

The Relationship Between Students' Self-Perception as EFL Learners and Their Motivation to Learn English

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Abstract

Received date: 24 October 2025
Accepted date: 24 November 2025
Published date: 02 December 2025

Background: English language proficiency is essential in today's globalized world, yet students in many developing countries, including Indonesia, exhibit varying levels of language proficiency. This study investigates the relationship between students' self-perception as language learners and their motivation to learn English, focusing on how learners' beliefs about their abilities affect their engagement in learning activities.

Research Objectives: The primary objective of this research is to examine the correlation between students' self-perception and their motivation to learn English. Specifically, it seeks to determine whether students who perceive themselves positively as language learners are more motivated to engage in English learning activities.

Methods: A quantitative correlational design was employed, using a survey with two validated instruments: the Beliefs About Language Learning Inventory (BALLI) to measure self-perception, and the Attitude/Motivation Test Battery (AMTB) to assess motivation. The study involved 21 secondary school students from a rural Islamic school in Indonesia. Descriptive statistics, normality tests, and Pearson's product-moment correlation were used for data analysis.

Results: The results revealed a positive but statistically non-significant correlation between self-perception and motivation ($r = 0.343$, $p = 0.128$). Students demonstrated moderate self-perception and relatively high motivation levels, with motivation being slightly higher than self-perception. Despite a positive trend, the correlation did not reach statistical significance, suggesting that factors beyond self-perception influence motivation.

Conclusions: Although the correlation was not significant, the results suggest that students who perceive themselves positively tend to report higher motivation. These findings imply that fostering learners' confidence and beliefs in their language ability may be beneficial. Further research with larger and more diverse samples is recommended to validate these results and explore mediating factors.

Keywords: self-perception; student motivation; English language learning; EFL students; learner beliefs

Introduction

English has emerged as a pivotal medium for academic, professional, and intercultural communication in the twenty-first century. Proficiency in the language is widely regarded as a fundamental competence that grants access to global knowledge, technological innovation,



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and diverse career opportunities (Al-khresheh et al., 2025; Yuldashova, 2024). Nonetheless, in many developing nations, including Indonesia, the level of English proficiency among students varies considerably across regions. According to the *Education Statistics Report* by *Badan Pusat Statistik* (BPS, 2024), disparities in the number of qualified English teachers and access to learning resources continue to exist between urban and rural schools. This educational gap is further evidenced by findings from the *EF English Proficiency Index (2024)*, which positioned Indonesia in the “low proficiency” category, with a score of 468 and ranking 79th among 113 countries, indicating a downward trend from previous years (EF EPI, 2024). Such data reveal that a significant portion of Indonesian students continues to face challenges in attaining adequate communicative competence in English, despite years of formal instruction at school. These challenges indicate that improving English proficiency requires not only instructional and infrastructural support but also attention to internal learner variables that shape language acquisition.

Within the sphere of education, non-cognitive factors are increasingly recognized as critical determinants of success in learning English. Among these, learners’ *self-perception*, or their internal evaluation of personal capability and potential to acquire a new language, plays a central role. Research in educational psychology has consistently shown that students who hold positive beliefs about their ability to learn tend to exhibit greater motivation, perseverance, and engagement in learning activities (Bandura, 1997). In contrast, those who perceive themselves as lacking linguistic aptitude often experience decreased motivation and lower classroom participation. This dynamic has been extensively explored in *Second Language Acquisition (SLA)* research, which emphasizes that affective and cognitive dimensions interact in shaping learners’ overall achievement (Dewaele & Li, 2021). Consequently, examining how self-perception correlates with motivation is vital to improving the quality of learning experiences, especially within *English as a Foreign Language (EFL)* contexts (Masuwd et al., 2024). Despite its recognized importance, self-perception is often overshadowed by more observable instructional factors, making it crucial to understand how this internal variable contributes to motivational outcomes in specific learning environments.

