



STUDENTS' INTEGRATIVE AND INSTRUMENTAL MOTIVATION FOR LEARNING ENGLISH AS A SECOND LANGUAGE

Wesam Suliman¹
Tendai Charles²
Omaima Sawalha³

ABSTRACT

Objective: This research investigates the influence of integrative and instrumental motivations on English Language Learning (ELL) among students in private educational institutions within the United Arab Emirates (UAE). It aims to discern which type of motivation—integrative or instrumental—exerts a greater impact on second language acquisition.

Method: A quantitative research methodology was employed, utilizing a 44-item questionnaire adapted from the Motivation Test Battery. The study sample consisted of 101 English as a Second Language (ESL) students. Statistical tools such as regression analysis and correlation coefficients were used to analyse the data, providing insights into the relationships between motivational types and language acquisition success.

Results and Discussion: The study revealed a positive correlation between both integrative and instrumental motivations and ELL. Notably, integrative motivation had a more substantial influence on the ESL outcomes compared to instrumental motivation. These results underline the complexity of motivational impacts on language learning, with integrative motivation playing a pivotal role.

Research Implications: The findings suggest that educational strategies that enhance integrative motivation could be more effective in promoting successful language learning. This could involve fostering a deeper connection with the language community and culture, thereby enriching the educational experience and outcomes for ESL learners.

Originality/Value: This study contributes to the existing body of knowledge by focusing on the comparative impacts of integrative and instrumental motivations in the context of the UAE—a region where such studies are seldom conducted. The insights regarding the predominant influence of integrative motivation add a valuable dimension to the global discourse on second language acquisition, especially in multilingual and multicultural learning environments.

Keywords: English Language Learning, Second Language Acquisition, Integrative Motivation, Instrumental Motivation.

MOTIVAÇÃO INTEGRATIVA E INSTRUMENTAL DOS ALUNOS PARA APRENDER INGLÊS COMO SEGUNDA LÍNGUA

RESUMO

Objetivo: Esta pesquisa investiga a influência de motivações integrativas e instrumentais na Aprendizagem da Língua Inglesa (ELL) entre estudantes em instituições de ensino privadas nos Emirados Árabes Unidos (EAU). O objetivo é discernir que tipo de motivação - integral ou instrumental - exerce um maior impacto na aquisição da segunda língua.

¹ Al Ain University, Al Ain - Abu Dhabi, United Arab Emirates.

E-mail: wesam.suliman@aau.ac.ae Orcid: <http://orcid.org/0000-0002-7050-4859>

² The British University in Dubai, United Arab Emirates.

E-mail: tendai.charles@buid.ac.ae Orcid: <http://orcid.org/0000-0002-0253-5960>

³ International School of Creative Science, United Arab Emirates.

E-mail: omaima.sawalha@yahoo.com Orcid: <http://orcid.org/0009-0000-2212-4168>



Método: Uma metodologia de pesquisa quantitativa foi empregada, utilizando um questionário de 44 itens adaptado da Bateria de Teste de Motivação. A amostra do estudo consistiu em 101 estudantes de Inglês como Segunda Língua (ESL). Ferramentas estatísticas como análise de regressão e coeficientes de correlação foram usadas para analisar os dados, fornecendo insights sobre as relações entre tipos motivacionais e sucesso na aquisição da linguagem.

Resultados e Discussão: O estudo revelou uma correlação positiva entre as motivações integrativas e instrumentais e a DELL. Notavelmente, a motivação integrativa teve uma influência mais substancial nos resultados do AEP em comparação com a motivação instrumental. Estes resultados sublinham a complexidade dos impactos motivacionais na aprendizagem de línguas, sendo que a motivação integrativa desempenha um papel fundamental.

Implicações da pesquisa: As descobertas sugerem que estratégias educacionais que melhoram a motivação integrativa poderiam ser mais eficazes na promoção de aprendizagem de línguas bem sucedida. Isto poderia envolver a promoção de uma conexão mais profunda com a comunidade e a cultura da língua, enriquecendo assim a experiência educacional e os resultados para os alunos de AEP.

