

## EFL Learners' Motivation to Learn English in Sudanese Context



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**ABSTRACT:** Motivation is a key factor in English language learning. This study aims to determine the dominant motivation between instrumental and integrative motivation in English language learning among the students of Omdurman Islamic University (O.I.U). This will help in using the best motivational tool and its strategies. The study was carried out (O.I.U) adopting a quantitative approach, using an online Likert scale questionnaire administered to 31 respondents due to current situation in Sudan. The data has been analysed quantitatively and statistically by means of paired sample t-test and qualitative description. The findings of this study reveal that O.I.U students have strong integrative and instrumental motivation, with a mean score of 4.12, when it comes to studying English. According to the results of the questionnaire survey, students' responses of agreement and strong agreement predominated, whereas responses of disagreement and strong disagreement did not occur considerably. The overall findings of the study indicate that students' motivation to learn English is high. More attention is paid to integrative motivation. This indicates that students study English based on their initiative and desire to grasp and learn more about English culture and its literature.

**KEYWORDS:** Enhancing, Motivation, self-esteem, strategies, intermediate diploma level.

### INTRODUCTION

This study stems from the experience of teaching English to the speakers of other languages, we have noticed that if the teacher doesn't discourage and motivate the students, it affects their overall performance in learning English. In addition, students who face such a problem will not be confident in using English in the classroom and in real life situations. We have found that students generally lack motivation and self-esteem in learning English. These two factors are very important in learning foreign languages, so we had to try some well-known strategies and try different forms to increase students' motivation and self-esteem. No body can deny that motivation playing an important role in the field of language learning. Learning of foreign language can constitute a challenging and difficult task for students at their different levels particularly those who lack motivation. It has significant influence in engagement and general achievement of the students in language learning. The majority of ESL or EFL students lack or have motivation in learning English and they think that learning English language is of no use for their future aspirations. In addition, they are unaware of the significance of learning English in promoting their future career. For example, employers may prefer a student with a very good degree and good English communication skills to a student with an excellent degree and poor English communication skills. Therefore, teachers of English play a significant role in informing the ESL or EFL students about the importance of English in getting job opportunity as well as in promoting future career. Teachers of English language can make use of modern techniques, approaches of learning and teaching English in motivating the learners in learning English in classroom setting and thus achieving good results. According to Cheng and Dornyei (2007), stressed that a high level of motivation is essential for learners to acquire and master English, regardless of their natural aptitude or the specific learning environment in which they find themselves.

Self-esteem is closely linked to overall emotional assessment and attitude towards his/her own self. Self-esteem is very important and vital factor in the process of language learning. Moreover, learners' feelings of self-esteem have a tremendous influence on their academic attainment. Grown (2007) cited that: Self-esteem is widely regarded as a pivotal element of human behaviour. It's often argued that engaging in any cognitive or emotional endeavour requires a certain level of self-esteem, self-confidence, self-awareness and belief in one's ability to successfully complete the task. Kazumata (1999), says "*The aspects of personality variables cannot be separated from the concept of self-esteem in terms of learning second or foreign language.*"

### LITERATURE REVIEW

To have a clear understanding of what the terms motivation means, it is better to look at the various definitions of term. Motivation refers to “the reasons underlying” (Guay et al,2010, p.712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do something” (p.106).

Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation: curiosity; persistence; task. Endogeny and learning of challenging, difficult and novel tasks” (p.525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection planning and monitoring.

#### **Intrinsic Vs. Extrinsic Motivation: Definitions And Implications For Language (Deci & Ryan, 2000),:**

*Intrinsic motivation is a prototypical expression of the active integrative inclinations of human nature proposed by (SDT). From technical point of view, intrinsic motivation is concerned with activities carried out "for their own sake" or for their inherent interest and enjoyment".*

Intrinsic motivation has outstanding benefits in the field of formal education. For instance, a meta- analysis done by Taylor et al. (2014) focused on the pivotal role played by intrinsic motivation in academic attainment. Taylor et al. focused on this meta-analysis via conducting more studies of high school and college students in Canada and Sweden, proving that continuous association between intrinsic motivations with higher performance, controlling for baseline achievement. It is frequently contrasted to intrinsic motivation is the heterogeneous category of extrinsic motivation, which concerns behaviors done for reasons other than their inherent satisfactions. From an SDT view, the contrast is not a simple one, because instrumental motivations can vary widely in content and character. Accordingly, SDT has long specified four major subtypes of extrinsic motivation. *External regulation concerns behaviors driven by externally imposed rewards and punishments and is a form of motivation typically experienced as controlled and nonautonomous.* (Ryan, 1982)

#### **Role of integrative and instrumental motivation in EFL contexts:**

Gardner and Lamber see that language acquisition motivation from the perspective of social psychology, and they divided it into integrative and instrumental types of motivation: integrative motivation is based on mastering the language's functions through interacting with speakers of the target language. Students with pure integrative motivation tend to learn English as a hobby or interest. They aspire to communicate with others in the newly learnt language. Generally speaking, integrative motivation is more stable and long-lasting in the learning process. Instrumental motivation focuses on some of the benefits of mastering the language. Students with purely instrumental motivation study hard to achieve a certain goal. Many college students choose to major in English mainly because there are certain requirements for English proficiency in many workplaces. As a result, they are prone to learning fatigue, so instrumental motivation is often not stable and lasting enough in the learning process.