Between 2020 and 2025, several empirical studies have explored this interplay across various educational settings. Abd Majid and Ismail (2024), for instance, identified a strong association between positive language learning beliefs and enhanced motivation as well as strategy use among engineering undergraduates (Abd Majid & Ismail, 2024). Similarly, Cubero-Pérez et al. (2024) reported that self-concept and learner identity significantly predicted students’ resilience and engagement in secondary EFL environments (Cubero-Pérez et al., 2024). Supporting these findings, Papi, Abdi Tabari, and Sato (2024) discovered that learners who exhibited stronger confidence and actively sought feedback maintained higher and more sustainable motivation in second language writing performance (Papi et al., 2024). On the other hand, Rahmawati (2020) and Ansari and Natalia (2020) highlighted that sociocultural contexts can mediate this relationship, suggesting that correlations between beliefs and motivation are not uniform across cultural or institutional boundaries (Ansari & Natalia, 2020; Rahmawati, 2020). Collectively, these findings affirm the theoretical foundation linking learners’ beliefs and motivation while emphasizing that the empirical magnitude of this connection varies according to context. However, the inconsistency in these reported magnitudes suggests that contextualized investigation remains necessary, especially in educational environments that differ from mainstream or urban settings.

Despite the expanding scholarship on this topic, several limitations remain evident. To begin with, prior investigations have predominantly targeted university students or urban

populations, leaving secondary-level learners, particularly those in Islamic or rural schools, underrepresented in the literature. Moreover, many studies have analyzed beliefs and motivation as distinct constructs rather than examining their direct quantitative relationship. Additionally, much of the existing evidence relies on qualitative data or self-reported measures without testing statistical significance. As a result, the dynamic correlation between students' self-perception as English learners and their motivation to learn has yet to be empirically clarified within Indonesia's secondary EFL context. This gap indicates the need for studies that not only contextualize the belief–motivation relationship but also employ rigorous statistical procedures to verify its strength and significance.

The present research seeks to investigate the relationship between students' self-perception as language learners and their motivation to learn English. To ensure methodological precision, two validated instruments were utilized: the *Beliefs About Language Learning Inventory* (BALLI) developed by Horwitz to assess self-perception (Horwitz, 1985), and the *Attitude/Motivation Test Battery* (AMTB) by Gardner to evaluate motivation (Bernaus et al., 2009; Gardner, 1988). Using a quantitative correlational approach, this study statistically examines whether learners with higher self-perception also exhibit stronger motivation in English learning. The theoretical foundation is drawn from *Social Cognitive Theory* (Bandura, 1997), which posits that self-beliefs directly influence one's motivational drive, effort, and persistence in achieving learning goals. Within this conceptual framework, students' confidence in their linguistic capability is expected to predict the intensity of their motivational engagement during English learning activities. Positioning this inquiry within SCT allows the study to highlight how individual psychological processes translate into observable motivational behavior in an EFL setting.

The outcomes of this research are anticipated to yield both theoretical and pedagogical contributions. Theoretically, the study extends the discourse on the interconnection between cognitive and affective variables in *Second Language Acquisition (SLA)* by validating their empirical relationship within an underexplored Indonesian EFL context. From a practical perspective, the findings can serve as a foundation for educators and curriculum designers to develop strategies that foster positive learner self-concepts, thereby enhancing motivation and classroom engagement. The novelty of this study lies in its investigation of the *belief–motivation* linkage among secondary students in a localized Islamic educational environment, which remains a relatively unexplored area within contemporary SLA research. This contribution is expected to provide more context-sensitive insights for improving English learning outcomes in diverse Indonesian educational settings.

Based on the identified background and research gaps, the present study addresses the following question:

To what extent does a significant relationship exist between students' self-perception as language learners and their motivation to learn English?

Accordingly, the objectives of this research are to (1) describe students' self-perception and motivation levels, and (2) determine the correlation between these two constructs. The following hypothesis is proposed:

H₁: There is a significant positive correlation between students' self-perception as language learners and their motivation to learn English.

