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# The Role of Motivation in Enhancing the Palestinian Students' English Language Learning

**ABSTRACT:** Motivation is considered to be an essential element of the English language learning process at tertiary level. The main aim of this study is to investigate the role of motivation in enhancing students' English language learning at the UCAS (University College of Applied Sciences) in Palestine. The mixed method research design is employed for this study. Two instruments are utilized to collect the required data: a 5-level Likert scale questionnaire for quantitative data with 60 students and interviews with 10 students as sources for qualitative data. Findings showed that students' integrative motivation is slightly higher than instrumental motivation in learning English. This reveals that integrative motivation is a significant factor among UCAS students in learning English. In addition, results indicated that over 70% of students were in agreement that they have low motivation towards learning English; and they lost hope in learning English for political, religious, or business purposes. Moreover, 15% of UCAS students only enjoy learning English language. Therefore, it is suggested that the management of UCAS should undertake several steps to enhance students' motivation towards learning English by integrating new alternative methods in learning English language.

**KEY WORD:** Motivation; Palestinian Students; Learning English Language; Integrative and Instrumental Motivations; Enhancing the Students' Motivation.

**ABSTRAKSI:** "Peran Motivasi dalam Meningkatkan Pembelajaran Bahasa Inggris Mahasiswa Palestina". Motivasi dianggap elemen penting dari proses pembelajaran bahasa Inggris di tingkat perguruan tinggi. Tujuan utama dari penelitian ini adalah untuk menyelidiki peran motivasi dalam meningkatkan pembelajaran bahasa Inggris mahasiswa di UCAS (Universitas Perguruan Tinggi Sains Terapan) di Palestina. Desain metode penelitian campuran digunakan dalam penelitian ini. Dua instrumen digunakan untuk mengumpulkan data yang dibutuhkan: 5-tingkat kuesioner skala Likert untuk data kuantitatif dengan 60 mahasiswa dan wawancara dengan 10 mahasiswa sebagai sumber untuk data kualitatif. Temuan menunjukkan bahwa motivasi integratif mahasiswa adalah sedikit lebih tinggi daripada motivasi instrumental dalam belajar bahasa Inggris. Ini mengungkapkan bahwa motivasi integratif merupakan faktor yang signifikan antara mahasiswa UCAS dalam belajar bahasa Inggris. Selain itu, hasil menunjukkan lebih dari 70% dari mahasiswa sepakat bahwa mereka memiliki motivasi yang rendah terhadap pembelajaran bahasa Inggris; dan mereka kehilangan harapan dalam belajar bahasa Inggris untuk kepentingan politik, agama, atau bisnis. Selain itu, 15% dari siswa UCAS hanya menikmati belajar bahasa Inggris. Oleh karena itu, disarankan agar manajemen UCAS harus melakukan beberapa langkah untuk meningkatkan motivasi mahasiswa terhadap pembelajaran bahasa Inggris dengan mengintegrasikan metode alternatif baru dalam belajar bahasa Inggris.

**KATA KUNCI:** Motivasi; Mahasiswa Palestina; Belajar Bahasa Inggris; Instrumen Integratif dan Motivasi; Meningkatkan Motivasi Mahasiswa.

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## INTRODUCTION

Motivation is considered to be an essential element of the learning process. It is two edge weapons in which the success or the failure of the learning process depends on the motivation of students. Many researchers now agree that motivation has a crucial role in language learning (*cf* Prensky, 2001; Martin, 2003; Dornyei & Csizér, 2006; Atta & Jamil, 2012; Axton, 2012; Mahmoud & Tanni, 2014; Redzuan, Buda & Abdullah, 2014; Ahmed, Aftab & Yaqoob, 2015; and Ahmed, Esmail & Noreen, 2015).

For example, M.A. Atta & A. Jamil (2012) confirmed that motivation has major importance to student success, helps individuals to overcome inaction and laziness, and reinforces students' attitudes towards the learning process (Atta & Jamil, 2012). In this regard, R.C. Gardner (2006) stated that motivation is a much diversified complex phenomenon with many perspectives; hence, it is difficult to express it in simple words (Gardner, 2006).

K. Csizer & Z. Dörnyei (2005) also suggested that without sufficient motivation, even learners with very strong aptitude toward acquiring the second language, cannot accomplish their long-term goals (Csizer & Dörnyei, 2005). J. Harmer (1991) also explained the meaning of motivation as the "internal drive" that pushes somebody to do something (Harmer, 1991). Furthermore, J. McDonough (1983) stated as follows:

[...] motivation of the students is one of the most important factors influencing their success or failure in learning the language (McDonough, 1983:142).

