

## PEDAGOGY OF TEACHING ENGLISH IN CONTEXT OF EFL – ENGINEERING LEARNERS’ PERCEPTIONS, IMPLICATIONS AND LIMITATIONS

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### **Abstract**

English language learners in EFL context experience many problems that may obstruct their learning. One of the biggest challenge for them is the usage of English language only inside the college. The academic environment of the college encourages the learners to acquire English language through ESL Context. However, the students are supposed to express their views in English not only inside the college but also outside the college environment. Whereas the situations are quite diverse in EFL learning, the student learns English within a classroom, but when a student leaves the classroom, he/ she choose to use her/ his own language even outside the classroom. Under these circumstances, the research is carried out to focus on pedagogical factors that influence English teaching. The qualitative research study is administered with 12 English teachers, and 50 Students randomly taken from five branches of engineering studying at Bharat Institute of Engineering and Technology. The result of the study showed that three main approaches used in the foreign language classrooms. They were Communicative Language Teaching, Grammar Translation Method and Total Physical Response. The data was gathered by means of COLT (Communicative Orientation of Language Teaching) perception strategy, and the interview questions. The data from the perception strategy was examined by extent figuring while analysis of content was conducted with the interview data. The coding for the perceptions and records for the interviews were accomplished more than once at various ways to check consistency and to accomplish unwavering quality and legitimacy. The results were discussed in the context of EFL teaching and some pedagogical implications were proposed.

**Key words:** English language teaching, EFL teachers, Learners perception, pedagogical skills, subject knowledge

### **1. Introduction**

English nowadays is the main means of foreign communication, as the leading language in the world today, and is thus inherent in information and expertise in industry, technological, educational and various disciplines, health and scientific. English thus reflects the global connection between students and all sources of information. In this context, students now need the opportunity to speak more fluently than ever before in their core English language abilities.

Conversational abilities are based upon the student's understanding of the grammar and vocabulary language standards that permit a good language expression and whether students can eventually master the language properly. Linguistic performance is therefore, calculated by the capacity of the target language to conduct a conversation. In the increasingly advanced and globally co-existing environment, learning a foreign language is critical to our professional career. According to legislation, English is a top priority of Indian education system. It is not only a required subject within the school curriculum but it is also a field of focus for many students/pupils. Many Indian parents have now understood the value of English as an important ability to learn and, be prepared for the future. Unfortunately, they do not look at language learning as a significant matter in Indian education. Big classrooms, lack of teaching aids, teachers' poor competence in English and their minimal familiarity of communicative English Teaching are known as difficulties.

It is becoming clearer that students need to communicate directly with their teacher and among themselves to fulfil the personal and professional demands of the 21st century. However, several surveys show that about 75% of students are already struggling to improve their conversational skills. While many students are competent in the abstract grammatical structures. The difficulty for English language students has been the constant difficulties in converting them to real communication. Furthermore, in the communication process, students are supposed to base their actions on thoughts, opinions, and logic, all of which are severely hampered by ineffective verbal exchanges. Therefore, educators are tasked with focusing on imparting communication technology of different languages, such as vocabulary and grammar, by employing modern technological aids to natural, fluent speech. Students should be inspired by methods of instruction, use strategies that are specifically designed to resolve problems like student confidence, shyness and anxiety, reduce confusion and assimilate language better.

## **2. Literature Review**

The challenge of English-language learning is not a simple task, as several factors will lead to its performance positively or negatively. Most school drop-outers, particularly in their oral skills, are very low in English. This shows that EFL learning and learning difficulties exist, and that these challenges are then mirrored in the level of skills of the pupil. This paper, therefore focus on the problems associated with EFL education at engineering colleges, and suggest remedies that can contribute in enhancing the teaching-learning process of English at engineering colleges. Teaching English as a foreign language is not easy and feasible task; but it may not be difficult to learn English if the teacher makes the task interesting. We need to search at innovative and different approaches, materials, solutions or tactics, so that students can engage in gaining skills in English learning process.

