

The Relationship between the EFL Advanced Iraqi Learners' Integrative Motivation and Their Academic Achievement

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Abstract:

Language learners' high academic achievement is dependent on the amount of motivation they have. Learners with a good deal of motivation are capable of achieving long-term objectives compared to those who lack motivation. This study investigates the integrative motivation of the Iraqi EFL advanced learners and their academic achievement. To this end, a quantitative nonexperimental research design is followed. The study results show that there is a weak, and statistically insignificant correlation between the Iraqi EFL advanced learners' integrative motivation and their academic achievement. Moreover, there is a significant decline in the learners' integrative motivation toward the end of the academic year. This decline seems to be more significant among females than males. Consequently, further research on the learners' motivation and the factors that may cause its declination are recommended.

Key words: The Socioeducational Model, Integrative Motivation, Academic Achievement, Relationship.

العلاقة بين الدافعية التكاملية للطلبة العراقيين ذوي المستوى المتقدم والمتعلمين للغة الانجليزية كلغة اجنبية وتحصيلهم الدراسي

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المخلص:-

يتوقف التحصيل الدراسي العالي لمتعلمي اللغة على مقدار الدافعية التي يمتلكونها. فالمتعلمين الذين يمتلكون مقداراً كافٍ من الدافعية يتميزون بقدرتهم على انجاز اهداف ذات مدى بعيد مقارنة بأولئك الذين يفتقدون الحد الأدنى من الدافعية. تسعى هذه الدراسة الى بحث الدافعية التكاملية للطلبة العراقيين ذوي المستوى المتقدم والمتعلمين للغة الانجليزية كلغة اجنبية . ولتحقيق الهدف المذكور اتبعت الدراسة المنهج الكمي اللا تجريبي حيث اوضحت النتائج وجود علاقة ضعيفة غير دالة احصائياً بين دافعية الطلبة التكاملية وتحصيلهم الدراسي مع وجود إنحدار بدافع الطلبة نتيجة لتعرضهم للغة الانجليزية خلال سنه دراسية واحده وقد كان هذا الإنحدار ذا دلالة احصائية بين الاناث اكثر من الذكور. وعند اخذ هذه النتائج بنظر الاعتبار فقد تمت التوصية بأجراء المزيد من الابحاث العلمية حول دافعية الطلبة والعوامل المؤثرة عليها.

1.Introduction

This section is divided into two parts. The first one is concerned with introducing the problem of this research, its questions and its objectives. The second part will offer the theoretical background.

1.1. Research Preliminaries

1.1.1. Research Problem

Although considerable research has been devoted to investigate the effect of motivation on the English language learning in the Iraqi educational context, rather little attention has been paid to the relationship between the Iraqi EFL advanced learners' integrative motivation and their academic achievement. Similarly, change in the learners' motivation that is brought about by the regular exposure to the English language within the educational institution has gone unnoticed. Accordingly, further research is needed. The present study is established to fulfil this need.

1.1.2. Research questions

The study attempts to answer the following questions:

1. Is there a relationship between the Iraqi EFL advanced learners' integrative motivation and their academic achievement?
2. Does the Iraqi EFL advanced learners' integrative motivation change over the course of time (during one academic year)?
3. Is there a difference in the amount of change found in motivation between male and female learners?

1.1.3. Research objectives

The current study tries to arrive at the following objectives:

1. To investigate the relationship between the Iraqi EFL advanced learners' integrative motivation and their academic achievement at the University of Basra/ College of Arts/ Department of English/Morning studies.

2. To measure the amount of change in the Iraqi EFL advanced learners' integrative motivation that is brought about by the exposure to the language during one academic year.
3. To compare the change in the integrative motivation between males and females.

1.2.Theoretical Background

Integrative motivation is a “complex of attitudinal, goal directed, and motivational attributes” (Gardner, 2001a: 13). The commencement of the research on integrative motivation to learn a second language dates back to the end of the 1950s at the hands of Wallace Lambert and Robert Gardner. They formulated the first model that accounts for integrative motivation which they called the socio educational model. The present study uses the last version of this model (Gardner, 2001a).

The basic idea underlying the socioeducational model is that phonemes, lexical chunks, and grammatical structures are the inherent characteristics of certain culture group (Gardner, 1985: 6). Accordingly, learning a language other than the native one is analogous to the adoption of foreign characteristics of another culture. Therefore, having positive attitudes toward both the language and its speakers is a prerequisite for the learning process to be successful (Gardner, 2001b: 8). Such a process needs openness, on the part of the learner, to accept and appreciate what he/she learns. This openness is what Gardner called “integrativeness” (Gardner, 2005:7). Integrativeness may not be materialized if the learner has negative attitudes toward the other language community and he/she is not interested in learning foreign languages. Added to that, he/she may not have an integrative orientation. The latter is defined as the willingness to communicate with the native speakers of the other cultural group (Gardner, 2006: 247; Gardner, 2012: 217). Besides inetgartiveness, learners' attitudes toward the language learning situation also play a role in

learning a foreign language (i.e. the positive evaluation of the teacher and the course).

Integrativeness and attitudes toward the learning situation are antecedents and supports of the language learners' motivation. Motivation in this context is a construct of effort, desire and attitudes toward learning the language (Gardner, 2001c: 6). The combination of the integrativeness, attitudes toward the language situation, and motivation forms integrative motivation. Integrative motivation is also supported by other factors like instrumentality or pragmatic reasons to study the language and low level of anxiety in using the language both in and outside the language classroom. Motivation and ability represent two autonomous factors that have an immediate effect on language achievement (see figure 1 below).

Gardner (2001a:9, 2001b:10, 2001c: 9) identifies several characteristics of the integratively motivated foreign language learner. The integratively motivated foreign language learners are the one who strives to success. They set goals and have a strong desire to fulfil these goals. They not only wish to achieve their goals but work hard toward them. Likewise, they have a positive attitude toward the foreign language and its people and culture. They are open to accept and appreciate the other culture and make it part of themselves. In the foreign language classroom, they evaluate both the professors and the lectures positively. They enjoy the lectures and the professors' styles in presenting them.

