



LANGUAGE LEARNING MOTIVATION AS A REFLECTION OF PERSONAL POTENTIAL: THE ROLE OF EU ATTITUDES, ACTIVE CITIZENSHIP, EMPLOYABILITY, AND INFORMEDNESS

Tamara Verežan^{1*}, Zrinka Fišer², Nataša Papić-Blagojević¹, Ivana Jošanov-Vrgović³

¹ Novi Sad School of Business, Novi Sad, Republic of Serbia

² University of Slavonski Brod, Department of Social Sciences and Humanities EDUDpt,
Slavonski Brod, Croatia

³ University Business Academy in Novi Sad, Faculty of Organizational Studies 'Eduka',
Belgrade, Republic of Serbia

Abstract: This paper looks at personal potential through the prism of language learning motivation which is a multifaceted concept socially embedded and impacted by environment, politics, and cultural preferences and attitudes. From the perspective of the European Union (EU), the study explores the association between English learning motivation and four EU-related factors: attitude toward the EU, active citizenship, employability, and informedness. During November 2024 and January 2025, 231 students from the University of Slavonski Brod in Croatia, and the Novi Sad School of Business and the Faculty of Organizational Studies 'Eduka' in Belgrade in Serbia took part in the study. The findings reveal statistically significant positive correlations between motivation for learning English and four key factors. Active citizenship in the EU showed a stronger positive correlation with English learning motivation than employability. Additionally, the research confirmed the hypothesis that the level of informedness about the EU and opinion on the EU are associated with motivation to learn English.

Keywords: English learning, instrumentality-promotion motivation, personal potential, EU attitude, EU informedness, active citizenship, employability.

* Corresponding author: tverezan@gmail.com

Tamara Verežan, ORCID: 0009-0002-2769-6979

Zrinka Fišer, ORCID: 0000-0001-5425-6659

Nataša Papić-Blagojević, ORCID: 0000-0002-1110-3414

Ivana Jošanov-Vrgović, ORCID: 0000-0003-3010-3206

1. INTRODUCTION

In today's globalized world, managing personal potential is increasingly tied to language proficiency and civic engagement. English has become the *de facto* lingua franca in the EU, serving as an essential means for communication, trade, education, and political engagement. While the EU promotes multilingualism, proficiency in English language is often perceived as a gateway to labor markets, mobility, and democratic processes—especially in non-English-speaking member states like Croatia and candidate countries like Serbia.

In these contexts, motivation to learn English is frequently driven by economic and political aspirations, which can be categorized as extrinsic motivational factors and as such contribute to instrumentality promotion motivation (Dörnyei, 2009, 2019). However, attitudes toward the EU in both countries reflect distinct historical, political, and socio-economic realities. Serbian views on EU accession remain divided, with some seeing it as a path to progress and others raising concerns about sovereignty. In Croatia, a decade of EU membership has brought both opportunities, such as increased mobility, and challenges, including youth emigration and regional disparities. Despite these developments, youth political participation remains low.

This paper examines the relationship between motivation to learn English, knowledge about and attitude toward the EU, and employability and active citizenship in the EU among young people in Serbia and Croatia. It investigates whether motivation to study English is linked to perceptions of the EU and to EU-related opportunities in terms of job opportunities and active citizenship.

By exploring these intersections, the study aims to contribute to a better understanding of how language learning, EU perceptions, and civic engagement collectively shape the personal and professional trajectories of young people in the western Balkans, and how their personal potential, i.e., English learning motivation in this case, could be better managed.

2. LITERATURE REVIEW

The management of personal potential is a critical construct in the fields of human resource development, leadership, and organizational behaviour, covered in a few different theories. Seligman and Csikszentmihalyi (2000) emphasize the significance of personal potential within the framework of positive psychology, highlighting its role in human flourishing and well-being. Boyatzis (2008) links it to emotional intelligence and performance enhancement. Self-determination theory (Ryan & Deci, 2000) and the concept of psychological capital (Luthans et al. 2006) complement this perspective, providing an essential theoretical basis for understanding personal potential management. This paper looks at personal potential through the prism of language learning motivation and as such falls into the management of personal potential domain but adopts a broader view as motivation is socially embedded and impacted by environment, politics and cultural preferences and attitudes.

