

***Motivation in Learning English as a Second Language Among the Grade 10 Students at Imus National High School***

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**Abstract**

Learning a language is most likely to occur when second language students “want to learn.” Gardner and Lambert (1959) proposed two orientations of motivation in second language learning: (1) “integrative motivation” or the motivation to learn a second language to integrate into the target language community; and (2) “instrumental motivation” or learning a second language for a more a practical purpose. Thus, the main goal of this study is to identify and to investigate on the second language learning motivation of the Grade 10 students at Imus National High School by using the modified version of Gardner’s Attitude and Motivation Test Battery as the instrument of this study. In the end, it is revealed that the respondents were both significantly influenced by instrumental and integrative motivations to learn English as a second language. It is also revealed that the level of instrumental motivation and integrative motivation of the female respondents did not differ significantly from the male respondents. The study hopes to offer opportunities that will help in augmenting the second language classroom environment and in preparing operative language teaching approaches for optimum second language learning.

Keywords: Integrative Motivation, Instrumental Motivation, Language Education, Language Instruction, Language Motivation, Second Language Learning

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## **1. INTRODUCTION**

In latest years of domination by the insightful language studies, there has been a transferal in focus from the teacher to the learner – from the exclusive focus on the enhancement of teaching to an increased concern for how second language learners go about their learning tasks in a second language. It had become more vibrant that much of the responsibility for the success of second language learning depends, not only from the language teachers and the language curriculum, but mostly with individual second language learners and with their ability to take full benefit of prospects to learn English as a second language. This case created the turning point of study and focus towards the second language learners; thus, making the second language learner, along with the different variables and characteristics, as the crucial element for second language learning.

Lightbown and Spada (2008) stated that second language learning is affected by several factors or learner characteristics. These learner factors or learner characteristics include motivation, aptitude, personality, intelligence, and learner preferences. In the study of Gomleksiz (2001), he identified that the level of cognitive development, socio-economic and cultural background, the ability to acquire a new language, age, and motivation of the second language learner can be expressed as the factors that influence second language learning. Moreover, Peters (2010) concluded in one of his articles that the second language learner's motivation is the most powerful factor on second language learning. Peters (2010) also added that language educators have a concrete and sensible notion that learning a language is most likely to occur when second language students “want to learn.”

By the 1990s, Gardner's idea about motivation had prodigious supremacy in second language motivation research (Dornyei, 2001). Both Gardner and Lambert (1959) proposed two orientations of motivation in second language learning: integrative motivation and instrumental motivation. Yin Mun (2011) summarized the definition of these two orientations of motivation as follows: “second language learners with instrumental motivation learn a second language with a more practical purpose, such as applying for a job or achieving higher social status. Meanwhile, second language learners with integrative motivation learn a second language due to a positive outlook towards the target language group because they wish to integrate into the target language community.” Essentially, second language learners are being driven by these distinct orientations of motivation in language learning.

### ***1.1 Conceptual Framework***

With all the concepts being established and significant terms being defined and explain, this study aims to fill out the research gaps regarding what orientation of motivation is used by second language learners in the immediate community and what significant impact does these orientations of motivation in second language learning have towards the second language learners. Thus, the major idea of this research is to investigate on motivation as an important factor in second language learning process.



**Figure 1:** The research conceptual framework. This framework underpins the theory of Gardner and Lambert (1959) on integrative motivation (pushing) and instrumental motivation (pulling)

The conceptual framework of this study is provided above. The conceptual framework underpins the theory of Gardner and Lambert (1959) about integrative and instrumental orientations of motivation. Basically, second language learners are being driven by these distinct orientations of motivation in learning English as a second language. The conceptual framework exemplifies the “great push” of integrative motivation and the “great weight” of instrumental motivation towards the second language learner. However, these orientations of motivation, though assumed to be used by second language learners simultaneously, have varying dominance or effects to them. Certain second language learners may use more of the instrumental motivation, while others use integrative motivation dominantly.

