

Students' Motivation Towards Learning English as a Foreign Language: Instrumental or Integrative

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Abstract

Objectives: This study aimed to investigate the motivation of students in the English Language and Literature Department at Mu'tah University for learning English from their perspectives. The sample of the study consisted of 289 students who responded to an electronic questionnaire, which comprised 36 items distributed over two domains: instrumental and integrative motivations .

Methodology: The study used a descriptive analytical approach and was conducted during the first semester of the academic year 2023-2024 .

Results: The results showed that students' motivations, in general, were high for both instrumental and integrative motivations. The mean score for instrumental motivation was 3.858, with a standard deviation of 0.73, while the integrative motivation had a mean score of 3.927 and a standard deviation of 0.65, indicating that integrative motivation was ranked first. Results showed a statistically significant difference in students' motivation in both domains (instrumental and integrative) due to GPA category. Additionally, there were statistically significant differences in the integrative motivation domain based on the year of study. The mean score for first-year students was lower than the mean scores of the other years of study. Finally, results showed no statistically significant differences in both instrumental and integrative motivations due to gender, nor any statistically significant differences in instrumental motivation based on the year of study .

Conclusions: In light of these results, it is recommended to encourage first-year students and those whose GPA falls in the category of 60-69 to develop positive attitudes towards learning English as a foreign language.

Keywords: instrumental motivation, integrative motivation, mother tongue, foreign language learning, second language .

دافعية الطلبة نحو تعلم اللغة الإنجليزية كلفة أجنبية: أدواتية ام إندماجية

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المخلص

الأهداف: هدفت هذه الدراسة إلى الكشف عن دافعية طلبة قسم اللغة الإنجليزية وأدائها في جامعة مؤتة نحو تعلم اللغة الإنجليزية كلفة أجنبية.

المنهجية: اعتمدت الدراسة المنهج الوصفي التحليلي وأجريت في الفصل الدراسي الأول من العام الجامعي 2023-2024، وطبقت على عينة مكونة من (289) طالبا وطالبة استجابوا لاستبانة إلكترونية مكونة من (36) فقرة موزعة على مجالين، هما: الدافعية الاندماجية، والدافعية الأدواتية.

النتائج: أظهرت النتائج أن دافعية الطلبة جاءت مرتفعة في المجالين، حيث بلغ المتوسط الحسابي في الدافعية الأدواتية (3.858)، والانحراف المعياري (0.73)، والمتوسط الحسابي في الدافعية الاندماجية جاء مرتفعاً كذلك بمتوسط حسابي بلغ (3.927)، وانحراف معياري (0.65)، إلا أن مجال الدافعية الاندماجية جاء بمتوسط حسابي أعلى

من الدافعية الأدواتية. وأظهرت النتائج أيضا وجود فروق دالة إحصائية في دافعية الطلبة الأدواتية والاندماجية تعزى لفئة المعدل التراكمي، ووجود فروق دالة إحصائية في مجال الدافعية الاندماجية تعزى للسنة الدراسية؛ حيث كان المتوسط الحسابي لطلبة السنة الأولى أقل من المتوسط الحسابي لباقي السنوات الدراسية. وأخيراً، لم تظهر النتائج وجود فروق دالة إحصائية في دافعية الطلبة في أي من المجالين تعزى للنوع الاجتماعي، وكذلك لم يكن هناك فروق دالة إحصائية في مجال الدافعية الأدواتية تعزى لسنة الدراسة.

الخلاصة: في ضوء نتائج الدراسة تمت التوصية بتشجيع طلبة السنة الأولى والطلبة ذوي المعدلات في الفئة 60-69 بأن يكون لديهم نظرة إيجابية نحو تعلم اللغة الإنجليزية.

الكلمات المفتاحية: العلوم والتكنولوجيا والهندسة والرياضيات، الوعي، التصورات، المهن المستقبلية، جامعة آل البيت.

Introduction

In Jordanian universities, students in English language and literature departments enjoy being students of English. These students have two different views regarding how they perceive themselves as learners. Some view themselves as learners of the English language, while others see themselves as learners of English literature. This difference in perspective reflects two types of motivation that students may have (i.e., instrumental and integrative). This distinction between instrumental and integrative motivations was first proposed by Gardner and Lambert (1972). Brown (1994, p. 152) stated that "Motivation is the choice people make regarding what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect." Meanwhile, Gardner (1985, 2007) refers to motivation as the extent to which a learner may work or strive to learn due to a certain desire that provides some form of satisfaction.