Motivation has long been recognized as a key determinant of L2 achievement (Dörnyei, 2001). In this paper, it is assumed that the EU labour market, interest in active citizenship in the context of the EU, knowledge about the EU and attitudes towards the EU could be perceived as extrinsic factors, i.e., instrumentality motives with promotion focus. Authors who explore instrumentality promotion (Fišer, 2023, 2024a, 2024b; Dörnyei, 2005; Kormos & Csizér, 2008) do not link it explicitly to the EU, but Serbian and Croatian position in the EU and perceptions of their citizens allow for such an assumption. For example, Gvozdanović et al. (2019) found that 80% of respondents believe that employment opportunities in the EU represent a positive aspect of Croatia's accession to the EU.

Additionally, “language motivation today has an inescapably political dimension” (Ushioda, 2006, p.149) and the interplay between motivation and attitudes toward foreign cultures is well-studied in the literature. Dörnyei et al. (2006) and Lamb (2004) demonstrated that positive attitudes toward foreign cultures enhanced L2 motivation, fostering a sense of openness and interest in international communities, while Yashima (2002, 2009) explored the concept of International posture (IP), which is closely related to instrumentality, and found that the motivation to learn English may be primarily related to learners' idea of an international community where they are willing to become active members.

Active citizenship is another relevant construct in understanding the link between personal potential and L2 learning. This is a broad concept defined as “participation in civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy” (Hoskins, 2006). The present study focuses specifically on the political dimension as an indicator of active citizenship (Mascherini et al., 2006).

We hypothesize that knowledge about the EU, the attitude towards the EU, and willingness to participate in EU political and economic life can impact motivation to learn English. There is a plethora of data on young people in Europe and active citizenship. Damiani et al. (2025) explored students' knowledge, attitudes, behaviours, and perceptions related to civic and citizenship education, with emphasis on European identity and contemporary issues. Jovičić Vuković & Papić-Blagojević (2018) and Jovičić Vuković et al. (2022) found attitudes towards the EU correlate with knowledge about the EU. They also concluded that Serbian youth do not have a clear position or decisive opinion on the EU, which the authors relate to the lack of formal education on the EU and the lack of information. Earlier studies found Croatian youth were ambivalent about their position and participation in politics in general: while they tended to avoid political discourse, the majority express interest in having greater opportunities to voice their opinions, and they believe they are not adequately represented within the political sphere but do not want to assume political office or roles (Gvozdanović et al., 2019). Pisarović et al. (2021) found that Croatian high-school students, although generally knowledgeable o EU are not well informed on certain areas (e.g., official languages) which impacts their attitudes on EU. However, this seems to be changing as more recent studies found that Croatian citizens achieved above-average results in the knowledge of civic rules, opportunities, democracy, institutions etc. (Schultz et al., 2025). Also, Croatian students showed above-average positive attitudes towards the EU and all its features (education, mobility, sustainability, immigration, law, education, politics and institutions) compared to students from other EU countries (Damiani et al., 2025).

3. DATA AND METHODOLOGY

The study was conducted from November 2024 to January 2025 on a sample of 231 students. Students from Croatia's University of Slavonski Brod (N=69), the Novi Sad School of Business (N=90), and the Faculty of Organizational Studies Eduka in Belgrade (N=72) participated in the study. Female students account for 77.49% of the observed sample, while male students constitute 21.65%. There were only 0.87% of students who did not wish to answer.

The participants are aged 19 to 33 and are enrolled in bachelor's and master's programs. The majority of respondents are first-year bachelor students (70.13%), followed by third-year bachelor students (20.78%). First-year master's students comprise 6.49%, and the number of second and fourth-year students is around 1%.

