion to achieve the goal, and good attitude towards the activity in question. Crookes and Schmidt (1991) argue that the students are motivated if they involved effectively in learning tasks and continue doing so without constantly supporting or directed. Williams and Williams (2011) propose two types of motivation i.e. intrinsic and extrinsic. Intrinsic motivation factors can be a participation (desire to participate), curiosity (find out more about his/her curiosity), challenges (find out about complex topics), and social interaction (creating social ties). Extrinsic motivational factors consist of obedience (to fulfill other hope), recognition (to be recognized publicly), and rivalry.

Alderman (2013) has the idea that when students have the motivation in learning then they have goals, active in class, doing their homework, keeping up their notebook, and seriously taking final exams. Some studies have attempted to construct the L2 learning motivation components, i.e intrinsic and extrinsic motivation (Brown 1990, Brown 1994) cognitive curiosity (Savard and Laforge 1981), ascription of past successes or failures (Dörnyei

1990, Skehan 1991), want to accomplishment (Dörnyei 1990), self assurance (Clément 1979, Clément and Kruidenier 1985, Labrie and Clément 1986), and structure of class goals (Julkunen 1992), and numerous motives associated with learning condition-specific variables as well as classroom occurrence and exercises, classroom environment, course content and teaching materials, rewards for good grades, and teacher feedback (Brown 1981, Brown 1990, Dörnyei 1990, Ramage 1990, Crookes and Schmidt 1991, Skehan 1991, Julkunen 1992, Clément, Dörnyei et al. 1994, Van Oord 2008).

This study takes the point in language learning motivation as: *first*, learning motivation is an internal process which is activated, guide and maintain the behavior over time. *Second*, learning motivation depends on theories that explained it, can be consequences of reinforcement, a measure of human needs, a result of the incompatibility of an attribution of success or failure, or an expectation of a chance of success. *Third*, learning motivations can be improved by emphasizing learning objectives and attribution empowerment. *Fourth*, learning motivations can be improved if teachers generate student interest, nurture their curiosity, use various teaching strategies, express expectations clearly, and feedback frequently and quickly. *Fifth*, learning motivations can be improved in the students if the teacher gives appreciation that has value, specific, and can be trusted. *Sixth*, achievement motivations can be defined as the general tendency to seek success and choose activities that are oriented to success or failure.

Some studies have the idea that teacher's competence is based on cognitive capability (Cochran-Smith, Feiman-Nemser et al. 2008, Sykes, Bird et al. 2010). Even though some studies reported that there was the positive correlation between teacher's cognitive ability but some others proved no correlation (Kuncel, Hezlett et al. 2004, Aloe and Becker 2009, Yeh 2009) in other words cognitive is not the only factor to define teacher's competence. Tigelaar, Dolmans et al. (2004) say that teacher's competency as a set of characteristics, knowledge, skills, and personal attitudes necessary for effective performance across a variety of teaching environments. Jones

(1989) argues that teacher's personality and teaching competence enhance students' learning outcome. Jennings and Greenberg (2009) state that teacher's social and emotional competence improved student's outcome. Thus, Griffin et al. (2006) propose that teacher's competence consisted of professional knowledge, skills, and ethics. This study defines that the lecturer competencies consist of pedagogic, personality, social and professional competencies.

In addition to the competence of lecturers, a conducive learning environment can also increase student motivation to learn in order to improve their learning outcome. Environmental factors not only in terms of non-social environment (physical) but also the social environment. Physical factors include the place of learning, learning tools, and learning resources. While social factors include the family, teachers and staff, association peers, relationships outside the campus, and so forth. The unhealthy environment will make students feel stress and ultimately reduce student motivation to learn.

In the first year of the second semester, students of the social and political department at Universitas Pancasakti Tegal study English as English for Special Purpose which is taught basic English especially for those who have to read literature which is mostly written in English or when they want to apply for the scholarship to study abroad. High motivated learning is needed since the first year of the lecturing so that the basic concepts taught in compulsory subjects can be mastered by the students. Our preliminary investigation reveals that the students' proficiency is poor while the process of global development will continue to grow in the country without being able to be driven. Students in particular, as an educated person, must be able to prepare their English skills. Without effective motivation, student's learning outcome, especially for EFL learner, is difficult to improve, thus there is a need to analyze the lecturer's competencies and learning environment on student's motivation in learning English.

The study benefit to contribute empirically to improving motivation in learning English trough improving lecturer's competencies and learning environment especially in EFL classroom, and to inform the institution to improve lecturer's competencies and learning environment.

## **METHOD**

The aimed of the study was to analyze the effect of lecturer's competencies and learning environment on students' motivation in learning English, thus this study was a verification study. This study attempted to examine the answers to problems which were temporary (hypotheses) based on a particular theory. To that end, this study used explanatory survey which was used population to explain the relationship between the variables in the population. This study aimed to explore the facts and factual information collected using questionnaires.

