

Motivation and Influencing Factors of English teachers' Teaching Strategies in a Higher Vocational College

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i9/22876>

DOI:10.6007/IJARBSS/v14-i9/22876

Published Date: 13 September 2024

Abstract

The literature looks at the complicated interactions among elements affecting English language teachers' teaching approaches and motivation in various educational environments. The studies underline how important extrinsic elements (salary, workload, institutional support) and intrinsic motivators (personal interest, altruism, perceived value of teaching) in forming teacher motivation and behavior. The study emphasizes the difficulties teachers encounter, including a lot of work, little support, and the necessity of enough tools and chances for professional development. The results highlight the need of matching teacher motivation with student needs and preferences in order to produce interesting and successful learning surroundings. To build a sustainable and vibrant teaching workforce, the studies support a multifarious approach to increase teacher motivation and professional growth including both intrinsic and extrinsic elements. Furthermore, emphasized by the research are the need of more research on the generalizability of results across many cultural and educational environments and the long-term effects of motivating strategies on teacher well-being and student learning outcomes.

Keywords: Teacher Motivation, Intrinsic and Extrinsic Factors, Teaching Strategies, Professional Development, Higher Vocational Education, Blended Learning, Curriculum Integration, Ideological and Political Education.

Introduction

English language teachers' motivations and approaches are much influenced by the dynamic terrain of education, which is defined by technological developments, changing student needs, and the complexity of a globalized society. The body of research on this topic reveals a complicated interaction of intrinsic and extrinsic elements influencing teachers' motivations and, hence, their pedagogical methods. The studies underline how important intrinsic motivators, such personal interest and the perceived value of teaching, are in determining

teacher motivation and behavior as well as extrinsic rewards, such as salary and institutional support (Ahmad et al., 2014; Asriani et al., 2022). The study also emphasizes the difficulties teachers encounter: limited resources, a lot of work, and the necessity of enough professional development chances (Ah Ahmad et al., 2014). The results highlight the need of matching teacher motivation with student needs and preferences in order to produce interesting and successful learning surroundings (Mastan & Teo, 2017). The studies support a multifarious strategy to improve teacher motivation and professional development including both internal and extrinsic elements (Asriani et al., 2022). Moreover, the study emphasizes the need of more research on the generalizability of results in several cultural and educational environments as well as the long-term effects of motivating techniques on student learning results and teacher well-being.

The research under review provide insightful analysis of the several elements influencing teacher motivation and the consequent effects on teaching approaches. While Asriani et al (2022), identified subject interest, inherent career value, and social contribution as key drivers for Indonesian pre-service teachers, Ahmad et al (2014), discovered that intrinsic motivators, such as job satisfaction and the perceived global significance of English, were highest for Pakistani teachers. By contrast, Mastan & Teo (2017), underlined the need of matching teacher approaches with student preferences to improve motivation in Thai vocational colleges. The studies also help to clarify the obstacles that might impede teacher drive. While Asriani et al. (2022) showed the view among Indonesian pre-service teachers that teaching is a demanding profession with low returns, Ahmad et al (2014), exposed the lack of support and excessive non-teaching responsibilities faced by Pakistani teachers. For Thai occupational students, Mastan & Teo (2017), pointed out the need of teacher direction and tools in self-evaluation methods.

Apart from investigating the elements affecting teacher motivation, the research also investigates the effects of professional growth and creative teaching strategies. Xie Kaipeng et al (2024), investigated the elements influencing English teachers' professional development in higher vocational institutions, so stressing the need of tailored training and support in areas including ICT skills and instruction of students with special needs. Emphasizing the importance of intrinsic motivation, perceived value, and situational factors including school support and curriculum platform satisfaction, Jiang's studies (2024) looked at the elements influencing the adoption of SPOC-based blended learning. These studies taken together highlight the need of building an environment that supports teacher motivation, professional development, and the successful application of creative teaching approaches.