Apart from demographic questions, students answered questions related to their motivation to learn English (IPro Scale), and four additional questions. The IPro Scale which was used to measure motivation to learn English is an instrument adapted from the L2 Motivational Self System (L2MSS) questionnaire (Dörnyei, 1990, 1994, 2019; Dörnyei et al., 2006, 2016; Taguchi et al., 2009), which is widely used to investigate motivational dimensions in language learning. The present research used the version by Fišer & Pongračić (2025) who re-evaluated the scale to better align with post-pandemic contexts and retained nine items from the original scale (Annex). The retained items reflect a self-oriented perspective, emphasizing behaviours aimed at maximizing the benefits of L2/FL learning. All items were measured using a 5-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Next, students answered the questions regarding better employment opportunities in the EU (*The positive side of joining the EU is: better employment opportunities*), an active role in EU citizenship (*I believe that I will need English for active EU citizenship*), informedness about the EU (*How well-informed do you consider yourself about the EU?*), and opinions on the EU (*What is your general opinion about the EU?*). Afterwards, the correlations between selected motivational statements, on one side, and better employment opportunities and an active role in EU citizenship, informedness and opinion on the EU on the other side, were examined. The statistical analysis included regression analysis, ANOVA and Kruskal-Wallis tests done in SPSS.

4. RESULTS AND DISCUSSION

The connection between motivation for learning English, measured through nine motivational factors, was examined through the individual dependence of these factors on variables defined by better employment opportunities and active EU citizenship (Table 1).

Table 1. Correlation Matrix – IPro scale items

Variables	Better employability	Active citizenship in the EU
P25. I have to study English; otherwise, I think I cannot be successful in my future career.	$r=0.116$ $p=0.079$	$r=0.325$ $p=0.000$
P32. The things I want to do in the future require me to use English.	$r=0.142$ $p=0.031$	$r=0.318$ $p=0.000$
P44. Studying English can be important to me because I think it will someday be useful in getting a good job.	$r=0.234$ $p=0.000$	$r=0.365$ $p=0.000$
P47. Studying English is important to me because with English I can work globally	$r=0.233$ $p=0.000$	$r=0.340$ $p=0.000$
P49. Studying English is important because with a high level of English proficiency I will be able to make a lot of money.	$r=0.111$ $p=0.092$	$r=0.318$ $p=0.000$
P51. Studying English can be important for me because I think I'll need it for further studies on my major.	$r=0.168$ $p=0.011$	$r=0.299$ $p=0.000$
P9. Studying English can be important to me because I think I'll need it for further studies.	$r=0.193$ $p=0.003$	$r=0.323$ $p=0.000$
P4. Studying English is important to me because English proficiency is necessary for promotion in the future.	$r=0.194$ $p=0.003$	$r=0.329$ $p=0.000$
P34. Studying English is important to me because it offers a new challenge in my life	$r=0.123$ $p=0.062$	$r=0.258$ $p=0.000$

Regarding the link between the *Better employability* factor and IPro scale items, the findings suggest that there is a weak positive correlation between motivation for learning English and potentially better chances for employment in the EU. Furthermore, there is no statistically significant relationship with the variables P25. *I have to learn English - career failure*, P49. *Learning English - higher earnings* and P34. *Learning English – challenge*. P44. *Studying English can will someday be useful in getting a good job* and P47 with *English I can work globally* showed the strongest, albeit moderate, correlation.

There is a statistically significant moderate positive (Lušňáková et al., 2019; De Vaus, 2002) correlation between all the items on the IPro scale and the desire to take part in the EU citizenship. Again, getting a good job and working globally (items P44 and P47) showed the strongest correlation ($r=.365$, $r=.340$, respectively).

Furthermore, the impact of *Better employability* and *Active citizenship in the EU* on the average values of motivational factors (Table 2) was examined. It is noticeable that there is a statistically significant positive correlation, which is weak regarding the effect of the *Better employability* factor, and moderate to essential regarding the effect of the *Active citizenship in the EU* factor. This further confirms that students are more motivated to learn English in order to participate more intensively in youth initiatives and activities in the EU.

