

Motivation and English Language Learning: Students' Perspectives

Nian Saeed Abdullah

Department of English, College of Education and Languages, Lebanese French University, Erbil, Kurdistan Region, Iraq

Abstract— This study investigates university students' motivation for learning English language in the Kurdistan region of Iraq. The region is a foreign language learning context because English language learners almost entirely learn the language inside the classroom and without regular exposure to the English language outside. Besides English language centers, English Department in private universities is one of the most wanted departments in the region. However, we do not know students' motivation for their choice. Therefore, a questionnaire was administered to 106 students from English department in a private university with the intention to obtain knowledge about their motivation for learning the English language and more specifically whether it is integrative and/or instrumental motivation. The study found that the level of students' integrative motivation was different from instrumental motivation. This finding can be used by educators and university lecturers to embed motivation constructs in their teaching practices to keep the students motivated throughout their college years and have the desired outcome in the end.

Index Terms— Motivation, Integrative motivation, Instrumental motivation, English language learning, University students.

I. INTRODUCTION

There is widespread desire for learning English language as it has become a global language (Dearden, 2014). In fact, "there has never been in the past a language spoken more widely in the world than English is today" (Melitz, 2016, p. 583). Of course, Kurdistan region is not an exception against this stream of popularity of English language. Recently, English language became one of the most popular languages to learn in the region. There is a massive number of language centers for teaching the language in the region. Indeed, opening a center has become a trend and a successful business to grow. Moreover, English language department is also one of the most wanted departments in the region regardless of the university. Studying learners' motivation behind the English language proliferation in Kurdistan Region is necessary as we have a gap of knowledge in this regard. Based on research, the role of motivation is important for learning in general and language learning in particular. For instance, Brown (1980) affirms that

"countless studies and experiments in human learning have shown that motivation is a key to learning" (p.160). The role of motivation in English language learning is vital because "motivation is one of the main determinants of second/foreign language (L2) learning achievement" (Dörnyei, 1994, p. 273). Similarly, Oxford and Shearin (1994) asserts that "motivation determines the extent of active, personal involvement in L2 learning" (p.12).

As such, motivation could be the urge for starting something and finishing it successfully. The fundamental principle of any motivational theory is that it serves as the driving force for an individual's decision to participate in an action, exerting effort towards that action, and sustaining that effort (Al-Ta'ani, 2018; Woodrow, 2017). In literature, motivation is considered important for first language acquisition as well as foreign language learning. Indeed, its importance and role are rooted in, even, first language acquisition. Motivation drives children to acquire the language that their family uses because it is seen as a way to be part of their family and then the whole 'linguistic community' (Mowrer, 1950). This instinct for learning their first language in humans from the very beginning explains one side of language for humans and that is the "emblem of groupness, a symbol, a psychosocial rallying-point" (Edwards, 2009, p. 55). In other words, motivation becomes the children's energy to acquire their first language and integrate into their family as well as their community. The other side of language is its instrumental function which "reflect the more utilitarian value of linguistic achievement" (Gardner & Lambert, 1959, p. 267). We can also relate these two explanations of first language acquisition to the two types of motivation (integrative and instrumental motivation) for learning foreign languages. Integrative motivation is related to the learners' psychological and societal orientations toward learning a foreign language because, as discussed by Kramsch (2002),

learning another language is not like learning math or word processing. Especially in adolescence, it is likely to involve not only the linguistic and cognitive capacities of the learner as an individual, but her social, historical, emotional, cultural, moral sense of self as a subject" (p. 12).