The integratively motivated language learners are less anxious in using the foreign language whether inside or outside the classroom. Inside the classroom, they volunteer to answer a particular question raised by the professor. Run in the same vein, the motivated foreign language learners do not have any problem in using the language outside the borders of the classroom. In addition, they have reasons to learn the foreign language. These reasons range from the most pragmatic reasons such as getting a good job to the most integrative ones such as the willingness to communicate with native speakers of that language.

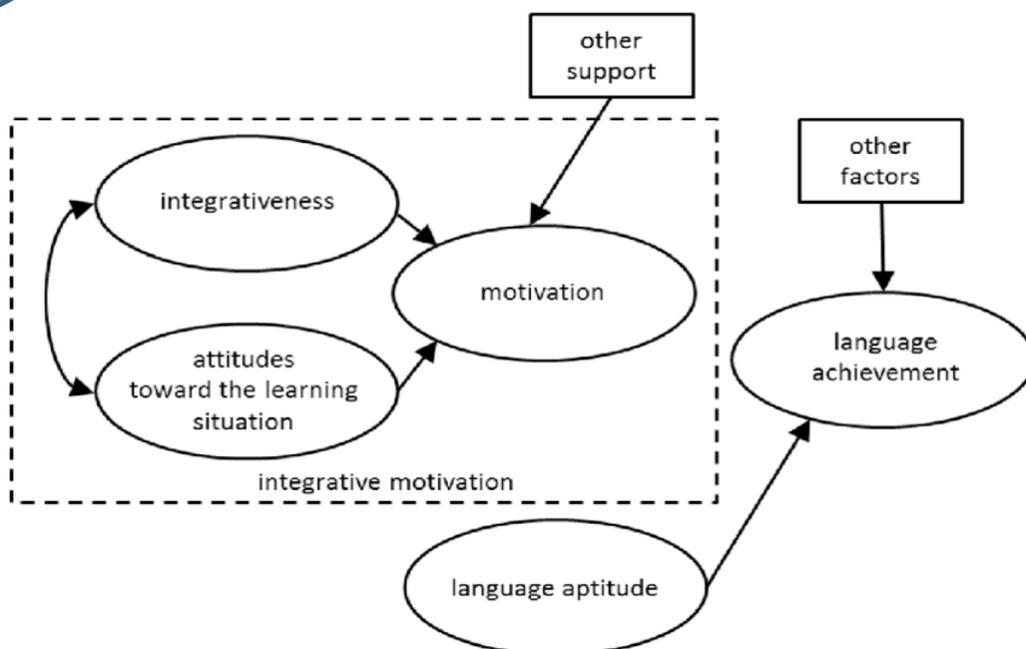


Fig.1. The Socioeducational Model of Aptitude and Motivation in Second Language Learning (adopted from Gardner, 2001a: 24)

1. Review of Related Literature and Studies

In this section *integrative motivation* and *academic achievement* are shown to be associated by reviewing the related studies and literature. The following studies are both thematically and chronologically ordered.

The relation of integrative motivation to the EFL learners' academic achievement was investigated by a number of researchers around the world (Warden & Lin, 2000; Lamb, 2004; Kato, Ysumoto & Aacken, 2007; Li & Pan, 2009; Choosri and Intharaksa, 2011; Zanghar, 2012; Gholami et al., 2012; Samad et al., 2012; Al_Qahtani, 2013; Altasan, 2016; Centinkaya and Ataman, 2017).

For example, a study was carried out by Warden and Lin (2000) questioned the existence of integrative motivation in the Taiwanese setting. A group of 500 non English majors takes part in the study.

They had been offered a questionnaire consisting of 38 items. The findings confirmed that there is no integrative orientation in Taiwan context. In the same line, Lamb (2004) examined the motivation of the 219 EFL high school students in Indonesia. He used both a questionnaire and semi-structured interviews to collect data. He found no effect of integrativeness on the successful learning of the English language.

Similarly, Kato, Yasumoto, & Aacken (2007) research attempted to examine the best predictor of the academic achievement of the language learners. A total of 1, 268 participants (243 males and 845 females) gathered from four universities (one American university and three Australian universities) have completed a questionnaire. The results showed that anxiety was the best predictor of learners' academic achievement. Besides, it was the instrumental orientation not the integrative one which can better predict the academic achievement of the learners. The study outcomes also showed that the level of motivation had not been changed with the course of time.

Another study was conducted by Li & Pan (2009) examined the significance of instrumental motivation, the influences of integrative and instrumental motivation on high achievers as well as the role of interest in promoting students' achievement among 65 Chinese EFL third year university learners, majoring in English. The data were collected using GaoYi hong Motivation Questionnaire which is made up of 15 questions. The results showed that both instrumental motivation and interest in learning the foreign language had a pivotal role in all levels of language achievers. However, it was the integrative motivation that is equated positively with high achievers.

On the contrary, Choosri and Intharaksa (2011) study findings asserted that it was the instrumental motivation which significantly correlated with English learning achievement, not the integrative one. The researchers explored the motivation levels of high and low achievers, the possible differences and similarities in motivation of students with high and low achievement, and whether there existed a connection between students' motivation and their attainment in English. The subjects were 140 non English major students, studying at Hatyai Technical College in Thailand. A questionnaire and in-depth interviews were the means utilized for data collection. The study outcomes indicated that both high and low achievers were highly motivated with no variances across the two groups. The relationship between motivation and achievement was positive. Findings also showed that integrative orientation is not significantly correlated with the learners' achievement in English. The last finding was attributed, as the interviews revealed, to the significance connected with learning English where most participants viewed it as a mean for success, improving their career and getting scholarship.

Zanghar (2012) affirmed that no link is found between students' motivation and their achievement. He studies the undergraduate Libyan EFL learners at the college of Arts, Bani Walid University. A group of forty volunteers participated in the study, thirty of whom were at the fourth grade and the rest were drawn from different stages. They have responded to a questionnaire, consisted of 14 items which reflects the integrative/instrumental sentiment. The findings revealed that although students were integratively motivated, it had no link to their academic achievement.