Table 2. Correlation Matrix – Average values of motivation variables

Variables	Better employability	Active citizenship in the EU
Motivation variables - average	$r=0.227$ $p=0.001$	$r=0.450$ $p=0.000$

To further verify the overall significance of the chosen model, ANOVA parameters for the impact of the *Better employability* factor on the average values of the observed motivational factors were calculated (Table 3). The model is statistically significant, $F(1, 229) = 12.414$, $p = .001$, indicating that the predictor variable contributes meaningfully to explaining variance in *Ipro average*. However, the amount of variance explained is relatively low (5.1%). This suggests that the belief in better employment opportunities as a positive aspect of EU membership has a **small but statistically significant** predictive power on *Ipro average*. Other factors likely contribute more substantially to *Ipro average*. In this way, the low values of the correlation coefficient in observing individual influences were confirmed (Table 1). However, the low p -value (*Significance F* = $0.001 < p = 0.05$) indicates that the model fits the selected data.

Table 3. ANOVA parameters for variables *Better employability* and IPro Average

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	4.976	4.976	12.414	0.01
Residual	229	91.789	0.401		
Total	230	96.765			

Table 4. shows the ANOVA results for *Active citizenship* as independent and *IPro average* as dependent variable. The regression model is statistically significant, $F(1, 229) = 58.176$, $p < .001$. This indicates that the predictor variable, *I believe that knowledge of the English language will be necessary for active participation (active citizenship) in the EU*, significantly predicts the dependent variable *IPro average*. The regression explains a substantial portion of the variance (about 20.3%).

Table 4. ANOVA parameters for variables *Active citizenship in the EU* and *IPro average*

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	19.603	19.603	58.176	.000
Residual	229	77.163	0.337		
Total	230	96.765			

The ANOVA results strongly support the hypothesis that active citizenship in the EU is significantly associated with motivation to learn English as measured by the IPro scale. Active citizenship might be more associated with English learning motivation than employability because students perceive that employability entails qualifications and personal qualities other than English. Additionally, getting a job in EU countries does not imply only English but other languages (e.g., German, as many people from Croatia and Serbia emigrate to Germany or Austria). On the other hand, active participation in the EU is probably perceived as linked predominantly to English as *lingua franca*. However, qualitative research is needed to support these assumptions and provide more insight into reasons behind this relationship.

As for the attitude towards the EU (Table 5), the majority expressed a neutral opinion (113), followed by a positive opinion (39), while only 22 respondents expressed a negative opinion on the EU. A smaller number of respondents chose options with no opinion (47) and *prefer not to say* (10). A Kruskal-Wallis test showed a statistically significant difference in IPro scores between groups ($\chi^2=23.31$, $df=4$, $p=0.00<0.05$), suggesting a possible link between pro-EU attitudes and motivation to learn English. Respondents with positive opinions about the EU have the highest IPro scale scores (*Mean Rank* 146.56), while those with negative or no opinion show lower scores (87.02 and 87.01, respectively). Neutral respondents and those who preferred not to disclose their opinions fall in between.

Table 5. Kruskal-Wallis test for variables *IPro average* and *General opinion on EU*

	General opinion on EU	N	Mean Rank
Ipro Scale Average	No opinion	47	87,01
	Prefer not to say	10	120,70
	Negative	22	87,02
	Neutral	113	122,73
	Positive	39	146,56
	Total	231	

The self-assessed level of informedness about the EU was compared to the IPro scale scores using the Kruskal-Wallis test (Table 6). The level of informedness was measured on the Likert scale. The test revealed a statistically significant difference in IPro scale scores between groups with different levels of informedness ($\chi^2=18.87$, $df=4$, $p=0.01<0.05$). Participants who rated themselves as more informed about the EU tended to have higher IPro scale scores.

Table 6. Kruskal-Wallis test for variables *IPro average* and *Informedness about the EU*

	How informed are you about the EU	N	Mean Rank
IPro Scale average	1	17	72,03
	2	53	95,26
	3	111	124,29
	4	40	135,81
	5	10	129,35
	total	231	

The lowest *Mean Rank* was among those who reported the lowest informedness level (72.03), while the highest *Mean Rank* was among participants who rated their informedness as 4 out of 5 (135.81). The group with the highest self-assessed informedness (5 out of 5) had a slightly lower *Mean Rank* (129.35), possibly due to the small sample size (N = 10). These findings suggest that higher perceived informedness about the EU is associated with higher motivation to learn English.