Teaching English as a foreign language/trying to teach English does not have to be an arduous process; the more exciting the task, the less challenging it would be in a much more favourable manner. Researchers have globally recognised that language use is an important ability for EFL learners. The relevance of oral communication to a person's identity, understanding of the world, to represent one's personality, and capacity to think quickly are becoming more evident due to

language skills becoming more important. EFL learners face considerable challenges in developing their speech skills. Teachers have yet to focus on creative language skills in learning. Despite the fact that classes for English speaking practise have been organised in the college curriculum, most EFL students lack the opportunity to speak the language. Most people learning English as a foreign language are nervous about using it in social situations. Analysis has shown that English is only being learned for the intention to pass the final test, according to Al Shumaimeri (1999). The teachers needs to provide training for teachers who wish to teach creative writing in English, says Ubon (1985).

It was important to ensure that the student passed both in writing and in grammar. Inadequate teaching ability and technique, inadequate choice of software material and lack of teaching encouragement were the key explanation for the poor results in English as Alghamdi (2018) examined. Because of a lack of inspiration and support, as well as a negative outlook on EFL studies, Al Shammary (2005) found that students of engineering are unable to communicate effectively in English. Many students seek formal and vocational secondary education before the age of 17, where they must choose between being an academic or a post-vocational student. At this time, they should be able to at least hold a conversation in English. Sadly, only a few handful have native-level command of the English language, and many more find it challenging to write even a simple paragraph accurately (Alghamdi, 2018).

### **3. Methodology**

Research of this type focuses on qualitative phenomena, or things that may be described in terms of quality or nature. Research on motivation, for instance, is something that typically comes up when we try to understand what drives people's actions. In-depth interviews are used in this type of study to probe for the hidden drives and motivations. Quantitative research is not the only type; qualitative research also includes studies of attitudes and opinions. Since the goal of the behavioural sciences is to understand people's motivations for the actions they take, qualitative research is particularly important in this field. Researchers in this field investigate what causes people to act in certain ways or form strong opinions about certain topics (Kumar, 2008, p.8).

To collect data on the thoughts and feelings of many people at once, a questionnaire survey is frequently used. It's been used to test a wide range of interesting theories in the study of second languages. Researchers can collect data about students that would not otherwise be available through production data alone by having them fill out questionnaires. In addition to their low cost and versatility, surveys also provide valuable longitudinal data from students in a relatively short amount of time. Multiple responders with similar information can be collected using questionnaires. Researchers have more options when it comes to how they collect data because to the versatility of questionnaires, which can be sent via email, phone, mailed-in forms, or in-person. Because of their design, questionnaires are adaptable for use in many different types of studies, as they can yield both qualitative and quantitative data (Macky & Gass, 2005).

Dorneyei & Taguchi (2010) state that questionnaires are often utilised in L2 research. The widespread adoption of questionnaires can be attributed to their low barrier to entry, adaptability, rapid data collection, and amenability to statistical analysis.

As pointed out by Dornyei (2003, cited in McKay 2006), there are three primary types of information that can be gained from a survey: (i) factual data, (ii) behavioural data, and (iii) attitude data. Surveys are also a great way for academics to collect a large amount of data quickly and cheaply. Consequently, surveys are a great tool for educators to gain insight into their students' demographics, behaviours, and interests; data from these polls may then be incorporated into lesson plans.

In this study, a questionnaire was utilised to collect data on the attitudes and beliefs of college students toward English language instruction. Information was gathered for this study via questionnaire. There are a number of reasons why questionnaire surveys are preferred, including (i) their applicability to empirical research, (ii) the quantifiability of the data collected through this approach, (iii) the fact that respondents are given sufficient time to consider their answers, and (iv) their cost- and time-effectiveness.

Careful attention was paid to the validity, accuracy, clarity, and usability of the questionnaire when it was being developed to achieve a high quality and standard of inquiry (Al Mamun et al., 2012).