Originalidade/Valor: Este estudo contribui para o corpo de conhecimento existente, concentrando-se nos impactos comparativos de motivações integrativas e instrumentais no contexto dos Emirados Árabes Unidos - uma região onde tais estudos são raramente realizados. As percepções sobre a influência predominante da motivação integrativa acrescentam uma dimensão valiosa ao discurso global sobre a aquisição de uma segunda língua, especialmente em ambientes de aprendizagem multilíngues e multiculturais.

Palavras-chave: Aprendizagem da Língua Inglesa, Aquisição da Segunda Língua, Motivação Integrativa, Motivação Instrumental.

MOTIVACIÓN INTEGRADORA E INSTRUMENTAL DE LOS ESTUDIANTES PARA APRENDER INGLÉS COMO SEGUNDA LENGUA

RESUMEN

Objetivo: Esta investigación investiga la influencia de las motivaciones integradoras e instrumentales en el aprendizaje del idioma inglés (ELL) entre los estudiantes de instituciones educativas privadas dentro de los Emiratos Árabes Unidos (EAU). Su objetivo es discernir qué tipo de motivación —integradora o instrumental— ejerce un mayor impacto en la adquisición de un segundo idioma.

Método: Se empleó una metodología de investigación cuantitativa, utilizando un cuestionario de 44 ítems adaptado de la Bateria de Prueba de Motivación. La muestra de estudio consistió en 101 estudiantes de inglés como segundo idioma (ESL). Se utilizaron herramientas estadísticas como el análisis de regresión y los coeficientes de correlación para analizar los datos, proporcionando información sobre las relaciones entre los tipos motivacionales y el éxito de la adquisición del lenguaje.

Resultados y Discusión: El estudio reveló una correlación positiva entre las motivaciones integradoras e instrumentales y la ELL. En particular, la motivación integradora tuvo una influencia más sustancial en los resultados de ESL en comparación con la motivación instrumental. Estos resultados subrayan la complejidad de los impactos motivacionales en el aprendizaje de idiomas, con la motivación integradora jugando un papel fundamental.

Implicaciones de la investigación: Los hallazgos sugieren que las estrategias educativas que mejoran la motivación integradora podrían ser más efectivas para promover el aprendizaje exitoso de idiomas. Esto podría implicar fomentar una conexión más profunda con la comunidad y la cultura lingüísticas, enriqueciendo así la experiencia educativa y los resultados para los estudiantes de ESL.

Originalidad/Valor: Este estudio contribuye al acervo de conocimientos existente al centrarse en los impactos comparativos de las motivaciones integradoras e instrumentales en el contexto de los EAU, una región donde rara vez se realizan tales estudios. Los conocimientos sobre la influencia predominante de la motivación integradora añaden una dimensión valiosa al discurso global sobre la adquisición de una segunda lengua, especialmente en entornos de aprendizaje multilingüe y multicultural.

Palabras clave: Aprendizaje del Idioma Inglés, Adquisición del Segundo Idioma, Motivación Integradora, Motivación Instrumental.



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1 INTRODUCTION

Globally, learning English is viewed as a lingua franca and an essential tool of communication for important aspects of life such as the local economy, international commerce, and tourism (Ulfa & Bania, 2019). Recent statistics indicate that over 150 million individuals across the world learn English as a second language (L2) from primary school up to university level (Ulfa & Bania, 2019). Despite learning English from early years, English second language learners (ESLL) still encounter challenges in acquiring this second language and these challenges demotivate them toward learning English (Abduljawad, 2023). For instance, Malaysian students study English from a very young age; however, some of them still face linguistic challenges, even as adults. Consequently, the Malaysian authorities prioritised English language learning by making it one of the core modules taught in schools and universities (Azar & Tanggaraju, 2020). Similarly, Nowadays, in the United Arab Emirates (UAE), English is a compulsory subject for all educational levels in the majority of private educational institutions (Charles & Hill, 2023; Charles & Alzamil, 2023). Arguably, students with a solid foundation in the English language enjoy learning it; whereas students with a limited English background might face several obstacles toward acquiring it (Mohamad et al., 2024). Indeed, Ali (2017) demonstrated that teaching English skillfully can motivate students and increase their curiosity to achieve target-language proficiency. Curiosity is the intrinsic motivation that directs behavior of the individuals toward fulfilling their targets. Hence, teaching and learning English as an L2 can be fruitful if the learning environment is dynamic and interesting. As a result, students may be highly engaged in lessons and can achieve linguistic learning outcomes (Nguyen, 2019). Adwani and Shrivastava (2017) believe that motivation is one of the major affecting factors in the Second Language Acquisition (SLA) process. They argue that the importance of motivation is oft neglected in many English lessons; and that without motivation, these lessons become boring, resulting in the students lacking a desire to acquire the L2. Sharker (2018) also proposed that motivation has a highly significant role in the successful acquisition of the English language. Similarly, Al-Ta'ani (2018) posited that highly motivated students have a positive impact on the learning environment because they