5. CONCLUSION

The present study explored the relationship between motivation for learning English, measured by the IPro Scale and four factors: better employability opportunities and active citizenship in the EU, level of informedness about the EU, and attitude towards the EU. The results indicate there is a positive correlation between these four factors and motivation to learn English. These results align with previous research presented in Section 2. of this paper.

Better employability demonstrated a weak yet statistically significant correlation with average Ipro values. It seems that career opportunities have only a modest role in driving language learning. On the other hand, active EU citizenship exhibited a moderate positive correlation suggesting that the desire to engage actively in EU participation could be a stronger motivator for learning English. Furthermore, opinion on the EU and self-assessed informedness about the EU emerged as significant variables linked to higher levels of motivation. More positive perception and greater informedness correlate with higher motivation scores.

Nevertheless, the presented results should be taken tentatively as there are some limitations. First, the study relied on self-reported data, which may result in social desirability bias and inaccuracies in self-assessment (Fowler, 2013). Second, the study does not reveal other hidden factors which may impact all the variables. A qualitative method is needed to provide further insights and complement the present research. Third, the sample size of certain subgroups, such as participants with highly positive opinions of the EU or those with the highest self-assessed informedness, was relatively small, thus limiting the generalizability of the findings. Additionally, the disproportion in the sample prevented comparing participants from Croatia and participants from Serbia. Further research could explore these aspects as well.

To conclude, the findings highlight the multifaceted nature of language learning motivation as a personal potential in the context of EU integration. The stronger association between active citizenship and motivation might be revealing the perception of the role of English in EU political and economic sphere. The observed relationship between informedness about the EU and the opinions on the EU and language learning motivation underscore the importance of promoting awareness of EU initiatives among young people in Serbia and Croatia.

REFERENCES

- Boyatzis, R. E. (2008). Leadership development from a complexity perspective. *Consulting Psychology Journal: Practice and Research*, 60(4), 298–313. <https://doi.org/10.1037/1065-9293.60.4.298>
- Damiani, V., Losito, B., Agrusti, G., & Schultz, W. (2025). Young citizens' views and engagement in a changing Europe. Springer Cham. <https://doi.org/10.1007/978-3-031-68631-3>
- De Vaus, D. (2002). *Analyzing Social Science Data: 50 Key Problems in Data Analysis*. The United Kingdom: Sage, London.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40(1), 45–78. <https://doi.org/10.1111/j.1467-1770.1990.tb00954.x>
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.1111/j.1540-4781.1994.tb02042.x>
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667343>
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum. <https://doi.org/10.4324/9781410613349>
- Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9–42). Bristol/Buffalo/Toronto: Multilingual Matters. <https://doi.org/10.21832/9781847691293-003>
- Dörnyei, Z. (2019). Towards a better understanding of the L2 Learning Experience, the cinderella of the L2 Motivational Self System. *Studies in Second Language Learning and Teaching*, 9(1), 19–30. <http://dx.doi.org/10.14746/ssllt.2019.9.1.2>
- Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*. Clevedon: Multilingual Matters. <https://doi.org/10.21832/9781853598876>
- Dörnyei, Z., Alastair, H., & Muir, C. (2016). *Motivational Currents in Language Learning: Frameworks for Focused Interventions*. New York: Routledge. <https://doi.org/10.4324/9781315772714>
- Fišer, Z. (2023). The effect of online learning setting on motivation, intended effort, emotional engagement, and language learning strategies among non-English majors in Croatia – A pilot study. In I. Karabegovic, A. Kovacevic, & S. Mandzuka (Eds.), *New Technologies, Development and Application VI. NT 2023. Lecture Notes in Networks and Systems*, vol 687 (pp. 542–549). Springer, Cham. https://doi.org/10.1007/978-3-031-31066-9_60
- Fišer, Z. (2024a). How is the use of ICT shaping our intended effort for learning? In I. Karabegović, I. Kovačević & A. Mandžuka (Eds.). *New Technologies, Development and Application VII. NT 2024. Lecture Notes in Networks and Systems*, vol. 1070 (pp. 279–288) Springer, Cham. https://doi.org/10.1007/978-3-031-66271-3_30
- Fišer, Z. (2024b). Has our motivation to use English language globally changed during COVID-19? In M. H. Bilgin & H. Danis (Eds.). *45th EBES Conference Proceedings, Eurasian Studies in Business and Economics* (IN PRESS). Springer Nature Switzerland
- Fišer, Z., & Pongračić, L. (2025). Re-Evaluating the L2mss Scale in the Context of Croatian Non-English Major Students. *Iranian Journal of Language Teaching and Research*. <https://doi.org/10.30466/ijltr.2025.55206.2687>
- Fowler, F. J. (2013). *Survey research methods* (5th ed.). Sage publications.