Literature Review

Beliefs about language learning, particularly learners' perceptions of their own abilities, have become a central concern in second language acquisition (SLA) research because of their strong influence on motivation, strategy use, and overall learning outcomes (Kaymakamoğlu, 2017). The theoretical foundation of this construct is rooted in the *Beliefs About Language Learning Inventory* (BALLI) introduced by Horwitz, which provides a structured framework for categorizing learners' beliefs into several key domains such as aptitude, the nature of language learning, learning and communication strategies, motivation and expectations, and the perceived difficulty of language learning (Pirotto, 2019). Within this model, self-perception and self-concept serve as affective-cognitive dimensions that determine how learners evaluate their potential for success and how these evaluations influence their persistence and engagement in language learning activities (Fielden Burns & Rico García, 2017; Palinkasevic & Brkic, 2020).

In recent empirical studies, researchers have explored the complex relationship between *self-perception* and *motivation* as interdependent constructs shaping students' academic engagement and success. Ershad found that EFL learners who possessed higher levels of positive self-perception displayed greater motivational orientation toward both integrative and instrumental goals (Ershad et al., 2020). Similarly, Ansari & Natalia demonstrated that motivation is not merely influenced by external incentives but is deeply intertwined with learners' self-efficacy beliefs and emotional attachment to the target language (Ansari & Natalia, 2020). Palinkasevic & Brkic also revealed that students with stronger self-concepts are more likely to participate actively in feedback-seeking and self-regulated learning, suggesting that motivation is sustained through continuous self-perception reinforcement (Palinkasevic & Brkic, 2020). Furthermore, Suryani and Rismiyanto emphasized that reflective teaching and collaborative environments help enhance both teacher and learner beliefs, thereby fostering sustained motivation and active participation in English learning (Suryani & Rismiyanto, 2021).

Several studies across different cultural and academic contexts have also confirmed that learners' beliefs about their language aptitude and self-efficacy are directly correlated with their motivation and classroom behavior. For instance, Fielden Burns and García (2017) reported that students who perceived themselves as having a natural aptitude for languages were more persistent and confident in language learning tasks. Likewise, Pirotto (2019) demonstrated that beliefs related to learning strategies and practice frequency predict students' enthusiasm and self-regulation, while Kaymakamoglu (2017) noted that demographic variables such as gender and age may influence these beliefs but do not alter the overall pattern linking positive self-perception with higher motivation. These studies collectively confirm that learners' self-beliefs are essential precursors of sustained motivation and effective language learning behavior.

Despite these meaningful contributions, current literature presents several limitations. First, many studies have examined learner beliefs and motivation as separate constructs rather than investigating how they dynamically influence one another over time (Ansari & Natalia, 2020; Ershad et al., 2020). Second, most prior research has been conducted in higher education contexts, with limited attention to secondary school students in EFL environments, particularly in non-urban and faith-based institutions (Suryani & Rismiyanto, 2021). Third, while BALLI remains a widely applied instrument, scholars have questioned its ability to capture the cultural and contextual variability of learner beliefs in contemporary EFL settings (Liu & Rutledge, 2020). Lastly, sociocultural influences—such as local school environments, teacher-student relationships, and access to learning resources—have not been sufficiently integrated into empirical frameworks, leaving a gap in understanding how these factors mediate the connection between learners' self-perception and motivation (Palinkasevic & Brkic, 2020).

In response to these gaps, the present study aims to examine the relationship between students' *self-perception as language learners* and their *motivation to learn English* in a secondary-level EFL context. Drawing upon Bandura's (1997) *Social Cognitive Theory* and Gardner's (1985) *Socio-Educational Model*, this research proposes that learners with stronger self-perception are more likely to maintain high levels of motivation and perseverance in language learning. Accordingly, the following hypothesis is formulated to guide the study:

H₁: There is a significant positive correlation between students' self-perception as language learners and their motivation to learn English.