In fact, language consists of all the above components such as social values, history of the community, emotions of

members of the community, the culture of the community. It is, therefore, reasonable to see a reflection of these components in the students' orientation toward learning the foreign language. In other words, integrative motivation for learning a foreign language is interpreted as eager for foreign languages, wanting to learn the foreign language, sentiment towards learning the foreign language, sentiment towards the foreign language community, and sentiment towards the learning situation (Gardner, 1985). Interestingly, having positive psychological "attitudes toward the L2, the L2 speakers, the values the L2 conveys, and the knowledge of the L2, are likely to be more successful language learners than others with less favourable attitudes" (Dörnyei, 1997, p. 267). Thus, integrative motivation is a "...high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group" (Gardner *et al.*, 1976, p. 199) or is "the desire to interact with and even become similar to valued members of that community" (Dörnyei, 1997, p.262). Instrumental motivation, on the other hand, is explained by the learners' desire to learn the foreign language for practical uses such as better employment or increase in salary (Dörnyei, 1990). Although motivation is the driving force for learning English language, we do not know which type of motivation, namely, integrative and/or instrumental motivation drives Kurdish university students for learning the English language. Knowing about students' motivation for learning English is important because "when motivation was examined in relation to specific learner behaviours and classroom processes, one could not fail to notice the considerable fluctuation in learners' motivational dispositions exhibited on an almost day-to-day business" (Dörnyei, 2019, p. 48). In other words, motivation has a dynamic nature. Therefore, teachers and program designers need to take this nature into consideration and work on motivational constructs on a daily basis to keep students motivated. To accomplish this, we need to, first, have knowledge about Kurdish students' motivation type and more specifically what motivates them the most in each type. As such, the purpose of the current study is to investigate students' motivation toward learning English language in English department in a private university. It attempts to find answers for the following research questions:

1. Are Kurdish students in English department integratively and/or instrumentally motivated to learn the English language?
2. Is there a significant difference between male and female's motivation toward learning the English language?

II. LITERATURE REVIEW

In literature, motivation is viewed differently and, hence, defined differently. First, some definitions of motivation are discussed in this section. Later, theories of motivation and three umbrella views are discussed in separate subsections.

Motivation, according to Gardner (1985), is "the combination of effort plus desire to achieve the goal of learning

the language plus favorable attitudes toward learning the language" (p.10). This is also in line with Brown's (1980) view of motivation who defines it "as an inner drive, impulse, emotion, or desire that moves one to a particular action" (p.160). According to Lamb *et al.* (2019) motivation is a desire, and it is a state where a personal sense of wanting a difference in oneself and/or surroundings emerge. They add that for an individual to make the difference, they need to take some actions in order to promote the happening of the change. They also explain that motivation is part of being human and psychological scientists have considered motivation as a significant and essential element of psychological science since 1930s. Psychological scientists are interested in motivation because governments and businesses attempted to comprehend people's desires, reasons for the desires, and how to control their desires. Psychologists' investigation into motivation reveals the powerful effect of motivation. Thus, it is necessary to control students' motivation either by themselves or educators and teachers in the language learning context. Indeed, Dörnyei (1994) state that "motivation is one of the main determinants of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process" (p. 273). Moreover, success in language learning is also predicted by the existence of motivation (Bernaus & Gardner, 2008) and even students' success or failure is clarified by the level of students' motivation (Chalak & Kassaian, 2010). Motivation determines the success of second/foreign language learning because instructors' teaching activities "...are filtered through ... students' motivation. Students control the flow of the classroom. Without students' motivation, the classroom atmosphere becomes boring and lifeless. Therefore, it is important to think about ... students' motivation as the core of language teaching" (Al-Ta'ani, 2018, p. 90). Students' motivation is essential for learning English language because the process of learning any foreign language takes many years to master the language and then use it to communicate successfully in real situations. Therefore, the driving force that make students to learn the language should continue and avoid them from abandoning the learning process. Integrative motivation, as one type of motivation, is proposed by Robert Gardner and his colleagues in the context of Canada where there is French community. They discussed that the French community ignited the integrative motivation for learning the French language. However, the effectiveness of integrative motivation in foreign language contexts is controversial among researchers. Lamb (2004) discusses this point clearly:

Others [researchers] have suggested that integrative motivation is more important in ESL settings like Canada than in many EFL contexts around the world, where learners have limited contact with L2 speakers or their culture, rarely reach beyond an intermediate level and where an instrumental orientation may be more helpful in promoting successful learning (p. 4, emphasis mine).