control the flow of a class; therefore, teachers need to give 'motivation' a considerable attention as a core element in the teaching of English (Jiao et al., 2023).

Throughout recent decades, several researchers and educators conducted studies to investigate the impact of motivation on English as a second language (ESL) students (Al-Ta'ani, 2018). In the UAE context, Murray & Christison (2019) claim most students find learning English as an L2 complicated task due to several reasons, and a lack of motivation is one of the primary reasons behind this complication. Again, in the context of the UAE, many K-12 teachers state that ESL students have limited engagement during English lessons due to their low motivation levels towards its acquisition; because it appears that students merely attend English classes for the sake of passing compulsory exams rather than obtaining English proficiency (Charles, 2021; Charles & Alzamil, 2023). In fact, this sentiment is shared by ESL practitioners worldwide, and several studies consider both Integrative (INT) and Instrumental (INS) motivation as being notably effective for L2 learning (Mili, 2020; Al-Ta'ani, 2018; Ali, 2017). The aim of this present study is to investigate the influence of Instrumental and Integrative motivation on English language learning among ESLLs in private educational institutions within the UAE. It also aims to determine whether students are more instrumentally or integratively motivated toward learning English as an L2. In addition, the current study adapts some recommendations and implications that hopefully can increase the positive attitude of students toward English language acquisition. Thus, the primary research questions of this study are: (1) Are ESL students mainly integratively or instrumentally motivated toward learning English as an L2? and (2) What are the possible recommendations that can enhance students' motivation toward learning English as a second language?

2 THEORETICAL FRAMEWORK

It has been argued that *studying* and *motivation* have the same level of importance for meaningful language acquisition because while studying assists students with the construction of new knowledge, motivation encourages students to become actively engaged in the learning process (Nguyen 2019). In line with this view, Jefiza and Universitas (2017) confirmed that learning English is highly dependent upon on motivation and both are closely related to each other. In addition, Mili (2020) stated that motivation and positive attitudes toward the English language can lead students to attain the L2 successfully. Research indicates that 'motivation' influences the learning process either positively or negatively; and the level of a student's motivation (whether it is high or low) can determine the success of English language learning



(Ulfa & Bania 2019). Additionally, difficulties in pronunciation and vocabulary knowledge can negatively affect students' motivation and performance toward learning English (Achmad & Yusuf 2016).

Several empirical studies have explored the correlation between Integrative and Instrumental motivation with English language learning. For instance, a study conducted by Rozmatovna (2020) found a positive relationship between integrative and instrumental motivation with English language learning. Kashefian, Aminlari and Mousavi (2018) also found similar results. Seeing as such studies are rarely conducted in the UAE context, we decided to replicate and build upon their research. The conceptual framework includes learning English as a second language, motivation type (Instrumental, Integrative) and demographic variables are the main variables. Under the motivation type as an independent variable (IV), six factors have been developed which are: career goals, academic purposes, impress others, attitude toward English language community, socialization and self-satisfaction. In terms of English language learning which is a dependent variable (DV), the factors are the following: attitude towards English learning, classroom environment, teaching methods (Nazirova et al., 2023), teacher's role, English skills and willingness to acquire second language.

