

Higher Education Students' Motivations to Choose Bilingual Courses in Tourism Management

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ABSTRACT

Course selection is the starting point for university students' learning, which is related to students' future ability development. Clear motivation of course selection helps students to form accurate expectations, so as to optimize the process of course selection. This research has been carried out in universities of China, examining tourism management majored bachelor students' motivations to choose bilingual courses in tourism management. With an effective sample of 68 in-depth interviews from 19 universities of 6 provinces of China, this research employs bachelor students who studies tourism management major and taking tourism management related bilingual courses (in Chinese and English). This research reveals students' motivations of selecting bilingual courses. Therefore, suggestion and implications are provided for course and teaching revolution of the bilingual courses in the tourism management domain.

Keywords: higher education, motivation for course selection, bilingual courses, tourism management

1. INTRODUCTION

Since China's reform and opening up, productive forces have been developing, social progress, and exchanges with other countries have become increasingly frequent. While absorbing the excellent culture and advanced experience of other countries and developing themselves, they also face more and more external pressure. In order to cope with the external competitive pressure, it is necessary to pay attention to the exploration and cultivation of talents, and have greater initiative in the international competition with the strong advantage of talents. As a basic learning

content, foreign language plays a very important role in communication. Therefore, cultivating talents with foreign communication ability has become a problem that must be solved in university education in China. More and more universities introduce bilingual teaching activities. Bilingual courses in universities have three teaching objectives: one is to impart professional knowledge, the second is to cultivate professional English ability, and the third is to expand the international vision. Bilingual teaching is different from university English teaching. In the centered bilingual teaching mode, the individual differences of students cannot be ignored, and among the many factors affecting the individual differences, motivation is undoubtedly an important one. In the process of learning, it plays an impact on other factors. The use of learning strategies, the choice of foreign language input volume and the setting of learning objectives. Students who lack learning motivation, cannot learn a foreign language well, even if they have a good language talent, while in terms of language learning ability, students with congenital deficiency may learn a foreign language because of the intensity of motivation. Therefore, students' motivations help understand the psychological situation of individuals in the process of foreign language learning, and at the same time, we can also use the motivation theory to provide more targeted guidance to students in foreign language teaching and improve the quality of teaching and satisfaction of learning.

2. LITERATURE REVIEW

Higher education refers to professional and vocational education based on the completion of secondary education [1]. It is the main social activity for training senior professionals and professionals. Higher education is an important part of the education system. It usually includes

various educational institutions with high-level learning and training, teaching, research and social services as their main tasks and activities. The second half of the 20th century was an unusual stage of expansion and qualitative change in the history of higher education. The rapid growth of the society's demand for high-level professionals and the urgent need of individuals to accept higher education have made higher education develop at an unprecedented speed, from elite education to mass education. The integration of scientific research, teaching and production is the product of the comprehensive development of higher education, science and economy in the world today. From a macro perspective, the establishment of a consortium led by higher education and closely integrated with scientific research and production will be the common model for the reform and development of higher education in the world, and its emergence has its objective necessity. The new technology revolution and the rapid development of modern social economy reflect the guiding role of scientific theory on new technology and the promoting role of science and technology on the development of modern social economy. Universities have large pools of talents and is intellectually intensive. It can generate new knowledge and develop new technologies. Cooperation with enterprises can transform the potential productivity of the university into real productivity, and can greatly promote the establishment of emerging industries and the development of new technologies. Higher education must face the real social economy and serve the modern social economy, which has become the major trend of the reform of higher education in the world.