Indeed, in the absence of the foreign language community, learners might be more instrumentally motivated because it is connected to the practical achievements of learning the foreign language such as a greater job or increase in salary (Dörnyei, 1990; 1997). In contexts where English language is learnt as a foreign language, the learners do not have a community of native English speakers to integrate into.

In literature, there are studies that investigated both types of motivation in relation to second/foreign language learning. Dörnyei (1990) investigated the elements of motivation in a foreign language learning context. His aim was “defining the relevance and characteristics of integrativeness and instrumentality in FLL [foreign-language learning], as well as to locate other motivational components” (p. 45). As such, he distributed questionnaire on 134 English language learners in Hungary. Based on his findings, he suggested “a motivational construct...consisting of (1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem, which is a multifaceted cluster with four dimensions, (3) Need for Achievement, and (4) Attributions about Past Failures” (45). Lamb (2004) used questionnaire, observations of students inside classroom, and interviewing English language teachers as well as students to study Indonesian students’ motivation for English language learning. He found quite high degree of integrative and instrumental motivations. However, he argued that because of globalization, instead of integrative orientation there is “...a ‘bicultural’ identity which incorporates an English-speaking globally involved version of themselves in addition to their local L1-speaking self” (p. 3). Jin (2014) studied integrative and instrumental motivations of 300 Chinese college students. The study found that students are integratively as well as instrumentally motivated toward English language learning. Al-Ta’ani (2018) studied Emirati students’ integrative and instrumental motivation toward English Language. Based on the data collected through a questionnaire, he found that both integrative and instrumental motivations to learn English language were high but instrumental motivation was slightly higher. Nguyen (2019) investigated types of students’ motivations and the level of their motivation toward English language learning. The responses that the students provided for the questionnaire from two Vietnam universities revealed that they were, same as Al-Ta’ani’s (2018) results, extremely motivated. Interestingly, Bećirović (2017) investigated the effect of students’ gender in English language learning process on motivation and accomplishment. His participants were 185 ten-, fourteen-, and eighteen-year-old students. He found a significant difference between male and females’ motivation toward learning the English language. He concluded that motivation and accomplishment are both higher in females than males in learning English language.

Finally, a study on Kurdish students and their motivation has been conducted by Sulaiman and Mousa (2019). Their study investigated empowerment, usefulness, success, interest, and caring as important elements that contribute to students’ motivation in academic performance. However, their study investigated these elements in students toward a specific course, Syntax, that students took as part of their program and did not

study students’ motivation for learning English language. As such, the current study is attempting to investigate Kurdish students’ motivation toward English language learning not a specific course. In addition, it also investigates any possible differences between Kurdish male and females’ motivation toward English language learning.

III. THEORIES OF MOTIVATION

Two main theories of motivation are discussed in regard to second/foreign language learning.

A. ‘Self’ Theory

By the work of self theorists in the last two decades, the understanding of a fixed self has shifted to a more interactive and progressive nature of self (Dörnyei, 2006). This shift, he elaborates, gave insights on the relationship between the concept of self and conducting actions by individuals where it led to the initiation of the interaction nature between “personality psychology and motivational psychology” (p. 10). This understanding of self and the motivation behind individuals’ effort to improve themselves are also used to explain the relationship between motivation and foreign language learning. Individuals’ motivation for learning a foreign language might be rooted in their desire to improve themselves in this regard.

B. ‘Vision’ Theory

According to Helm (2019), vision theory includes different ‘versions’ but what is related to motivation and foreign language learning is personal vision. He explains that personal vision “emerges or is developed within personal development projects. This vision has much to do with giving meaning to one’s life, with helping to make shifts in professional careers and with coaching yourself in realising a personal dream” (p. 98). In other words, the vision motivates individuals to do something about their life and their professions. As such, they might have a specific vision for or an image of themselves in regard to learning English language in future that they attempt to make it real. Therefore, this specific vision motivates them to learn English language and make the future image of themselves a reality.