'Motivation' is considered an integral part of the language learning process, and several scholars have proposed various definitions for this concept. For instance, Sharker (2018) viewed motivation as a reason for doing the action and willingness to accomplish tasks. He added, motivation provides individuals with energy and a sense of responsibility to achieve the highest level of English proficiency. According to Ulfa and Bania (2019) and Usman, Silviyanti and Marzatillah (2016), motivation is the combination of hard work and desire to achieve the goals of language learning with a positive attitude toward acquiring L2. In other words, attitude toward the L2 determines the effort that will be employed by students toward the target language and the level of satisfaction they feel when completing a task. Furthermore, Mili (2020) demonstrated that motivation is an internal determination, which increases the individuals' interest to achieve their aims. In brief, motivation is the ability to work hard in order to achieve and realise your goals. Arguably, it is a fundamental component of the second language acquisition process, because without motivation, students may fail to put in the necessary effort for achieving L2 proficiency.

According to Nguyen (2019), motivation is considered a pre-requisite and crucial element for students' engagement in the learning process, because positive student engagement tends to result in outstanding academic achievement. In addition, Nguyen (2019) demonstrates that motivation and English proficiency are highly connected to each other. Through



motivation, students receive good quality instruction, input, enjoy communication with others in the target language, as well as achieving their linguistic learning outcomes. Hence, some have argued that it is a teacher's responsibility to find out the internal motivation for her students and try to connect it with external motivational factors in order to promote active participation and a positive classroom atmosphere (Mili 2020). Again, this is because highly motivated students can achieve a high level of English competence due to their active engagement during classtime. On the contrary, demotivated students tend to encounter a multitude of challenges with learning English, hence they are likely to lose focus easily and distract other students in-class. Furthermore, several researchers have suggested that even beyond the classroom, highly motivated students are more likely to interact with native speakers, and to continue communicating in the English skills after completing a course or programme of study (Adwani & Shrivastava 2017).

Individuals usually seek to learn L2 for different purposes, such as being able to integrate with members of the international community, getting better job opportunities, travelling abroad, socializing with others or fulfilling academic purposes. These purposes usually determine the type of motivation that individuals have. 'Instrumental' and 'Integrative' motivation are the major types of motivation in the English language learning process. According to Mili (2020), Integrative motivation enables ESLLs to integrate themselves in the target language community. Fundamentally, it involves associating and socializing with native speakers (Nguyen 2019). On the other hand, Instrumental motivation consists of functional purposes for learning an L2 such as enhancing career opportunities and development (Nguyen 2019). Rozmatovna (2020) explained that students with Instrumental motivation learn a second language for major purposes related to their future careers; whereas, students who are integratively motivated believe in the importance of being connected with native speakers and their surrounding community. In addition, Razavi (2014 in Anderson 2018), explained that Instrumental motivation is a desire for second language acquisition due to concrete and instrumental reasons such as joining a university, passing international exams, and achieving financial stability. Furthermore, Kusumaningrum (2020) believes that Integrative motivation is highly connected with personal efforts and the enthusiasm of learners toward learning the target language and a genuine willingness to communicate with native speakers. Azar and Tanggaraju (2020) agreed with Kusumaningrum (2020) by stating that students with Integrative motivation are highly positive and have an internal desire to acquire the L2 for ultimate comprehension and get engaged with target community members.



Multiple scholars have investigated the challenges encountered by ESLLs when learning English. For instance, a study conducted by Rahuman and Seefa (2017) confirmed that the English language is more than a communication tool; rather it is perceived as a language of prestige, power and social mobility. Rahuman and Seefa (2017) investigated the perspectives of learners' challenges toward ELL in Sri Lankan secondary schools; they found that an absence of English exposure outside the class, a lack of motivation, and using traditional teaching strategies are the major reasons behind English language learning challenges. Another study conducted by Al-Ta'ani (2018) at a university in Dubai investigated the Integrative and Instrumental motivation for learning English among second year university students. Their findings revealed that students are both motivated integratively and instrumentally toward learning English; however, their instrumental motivation is slightly more compared with integrative. Additionally, Alqahtani (2018) carried out a study to explore the influence of motivation toward English language learning among military cadets in Saudi Arabia; and he found that cadets have a positive attitude toward learning English. However, their anxiety toward speaking English affected their motivation negatively; hence, he recommended that ESLLs are encouraged by their teachers and parents to put more effort into learning English. Furthermore, Achmad and Yusuf (2016), shed light in their study on the motivational factors (integrative, intrinsic and extrinsic) for learning English in Indonesia among first year and third year university students. The results explored that Integrative motivation is the major reason for them to learn English; thus, they suggested that teachers employ teaching activities which motivate students to be connected with individuals who use English as a global language.

