

Abstract

Emotions, including motivation, have an influence on language learning. The current study concerns intrinsic and extrinsic motivation factors and their relationships with approaching a fundamental purpose of education 'successful learners'. It also attempts to find out the gender differences and its relationship with both kinds of motivation. Furthermore, this psycholinguistic study used a quantitative method for collecting the data. A questionnaire tool for data collection and SPSS application to analyse the data were utilised. Purposive sampling method was used to choose the participants. Eighty-two students (Female and Male) in English Language Department/ College of Basic Education/ University of Sulaimani responded to the 22 questionnaire items which were designed carefully to the mentioned end. The results revealed that, although, the students are motivated to a high extent in both types of motivation, but their intrinsic motivation level is higher than their extrinsic motivation for English learning. The study found no remarkable effects of gender differences on motivation among Kurdish EFL students, whereas a considerable relationship between more-successful students and motivation was ascertained.

Key Words: Motivation, Intrinsic, Extrinsic, Gender Differences, More-successful Students, Less-successful Students

1. Introduction and Definitions

The failure or success of anyone in any challenging task is related to the ratio of motivation for achieving what is hoped for. In terms of learning a second or a foreign language, it is easy to state that the successful learners are those who are motivated properly. Although, there are numerous of studies which have shown this claim that motivation is benchmarked against other factors of language learning processes, but a deep understanding of the motivation term is glossed over. Brown (2000) classifies the definitions of motivation into three perspectives according to the different schools of thought. Firstly, according to a behaviourist view, motivation is seen as prediction of getting something like a reward in recognition of an achievement or an effort. Secondly, from a cognitive perspective, motivation is all about the decisions people make to choose among various choices to approach their goals and the amount of effort they make in that regard. Thirdly, in constructivist terms, individuals are motivated in different ways according to their social and cultural contexts.

Another definition of motivation, from language learning points of view, is the amount of attempt the students make for learning a new language which is determined by some psychological factors (Nunan, 2001).

Richards and Rodgers (2014) also declare that, motivation refers to the student's desire, wish, interest, willingness, and attitude towards spending energy, time, and effort to learn a new language.

This study refers to the types of motivation and their significant roles in pedagogy first, and then tries to discover the college students' motivation ratio both intrinsically and extrinsically. It also aims at looking at motiva-

tion as a main variable and its relationship with two other important variables; gender and success.

Finding answers to the following questions is the main aim of the study:

1. Are Kurdish EFL learners motivated more intrinsically or extrinsically?
2. Are male or female students motivated more (intrinsically/extrinsically)?
3. Are more-successful or less-successful students motivated more (intrinsically/extrinsically)?

2. Review of Literature

2.1 Types of Motivation and Unsatisfactory Distinction between Types

Identifying instrumental and integrative motivation by Canadian researchers, Gardner and Lambert (1972) is the most authoritative and powerful study of motivation in the area of learning a second or a foreign language. The 'instrumental motivation' term refers to the throwing back of external needs. English language learners sometimes need to pass an IELTS or TOEFL exam for their future careers or they need to learn English to sell their things to English speakers. These two examples represent a source of an external motivation. Therefore, in these cases the learners may or may not want to learn the target language, but they certainly need to be familiarized with English. On the other side, there are some learners who desire to be members of an English community, and there is no source of external need to motivate them to learn English. They call this type of motivation, 'integrative motivation' (Cited in Hutchinson and Waters, 1987, p. 48).

Moreover, as cited in McDonough (2002), Deci and Ryan (1985), also divided motivation into two major types, but they used two new terms which were; 'intrinsic motivation' and 'extrinsic motivation' (p. 97).

Concerning the distinction between the two mentioned types of motivation, Johnson (2008) states that, our everyday routine life tells us that a cause will occur as a result of an effect. However, making a distinction between the cause and effect, sometimes, is not only an easy task but even sounds to be impossible. For instance, in 'chicken-and-egg' example, telling the cause from effect is never possible. Besides, in motivation issue, the same distinction difficulty appears. "Motivation may lead to success; but success can also lead to motivation" (ibid, p. 127-128).

According to Harmer (2011), a clear distinction that has been made in discussions related to motivation, is that motivation has two main sources. The first one comes from outside and is referred to as extrinsic motivation. The source of the second motivation is inside of learners themselves which is called intrinsic motivation.