IV. VIEWS OF MOTIVATION

There are different views and perspectives on motivation and its role on language learning. Brown (1980) explains three umbrella views on motivation in relation to language learning. They are:

1. Behavioristic perspective: an outside force is going to drive learners’ behavior toward learning the language such as receiving ‘reinforcement’ and ‘reward’ from others.

This is an instrumental view of motivation in which receiving something from an outsider is the source for learning the language.

2. Cognitive terms: learners’ decision is going to drive learners to learn the language. Their decision leads them to put effort into the action and continue the effort. The

source for their decision is the learners' needs to conduct such an action. The needs might be emotions and feelings, participating in an activity, self-improvement needs, etc.

This is an integrative view of motivation in which motivation is considered as an inner force to drive individuals toward learning the language.

3. Constructive view: this view of motivation puts emphasis on the "social context as well as individual personal differences" (p. 161). According to this view although individuals are motivated differently, they are still part of a social and cultural environment. As such, to some extent their social and cultural environment drive them toward learning the foreign language.

To some extent, this view combines both previous views. In other words, there is some of individuals inner force as well as the outside force toward learning a foreign language.

V. METHODOLOGY

A. Research Design

A paper & pencil questionnaire as an instrument of quantitative method was used to collect the main data for the study. The main focus of quantitative research is to collect numerical data in order to provide generalizations about groups of people or to provide explanations for specific phenomena (Babbie, 2020). The advantage of numerical data is in its objectivity.

B. Participants

The questionnaire was distributed on 106 (out of 109; three students were excluded because they were not Kurds) second-, third-, and fourth-year Kurdish students in Department of English, Lebanese French University. From these 106 students, (31) were males and (75) were females whose ages were between 17-34 years old.

C. Data Collection Tool

Regarding the instrument for collecting data for the current study, a questionnaire with a five-point Likert scale was used (see Appendix 1). The questionnaire consisted of 20 items from which ten items targeting integrative motivational scale and the other ten targeting instrumental motivational scale. The first four items in each scale are adapted from Gardner's (1985b) Attitude/Motivation Test Battery (AMTB). The other six items in each scale were added after consulting some sources (such as Lamb, 2004; Jin, 2014; Al-Ta'ani, 2018; Nguyen, 2019). A five-Likert scale was used consisting of strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The questionnaire also collected data about the students' gender, age, and year at college. Finally, the researcher distributed the questionnaire to the students of each year separately and explained the items in Kurdish language to eliminate misunderstanding and confusion.

D. Validity and Reliability

The questionnaire was sent to three experts who are teaching in universities inside Kurdistan Region to validate the statements. Among the three experts two of them were professors in linguistics, and the other one was an assistant lecturer in applied linguistics. After receiving their comments, the questionnaire was amended. The amendment included removing one item, adding another item, and changing the structure of one item.

Cronbach alpha reliability test was also run to test the content reliability of the collected data. The test result was (0.811) which is highly acceptable.

E. Data Analysis

The collected data was analyzed using SPSS version 23 as follows:

1. The descriptive statistics was run to have the percentage of replies for each statement.
2. Then the percentages were converted to a Likert scale of 1-5 to show the level of motivation. The conversion was adopted from Best (1977) and Degang (2010) which is presented in Table 1.
3. Finally, an independent samples T test was run to investigate any significant difference between male and female groups in relation to high and low intensity of their motivation.

TABLE 1
INTERPRETATION OF MEAN SCORE OF MOTIVATIONAL LEVELS

Scale	Mean range	Motivational Level	Score range
5	Strongly agree	Highest	4.50 - 5.00
4	Agree	High	3.50 - 4.49
3	Moderate	Moderate	2.50 - 3.49
2	Disagree	Low	1.50 - 2.49
1	Strongly disagree	Lowest	1.00 - 1.49

VI. RESULTS AND DISCUSSION

In this section, the analysis of the data will be presented and discussed in relation to previous studies. Table 2 presents some basic information about the participants.