### 3.1 Material

The questionnaire was used to collect both qualitative and quantitative data for this study. A qualitative methodology was utilised for the majority of the data analysis.

- The averages were derived using a scale that ranged from 1 to 5 (where 1 Strongly Disagree, 2 indicates Agree, 3 indicates neutrality, 4 indicates Agree, and 5 indicates Strongly Agree), and 1-2 scale questions (Yes or No).
- The questionnaire for the survey had 40 questions with multiple choice answers for the students, and 29 questions for the teacher participants.
- The total 40 questions were given to the undergraduate students during the second semester of the academic year 2020-2021, at Bharat Institute of Engineering and Technology, Ibrahimpatnam, Hyderabad.
- Eight questionnaires were thrown out because their responses were either incomplete or wrong.

### 3.2 Limitations

The research was implemented at one of the engineering colleges in Hyderabad, Telangana. Hence, the findings provide only a partial picture of the mental outlook of learners in regards to taking English as a non-major course. Students' responses are viewed as real and honest. The current study was carried out with the hope that in the not-too-distant future, additional research that is both more extensive and comprehensive will be carried out to shed further light on the subject.

### 3.3 Participants

The entrants in this study were 12 English instructors, ranging in age from 25-47 years old, and randomly selected 50 students from first and second year pursuing engineering from five different branches at Bharat Institute of Engineering and Technology. Most of them have been studying English for about 10 years. The undergraduate students who took part in the study were all

pursuing their degree in engineering majoring in Computer Science, Information Technology, Electronics and Communication, Electrical and Electronics and so on.

**Table 1 : The Demographics of the participating instructors**

No	Age	Gender	Experience	Educational Background
12	25-42	M = 2 F = 10	2year = 2 Teachers 2-5 years = 5 Teachers 5-10 years = 5 Teachers	M.A in English = 8 teacher M.A, M.Phil= 2 teachers Ph.D in English = 2 teachers

**Table 2 : The Demographics of the participating learners**

No	Age	Gender	Year of Study	Educational Background
50	18-21	M = 35 F = 15	1 <sup>st</sup> and 2 <sup>nd</sup> year	Computer Science, Information Technology, Electronics and Communication Electrical and Electronics Mechanical

### 3.4 Survey Tool

The questionnaire included 30 multiple-choice questions for teacher participant, and 50 questions for student participants. There were additional two questions (number .... and number ....) that provided the option of giving an open-ended response. The questions and possible responses were phrased in such a way that they could be coded and processed quickly, and unambiguously. This meant that the majority of questions had multiple-choice answers. Some "open-ended" questions were used to elicit information about some special techniques and methods used by teachers in the class-room. The first ten questions were designed on listening skills, 15 questions were designed on, reflections from students on English speaking skill anxiety, 10 questions on Language skills integration, and 10 questions on intercultural communication. These questions were designed to gauge the students' mentality with regard to their usage of the English language in general and English speaking skills in particular.

### 4.0 Data Interpretation and Analysis

In performing this study, the researcher adopted a pragmatic approach. Researcher and language learners both agreed that the data presented was accurate, and no expectations or assumptions were made about what the findings might reveal.

The study was carried using questionnaire, semi-structured interviews, observation of classroom teaching and responses of students to the teaching approaches. The questionnaires used in this research yielded both qualitative and quantitative data. In most cases qualitative methods were used to examine the data.

This study's data was analysed using Excel Analysis Pak. The first step was turning the responses from the samples into numbers. The exact scores are as follows: 5 for "Strongly Agree," 1 for "Strongly Disagree," and 4, 3, and 2 for the other answers. The average and standard deviation of

the responses were then derived using descriptive statistics. A higher number of students agree with the statement if the mean of their responses is closer to 5.

A table was made with the percentages and frequencies for each question in order to examine the factors in the classroom that affect motivation. Bar graphs were used to summarise results for each category of classroom resource. Finally, the author draws a conclusion and offers some ways for EFL teachers to better effectively inspire their students in English study based on the research findings.