### ***1.2 Statement of the Problem***

In effect, this study is carried out to investigate the significance of motivation and to ascertain which between the two orientations of motivation had a dominant effect in second language learning among target respondents - the Grade 10 students at Imus National High School for the School Year 2019-2020. Thus, the research question to be addressed is - which between the two orientations of motivation has greater influence to learn second language for the target respondents – in terms of (1) the combined data and (2) between males and females?

### ***1.3 Significance of the Study***

Based on the research question, it is highly recommendable that the study is noteworthy because it sheds light on one of the aspects claimed to have a great influence in learning English as a second language – motivation. Recognizing what orientation of motivation – instrumental or integrative – that stimulate second language learners to attend English language classes and to attain the optimum competence in English language is crucial for second language students, teachers, and researchers. With this understanding, language experts and educators may work on enhancing those types of motivation and the factors that increase our second language students’ interest in learning English and stimulate these second language students to accomplish higher levels of the cognitive and academic English language proficiency (CALP) and the basic interpersonal communicative English Skills (BICS) to attain communicative competence.

Because of the possible conclusions of this study, it is important to note that motivation truly has an impact on the factors to increase the drive to learn the second language and the language learning strategies that educators must utilize for language learning. Therefore, analysis of motivation and identification which orientation of motivation has a superior effect

are indeed very vital. First, this study may compel language specialist to initiate in deliberating and reviewing the current Philippine language curriculum. Second, this study may also force the language teachers to improve the classroom environment in relation to the orientation of motivation that their students are greatly influenced by to achieve success in second language learning. Lastly, this study is also necessary so that language experts may improvise learning strategies inside the second language classroom so that ultimate second language learning is achieved. In return, second language learners must take the initiative in recognizing the power of these language learning strategies for their own language growth.

In general, this study is imperative because, according to Slavin (2009), recognizing and investigating on second language motivation had been a noteworthy issue in the language learning research for it opens an opportunity to augment the language classroom environment and to offer operative language teaching approaches.

#### ***1.4 Scope and Limitations***

The scope and limitations in this study must be acknowledged. First, this paper shall only emphasize on and answer the role of motivation in second language learning. Second, this paper shall only consider the two orientations of motivation proposed by Gardner and Lambert (1959). The two orientations of motivation include integrative motivation and instrumental motivation. Third, this paper was conducted on a research sample composing of a total number of 100 Grade 10 students at Imus National High School - Main for the School Year 2019-2020. All respondents are 15-16 years old at the time of the data gathering.

However, through random sampling, only 80 respondents were considered. Since the sample size is only a small fraction of the entire population of the entire Imus National High School – Main, the researcher would like to admit that this sample size is not a credible characteristic of the whole populace and cannot be taken as a generality of the results that include all students at Imus National High School - Main.

#### ***1.5 Review of Related Literature***

The factors that influence second language learning had brought out numerous academic and linguistic research in the past decades. Hegehahn and Olson (1977) saw that learning the second language was entirely dependent on several factors or commonly called learner characteristics which Lightbown and Spada (2008) categorized as follows: motivation, aptitude and personality, intelligence, and learner preferences. These factors determine the success and failure of learning the second language. However, in the plethora of these research, it was revealed that the motivation of the second language learner is one of the most, if not, the most essential factor in second language learning.

It was Robert Gardner and Wallace Lambert who first analyzed the impact of motivational variables in second language learning. Gardner and Wallace (1985), who were well-known socio-psychological theorists, defined motivation as “the extent to which the individual works or strives to learn the second language because of the desire to do so and the satisfaction experienced in the activity.” From this definition, we can describe motivation as goal-oriented and the immediate goal of the learner is to learn the language. Taking this into account, Gardner and Wallace (1985) argued that understanding learner’s motivation means examining the learner’s penultimate goal or purpose to learn the language. From here, Gardner and Wallace (1985) proposed the two main orientations of motivation. One is

integrative motivation which they defined as “a favorable attitude toward the target language community and possibly a wish to integrate and adapt to a new target culture through use of the language.” Second is instrumental motivation which they defined as “a more functional reason for learning the target language, such as a job promotion, or a language requirement.”