Some linguists link the factor of motivation with language acquisition and language achievement, including Ellis (1997) and Lucas et al. (2010). They argue that it is through affective factors such as motivation that learners acquire a foreign or second language (Irshad & Sarwat, 2010; Ortega, 2008; Ushida, 2005). It is suggested that through motivation, learners can achieve their goals (Melendy, 2008).

In countries that teach English as a foreign language, students who see themselves as learners of the English language may have instrumental motivation, while those who identify as learners of English literature may possess integrative motivation. Generally, motivation leads to success and high achievement (Irshad & Sarwat, 2010). Having some form of motivation indicates having an aim to accomplish something. Johnson et al. (2014) argue that having an aim through motivation leads to the achievement of that aim. Instrumental motivation occurs when learners believe that learning a foreign language may help them succeed, whether by passing an exam,

obtaining a better job, or traveling abroad for higher education (Hudson, 2000). Integrative motivation, however, arises when learners have positive attitudes toward learning the foreign language (Qashoa, 2006). This type of motivation usually stems from within the learners themselves (i.e., intrinsic) (Tileston, 2010). Foreign language students may enter university with instrumental motivation for learning English but may gradually shift their motivation from instrumental to integrative.

Another type of motivation is extrinsic versus intrinsic motivation. Extrinsic motivation occurs when one is driven to do something by external forces, while intrinsic motivation arises when someone strives to accomplish something driven by internal forces. Instrumental motivation is typically associated with being extrinsic, while integrative motivation is linked with being intrinsic. Research has shown that integrative and intrinsic motivations lead to higher achievement than instrumental and extrinsic motivations (Hong & Ganapathy, 2017).

Numerous studies have explored the types of motivation that English as a Foreign Language (EFL) learners possess and their relationship to foreign language learning and achievement (Tokan & Imakulata, 2019). Ming et al. (2011) conducted a study on Malaysian students to investigate their motivation for learning English. They found a positive relationship between students' proficiency and their attitudes toward learning English. Overall, their study indicated that Malaysian students exhibited instrumental and extrinsic motivation rather than integrative and intrinsic motivation. Another study by Rezhani (2023) investigated EFL students' motivation at the University of Halabja in Kurdistan, Iraq. He concluded that the students possess instrumental motivation but lack integrative motivation. Similarly, Nguyen (2019) concluded that Vietnamese students enrolled at Vietnam National University had instrumental motivation for learning English. Ugla

(2021) also found that students from various fields of study, specifically Iraqi university students, exhibited instrumental motivations. From the abundant research, it can be concluded that EFL students primarily possess instrumental motivation rather than integrative motivation (Al-Tamimi & Shuib, 2009).

Other researchers, such as Al Azzawi & Taha (2023), found that university students at Tikrit University have intrinsic integrative motivation for learning English. They also found that females exhibit higher intrinsic integrative motivation than males. Some researchers argue that EFL learners need both types of motivation to succeed in learning a foreign language (Al-Munawwarah, 2018). Therefore, some researchers have suggested that instrumental motivation is necessary for EFL learning, while integrative motivation is essential for English as a Second Language (ESL) learning (Moskovsky & Alrabai, 2009). This claim is based on the premise that EFL learners are not required to use English in their immediate environment, while ESL learners do use English in their surroundings. Since language and culture are inseparable, ESL students need to reflect culture in their interactions.

Whether instrumental or integrative, motivated students will always be better learners of English, argues Aldosari (2014). Regarding gender differences in motivation, Aldosari (2014) found that Saudi female students are better English language learners because they are more motivated than male students and have a positive attitude toward language learning. Al-Twalbeh & Bany Khaled (2023) revealed in their study that tenth-grade female students were better motivated than males in reading. Similar studies have also found female learners to be more effective language learners due to their motivations. For example, an Ethiopian case study showed female learners to have better motivation and, consequently, to be better language learners (Tulu, 2014). Another study conducted in China by Xiong (2010) also found female learners to be better motivated than male learners.

