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**| RESEARCH ARTICLE**

## **The Correlates of Language Learning Motivation of Senior High School Students**

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**| ABSTRACT**

This study aimed to determine the significant relationship between the constructivist learning environment management skills and creativity-fostering behaviours of language teachers to the English language learning motivation of senior high school students. It used the quantitative method and employed a correlation research design. A stratified random sampling technique was applied in gathering data among 319 senior high school students from the schools which are in Davao del Sur. Findings revealed that in the constructivist learning environment, management skills, learning, and teaching was the dominant skill manifested by the teachers, followed by time usage and assessment, while the relation establishment was the lowest skill manifested. Moreover, in the creativity-fostering behaviours, integration was the highest indicator manifested, followed by independence and the question. Furthermore, the highest level of English language learning motivation was in the external regulation followed by intrinsic motivation and introjected regulation. Finally, constructivist learning environment management skills and creativity-fostering behaviours of language teachers significantly predict students' English language learning motivation.

**| KEYWORDS**

Constructivist learning environment management skills, creativity-fostering behaviours, English language learning motivation, quantitative method, descriptive-correlation design, Philippines.

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### **1. Introduction**

Motivation gives the learners a goal and a path to follow. As a result, it plays an important role in language learning. When there is a lack of motivation, which means learners do not desire to learn, some issues may occur, such as poor learning effectiveness. As Huit (2001) argued, effectively paying attention to the significance of the language will help learners continue improving their motivation to learn even if they lack the necessary intrinsic motivation. It can be stated that teachers should be aware of the significance of motivation in learners' language learning, and through some changes, they can help learners increase their motivation.

Hence, Thongma et al. (2013) relatively explained that students had encountered these problems in relation to gaining motivation to learn English in non-English speaking countries because they are afraid of mistakes and are not encouraged to use learning strategies. Students are also less motivated due to the lack of creative setup in the classroom.

Similarly, a positive attitude toward learning the English language is significant because it shows that learners are inclined to learn. It was stated that a learner's second language motivation has a substantial impact on the rate and success of second language attainment. Learning another language without a positive attitude may result in an inefficient reach of the target language. For

instance, in Malaysia, the students display poor motivation in learning English regardless of its importance. The findings in the study of Dornyei and Csizer (1998) and Parilah (2002) revealed that, while low achievers understand the importance of English, they do not have a favourable view toward learning the language. As a result, no motivation was provided, and a little effort was expended both inside and outside of the classroom to improve their English proficiency.

On the other hand, creativity has also been linked to levels of attainment in second language learning. Burton (2010) said many of the language tasks advocated by contemporary language teaching methods are believed to stimulate learners' creativity; notably, those that are student-centred, interactive, and open-minded – and are thus perfectly suited to encouraging learners' creative thinking and behaviour.

Furthermore, the previous study of constructivist learning environment management skills and students' language learning motivation focuses only on a singular association of variables. However, the researcher has not come across a study that determined the combined influence of constructivist learning environment and creativity fostering behaviours of language teachers as predictors to explain the English language learning motivation of senior high school students in the local setting.

Moreover, the previous study placed more focus on teachers under study and on students' perception when it comes to constructivist learning environment management skills, creativity fostering behaviour of teachers, and language learning motivation. It is in this context that the researcher was interested in determining the constructivist learning environment management skills and creativity fostering behaviours of language teachers on the English language learning motivation of senior high school students in Bansalan, Davao del Sur as its results can raise concerns to the intended beneficiaries of this study and can possibly develop action plans to improve the constructivist learning environment management skills and creativity fostering behaviours of language teachers.

Specifically, this study sought answers to the following research questions: Is there a significant relationship between constructivist learning environment management skills and English language learning motivation of senior high school students; creativity-fostering behaviours of language teachers and English language learning motivation of senior high school students; and do constructivist learning environment management skills and creativity fostering behaviour of language teachers significantly predict the English language learning motivation of students.