This study is expected to contribute to the existing body of knowledge by providing empirical evidence that bridges cognitive and affective dimensions of EFL learning. Furthermore, it offers practical insights for teachers and curriculum designers to enhance students' motivation through the development of positive learner self-concept, especially within under-researched educational settings such as rural Islamic schools.

Methods

This study employed a quantitative correlational research design to examine the relationship between students' self-perception as language learners and their motivation to learn English. This approach was chosen to allow for the statistical measurement of the degree of association between the two variables using standardized instruments. This design was selected because both variables were measured on an interval-based Likert scale, making them suitable for linear correlation analysis.

The participants of this study were 21 students from the eleventh grade at MAS DDI Kaballangan Pinrang, Indonesia. Participants were selected using purposive sampling based on their availability and relevance to the research objectives. All students had prior exposure to English as part of their school curriculum and had completed at least one semester of formal English instruction. The inclusion criteria consisted of (1) enrollment in the eleventh grade, (2) active participation in English classes, and (3) willingness to complete the research instruments. This relatively small sample size reflects the limited population of the targeted class and the exploratory nature of the study.

The research procedure began with a brief orientation provided to the students, explaining the objectives and voluntary nature of the study. Students were informed that their responses would remain confidential and would be used solely for academic purposes. The questionnaire was then distributed, and instructions were clearly explained. Students completed the forms individually without interference, based on their honest perceptions. Ethical compliance was maintained by obtaining verbal informed consent from all participants prior to data collection. The data were collected in January 2025 during regular school hours.

To collect the data, this study used two adapted questionnaires. Self-perception was measured using ten items selected from Horwitz's BALLI (1987), focusing on perceived aptitude, motivation, and affective factors. Motivation was measured using ten items adapted from Gardner's AMTB (1985), representing instrumental and integrative aspects. All items used a 5-point Likert scale. Although no separate validity and reliability testing was conducted in this study, both instruments have been widely used in previous research and are supported by strong empirical evidence of their psychometric soundness. The items were translated into Indonesian to ensure clarity for secondary-level learners, and the translation was reviewed by two English teachers for content appropriateness. The selection of items from the original instruments was based on conceptual relevance to the study variables; however, the reduced item set may limit the breadth of construct representation.

Data collection was carried out using printed questionnaires administered in the students' regular classroom setting during school hours. Each participant was given approximately 30 minutes to complete the survey. The researcher was present to provide clarification if necessary, ensuring that all responses were based on the students' individual understanding. Students were instructed not to discuss the items with peers to minimize response bias.

To analyze the data, both descriptive and inferential statistical techniques were used. Descriptive statistics (mean, standard deviation, frequency) were applied to summarize students' responses. For inferential analysis, a Pearson product-moment correlation was conducted to test the relationship between the two main variables: self-perception and motivation. The level of significance was set at $p < 0.05$ to determine whether the correlation was statistically meaningful. Prior to conducting the correlation test, the assumptions of normality and linearity were examined using the Shapiro–Wilk test and scatterplot inspection. All statistical analyses were performed using SPSS version 26.

Results

This section presents the findings of the quantitative analysis conducted to examine the relationship between students' self-perception as language learners and their motivation to learn English. The analysis includes descriptive statistics, normality testing, and correlation analysis, all computed using Microsoft Excel.

1. Descriptive Statistics

Descriptive statistics were calculated to summarize students' responses for the two main variables. Each participant's total score was obtained by summing their Likert-scale responses (1 = Strongly Disagree to 5 = Strongly Agree) across ten items for Self-Perception (adapted from BALLI by Horwitz, 1987) and ten items for Motivation (adapted from AMTB by Gardner, 1985).

Table 1. Descriptive Statistics of Self-Perception and Motivation

Variable	N	Mean	SD	Min	Max
Self-Perception (sum)	21	36.57	4.44	27	48
Motivation (sum)	21	40.00	4.71	30	48

Source: Student questionnaire results, 2025.