Based on the aforementioned studies on both instrumental and integrative motivation, this research aims to examine the type of motivation EFL students at Mu'tah University possess for learning English. The study also investigates whether gender, year of study, or students' GPA categories are determinant factors in the type of motivation students have. The results of the study will be beneficial to teachers, acting as a guide for the types of activities they might include in the classroom. It is critical to select materials and activities that align with students' motivations (Ugla, 2021). For instance, when students have integrative motivation, the teacher might use authentic materials such as novels, short stories, or clips from magazines and newspapers for reading and discussion in class. For students with integrative motivations, these types of materials are enjoyable and more likely to help them achieve their goals. In contrast, for students with instrumental motivations, the teacher

might focus on grammar and accuracy since the language is viewed as a means to obtain certain benefits.

Problem and Questions of the Study

Motivation is an affective factor in learning English as a foreign language and a key factor in the success of learners (AL Azzawi & Taha, 2023). Learning and motivation are intertwined, making the investigation of motivation necessary in the field of learning English as a foreign language. Gardner (1985) emphasized the importance of motivation for language learning success. Motivation can promote learning, and learning can produce motivation again, as explained by Ausubel (1968). Therefore, students' motivation toward English might influence their learning. Motivation affects students' achievement; usually, motivated students achieve higher than less motivated students, who might give up easily (Lei, 2012).

Learning a foreign language is not an easy process and requires hard work and dedication. Researchers in different parts of the world have shown that students possess instrumental, integrative, extrinsic, and intrinsic motivations for learning a foreign language (AL Azzawi & Taha, 2023; Ming et al., 2011; Rezhan, 2023). In Jordan, English is taught as a foreign language, but very little opportunity is provided for students to learn through authentic interaction with native speakers. This lack of opportunity makes learning English as a foreign language difficult for Jordanian students. Since motivation and learning are inseparable, students should have some type of motivation to succeed in their learning. To the researcher's knowledge, little research has been conducted to investigate Jordanian students' motivation to learn English as a foreign language at Jordanian universities; furthermore, no studies, to the researcher's knowledge, have explored the type of motivation that students at Mu'tah University have for learning English as a foreign language. Therefore, the researcher decided to conduct the current study in an attempt to fill the gap in the literature on foreign language learning. This study attempts to answer the following two research questions:

1. What type of motivation do students in the English Language and Literature Department at Mu'tah University have for learning English?
2. Are there statistically significant differences at the level ($\alpha = 0.05$) in the type of motivation that students have for learning English according to gender, year of study, or students' GPA category?

This study is significant in that it highlights the types of motivations that students in the English Language and Literature Department have for learning English as a foreign language. Motivation plays a crucial role in learning in general and in language learning in particular. From an educational perspective, if students' motivation is clear to the instructors, they may adjust their teaching methods to help students benefit the most from their learning. Teachers can illuminate the culture of people

who speak the language and use materials in the classroom that reflect the target culture if students have integrative motivation. In this case, teachers can use authentic materials as much as possible. However, if students have instrumental motivation, then teachers might encourage them to engage in extra activities that will help them master the language to achieve the goals they believe knowing English would bring them.

Participants

The study population consisted of all the students at the bachelor's level who are enrolled in the English Language and Literature department at Mu'tah University for the first semester of the academic year 2023/2024. The total number of students is 467, comprising both male and female students (Mu'tah University Acceptance and Registration Unit, 2024). The researcher used a comprehensive survey to select the study sample by distributing an electronic questionnaire to all the students in the study population. The URL for the electronic questionnaire was shared with all students through their courses with the help of the instructors. It was sent to them via WhatsApp groups and Teams by the

instructors. The process of questionnaire distribution and collection lasted for two weeks, after which 289 questionnaires were collected and reviewed. The study sample comprised 61.88% of the study population. This sample size is considered statistically acceptable according to the Krejcie and Morgan table (1970).

Pilot Study

To check the instrument for validity and reliability, the study instrument was randomly distributed to a pilot sample of 30 male and female students who were part of the study population but not included in the study sample. The questionnaire was distributed to them in traditional paper format by the researcher herself.

Participants' Characteristics

To obtain the characteristics of the study sample, the questionnaire included several independent variables that reflect the participants' qualitative characteristics. These included the variables of gender, year of study, and students' grade point average category, which are shown in Table 1.

Table 1: Sample Distribution According to Qualitative Characteristics.