The first questionnaire comprises of 31 questions focussing on different levels of understanding teaching and learning process in terms of speaking English. This questionnaire elicits information about teachers' background, their objectives of teaching speaking skills, any noticeable emphasis on the teaching of the English language for use in communication, techniques and methods used by teachers, recent trends in technology in EFL teaching, challenges faced by teachers during students' speaking process, attitudes of teachers regarding speaking in English and so on. The teachers were asked to express their opinions on the problems relating to attitude and motivation of students towards speaking in English.

The teacher participants were also interviewed. The purpose of the interviews was to learn how EFL educators dealt with the challenges of implementing new methods and materials into their English language teaching practises.

## 5.0 Implication of Analysis

### i) Intercultural Communication:

Intercultural Communication										
Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	No	%	No	%	No	%	No	%	No	%
Q1	12	24	15	30	10	20	5	10	8	6
Q2	0	0	5	5	5	5	15	15	25	25
Q3	13	26	10	20	8	16	9	18	10	20
Q4	0	0	20	40	13	26	10	20	7	14
Q5	5	10	20	40	10	20	10	20	5	10
Q6	7	14	20	40	10	20	8	16	5	10
Q7	8	16	20	40	10	20	7	14	5	10
Q8	5	10	20	40	10	20	10	20	5	10
Q9	5	10	10	20	15	30	15	30	5	10
Q10	10	20	20	40	5	10	10	20	5	10
Mean	6.5		16		9.6		9.9		8	

Table 4 Internal Communications- Mean outcome

The survey questionnaire in Intercultural Communication with a set of 10 questions distributed within the set group of Engineering students that has different perspective and are expressing their interest in the scale of Strongly Disagree to Strongly Agree. Mean for all question are expressed by the students as per intention or feeling observed while concerned education activity being carried out in the awareness of English speaking within the institution and while speaking outside the institution.

Results of the students in the case of the ten questions in the category of intercultural communications are as below:

- a) Students that strongly agree are in the average of 6.5
- b) Students that Disagree are in the average of 16
- c) Students that are neutral are in the average of 9.6
- d) Students that agree are in average of 9.9
- e) Students that strongly disagree are in the average of 8

So the students that disagree are outnumbering the other opinions in the scale .

**Anova: Single Factor Table 5**

<b>SUMMARY</b>						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Column 1	10	65	6.5	19.8333		
Column 2	10	160	16	32.2222		
Column 3	10	96	9.6	9.6		
Column 4	10	99	9.9	9.8777		
Column 5	10	80	8	38.6666		
<b>ANOVA</b>						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	524.2	4	131.05	5.94600	0.00062	2.57873
Within Groups	991.8	45	22.04			
Total	1516	49				

F critical value in Anova Single factor for the opinions of students in Intercultural communications is nearly same on P=0.05 significance level and it clears out the Null Hypothesis and expresses its significance on the students opinions to mostly relate within their community cultures than the outside cultures. So they mostly adhere to the communication of English as skill and as communicative tool within the institution than compared to outside circumstances.

ii) **Language Skill Integration:**

<b>Language Skill Integration</b>										
Statements	Strongly Agree		Disagree		Neutral		Agree		Strongly Agree	
	No	%	No	%	No	%	No	%	No	%
Q1	5	10	15	30	12	24	10	20	8	16
Q2	0	0	5	10	15	30	20	40	10	20
Q3	5	10	20	40	10	20	10	20	5	10
Q4	0	0	20	40	13	26	10	20	7	14
Q5	0	0	5	10	10	20	20	40	15	30
Q6	8	16	10	20	9	18	13	26	10	20
Q7	0	0	20	40	13	26	10	20	7	14
Q8	5	10	20	40	10	20	10	20	5	10
Q9	8	16	10	20	9	18	13	26	10	20
Q10	10	20	20	40	6	12	7	14	7	14
Mean	4.1		14.5		10.7		12.3		8.4	

**Table 6 Language Skill Integration**

The survey questionnaire in Language Skill Integration with a set of 10 questions distributed within the set group of Engineering students that has different perspective and are expressing their interest in the scale of Strongly Disagree to Strongly Agree. Mean for all question are expressed by the students as per intention or feeling observed while concerned education activity being carried out in the awareness of English speaking adaptation within the institution and also while speaking outside the institution.