Bilingual teaching is a teaching method using foreign languages and foreign language textbooks. Foreign language is only a teaching tool, and bilingual teaching cannot be understood as language-based teaching. Bilingual teaching is mainly to impart professional knowledge rather than language teaching. The foreign language used should be real, but easy to understand and universal. Bilingual teaching is different from foreign language teaching in traditional language courses. Bilingual teaching is not a teaching based on explaining grammar and word meaning, but uses foreign languages as a means to achieve the purpose of learning professional knowledge and skills, with the focus on the application of foreign languages. Bilingual teaching usually refers to teaching professional subjects in bilingual in the classroom and learning professional knowledge and skills by creating a foreign language application environment and context [2]. Bilingual teaching in universities has three teaching objectives: one is to impart professional knowledge, the second is to cultivate professional English ability, and the third is to expand the international vision. However, in the practice of bilingual teaching, we often pay attention to the specific goals while ignoring the essence of higher education. According to this study, bilingual teaching should be considered closely around the fundamental question of "who to train people, what kind of people and how to train people" recently proposed by the central

government, and explore the bilingual teaching path with Chinese characteristics.

Motivation and satisfaction are key factors to test students' learning efficiency [3]. Students' motivations and satisfaction of bilingual teaching reflect demand of students and a measure of education effectiveness, referring to the student perception of bilingual teaching of universities compared with their expectations. Therefore, motivations and satisfaction are interrelated reflecting students' harvest of study comparing with their expectations, which is a process of psychological evaluation. If the quality of bilingual education services falls below the students' expectations, students will feel dissatisfied, or otherwise satisfied if they meet or exceed their expectations. Students' satisfaction with bilingual teaching is students' satisfaction with the teaching facilities, environment and mode of the university. Understanding the satisfaction of students with bilingual teaching, on the one hand, can effectively grasp the psychological and ideological dynamics of modern university students in the current bilingual teaching management, so as to improve the quality of bilingual teaching. Students' satisfaction is important for evaluating the effectiveness of teaching methods and students' willingness to continue learning [4].

3. CONCEPTUAL FRAMEWORK DEVELOPMENT AND RESEARCH RESULTS

Tourism is playing an increasingly important role in the national economic structure. With the deepening of the reform, China's tourism industry gradually connects with the world and explores a new development path. The increasingly open social environment makes China's tourism industry faced with opportunities and challenges. China's tourism industry has congenital advantages and rich tourism resources, but there are obvious deficiencies in the management mode and development direction. In order to establish a scientific management mode and clarify the new direction of tourism development, it is necessary to train professional talents in tourism management. Professional tourism management talents should not only have profound professional knowledge, but also have the language ability to communicate with other countries, so as to ensure that the emerging tourism industry can gain advantages in the fierce competition and promote development of the tourism industry.

At present, there are still some problems in implementing the bilingual teaching of tourism management in higher education. Students majoring in tourism management lack obvious enthusiasm for bilingual courses and obvious resistance to bilingual learning, which makes the increasing lack of bilingual talents in tourism management in Chinese universities. From the actual situation of tourism management students employment, students need longer practice time to have the basic quality of the tourism management, being competent for the job. With bilingual

ability of tourism management students can in a relatively short period of time familiar with the working environment, successfully complete the task of foreign communication. Although universities have taken measures to cultivate students' bilingual ability, they still do not break the traditional teaching mode and separate the learning of professional knowledge from language learning, so that students majoring in tourism management cannot meet the actual needs of tourism development to a large extent. On this basis, we combine the new educational theory with the new educational practice to make the education more in line with the requirements. This requires the study of students' motivation to improve the quality of bilingual courses in tourism management. With such an environment, this research employs in-depth interviews with questionnaires designed below. 28 questions are talked during the in-depth interviews in 19 universities of 6 provinces of China. These 6 provinces randomly locates in 6 provinces of China. Bachelor students are taking the interviews. Questions of the interview are listed.