## **2. Literature review**

Constructivism is a contemporary theoretical approach that has recently influenced educational systems worldwide. This approach to learning was first introduced to education in England (Pon, 2001) and became especially popular in the 2000s. On the other hand, a constructivist learning environment is very different from the classroom environment where traditional teaching methods are implemented (DeVries & Zan, 2005; Kaya & Tüfekçi, 2008; Yıldırım, 2009). The concept of a "learning environment" is widely used instead of the word "classroom" since the learning activity is realized both in and out of the classroom. Students' skills on a variety of levels are developed and honed within this educational environment. Active, rather than passive, learning methods are at the core of the constructivist learning environment (Loyens & Gijbels, 2008).

The success of creating a constructivist learning environment is directly related to teachers' management abilities, and therefore scales that evaluate those skills are essential to the process. In fact, there is a scale that addresses all aspects of the constructivist learning environment. These include communication and interaction (CI), relation establishment (RE), skills development (SD), time usage and assessment (TUA), learning and teaching (LT), and learning environment organization (LEO) (Yildirim, 2009).

### **2.1 Creativity-Fostering Behaviors.**

Creativity is one of the key aspects of humanity. Though it remains an elusive and imprecisely defined concept, researchers, teachers, and politicians recognize that creativity is one of the key elements of life satisfaction, a motivating factor in learning, as well as a driver of innovation and economic productivity. When creativity is fostered in educational contexts, it can inspire and support student success, increase personal and social engagement through learning, and lead to greater student satisfaction and higher levels of self-efficacy (Robinson, 2011)

Furthermore, Kaycheng and Boylan (2015) detailed the nine aspects of creativity nurturing behaviour of teachers as freedom, integration, motivation, consideration, flexibility, assessment, questioning, opportunities, and disappointment. In this study, the term "creativity nurturing" refers to a teaching method that aims to encourage students' creativity through specific behaviours and strategies based on their classroom expertise while also displaying control, adaptability in thought and action, and admiration for freedom of thought.

However, a recent review of the literature demonstrated successful execution of creativity in the classroom is determined by a teacher's beliefs about creativity. Bereczki and Kárpáti (2018) stated that students' creativity is contingent on the teaching faculty's ability to encourage students' creativity and on the faculty's convictions about creativity.

Teachers are crucial in fostering student creativity. Their success in this capacity is contingent upon their ability to inspire creativity in their interactions with their students. However, there is a paucity of appropriateness measures for assessing this type of teaching conduct, despite the abundance of instruments for assessing student inventiveness (Kaycheng et al., 2015).

### **2.2 Language Learning Motivation of Students.**

Motivation has been widely recognized as a critical factor in analyzing the degree and effectiveness of second language learning by scholars, researchers, and educators (SLA). As Dornyei (2001) emphasizes, "teacher abilities in inspiring students should be viewed as critical to instructional efficacy" (p.116). Learners who are motivated are enthusiastic, willing to work hard, focus on assigned tasks, do not require continual encouragement, actively address obstacles, and may even motivate others, promoting collaborative learning. The first attempt to explain motivation's effect on English language learning originated in the discipline of social psychology (Gu, 2009).

However, those working in the field of second language learning motivation have only recently begun to investigate what this evolving global phenomenon might mean for how scholars conceptualize the motivation for individuals seeking global recognition or identity to acquire proficient proficiency in global English as a second language (Shafaei & Nejati, 2008). In other words, motivation in second language learning is presently in the process of being completely reevaluated and reconstructed within the perspective of current concepts of self and identity.

In the study conducted by Thao and Long (2020), findings show that regardless of many disadvantages related to their living conditions and language knowledge background, ethnic minority students are motivated in learning English. Second, some of the biggest constraints in learning English were investigated, including students' lack of English background knowledge, inappropriate learning strategies, inability to use the language, and laziness. Based on the findings, some relevant implications are recommended for the improvement of the teaching and learning environment at the university to create necessary support for learners to develop their English language skills effectively.