Meanwhile, Culhane (2004) also clarified the difference between instrumental motivation and integrative motivation. Culhane (2004) argued that a second language learner who is influenced by instrumental motivation concerns himself in language development to achieve social goals in learning the target language; while a second language learner who is influenced by integrative motivation focuses on his willingness and interest to promote second language learning through meaningful societal interactions with the language community. In other words, a second language learner would identify himself as an instrumentally motivated learner if he were willing to learn the target language to pass an examination or to apply for a better line of work. On the contrary, a second language learner will classify as an integratively motivated learner if he possesses compassionate attitudes toward the culture of the target language and perceives boundless value in being able to speak foreign languages and to experience appreciation of different cultures.

Nevertheless, there had always been arguments for ages on which among the two orientations of motivation to learn the second language is more influential or powerful. Many studies had produced profound results regarding this issue. For Gass and Selinker (2008), integrative motivation had always been regarded as the most powerful factor for the successful second language learning. Gardner (1985) also found out that integrative motivation had an enormously extraordinary consequence in formal learning environment than instrumental motivation. Lastly, Norris-Holt (2001) declared that, even though both integrative motivation and instrumental motivation are necessary elements of success in second language learning, his numerous studies on motivation proved that it is integrative motivation which had been found to endure long-term success in learning a second language.

Many studies had also debunked these conclusions. Crookes and Schmidt (1991) were the very first sociolinguists who questioned about the power of integrative motivation in learning the second language because they argued that the empirical evidence to support the notion that integrative motivation is a cause, and second language achievement is the effect is still unclear. The research of Wang (2009) also supported the conclusion that it is not integrative motivation, but instrumental motivation that dictates success in learning the target language. For Wang (2009), the virtual prominence of instrumental motivation or integrative motivation is dependent on the context in which a new language is learned.

Moreover, the research of Redfield, Figoni and Levin (2009) had also refuted the notion that integrative motivation determines success in second language learning. In the research conducted among the technology students at Toyohashi University of Technology in Japan, Redfield, Figoni and Levin (2009) were able to conclude that students had more instrumental motivation than integrative motivation because the respondents perceived learning the second language as an academic and professional tool, rather than the key for social interaction.

Yet, Brown (2004) had made a compelling argument that the researchers mentioned above had fairly missed. Brown (2004) stressed out that integrative motivation and instrumental motivation are not automatically equally exclusive. Second language learners use both orientations of motivation, perhaps use the combination of the two orientations, in day-to-day experiences: rather than exclusively selecting one orientation when learning the target

language. Brown (2009) also elucidated that motivation is not entirely dependent on gender and preferences.

These compelling literatures had made significant bearing in this research. One is whether instrumental motivation or integrative motivation has greater influence in learning the second language among the research respondents. And two is whether gender determine the respondents' motivation to learn English as the second language.

## **2. METHODOLOGY**

This section shall give a description of the research method used in the study. It shall describe the participants or subjects and elucidate the research procedures.

### ***2.1 Research Instrument***

The study utilized a survey questionnaire which is composed of two parts. The first part is the respondents' profile wherein the following variables were elicited: gender and age. The second part aims to determine the most influential orientation of motivation among the respondents. This was a modified version of Gardner's Attitude and Motivation Test Battery (AMTB). The respondents were required to complete this part by shading the circle of the corresponding item based on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." This part contains 10 items that exemplify the orientations of motivation in second language learning - 5 questions (items 1-5) for the instrumental motivation and 5 questions (items 6-10) for the integrative motivation. The questions are provided below.

1. I need to learn English because it allows me to get better job opportunities in the future domestically and internationally.
2. I need to learn English because it enables me to attain more information for my academic requirements.
3. I need to learn English because other people shall regard me higher if I know the English language.
4. I need to learn English because it engages me to be involved in international businesses and transactions.
5. I need to learn English because it enables me to pass assessments in order to further my studies abroad.
6. I need to learn English because I enjoy having a dialogue with people who speak the English language too.
7. I need to learn English because it equips me to appreciate the English life style and culture.
8. I need to learn English because it helps me love literary works, movies and songs written in the English language.
9. I need to learn English because I think that English is a beautiful language.
10. I need to learn English because it allows me to make friendly connections and participate freely in the activities of English cultural groups.