- 1·What is your grade of your bachelor study
- 2·What is your sex
- 3·What is your English language proficiency level
- 4·What is your average score
- 5·How many hours are you spending on studying
- 6·Do you have experiences in studying abroad
- 7·Are you planning to study abroad
- 8·Do you have experiences travelling abroad
- 9·Are you planning to travel abroad
- 10·My English language proficiency could support my study
- 11·I have enough English language learning proficiency to study materials, PPT slides and seminars of the course
- 12·I have enough English language proficiency to finish homework, group work and discussion of the course
- 13·I have enough English language proficiency to satisfy tests of the course
- 14·I have enough English language proficiency to communicate with teachers and classmates
- 15·I could experience different cultures
- 16·I could gain abilities for globalization
- 17·I could enhance my ability of English language
- 18·I will become an outstanding student
- 19·I will become an outstanding globalized student
- 20·I could be recognized in the job market
- 21·I could become more mature and independent
- 22·Teacher in charge of the selected course is famous
- 23·I could receive abundant materials for learning of the course
- 24·The class atmosphere is good
- 25·The class is famous for innovation and researches
- 26·I could choose the course in any time of the year
- 27·The promotion of the course is good
- 28·People are recommending the course

Results of this research show insights of the motivational research in bilingual courses of tourism management. First

of all, most students who take the interview are Grade 3 bachelor students as in Chinese higher education system, most students get general education at Grade 1 of bachelor level, and they get major knowledge at Grade 2 , while most of the bilingual courses are at Grade 3 as students need a lot of background knowledge in their major before they go further into bilingual courses. Secondly, the gender dimension is spread quite equal, and most of the students have good English language proficiency with high average scores. Furthermore, 4 hours is an average number of students' spending on studying per day. Besides, most of the students have not been abroad but a small number of them are planning to while most of them would like to travel abroad. Meanwhile most of the students have confidence in finish the course, the homework, the seminar, the communication and the discussion related to the selected bilingual course. However, most of the bilingual courses do not have good classroom atmosphere and students are creating the effect of word of mouth. Last but not least, most students taking the bilingual course have an ambition of growth and competitive power in the job market as their important motivations taking the bilingual course. Reflections of the questionnaire generally shows study motivations of Chinese bachelor students in tourism management taking the bilingual course in tourism management.

Motivation is a force that stimulates, maintains and directs behavior to a specific purpose. Motivation has the function of triggering, guiding and motivating individual behaviors and activities. Motivation involves such three aspects: ① What is the cause of the behavior? ② What is the reason why the behavior points to a certain purpose? ③ What is the reason for maintaining this behavior? In many literatures on motivation, psychologists often use the term motivation function to describe various internal states and processes that individuals emit energy and impulses, guide behaviors towards a certain purpose, and maintain this behavior for a period of time. Learning motivation: It is an internal motivation that directly drives students to learn and a need to motivate and guide students to learn. Students' learning is affected by many factors, mainly by learning motivation, but also closely related to students' learning interests, learning needs, personal values, students' attitudes, students' ambition level and external encouragement. The main contents of students' learning motivation are the knowledge value (knowledge value), the direct interest in learning (learning interest), the knowledge of their own learning ability (learning ability sense), and the attribution of learning achievements (achievement attribution).

4. CONCLUSIONS

Several types of motivation for higher education students to choose bilingual courses of tourism management mainly include. By use function: fusion motivation and tool motivation. In the social education mode, the motivation

types of foreign language learning are divided into fusion and instrumental types. In the process of language learning, the learning motivation includes the individual learning effort, the individual learning goals and wishes, and the attitude of learning the language. Integrated motivation means to be not only interested in a foreign language but also in the foreign language country, folklore and culture, and want to be integrated. Tooling motivation refers to treating a foreign language as a communication tool to serve your study, work and life.

Divide it by motivation source: internal motivation and external motivation. The internal learning motivation is due to the students' strong interest, curiosity and sense of achievement in the foreign language itself and the folk customs and culture of the English-speaking countries. Students with internal motivation for English learning are often be active, active, meaningful and efficient in the process of participating in foreign language learning activities. They have strong curiosity, literary appreciation, cultural appreciation and independent exploration, and have a strong sense of self, and they can often gain a strong sense of satisfaction and fulfillment in foreign language learning. Internal foreign language learning motivation lasts for a long time, which is an important prerequisite for students to achieve long-term achievements in foreign language learning. External learning motivation comes from the influence of external students, such as ranking in foreign language competitions, having foreign language skills recognized by peers, meeting parents' expectations for their foreign language, or in order to pass exams and find a job. The external learning motivation of a foreign language is mandatory to some extent. Students can learn a foreign language just to achieve a certain purpose. When the purpose is achieved, the motivation for learning a foreign language is often rapidly reduced and weakened. The internal motivation and external motivation of students' foreign language learning can coexist and intertransform.