The study also emphasizes the dynamic interaction between student involvement and teacher motivation. In China's Higher Vocational English education, Xiang et al (2021), showed how well motivating techniques enhanced student enthusiasm and learning results. Chen and Hu (2024) investigated how "Curriculum Civics and Politics" might be included into English instruction, implying that including political and ideological education will help to build cultural understanding and improve students' general growth. These studies underline the need of including teacher and student viewpoints in the design of successful and interesting classrooms that advance not only language development but also civic awareness and cultural

understanding. Understanding the complex nature of teacher motivation and its influence on teaching strategies helps us to design more successful and interesting learning environments for students, so enabling the advancement of education generally and the success of each individual.

Problem Statement

Research on English language teacher motivation and teaching approaches in various learning environments exposes a complicated interaction of intrinsic and extrinsic elements. The study emphasizes how important extrinsic factors (salary, workload, institutional support) and intrinsic motivators (personal interest, perceived value of teaching) in determining teacher motivation and behavior. The studies also throw light on the difficulties teachers encounter: high workloads, lack of support, and the necessity of sufficient tools and professional development chances. The results underline the need of matching teacher motivation with student needs and preferences in order to establish interesting and successful learning surroundings. Incorporating both intrinsic and extrinsic components, the study supports a multifarious strategy to improve teacher motivation and professional development. Furthermore underlined by the studies are the need of more research on the generalizability of results in many cultural and educational settings as well as the long-term effects of motivating techniques on teacher well-being and student learning results. The main challenge is comprehending the intricate dynamics of teacher motivation and how it affects teaching strategies as well as how to build a sustainable and vibrant teaching workforce that supports efficient language acquisition and general educational success.

Research Objective

Aiming to grasp the interaction of intrinsic and extrinsic factors, challenges, and effective strategies to foster a thriving teaching workforce that promotes effective language learning, investigate the complicated dynamics of teacher motivation and its influence on teaching strategies.

Research Methodology

The purpose of this study is to find and evaluate the body of current research on the elements affecting the motivation of English language teachers as well as their teaching approaches in higher vocational institutions. Comprising three stages—identification, screening, and inclusion—the systematic literature review will follow the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines.

Using pertinent databases, literature will be gathered in the identification stage with an eye toward publications between 2010 and 2023. Among the search terms will be "teacher motivation," "teaching strategies," "higher vocational education," "English language teaching," and "intrinsic and extrinsic factors." The search will be limited to English-language studies; papers must look at teacher motivation and how it affects teaching strategies in the framework of higher vocational colleges.

Setting inclusion and exclusion criteria will constitute part of the screening procedure. The inclusion criteria will demand studies to investigate teacher motivation connected to intrinsic factors (e.g., personal interest, job satisfaction) or extrinsic factors (e.g., salary, workload,

institutional support) and to investigate how these factors affect teaching strategies. The studies should also assess in respect to student involvement and learning results the efficiency of several teaching strategies. Exclusion criteria will weed out studies addressing non-teaching professions, lack quantitative or qualitative data on the link between motivation and teaching strategies, or do not center teacher motivation in higher vocational colleges. Also excluded will be articles concentrating only on student motivation or administrative viewpoints without addressing teacher motivation. The articles will be further evaluated depending on titles and abstracts after passing the first identification. The main issues will probably center on the elements affecting teacher motivation, how motivation affects teaching approaches, and how well these approaches support student learning.

Full-text papers satisfying the criteria will be examined in the inclusion phase; data on the author(s), year of publication, study source and setting, sample size and demographics, types of motivators (e.g., intrinsic, extrinsic), teaching strategies used, and important outcomes linked to student engagement and learning will be gathered.

The PRISMA rules will be followed strictly to guarantee thorough coverage and high caliber of the chosen studies. With an emphasis on the efficiency of several approaches in fostering student involvement and academic success in higher vocational colleges, the results will be synthesized to grasp how different motivating factors influence teaching strategies and their consequent impact on student learning.