Ur (2012) argues that, although Gardner and Lambert in their study, discovered that instrumental motivation was less important than integrative one, but the opposite results have been found in more recent studies like (Warden and Husi, 2000). Ur justifies her argument and refers to the role-changing of English language world-wide as an urge reason for emerging the opposite results in new studies. She believes that, learners today do not want to learn English only to integrate with an English-speaking community, but they need to learn English for different instrumental aims such as the two above mentioned examples.

Moreover, Lightbown and Spada (2013) refer to motivation as a complicated phenomenon in the area of learning new languages. They claim that to define motivation two factors should be considered; the communicative needs of learners and their viewpoints about the community of the target language. Fulfilling the learners' professional ambitions is connected with the first mentioned factor (instrumental motivation), and willingness to have more contact with the speakers of the language they want to acquire is related to the latest mentioned factor (integrative motivation).

2.2 Significances of Motivation and Students' Lack of Motivation

A key benefit of this study is its educational value. It opens a window to language teachers and educators to consider motivation as a crucial factor that can affect the process of learning and teaching for all fields in general and language learning more specifically. Motivation is one of the main criteria that always should be considered, while observing a language classroom. The atmosphere of the class is mostly characterized by the classroom's particular features of motivation (McDonough et al., 2013)

Harmer (2011) claims that, motivating learners is one of major roles of language teachers. They should create suitable circumstances for their learners to be able to generate new ideas and encourage them for making more efforts to get maximum benefit from each of the class or home activities.

According to Lightbown and Spada (2013), language teachers cannot affect their students' intrinsic motivation for improving their second or foreign language. What the teachers can do is making the class an encouraging environment to stimulate the learners, engaging them in a variety of activities that are suitable to their cultural background, age, interests, and eventually, providing a supportive condition for students that success can be experienced.

In respect of the reasons for lack of motivation, Nunan (2001) mentions some reasons behind unmotivated learners such as; a. The learners will not get an appropriate feedback. b. They do not notice any perception of progress over time. c. They will not become aware of relevant educational aids and materials. d. They think the teaching process is uninspired. e. They are not knowledgeable enough about the educational programs, and f. They are bored most of the time.

Furthermore, Lightbown and Spada (2013) believe that, excessive feedback on the students' mistakes leads to demotivate learners. So that, language teachers should be very sensitive about error correction and choosing appropriate time to give them a feedback.

2.3 Motivation and Individual/Gender Differences

Based on Cook (1969), Prator (1969) and Kennedy (1973), Ellis (1991) considers motivation as an indicator of the point of difference between first language acquisition and second language learning. He confirms that, in comparison to second language learners, children are more motivated for acquiring their first language.

Because they want to satisfy their primary needs through language as a medium of communication (p. 42). McDonough et al. (2013) and Dörnyei (2001), also refer to motivation as a variable in terms of individual differences. There are some learners who are obliged to learn, to sit an examination or to take a course. On the other hand, there are some other learners who are not aware of the connection between materials and information or ideas utilized in textbooks.

In addition, Scrivener (2011) states that in either externally or internally motivated student cases, the factor for adjudging how much time the learners spend on a given task or how hard they endeavour to approach their goals is determined by the strength and amount of their motivation. The English as a Foreign Language (EFL) teachers can observe the subsequences of motivation in their classes in various ways, such as; the fulfillment of the students' homework, their classroom participations and their recalling abilities in previous lessons. However, Nunan (2001) arguably claims that, "Effort alone does not signify motivation. The motivated individual expends effort toward the goal, but the individual expending effort is not necessarily motivated" (p. 233).

In regard to motivation and gender differences, Burstall and her colleagues (1974) found that girls are motivated intrinsically more than boys. The possible reason behind girls' high motivation is that, they are supported more for learning the second language by their parents. Regardless of the rights and wrongs of this issue, some parents think that boys are more suitable for learning subjects like; mechanics or electronics, and girls are encouraged to learn languages (Cited in, Johnson, 2008, p. 127).

Another more recent study which was conducted by AL Harthy (2017), entitled "English Language Motivation between Gender and Cultures" is an investigation on fourteen pre-done (secondary resources) researches. According to Al Harthy's study, male students' integrative motivation is lower than female ones. i.e., Female students are motivated intrinsically more than male ones.

2.4 Other Related Previous Studies

Several studies have been conducted in this field from different contexts around the world. Mahadi and Jafari (2012) carried out their study under the title of "Motivation, its types, and its impact on learning" in Malaysia. Their qualitative study focused mainly on the learners' motivation in the classroom. In their conclusion, they shed some lights on the importance of motivation for learners, teachers and lecturers.