Results of the students in the case of the ten questions in the category of intercultural communications are as below:

- a) Students that strongly agree are in the average of 4.1
- b) Students that Disagree are in the average of 14.5
- c) Students that are neutral are in the average of 10.7
- d) Students that agree are in average of 12.3
- e) Students that strongly disagree are in the average of 8.4

So the students that disagree are outnumbering the other opinions in the scale.

**Anova: Single Factor Table 7**

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Column 1	10	41	4.1	14.98889		
Column 2	10	145	14.5	41.38889		
Column 3	10	107	10.7	6.677778		
Column 4	10	123	12.3	19.34444		
Column 5	10	84	8.4	8.933333		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	634	4	158.5	8.677007	2.8E-05	2.578739
Within Groups	822	45	18.26667			
Total	1456	49				

F critical value in Anova Single factor for the opinions of students in Language Skills Integration is nearly same on P=0.05 significance level and it clears out the Null Hypothesis and expresses that there is significance on the students opinions to mostly relate within domestic language ability than the English Language. So they mostly adhere to the communication of English as skills outside their native and is considered as communicative tool within the institution than compared to outside circumstances.

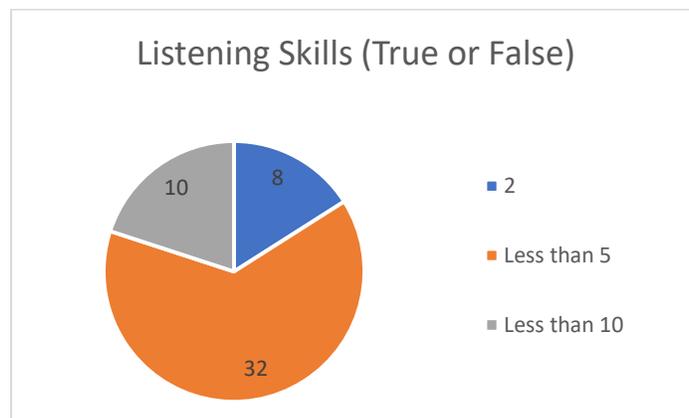
### iii) Listening Skills:

In listening skills of the students 10 questions are surveyed with the students and the outcome results are of mixed and low in the expected results.

#### Response of the students to Listening skills (True or False) Max.

Marks: 10

Total	2	Less than 5	Less than 10
50	8	32	10



Listening Skills are of low format when the specific teaching faculties are on the verge lecturing the concerned subject is tutored in English Language to the students. Responses from the students is far more less compared to the expected results. In mean, the students' response in listening skills is less.

Intercultural Communication and English Language Integration skills along with listening abilities survey played a vital role to identify the current scenario of the students and provided a measuring profile for the teachers or instructors to know about the students attitude towards the usage of English language skills in their day to day life.

More such survey mechanisms has to be implemented to measure the development and status of the English language skills in their institutions. The results of the study hinted both similarities and variations in the English-learning motivation of the study's participants. That this group of students was so eager to study English worked particularly well for their chances of knowing on their language proficiency exam speaks volumes about how earnestly they need to handle the task at hand.

### **Discussion:**

Throughout the survey, it was clear that participants were engaged in meaningful ways that allowed for the use of language and genuine learning to occur (such as through discussion, collaboration, and the sharing of personal experiences). A greater level of concentration, responsiveness, and activity was observed among the participants.

Regardless of their level of foreign language proficiency, English was rarely effective for academic work for the majority of EFL students. Many of the students from these five branches of Bharat Institute of Engineering and Technology were found to have problems with English, despite learning in English for several years. The country's EFL learners lack the ability to speak English. Outside of the classroom, English learners are generally terrified of speaking English.