Foreign language learning motivation can be divided into communication motivation and achievement motivation. Communication motivation refers to students' learning of a foreign language to meet the needs of others' attention, recognition, social interaction and support. Students with communicative motivation work hard to learn a foreign language just to be recognized by their teachers, parents and peers to construct their own interpersonal circle, or to attract the opposite sex. Achievement motivation means that students learn a foreign language in order to achieve their goals and succeed, so as to meet their needs to be respected. Students with achievement motivation are very strict with themselves, including authentic pronunciation, accurate grammar, and flexible use, and all these strict requirements are to get the respect and good reputation of others, and become the leaders in the group. The advantage of dividing students' foreign language learning motivation according to the social perspective is not only that it extends the research perspective from individual students

to group students, but also takes the communication between teachers and students and between students, as well as the role of students as "quasi-social members" into consideration. In the real bilingual classroom teaching of tourism management, students' learning motivation is rarely single, and various types of foreign language learning motivation are often different and cross with each other.

As mentioned above, learning a foreign language has an integrated motivation and an instrumental motivation. At present, the bilingual teaching of tourism management in China is mainly a compulsory course or elective course offered by schools, which is a necessary means to realize university admission or graduation. It is a tool-based motivation, which makes most learners passively accept foreign language learning from the very beginning. In the initial stage of learning, the lack of learning motivation, just to complete the school and have to complete the school. This one-sided understanding of foreign language learning makes them lose the initiative and enthusiasm of foreign language learning once they meet certain requirements. As for the integration motivation, due to the limitation of students' family conditions, many students' motivation to go abroad is not strong.

Students' attribution of failure can also influence their learning motivation. According to the survey, most students often attribute the reasons for their failure, such as the learning environment (teaching quality, help from others, the content of the textbook), the difficulty of the task (the difficulty of the test) and their luck in the exam. But when they summarize the success factors, they often attribute them to their own efforts and abilities. Most foreign language learning activities in China are conducted in the classroom environment, so the situational factors such as curriculum, teachers and learning collective undoubtedly have an important impact on them. Many foreign language textbooks have been obviously lagging behind in topic selection, and students' requirements for teachers have also shifted from simply imparting knowledge to the measurement and evaluation of comprehensive quality, which also puts forward high requirements for teachers' personal charm. Interest drives students to generate internal learning drivers. When students have a strong interest in English, their thirst for knowledge in foreign language will be stimulated, so they have a positive attitude and motivation towards bilingual learning. The ordinary English teaching mode can not well stimulate students' interest in English. The single and boring learning mode only pays attention to the examination and ignores the use of educational methods, so that students' interest in foreign language learning is gradually exhausted in the learning process.

Achievement motivation refers to the individual's need for success, and it is an internal driving force. It can motivate Individual motivation for achievement is divided into two categories, namely, the motivation to achieve success and

the motivation to avoid failure. The disadvantage of ordinary English teaching mode lies in that it makes students often hit by failure in the process of English learning. Finally, they do not hope for the success of English learning, and even often try to escape English learning, in order to avoid the expected failure. In such English learning situations, students generally have low motivation for achievement in English learning.

Self-efficacy refers to people's subjective judgment on whether they can successfully engage in an activity. In learning activities, it determines people's choice and persistence of learning activities. it affects people's attitude towards the difficulties encountered in the learning process. it affects the acquisition of new behaviors and the performance of past behaviors. it also affects the emotions and state of learning activities. Successful experience can promote increased self-efficacy, while failure experience can reduce individual self-efficacy. The ordinary bilingual teaching mode can not well exercise students' ability to use foreign languages, and it often defeats students' confidence and self-confidence, which reduces the sense of self-efficacy of the students.