TABLE 2
PARTICIPANTS' INFORMATION

Gender %	Male	Female	
	29.2	70.8	
Age %	17 - 22	23 - 28	29 - 34
	50.9	39.6	9.4
Year at University %	Second year	Third year	Fourth year
	42.5	36.8	20.8

Based on the collected data, students' integrative motivation is moderate, and their instrumental motivation is high. Both motivational orientations are going to be discussed in detail with zooming in on each item of the questionnaire to reveal some thought-provoking details. When comparing the mean score of the two motivational orientations, we have the instrumental motivation higher than the integrative motivation by (0.52). Although this result is partially in line with Lamb (2004), Jin (2014), Al-Ta'ani (2018) and Nguyen (2019), it overlaps with Dörnyei's (1990) findings. The context of all these studies is a foreign language learning context yet the first group found that integrative and instrumental motivations were both high. On the other hand, the current study, similar to Dörnyei (1990), found that instrumental motivation is contributing more to the learning process of English language in foreign contexts. Table 3 presents the mean score of each motivational orientation.

TABLE 3
AVERAGE MEAN SCORES FOR INTEGRATIVE AND INSTRUMENTAL MOTIVATION

motivation orientations	Mean score	Level of motivation
Integrative motivation	3.44	Moderate
Instrumental motivation	3.96	High
Total	3.7	High

Although the average score of students' integrative motivation was moderate some items received higher scores relatively. Students' (no. 98) integrative motivation was very high for only two items which were item one (*Learning English will allow me to be more at ease with English native speakers*) and item 7 (*Learning English will help me to enjoy watching TV shows, programs, movies, etc. in English language*). These two items had also the same mean score (4.62). Similarly, Al-Ta'ani (2018) found that the participants' integrative motivation to learn the English language for the sake of "...English books, stories, movies, etc." was high (p. 98). Students' motivation was high for item 2 (*learning English will allow me to meet and converse with more and varied people.*) as well as item 3 (*learning English will enable me to better understand and appreciate English native speakers' art and literature.*). Five items out of ten (no. 4, 5, 6, 8, 9) were not quite important for the majority of students (no. 70, 66, 58, 70, 66 out of 106 respectively) and they scored moderate on the motivational level scale. This result is sharply against what Al-Ta'ani (2018) found. In his study, only two statements out of 10, which were targeting the integrative motivation, received moderate scores and the rest received either high or very high mean scores. The final item which received the lowest score in the current study is item 10 (*Learning English will help me empathize with English or American social problems and values*). Therefore, based on the first ten items in the questionnaire that elicited

answers from students to evaluate their integrative motivation, Kurdish students' integrative motivation is moderate for learning the English language. Although Lamb (2004) claims that due to globalization "individuals may aspire towards a 'bicultural' identity which incorporates an English-speaking globally-involved version of themselves in addition to their local L1-speaking self," six items (no. 4, 5, 6, 8, 9, 10) reveal that Kurdish students do not appear to learn English for this purpose. Table 4 presents the frequencies and percentages of students' agreement, the mean, and the level of their motivation for each item.

TABLE 4
INTEGRATIVE MOTIVATION

Items	Fre.	%	Mean	Level of motivation
1. Learning English will allow me to be more at ease with English native speakers.	98	92.4	4.62	Highest
2. Learning English will allow me to meet and converse with more and varied people.	90	84.9	4.24	High
3. Learning English will enable me to better understand and appreciate English native speakers' art and literature.	79	73.5	3.72	High
4. Learning English will enable me to participate more freely in the activities of other cultural groups.	70	66.1	3.30	Moderate
5. Learning English will enable me to enjoy English native speakers' music.	66	62.3	3.11	Moderate
6. Learning English will enable me to integrate to the English and/or American communities.	58	54.7	2.73	Moderate
7. Learning English will help me to enjoy watching TV shows, programs, movies, etc. in English language.	98	92.4	4.62	Highest

8. Learning English will help me understand and appreciate the culture of English or American people.	70	66.1	3.30	Moderate
9. Learning English will help me empathize with English or American society.	66	60.4	3.02	Moderate
10. Learning English will help me empathize with English or American social problems and values.	37	34.9	1.74	Low