Ali (2017) conducted a study among Sudanese ESL university students to know their motivational levels toward studying English as an L2. Interestingly, findings revealed that 80% of students learn English for immigration purposes and to integrate with European communities. On the other hand, 60% of students study English for academic purposes and to get better job opportunities. Based on Rozmatovna (2020) who conducted a study to explore whether Integrative or Instrumental motivation has a greater impact among the ESL university students, collected data showed that the attitude of students toward Integrative motivation is superior compared with Instrumental, and it affects their behavior toward Learning English positively. Based upon the existing body of literature, we proposed four hypotheses to test the correlation between INS and INT motivation with English language learning (ELL); and we expected that Instrumental and Integrative motivation have a statistically significant impact on English language learning. Accordingly, the hypotheses were developed as: H01: There is no significant correlation between Integrative motivation and English language learning as L2.



HA1: There is a significant correlation between Integrative motivation and English language learning as L2. H02: Instrumental motivation is not significantly linked to English language learning as L2. HA2: Instrumental motivation is significantly linked to English language learning as L2. Decision rule: Reject H01, H02 and accept HA1, HA2, if calculated $p < 0.05$. Accept H01, H02 and reject HA1, HA2, if calculate $p > 0.05$.

3 METHODOLOGY

A quantitative approach was adopted for the current study, using a five-point Likert scale questionnaire ranging from “strongly agree” to “strongly disagree” (Pimentel & Pimentel 2019). The purpose of using this questionnaire was to collect the maximum number of responses that could help us to have a comprehensible understanding about which type of motivation, Integrative or Instrumental has a greater influence on the students toward SLA. Moreover, the current study employs a random sampling method in an attempt to reduce the chance of bias while selecting participants, because everyone gets an equal chance of selection (Bhardwaj, 2019). The population of this study consists of 101 participants from several private educational institutions (schools and universities) in Abu Dhabi and Dubai, UAE. The questionnaire was created online by using Google Forms, and it consisted of three parts (see Appendix 1). The first part contains six demographic items, and the second part contains twenty-one items in total adapted from Gardner’s (1985) Attitude/Motivation Test Battery (AMTB). Twelve items cover different aspects of INT motivation while the remaining nine items are related to INS motivation. The third part contains seventeen items, that aim to identify the students’ perspectives toward ELL. A link to the online questionnaire was sent via email to all participants after having formal permission from the private institutions. The survey generated 120 responses, 2 responses were excluded as partial and 17 were disqualified since they did not meet the primary criteria for participating (age, education level, and English language proficiency). 101 usable samples were generated by the survey which is equivalent to 84%. Collected data was analyzed in order to explore which type of motivation has a greater influence on the students toward learning English as L2. Survey questions were presented in both English and Arabic languages to meet all probable preferences of respondents and ensure comprehension. We assured participants their names and responses will be anonymous and confidential.

Reliability is used to show the stability or consistency of the used instrument in order to get the same score on reduplicated testing, unless no other influential factors affecting the score



(Segal & Coolidge 2018). Conducting a reliability test enables scholars to get consistent scientific and empirical findings as explained by (Louangrath 2018). We conducted a reliability test on all 38 survey items in order to measure the internal consistency of the questionnaire by using Cronbach's alpha measure. Cronbach's alpha reliability test showed an acceptable internal consistency for all 38 survey items a score of $\alpha=0.867$. We then conducted more separate reliability tests for the dependent variable ELL, independent variables INS motivation and INT motivation. In ELL test, results show that the variable ELL9 has a low reliability score so it was eliminated. Removing that variable has increased the Cronbach's Alpha from 0.686 to 0.702. Results of all conducted reliability test are illustrated in Table 1.