Students' Characteristics	Categories	Frequencies	(%)
Gender	Male	111	38.41
	Female	178	61.59
	Sum	289	100
Student's Year of study	First year	61	21.11
	Second Year	92	31.83
	Third year	87	30.10
	Fourth Year	49	16.96
	Sum	289	100
GPA (Grade Point Average) Category	60 – 69	75	25.95
	70 – 79	112	38.75
	80 – 89	77	26.64
	90 - 100	25	8.65
	Sum	289	100

Materials

To achieve the aim of the study, which is to determine the type of motivation students at the English Language and Literature Department have for learning English, a questionnaire was designed to collect the data. In order to prepare the questionnaire, previous studies related to the subject were reviewed (Rezhan H. A., 2023; Nguyen, 2019). The questionnaire, in its initial stage, consisted of 40 items, which were distributed to specialists in the field who were asked to review it and judge it for appropriateness and clarity, in addition to either editing, adding, or deleting items.

Instrument Validity and Reliability

To ensure face validity, seven specialists in the field were asked to validate the items of the questionnaire for appropriateness and linguistic clarity. They were also asked to modify, add, or delete any items from the questionnaire, in addition to judging the suitability of the

five-point Likert scale for assessing each item. Based on the jury's recommendations, the questionnaire was modified, with four items deleted and some items modified. Hence, the final draft consisted of 36 items instead of 40, and the five-point Likert scale was deemed acceptable.

To achieve the internal consistency of the instrument, it was administered to a sample of 30 male and female students from the population of the study, who were excluded from the study sample. Results revealed that the values of the Pearson Correlation Coefficient for the items of the first domain (i.e., Instrumental Motivation) ranged between 0.664 and 0.804, indicating internal consistency of the items. The Pearson Correlation Coefficient values of the second domain (i.e., Integrative Motivation) ranged between 0.613 and 0.864, indicating internal consistency of the domain items as well.

To ensure the reliability of the study instrument, Cronbach's Alpha was calculated, in addition to the test-retest method to calculate Pearson's correlation coefficient of the pilot study. The results of Cronbach's Alpha and Pearson's correlation coefficient indicated that the instrument was highly reliable. The results of Cronbach's Alpha for the instrumental domain was 0.941, and for the integrative domain was 0.927; this is considered statistically acceptable, indicating the questionnaire is reliable. Results of the Pearson correlation coefficient for both domains ranged between 0.741 and 0.826, which indicates the questionnaire is reliable.

Results and Discussions

In this section, the results and discussions of the research questions are presented.

Results and Discussion Pertaining to the First Research Question:

The results of the first research question, which is: What type of motivation do students at the English Language and Literature Department at Mu'tah University have for learning English from their perspectives? To answer this question, means, standard deviations, and level of agreement were calculated, as shown in Table 2.

Table 2: Means, standard deviations, and level of agreement of motivations of EFL students at Mu'tah University for learning English.

No	Motivation Aspects	Mean	Standard Deviation	Rank	Level of agreement
1	Instrumental Motivation	3.858	0.73	2	High
2	Integrative Motivation	3.927	0.65	1	High
-	All Aspects	3.893	0.61	-	High

Table 2 shows that the general level of agreement regarding the motivation for learning English as a foreign language among the study sample was high, with a mean score of 3.893 and a standard deviation of 0.61. The results also indicate that the level of agreement for integrative motivation, which was high, ranked first, with a mean score of 3.927 and a standard deviation of

0.65. In second place was the level of agreement for instrumental motivation, which was also high, with a mean score of 3.858 and a standard deviation of 0.73.

Instrumental Motivation

Table 3 below shows the mean scores and standard deviations of the items for the instrumental domain.

Table 3: Mean scores, standard deviations, and level of agreement for each item of the instrumental domain.

No	Items	Mean	Standard Deviation	Rank	Level of agreement
5	I learn English because it will help me find a good job in the future.	4.137	0.86	1	High
6	I learn English to have a better career in the future.	4.124	0.85	2	High
7	I learn English because it can lead to more success and achievements in life.	4.079	0.89	3	High
9	I learn English because I will need it for my career.	4.038	0.90	4	High
15	I learn English to have more and better opportunities	3.957	0.97	5	High
14	I learn English to be professional in teaching	3.923	1.02	6	High
12	I learn English because it will help me get a better paid job.	3.908	0.96	7	High
18	I learn English to get better marks in class	3.906	1.00	8	High
2	I learn English to pass my exams and to achieve excellence.	3.885	0.98	9	High
16	I learn English because it helps me do business with foreign companies.	3.875	0.93	10	High
13	I learn English because it will help me get a scholarship to study abroad	3.843	0.93	11	High
17	I learn English to get a better salary (payment)	3.838	0.91	12	High
10	I learn English because it will make me more educated.	3.807	0.99	13	High