Strikingly opposite to integrative motivation, nine items from ten among the instrumental motivation items received either very high or high scores. Item 11 (*learning English is important because I'll need it for my future career.*), and item 13 (*learning English is important to me because I think it will someday be useful in getting a good job.*) received very high score (both of them were 4.62) from the majority of students (no. 98). Students' incentive for very high motivation for these two items is probably the market. Many companies nowadays require graduates to possess a good English language proficiency to be accepted for the majority of job vacancies. Therefore, should students wish to secure a good job and then build a strong career, they need to speak English language well. The result of this item is in line with what Jin (2014) found which was also high. Seven items (no. 12, 15, 16, 17, 18, 19, 20) scored high. This implies that the majority of students consider English language important to become a more knowledgeable person, to have a job abroad, to study abroad, to travel around the world, to have more success and achievements in life, to pass the exams, and to have access to more content on the internet. These reasons play a great role in making students to decide to learn the English language. While the items about studying abroad and traveling abroad are similar to Jin's (2014) result, the item about linking the importance of English language to passing the exam scored lower (2.25) in her study. Finally, only one item (item 14: *learning English can be important for me because other people will respect me more if I have a knowledge of a foreign language.*) scored low (2.40) among all the items. This finding is interesting because, in Kurdistan region, there is this assumption that English language is widespread, and everyone tries to learn the language because everyone else is learning it and consider it important. Yet, this result appears to oppose this assumption among these participants. Table 5 presents the details of instrumental motivation items.

TABLE 5
INSTRUMENTAL MOTIVATION

Items	Fre.	%	Mean	Level of motivation
11. Learning English is important because I'll need it for my future career.	98	92.5	4.62	Highest
12. Learning English is important for me because it will make me a more knowledgeable person.	90	84.9	4.24	High
13. Learning English is important to me because I think it will someday be useful in getting a good job.	98	92.5	4.62	Highest
14. Learning English can be important for me because other people will respect me more if I have a knowledge of a foreign language.	51	48.1	2.40	Low
15. Learning English will help me get a job abroad.	88	83	4.15	High
16. Learning English is important to me because it will help me to study abroad.	86	81.2	4.06	High
17. Learning English will help me to travel around the world.	84	79.2	3.96	High
18. Learning English is important because it can lead me to more success and achievements in life.	84	79.3	3.96	High
19. Learning English is important for passing the exams.	77	72.6	3.63	High
20. Learning English is important because it gives me access to more content on the internet.	85	80.2	4.01	High

Based on the result of the independent sample T test, item 6 (*learning English will enable me to integrate to the English and/or American communities.*) was significantly different between the male and female participants, $t(106) = 2.419$, $p = .017$. Moreover, item 15 (*Learning English will help me get a job abroad.*) was also found to be significantly different between the male and female participants, $t(106) = -2.415$, $p = .017$. Although the current study found the difference in only two items, the result of these two items is in line with Bećirović's (2017) finding. He also found significant difference between male and female participants' motivation in learning English language. Table 6 presents the result of the independent sample T test.

TABLE 6
INDEPENDENT SAMPLES T TEST

Items	Group	N	Mean	SD	<i>t</i>	<i>p</i>
Item6: Learning English will enable me to integrate to the English and/or American communities.	Male	31	3.87	1.024	2.419	.017
	Female	75	3.24	1.293		
Item15: Learning English will help me get a job abroad.	Male	31	3.81	1.195	-2.415	.017
	Female	75	4.32	.903		