### ***2.2 Research Participants***

A total of 100 students at Imus National High School – Main for the School Year 2019-2020 participated in the study. Since they are in Grade 10, their ages range from 15-16 years old at the time of data gathering and surveying. Through random sampling, only 80 students were

considered for data treatment, interpretation, and analysis. The frequency distribution of the respondents were 34 male students (42.5%) and 46 female students (57.5%).

### 2.3 Data Gathering Procedures

Administration of the survey questionnaire happened during the Regular English period of the respondents inside the Learning Resource Area of Imus National High School - Main. The survey questionnaire was proctored by the school librarian to ensure objectivity in terms of the administration and deliberation of potential research outcomes. Before answering the questionnaire, specific instructions were laid down to the respondents. Respondents were also oriented about the importance of honest responses to reach a credible outcome of the study. Thus, they were asked to answer the survey items truthfully and seriously.

## 3. RESULTS AND CONCLUSIONS

This chapter shall be categorized into two sections. The first section shows the data gathered and analysis on the orientations of motivation as obtained by the survey questionnaire for the combined respondents, while the second section is for the separated respondents (males versus females).

### 3.1 Motivation in Second Language Learning (Combined Respondents)

SURVEY ITEMS		NUMERICAL SUMMARY			TEST OF NORMALITY		TEST OF SIGNIFICANCE
QUESTION RANGE	REPRESENTATION	MEAN	STANDARD DEVIATION	LIKERT SCALE INTERPRETATION	TEST STATISTIC	P-VALUE	
Questions 1-5	Instrumental Motivation	4.078	0.552	Agree	0.961	0.016	T=3.472 P=0.00084 COR=0.366
Questions 6-10	Integrative Motivation	4.035	0.593	Agree	0.962	0.017	

**Figure 2:** This shows the test of normality and test of significance of instrumental motivation among the combined male and female respondents; and the test of normality and test of significance of integrative motivation among the combined male and female respondents.

#### Results:

1. Questions 1 to 5 represent characteristics of instrumental motivation, while Questions 6 to 10 represent characteristics of integrative motivation. The mean for instrumental motivation is 4.078 with a standard deviation of 0.552; while the mean of integrative motivation is 4.035 with a standard deviation of 0.593. Likert scale interpretation indicates that since the mean for instrumental motivation is 4.078 and the mean for integrative motivation is 4.035, it follows that the combined respondents “agree” to instrumental motivation and integrative motivation.

2. Test of normality revealed that instrumental motivation scores of the combined respondents,  $D(80)=0.961$ ,  $p=0.016$ , were not normal and therefore significant; also, the integrative motivation scores of the combined respondents,  $D(80)=0.962$ ,  $p=0.017$ , were not normal and therefore significant.

3. Correlation and test for significance revealed that instrumental motivation and integrative motivation were strongly and positively correlated,  $r(78)=0.366$  and therefore significant,  $p=0.00084$ .

## **Conclusions:**

The table shown above details the descriptive statistics of the two orientations of motivation and reports on the mean and standard deviation for each motivation. The mean of instrumental motivation and the mean of integrative motivation appear to be close to each other, having 4.078 for instrumental motivation and 4.035 for integrative motivation. Since the Likert scale used on the questionnaire was of 5 points, both averages of the orientations of motivation are above average and are considered “agreeable.” This indicates that the Grade 10 Imus National High School - Main students for the School Year 2019-2020 who participated in this study were both instrumentally and integratively motivated to learn the second language.

This result suggests that the respondents consider using both instrumental motivation and integrative motivation in the quest to learn English as a second language. It means that the respondents do not exclusively use just one orientation of motivation, but both orientations of motivation work accordingly and influence the respondents’ behavior towards learning the second language. They perceive all constructive and advantageous outcomes - regardless of the orientation of motivation – in learning the second language. They perceive learning the English language for immediate purposes or practical goals and, at the same time, for personal growth and cultural enrichment. This means that the respondents are compelled to study a new language due to the inter-twining effects of concrete recompenses, intrinsic choice, sense of accomplishment, readiness and interest, affirmative attitude, and assimilation to the target language sphere.