However, some other studies in various contexts have proved the critical role of the integrative motivation in relation to the academic

achievement. For example, Gholami et al. (2012) tested the hypothesis that integrative motivation is the determinant of achievement in English, in the Iranian context. The participants comprised of the third grade high school EFL learners (n=95). They have found that though the dominant type of motivation is the instrumental one (58.9%), the high achievers are more likely to be integratively motivated (92.9%). In addition, integratively motivated learners were noticeably outperformed in the final tests.

Another research in the Iranian context has been pursued by Samad et al. (2012). It dealt with the link between the two types of motivation (instrumental and integrative) and language proficiency. One hundred respondents, studying at Universiti Teknologi, tested using the AMTB. Language proficiency, on the other hand, has been measured using learners' IELTS test scores. The findings indicated that there was a strong linkage between high level of achievement and integrative motivation.

In the same line, Al_Qahtani (2013) studied the association between the academic achievement of 110 Sudia Arabia applied medical sciences students and a set of other variables including motivation, attitudes, language strategies, students' age and their perception of the English language. She observed that students employed all sorts of language strategies in their learning. Besides, they had a motivation to study the language, both integrative and instrumental motivation. They also held a positive attitude toward English native speakers. Their English achievement was tied up to their social learning strategies. It was also strongly linked to integrative motivation. However, this association turns into negative when the age and level at which the students begin to learn the English language were taken into consideration. That's to say, younger students were more motivated than older students.

In the same vein, Altasan (2016) investigated the association between the integrative motivation of Saudi non English major EFL students studying at the technical college and their achievement. Using Gardner (1985) AMTB as a method for data collection, he found no relation between academic achievement and the type of motivation. In addition, in the Saudi environment, the instrumental orientation pre dominates the integrative one.

More recently, Centinkaya and Ataman (2017) undertook a research study on 151 Turkey EFL learners. The general aim of Centinkaya and Ataman's (2017) study was to investigate the relation between the students' scores in English and their levels of integrative/ instrumental motivation. Data were collected via Motivation/Attitudes questionnaire MAQ originally developed by Dornyei (1990) and semi _structured interviews. The results reported that though the instrumental motivation was the prominent motivation-type among Turkey EFL learners, it had no significant correlation with their attainment. Rather it is the integrative motivation which has a strong connection with the Turkey EFL learners' academic achievement.

Obviously, the experience with the language inside the classroom triggers a change in the integrative motivation of the language learners. For instance, Gardner, Masgoret, Tennant, Mihic (2004) study on the first year university French learners demonstrated the effect of the instructed language learning on a number of French learners' characteristics. These include the levels of motivational intensity, desire to learn French, attitudes toward learning French, integrative orientation, French course evaluation, French class anxiety. They have dramatically dwindled over the course of time, toward the end of the academic year. Such decreasing was significantly relevant to the learners' achievement in French. That's,

learners whose marks are low, their desire to learn French, their attitudes toward learning French, and their French course evaluation have apparently decreased.

Another study presented by Gardner and Bernaus (2004) has been conducted on high school Spanish EFL learners generate similar results. They observed that motivation, integrativeness, language anxiety, parental encouragement, and instrumentality have markedly changed toward the end of the academic year. It was a negatively oriented change and moderated by the learners' grades (Cited in Bernaus, Wilson, Gardner, 2009: 27).

However, in the Iraqi context, there has been a growing interest in language learning motivation (Ridha, 1998; Hamza, 2007; Abbas, 2015; Koren, 2015; Shaima', 2015; Kadim, 2016; Abdullah & Al-Mofti, 2017; Al-Bodakh & Cinkara, 2017; Hussein & Al-Bajalani, 2019). However, up to the time of conducting this study, the relationship between the Iraqi EFL learners' integrative motivation and their academic achievement has not been investigated. In addition, the change in the learners' motivation has gone unnoticed. Against this background, further studies are required. The present study is directed toward meeting these requirements.

2. Methodology

2.1. Research Approach

The research approach employed here is the quantitative approach. The methods used to collect data are a closed-ended questionnaire and the learners' grades. Thus, a correlational, explanatory non-experimental research design is used. The research advantage of implementing an explanatory nonexperimental research design is that it gives thorough understanding of the investigated phenomenon. Besides, its results provide a basis for further studies (Cohen, Manion & Marrison, 2000: 199).

2.2. Participants

The target population of the present study is the first year university students (n=177) enrolled at the Department of English/ College of Arts/ University of Basra/ morning studies for the academic year 2017-2018. The mean age of the students is 19.83 years. They are between 18 to 25 years old. The participants were selected using a stratified random sampling technique, based on the stratum of gender. Stratified random sampling (SRST) technique provides “precision in terms of the representativeness of the sample and allows preselected characteristics to be used as variables (Mackey & Gass, 2005: 120). Stratified sampling method boils down to three consecutive steps. First, the Iraqi EFL advanced learners are divided into gender-based groups. Second, the proportion of each group is identified (79% females, 21% males). Finally, participants from each group are randomly selected based on their proportions. Random selection of participants means that every member of the target population has an equal chance to be picked. The sample consists of 87 participants (18 males and 69 females). All participants share almost a similar social and educational background.

2.3. Methods of Data Collection

There are two sources from which the study data are generated: a questionnaire and the learners’ exam grades. As far as the questionnaire, Gardner’s 2004 *Attitude Motivation Test Battery or (AMTB)* is adapted to fit the purpose of the present study. AMTB consists of 96 statements measuring 11 different categories as follows:

1. Interest in foreign languages (IFL): ten statements (5 positive and 5 negative items) describe the general interest in learning foreign languages.