Also, a study that investigated the relationship between the constructivist learning environment and students' motivation to learn was a null assumption. However, study results revealed that students were not much motivated to learn in a more constructivist learning environment. However, the findings suggested that students were more motivated to learn when given more opportunities to connect teachings to real-world problems. As a result, instructors should place a greater emphasis on the relevance of classroom courses to real life in order to motivate pupils to learn (Cetin-Dindar & Geban, 2015).

Likewise, creativity has also been linked to levels of attainment in second language learning. Burton (2010) said several language tasks advocated by contemporary language teaching methods are thought to stimulate learners' creativity-notably those that is student-centred, interactive, and open-ended – and are thus perfectly suited to encouraging learners' creative thinking and behaviour.

### **3. Method**

The quantitative, non-experimental design of research using a correlational technique was used in this study. Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques (Given, 2008). Particularly, the correlational research design was used in the study since it aimed to determine the significant relationship between the constructivist learning environment management skills and the English language learning motivation of senior high school students, and the significant relationship between the creativity fostering behaviours of language teachers and the English language learning motivation of senior high school students in Davao del Sur. Survey questionnaires were used in gathering data.

The study was conducted in MABAMA (clustered municipalities of Magsaysay, Bansalan and Matanao). Matanao is a second-class municipality in the province of Davao del Sur, Philippines. Matanao is bordered in the west by the town of Columbio, in the province of Sultan Kudarat, in the north by the towns of Magsaysay and Bansalan. Also, Bansalan is a first-class municipality that is about 72 kilometres (45 mi) south of Davao City and is very accessible by land transportation. The neighbouring towns include Makilala in the north, Magsaysay in the west, Matanao in the south, and Mount Apo and part of Digos in the east. Further, Magsaysay is a 3rd class municipality in the province of Davao del Sur, Philippines. In this rural area of Davao del Sur, the predominant economic activity is based on rice farming.

The respondents of the study were the 317 senior high school students out of 1 777 enrollees from the three clusters in MABAMA (Magsaysay, Bansalan, and Matanao) cluster Davao del Sur, Region XI, the Philippines in the school year 2019-2020. Raosoft calculator was used to determine the total number of respondents. Moreover, the respondents per cluster were determined using a stratified random sampling technique. Using this strategy, strata were constructed based on shared features or characteristics among individuals. A random sample of individuals from each stratum was taken proportional to the stratum's size relative to the population. These subsets of the strata were then pooled to form a random sample. Also, a draw lot was made to identify the section that served as the coverage of the study. Likewise, senior high school students who were not under any English language subjects shall not be included as the respondents.

The tool for constructivist learning environment management skills was adapted from Yildirim (2009), which was modified to fit into the study and was subjected to the validation of the experts. This variable has the following indicators: communication and interaction, relation establishment, skills development, time usage and assessment, learning and teaching, and learning environment organization. The Cronbach's alpha coefficient of the factors was found to be .95.

Moreover, the questionnaire for creativity-fostering behaviours of language teachers was adapted from Dishke Hondzel (2013). It was modified to fit into the study and was subjected to the validation of the experts. The reliability analysis showed that Cronbach's alpha ranges from .69 - .86. The questionnaire for the teacher creativity has the following indicators: independence, integration, motivation, judgment, flexibility, evaluation, question, opportunities, and frustration

Likewise, the questionnaire for English language learning motivation of senior high school students was adapted from Comanaru and Noels (2009). The three-item subscales included the external regulation, introjected regulation, and intrinsic motivation with a Cronbach's alpha of .67-.88). It was modified to fit into the study and was subjected to validation by the experts.