Under such circumstances, one can conclude that motivation has a great

influence on students' English language learning. Accordingly, the importance of motivation appears at the end of the educational destination through its impact on learning and student behavior, where there is no learning without motivation. Hence, the objective of learning constitutes the motive.

In this regard, many psychologists and educators understand that motivation in language learning process is unavoidable, because language achievement cannot achieve its goals without motivation (Brown, 2000; Dornyei, 2001; and Gilakjani, Leong & Sabouri, 2012). As a result, learners who are not motivated may fail in achieving their goals as compare to the students who are motivated (Noreen, Ahmed & Esmail, 2015).

The success of the learning process is dependent upon the motivation of the students. It could drive students to achieve the aim of learning (Atta & Jamil, 2012). J.B. Feldman (2004) pointed out that motivation is the force that activate, pushes, and empowers individuals to perform activities. He also noted that there are two types of motivations: firstly, intrinsic motivation which implies that the students are motivated internally by self-factors or existing tasks that are in progress (happening); and secondly, extrinsic motivation which means that students are motivated by outside factors. They are used to obtain and promote implemented activities (Feldman, 2004).

Within the framework of LDs (Learning Disabilities), many studies have addressed the subject of motivation and the LDs. Furthermore, John D. Mayer *et al.* (2001) mentioned that motivators can be internal, coming from the learner; or external, coming from the environment.

The integration between both types leads to powerfully influence on the learners' behavior (Mayer, 2001). H. Brown (2000) also asserted that studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation, namely: instrumental versus integrative motivation (Brown, 2000).

R.C. Gardner (1983) defines instrumental motivation as "learning a language, because of someone or less clearly perceived utility it might have for the learner" (Gardner, 1983:203). In contrast, integrative motivation was defined as "learning a language, because the learner wishes to identify himself with or become integrated into the society" of the target language (Gardner, 1983:204). More recently, R.C. Gardner (2001) added as follows:

The integratively motivated individual is the one, who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively (Gardner, 2001:9).

It is worth mentioning that students reveal the beneficial effects of motivation, when they are intrinsically motivated to do classroom activities. In this regard, E.L. Deci & R.M. Ryan (1985) emphasized that intrinsic motivations are genetic and which make an individual performs his/her work, because he/she feels enjoyment when he/she performs it; however, extrinsic motivation makes the individual perform his/her work in order to just promote it outside (Deci & Ryan, 1985).

In a similar vein, P.D. Leedy & J.E. Ormrod (2005) added that students who are motivated by intrinsic motivation to perform their functions by desire are keen on learning the classroom materials.

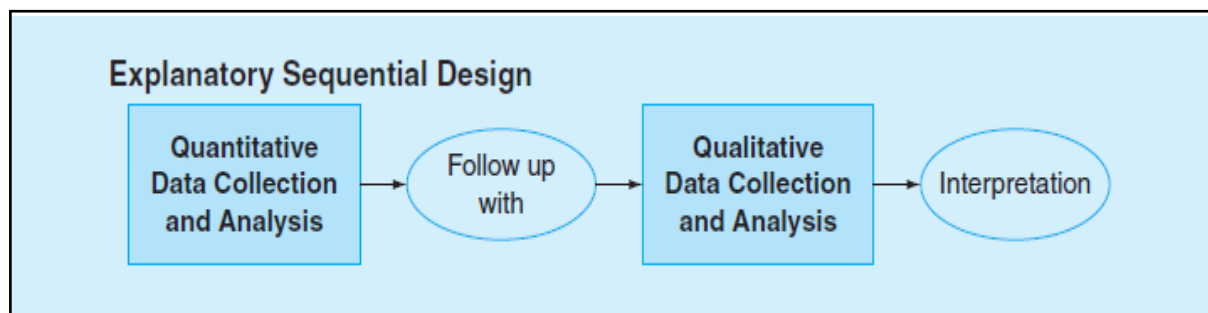
However, students who are motivated by extrinsic motivation usually care to perform the minimum of the school requirements required; and, therefore, their motivation towards learning process should be raised (Leedy & Ormrod, 2005).