The research of Millar and Gallagher (1996) supports this idea. Millar and Gallagher (1996) stated that the motivational requirements of adolescents to study English as a second language may fluctuate at times, but conceivable and measurable connections to all these requirements are still undeniably obvious. It is therefore conclusive that second language learners belonging in this age group have motivational needs to learn English as a second language for as long as second language learning shall provide them a sense of confidence and advantage. In essence, both orientations of motivation are necessities to the respondents for second language learning. For the respondents, instrumental motivation alone will not be sufficient to advance success in second language learning. Both orientations of motivation encourage second language learners to acquire English as a second language.

Though the means of both instrumental and integrative motivations are close to each other, the findings also show that instrumental motivation had a higher mean than integrative motivation. This finding shows that, even though both orientations of motivation work together for learners to acquire a second language, it is instrumental motivation that highly influences them to learn English as a second language. This means that the Grade 10 students at Imus National High School – Main for the School Year 2019-2020 are more “instrumentally motivated” to learn a second language considering the difference of the mean scores between integrative motivation and instrumental motivation as basis of this conclusion.

Aside from the difference between the means of integrative and instrumental motivation, it is revealed that there is a strong and positive correlation between instrumental motivation and integrative motivation and this correlation is statistically significant. This means that there is a significant difference between the instrumental motivation and integrative motivation among the Grade 10 Imus National High School students for the School Year 2019-2020.

This suggests that learners are more likely to be influenced by instrumental motivation than integrative motivation in learning a second language.

This result contradicts the assumptions of Gardner and Lambert (1959) as stipulated in the book of Ellis (1997). This might also be one of the most significant findings of this research because it debunks the conclusions made by the pioneering study conducted by Gardner and Lambert (1959). In his reference, Ellis (1997) stated that in some of the early research conducted by Gardner and Lambert (1985), integrative motivation was perceived as being more important in any formal language speaking environment. Gardner and Lambert (1985) argue that instrumental motivation had always been secondary to integrative motivation because second language learners view second language learning intrinsically. However, Gardner and Lambert's study was conducted in a formal set-up. This elicits the idea that the respondents for study were academically inclined and formally educated and, thus, the reason why their study revealed that integrative motivation is more influential than instrumental motivation. Yet, this may seem a hasty conclusion that, since the respondents were brought up in a formal environment and the research was administered in a formal setting, the result shall favor integrative motivation. Undeniably, this research paper was conducted in a formal set-up; yet the result revealed otherwise.

This research paper found out that the respondents tend to be influenced more by instrumental motivation than integrative motivation. Though the Grade 10 Imus National High School - Main students for the School Year 2019-2020 utilized both orientations of motivations to learn English as a second language, they tend to learn a second language not mostly because of their optimistic attitude towards the English language community but because they use the language for a more functional or utilitarian purpose. They need to learn English as a second language because, for them, learning English give them high possibility of getting employed or studying domestically and internationally. Since the Grade 10 students at Imus National High School – Main for the School Year 2019 – 2020 are instrumentally motivated, they tend view learning the English language as a key for them to pass their academic examinations and to accomplish their homework and other requirements in school. For the respondents, learning English as a second language and achieving communicative competence shall make other people to respect them and shall make them be involved in international conferences and business transactions.

Thus, this research finding supports the conclusions of Crookes and Schmidt (1991), Wang (2009), and Redfield, Figoni, and Levin (2009) as explained in the review of related literature. The researchers mentioned all found out that the respondents who studied English as their second language are being influenced more by their instrumental motivation than integrative motivation. The researchers stated that, regardless of whether the respondents were in the formal or informal set-up, these respondents feel the need for learning English mainly for utilitarian, scholarly and practical reasons but not predominantly for social reasons.