Pearson moment product correlation was used to determine the significance of the relationship between constructivist learning environment management skills, creativity-fostering behaviours of English teachers, and English language learning motivation of senior high school students. On the other hand, a multiple regression analysis was used to determine the domains of constructivist learning environment management skills and creativity-fostering behaviours of English teachers, which best predicts the English language learning motivation of senior high school students.

**4. Results**

One of the important purposes of this study was to determine whether the constructivist learning environment management skills of language teachers is significantly related to the English language learning motivation of senior high school students. The results of the computations are shown in table 1. The results revealed that there is a significant relationship between the constructivist learning environment skills of language teachers and the English language learning motivation of senior high school students ( $r=513, p<.05$ ). This means that as the constructivist learning environment management skills of teacher increases, students' language learning motivation also increases. This further implies that as teachers maintain a high level of constructivist learning environment management skills, students tend to develop English language learning motivation.

**Table 1.** Correlation between Constructivist Learning Environment Management Skills of Language Teachers and English Language Learning Motivation of Senior High School Students

Constructivist Learning Environment Management Skills	English Language Learning Motivation	R	P-value	Remarks
Communication and interaction	External regulation	.421	.000	Significant
	Introjected regulation	.329	.000	Significant
Relation establishment	Intrinsic motivation	.389	.000	Significant
	External regulation	.123	.029	Significant
	Introjected regulation	.164	.003	Significant
	Intrinsic motivation	.150	.007	Significant

	External regulation	.370	.000	Significant
Skills development	Introjected regulation	.321	.000	Significant
	Intrinsic motivation	.319	.000	Significant
Time usage and assessment	External regulation	.241	.000	Significant
	Introjected regulation	.145	.010	Significant
	Intrinsic motivation	.091	.107	Not Significant
Learning and teaching	External regulation	.290	.000	Significant
	Introjected regulation	.189	.001	Significant
	Intrinsic motivation	.227	.000	Significant
Learning environment organization	External regulation	.344	.000	Significant
	Introjected regulation	.251	.000	Significant
	Intrinsic motivation	.364	.000	Significant
<b>Overall Mean</b>	<b>Overall Mean</b>	<b>.513</b>	<b>.000</b>	<b>Significant</b>

The data revealed that the majority of the indicators of constructivist learning environment management skills of senior high school teachers such as communication and interaction ( $r=.421, p<.05$ ), relation establishment ( $r=.164, p<.05$ ), skills development ( $r=.321, p<.05$ ), learning and teaching ( $r=.189, p<.05$ ) and learning environment organization ( $r=.251, p<.05$ ) have a significant association with the three indicators of English language learning motivation of students namely, external regulation, introjected regulation, and intrinsic motivation.

However, data also shows that though time usage and assessment have a significant relationship with the students' introjected regulation and external regulation motivation, it can be gleaned from the data that this indicator is not linked with students' intrinsic motivation to learn English since it has an  $r$ -value of .091 and a  $p$ -value of 0.107 which is greater than 0.05. This implies that students' intrinsic drive to learn English is not influenced by teachers' ability to manage time and assessment in the classroom but can only influence students' extrinsic drive to learn English. Hence, teachers' time usage and assessment approaches are extrinsic factors of English language learning.

Another important objective of this study was to determine whether the creativity-fostering behaviours of language teachers are significantly related to the English language learning motivation of senior high school students. Results of the computations are shown in table 2, which revealed that there is a correlation between creativity-fostering behaviours of language teachers and the English language learning motivation of senior high school students ( $r=.567, p<.05$ ).