"The effects of motivation on EFL college student's achievement" is another related paper which is investigated by Al Quraishi (2014), in Saudi Arabia. Finding out the reasons behind the students' underachievement was the aim of the research. In this study, 48 English Department students, from Umm Al-Qura University, participated in the two-part questionnaire to evaluate their intrinsic and extrinsic motivation. The results showed that students were highly motivated to learn the language, and it was hypothesized that there should be other causes for less successful students, rather than motivation.

Furthermore, Vibulphol (2016) conducted a study entitled "Students' motivation and learning and teachers'

motivational strategies in English classrooms in Thailand". In this triangulated study Self Determination Theory (SDT) questionnaire is adopted and used to collect data from both teachers and students in 12 classrooms. Observation was used as another tool of data collection, in each classroom, for this study. The findings revealed that most of the students were highly motivated to learn the language, although, there were some lack of motivation among them. However, the learning outcomes level was not considered to be high enough.

Alizhadeh (2016) in Iran investigated a qualitative study in the title of "The impact of motivation on English language learning". The result showed that motivation is an important part in learning English as both foreign and second language.

Naw Sant's (2018) study under the title of "A study on factors affecting students' motivation in the English language classrooms in MAija Yang institute of education, Kachine, Myanmar", applied Renandya's (2014) framework of motivation. The findings showed that students have lack of motivation and the system has affected students in a negative way.

Finally, a very recent study which is conducted by Hussein and Hasan Al Bajalani (2019), has found out that there is a close relationship between autonomy and motivation. In this respect that, in principle, high motivation leads to develop learner's autonomy.

3. Method

3.1 Participants

Among four stages of English Department undergraduate students, eighty-two sophomore students were chosen to take part in the current study. The researchers chose second stage only to discover the students' motivation after studying at college for one year. They also wanted to find out whether there is a relationship between their motivation levels with their successful range of their previous year of studying.

The sample size in the current study may not be considered to be large enough, but the researchers decided to not investigate other English departments in the Sulaimani Province that have different vision and mission of education. A logical reason for specifying a specific department, English Department/College of Basis Education, is to have a homogenous sample. Another reason is that, there are many environmental factors that can affect language learning motivation, and these factors can have some influences on the validity of the data.

3.2 Instrument and Procedure

The needed data for this study was collected via a questionnaire. For this purpose, a three-part questionnaire was designed carefully to collect data on; a. students' demographical information including: gender and a special code. For specifying their gender they were provided a two-option scale and they were ticking male or female options. Furthermore, to avoid some psychological barriers the researchers did not prefer to tell the students' ranking number to the participants. Therefore, each participant was given a code, representing their ranking in their previous academic year of studying. b. The second and third parts of the questionnaire were

devoted to extrinsic motivation (Items 1-11) and intrinsic motivation (Items 12-22) respectively. A five-point (strongly agree=1, agree=2, don't know=3, disagree=4 and strongly disagree=5)

Likert scale was utilized. Although, most of the items of the questionnaire were adopted from two previous studies by Zubairi and Sarudin (2009) and Alqurashi (2019) with a reliability coefficient of 0.78, some other items, reflecting the respondents' environment, were added to the questionnaire and both validity and reliability characteristics of the questionnaire were considered carefully. Eventually, the data collection tool in the current study showed Cornbach's alpha reliability of 0.753 (Table 1).

Table1

Questionnaire's Reliability Statistics

Reliability Statistics	
Common Variance	.805
True Variance	.098
Reliability of Scale	.753
Reliability of Scale (Unbiased)	.759

4. Results and Discussion

Concerning the first research question (Are Kurdish EFL learners motivated more intrinsically or extrinsically?) the respondents affirmed that, however; they are motivated in both types of motivation but they are learning English for intrinsic reasons more than extrinsic reasons. The overall statistic's mode for extrinsic is 2 which means most of the participants have chosen the 'agree' option for items 1-11 (Table 2).