- Gvozdanović, A., Ilišin, V., Adamović, M., Potočnik, D., Baketa, N., & Kovačić, M. (2019). *Youth Study Croatia 2018/2019*. Friedrich-Ebert-Stiftung e.V. Referat Mittel- und Osteuropa Hiroshimastr. Berlin.
- Hoskins, B. (2006). A framework for the creation of indicators on active citizenship and education and training for active citizenship. Ispra, Joint Research Centre
- Jovičić Vuković, A., & Papić-Blagojević, N. (2018). Preduzetnički potencijali studenata turizma i ugostiteljstva. *Škola biznisa*, (1), 54-72.
- Jovičić Vuković, A., Papić-Blagojević, N., Damjanović, J., Jošanov-Vrgović, I., Stankov, B., & Tomašević, D.. (2022). *How well do we know each other? Secondary-school Students' Attitudes Towards the European Union – Research Results*. Novi Sad School of Business. <http://inees.vps.ns.ac.rs/wp-content/uploads/2022/07/How-well-do-we-know-each-other-eng.pdf>
- Kormos, J., & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior. *Language Learning*, 58(2), 327–355. <https://doi.org/10.1111/j.1467-9922.2008.00443.x>
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32(1), 3-19. <https://doi.org/10.1016/j.system.2003.04.002>
- Lušňáková, Z, Lenčesová, S., & Šajbidorová, M. (2019). Growing role of CSR activities in the area of human resources management and its evaluation using quantitative methods. *Mathematics in Education, Research and Application*, 2019(5), 1, 16-29. <https://doi.org/10.15414/meraa.2019.05.01.16-29>
- Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. M. (2006). Psychological capital development: Toward a micro-intervention. *Journal of Organizational Behavior*, 27(3), 387–393. <https://doi.org/10.1002/job.373>
- Mascherini, M., Jesinghaus, J., & Hoskins, B. (2006). *Measuring active citizenship in Europe*. Joint Research Centre: Institute for the Protection and Security of the Citizen, PublicationsOffice. <https://op.europa.eu/en/publication-detail/-/publication/04fed606-d912-44d6-8c06-5c20c62dff7a>
- Pisarović, A., Tišma, S., Dujmović, K. A., & Škrtić, M. M. (2021). The Event of Croatia's EU Accession and Membership from the Croatian High School Students' Perspective. *Journal of Risk and Financial Management*, 14(1), 2. <https://dx.doi.org/10.3390/jrfm14010002>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Schultz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., Damiani, V., & Friedman, T. (2025). *education for citizenship in times of global challenge*. Springer Cham. <https://doi.org/10.1007/978-3-031-65603-3>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self-system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.) *Motivation, Language Identity and the L2 self* (pp. 66-97), Bristol: Multilingual Matters. <https://doi.org/10.21832/9781847691293-005>
- Ushioda, E. (2006). Language motivation in a reconfigured Europe: Access, identity, autonomy. *Journal of Multilingual and Multicultural Development*, 27(2), 148–161. <https://doi.org/10.1080/01434630608668545>
- Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *The Modern Language Journal*, 86(1), 54–66.

Yashima, T. (2009). International Posture and the Ideal L2 Self in the Japanese EFL Context. In Z. Dornyei, & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 144–163). Bristol: Multilingual Matters.<https://doi.org/10.21832/9781847691293-008>