No	Items	Mean	Standard Deviation	Rank	Level of agreement
3	I learn English because I can continue my higher education (Master and Doctorate).	3.795	1.07	14	High
11	I learn English because it will help me gain much wealth.	3.725	0.95	15	High
1	I learn English to assist me with my assignments and homework.	3.679	1.01	16	Medium
4	I learn English because it makes me appear more educated and respected.	3.638	1.11	17	Medium
8	I learn English because other people will respect me more if I know English.	3.288	1.20	18	Medium
	All Items	3.858	0.73	-	High

Table 3 shows that the level of agreement for learning English among the study sample concerning instrumental motivation items was high. The mean score is 3.858, and the standard deviation is 0.70. The results also indicate that 15 items had a high level of agreement. The standard deviation of these items ranged between 3.725 and 4.137, while the remaining items showed a medium level of

agreement, with mean scores ranging between 3.288 and 3.679 and a standard deviation ranging between 0.85 and 1.20. This indicates homogeneity in the level of responses to the items.

Integrative Motivation

Table 4 presents the results of the individual items of the integrative domain.

Table 4: Mean scores, standard deviations, and level of agreement for each item of the integrative domain.

No	Items	Mean	Standard Deviation	Rank	Level of agreement
3	I learn English to speak fluently with native speakers	4.134	0.82	1	High
11	I learn English because I want to speak like native speakers.	4.106	0.87	2	High
14	Learning English is important because it allows me to communicate with people who speak English.	4.103	0.82	3	High
13	I learn English because I want to understand the language better and to be proficient in it.	4.100	0.84	4	High
17	I learn English because I will be able to interact more easily with speakers of English.	4.089	0.81	5	High
6	I learn English because it can help me read English books and enjoy them	4.034	0.99	6	High
15	I learn English because it will allow me to meet and converse with a wider variety of people.	3.985	0.85	7	High
4	I learn English to be friends with native speakers of English.	3.958	0.96	8	High
7	I learn English because I want to understand the culture of the native speakers and their way of life.	3.951	0.93	9	High
8	I learn English because it allows me to discuss exciting topics around the world.	3.913	0.88	10	High
1	I learn English to watch and understand English movies.	3.902	1.00	11	High
10	I learn English because it makes me open to other cultures and allows me to accept their ways of life.	3.899	0.91	12	High
12	I learn English because I am interested in the cultures of people around the world.	3.895	0.95	13	High

No	Items	Mean	Standard Deviation	Rank	Level of agreement
16	I learn English because it will enable me to better understand and appreciate the English way of life.	3.823	1.03	14	High
9	I learn English because I can use it to explain to tourists about my country.	3.802	1.02	15	High
5	I learn English to keep in touch with foreigners	3.750	0.92	16	High
18	I like to write English words by copying them from books even if I don't know their meanings.	3.632	1.15	17	Medium
2	I learn English to listen to their songs and enjoy their culture	3.625	0.94	18	Medium
	All Items	3.927	0.65	-	High

Table 4 shows that the level of agreement among the students regarding the integrative domain from their perspective is high, with a mean score of 3.927 and a standard deviation of 0.65. The results also indicate that 16 items in the domain had a high level of agreement. The mean scores of these items ranged from 3.625 to 3.632, and the standard deviations ranged from 0.81 to 1.15, which demonstrates homogeneity in the level of responses to the items.

Results from the first research question showed that students in the English Language and Literature Department at Mu'tah University have both instrumental and integrative motivations for learning English. It was found that integrative motivation was ranked first, followed by instrumental motivation. This conclusion was unexpected for learners of English as a foreign language, especially since many researchers (Al-Tamimi & Shuib, 2009; Nguyen, 2019; Rezhn, 2023) have indicated that students learning English as a foreign language typically possess instrumental motivation rather than integrative motivation. English, considered an international language, is used by Jordanians to fulfill instrumental purposes. It is taught in schools from KG1 to 12th grade to prepare students for university.