**Research Objectives.** The overall aim of this study is examining the role of motivation for Arab students towards English language learning, who are studying at the UCAS (University College of Applied Sciences) in Palestine. Therefore, there are two main objectives for carrying out this study. The two objectives are as follows: (1) to investigate instrumental motivation of UCAS students towards English language learning; and (2) to investigate integrative motivation of UCAS students towards English language learning.

## METHODS

The mixed method research design was employed for this study. The combination of both quantitative and qualitative methods provides a better understanding of the research problem than using one of them (Creswell, 2013). Quantitative data were generated from a Likert-scale questionnaire based on R.C. Gardner (2001)'s theory and were used as an introductory for the study; while qualitative data will be generated from interviews of 10 participants (Gardner, 2001). Accordingly, this study was carried out at the UCAS (University College of Applied Sciences) in Palestine, during the first semester from September 2015 to January 2016.

Under such circumstance, this study preferred ESD (Explanatory Sequential Design), as the researchers seeks to examine the role of motivation in



**Figure 1:**  
 Explanatory Sequential Design

enhancing UCAS students in Palestine towards English language learning. See figure 1.

## PREVIOUS STUDIES AND THEORETICAL FRAMEWORK

**Previous Studies.** Previous studies and knowledge about motivation increase the enrichment of this study, which makes us use the previous studies on the bases of scientific research. Therefore, the main focus of this study is to shed light and get the benefit of previous studies on the role of motivation in enhancing UCAS (University College of Applied Sciences) students in Palestine towards English language learning.

It is obvious that motivation in the literature has two main types: intrinsic (integrative) motivation and extrinsic (instrumental) motivation. Thus, in this study, motivation means the internal and external factors and desire that encourages and moves learners to work effectively to learn English language. Many researchers now agree that motivation has a crucial role in language learning (*cf* Prensky, 2001; Martin, 2003; Dornyei & Csizér, 2006; Choosri & Intharaksa, 2011; Atta & Jamil, 2012; Axton, 2012; Zanghar, 2012; Wimolmas, 2013; Mahmoud & Tanni, 2014; Redzuan, Buda & Abdullah,

2014; Rehman *et al.*, 2014; Ahmed, Aftab & Yaqoob, 2015; and Ahmed, Esmail & Noreen, 2015).

M. Ahmed, M. Aftab & H. Yaqoob (2015) aim, in their study, to explore the fact that why students are less motivated towards English language learning at undergraduate level. The population of this study consisted of 199 students at undergraduate level from UoS (University of Sargodha), Women Campus Faisalabad, Pakistan. A questionnaire was used in this study on the four point Likert's scale on the different levels of motivation and gave the students maximum time to solve the questionnaire. The results and findings of the research show that motivation has a great role in learning; and it also shows that the reasons were that learners are not passionate in learning, because there is no healthy relationship between student and teacher (Ahmed, Aftab & Yaqoob, 2015).

M. Ahmed, A. Esmail & S. Noreen (2015), in their research, aim to highlight the role of three variables of attitude, motivation, and classroom anxiety towards English language learning at intermediate level in Pakistan. The researchers used questionnaire on 5-point Likert scale, which describes about the ratio of students' attitude, motivation, and classroom anxiety during English

language learning process of grade 12 class students in a well-known college of Faisalabad, Pakistan. This research presents the affirmative views of equal number of 112 students, both male (56) and female (56). The results found that the females have higher level of motivation and attitude towards English language; while males have higher level of anxiety as compared to the females (Ahmed, Esmail & Noreen, 2015).

N.S.B.M. Redzuan, A.A. Buda & N.S.A.B. Abdullah (2014) carried out this research to find out the types of motivation (instrumental and integrative) among the engineering students. A total sample of 100 students was selected from four engineering departments available in Polytechnic, Kuching, Sarawak, Malaysia. The researchers used a questionnaire, which consists of two main parts: types of motivation and language activities. The researchers found that most of the students instrumentally motivated in learning English. Majority of the students responded that they learn English in order to pass the course of their study and increase their future career opportunities (Redzuan, Buda & Abdullah, 2014).

C. Long, Z. Ming & L. Chen (2013) discuss the definition of motivation, types, the role of motivation in English learning. They used a questionnaire by 45 students on English motivation. The purpose of the study was to find out the unfavorable factors. According to the results and the related theory, the authors present some suggestions to arouse the students' English motivation and improve the efficiency of English learning and teaching in Junior Middle School. The researchers found that motivation has a great role in helping students in learning English (Long, Ming & Chen, 2013).