Table 1

Reliability Test Results

| | Instrumental Integrative | & Instrumental Motivation | Integrative Motivation | English Learning | Language |
|----------------------|-------------------------------------|--|-----------------------------------|-----------------------------|-----------------|
| Chronbach's Alpha | 0.923 | 0.868 | 0.905 | 0.702 | |

Source: Prepared by the authors

4 RESULTS AND DISCUSSION

To analyze the collected data and examine the hypotheses, the IBM Statistical Package for Social Sciences (SPSS software) version 22 was used. We ran the following tests to address the primary question of the study: Reliability test (Cronbach Alpha), Factor analysis (Exploratory and Confirmatory), construct the validation (Discriminant and Convergent validity) and Regression analysis. We examined our questionnaire, its structure, clarity and type of items by asking expert professors at a university in Dubai, and some experienced English supervisors, then made the required changes based on their recommendations. In addition, we ran a pilot study to examine the validity of questionnaire before data collection process. The majority of study participants were 69% of females while 32 % were males. Regarding the respondent's age, 35 % were less than 20, 15 % aged between 21to 25, 8 % were between 26 to 30 and 43 % were more than 30 years. In terms of educational background, 3 % were less than high school, 33 % got high school certificate, 43 % were graduated, 15 % had a master's degree and 7 % were from other educational background category. Among the sample, 43% were married while 58 %were unmarried. The majority of participants were expatriate by the percent of 83, on the other hand, 18 % were Emirati students. When it comes to employment status, 41% were students, 44 % were employees and 16 % were seeking opportunities.



An Exploratory Factor Analysis (EFA) is conducted to understand the relationship among different variables and regroup them under their relevant clusters known as factors (Samuels 2017). In order to test the significance of the motivation items and dimensions, all twenty-one items of INS and INT variables were factor analyzed using EFA in two stages. In the first stage, EFA was performed on variables of each dimension individually. The purpose of this analysis was to verify the findings of the reliability test performed earlier and to ensure that variables have high loading score in their respective factors. EFA results showed that all variables have a high loading score and hence, there was no need to eliminate any variable. After conducting the variables verification, the EFA was performed again on all INS and INT variables combined for the sake of factors analysis. Results of the first run showed that the variable Integrative4 and Integrative7 have failed to load into any factor, so they were eliminated. The EFA analysis was repeated again after excluding the unwanted variables and results show that all variables were loaded into four factors with eigenvalue > 1 .

Notably, the EFA KMO and Bartlett's results with KMO value of 0.821 and 0.000 significance indicate adequacy of samples of the study. An EFA Total Variance analysis was conducted on four factors, which combined explain 66% of the total variance in data. A Rotated Component Matrix table was produced because it revealed which variables are loaded into which factors. Both Instrumental and Integrative questions were split into two different factors each. Factor1 and Factor 3 for Integrative variables while Factor 2 and Factor 4 for Instrumental variables. Despite the good results shown in the KMO, Total variance and rotated components tables, we preferred to apply further variables correlation analyses to ensure high correlation score between variables of each factor. Therefore, we generated a correlation table and noticed that elements of each factor correlate well with their respective factor variables, so it was decided to accept the suggested factors along with their respective variables without any further adjustments. To check for the hypothesized correlation between the informants' exposure to and motivation for FLL in later stages of schooling, the analytical effort proceeded to test the inferences about the projected correlation. This is a main part of the factor analysis findings, it led us to decide which factors are really accepted as factors with their variables as follows:

- Factor 1 (describes 40.785% of variations): six items have loaded in this factor which are INT9, INT11, INT8, INT2, INT12, INT10. These questions discuss how individuals can socialize with others and their ability of interaction with the society. This factor is labelled as "Integrative1";



- Factor 2 (describes 11.829% of the variance in data): the factor items are INS2, INS1, INS7, INS3 and they discuss aspects of career goal motivation. We labelled this factor as “Instrumental1”;
- Factor 3 (describes 7.099% of variations): five variables loaded into this factor which namely are INT13, INT5, INT6, INT1, INT3. These items measure the social dimensions of integrative motivation. It is labelled as “Integrative 2”;
- Factor 4 (describes 6.449% of variations), includes 4 components which namely are INS5, IN8, INS6, INS4. These items discuss aspects of academic purposes. We labelled this factor as “Instrumental2”.