### 3.2 Motivation in L2 Learning (Male versus Female Respondents)

MOTIVATION	GENDER	MEAN	STANDARD DEVIATION	LIKERT SCALE INTERPRETATION	DEGREES OF FREEDOM	F-VALUE	P-VALUE
Instrumental Motivation	Female	4.013	0.450	Agree	1	1.487	0.226
	Male	4.165	0.663	Agree			
Integrative Motivation	Female	3.996	0.673	Agree	1	0.473	0.494
	Male	4.088	0.470	Agree			

**Figure 2:** This shows the comparison of instrumental motivation of the male respondents versus the female respondents; and the comparison of integration motivation of the male respondents versus the female respondents via test of test of normality and test of significance.

#### Results:

*Comparison of means between male and female respondents for instrumental and integrative motivation revealed the following:*

1. *Female (M=4.013, SD=0.450) and male respondents (M=4.165, SD=0.663) did not deviate significantly on their instrumental motivation,  $t(1)=1.487$ ,  $p=0.226$ . Since  $p$ -value is greater than 0.05, then there is no significant difference between the instrumental motivation of female respondents to male respondents.*

2. *Female (M=3.996, SD=0.673) and male respondents (M=4.088, SD=0.470) did not deviate significantly on their integrative motivation,  $t(1)=0.473$ ,  $p=0.494$ . Since  $p$ -value is greater than 0.05, then there is no significant difference between the integrative motivation of female respondents to male respondents.*

#### Conclusions:

The table above details the descriptive statistics of the two orientations of motivation for the male respondents and the female respondents. The findings show that (1) the level of instrumental motivation of females did not differ significantly from males; and (2) the level of integrative motivation of females did not also differ significantly from the males.

Though prior findings had revealed there is a significant correlation between the instrumental motivation and the integrative motivation of the combined respondents, the above findings show that the Grade 10 female students at Imus National High School – Main for the School Year 2019-2020 do not have a stronger or higher or weaker or lower influence of instrumental motivation versus the male respondents. The same results also revealed that the Grade 10 female students at Imus National High School – Main for the School Year 2019-2020 do not have a stronger or higher or weaker or lower influence of integrative motivation versus the male respondents. Altogether, the female respondents and male respondents do not differ significantly in terms of the two orientations of motivation.

These results had debunked the conclusions of a few language research most primarily the research of Boggiano and Barrett (1992). Boggiano and Barrett (1992) found out that female second language learners are more instrumentally motivated than male language learners. Boggiano and Barrett (1992) also claimed that male second language learners are influenced dominantly by their integrative motivation. Furthermore, Brown (2004) had also revealed that female second language learners are dominant in using instrumental motivation and

integrative motivation in learning English as a second language. This means that male second language do not use any orientation of motivation at all.

Although this research had initially concluded that instrumental motivation is the most influential factor in second language learning among the Grade 10 students at Imus National High School – Main for the School Year 2019-2020, it is also conclusive that there is no significant difference between the two orientations of motivation according to sex. Both male second language learners and female second language learners are fairly influenced by both instrumental motivation and integrative motivation. Therefore, this research concludes that the respondents' sex is not an influential variable that determines the orientation of motivation that the respondents use to learn English as a second language. Both male and female respondents acquire a language as a means for accomplishing instrumental objectives such as advancing an occupation, understanding methodical references, conversion and so forth; and, at the same time, acquire a language to assimilate themselves into the culture of the second language community and to become tangled in communal transaction in that language community.

Furthermore, the Grade 10 students at Imus National High School – Main for the School Year 2019-2020 perceive learning the English language in the most appealing way for the male and female respondents both agree on their orientation of motivation. They wanted to learn English to achieve practical goals and to identify themselves with the language community. The motivation of these second language learners encompasses awareness of the concrete value in learning the second language such as accumulating industrial or commercial prospects, improving reputation and supremacy, retrieving scientific and methodological material or just graduating from a course in school; and, at the same time, supports interest on the associative value in learning the second language such as liking the people who use the target language, admiring the culture of the target language community and having the desire to be integrated into the society where the language is being spoken.

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