2. Attitudes toward English speaking people (AEP): eight positively keyed items measure the EFL learners' evaluation of the native speakers of English.
3. Integrative orientation (IO): four positively keyed items reflect a genuine interest in the English language to be psychologically closer to the native English speakers.
4. Motivational intensity (MI): five positively keyed items and five negatively keyed items measure the effort that EFL learners make in learning the English language.
5. Desire to learn English (DESIRE): ten statements (5 positive and 5 negative items) intended to measure the EFL learners' willingness to achieve high levels of competence in English.
6. Attitude towards learning English (ALE): ten statements measure the EFL learners' evaluation of the English language. They consist of five positively keyed items and five negatively keyed items.
7. English course evaluation (COURSE): five positively keyed items and five negatively keyed items which reflect the EFL learners' evaluation of the English course.
8. Teacher evaluation (Teach): five positively keyed items and five negatively keyed items which reflect the EFL learners' evaluation of their English professors.
9. English class anxiety (CLASS): ten statements, 5 positive and 5 negative items, measure the anxiety of EFL learners promoted by the use of language inside the classroom.
10. English use anxiety (USE): five positively keyed items and five negatively keyed items measure the anxiety of EFL learners promoted by the use of language outside the classroom.
11. Instrumental orientation (INST): four positively keyed statements reflect the EFL learners' pragmatic reasons to study the English language.

Each statement is rated on 6-point Likert-Scale. EFL learners are provided with 6 choices, ranging from strongly agree to strongly disagree with no neutral alternative (see appendix A). The reason behind excluding the middle alternative is that participants check it relatively frequently. Thus, the distribution of responses will provide more total scores that reflect this neutrality.

The second source of data is the learners' academic achievement. The participants' scores are obtained from the examination committee of the basic English language courses: listening and reading, speaking, writing, and grammar for the academic year 2017-2018. The participants' achievement is based on their scores in the first and second terms. Each term is scored out of twenty-five and compared with their final results which are in the form of grades as they are not allowed officially to be given to the researcher in scores.

2.4. Procedure

To fit the Iraqi context, the AMTB was adjusted. After consulting Robert Gardner, the questionnaire was introduced in Arabic to guarantee the learners' responses so as to reflect their affective reactions rather than their cognitive understanding (R.C. Gardner, Personal Communication, October, 25, 2017). Consequently, all items are translated into Arabic. The translation is carried out by the researcher. Then, it has been reviewed and edited by a jury.

In order to measure whether the statements in the questionnaire all reliably measure the same variable in the subscale, a Cronbach's alpha (α) is run on a sample size of 30 of a pilot study. The Cronbach's alpha (α) of each subscale is shown the Table (1) below. This table shows that the overall Cronbach's Alpha (α) for the 96 items is 0.82 which indicates a high level of internal consistency of the questionnaire. The internal consistency of the

subscales ranges from $\alpha=0.75$ as a minimum for the English class anxiety to $\alpha=0.88$ as a maximum for the English teacher evaluation which is a conclusive evidence that the questionnaire is highly reliable and can be used for the purpose of the current study.

After conducting the pilot study, the AMTB is introduced to the learners at the beginning of the academic year. A total of 104 participants take part in the first questionnaire. Two instructors are present to answer any question that the participants may raise. At the end of the academic year the questionnaire is re-administrated. In each phase the following procedures are used:

Table (1): Cronbach's Alpha coefficient of the Sub-Scales of the AMTB

| Scale | N of items | Cronbach's alpha Coefficient |
|--|------------|------------------------------|
| Interest in foreign language | ١٠ | ٠.٧٨ |
| Attitudes toward English-Speaking people | ٨ | ٠.٨٠ |
| Integrative Orientation | 4 | ٠.٧٧ |
| Motivational Intensity | ١٠ | ٠.٨٥ |
| Desire to learn English | ١٠ | ٠.٨٢ |
| Attitudes toward learning English | ١٠ | ٠.٧٩ |
| English course evaluation | ١٠ | ٠.٨6 |
| English teacher evaluation | ١٠ | ٠.٨8 |
| English class anxiety | ١٠ | ٠.75 |
| English use anxiety | ١٠ | ٠.85 |
| Instrumental Orientation | ٤ | ٠.٧٧ |
| Cronbach's Alph for the 96 items | 96 | ٠.٨٢ |

1. Each participant was assigned a number. Instead of writing down their names, participants' names were codified using numbers so that their real names are kept confidential.
2. They were informed of the purpose of the study and that their answers will be used for academic purposes only.
3. At a moment's notice, they are free to quit and leave for any reason.
4. They were told and encouraged to ask any question in case they need clarification about any item.
5. Each participant takes from 35 minutes to an hour to complete the questionnaire.

6. Analysis of Data and Discussion of the Results

After the data being collected, they were arranged, coded, and processed in excel sheets. The negative items were reversed. Then, the data were statistically analyzed using SPSS, version 23.3. For rigorous analysis and results, the researcher executed two tests of normality: Kolmogorov-Smirnov test and Shapiro-Wilk test. The null hypothesis (H_0) of the two tests is that data are normally distributed. The results showed that data of most of the measures are not normally distributed. The P-value is less than 0.05 which means that the null hypothesis is rejected. Consequently, non-parametric tests are to be used in this study.

The current study has three objectives. The first one is to show whether the Iraqi advanced EFL learners' integrative motivation has a relation with their academic grades. The second one is to trace the change in the Iraqi advanced EFL learners' integrative motivation as a result of the exposure to the language (during one year study at the department of English, college of Arts). The third one is to show if this change differs across gender.

6.1. Is there a relationship between the Iraqi EFL advanced learners' integrative motivation and their grades?

To reach the first objective, a non-parametric Spearman rank correlation was run on the data. The findings of the Spearman test of the first term exams and the first AMTB show that the results of the first term exams of reading and listening, writing, and speaking are not significantly correlated with the first AMTB (at 0.05 level of significance). The correlation coefficients are very weak, 0.190, 0.108, and 0.184 for reading and listening, writing, and speaking respectively. As far as grammar is concerned, the results of the first term grammar exam show a statistically significant correlation (significant at 0.05 level) with the first AMTB. However, this correlation is very weak ($\rho=0.232$).

Spearman correlation coefficient of the midterm exam and the first AMTB indicates a statistically significant correlation between the results of the reading and listening exam and the first AMTB ($\rho=0.220$). However, this correlation is weak. As concerned the courses of writing, speaking, and grammar, learners' midterm results signify a very weak, statistically insignificant correlation with the scores obtained on the first AMTB. The maximum correlation value is between grammar and the first AMTB equals to $\rho=0.187$ which is very weak and insignificant at the 0.05 level. The minimum correlation coefficient is between learners' grades in the midterm exam of writing and the first AMTB equals to $\rho=0.026$.