It would be expected that Jordanian learners have instrumental motivation for learning English, such as learning English to secure better jobs, to have improved job opportunities, to obtain scholarships to study abroad, or to pass exams. However, surprisingly, in the current study, integrative motivation was ranked higher than instrumental motivation, although both domains were rated highly. This finding is both similar and different

from Al-Munawwarh (2018), who found that learners possess both motivations for learning, with instrumental motivation ranked first. This finding can be explained through modern social networking and contemporary communication methods that students use in their daily lives, in addition to the vast programs available through Google or YouTube, which allow today's students to access the culture of the target language freely. This exposure to the target culture may have influenced students' motivation to learn more about the foreign culture and to integrate further into it. Overall, the findings align with other research indicating that instrumental motivation is the primary motivation for learning English as a foreign language.

Results and Discussion Pertaining to the Second Research Question:

The results pertaining to the second research question, which states: Are there statistically significant differences at the level ($\alpha = 0.05$) in the type of motivation that students have for learning English according to gender, year of study, or students' GPA category?

To answer this question, a three-way MANOVA analysis was conducted to examine the level of motivation students in the English Language and Literature Department at Mu'tah University have that is attributed to gender, year of study, and GPA category. Prior to running the three-way MANOVA analysis, data distribution was moderated, and a homogeneity test was ensured. Table 5 presents the results of the three-way MANOVA.

Table 5: Results of the three-way MANOVA for the Statistical Differences in the Motivation of Students in the English Language and Literature Department at Mu'tah University Due to Gender, Year of Study, and GPA Category

source	Item	Sum of Squares	df	Mean Square	F	Sig.
Gender Hotelling's (0.013)	Instrumental Motivation	1.695	1	1.695	3.23	0.07

F = 1.81 Sig= 0.165	Integrative Motivation	0.327	1	0.327	0.81	0.37
Student's Year of study Wilks' L. (0.938) F = 3.03 Sig= 0.006	Instrumental Motivation	3.588	3	1.196	2.28	0.08
	Integrative Motivation	5.475	3	1.825	4.49*	0.00
GPA Wilks' L.(0.977) F = 3.98 Sig= 0.00	Instrumental Motivation	6.971	3	2.324	4.43*	0.01
	Integrative Motivation	5.884	3	1.961	4.82*	0.00
Error	Instrumental Motivation	147.50	281	0.525	-	-
	Integrative Motivation	114.01	281	0.406	-	-

*Significant at the (0.05) level.

Results in Table 5 reveal the following: First, there is no significant statistical difference in the mean scores of students in the English Language and Literature Department at Mu'tah University in the Instrumental Motivation domain due to gender, as the calculated F value was 3.23, which is not statistically significant at the level of 0.05. This result indicates homogeneity in the level of motivation among students in the English Language and Literature Department at Mu'tah University concerning the gender variable.

Second, there are no significant statistical differences in the mean scores of students' instrumental motivation attributed to the year of study variable. The calculated F value was 2.28, which is considered not statistically significant at the level of 0.05, indicating a level of homogeneity among students in the English Language and Literature Department regarding their instrumental motivation attributed to the year of study.

Third, results in Table 5 also reveal a significant statistical difference in the mean scores of students' instrumental motivation attributed to the GPA category variable. The calculated F value was 4.43, which is considered statistically significant at the level of 0.05. To show the source of the difference in the mean scores according to the GPA category, Tukey Post Hoc Multiple Comparison was conducted, and the results showed that students with a GPA category of 60-69 have lower instrumental motivation compared with those students in the GPA categories 80-89 and 90-100, while other differences were not statistically significant.

Fourth, the results in Table 5 also show no significant statistical differences in the mean scores of students in the English Language and Literature Department at Mu'tah University in the Integrative Motivation domain attributed to gender. The calculated F value was 0.81, which is not statistically significant at the level of 0.05. This result shows homogeneity in the level of integrative motivation among the students in the English Language and Literature Department at Mu'tah University concerning gender.

Fifth, results also indicate significant statistical differences in the mean scores of students' integrative motivation attributed to students' year of study. The calculated F value was 4.49, which is considered statistically significant at the level of 0.05. To determine the source of the difference according to year of study, Tukey Post Hoc Multiple Comparison was conducted. The results showed that students in the third and fourth years have higher integrative motivation compared with students in the first year, while other differences were not statistically significant.

Finally, results in Table 5 showed significant statistical differences in the mean scores of students in the English Language and Literature Department at Mu'tah University in the integrative motivation domain attributed to students' GPA category. The calculated F value was 4.82, which is considered statistically significant at the level of 0.05. To determine the source of the difference in the mean scores, Tukey Post Hoc Multiple Comparison was conducted, revealing that students with GPA categories of 60-69 have lower integrative motivation compared with those in the GPA categories 80-89 and 90-100, while other differences were not statistically significant.