Language teaching techniques, methods and practices, which have been in use for decades, show that applied linguistics has been one of the most persistently researched disciplines. Language teaching approaches, methods and procedures which has been in practice since decades reveals that applied linguistics has been one of the most persistently studied disciplines.

It's possible that a large percentage of the students' interest in the IELTS programmes might be attributed to their positive impressions of the classroom settings. It wasn't only that they felt at

ease and motivated to study English; they also liked their professors and liked the methods used to educate. Due to institutional administrative restrictions, EFL teachers have little sway over the classroom's physical environment. However, issues may be avoided if professors either encourage students to pursue their own interests or are at least aware of and accommodating of their students' motivations. In the language classroom, motivation is a crucial factor that can make or break a student's capacity to learn the subject at hand, therefore teachers should do everything they can to increase and cultivate their students' desire to learn. In order to effectively motivate and direct their students, new instructors typically devote most of their early career to developing their own expertise in the field. In addition, instructors serve as role models for their pupils by how they conduct themselves in the classroom, which is crucial for boosting students' enthusiasm to learn the language. Teachers that are sociable and outgoing have a leg up on the competition when it comes to engaging their pupils in the language classroom by creating a positive learning environment and maintaining student attention.

It is widely held that students' intrinsic drive to study is strongly influenced by their classroom experiences. To elaborate, Harmer (1991, p. 05) categorised four aspects "under the categories of physical conditions, technique, the instructor, and success" as having an impact on students' desire to learn. In particular, students would find it easier to focus and get work done in a calm, comfortable setting if the classroom itself included features that were conducive to study, such as modern technology tools, ample quiet time, and adequate air circulation. "If the pupils lose trust in the process, they will become demotivated," Harmer (1991) said of the second factor. To put it plainly, if the mode of education does not pique the student's interest, he or she will be less inclined to put up the effort required to master the material. Experts have argued about which teaching method is most effective, but Harmer (1991) argued that the most important component is the instructor's ability to gain the respect of their pupils. When pupils care deeply for their instructor, they are more likely to put out effort into learning the language. Harmer (1991) noted that a teacher's charisma, empathy, and subject-matter expertise might pique students' interest in their language classes. Finally, success refers to the teacher-defined level of difficulty that is appropriate for the learning process. According to Harmer (1991), giving students exceedingly difficult tasks may have an unintended impact on their drive to learn. On the other side, when students consistently succeed, they become less motivated to try new things in the classroom. Therefore, Krashen (1982) presented the formula  $I + 1$ , where  $I$  represents the existing language competency level of the pupils, in his theory of "comprehensible input." The most effective language learning, he said, is achieved when learners are exposed to language that is just beyond their current level of proficiency.

## **6.0 Conclusion**

The study's overarching goal was to identify the factors that contribute to students' levels of motivation across a range of educational settings.. Students' levels of learning motivation were examined, along with classroom elements including physical environment, instructional strategy, instructor, and prior academic achievement. The theoretical groundwork presented in the paper aided the reader in following the logical progression of the study. The information was gathered

with a questionnaire survey, which gave a good sample size for statistical analysis. The research's findings helped the institute modify its English curriculum and create more motivation for its pupils to study the language. Despite being pushed towards more purely instrumental EFL preparation courses, the 50 participants in this pilot study revealed a coexistence of integrative and instrumental approaches to English acquisition. Certainly, the combination of these factors boosts motivation, leading to more positive actions, more perseverance, and outstanding outcomes. Positive views of classroom elements by students were also acknowledged, since they play an important role in shaping students' learning stances. More research should be conducted, ideally with larger sample numbers and in more general circumstances, to better understand the role that motivation plays in the efficacy of language instructional activities. This study is helpful to the institute and the course designer since it shows a direct link between classroom characteristics and motivation to learn English. There should be regular surveys of students at language schools and in university departments to gauge their level of satisfaction. The researcher is convinced that the results will be representative and of high value to the appropriate authorities and other researchers even though the data source may not be typical of all pupils.

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