Table 2

Kurdish EFL Learners' Extrinsic Motivation 'Mode'

		N Valid	Missing	Mode
I want to be a professional English teacher.	Item 1	82	0	1
I want to be a translator someday.	Item 2	82	0	1
I would like to open an English course later.	Item 3	82	0	2
English helps me find information I need on the Net more quickly.	Item 4	82	0	1
I will need it for my future career.	Item 5	82	0	1
I think that it will make me a more knowledgeable person.	Item 6	82	0	2
I think that it will someday be useful in getting a job.	Item 7	82	0	1
Other people will respect me more if I have knowledge of a foreign language.	Item 8	82	0	2
My lecturer(s) encouraged me to learn a foreign language.	Item 9	82	0	2
I need to complete a foreign language requirement to graduate.	Item 10	82	0	2
My friend(s) encouraged me to learn a foreign language.	Item 11	82	0	2

Extrinsic Motivation Mode-2 [2-Agree]

Nevertheless, as it is shown in Table 3, the total intrinsic motivation mode equals 1 which represents the 'strongly agree' choice. This can be interpreted that, most of the respondents are highly motivated for learning English intrinsically. An interesting point that is appeared in this study is the high ratio of intrinsic motivation for learning English in an environment where language learning depends on extrinsic reason naturally. Having a high level of impulse of intrinsic reason is referred to, as a suggestion and also as a very important factor for successful learners, in a previous study conducted by Zubairi and Sarudin (2009) which they claim that:

"In view of the understanding that intrinsic motivation is very important in promoting success, it is essential that students, whose initial reason for taking up a foreign language course is extrinsic in nature, be constantly encouraged with the hope that they would come to love the learning process" (p. 84-85).

Another consideration about the mentioned research question is that, while there are numerous studies on this field, the researchers of the current study could not find a study that makes a clear-cut distinction between extrinsic motivation and intrinsic motivation to find out in which terms their participants are more motivated. Thus, more investigations at different circumstances are required to make sure; wherever there is a high motivation level for foreign language learning, intrinsic reasons are more than extrinsic ones for language learning.

Table 3

Kurdish EFL Learners' Intrinsic Motivation 'Mode'

		N Valid	Missing	Mode
I would really like to learn many foreign languages.	Item 12	82	0	2
I love to hear other people speak English and I want to be like them.	Item 13	82	0	1
English makes it easy for me to understand books and literature written in English.	Item 14	82	0	1
English makes it easy for me to communicate with native English speakers.	Item 15	82	0	1
It will allow me to meet and converse with a variety of people.	Item 16	82	0	2
I will be able to participate in the activities of other cultural groups.	Item 17	82	0	2
I enjoy meeting and listening to people who speak other languages.	Item 18	82	0	1
Learning a foreign language is an enjoyable experience.	Item 19	82	0	1
If I were visiting a foreign country, I would like to be able to speak the language of the people.	Item 20	82	0	1
It is important for everyone to learn a foreign language.	Item 21	82	0	1
I want to read the literature of another culture in the original language.	Item 22	82	0	2

Intrinsic Motivation Mode-1 [1-Strongly agree]

In order to answer the second question (Are male or female students motivated more (intrinsically/extrinsically)?) of the study, the researchers took the following steps:

First, since the number of male and female respondents was not equal – there are more female students than male ones in the determined population – and to avoid some statistical issues, twenty female participants, from the given sample, were chosen randomly. Thus, only the answers of forty participants (twenty female and twenty male students) were analyzed for the second research question. Second, the mode was calculated for both extrinsic and intrinsic motivation for both female and male participants separately. As indicated in Table 4, the total mode number for each variable is 2. This means that both female and male participants agreed about most of the extrinsic and intrinsic motivation items of the questionnaire. In another word, gender differences have no impact on the level of impulse. These results are out of line with previous studies conducted by Burstall and her colleagues (1974) and AL Harthy (2017). According to their studies, male students' integrative motivation is lower than female ones. In the meanwhile, their studies also revealed that, male students presented some interests towards learning English but are not as much as female students. The different findings

in Burstall and her colleagues and Al Harthy's studies with the current study gives an opportunity and a reasonable justification to the researchers to recommend some qualitative or mixed-method studies to be conducted to find out the reasons behind gender differences in language learning motivation area if there are any. Also, it is recommended that, for future studies, cultural differences and the population attitudes towards learning English be considered carefully as major factors that can have some influences on motivation. Finally, although to prevent misuse of Statistics, the most appropriate measurement tool for Likert-scale data 'mode' is used, but to make sure that the differences are not significant the 'mean' as a measure of central tendency was also calculated. As it is illustrated in Table 4, all the 'mean' numbers are around 2 and the differences among the numbers is not remarkable. These results, again, prove that gender differences have not a crucial role in language learning motivation.