R. Wimolmas (2013) examined the type and level of English language learning motivation (instrumental or integrative) of 30 first-year undergraduate students at an international institute of engineering and technology in Thailand (Wimolmas, 2013). A modified motivational survey of 20 items adapted from R.C. Gardner (1983)'s AMTB (Attitude/Motivation Test Battery) was conducted (Gardner, 1983). The data were analyzed by means of frequency, percentage, arithmetic mean, and standard deviation. The result show that the students are relatively "highly" motivated and found to be slightly more "instrumentally" motivated to learn English (Wimolmas, 2013). This reveals that instrumental motivation is a significant factor among this group of students learning English.

N. Kitjaroonchai (2012) aims to investigate the English language learning motivation level of secondary and high schools students in Saraburi Province, Thailand; and significant differences between the learning motivation of students with high academic achievement (Kitjaroonchai, 2012). A modified 20-item motivational survey adapted from R.C. Gardner (1983)'s AMTB was administered to 266 secondary and high school students in Education Service Area Office 4, Saraburi Province, Thailand (Gardner, 1983). The study results indicated that the students had high levels of motivation – both integrative and instrumental – to learn the English language, albeit their instrumental motivation slightly outperformed their integrative motivation (Kitjaroonchai, 2012).

C. Choosri & U. Intharaksa (2011), in their study, aimed to investigate the relationship between motivation and

students' English learning achievement. The participants were 140 second-year vocational certificate students in electronics technology program and building construction program, Hatyai Technical College, Thailand, in the first semester of the Academic Year 2010. A questionnaire and an in-depth interview were used in this study for data collection. Findings indicated that the motivation of students with high and low achievement were at high levels. Instrumental motivation was found to have more impact on students than integrative one, in which the participants mentioned that they have studied English in order to be successful in their future education and career. The researchers concluded that motivation has positive relationship with students' English learning achievement (Choosri & Intharaksa, 2011).

Wong Yin Mun (2011) tends to find out the type of motivation, which plays a more important role among Chinese university undergraduates in their second language learning process. The researcher used a survey and interviews responses to collect data from 50 university undergraduates as well as 2 lecturers. The results in this study are that instrumental motivation appears to be more important among these students in learning a second language, compared to integrative motivation (Mun, 2011).

Latifah Abdol Latif *et al.* (2011) also investigated the relationship between the various socio-psychological variables, like attitude, motivation, anxiety, and instrumental orientation on performance in English as a second language. A survey method was used in the study. The results indicated that all the four variables were significantly correlated with learners'

performance in the English course conducted at OUM (Open University of Malaysia). The researchers concluded that there is evidence supporting the existence of a positive relationship between attitude towards learning English, personal motivation and instrumental orientation with second language (English) performance and a negative relationship between anxiety and performance (Latif *et al.*, 2011).

In order to provide a more comprehensive vision about motivation in English language learning in the last decade, the researcher reviewed a number of studies conducted in the context of the Arab world. For instance, Ahmed Awad Amin Mahmoud & Ziyad Ahmed Tanni (2014) found out the role of games in promoting students' motivation towards learning English from the teachers' perspective. The researchers used a 30-item questionnaire, which was given to 20 male and female UNARWA (United Nations Relief and Works Agency)'s teachers, who teach English for the Palestinian children (grades 1-4) during the second semester of the academic year 2010-2011. The researchers found that most of the teachers in this study agreed that games have influence on the students' motivation towards learning English. In addition, they explained that the use of games in the class is not just for fun, but it also serves many educational purposes (Mahmoud & Tanni, 2014).

In Palestine, R.Y. Musleh (2011) also examines L-2 (Second Language) motivation among Palestinian students from the age of 12 to 18 years old. This study involves the investigation of motivation towards learning English as a foreign language, in four different districts

in the West Bank. The researcher used mix method a questionnaire and semi-structured questions. The researcher found that Palestinian students have a strong motivation towards learning English and their motivation in learning English differs from Catalonia students, due to the different roles the language play in each context. This confirmed that context and culture have a great impact on language learning motivation and reasons for learning English language (Musleh, 2011).