#### **Teacher Influence: Impact of teaching methods and teacher-student relationships on motivation (Dörnyei, 2001).**

Teacher or educator has an impotent role to play in students' learning activities. Teachers are changing their traditional roles and moving to new ones; become an active participants, monitors, consultants and guides, become helpers and facilitators. Teacher-student relationships play a crucial role in improving students' motivation and overall academic performance. *"A positive supportive relationship between teachers and students helps to boost students' engagement, autonomy, and sense of belonging"* (Ryan and Deci, 2017).

#### **Peer Influence: The role of group dynamics and peer support in language learning motivation.**

(Ryan & Deci, 2000). Besides the role of teacher, peer relationships as a part of students' academic environment also plays an important role for students' motivation and engagement in school. Positive and supportive peers can provide encouragement during challenging times, such as when facing academic difficulties or personal setbacks which makes students able to preserve and maintain their motivation to achieve their goals. Hence, teachers and peers' involvement has great contribution to students' engagement and motivation.

Peer relationships come in different forms and have positive and negative influence on learners' motivation and engagement in school.

*"Children with healthy peer relationships report higher levels of emotional well-being, self-perception, and values for prosocial behavior and social engagement than those kids who do not have healthy peer relationships"* (Wentzel & Muenks, 2016).

#### **Strategies for Enhancing Motivation.**

**Goal Setting:** The significance of setting achievable language learning goals (Locke & Latham, 2002). A motivation-related theory called GST (goal-setting theory) was set. From this theory's perceptive, a goal is the driving force in powering people's behaviors, which reveal the direction taken by an individual needs. Based on this theory, behavior or action is driven by an aim, seeking to obtain a particular standard of proficiency, within a pre-determined timeframe (Locke and Latham, 2002). As a result, in its narrow sense, a goal is described as the intended end-state that has a precise and proximal nature regardless of the hidden intents or motives

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for particular actions. Goal setting theory is concerned with the relationship between goal determination (goal setting) and behavior, with focusing on learners' selection of goals, the degree of motivation for fulfilling the goals, and the likelihood of the fulfillment of the goals being in the spotlight. According to

Locke and Latham (2002), "goal-setting theory refers to a direct relationship between written goals and performance. Indeed, between works".

### **Gamification: Use of game elements to boost engagement and motivation**

(Deterding et al., 2011). Games and game technologies increasingly transcend the traditional boundaries of their medium, as evidenced by the growth of serious and pervasive games as an industry and research field. The most recent phenomenon in this trajectory is 'gamification', an umbrella term for the use of video game elements (rather than full-fledged games) to improve user experience and user engagement in non-game services and applications.

According to Deterding (2011, p. 1),

Including games in other activities apart from nongame settings to enhance engagement and motivation of the participants is defined as "gamification". In this regard, games are used in the field of education to facilitate learning and adjust students' behavior. Since the kind of engagement that students experience with games is based on an educational context, their knowledge increases.

The use gamification in education provides numerous benefits such as increased fun, more relaxed atmosphere, more visible learning progress, and greater ownership of learning (Leaning, 2015).

## METHODOLOGY

The study was carried out at Omdurman Islamic University (O.I.U) in 2024 adopting quantitative and qualitative approaches, using an online Likert scale questionnaire administered to 31 respondents. The data has been analysed quantitatively and statistically by means of paired sample t-test and qualitative description. The populations of the study are students of Omdurman Islamic University, faculty of Arts - English language and literature Dept. (Freshers). The study took place online at the end of 2024 due to conflict in Sudan.

### **Data analysis and discussion**

Both quantitative and qualitative approaches were employed in this study to analyze the data. First, the researcher used paired sample t-tests on the online survey responses to evaluate student motivation levels. This method compared the values of two variables instrumental and integrative motivation—for each participant and examined the average difference, assuming an initial value of zero. Prior to performing the t-test, the instrumental and integrative motivation scores for each student were computed in Excel. Then, SPSS was used to conduct a paired samples t-test to determine the overall mean of both types of motivation among all participants. A five-point Likert scale was utilized to measure the level and type of learning motivation for individuals.