Past Studies

Ahmad et al (2014), explore the motivating elements behind English language teachers in Pakistan—more especially, at the elementary and primary levels—embracing active learning approaches. The results of the study contradict received wisdom by showing that these teachers have little control over extrinsic rewards like pay raises. Rather, the studies emphasize the importance of internal motivators including the inherent gratification from teaching, a sense of self-worth, and the conviction on the worldwide relevance of English language competency. The study also highlights the challenges public school teachers encounter, including an excessive load of non-teaching duties and inadequate support from superiors and colleagues. Emphasizing the need of developing intrinsic motivation and establishing a more suitable classroom, the writers support a paradigm change in motivating techniques. They suggest giving teachers more autonomy, lightening their non-teaching responsibilities, and granting access to tools and chances for professional growth. Though its narrow geographic focus and reliance on self-reported data call for thought, the study offers insightful analysis. Including a bigger and more varied sample and adding observational or interview data could help the results to be more generalizable and deep.

Moreover, it is interesting how the study stresses the particular background of Pakistani education. The results imply that the motivating environment for teachers in developing nations might be very different from that in industrialized countries. The need of context-specific strategies to teacher motivation in such environments is highlighted by the predominance of intrinsic motivators and the difficulties resulting from a lack of resources and support. Although the suggestions of the study are important, they could be improved even more by investigating the particular processes by which intrinsic motivation can be

encouraged and maintained. Furthermore, looking at policy changes meant to lower non-teaching responsibilities and boost teacher autonomy will give legislators important data.

Investigating the reasons behind pre-service English as a Foreign Language (EFL) teachers in Indonesia to pursue a teaching career Asriani et al (2022), Examining a spectrum of motivating elements, the study uses the FIT-Choice scale The results show that the main drivers behind these aspirant teachers are a passion for the English topic, the inherent value connected with the teaching profession, and a great wish to help society. The study also reveals, though, a worrying view among participants: they see teaching as a demanding career with low returns, especially in terms of financial pay. The writers advise that the government and educational institutions should aggressively change this view by designing a more encouraging and fulfilling workplace for the teachers. Though its insights are relevant, the study's reliance on a particular scale and concentration on one university may restrict its generalizability. More thorough knowledge of pre-service teacher motivations in Indonesia could come from additional study spanning several institutions including qualitative data incorporation.

Furthermore, the focus of the study on the Indonesian setting is rather important. The results imply that elements like limited job possibilities and the perceived social status of the teaching profession could affect the motivating terrain for pre-service teachers in developing nations. Attracting and keeping motivated teachers in such environments depends critically on the study's recommendations to enhance the workplace and solve the supposed low task returns. Still, more study is required to investigate how these motivating elements affect job satisfaction and teacher retention over long terms. Furthermore worthwhile would be looking at how pre-service teachers' motivations and impressions of the teaching profession are shaped by teacher preparation initiatives. The contribution of the study is in its identification of important motivating elements for Indonesian pre-service EFL teachers and its suggestions for improving teacher retention and recruitment.

Mastan & Teo (2017), explore the dynamic interaction among students' choices for teachers' motivating strategies and their own drive to learn English within the framework of private vocational colleges in Thailand. The study uses a mixed-methods approach, gathering first-year student data by means of questionnaires and interviews. The results show a strong inclination for all 24 known motivating techniques, especially those aimed at preserving student motivation. Especially those focused on maintaining and protecting student motivation show Furthermore shown by the study is a strong relationship between students' self-perceived motivation and their inclination for particular techniques. The recommended preferred motivating techniques by the authors are actively used by teachers to improve student involvement and learning. They also advise using self-evaluation methods, albeit under suitable direction and using suitable tools, to inspire students even more. Although the study provides insightful analysis, its concentration on first-year students and the particular cultural setting of Thailand might restrict the generalizability of its conclusions. Future studies might look at how perceptions and motivating preferences change with time and across several civilizations.