A. Zanghar (2012) also in Lybia examines instrumental and integrative motivations among undergraduate Libyan students of EFL (English as a Foreign Language). The researcher also investigates the relationship between EFL Libyan students' motivation and their achievement in English. The participants were forty Libyan students studying English as a foreign language at the College of Arts Bani Walid, Libya. The participants completed a questionnaire that included 14 items reflecting their instrumental and integrative motivations for studying English. The findings of the study showed that EFL Libyan students were highly instrumentally and integratively motivated to study English; and their integrative motivation appeared to be a little higher than their instrumental motivation (Zanghar, 2012).

In addition, R. Dwaik & A. Shehadeh (2009) explored on the motivation patterns of 127 EFL college learners majoring in English and Engineering at Hebron University and Palestine Polytechnic University. A utilized a questionnaire was used in this study followed by an interview of selected learners. Results show that the motivation patterns dominant among Palestinian

students are extrinsic in nature. And none of the participants has displayed an integrative or intrinsic motivation to learn the language. Thus, the researchers recommend investing serious effort in enhancing integrative motivation among Palestinian EFL students (Dwaik & Shehadeh, 2009).

In Yemen, A. Al-Tamimi & M. Shuib (2009) conducted a study on engineering students' motivation and attitudes towards learning the English language. The study sample consisted of 81 petroleum engineering students at HUST (Hadhramout University of Sciences and Technology). A questionnaire and interviews were used for data collection. The study investigated learners' motivation in terms of three motivational constructs, namely: instrumental motivation, integrative motivation, and personal motivation based on R.L. Cooper & J.A. Fishman (1977) and R.C. Gardner (1983)'s works. The study found that both instrumental and personal reasons were important motives for learning English (Cooper & Fishman, 1977; and Gardner, 1983). However, integrative motivation had the least impact on learners' English language learning (Al-Tamimi & Shuib, 2009).

A. Dhaif-Allah (2005) also, in his study in Saudi Arabia, explored motivation types among middle school Saudi Arabia students and found that this group displayed integrative as well as instrumental orientations; and that none of these types of motivation was considered more important than the other (Dhaif-Allah, 2005).

***Theoretical Framework.*** An accurate and obvious theoretical framework leads to a comprehensive understanding of the study. However, it is not an easy task

to write theoretical framework about the role of motivation in enhancing English language learning as the past three decades witnessed a great shift and dramatic change in the field of education and school environment. However, the theoretical framework of this study is built on R.C. Gardner (2006)'s Socio-Educational Model.

**About Gardner's Socio-Educational Model.** R.C. Gardner (2006) began to develop his socio-educational model about the role of motivation in second language learning in the 1960s, and has revised and updated it until the present days (Gardner, 2006; and Lovato & Junior, 2011). In this regard, R.C. Gardner (1983) also hypothesized that Language 2 learners with positive attitudes toward the target culture and people will learn the target language more effectively than those who do not have such positive attitudes (Gardner, 1983 and 2006).

Therefore, students who have passion in their motivation towards English language can achieve better progress in their learning. R.C. Gardener (2001) confirmed that motivation in the social-educational model comprises three main components: effort, desire, and enjoyment (Gardner, 2001). *First*, motivated students should exert their utmost efforts by exploiting every moment in English language learning. *Second*, students should have passion in which they show and express their strong desire to learn English language. *Third*, students should have a sense of enjoyment when carrying out the activities of learning language (Gardner, 2001).

Hence, it is hard to separate between these three components: effort, desire, and positive influences. Consequently, "motivated learner" is defined as one who is:

(1) eager to learn the language; (2) willing to expend effort on the learning activity; and (3) willing to sustain the learning activity (Gardner, 1983:10 and 2001).

According to R.C. Gardner (1983), there are two types of motivation instrumental motivation and integrative one. R.C. Gardner suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages (Gardner, 1983). Instrumental motivation emphasizes the importance of the functional reasons for learning the language, such as getting a high-ranking job with a good salary (*cf* Gardner & Lambert, 1972; and Gardner, 1983). Some educationalist, like D.W. Tileston (2010), mentioned another name for instrumental motivation which is extrinsic motivation that emerged, due to the promise of a touchable prize or tangible result (Tileston, 2010).

While in integrative motivation, a student can be integratively motivated if he/she is inspired to learn, willing to join the other language group towards the learning process (Masgoret & Gardner, 2003). Integrative motivation is a usual behavior of someone who appreciates the target language community; and studies the language for the reason of joining that community. This type of motivation motivated students internally for learning the language culture and become related to the speakers of English language (*cf* Gardner, 1983; Dornyei & Csizér, 2006; and Qashoa, 2006).