There are four reasons for the success or failure of students' learning activities, namely, internal and external, stability and instability, controllability and uncontrollability, ability, effort, task difficulty and luck. If students attribute their learning success to their ability, they will feel pride and improve their learning motivation. if students attribute success to effort, they will realize that effort will be rewarded, thus improving their learning motivation. if success is attributed to the task difficulty, they will not feel pride, nor stimulate their learning motivation. if success is attributed to luck, they will not improve their learning motivation. If students attribute failure to ability, it will blow their confidence and weaken their learning motivation. if failure is attributed to effort, it will motivate them to study hard and improve their motivation. if failure is attributed to the difficulty of task, students will not recognize their problems and have no effect on learning motivation. if failure is attributed to luck, it will have no direct impact on their learning motivation. In the general English teaching mode, the results of bilingual learning are mainly reflected in the test results. Students always tend to attribute the success to the difficulty and luck of the task, while they attribute the failure to the lack of ability and lack of correct attribution ability.

5. DISCUSSIONS

In the analysis of the motivation of the course selection motivation of university students' tourism management bilingual courses, some operable suggestions from the three aspects of tutor system, teacher incentive and course assessment, are put forward, hoping to optimize the course selection link and improve the quality of university students' course selection. Improving the bachelor tutorial

system and guide students to choose courses reasonably as the leading factor of students' interest, which can stimulate students' enthusiasm for learning. However, because some students' cognitive development level is not very mature, it is inevitable to only choose courses with interest. In order to enable students to achieve a reasonable course selection based on the premise of interest, guidance is the key. Many universities in China have established a tutorial system (tutorial system) for bachelors, that is, tutors guide bachelors in their study, research and development through individual exchanges or group activities.

However, in the existing bachelor tutorial system, the role of the tutor only focuses on the guidance of students' learning methods and scientific research and training, and involves little in life, course arrangement and even career planning. In addition to dialogue and communicating with students in academic thinking, the tutor is more important to adapt to the needs of students' learning and development and give them timely feedback according to their performance. As an important part of students' development, course selection requires more tutors to play the role of course selection consultants. Some scholars in China have pointed out that tutors who play their guiding and leading role in students when choosing courses can avoid the imbalance of overall knowledge structure and the deficiency of academic achievement caused by students' choosing courses without careful and cautious considerations.

Adding parallel courses and formulating teacher incentive system to change teachers' attitude and form a good classroom teacher-student interaction are crucial to optimizing students' course selection. First, the introduction of a competitive mechanism is the key point. Parallel courses are added to encourage multiple teachers to take turns teaching, that is, "one lesson with more teachers", to form a mechanism of survival of the fittest, so that teachers can establish a sense of competition and enhance their sense of professional responsibility and crisis. Secondly, the establishment of the teacher incentive system is the guarantee. Schools can mobilize teachers' enthusiasm and encourage them to form a good teaching attitude. Rewarding excellent teachers can promote teachers to work harder and improve their teaching level. He believes that the implementation of performance-based pay incentive mechanism can boost the improvement of teaching quality in schools. Under this incentive compensation, teachers can be improved in terms of effort, creativity and teaching, that is, they can exert more efforts, use more creativity, and constantly improve their teaching practice [5].

Adjust the assessment ratio and pay attention to the process evaluation. The low examination pass rate of "difficult courses" directly leads to the decline of students' achievement motivation level. Low achievement motivation will not only cause students' irrational choice of task difficulty, but also affect their efforts and correct

attribution in the learning process. In order to enable university students to choose courses reasonably, and to give full play to their efforts and enthusiasm in the future course study, enhancing the motivation of achievement is the key. Therefore, the proportion of course assessment should be adjusted to increase the proportion of normal scores in the whole assessment, increase the probability of success of students, so that they can get more sense of achievement, and then enhance their motivation for achievement. Success can lead people to a desire for more success, and this desire leads to more success. Related research shows that students who do not experience success in learning situations may lose the motivation to achieve success in learning. In terms of the specific operation, it can be considered to add a number of assessment standards such as homework completion, group cooperation ability, self-reflection, reading notes to the usual grades, so as to reduce the possibility that the final grade is determined by the final course, so that students will no longer feel worried about the level of the exam pass rate.