The results of Spearman rank correlation coefficient of the Iraqi EFL advanced learners' final grades and the first AMTB explain that the correlation coefficient of the learners' final grades of reading and listening, writing, and grammar and the first AMTB is statistically significant at the 0.05 level. Yet, this correlation can be described as being very weak ($\rho= 0.279, 0.210, 0.219$ for reading and listening, writing, and grammar respectively). On the other hand, the correlation coefficient of the learners' final grades in the

course of speaking and the first AMTB is very weak ($\rho=0.012$) and statistically insignificant.

The findings of the Spearman rank correlation test of the learners' first term exams and the second AMTB demonstrate that the correlation of the first term exams of reading and listening, writing, speaking, and grammar with the learners' scores obtained on the second AMTB is not statistically significant. The correlation coefficient (ρ) is very weak (0.077 for the tests of reading and listening, 0.061 for the test of writing, 0.015 for the test of speaking, and 0.074 for the test of grammar consecutively).

As it the case with the results of the midterm exams and the second AMTB, the correlation coefficient (ρ) between the learners' grades on the courses of reading and listening, writing, speaking, and grammar is very weak and statistically insignificant. The correlation coefficient ranges from 0.003 as a minimum value resulted from correlating the learners' grades on the midterm tests of reading and listening with the second AMTB to 0.196 as a maximum value resulted from correlating learners' grades of the midterm test of grammar with the second AMTB. With regard to the correlation coefficient of the tests of writing and speaking, they are 0.161 and 0.084 in order.

Similarly, the findings of the Spearman correlation rank of the Iraqi EFL learners' final exam results and the second AMTB are not statistically significant. The correlation coefficient (ρ) of reading and listening final marks with the second AMTB is 0.114 which is very weak. The correlation coefficients of the final results of the courses of writing, speaking, and grammar with the second AMTB are 0.158, 0.088, and 0.134 respectively.

Taken together, there is no statistically significant relationship between the Iraqi advanced EFL learners' integrative motivation (as measured by the AMTB) and their academic achievement (the obtained grades on the first, mid and final exams of grammar, reading and listening, speaking and writing).

These results can be attributed to the fact that the nature of the Iraqi context in which the study carried out is specific and differs from other contexts in which English is learned as a foreign language. It differs in terms of its culture, the value the Iraqi EFL learners assign to the language, and the education quality. Findings of the study seems to be consistent with the results of some previous research in the literature that integrative motivation has no relation to the learners' academic achievement (Altasan, 2016; Zanghar, 2012; Lamb, 2004; Kato, Yasumoto& Aacken, 2007; Warden& Lin, 2000).

6.2.Does the Iraqi EFL advanced learners' integrative motivation change over the course of time (one year long)?

The second objective of the present study is to measure the amount of change in the Iraqi advanced EFL learners' integrative motivation as a result of the exposure to the English language. To this end, a Wilcoxon Signed Ranks Test (WSRT hereafter) of two related samples is used. The results of the test are offered in appendix B. A WSRT of the first subscale, interest in foreign languages, indicates that the median post-test rank (Mdn=48) is statistically significantly lower than the median pre-test rank (Mdn=50), $Z=-2.920-$, $p>0.004$. This means that there is a statistically significant difference between the pre-test and post-test in interest in foreign languages.

This descending in the median rank is held true for other eight subscales: attitudes toward English speaking people, integrative orientation, motivational intensity, desire to learn English, attitudes toward learning English, English teacher evaluation, instrumental orientation, and the course evaluation. The change in median rank is statistically significant except for the course evaluation where Mdn=49 for the pre-test and Mdn=48 for the post test, $p<0.562$, $Z=-0.580-$. In other words, there is a significant negative change in ten of the constructs that compose the integrative motivation of the Iraqi EFL advanced learners over the course of time. All the

constructs are significantly changed except for the course evaluation. According to Ortega (2009: 184), it is not surprising to find an inclination in the overall motivation as time goes by or as the term, the semester, the curricular, or the year of study end.

Among the integrative motivation constructs, the desire to learn English is the lowest with the second test of motivation. This decline could be attributed to the nature of the teaching method followed in the English department. There is an excessive concentration on the traditional teaching methods and the learners' limited use of the English language outside the classroom further complicated the problem. These two reasons might lead students to lose their interest and the desire that they ever had to learn the language.

Another reason for losing interest and desire in learning the English language is related to the institution. The institution fails to provide language facilities like language laboratories, qualified language study areas, well-equipped classrooms...etc. Furthermore, it fails to cope with the technological evolution resulting in a gap between the learners' needs, desires, and demands (what they expect) and what the reality is. All those reasons provoked the reduction in learners' interest, desires, and effort to learn the foreign language. Subsequently their motivation fluctuates.

Other factors may include the effect of language learning requirements. Learning a foreign language is not straightforward and is very demanding. Learners come to class with a number of duties. They ought to succeed in the courses, acquire new language vocabulary and grammar, develop language skills and certain degree of fluency in using the language. These duties place a burden on their shoulders. Therefore, the huge amount of materials and number of lectures in comparison to the limited time will make the language learners stressful and expend more effort for few returns. They will get exhausted by the number of language tasks which made them demotivated.

As for the constructs of English class anxiety and English use anxiety, the median rank has increased. As far as the English class anxiety, increase in the median ranks is from $Mdn=34$ for the pre-test to $Mdn=37$ for the post-test with $Z=-1.958$ -, $P>0.050$ whereas the median rank of the English use anxiety grow from $Mdn=25$ for the pre-test and 31 for the post- test, $Z=-4.523$ -, $p>0.050$. This entails a statistically significant change in those two subscales. The statistical findings show an increase in the anxiety of the learners, more specifically English class anxiety. The focus on achieving high scores in the exams places a burden on the learners. They feel restless until the end of the academic year which makes learning the language unenjoyable process. Learners who achieve poorly on the exams are going to be demotivated and anxious.