## RESULTS, FINDINGS AND DISCUSSION

**Results.** From the results of the questionnaire and the interview conducted

with UCAS (University College of Applied Sciences) students in Palestine, it can be seen that the total mean score of instrumental motivation was 2.49. The analysis of instrumental motivation showed that 75% of students in this study expressed that they couldn't practice any religious propagation or invite people to good morals, because they cannot speak English well. The qualitative data of this study explained the quantitative data in relation to learning English for the sake of religious purposes.

This was mentioned clearly during the interview before implementing e-portfolio, where some participants assumed that their English is *"so poor, so they couldn't invite people to good morals or use it for religious propagation"* (interview with Respondent E, 3/11/2015); they also explained their *"eagerness"* to talk with English speakers about good values (interview with Respondent H, 10/11/2015); and *"to preach them to live in peace"* (interview with Respondent G, 6/11/2015); but they couldn't do that because they *"cannot speak English well"* (interview with Respondent J, 15/11/2015); and they claimed that *"it is a big responsibility that we couldn't afford"* (interview with Respondent A, 28/10/2015).

As for business purposes, the students also expressed their views differently and their views were put together. Over 71% of the students were in agreement that learning English for business purposes is also a challenge for them. This result was further explained by the participants in the qualitative data of this study, where by Respondent A, further, states that *"English language is important in one's life more especially in business activities during*

*buying and selling things"* (interview with Respondent A, 28/10/2015); and they *"can use it for any business transaction"* (interview with Respondent D, 2/11/2015).

In spite of knowing the importance of English language, some participants still found it is very difficult to learn it; and they stated sadly *"unfortunately I couldn't speak English well"* (interview with Respondent A, 28/10/2015); and couldn't *"travel for any business journeys"* (interview with Respondent E, 3/11/2015); because their *"English is very poor, so it can't be used for any business purposes"* (interview with Respondent I, 13/11/2015). The said previous statements indicated that students admitted the importance of English, but their low motivation towards English prevents them from practicing such business activities; and they have one wish to overcome this challenge as mentioned by Respondent H, *"If I spoke English fluently, I would be a rich business man and do big deals online"* (interview with Respondent H, 10/11/2015).

In terms of political purposes, 68% of students (2.08) cannot understand politicians on the news, because they feel that their English is difficult *"as if they speak a different language"* (interview with Respondent B, 28/10/2015). Therefore, they avoid listening to news, because *"English spoken by politicians is very difficult to understand, that is why I don't have interest in learning English"* (interview with Respondent I, 13/11/2015); and because of that students *"change for something else"* (interview with Respondent J, 15/11/2015).

It is obvious in the quantitative data that students face a big problem during scanning the internet, because most knowledge is written in English. This was supported by qualitative data in which

Respondent C revealed this understanding during the interview, as follows:

If I want to scan the internet or search for knowledge, I face a big problem that is English language; therefore, it is a challenge for me because I am not good at English (interview with Respondent C, 30/10/2015).

Saying also that “*It is a challenge for me and I am not good at English*” indicating that her English is very low and the participants “*lost hope for learning English*” (interview with Respondent D, 2/11/2015); because the participants English level “*is so weak*” (interview with Respondent F, 5/11/2015); and also the language they speak is “*fragment*” (interview with Respondent J, 15/11/2015).

About 62% of students cannot work with NGOs (Non-Governmental Organizations), because of their weakness at English language. The same level was identified during the interview in the response of Respondent B, where he quoted respectively, as follows:

I am disappointed from English language. I know it is one of the main conditions in employment but I can't do anything and what I need is to pass English subject (interview with Respondent B, 28/10/2015).

Some participants were keen to work with NGOs (Non-Governmental Organizations), but they confirmed that their English level prevented them from such opportunities: “*It is impossible to work with NGOs*” (interview with Respondent H, 10/11/2015); and “*can't imagine working with NGOs*” (interview with Respondent D, 2/11/2015); because getting such jobs “*demand mastering English speaking and writing skills*” (interview with Respondent J, 15/11/2015); and the participants

admitted that their level “*very poor at English*” (interview with Respondent C, 30/10/2015; interview with Respondent D, 2/11/2015; and interview with Respondent E, 3/11/2015).