**Table 2.** Correlation between Creativity –Fostering Behaviors of Language Teachers and English Language Learning Motivation of Senior High School Students

Creativity-fostering Behaviours	English Language Learning Motivation	R	P-value	Remarks
Independence	External regulation	.352	.000	Significant
	Introjected regulation	.284	.000	Significant
	Intrinsic motivation	.312	.000	Significant
	External regulation	.187	.001	Significant

Integration	Introjected regulation	.164	.003	Significant
	Intrinsic motivation	.198	.000	Significant
	External regulation	.388	.000	Significant
Motivation	Introjected regulation	.309	.000	Significant
	Intrinsic motivation	.384	.000	Significant
	External regulation	.298	.000	Significant
Judgment	Introjected regulation	.201	.000	Significant
	Intrinsic motivation	.294	.000	Significant
	External regulation	.279	.000	Significant
Flexibility	Introjected regulation	.275	.000	Significant
	Intrinsic motivation	.350	.000	Significant
	External regulation	.466	.000	Significant
Evaluation	Introjected regulation	.263	.000	Significant
	Intrinsic motivation	.383	.000	Significant
	External regulation	.335	.000	Significant
Question	Introjected regulation	.227	.000	Significant
	Intrinsic motivation	.379	.000	Significant
	External regulation	.470	.000	Significant
Opportunities	Introjected regulation	.339	.000	Significant
	Intrinsic motivation	.437	.000	Significant
	External regulation	.368	.000	Significant
Frustration	Introjected regulation	.394	.000	Significant
	Intrinsic motivation	.283	.000	Significant
<b>Overall Mean</b>	<b>Overall Mean</b>	<b>.567</b>	<b>.000</b>	<b>Significant</b>

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Since the p-value is less than 0.05, there is a significant relationship between the level of creativity–fostering behaviours of language teachers and the level of English language learning motivation of senior high school students. This means that as language teachers' creativity–fostering behaviours increases, students' language learning motivation also increases. This further implies that as teachers maintain a high level of creativity–fostering behaviours, students tend to develop English language learning motivation.

Further, data specifically shows that all indicators of creativity–fostering behaviours of language teachers in terms of independence ( $r=.352$ ,  $p<.05$ ), integration ( $r=.164$ ,  $p<.05$ ), motivation ( $r=.329$ ,  $p<.05$ ), judgment ( $r=.201$ ,  $p<.05$ ), flexibility ( $r=.275$ ,  $p<.05$ ), evaluation ( $r=.263$ ,  $p<.05$ ), question ( $r=.227$ ,  $p<.05$ ), opportunities ( $r=.339$ ,  $p<.05$ ), and frustration ( $r=.394$ ,  $p<.05$ ), have a significant association with the external regulation, introjected regulation, and intrinsic motivation of senior high school students as English language learners.

Data shown in table 3 is the regression coefficients to test the significant influence of the predictors of English language learning motivation of senior high school students. Using the multiple regression analysis, the data revealed that the overall constructivist learning environment management skills and creativity fostering behaviours have a combined F value of 83.13 and  $p< 0.01$ .

**Table 3.** Influence of the Constructivist Learning Environment Management Skills and Creativity Fostering Behavior of Language Teachers on the English Language Learning Motivation of Students

Individual Predictors	Beta	T	<i>p-value</i>	Remarks
	<u>Coefficients</u>			
Constructivist Learning Environment Management Skills	.297	3.47	.001	Sig.
Creativity Fostering Behaviour Of Language Teachers	.479	6.31	.000	Sig.
Holistic Model				
Predictors	r squared	F	<i>p-value</i>	Remarks
Combined	.346	83.13	.000	Sig.

In particular, the constructivist learning environment management skills significantly predict English language learning motivation of senior high school students ( $\beta = .297, p < .05$ ). Hence, for every unit increase in constructivist learning environment management skills, there is a corresponding increase in predicting English language motivation of students by .297. In other words, the constructivist learning environment management skills positively contribute to students' English language motivation.

Further, the data revealed that the  $r^2$  value of 0.346 implies that 34.6% of the English language learning motivation of senior high school students was influenced by the constructivist learning environment management skills and creativity-fostering behaviours of language teachers while the remaining 65.4% was influenced by other factors which were not explored in this study.