Other psychological factors also include self-confidence and fear of making mistakes. Learners are less confident in using English where mistakes are not allowed. The lack of confidence stems from two sources: the peer pressure and over correction techniques followed by some instructors. Learners avoid making mistakes for they may get mocked of by their colleagues. Instead of accepting mistakes as a natural part of the learning process, they tend to avoid using the language because mistakes are something unavoidable. In addition, there is lack of language knowledge. Some learners avoid using the language because they do not have the linguistic competence enough to express themselves freely. Consequently, they are anxious of using the language inside the classroom. The study findings confirm the dynamic nature of integrative motivation and they support the existing literature (Gardner and Bernaus, 2004; Gardner, Masgoret, Tennant, Mihic, 2004).

6.3. Is there a difference in the amount of change between males and females?

The third objective is to show whether the change in the integrative motivation varies between males and females. For this purpose a WSRT of two related samples is run. The results of the test are presented in Table (2). It is clear from Table (2) that the

change in Integrative Motivation of females between the first AMTB and second AMTB is statistically significant (p-value= 0.017). On the contrary, there is no statistically significant change in Integrative Motivation of males (p-value= 0.251).

Table (2): Change-Variation in Integrative Motivation between Males and Females

| Gender | | | N | Mean Rank | Sum of Ranks | Z* | Sig. |
|--------|--------------------------|----------------|----|-----------|--------------|---------|-------|
| Female | Second AMTB – First AMTB | Negative Ranks | 39 | 39.00 | 1521.00 | -2.386- | 0.017 |
| | | Positive Ranks | 28 | 27.04 | 757.00 | | |
| | | Ties | 1 | | | | |
| | | Total | 68 | | | | |
| Male | Second AMTB – First AMTB | Negative Ranks | 11 | 11.23 | 123.50 | -1.147- | 0.251 |
| | | Positive Ranks | 8 | 8.31 | 66.50 | | |
| | | Ties | 0 | | | | |
| | | Total | 19 | | | | |

* Wilcoxon Signed Ranks Test

The study results show that there is a significant difference between males and females in regard to the change in motivation. Females' motivation is subject to change more than their males' colleagues. Males show a low insignificant change in their motivation from the beginning compared to the end of the academic year. This finding is owing itself to the fact that women are affected by their environment more than men. They are largely to get stressed and demotivated.

7. Conclusion

The study arrives at the following conclusions:

1. Integrative motivation is a complex construct is not a mere number of reasons to study the foreign language.
2. There is no relationship between the Iraqi EFL advanced learners' integrative motivation and their academic achievement.
3. The Iraqi EFL advanced learners' integrative motivation wanes by the passage of time (toward the end of the academic year).
4. Among the constructs of integrative motivation, desire to learn English shows a steady decline.
5. Interest in foreign languages, motivational intensity, attitudes toward English speaking people, integrative orientation, attitudes toward learning English, English teacher evaluation, and instrumental orientation descend towards the end of the academic year.
6. English class anxiety shows a marked increase toward the end of the academic year.
7. Also English use anxiety is raised toward the end of the academic year.
8. English course evaluation is the only construct that has no significant change over the course of time.
9. Females' motivation is more subject to change than males'.

The findings of this study bring up some challenging questions like what are the kinds of motivational strategies that have been used to motivate the Iraqi EFL learners? Have motivation been considered as an integrated part of the curriculum contents? Have the Iraqi EFL learners' needs, desires and interests are met or not? The next section will suggest some future research to extend the findings of the present study.

8. Recommendations for Further Studies

The findings of this study suggest the need for further research on the Iraqi EFL advanced learners' motivational factors. As a result, the following research are recommended:

First, the current study results indicate a need to run out a needs analysis to check whether the Iraqi EFL learners' needs, desires and interests are met or not. Knowing the needs and the interests of the learners will help increase their motivation to study.

Second, the study findings also reveal a need to carry out a longitudinal study on the same sample to trace their development throughout their study in the English department. Learning a foreign language is a long journey. It needs persistence and motivation on the learners' part. Thus, follow-up the motivational components of the learners along the way is essential to maintain their successful learning of English.

Third, the results of this thesis emphasize the need to investigate the type of curriculum contents, learners' needs and their motivation. The types of curriculum items and their relation to the learners' needs enhance their motivation.

Fourth, the outcomes of the present study confirm the need to fulfill a study on the link between learners' involvement and engagement in the classroom activities and their motivation. Learners' involvement in the classroom activities produces motivation to learn the language. That's to say, taking an active part in the learning process can help learning the language effectively.

Fifth, the study outcomes give an indication of the need to examine the effect(s) of parents and friends on the learners' motivation to learn English as foreign language. Learners' parents and their peers play a crucial role in maintaining their motivation to learn the language. They represent the social background from which the

learners' attitudes toward the language and its speakers are developed.

Sixth, the outcomes of the current study call for a study on the teachers' motivation and its relation to the students' performance and motivation. A motivating teacher facilitates the learning process of the language. Accordingly, considering the teachers' motivation is important in help students to perform well.

Seventh, besides teachers' motivation, the study findings point out to a necessity to examine the motivational strategies that the teachers follow to enhance learners' motivation. The kind of motivational strategies that the teachers employ increase learners' interest to learn the language.

Eighth, a related issue that is surfaced from the findings of this study is the need to explore the type of the teaching methods used and their relation to the learners' motivation. The teaching methods are double-edged sword that can either motivate or demotivate the learners to learn English.

Finally, a further issue that comes up from the results of the current study is the demand to consider the instruction techniques and their impact on the learners' motivation. The instructional techniques used help to learn the language adequately. However, the sort of these techniques affects the learners' motivation either negatively or positively. Therefore, investigating the impact of employed techniques on the learners' motivation can help increase the benefits that learners get out of the learned language knowledge.

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Appendices

Appendix A: the English version of the AMTB

Dear participants,

The purpose of this questionnaire is to find out how you feel about several factors that play a role in learning English as a foreign language. The questionnaire consists of two parts. The first part is intended to provide the researcher with your personal information. The second part contains several statements. Each statement is followed by a number of alternatives ranging from strongly agree to strongly disagree. It is worth knowing that your answers will be kept confidential and used for the academic purposes only.