This study used the quantitative approach with correlational analysis. This study observed the relationship between independent variables and dependent variable. The independent variable in this study was lecturer's competencies and learning environment while the dependent variable in this study was the motivation to learn English.

The population in this study was first semester students at Universitas Pancasakti Tegal who followed English courses totaling 91 students. The sample was the whole population. Sampling technique in this study using saturated sampling. This was due to all members of the population used as a sample. This was often done when a relatively small number of the population or research to make generalizations with a very small error. Another term saturated sample is census, where all members of the population sampled.

In gathering information this study used questionnaires. Primary data were collected through the distribution of questionnaires to students who were respondents in this study. Respondents were asked to respond to statements by the 4-point Likert scale model, which was 4 = strongly agree;

3 = agree; 2 = disagree, and 1 = strongly disagree. Instruments to obtain data from the respondents had already been tested for validity and reliability to avoid things that are biased and question the validity of this study.

There were three variables i.e. learning motivation, lecturer's competencies and learning environment. Learning motivation was dependent variable measured by 14 statements. Indicators for learning motivation variable were: 1) always doing tasks, 2) tenacious faced a problem, 3) does not require an outside encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved), 4) showing interest in various issues to discuss, 5) preferably working independently, 6) can defend his/her opinion, 6) pleased to find and solve problems. Lecturer's competencies were independent variable measured by 20 statements. Indicators for lecturer's competency were: 1) pedagogic, 2) personality, 3) social, 4) professionalism. The learning environment was independent variable measured by 14 statements. Indicator for learning environment was: 1) family, 2) school, 3) society.

The study used descriptive analysis, classical assumption test, and multiple regression analysis to analyze the data.

## **RESULTS & DISCUSSION**

Descriptive analysis was conducted to elucidate the respondents were grouped in a range of scales. The calculation was to multiply the scale range around the frequency of the data by weight. The highest value obtained from the number of respondents answer multiplied by the highest score (4). The lowest value was obtained from the number of respondents answer multiplied by the lowest score (1). From these calculations were known the highest score was 160 and the lowest score was 40.

Table 1

Range scale for each variable

The scale ranges	Competence	Learning Environment	Learning Motivation
More than 182	High	Good	High
Less than 182	Low	No Good	Low

Table 2.

Descriptive statistics variable of competence

No.	Statement	Response of Respondents				Score	Criteria
		SD	D	A	SA		
<b>Pedagogic competency</b>							
1.	Lecturer develop course materials in accordance with the ability of students	5	13	50	23	273	High Competence
2.	Lecturer giving lectures in a language that can be understood by students	0	7	45	39	305	High Competence
3.	Lecturer using varied media in learning	0	6	46	39	306	High Competence
4.	Lecturer giving lectures assignments to students	1	12	37	41	300	High Competence
5.	Lecturer having assessment document that can and should be known by the student	0	8	54	29	294	High competence
<b>Personality competency</b>							
6.	Lecturer is polite and courteous	1	19	45	26	278	High Competence
7.	Lecturer has authority	0	12	38	41	302	High Competence
8.	Lecturer respects student's opinion	1	12	30	48	307	High Competence
9.	Lecturer can control of his/her emotion in different situations and conditions	2	6	31	52	315	High Competence
10.	Fair in treating students	11	22	43	15	244	High Competence
<b>Social Competency</b>							

11.	Lecturer communicate politely with students	15	15	35	26	254	High Competence
12.	Lecturer familiar with the students who follow his/her lectures	16	22	33	20	239	High Competence
13.	Lecturer noting the differences in students' ability.	18	24	29	20	233	High Competence
14.	Lecturer willing to communicate with students through the means of communications technologies	18	25	32	16	228	High Competence
15.	Lecturer has the spirit of togetherness in lectures	13	27	37	14	234	High Competence
Professional competency							
16.	Lecturer mastering the lecture materials	10	25	36	20	248	High Competence
17.	Lecturer answering student questions correctly	16	28	23	24	237	High Competence
18.	Lecturer using the latest references	10	27	33	21	247	High Competence
19.	Lecturer giving examples that are relevant to the material being taught	11	12	40	28	267	High Competence
20.	Lecturer mastering current issues in the field taught	1	3	39	48	316	High Competence

SD = Strongly Disagree, D= Disagree, A=Agree, SA= Strongly Agree

Table 1 and 2 indicated that in general lecturer at Universitas Pancasakti Tegal have high competence since lecturer said to have competence with a high category if it has a total score of more than 182. And the lecturer said to have competence with a lower category if it has a total score below 182.