Based on the data presented, it can be observed that both constructivist learning environment management skills and creativity-fostering behaviour of language teachers significantly influence the English language learning motivation of senior high school students since data shows t-values of 3.47 and with the p-values of  $p = 0.001$  and  $p = 0.000$ , respectively. Hence, in their singular capacities, constructivist learning environment management skills and creativity-fostering behaviour of language teachers can significantly influence students' English language learning motivation without the support of other variables. Moreover, between these two variables, the creativity-fostering behaviour of language teachers is the best predictor of the English language learning motivation as shown in the Beta Coefficients values.

### 5. Discussion

The findings of this study revealed that constructivist learning environment management skills of language teachers are significantly related to the English language learning motivation. This result supports the study of Cetin-Dindar (2015), which revealed the factors which affect the language learning motivation of students, and this includes the constructivist learning environment set by teachers. The findings indicated that the students were more motivated to learn when they had more opportunities in relating lessons with the real-world issues which are provided in a constructivist learning classroom. Educators should emphasize more on the connectedness of the lessons at school to real-life for motivating students to learn.

Similarly, Maheshwari and Thomas (2017) and Arthur (2019) indicated in their study that when students were taught using a constructivist teaching methodology, students were reported to have a high motivation level and achieve a higher mean score in quizzes. During which the students are engaged in many different constructivist activities facilitated by the teacher in the classroom, students become more participative, can socialize with their classmates, can interact with their teacher, which in turn boost their performance, collaborative skills, and motivation in learning the lessons in class (Birgili et al., 2021).

Another finding of the current study indicated that the creativity-fostering behaviours of language teachers are significantly related to the English language learning motivation of senior high school students. Data supports the proposition of some authors (Duffy

et al., 2009; Hoffman, 2015; Kanfer et al., 2017), which showed that creativity fostering behaviours of teachers in teaching also influences the motivation of students in learning a specific language. Moreover, creative teaching is an opportunity for students' activities, and this gives an incentive for progress in affairs. As such, motivation is one of the factors that cause people to move towards the target objective and activity. Creativity can contribute to the growth of targeted persons. It was once believed that *creativity* might be defined as the capacity to create new kinds of ideas to answer necessity (Wang & Cheng, 2016; Hoffman, 2015; Ghasemi et al., 2011).

Finally, the data showed that both constructivist learning environment management skills and creativity-fostering behaviour of language teachers significantly influence the English language learning motivation of senior high school students. However, looking closely at the beta value in the regression model, it can be gleaned that the creativity-fostering behaviour of language teachers is the best predictor of the English language learning motivation, as shown in the beta coefficients values of the results. This supports the contention of Duffy et al. (2009), Hoffman (2015), and Kanfer et al. (2017), which argued that creativity fostering behaviours of teachers in teaching influences motivation of students in language learning. Creative teaching through engaging students' individual talents and abilities will motivate them to learn English by engaging them as a whole person.

## **6. Conclusion**

Results revealed the significant relationship between constructivist learning environment management skills and English language learning motivation of senior high school students. This implies that as the constructivist learning environment management skills increase, the English language learning motivation of senior high school students also increases. Hence, teachers' constructivist learning environment skills have a significant role in increasing the English language learning motivation of students.

Results also revealed the significant relationship between the creativity-fostering behaviours of language teachers and the English language learning motivation of senior high school students. This means that as the creativity-fostering behaviours of language teachers increase, students' English language learning motivation also increases. Hence, teachers' creativity-fostering behaviours play a significant role in increasing students' English language learning motivation.

Finally, constructivist learning environment management skills and creativity-fostering behaviours of language teachers significantly predict the English language learning motivation of students. Hence, teachers should focus on developing their creativity-fostering behaviours since it plays as the best predictor to increase students' English language learning motivation. In light of the foregoing, teachers should promote constructivist teaching pedagogy in the classroom to foster motivation in class learning. Future researchers may consider conducting a quasi-experimental study on a particular constructivist teaching technique and examine its efficacy in motivation and language learning.

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