The results of the questionnaire and the interview conducted with UCAS (University College of Applied Sciences) students in Palestine, as regards to students' integrative motivation towards learning English, also showed that the total mean score of integrative motivation was 2.61. It has been also found that only 5% of students were in agreement that learning English will make their friends respect them more. Similarly, 10% think that they didn't love English and their teacher will respect them more. In addition, 15% of UCAS students didn't enjoy learning English language. This indicates that there are many psychological barriers prevent them from loving English and getting involved in English language learning process. The above mentioned percentages were explained further by the qualitative data of this study.

Participants also emphasized on the complexity and the difficulty of the English language, they say that they “*don't like it*” (interview with Respondent C, 30/10/2015); because it is very “*difficult and complex*” (interview with Respondent B, 28/10/2015); and “*tough and wasting time*” (interview with Respondent E, 3/11/2015). Other participants believe that the origin of the problem with English is due to their early schools, when they “*had a bad experience with their English teacher at school*” (interview with Respondent F, 5/11/2015); and they also “*hate it since from the beginning of their childhood*” (interview with Respondent I, 13/11/2015). Other participants

claim that learning English is “*nonsense and no need to learn it*” (interview with Respondent A, 28/10/2015); because nobody “*use it outside the class room in their daily life*” (interview with Respondent G, 6/11/2015). Other participants were not motivated towards English language, because they “*speak Arabic outside the class*” (interview with Respondent D, 2/11/2015; and interview with Respondent H, 10/11/2015).

About 35% of UCAS students are neutral in their answers, when they were asked about their love towards learning English in which they don't agree or disagree in their answers to the questionnaire. The qualitative results of UCAS students during the interview supported the quantitative ones. During the interview, the participants touched a sensitive point, when they mentioned that they “*neither love nor hate*” English language (interview with Respondent B, 28/10/2015); and they only study “*to pass and succeed*” (interview with Respondent E, 3/11/2015); and “*to get their certificate*” simply speaking, because they are “*afraid of failure*” (interview with Respondent H, 10/11/2015). Some participants claimed that “*If English is not a prerequisite*” (interview with Respondent B, 28/10/2015); and they “*will not attend English classes*” (interview with Respondent J, 15/11/2015).

**Findings and Discussion.** Based on the results of this study, the following findings were noticed. The results showed that integrative motivation was the primary source of UCAS (University College of Applied Sciences) students' motivation in Palestine toward learning the English language. More recently, R.C. Gardner (2001) added, as follows:

The integratively motivated individual is the one, who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively” (Gardner, 2001:9).

The study findings can be used as a beginning point for providing some pedagogical implications that should be taken into consideration by both English instructors and syllabus designers at the UCAS (University College of Applied Sciences) in Palestine.

The findings of this study is consistent with the findings of C. Choosri & U. Intharaksa (2011), in which they found that students' motivation has a positive relationship with their English learning achievement (Choosri & Intharaksa, 2011); with that of N. Kitjaroonchai (2012), who concluded that both integrative and instrumental motivations are positively associated with an increase in students' academic achievement (Kitjaroonchai, 2012); and with that of M. Liu (2007), whose study showed that students' motivation was positively correlated with their English learning achievement (Liu, 2007).

The findings of this study is also supported by A. Zanghar (2012), who conducted a study on instrumental and integrative motivations among undergraduate Libyan students of EFL (English as a Foreign Language). The findings of his study showed that EFL Libyan students were highly instrumentally and integratively motivated to study English, and their integrative motivation appeared to be a little higher than their instrumental motivation (Zanghar, 2012).

The outcomes of the study is in line with R.C. Gardner (1983)'s theory and the

AMTB (Attitude/Motivation Test Battery), which believed that integrative motivation (the key element of R.C. Gardner's theory) has greater influence towards second language learner in learning the target language (Gardner, 1983).

At the same time, this research also has same opinions as well as findings from M.J. Benson (1991)'s study conducted in Japan, regarding the motivation and attitudes among Japanese college students in learning English language. In addition, M.J. Benson has stated that "*integrative and personal reasons for learning English were preferred over instrumental ones*" (Benson, 1991:34).

Moreover, from the findings of this study, the researchers realized that the results are parallel with M.A. Snow & R.G. Shapira (1985)'s point of view towards the motivation in learning a second language, as these researchers strongly support integrative motivation in the learning of second language. They mentioned as follows:

[...] second language learners should have the desire to identify with the target group whose language they are learning. Furthermore, this desire needs to be reinforced by a curiosity and interest in the group in order to produce the motivation needed to acquire competence over a period of time (Snow & Shapira, 1985:4).