**Table 1. The Point Level of Questionnaire**

No	Classification	Point
1.	Strongly agree (SA)	5
2	Agree (A)	4
3	Neutral (N)	3
4	Disagree (DA)	2
5	Strongly Disagree (SDA)	1

**Source: Gardner (1985)**

**Table 2. The Level of Agreement and Disagreement of Motivation**

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 - 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

**Source: Wimolmas (2012)**

Secondly is a qualitative method, there were three steps to analyze the data: developed and Applied codes, identified themes, patterns, and relationships and summarized the data (Dudovskiy, 2018).

RESULTS AND DISCUSSION

Table 3. Level of Instrumental motivation

No.	Instrumental Motivation	Mean	S.D	Level
1	Learning English is important because I will need it for my future career.	4.45	0.56	High
2	Learning English is important because it will make me more knowledgeable educated.	4.41	0.62	High
3	Learning English is important because it will be useful in getting a good job with a hefty salary.	4.00	0.68	High
4	Learning English is important because I will need to use it on my overseas trips.	4.51	0.62	High
5	Learning English is important because I can continue my education to a higher level.	4.25	0.51	High
6	Learning English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials	4.12	0.67	High
7	Learning English is important because other people will respect me more if I know English	3.61	0.98	High
8	Learning English is important for making me a knowledgeable and skillful person	4.16	0.73	High
9	Learning English is important because I can pass the exams and get a good ranking	3.03	1.16	High
10	Learning English is important because can lead to more success and achievements in life	3.96	0.83	High
<b>Total</b>		<b>4.05</b>	<b>0.44</b>	<b>High</b>

Table 3 displays the generally high level of instrumental motivation among respondents, as shown by their high mean average score of 4.05. The statement with the highest mean is number 4 (Learning English is important because I will need to use it on my overseas trips. (4.51). The statement number 8 gets an average mean score of 4.16. It reads, "Learning English is crucial for making me an informed and skilled person." The statement with the lowest mean score, 3.03, is number nine (Researching English is essential so that I may pass the examinations and get a high rank). The total mean score of instrumental motivation, however, indicates a high degree of motivation. Based on students' responses above, it can be determined the level of students' motivation in learning English, specifically integrative motivation.

Table 4. Level of Integrative motivation

No.	Integrative motivation	Mean	S.D	Level
1	Learning English is important because it will allow me to be more at easy with people who speak English.	4.29	0.73	High
2	Learning English is important because it will allow me to meet and converse with more and varied people	4.16	0.86	High
3	Learning English is important because it will enable me to better understand and appreciate the English art and literature.	4.00	0.77	High
4	Learning English is important because I will be able to participate more freely in the activities of other cultural groups.	3.77	1.02	High
5	Learning English is important because it will help me get many friends from many parts of the world.	4.32	0.87	High
6	Learning English is important because it will allow me to learn about the culture and social life of English-speaking people.	4.35	0.70	High
7	Learning English enables me to transfer my knowledge to other people e.g giving directions to tourists.	4.51	0.50	High

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8	Learning English is important because allow me to understand the content of books, films, music, and other content in English.	4.12	0.61	High
9	Learning English enables me to participate freely in Oacademic, social, and professional activities among other cultural groups.	4.29	0.58	High
10	Learning English enables me to discuss interesting topics in English with the people from other national backgrounds	4.09	0.65	High
Total		4.19	0.20	high

The respondents showed a high degree of integrative motivation, as seen in Table 4. This is evident from the table's average mean score of 4.19. The statement with the highest mean score, 4.51, is number 7. (Researching English enables me to transfer my knowledge to other people e.g giving directions to tourists). Statement 2 (Learning English is important because it will allow me to meet and converse with more and varied people) gets a mean score of.50 (4.16). The statement with the lowest mean score, 3.77, is number 4. (Researching English is important because I will be able to participate more freely in the activities of other cultural groups). However, the total mean score for instrumental motivation indicates a higher degree of motivation.

**Table 5. The differences of average between type of motivation**

Motivation	N	Mean	S.D	Meaning
Instrumental	31	4.05	0.37	High
Integrative	31	4.19	0.45	High
Total		4.12	0.09	High

The contrast between instrumental and integrative motivation is seen in Table 7. It demonstrates that the mean score for integrative motivation (4.19 points) is greater than the mean score for instrumental motivation (3.89 points) (3.94). However, a mean score of 4.12 across both categories of motivation indicates a strong level of motivation.

## CONCLUSION

The overall result of the research state that students are interactively dominant in learning English. This is the result of a comparison between the two motivational subjects namely instrumental and integrative motivation. This means that students at Omdurman Islamic University (O.I.U) learn English because they have a high attractiveness for mastering English and want to get to know English culture in depth, not only for career and work interests or want to have a high income, but they learn English because they are motivated by their desires. So, the researcher can conclude that the motivation to learn English depends on the personal ambition or aspiration of each student to achieve an expected goal. Not always students learn English completely because they want a great job, but the desire to be able to communicate in English is one of the most important goals in learning English.

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