In addition, results imply that motivating techniques could have to be customized to the particular requirements and traits of vocational students. The great inclination for techniques

that preserve and inspire motivation emphasizes the need of establishing a conducive and motivating classroom for these students. The suggestions of the study to offer direction and tools for self-evaluation are also relevant since they recognize the possible difficulties vocational students have in acquiring self-regulating ability. More study is required, though, to look at the long-term effects on student learning outcomes and retention in vocational programs of using preferred motivating techniques. Investigating the part professional development and teacher preparation play in arming educators with the tools they need to apply these ideas would also be worthwhile.

Asriani et al (2022), looks at the reasons behind pre-service EFL teachers in Indonesia; Ahmad et al (2014), focuses on the reasons behind present English language teachers in Pakistan; Mastan & Teo (2017), looks at the interaction between students's preferences for teachers' motivating strategies and their own motivation to learn English in Thailand. According to Ahmad et al (2014), job satisfaction and the apparent worldwide relevance of English for Pakistani teachers are the main intrinsic motivators that rule here. By contrast, Asriani et al. (2022), pinpoint as main drivers for Indonesian pre-service teachers subject interest, inherent career value, and social contribution as To improve motivation in Thai vocational colleges, Mastan & Teo (2017), underline the need of matching teacher strategies with student preferences. All three studies admit difficulties with motivation. Ahmad et al. (2014) expose the lack of support and too heavy non-teaching responsibilities Pakistani teachers deal with. Asriani et al (2022), find among Indonesian pre-service teachers their view of teaching as a demanding profession with low returns. Mastan & Teo (2017) note for Thai vocational students the need of teacher direction and tools in self-evaluation techniques.

Xie Kaipeng et al (2024), investigated the elements affecting English teachers' professional development as well as the dynamic systems operating in higher vocational institutions. Using questionnaires, the study carried out at Jiangsu Vocational College of Medicine followed a descriptive quantitative approach. Teachers generally agree, according to the results, on the relevance of several professional development elements, including informal communication, appropriate orientation, and qualification programs. They do, however, voice discontent with the present professional development initiatives, especially in areas like ICT skills for teaching and instruction of special needs students. The study also shows a strong correlation between the found professional development elements and the dynamic mechanisms used by the institution, implying that addressing these elements will help to improve teaching strategies. The writers wrap up by calling for a more strong professional development program that meets the particular needs of English teachers, including access to resources, chances for cooperation, and focused training in areas like ICT skills and teaching students with special needs. The study's constraints include its emphasis on a single vocational college and its reliance on self-reported data, so stressing the need of more research to investigate the generalizability of these conclusions and use mixed-methods approaches for a more nuanced knowledge.

Jiang (2024), explores the elements affecting EFL teachers' use of SPOC-based mixed learning in Chinese higher vocational institutions. Interviews with 63 EFL teachers from four higher vocational colleges form the qualitative component of the study. Grounded theory's three-level coding approach helped the data to be examined. Three primary categories of

influencing factors—SPOC-based teaching intention (a pre-influencing factor), school incentive mechanism, and curriculum platform satisfaction—situational influencing factors—were found by the study. The study also underlined how the social surroundings help to control the influence of teaching intention on teaching behavior. The study comes to the conclusion that a complex interaction of personal motivations, perceived value, school support and evaluation systems, curriculum platform features, and social influences shapes the way EFL teachers apply SPOC-based blended learning. The study's limited scope—that of EFL teachers in Chinese higher vocational colleges—is dictated by Future studies might look at the generalizability of these results to other settings and probe the interactions of these elements in greater detail.

Jiang's (2024), third study investigates the elements affecting EFL teachers' use of SPOC-based blended learning in Chinese higher vocational colleges. It approaches qualitatively, interviewing 63 EFL teachers and applying grounded theory data analysis. According to the study, EFL teachers' acceptance of SPOC-based blended learning is mostly motivated by their intrinsic drive and the supposed worth of this method. The study also emphasizes the important part situational elements like curriculum platform satisfaction, school support and evaluation systems, and the larger social environment play in determining teachers' implementation behavior. The results highlight the need of a multifarious strategy to support SPOC-based blended learning, so attending to the situational elements influencing teachers' teaching methods as well as their psychological needs.