Cultivating students' confidence in learning a foreign language is the premise to guarantee their learning motivation. This involves the setting of learning objectives and the attribution of success or failure. Properly set goals can guide learners' attention and efforts to engage in activities related to goals. It can adjust the degree of effort to make it pay efforts according to the difficulty. It can stimulate learners' behavior persistence. It will promote them to seek the strategies necessary to complete the task. Proper attribution can also affect learners' performance. Attribution research found that students who attribute success to their own abilities are more confident of success than students who attribute success to external factors. Therefore, students should realize that the mistakes and difficulties in the process of foreign language learning are inevitable, and the process of foreign language learning is also a long-term, time-consuming and laborious process. They should maintain their confidence in foreign language learning and reduce the weakening of their motivation [6], [7], [8], [9], [10], [11].

Motivational researches show that learning situations have a crucial impact on motivation. Without good learning situations, learners' motivation is also difficult to play a role. The role of teachers is particularly important. As the designer and manager of classroom teaching, teachers' professional skills and personality charm are the key to cultivate students' learning motivation. How to create a relaxed learning environment and how to organize teaching activities around teaching objectives are the keys to maintain learning motivation. Research shows that students' motivation to attend classes is largely affected by teachers' personal charm. It is not uncommon for students to like and appreciate a teacher and then like the course they teach. Therefore, teachers' professional dedication, the principle of teaching according to their aptitude, flexible and diverse teaching methods and other good

language situations can help stimulate students' learning motivation.

Learning motivation refers to a dynamic tendency that initiates and maintains students' learning behavior and points it to certain academic goals. It includes learning needs and learning expectations, which can be divided into different categories according to different standards. Different psychologists have explained learning motivation from different perspectives, including reinforcement theory, attribution theory, hierarchy of needs theory, achievement motivation theory, self-worth theory, and self-efficacy theory. The strategies to stimulate and cultivate learning motivation mainly include heuristic teaching, control motivation level, give proper evaluation, maintain learning motivation, correctly handle competition and cooperation, which are important in students' life time growth.

6. RESEARCH LIMITATIONS

This research has been carried out based on in-depth interviews randomly from 68 in-depth interviews from 19 universities of 6 provinces of China. The sample size has been limited. Moreover, this research is based on only bachelor students in tourism management. More students from more levels in more domain should be included. Future researches could be developed with questions for questionnaires to confirm factors influencing bachelor students' motivations in selecting bilingual courses. The relationship between learning motivation and learning is dialectical. Learning can generate motivation, and motivation drives learning. The two are interrelated. Motivation has the function of strengthening learning. Students with high motivation level have high achievements. Conversely, a high level of achievement can also lead to a high level of motivation. However, some studies are neither strengthened by motivation nor by the satisfaction of internal drive. A lot of learning in human life can also happen accidentally without any clear learning intention. However, motivation is absolutely necessary for effective long-term meaningful learning. Generally speaking, motivation is not directly involved in the interaction process of cognition, nor does it function through assimilation mechanism, but rather affects the interaction process of cognition by strengthening efforts, concentrating attention and immediate preparation for learning. Many psychologists believe that the medium level of motivation stimulation or arousal has the best effect on learning. Too weak motivation can not stimulate the enthusiasm of learning and reach a peak. Beyond this point, the improvement of motivation intensity will reduce learning efficiency. The best level of motivation varies with the nature of the subject. Moreover, in tasks with different difficulties, the intensity of motivation affects the efficiency of problem solving. Educational practice and educational psychology experiments show that learning motivation drives learning activities, can stimulate

students' interest in learning, maintain a certain level of arousal, and point to specific learning activities. Therefore, this type of motivational research should be applied to more courses, either bilingual or in mother language.

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