The previous EFA analysis suggested four factors (two instrumental and two integrative) with each factor including four or more variables. The same analysis was followed by a Confirmatory Factor Analysis (CFA) to verify and compare the results. In SPSS, the same extraction method was used, which is Principal Components; however, the extraction was performed based on a fixed number of four factors. Results show that the CFA analysis matches exactly the EFA analysis results with the same KMO value of 0.821 and four factors arrangement. Furthermore, a regression analysis was conducted to measure the influence of Instrumental and Integrative factors on the English language learning. In our regression analysis, the independent variables are the Instrumental and Integrative factors; and the dependent variable is the ELL. Before we conducted the regression analysis, we needed to perform data conversion, preparation and validation. To prepare data, we used the SPSS factor analysis utility to generate a weighted factor score for each factor. By doing so, we converted the data from the type of Likert scale to a numeric score which is more suitable for linear regression (Kumari & Yadav 2018). After that, data validation tests were conducted to ensure validity and reliability of the data. First, we conducted a reliability test on the dependent variables. Then we performed a factor analysis to ensure a high factor loading score. We then performed multicollinearity on the independent variables, and finally, a correlation test was performed and results were concluded.

A reliability analysis was conducted on the different factors of ELL. According to the value of the Cronbach's Alpha of each test, it was noted that Cronbach's Alpha values increases from 0.686 to 0.702 after removing the variables ELL6, ELL12 and ELL15. Thus, it was decided to remove them from the analysis. A factor analysis was then performed, and results showed that the variable ELL10 should be eliminated due to its low factor loading score. Having the factors are defined and computed, and before we interpret the regression results, it is



recommended to verify that there is no high degree of correlation between the independent variables. A high correlation between the variables is a problematic scenario and leads to model overfitting which in role results in biased or false model outcomes (Daoud 2018). The results show that Variance Inflation Factor (VIF) value is less than 5 and (Tolerance) is greater than 0.2 for all the independent variables and hence, there is no severe correlation between them. Furthermore, a normality test was conducted for the dependent variable (ELL) and results show a p value greater than 0.05.

A regression analysis was performed between the independent and dependent variables. 40% of variation in the ELL was explained by the four analyzed factors. The ANOVA showed significance value of 0.000 which indicates that model is statistically significant. As revealed by the coefficients, only 5% and 7% of variance in ELL was described by Factor 3 and 4 respectively. In contrast, 39.1% and 25% of variance was described by Factor1 and Factor2. Such a result indicates a low impact of Factor3 and Factor4 compared with Factor1 and Factor2. Thus, it was decided to develop a new model with Factor3 and Factor4 excluded. Then we performed regression analysis for the new model and compared with the original one of four factors. The results of the new simplified model appears to be significant with p value of 0.000 (< 0.05), and the R2 value has reduced from 0.401 to 0.395. However, the Adjusted R Square has increase from 0.376 to 0.383 which indicates that removal of Factor3 and Factor4 has strengthened the model. In addition, 44.2% of the ELL variance is described by Factor1 while the value is 30.5% for Factor2. Comparing the results of both models, we decided to consider the simplified model with Factor1 and Factor2 as the adjusted R2 value is higher and the new model seems more useful in predicting the impact of Factor1 and Factor2 on ELL. Based on the results of the simplified model illustrated in previous section, the regression equation is constructed as follows:

$$ELL = \beta_0 + \beta_1 \text{Factor1} + \beta_2 \text{Factor2}$$

$$ELL = -4.127E^{-16} + 0.442 \text{Factor1} + 0.305 \text{Factor2}$$

The equation shows the following observations:

- The constant intercept value is almost zero and negligible;
- ELL will increase by a value of 0.442 for every increment of 1 in the Factor1;
- ELL will increase by a value of 0.305 for every increment of 1 in the Factor2.