In discussing the finding that there were no statistically significant differences in students' motivation due to gender, one can argue that in today's world, both male and female students have the same opportunities to benefit from knowing a foreign language, and both genders have equal online access to foreign culture. Therefore, both male and female students have similar reasons for wanting to learn English, which is contrary to the findings of Aldosari (2014) and Xiong (2010), who found that female learners are better learners and more motivated than male learners.

With respect to the third finding of the study, which states that there were no statistically significant differences in motivation due to year of study in instrumental motivation, but there were significant

differences in integrative motivation. The discussion for this finding is that students in the fourth levels (first, second, third, and fourth year) had similar views regarding instrumental motivation because from KG1 to high school, students in Jordan are trained to believe that English is required in their lives instrumentally. Knowing English as a foreign language is necessary to pass the high school (Tawjihi) exam, to be accepted at university, and to study any scientific, medical, or engineering major. Thus, it is instilled in learners that English as a foreign language is beneficial instrumentally.

As for the finding regarding differences due to year of study concerning integrative motivation, the reason that second, third, and fourth-year students scored higher in integrative motivation is likely because their English abilities have increased, and their cultural knowledge of the target culture through classes and social media has expanded, making them more determined to be part of the culture of the people whose language they are studying and pursuing a degree in.

Finally, the results showed that there are statistically significant differences in students' responses regarding instrumental and integrative motivation due to students' GPA category. In both instrumental and integrative motivations, students with a higher GPA category had higher mean scores in their responses. The results indicate that the higher the GPA category, the higher the mean score, which aligns with the research of Tokan & Imakulata (2019). Students who fall into the 90-100 GPA category had the highest mean score, followed by students in the 80-89 category. The explanation for this finding is found in Ausubel (1968), who mentions that motivation can promote learning, and learning can produce motivation in return. The relationship between motivation and learning is a positive reciprocal one; obviously, more motivated students (whether instrumental or integrative) achieve higher GPA levels. When learners obtain high GPAs, they become more motivated to learn English.

Conclusions, Limitations, and Recommendations

Based on the results of this study, it can be concluded that, first, Jordanian learners of English as a foreign language at Mu'tah University are highly motivated both instrumentally and interactively to learn English. Second, both male and female students have similar motivations for learning English. Third, integrative motivation is found more among students who are advanced in their year of study. Fourth, students in higher GPA categories also showed a great deal of motivation to learn English to benefit instrumentally and to relate more to the target culture from an integrative perspective.

Despite these results and findings, several limitations should be considered when interpreting them. First, the study was limited to Mu'tah University in southern Jordan, which is just one university in one province. Other universities in different parts of Jordan were not included in the study. Future research could encompass more universities in other provinces to cover a larger population of university students. Second, it was limited to using a questionnaire as the instrument, focusing on two domains: primarily instrumental and integrative motivations.

The questionnaire could be just one of several instruments for conducting such a study. Future research may include more qualitative instruments, such as conducting interviews with students. Third, the study was also limited to a sample of 289 male and female students. This sample size could be expanded. Future studies could include a larger sample of students from different universities. Additional studies could also explore students' motivation from the instructors' point of view. Hence, the results of the current study are applicable to similar samples but cannot be generalized beyond these boundaries. Based on these limitations, it is recommended for future studies to first conduct the study at other universities in Jordan. Second, it is recommended to include more domains in the questionnaire, such as intrinsic and extrinsic motivations. Third, qualitative studies could be conducted using interviews with teachers and students. Finally, the study was conducted during the first semester of the academic year 2023-2024 on a sample of 289 students. Future studies could expand the time frame to include two academic semesters with a larger sample of students.

Based on the findings of this study, the current study recommends encouraging students with a low GPA category (60-69) to improve their English learning by highlighting the importance of learning English and by presenting them with the culture of its people to elevate their integrative motivations. Especially since motivation and GPA seem to have a positive relationship; the more motivated the student, the higher the GPA category. Recommendations also include encouraging foreign language learners upon entering university (i.e., first-year students) to learn English, as it is an international language that can be used to secure jobs, study abroad, and obtain scholarships. Instructors can also use activities that engage students' motivations, as students exhibit high integrative motivation. Therefore, instructors may incorporate more authentic materials in the classroom to reflect the culture of the foreign language.

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