The mean score of Self-Perception ($M = 36.57$, $SD = 4.44$) indicates that students generally held a moderately positive perception of themselves as English learners. The mean score of Motivation ($M = 40.00$, $SD = 4.71$) shows that students' motivation to learn English tended to be high. The range of scores (27–48 for Self-Perception and 30–48 for Motivation) shows sufficient variability for further inferential analysis.

Table 2. Shapiro–Wilk Normality Test for Self-Perception and Motivation

2. Normality Test

Variable	N	W	p-value
Self-Perception	21	0.96	0.48
Motivation	21	0.96	0.52

Both variables obtained p-values greater than 0.05, indicating that the data were normally distributed. Therefore, the data met the assumption for the use of the Pearson Product–Moment Correlation formula.

3. Correlation Analysis

To test the hypothesis that “there is a significant relationship between students' self-perception as language learners and their motivation to learn English,” the Pearson Product–Moment Correlation formula in Microsoft Excel was used.

Table 3. Pearson Correlation between Self-Perception and Motivation

Variable Pair	N	R	r ²	p-value	95% CI (r)
Self-Perception vs Motivation	21	0.343	0.118	0.128	–0.11 – 0.68

The result shows a positive but non-significant correlation between Self-Perception and Motivation ($r = 0.343$, $p = 0.128$, $r^2 = 0.118$). Approximately 11.8% of the variance in students' motivation can be statistically attributed to variations in their self-perception. Since the p-value exceeded 0.05, the null hypothesis stating that there is no significant relationship between the two variables was retained.

To provide a clearer picture of the data distribution and to support the numerical findings, two visual representations were created to illustrate the results of the descriptive and inferential analyses. Figure 1 presents a grouped bar chart comparing the mean scores of Self-Perception and Motivation, including their standard deviations. This visualization allows for a quick comparison of students' overall levels of self-perception as language learners and their motivation to learn English. Meanwhile, Figure 2 displays a box plot that illustrates the distribution and variability of both variables. The box plot highlights the median, range, and potential outliers, confirming that the data are relatively well distributed and consistent with the normality test results presented earlier. Together, these figures provide complementary insights into the pattern of students' affective responses toward English language learning.

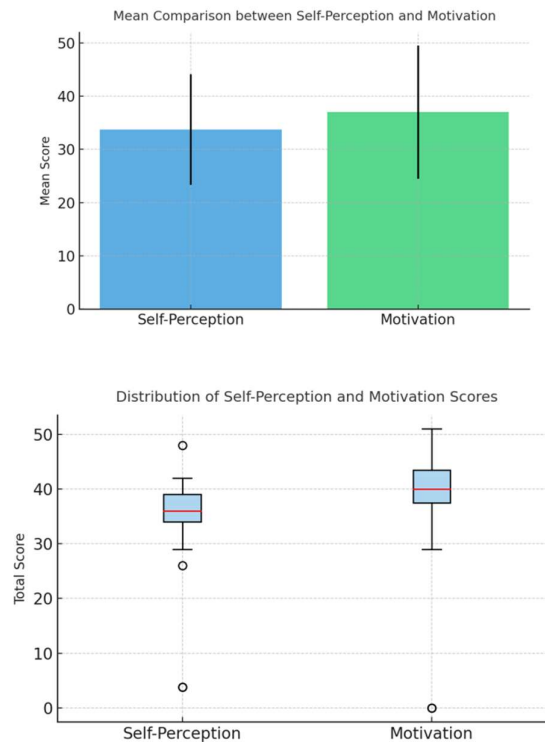


Figure 1. Self-Perception vs Motivation

Discussion

The results of this study revealed a positive but statistically non-significant relationship between students' self-perception as language learners and their motivation to learn English ($r = 0.343$, $p = 0.128$). This indicates that students with stronger self-perception tended to demonstrate higher motivation levels, yet the association was not strong enough to be considered significant at the 0.05 level. In general, the descriptive findings showed that students' motivation levels were slightly higher than their self-perception levels, suggesting that while learners felt motivated to engage in English learning activities, their confidence and self-evaluation as language learners were relatively moderate. These results align with theoretical assumptions within the Social Cognitive Theory (Bandura, 1997) and the Socio-Educational Model of Language Learning (Gardner, 1988), which both highlight the interplay between self-beliefs, motivation, and learning outcomes.