VII. CONCLUSION, RECOMMENDATIONS, AND LIMITATIONS

This The current study found that Kurdish university students' motivation toward learning English language is high on average. However, their instrumental motivation was higher than the integrative motivation. This is understandable because, as discussed earlier, students are more instrumentally motivated in contexts where English language is a foreign language. This finding has contribution to teachers and curriculum designers because they can use instrumental constructs more than the integrative constructs in teaching as well as in designing programs. This should not make teachers or curriculum designers to abandon the items on integrative motivation scale because students were also highly motivated in some of them. For instance, to communicate to English native speakers as well as speakers of other languages, to read literature, and to watch TV are the driving forces for students to learn English language. Therefore, these elements could be embedded in the daily lectures and generally in English language programs. This might result in raising students' motivation on a daily basis and create an authentic environment for students. This kind of authentic environment is important in that it helps students to practice for their goal. In addition, the result of the current study shows that the foreign society, social problems and values, culture, and integration to the foreign community were not relatively important for them. As such, these elements might be given secondary focus in teaching. Since most of the items in instrumental motivation scale scored high or very high, teachers could give special focus to them to create a motivational classroom. The current study also found that there is no

significant difference between Kurdish male and females' motivation in most of the items in both integrative and instrumental motivation scales. Thus, teachers and program designers should not worry about differences between males and females in regard to their motivation toward English language learning. Although the current study found that the students are integratively and instrumentally motivated, motivation has a dynamic nature. In fact, as time passes motivation can change and its intensity can get higher or lower. Hence, it is important for university lecturers to work on students' motivation through teaching. The current study has two limitations that future research can work on them and complete them. First, students from one English department in a private university were taken as the participants. So, future research can take more universities and even from different cities into account in order to have a more general understanding about Kurdish students' motivation toward English language learning. Second, due to time constraints, the researcher could not do a follow up interview to also have a qualitative exploration about students' motivation.

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APPENDIX

Motivation and English language learning: Students' perspectives

Dear Participant,

This study is about students' perspectives in regard to motivation and English language learning. I would like you to participate in this questionnaire. If you decide to participate, it will take you approximately 10 minutes. Your participation in this study is voluntary and you may withdraw your consent and stop participating at any time without penalty. Participation in this study is completely anonymous because no personal information and/or identifiers are collected and at the time of sharing the data to others all the data from all the participants will be combined together to report totality of the matter. Your participation and contribution to this study through sharing your insights and perspectives are highly appreciated. Your insights and perspectives will inform research in the field of teaching and learning English language and consequently help English language teachers and learners. Moreover, there is no right or wrong answers, rather responses are expected to be your own views and perspectives.

Participation Consent

- I read the announcement above, and I understood completely.
- I know that I can withdraw from this study at any time without any reason and without penalty.
- I accept to participate in this study.

 Yes

 No
Participant Information

1. What is your gender?

 Male

 Female

2. Your age?

 17 - 22

 23 - 28

 29 - 34

 35 - 40

3. What year are you in?

 First year

 Second year

 Third year

 Fourth year

The following are some statements about the integrative and instrumental motivation for learning English language. Some people might agree, some might disagree, and some others might be neutral. Please tick (✓) the boxes that suit your perspectives.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Learning English will allow me to be more at ease with English native speakers.					
2. Learning English will allow me to meet and converse with more and varied people.					
3. Learning English will enable me to better understand and appreciate English native speakers' art and literature.					
4. Learning English will enable me to participate more freely in the activities of other cultural groups.					
5. Learning English will enable me to enjoy English native speakers' music.					
6. Learning English will enable me to integrate to the English and/or American communities.					
7. Learning English will help me to enjoy watching TV shows, programs, movies, etc. in English language.					
8. Learning English will help me understand and appreciate the culture of English or American people.					
9. Learning English will help me empathize with English or American society.					
10. Learning English will help me empathize with English or American social problems and values.					
11. Learning English is important because I'll need it for my future career.					
12. Learning English is important for me because it will make me a more knowledgeable person.					
13. Learning English is important to me because I think it will someday be useful in getting a good job.					
14. Learning English can be important for me because other people will respect me more if I have a knowledge of a foreign language.					
15. Learning English will help me get a job abroad.					
16. Learning English is important to me because it will help me to study abroad.					
17. Learning English will help me to travel around the world.					
18. Learning English is important because it can lead me to more success and achievements in life.					
19. Learning English is important for passing the exams.					
20. Learning English is important because it gives me access to more content on the internet.					