Table 4

Female/Male Motivation Level (Extrinsic/Intrinsic)

(Extrinsic Mode) Female Participants / Mode=2 [2=Agree] / Mean=2.236												Total
Item No.	1	2	3	4	5	6	7	8	9	10	11	
N Valid	20	20	20	20	20	20	20	20	20	20	20	
Mean	1.35	2.00	2.35	2.00	1.60	2.20	1.80	3.30	2.85	2.15	3.00	2.236
Mode	1	2	2	2	1	1	2	4	2	2	3	2
(Intrinsic Mode) Female Participants / Mode=2 [2=Agree] / Mean=1.981												Total
Item No.	12	13	14	15	16	17	18	19	20	21	22	
N Valid	20	20	20	20	20	20	20	20	20	20	20	
Mean	1.95	1.55	2.05	1.75	2.15	2.35	1.75	1.80	1.70	1.75	3.00	1.981
Mode	1	1	2	1	2	2	1	1	2	2	2	2
(Extrinsic Mode) Male Participants / Mode=2 [2=Agree] / Mean=2.05												Total
Item No.	1	2	3	4	5	6	7	8	9	10	11	
N Valid	20	20	20	20	20	20	20	20	20	20	20	
Mean	1.60	1.75	2.25	1.35	1.60	1.65	1.60	3.00	2.70	2.35	2.70	2.05
Mode	1	2	2	1	2	1	2	3	2	2	2	2
(Intrinsic Mode) Male Participants / Mode=2 [2=Agree] / Mean=2.65												Total
Item No.	12	13	14	15	16	17	18	19	20	21	22	
N Valid	20	20	20	20	20	20	20	20	20	20	20	
Mean	1.90	1.75	1.55	1.55	2.05	2.25	2.00	1.70	1.85	1.90	2.65	2.65
Mode	2	1	2	1	1	2	2	1	2	1	2	2

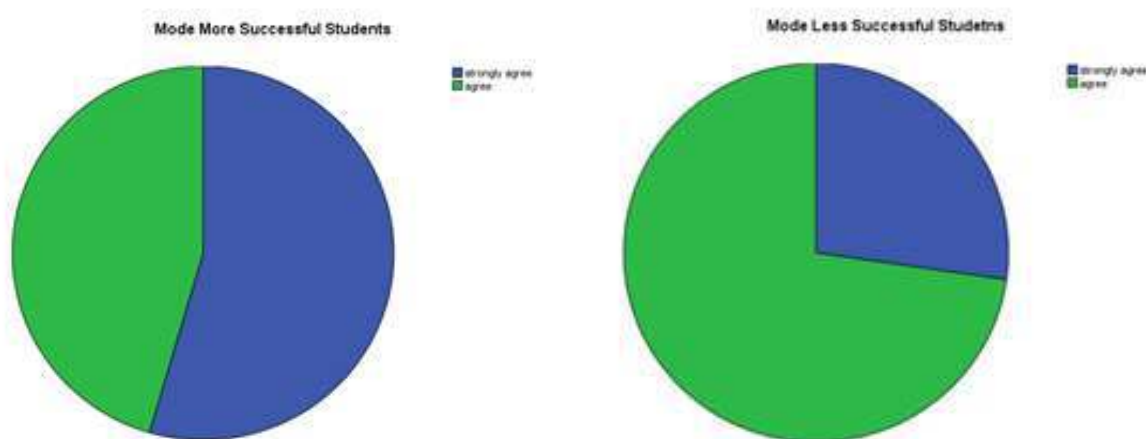
Finally, in order to find out the answer to the third research question – Are more-successful or less-successful students motivated more (intrinsically/extrinsically)? – The participants of the study were divided into more-successful and less-successful groups. For this purpose, according to their ranking in their first stage, students ranked 1-41 were defined as more-successful students and those who held the rank 42 to 82 were labeled less-successful students by the researchers. Then the general motivation 'mode' was calculated for both groups. As it is shown in Table 5, the motivation 'mode=1=strongly agree' for more-successful group, while the motivation mode for the other group is 2=agree. This means that more-successful students are motivated more than less-successful ones.