According to Bandura (1997), self-efficacy—which underlies self-perception—plays a vital role in determining how individuals think, feel, and act toward learning goals. Learners who believe in their ability to succeed are more likely to exert effort and persist in learning tasks, which in turn enhances their motivation (Bandura, 1997). In this study, the direction of correlation supports this theoretical stance: students who perceived themselves as capable learners generally showed higher motivation to learn English. However, the lack of statistical significance implies that self-perception might not be the sole determinant of motivation. This observation resonates with Gardner's (1985) assertion that motivation in second language learning is influenced by both affective (emotional) and social-contextual factors, including attitudes toward teachers, classroom environment, and the perceived importance of the target language.

Recent empirical research supports this interpretation. For instance, Abd Majid and Ismail (2024) found a significant relationship between positive language learning beliefs and motivation among engineering students, confirming that learners' beliefs are integral to sustaining engagement. Similarly, Cubero-Pérez et al. (2024) demonstrated that self-concept and learner identity were significant predictors of engagement and resilience among secondary EFL learners. However, other studies, such as Rahmawati (2020) and Ansari and Natalia (2020), revealed that contextual and cultural factors can moderate this relationship, resulting in weaker or inconsistent correlations. In this study, contextual factors such as the rural Islamic school setting, limited exposure to authentic English materials, and restricted access to digital learning resources could have contributed to the weaker correlation between self-perception and motivation. This finding aligns with Dewaele and Li (2021), who emphasized that emotional engagement and classroom enjoyment can significantly influence students' willingness to learn beyond cognitive self-beliefs.

From a methodological perspective, the non-significant correlation may also be related to the small sample size ($N = 21$), which limits statistical power and reduces the likelihood of detecting a significant relationship even if one exists. Additionally, the use of self-report questionnaires might have led to response homogeneity—where students tend to provide socially desirable answers, thereby decreasing variability across responses. Despite this limitation, the pattern of correlation (positive and moderate in magnitude) remains meaningful within the psycholinguistic framework. It suggests that while belief systems are associated with motivation, other emotional and environmental variables likely mediate or strengthen this relationship.

Theoretically, this study extends previous discussions about the interaction between affective and cognitive variables in second language acquisition (SLA). It reinforces earlier findings by Zhang, Fathi, and Rezaei (2024), who identified a strong link between growth mindset, mindfulness, and self-efficacy in language achievement. The present findings contribute to this body of knowledge by emphasizing that learners' beliefs and perceptions operate within contextual constraints—especially in low-resource educational environments. Therefore, this study enriches psycholinguistic perspectives by demonstrating that the interplay between belief and motivation cannot be generalized uniformly but must be interpreted in relation to sociocultural and institutional realities.

Practically, these results provide valuable implications for English teachers, curriculum developers, and educational policymakers. Teachers should design classroom activities that not only build linguistic competence but also foster positive learner self-concept through reflective learning, peer collaboration, and constructive feedback. Encouraging students to acknowledge incremental progress can gradually enhance their confidence and sustain motivation. Meanwhile, curriculum developers and school administrators can integrate strategies that promote affective engagement, such as digital storytelling, self-assessment journals, or cooperative learning projects. These approaches align with Indonesia's Merdeka Belajar framework, which emphasizes autonomy, motivation, and holistic learner development.

This study also holds implications for teacher professional development. As Papi, Abdi Tabari, and Sato (2024) argue, teachers who cultivate supportive classroom climates can significantly influence learners' motivational trajectories. Training teachers to recognize and respond to students' emotional and self-perceptual needs may help bridge the gap between belief and motivation—particularly in rural EFL contexts where learners' exposure and confidence are limited.