Using questionnaires to evaluate teacher impressions and the effects of professional development projects, Kaipeng et al (2024), take a quantitative stance. This method offers a general picture of teacher needs and satisfaction levels but might not be able to adequately portray the depth and complexity of unique events. By means of in-depth interviews to investigate the lived experiences of EFL teachers using SPOC-based blended learning, Jiang's two studies (2024), use a qualitative method grounded in grounded theory. This method enables the dynamic interaction among the elements affecting teacher behavior and a better knowledge of them. The qualitative character of the data, however, could restrict the generalizability of the results, and the emphasis of the study on SPOC-based blended learning might not adequately reflect the larger scene of professional growth. Drawing on accepted models of professional development, Xie Kaipeng et al (2024), theoretically underline the need of matching initiatives with teacher needs and supporting a dynamic approach that promotes cooperation and introspection. Conversely, Jiang's studies (2024), help to create a new theoretical model especially addressing the elements affecting the SPOC implementation. This model emphasizes the important influence of teacher intention and the interaction of several situational elements, so providing a more sophisticated knowledge of the difficulties in implementing blended learning strategies. Implications-wise, Xie Kaipeng et al (2024), support improving professional development initiatives by tackling teacher needs and so supporting a dynamic, cooperative approach. According to Jiang's studies (2024), encouraging SPOC-based blended learning calls for a multifarious strategy that attends to the situational elements influencing teachers' practices as well as their psychological needs. Together, the studies highlight the significance of teacher motivation, perceived value, school support, and a favorable environment for promoting professional development and innovation in language education.

Jiang's (2022), research delves deeply into the complex elements influencing the way EFL teachers in Chinese higher vocational colleges apply SPOC-based blended learning. Rooted in grounded theory and qualitative interviews, the study reveals a theoretical model clarifying the dynamics under operation. It suggests that first priority should be teachers' natural drive and view of the importance of SPOC. Still, external, situational elements greatly influence these inner motivators. The study underlines the part played by the incentive systems of the school, the pleasure obtained from the curriculum platform, and the larger social background in either supporting or preventing SPOC acceptance. The study is a call to arms for a multi-pronged strategy to support SPOC-based blended learning—one that not only solves contextual issues but also fosters teachers' natural drive. The emphasis of the study on the Chinese context offers insightful analysis, but it also emphasizes the need of more investigation to investigate the generalizability of these results in many cultural and educational environments.

Fidan's (2023), study clarifies the sometimes disregarded element of teacher motivation in the framework of English as a Foreign Language (EFL) teaching at Turkish public universities. Using quantitative data from an adapted Attitude Motivation Test Battery and qualitative insights from interviews, classroom observations, and teacher diaries, the study uses a mixed-method approach. The results show a complicated picture of teacher motivation, exposing the interaction of internal elements including personal interest and altruistic motivations with outside elements including salary, social life, and institutional support. The study's focus on the favorable relationship between teacher enthusiasm and motivation emphasizes the important part driven teachers play in establishing interesting and efficient classrooms. The study ends with a call to higher education institutions to set professional standards and upgrade physical conditions to create a more inspiring environment for EFL teachers.

The 2021 study by Xiang, Abdullah, and Mustapha looks at how well motivating techniques might improve Higher Vocational English instruction in China. To pinpoint the most successful motivating techniques and a quasi-experiment to confirm their influence on student motivation and achievement, the study uses a mixed-method approach combining questionnaires and interviews. The results underline how well motivating techniques inspire student enthusiasm, increase classroom vitality, and advance the common development of teachers and students. The study comes to the conclusion that the application of motivating strategies in Higher Vocational English teaching has a positive impact on student progress, teaching development, and teacher improvement, so enhancing the form of teaching design and providing practical significance in theoretical reference and practical advice. The study does, however, recognize limits in the generalizability of the quasi-experimental results and the representativeness of the found motivating strategies, so urging more investigation to investigate these features in more detail.