The model results show that the relation between the motivation factors and ELL is statistically significant which means that (H01, H02) are rejected and hence, we have given evidence that both (HA1, HA2) are supported.

The current study investigates the influence of Integrative and Instrumental motivation on English language learning in some private educational institutions in the UAE, and which type of motivation has a greater impact on second language acquisition. Results show that students are motivated toward learning English as a second language. The findings also demonstrate a significant relationship between both INT and INS motivation with ELL, indicating a slight increase in INT motivation compared with INS. Several previously published papers support our findings by showing that both instrumental and integrative motivation have a positive correlation with English language learning (Kashefian, Aminlari and Mousavi, 2018; Zhang, Dai and Wang, 2020). Based on the analyzed data, it is evident that learners are highly motivated by their own desire and willingness to integrate with the English-speaking community. Results indicated that the four factors which positively effect the students' attitude toward learning English are Integrative1, Instrumental1, Integrative2, Instrumental2. INT1 consists of six factor components with total variance of 40.785%. This factor has the greatest value among the other three factors, suggesting that the students believe in the importance of improving their communication skills with others to be self-satisfied and motivated toward learning English. This finding comes in line with previous research which claims the majority of students agreed that learning English is beneficial because it will assist them to communicate with others, and give them self-satisfaction and confidence with stronger communication abilities (Achmad and Yusuf, 2016; Kashefian, Aminlari and Mousavi, 2018). In other words, several students strongly agree that learning English is significant to enhancing their language skills and social communication skills.

In regards with INS1, the variance for this factor is 11.829% with four components, which is considerably a reasonable percentage. This indicates that several students are interested to acquire the English language for practical purposes such as finding better job opportunities and professional development. This finding was found to be consistent with what is demonstrated by Al-Ta'ani (2018). With regard to factor three-INT2 which has five components and 7.099% of variance, it has been concluded that some students are not willing to learn English for the sake of earning university degree, studying abroad or even to get a chance to go for higher studies easily. INS2 factor shows a weak variance of 6.449%. This percent reflects a low desire for the students to learn English for participating in social and academic activities, the finding also revealed that several students do not have the willingness



to understand the lives of native English people and they are not fascinated by peoples' culture across the globe. Instead, they believe in the significance of acquiring English to improve their own English skills and reach the highest level of self-satisfaction and confidence in the English language. Based on the above-mentioned findings, it is arguably clear that factors 3 and 4 have very low impact on English language learning compared with factor 1 and 2. Hence, it was decided to eliminate these weak factors from our analysis. After excluding them, the adjusted R2 has increased to reach .44% and .30% for factor 1 and 2 in sequence. Such a significant result led us to consider the simplified model which seems more effective in predicting the influence of factor 1 and 2 on ELL.

5 CONCLUSION

The current study aimed to investigate students' motivation toward learning English and which type of motivation (INS or INT) has greater influence on learning English. The findings revealed that English learners are highly motivated toward English language learning; they are both integratively and instrumentally motivated despite the slight increase in Integrative motivation that students have. It has been illustrated that the majority of ESLs believe in the effectiveness of Integrative motivation first then Instrumental motivation comes next. However, the features of Integrative motivation in second language acquisition are varied and complex. It is recommended that further studies are conducted in different contexts to reach absolute conclusions. In addition, teachers have a significant role in increasing the students' motivation integratively. They can focus more on teaching students how to interact with others confidently and express themselves correctly. As several students seek to learn English for getting better job opportunities, it is important to train the student regarding how to respond well during interviews, writing e-mails and formal letters. Furthermore, learners' Integrative motives could be achieved by modifying English textbooks and systems of examination. It may also be more beneficial with significant learning outcomes if English language learners have internal desire to acquire SL to improve their English language skills and reach the highest level of self-satisfaction and confidence in second language acquisition. In our perspective, Instrumental motivation cannot lead to lifelong successful learning journey; whereas, Integrative motivation and a strong desire to learn English can be more powerful and effective for the achievement of long-term language learning goals.



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