Nevertheless, several limitations must be acknowledged. First, the limited sample size restricts the generalizability of the results. Second, the reliance on self-report data may introduce subjective bias and cannot capture the complexity of motivational dynamics. Third, the study employed correlational analysis only, which precludes causal inferences. Future research could address these issues by employing a mixed-method approach, increasing the sample size, and integrating qualitative interviews or classroom observations to explore deeper insights into the relationship between beliefs and motivation. Longitudinal or experimental designs may also help reveal how changes in self-perception influence motivation over time.

In summary, while the correlation between self-perception and motivation was not statistically significant, the positive relationship observed supports the theoretical view that learners' belief systems play a role in shaping their motivational orientations. This finding contributes to the refinement of affective-cognitive models in language learning and underscores the importance of considering cultural, emotional, and contextual factors when designing pedagogical interventions in EFL settings.

Conclusion

This study examined the relationship between students' self-perception as language learners and their motivation to learn English in an Indonesian secondary school context, revealing a positive yet statistically non-significant association between the two variables. The findings suggest that while students with stronger self-perceived abilities tend to show higher motivation, self-perception alone does not sufficiently explain their engagement, as motivation is shaped by broader emotional, contextual, and sociocultural influences. These results align with Bandura's Social Cognitive Theory and Gardner's Socio-Educational Model, highlighting the interplay between self-beliefs and motivational orientations in language learning, particularly within rural Islamic school settings where resources are limited. Pedagogically, the study underscores the importance of fostering positive learner beliefs through confidence-building activities, collaborative tasks, and constructive feedback, complemented by curriculum initiatives that support autonomy and holistic development in line with the Merdeka Belajar framework. Given the limitations related to sample size and reliance on self-report measures, future research should involve larger and more diverse participants, incorporate additional variables such as classroom climate or teacher support, and employ mixed-method or longitudinal designs to capture the dynamic nature of motivation and its relationship with learners' belief systems.

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Appendix A: Item-Level Descriptive Statistics (SP 1–SP 10)

Code	Item	Mean	SD	Min	Max
SP 1	Some people have a special ability for learning foreign languages.	3.81	0.71	3	5
SP 2	I think I will be good at learning English.	3.81	0.87	2	5
SP 3	English is a difficult language to learn.	3.00	1.14	1	5
SP 4	Some people are born with a special ability which helps them learn a foreign language.	2.86	1.06	1	5
SP 5	I feel self-conscious speaking English in front of other people.	3.19	0.98	1	5
SP 6	Everyone can learn to speak a foreign language.	4.71	0.46	4	5
SP 7	Learning a foreign language is different from learning other academic subjects.	3.33	0.66	2	5
SP 8	Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.	3.43	0.75	2	5
SP 9	It is important to repeat and practice a lot.	4.48	0.51	4	5
SP 10	I believe that I will ultimately learn to speak English well.	4.10	0.45	3	5

Appendix B: Item-Level Descriptive Statistics (Motivation Items)

Code	Item	Mean	SD	Min	Max
M 1	I learn English because I want to get a better job.	4.05	0.92	3	5
M 2	I feel happy when learning English.	3.76	0.83	2	5
M 3	I want to speak English fluently so I can communicate with foreigners.	4.24	0.70	3	5
M 4	I am motivated to learn English because I want to travel abroad.	4.10	0.94	2	5
M 5	I think English is important for my future.	4.43	0.68	3	5
M 6	I learn English because I want to know more about foreign cultures.	3.90	0.83	3	5
M 7	I have personal goals to be proficient in English.	3.86	0.79	3	5
M 8	I feel that learning English makes me more confident.	3.67	0.66	3	5
M 9	I feel enthusiastic about learning when English is taught in a fun way.	4.29	0.85	3	5
M 10	I enjoy the challenge of learning English.	3.71	0.78	3	5