1. No _____ Age _____
Gender _____

2. The following are number of statements with which people may agree or disagree. Express your agreement or disagreement by ticking (√) one of the alternatives mentioned below. Note that there is no set in stone answer.

| No. | Statements | STRO | NGLY | Mod | erate | Sligh | Sligh | Mod | Stro |
|-----|---|------|------|-----|-------|-------|-------|-----|------|
| 1. | I wish I could speak many foreign languages perfectly. | | | | | | | | |
| 2. | I don't pay much attention to the feedback I receive during lectures. | | | | | | | | |
| 3. | I don't feel tense when I ought to answer a question during lectures. | | | | | | | | |
| 4. | I wait eagerly for the lectures | | | | | | | | |

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|-----|---|--|--|--|--|--|--|
| | because of the competent professors I have. | | | | | | |
| 5. | Learning the English language is really great. | | | | | | |
| 6. | If Iraqis have no contact with English-speaking countries, it would be a great loss. | | | | | | |
| 7. | Learning the English language is important because it will allow me to be more at ease with people who speak English. | | | | | | |
| 8. | I have a strong desire to know everything about the English language. | | | | | | |
| 9. | The English language skills lectures are really a waste of time. | | | | | | |
| 10. | I would get nervous if I have to speak English with tourists. | | | | | | |
| 11. | Learning foreign languages is not enjoyable. | | | | | | |
| 12. | I do my best to understand all the English I watch, hear, and read. | | | | | | |
| 13. | I don't think that my English professors are so proficient. | | | | | | |
| 14. | Learning English is important because I will need it for my career. | | | | | | |

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|-----|--|--|--|--|--|--|--|
| 15. | I never feel quite sure of myself when I am speaking during lectures. | | | | | | |
| 16. | Knowing English isn't really an important goal in my life. | | | | | | |
| 17. | I hate the English language. | | | | | | |
| 18. | I feel very much at ease when I have to speak English. | | | | | | |
| 19. | I prefer to spend more time in my English lectures and less in other subjects. | | | | | | |
| 20. | I wish I could read newspapers and magazines in many foreign languages. | | | | | | |
| 21. | I don't bother checking my assignments when I get them back from my professors. | | | | | | |
| 22. | I feel confident when I am asked to speak during lectures. | | | | | | |
| 23. | My English professors are the best. | | | | | | |
| 24. | I really enjoy learning the English language. | | | | | | |
| 25. | Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends. | | | | | | |
| 26. | Learning the English language is important because it will help me to meet and talk with | | | | | | |

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| | many people from different cultures. | | | | | | |
| 27. | If it were up to me, I would spend most of my time learning the English language. | | | | | | |
| 28. | I think English lectures are boring. | | | | | | |
| 29. | Using the English language outside the classroom makes me feel worried. | | | | | | |
| 30. | I really have no interest in foreign languages. | | | | | | |
| 31. | I always attempt to keep up to date with English language. | | | | | | |
| 32. | The less I meet my English professors, the better. | | | | | | |
| 33. | Learning the English language is important because it will make me more educated. | | | | | | |
| 34. | It embarrasses me to participate in lectures. | | | | | | |
| 35. | I sometimes think of drop learning the English language. | | | | | | |
| 36. | I would rather spend my time on subjects other than English. | | | | | | |
| 37. | It doesn't bother me at all to speak English. | | | | | | |
| 38. | I wish I could have many | | | | | | |

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| | native English speaking friends. | | | | | | |
| 39. | I enjoy the activities of my English reading lecture. | | | | | | |
| 40. | I would really like to learn more than one foreign language. | | | | | | |
| 41. | I put off my English writing assignments as much as possible. | | | | | | |
| 42. | I am calm whenever I have to speak in English inside the classroom. | | | | | | |
| 43. | My English professors have a dynamic and interesting teaching style. | | | | | | |
| 44. | Speaking English is a very important part of my educational plan. | | | | | | |
| 45. | English native speakers are sociable and kind. | | | | | | |
| 46. | Learning English is important because it will enable me to better understand and appreciate the English native speaker. | | | | | | |
| 47. | I want to learn English so well that I can use it proficiently. | | | | | | |
| 48. | I really have little interest in my English grammar lecture. | | | | | | |

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|-----|---|--|--|--|--|--|--|
| 49. | English native speakers have much to be proud about because they give the world much of value. | | | | | | |
| 50. | It would bother me if I have to speak English on the phone. | | | | | | |
| 51. | It is not important for me to learn foreign languages. | | | | | | |
| 52. | When I have a problem in understanding something in English, I always see my professors for help. | | | | | | |
| 53. | My English professors are among the least pleasant people whom I know. | | | | | | |
| 54. | Learning the English language is important because it will be useful in getting a good job. | | | | | | |
| 55. | It worries me that other students in my class speak English better than I do. | | | | | | |
| 56. | I'm losing any desire I ever had to learn English. | | | | | | |
| 57. | Learning English language is a waste of time. | | | | | | |
| 58. | I would feel quite relaxed if I have to give information in English. | | | | | | |
| 59. | I like English lectures so much that I look forward to | | | | | | |

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| | study more English in future. | | | | | | |
| 60. | If I plan to stay in another country, I would try to learn their language. | | | | | | |
| 61. | I tend to give up and pay no attention when I don't understand my English professor's explanation of something. | | | | | | |
| 62. | I don't understand why other students are worried about speaking English in class. | | | | | | |
| 63. | My English professors are a great source of inspiration to me. | | | | | | |
| 64. | I plan to learn as much information about English as possible. | | | | | | |
| 65. | I would like to know more native English speakers. | | | | | | |
| 66. | Learning English is important because it will enable me to interact more easily with speakers of the English language. | | | | | | |
| 67. | I like to learn as much English as possible. | | | | | | |
| 68. | To be honest, I don't like my English listening lectures. | | | | | | |
| 69. | I would feel uncomfortable if I have to speak in English | | | | | | |