Chen and Hu's 2024 study on the integration of "Curriculum Civics and Politics" into English instruction in higher vocational colleges on the internet era investigates The DEMATEL approach is used to examine the critical elements influencing teaching effectiveness and an optimal K-means clustering algorithm is used in the research With important indicators like spiritual outlook, problem-driven teaching, and syllabus adherence greatly influencing teaching efficacy, the results expose a distribution of teaching effectiveness among excellent,

qualified, and unqualified categories. Based on five dimensions—teacher quality, teaching content, teaching process, integration mechanism, and interactive feedback mechanism—the study ends with suggesting sensible teaching strategies. These approaches seek to improve students' all-around development by including political and ideological education into English language instruction, so fostering cultural understanding, and so boosting national pride and self-confidence. The study does, however, admit limits in data collecting and evaluation criteria, thus it is advisable to do more study to improve the data structure and increase the teaching evaluation factors.

Examining the complex nature of teacher motivation and its effects on teaching practices in the framework of English language education, the studies by Jiang (2022) and Fidan (2023) probe Focusing on EFL teachers in Chinese higher vocational colleges, Jiang's studies show how situational elements like school support and curriculum platform satisfaction interact with intrinsic motivation, perceived value of SPOC-based blended learning, and The study emphasizes the need of a multifarious approach addressing the psychological needs of teachers as well as the contextual difficulties in applying creative teaching strategies. Conversely, Fidan's studies on the driving force of EFL teachers at Turkish public universities expose the impact of both internal (interest, altruism) and external (salary, social life, institutional support). Emphasizing the favorable relationship between teacher motivation and enthusiasm, the study implies that driven teachers often design more interesting and efficient classrooms. Both studies provide important new perspectives on the complexity of teacher motivation and how it affects teaching strategies, so influencing professional development and supporting good language instruction.

The studies by Xiang et al (2021), and Chen and Hu (2024), investigate how well curriculum integration and motivating techniques improve English language instruction in higher vocational institutions. Emphasizing the need of teacher behavior, classroom environment, and positive feedback in so enhancing student motivation, Xiang et al (2021), concentrate on spotting and confirming how motivating strategies affect student enthusiasm and learning outcomes. Using statistical approaches to assess teaching efficacy and examine the critical elements influencing it, Chen and Hu (2024) look at how "Curriculum Civics and Politics" might be incorporated into English lessons. By including ideological and political education into English language instruction, the study suggests successful teaching strategies based on teacher quality, teaching content, teaching process, integration mechanisms, and interactive feedback, so promoting students' all-round development. Both studies underline the need of including teacher and student points of view in designing successful and interesting classrooms that support not only language acquisition but also civic awareness and cultural understanding.

Conclusion and Gaps Found in Research in This Area

Besides deserving of attention are some methodological restrictions shown in the literature review. Some studies, like those by Ahmad et al. (2014) and Xie Kaipeng et al. (2024), heavily rely on self-reported data, which might introduce possible biases and restrict the depth of knowledge on teacher motivation and its influence. Asriani et al. (2022) and Jiang (2024) show that depending too much on particular scales or theoretical frameworks might limit the investigation of other points of view and complex elements affecting teacher motivation and

teaching practices. Moreover, the small sample sizes and geographical concentration of some studies raise questions regarding the generalizability of their results to more general populations and different educational environments. The study also usually emphasizes the personal level, so excluding the possible impact of institutional and systematic elements on teacher motivation and the acceptance of creative teaching approaches. Furthermore lacking a longitudinal viewpoint, the studies make it challenging to evaluate the long-term viability and effects of professional development programs and motivating approaches on teacher well-being and student learning results. At last, the studies mostly concentrate on the cognitive and affective elements of teacher motivation, so excluding the possible influence of social and behavioral elements on teacher motivation and teaching strategies.

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