In contrast, the findings of this study are not in line with R. Wimolmas (2013), who mentioned that the students are relatively "highly" motivated and found to be slightly more "instrumentally" motivated to learn English (Wimolmas, 2013). This reveals that instrumental motivation is a significant factor among this group of students learning English.

In addition, C. Choosri & U. Intharaksa (2011) also, in their study,

stated that instrumental motivation has more impact on students than integrative one, in which the participants mentioned that they have studied English in order to be successful in their future education and career (Choosri & Intharaksa, 2011). The result of this research is not also concur with C.A.S. Warden & H.J. Lin (2000), as these researches agreed that instrumental motivation is more vital in learning a second language, especially English language among Chinese community (Warden & Lin, 2000).

Furthermore, the findings of this research are not consistent with N.S.B.M. Redzuan, A.A. Buda & N.S.A.B. Abdullah (2014), who found that most of the students instrumentally motivated in learning English and majority of the students responded that they learn English in order to pass the course of their study and increase their future career opportunities (Redzuan, Buda & Abdullah, 2014); and also they opposed to R.C. Gardner (1983) by claiming that instrumental motivation and the learner's need for achievement are more important than the integrative motivation (*cf* Gardner, 1983; and Redzuan, Buda & Abdullah, 2014).

Moreover, this research is not in line with Wong Yin Mun (2011) and R. Wimolmas (2013), who claimed that their students are relatively "highly" motivated and found to be slightly more "instrumentally" motivated to learn English (Mun, 2011; and Wimolmas, 2013). This means that instrumental motivation appears to be more important among these students in learning a second language, compared to integrative motivation. Furthermore, N. Kitjaroonchai (2012) was not in

agreement with this research, in which his study results indicated that the students had high levels of motivation – both integrative and instrumental – to learn the English language, albeit their instrumental motivation slightly outperformed their integrative motivation (Kitjaroonchai, 2012).

Y.M. Wong (2011) results in this study are that instrumental motivation appears to be more important among these students in learning a second language, compared to integrative motivation (Wong, 2011). In addition, Wong Yin Mun (2011) asserted that majority of the Chinese undergraduates at the FASS UTAR (Faculty of Arts and Social Science, University of Tunku Abdul Rahman) in Malaysia tend to be more instrumentally motivated in learning the English language regardless they were from the EL (English Language) or non-EL group (Mun, 2011).

The study findings can be used as a beginning point for providing some pedagogical implications that should be taken into consideration by both English instructors and syllabus designers at the UCAS (University College of Applied Sciences) in Palestine. The findings also indicated that the students have certain reasons for learning the language that should be considered by English instructors and syllabus designers at UCAS. In a word, the findings showed the importance of the facts that students cannot move forward if their motivation is not properly treated.

## CONCLUSION

In light of the findings, the study showed that UCAS (University College of Applied Sciences) students in Palestine are

integratively motivated. Therefore, English language courses should be designed to achieve this purpose and enable them to function effectively at UCAS and their daily life as well. Moreover, policy makers at the Ministry of Education in Palestine should direct their attention to the students' voices to change the current policy at tertiary level to be an English-oriented system.

Therefore, it is recommended to conduct more research on motivation and how to enhance our students towards learning English. Moreover, higher education institutes in Palestine should encourage their faculty members to use different assessment methods to enhance students' motivation towards learning English. It would be useful for Palestinian teachers to develop techniques to their way of teaching in order to improve their students' English motivation. After warping the result of this study, the researchers believe that this study would also help Palestinian teachers to understand better their students' motivation and to find an appropriate way for teaching English.

It is recommended that students' suggestions and opinions about motivation towards the educational status of English in UCAS should be taken in consideration to inform policy makers at UCAS to revise the current policy in the schools and universities to improve and enhance students' motivation towards English language learning. It is also recommended that researches in this area should conduct more study on both instrumental and integrative motivation methods to learn the language to promote their learning process. It is suggested that the teachers should motivate the students towards

English learning to promote their positive attitudes towards English.

To summarize, this study provides a beneficial vision for other researchers in the field of TESOL (Teachers of English to Speakers of Other Languages) in the Arab EFL (English as a Foreign Language) context in general, and in UCAS context in particular. It is hoped that the results and the recommendations of the current study serve as guidelines to what should be done in order to enhance students' motivation at UCAS in Palestine and the Arab schools in the Middle East as well.<sup>1</sup>

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