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| | anywhere outside the classroom. | | | | | | |
| 70. | Most foreign languages sound crude and hard. | | | | | | |
| 71. | I really work hard to learn the English language. | | | | | | |
| 72. | I would prefer to be taught by different English professors. | | | | | | |
| 73. | Learning the English language is important because other people will respect me more if I know English. | | | | | | |
| 74. | I get nervous when I am speaking in English during lectures. | | | | | | |
| 75. | I really have no desire to learn the English language. | | | | | | |
| 76. | I think that learning the English language is dull. | | | | | | |
| 77. | I would feel comfortable if I speak the English language where both Iraqis and English speakers are present. | | | | | | |
| 78. | I look forward to the time of my English speaking lecture | | | | | | |
| 79. | I enjoy meeting people who speak foreign languages. | | | | | | |
| 80. | I am not bothered when trying to understand the more | | | | | | |

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| | complex expressions of English. | | | | | | |
| 81. | Students who claim they get nervous when they asked to speak in the English language are just making excuses. | | | | | | |
| 82. | I like my English professors. | | | | | | |
| 83. | I like learning English language. | | | | | | |
| 84. | The more I get to know native English speakers, the more I like them. | | | | | | |
| 85. | I wish I were fluent in English. | | | | | | |
| 86. | I cannot think of anything positive about my English lectures. | | | | | | |
| 87. | I feel anxious if someone asks me something in English. | | | | | | |
| 88. | I like to watch a TV program dubbed into Arabic than in its own language with subtitles. | | | | | | |
| 89. | When I am given an assignment I avoid distractions and focus on what I am doing. | | | | | | |
| 90. | My English professors don't present materials in an interesting way. | | | | | | |
| 91. | I am sometimes anxious that the other students will laugh | | | | | | |

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|-----|---|--|--|--|--|--|--|
| | at me when I speak English. | | | | | | |
| 92. | I haven't any great wish to learn more than the basics of English. | | | | | | |
| 93. | When I finish this year, I will give up learning English because I am not interested in it. | | | | | | |
| 94. | I would feel calm and confident if I have to order a meal in English. | | | | | | |
| 95. | Language skills are my favourite lectures. | | | | | | |
| 96. | You can trust native English speakers. | | | | | | |

Thanks a lot for your co-operation ☺♥

Appendix B: Wilcoxon Signed Ranks Test

| | | N | Mean Rank | Median | Z | Sig. |
|---|----------------|-----------------|-----------|--------|--------|--------|
| Interest in foreign languages Posttest - Interest in foreign languages Pretest | Negative Ranks | 57 ^a | 41.85 | 48 | -2.920 | 0.004 |
| | Positive Ranks | 26 ^b | 42.33 | 50 | | |
| | Ties | 4 ^c | | | | |
| | Total | 87 | | | | |
| Attitudes toward | Negative Ranks | 63 ^d | 43.40 | 35 | -4.240 | 0.0001 |

| | | | | | | |
|--|----------------|-----------------|-------|----|-------------|--------|
| English Speaking people Posttest - Attitudes towards English Speaking people Pretest | Positive Ranks | 21 ^e | 39.79 | 37 | | |
| | Ties | 3 ^f | | | | |
| | Total | 87 | | | | |
| Integrative orientation Posttest - Integrative orientation Pretest | Negative Ranks | 53 ^g | 39.08 | 22 | - 4.566- | 0.0001 |
| | Positive Ranks | 18 ^h | 26.92 | 23 | | |
| | Ties | 16 ⁱ | | | | |
| | Total | 87 | | | | |
| Motivational intensity Posttest - Motivational intensity Pretest | Negative Ranks | 51 ^j | 43.44 | 39 | - 2.615- | 0.009 |
| | Positive Ranks | 30 ^k | 36.85 | 41 | | |
| | Ties | 6 ^l | | | | |
| | Total | 87 | | | | |
| Desire to learn English Posttest - Desire to learn English Pretest | Negative Ranks | 69 ^m | 46.44 | 49 | - 5.748- | 0.0001 |
| | Positive Ranks | 17 ⁿ | 31.56 | 55 | | |
| | Ties | 1 ^o | | | | |
| | Total | 87 | | | | |

| | | | | | | |
|--|----------------|------------------|-------|----|-------------|--------|
| Attitudes toward learning English Posttest - Attitudes toward learning English Pretest | Negative Ranks | 55 ^p | 42.39 | 53 | - 4.221- | 0.0001 |
| | Positive Ranks | 22 ^q | 30.52 | 57 | | |
| | Ties | 10 ^r | | | | |
| | Total | 87 | | | | |
| English course evaluation Posttest - English course evaluation Pretest | Negative Ranks | 45 ^s | 42.56 | 48 | - 0.580- | 0.562 |
| | Positive Ranks | 39 ^t | 42.44 | 49 | | |
| | Ties | 3 ^u | | | | |
| | Total | 87 | | | | |
| English teacher evaluation Posttest - English teacher evaluation Pretest | Negative Ranks | 56 ^v | 43.72 | 39 | - 2.961- | 0.003 |
| | Positive Ranks | 28 ^w | 40.05 | 43 | | |
| | Ties | 3 ^x | | | | |
| | Total | 87 | | | | |
| Instrumental orientation Posttest - Instrumental | Negative Ranks | 45 ^y | 37.10 | 21 | - 3.341- | 0.001 |
| | Positive Ranks | 22 ^z | 27.66 | 22 | | |
| | Ties | 20 ^{aa} | | | | |
| | Total | 87 | | | | |

| | | | | | | |
|---|-------------------|-----------------|-------|----|-------------|--------|
| orientation Pretest | | | | | | |
| English use anxiety Posttest - English use anxiety Pretest | Negative Ranks | 19 ^a | 39.34 | 31 | - 4.523- | 0.0001 |
| | Positive Ranks | 64 ^b | 42.79 | 25 | | |
| | Ties | 4 ^c | | | | |
| | Total | 87 | | | | |
| English class anxiety Posttest - English class anxiety Pretest | Negative Ranks | 35 ^d | 37.49 | 37 | - 1.958- | 0.050 |
| | Positive Ranks | 48 ^e | 45.29 | 34 | | |
| | Ties | 4 ^f | | | | |
| | Total | 87 | | | | |