Table 5

General Motivation and More/Less Successful Students

More Successful Students																								
Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Mode	
Mode	1	1	2	1	1	2	1	2	2	2	2	2	1	1	1	2	2	1	1	1	1	2	1	
Less Successful Students																								
Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Mode	
Mode	1	1	2	2	1	2	2	2	2	2	2	2	1	1	2	2	2	2	2	2	1	2	2	

Furthermore, from the following pie charts (Figure 1), it is obvious that most of the more-successful students have chosen 'strongly agree' option which stands for a really high motivation level. On the other hand, most of students from less-successful group have selected the 'agree' option, which means they are also motivated for language learning but not as much as the group of more-successful students.

**Figure 1: Motivation and More/Less Successful Students**

Moreover, the calculated 'mean' and 'mode', which are presented in Table 6, for extrinsic and intrinsic motivation separately, prove that both more-successful and less-successful groups are motivated more intrinsically rather than extrinsically. An interesting point here is that, yet the level of intrinsic motivation is higher in more-successful group of students as compare to the same type of motivation in the other group. In other words, the students of the more-successful group strongly agree with most of the items that relates with learning English for intrinsic reasons. This is parallel with Alquraishi (2014)'s study which indicates that the newly admitted students have high level of motivation that helps them to be successful in their academic career.

Table 6

<i>More-Successful/Less-Successful Students and Motivation</i>												
(Extrinsic Mode) More Successful Participants / Mode=2 [2=Agree] / Mean=2.001												Total
Item No.		1	2	3	4	5	6	7	8	9	10	11
N	Valid	41	41	41	41	41	41	41	41	41	41	41
Mean		1.39	1.73	2.20	1.34	1.49	1.73	1.41	2.76	2.68	2.34	2.95
Mode		1	1	2	1	1	2	1	2	2	2	2
(Intrinsic Mode)) More Successful Participants / Mode=1 [2=Strongly Agree] / Mean=1.779												Total
Item No.		12	13	14	15	16	17	18	19	20	21	22
N	Valid	41	41	41	41	41	41	41	41	41	41	41
Mean		1.85	1.46	1.66	1.29	1.88	2.07	1.63	1.56	1.46	1.71	3.00
Mode		2	1	1	1	2	2	1	1	1	1	2
(Extrinsic Mode) Less Successful Participants / Mode=2 [2=Agree] / Mean=2.15												Total
Item No.		1	2	3	4	5	6	7	8	9	10	11
N	Valid	41	41	41	41	41	41	41	41	41	41	41
Mean		1.41	1.90	2.32	1.93	1.61	2.10	1.68	3.07	2.73	2.17	2.73
Mode		1	1	2	2	1	2	2	2	2	2	2
(Intrinsic Mode) Less Successful Participants / Mode=2 [2=Agree] / Mean=2.035												Total
Item No.		12	13	14	15	16	17	18	19	20	21	22
N	Valid	41	41	41	41	41	41	41	41	41	41	41
Mean		1.93	1.63	1.78	1.88	2.54	2.44	1.83	1.85	1.71	1.78	3.02
Mode		2	1	1	2	2	2	2	2	2	1	2

In addition, Zubairi (2009) mentions that both types of motivation are helpful for learners but she also focuses on the importance of intrinsic motivation that helps students to be more successful as far as it helps them to enjoy doing different activities and to be autonomous learners rather than dependent learners. In the same vein, Vibulphol (2016)'s study also asserts that intrinsic motivation helps students to be more successful and from her point of view, this type of motivation helps the process of language learning. Overall, the findings of the current study indicate that the intrinsic motivation highly affects the level of being successful and developing the learner's level in learning a foreign language.

5.Conclusions

In the light of the researchers' objectives, this study investigated Kurdish sophomore college students' motivation for learning English. The findings of the study lead to the following conclusions:

First, Although Kurdish EFL learners at English Department are motivated extrinsically to a good extent, but they are highly motivated intrinsically for learning English.

Second, the findings indicated no significant differences between female and male learners' motivation for English learning.

Third, the results confirmed that more-successful learners are motivated more than less-successful learners for

learning English as foreign language.

Fourth, based on the discussions and conclusions, language teachers, university lecturers, educators, parents of students and even language curriculum designers are recommended to play a major role in encouraging the learners and providing most appropriate settings of language learning for them. This will lead the students to be highly motivated extrinsically, besides of their high level of intrinsic motivation.

Collectively, as also recommended in the discussion section, future qualitative studies on extrinsic and intrinsic motivation, and the role of gender differences in motivation effects are warranted.

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