Table 3

Descriptive statistics Respondents' response Learning Environment Variables

No.	Statement	Respondents	Score	Criteria
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		SD	D	A	SA		
<b>Family Environmental</b>							
1.	My parents educate me with patience, never use violence and indulge.	3	26	45	17	258	Good Environmental
2.	My relationship with family is close.	0	33	45	13	253	Good Environmental
3.	My home is quiet and comfortable to learn	0	26	53	12	259	Good Environmental
4.	My parents try to meet my needs especially related to education.	0	11	49	31	293	Good Environmental
5.	My parents encourage and pay attention when I'm having difficulty in learning.	0	6	59	26	293	Good Environmental
<b>Campus Environmental</b>							
6.	Lecturer teaching methods are easy to understand and interesting for students.	0	6	59	26	293	Environmental Good
7.	I have a good relationship and intimate with friends on campus	0	5	58	28	296	Environmental Good
8.	I have a good relationship and are familiar with the lecturer	0	11	56	24	286	Environmental Good
9.	Means and complete infrastructure make me eager to follow the lectures.	16	31	30	14	224	Environmental Good
10.	The convenient campus makes me excited to follow the lectures.	18	33	30	10	214	Good Environmental
<b>Environmental Community</b>							
11.	Society on around campus is very well	21	30	35	5	206	Good Environmental
12.	The atmosphere around the campus I was very comfortable and conducive when learning activities take place	9	31	41	10	234	Good Environmental
13.	The circumstances of the surrounding community are very good	11	28	33	19	242	Good Environmental
14.	My neighborhood community supports me in the learning process	0	5	52	34	302	Good Environmental

SD = Strongly Disagree, D= Disagree, A=Agree, SA= Strongly Agree

Table 3 revealed that students' learning environment is good in general. The learning environment was good if had a score more than 182. In addition, the environment is not good if the score below 182.

Table 4

Descriptive statistics respondents' response of learning motivation variable

No	Statements	Respondents' Response				Score	Criteria
		SD	D	A	SA		
Always doing tasks							
1	I am always eager in doing the tasks given by the lecturer	0	10	45	36	299	High Motivation
2	I easily complete the tasks and problems given by the lecturer	0	8	18	65	330	High Motivation
Tenacious faced difficulties							
3.	I try to deal with the problem by thinking clearly	8	13	39	31	275	High Motivation
4.	I consulted the difficulties I am facing with a parent or guardian lecturer.	1	3	43	44	312	High Motivation
Not quickly satisfied with the achievements that have been achieved							
5.	I feel encouraged to achieve better performance	1	7	42	41	305	High Motivation
6.	I am trying to improve the mark I get.	1	15	26	49	305	High Motivation
Shows interest in various issues to discuss							
7.	I am always looking for referrals from other learning sources that have been delivered by lecturers	0	9	51	31	295	High Motivation
8.	I feel happy when the lecturer asks questions when teaching and learning activities	14	25	37	15	235	High Motivation
Preferably working independently							
9.	I prefer to study myself because I can more focus	17	27	27	20	232	High Motivation

10.	I feel happy to master the course material	12	29	36	14	234	High Motivation
Can defend his/her opinion							
11.	I can relate learning content to things I've seen, I do or I think about in everyday life.	15	26	38	12	229	High Motivation
12.	I always express my opinions when discussing both inside and outside the classroom	10	29	35	17	241	High Motivation
Pleased to find and solve problems							
13.	I like looking for articles relating to the courses I'm studying	10	32	41	8	229	High Motivation
14.	I am happy and satisfied if I succeed in solving or working on the questions given by lecturers	4	16	34	37	286	High Motivation

The data in Table 4 indicated that in general, the respondents had high learning motivation. Respondents were said to have high learning motivation if they had a total score of more than 182. And Respondents were said to have low learning motivation if they had a total score below 182.

Table 6

## One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		91
Normal Parameters	Mean	,0000000
	Std. Deviation	2,96382827
Most Extreme Differences	Absolute	,065
	Positive	,039
	Negative	-,065
Kolmogorov-Smirnov Z		,621
Asymp.Sig. (2-tailed)		,835

a. Test distribution is Normal.

b. Calculated from data.

Table 6 expressed significance value of Kolmogorov Smirnov with unstandardized residual was 0.835, and it means that the data was normally distributed since the probability was greater than 0.05. After conducted normality test, then the writers did multicollinearity test. The aimed was to

test whether the regression model found a correlation between independent variables.

Table 7

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
	1 (Constant)	-1,814				3,776	
Competence	,305	,047	,467	6,482	,000	,833	1,201
Environment	,648	,099	,470	6,523	,000	,833	1,201

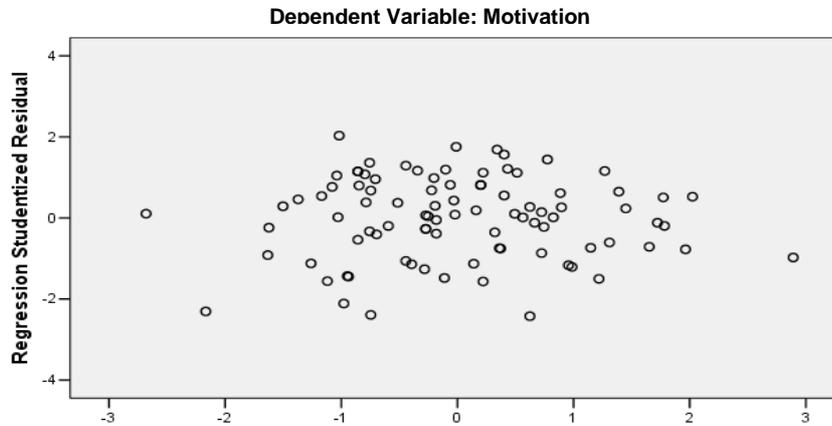
a. Dependent variable: motivation

Table 7 indicated the VIF number was respectively equal to 1.201 which was smaller than 10 so that it did not exceed the limit of the allowable VIF value that was maximum of 10. It means that the regression model had no multicollinearity problem. In addition table 7 informed that multiple regression analysis was  $\hat{Y} = -1,814 + 0,305 X_1 + 0,648 X_2$ , which mean that:

- a. Constant of -1,814 means that if there was no competence variable of lecturer and learning environment then student's learning motivation was equal to -1,814.
- b. The regression coefficient for lecturer competence variable equal to 0,305 means if lecturer competence variable was increased by 1% while another variable remain, hence would cause improvement of student learning motivation.
- c. The regression coefficient for learning environment variable equal to 0,648 meaning if learning process variable increased by 1% while another variable remain, hence would cause improvement of student learning motivation.

The partial test of lecturer competencies on student learning motivation (Table 7) obtained significance value of 0.000 which was smaller than 0.05. Thus it was concluded that there was a significant influence of lecturers' competencies on student learning motivation. The result of the partial test of the learning environment to student learning motivation (Table 7) obtained

by significance value equal to 0.000 smaller than 0,05, mean that there was a significant influence of learning environment on student learning motivation.



**Figure 1. Heteroscedasticity Test**

Figure 1 described scatterplot graphic that no regular patterns were found and spots spread above and below the number 0 on the Y-axis. This means no heteroscedasticity in the regression model.

**Table 8**

Anova <sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1285,942	2	642,971	71,569	,000 <sup>a</sup>
	Residual	790,585	88	8,984		
	Total	2076,527	90			

a. Predictors: (Constant), Environment, competencies

b. Dependent Variable: Motivation

The results of simultaneous testing in table 8 revealed that significance value of  $0.000 < 0.05$ , in another word the regression model used in this study, as appropriate, it mean there was a significant influence of lecturer competence and learning environment on student learning motivation.

**Table 9**

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,787 <sup>a</sup>	,619	,611	2,997	1,381

- a. Predictors: (Constant), Environment, Competencies
- b. Dependent Variable Motivation

Table 9 informed the value of the coefficient of determination or  $R^2$  of 0.619 or 61.9%. Thus, it can be interpreted that 61.9% student's motivation variable in this research could be explained by lecturer's competencies and learning environment while the rest was 38,1% (100% - 61,9%) influenced by another variable outside of research.

This study revealed that the lecturer's competencies is crucial for language learning success. This was conforming with Crookes and Schmidt (1991) have he concept of motivation that teachers assure is very important to the success of SL [the second language]. This study had supported the idea who proposed that L2 learning environment is one of the components to motivate language learner (Dörnyei 1994, Ehrman and Dörnyei 1998, Dörnyei and Murphey 2003, Zuengler and Miller 2006, Lafford 2007, Dörnyei 2009).

## CONCLUSION

This study reveals that there is a significant influence between lecturer's competencies and student's motivation in learning English; learning environment and student's motivation in learning English and lecturer's competencies and learning environment on student's motivation in learning English. The lecturer needs to build pedagogic, personality, social and professional competencies. This competency can be built for the example trough always update the materials, civilize the classroom and making students feel they deserve to be individuals, communicate politely, and co-

operate with his/her students to achieve the goals of teaching and learning which is in this case learning English. The university should provide a conducive learning environment, i.e by organizing a systematic learning schedule, optimizing the use of laboratories, creating a calm atmosphere on campus, completing supporting books in the library, providing adequate teaching and learning facilities, administrative staff who are always ready to serve and assist students, and always create clean and beautiful conditions within the campus environment.

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