

# From Freshman to Senior: Tracking Motivation in English Learning among ELT Students

Orhan KOCAMAN<sup>1</sup>

<sup>1</sup>Assoc. Prof. Dr., 29 Mayıs University, Istanbul, TURKEY

[okocaman@29mayis.edu.tr](mailto:okocaman@29mayis.edu.tr)

<https://orcid.org/0000-0003-2431-8825>

## Abstract

This study investigates the differences in motivation towards English language learning among 1st, 2nd, 3rd, and 4th-year students in the English Language Teaching (ELT) program at a state university. The participants comprised 167 ELT students: 50 first-year students (41 females and 9 males), 50 second-year students (45 females and 5 males), 43 third-year students (35 females and 8 males), and 25 fourth-year students (17 females and 8 males). To examine the students' integrative, instrumental, resultative, and intrinsic motivation, a 16-question questionnaire adapted from Tsai and Chang (2013) was administered. The findings indicate that students across all academic years exhibit resultative, instrumental, and intrinsic motivation. However, 1<sup>st</sup> and 2<sup>nd</sup> year students demonstrated lower levels of integrative motivation, while 3<sup>rd</sup> and 4<sup>th</sup> year students showed higher levels of integrative motivation. In terms of gender, no statistically significant differences were found between male and female participants. Nevertheless, female students displayed higher levels of resultative, instrumental, and intrinsic motivation, whereas male students exhibited higher levels of integrative motivation.

**Keywords:** Integrative motivation, instrumental motivation, resultative motivation, intrinsic motivation, academic progression

## Birinci Sınıftan Son Sınıfa: ELT Öğrencilerinin İngilizce Öğrenme Motivasyonu Takibi

### Özet

Bu çalışma, bir devlet üniversitesindeki İngiliz Dili Eğitimi (ELT) programına kayıtlı 1. 2. 3. ve 4. sınıf öğrencileri arasında İngilizce dil öğrenimine yönelik motivasyon farklılıklarını incelemektedir. Katılımcılar, 50 birinci sınıf öğrencisi (41 kadın, 9 erkek), 50 ikinci sınıf öğrencisi (45 kadın, 5 erkek), 43 üçüncü sınıf öğrencisi (35 kadın, 8 erkek) ve 25 dördüncü sınıf öğrencisi (17 kadın, 8 erkek) olmak üzere toplam 167 ELT öğrencisinden oluşmaktadır. Öğrencilerin bütüncü (integrative), araçsal (instrumental), sonuçsal (resultative) ve içsel (intrinsic) motivasyon düzeylerini belirlemek amacıyla Tsai ve Chang (2013) tarafından geliştirilen 16 soruluk bir anket uyarlanarak uygulanmıştır. Bulgular, tüm sınıf düzeylerindeki öğrencilerin sonuçsal, araçsal ve içsel motivasyona sahip olduğunu göstermektedir. Ancak, 1. ve 2. sınıf öğrencilerinin bütüncü motivasyon düzeyleri daha düşükken, 3. ve 4. sınıf öğrencilerinin bütüncü motivasyon düzeyleri daha yüksek bulunmuştur. Cinsiyet açısından bakıldığında, erkek ve kadın katılımcılar arasında istatistiksel olarak anlamlı bir fark tespit edilmemiştir. Bununla birlikte, kadın öğrencilerin sonuçsal, araçsal ve içsel motivasyon düzeyleri daha yüksekken, erkek öğrenciler bütüncü motivasyon düzeylerinde daha yüksek puanlar göstermiştir.

**Anahtar Kelimeler:** Bütüncü motivasyon, araçsal motivasyon, sonuçsal motivasyon, içsel motivasyon, akademik ilerleme.

\* This study was presented as an oral presentation at the 5th International Education Congress held at Istanbul University Culture and Convention Center between June 28 and July 1, 2018, and was included in the abstract booklet. ISBN: (978-605-83418-4-5)

## 1. Introduction

Motivation is widely recognized as a key factor influencing second and foreign language learning success. It can be broadly defined as the internal drive or desire to achieve a particular goal. MacIntyre et al. (2002, as cited in Waseem & Jibeen, 2013) describe motivation as “an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task” (p. 463). Although many language learning motivation theories draw upon general psychological models, researchers argue that motivation for second language acquisition (SLA) constitutes a unique and context-sensitive construct (MacIntyre & Gardner, 1991, as cited in Waseem & Jibeen, 2013). Successful language learning is a multidimensional process in which motivation interacts with other affective variables such as attitudes and anxiety (Gardner & Lambert, 1972; Dörnyei, 1994; Norris-Holt, 2001; as cited in Hashwani, 2008). These affective factors may either facilitate or hinder language learning, depending on how they interplay with cognitive, emotional, and social dimensions of the learner (Abidin et al., 2012, as cited in Soleimani & Hanafi, 2013). Learners’ motivation, in particular, has been consistently shown to influence their language development, persistence, and performance.

While various studies have explored motivational patterns among university students, many have focused on learners from non-language disciplines (e.g., Shirbagi, 2010; Yang & Lau, 2003, as cited in Karahan, 2007; Saracaloğlu et al., 2014; Demir & Hamarat, 2022). There remains a gap in research focusing specifically on students enrolled in ELT programs, who are not only language learners but also future language teachers. For this population, maintaining high levels of motivation is essential, as it influences both their learning outcomes and their eventual effectiveness in motivating future students (Gürsoy, 2011). To address this gap, the present study investigates the types and levels of motivation—specifically integrative, instrumental, resultative, and intrinsic—among 1st to 4th year ELT undergraduate students. It also explores whether gender plays a role in motivational differences. Understanding these patterns can offer valuable insights into how motivation evolves throughout teacher training and inform the design of more effective ELT curricula. Following research questions are addressed:

**RQ1:** What are the differences in integrative, instrumental, resultative, and intrinsic motivations among 1st to 4th year ELT undergraduate students?

**RQ2:** Are there any statistically significant differences in motivation types between male and female ELT students?

**RQ3:** How do students’ academic years influence their levels of integrative, instrumental, resultative, and intrinsic motivation?

### 1.1 Overview of Motivation in Second Language Acquisition

The concept of motivation in language learning has long been central to second language acquisition (SLA) theory. One of the foundational models is Gardner’s (1972) social psychological framework, which introduced the distinction between integrative and instrumental motivation (Waseem & Jibeen, 2013). Gardner (2010) defined integrative motivation as the desire to become part of a target language community, encompassing attitudes, desire, and motivational intensity. His expanded definition includes a broader range of affective and attitudinal components such as openness to other groups and favourable perceptions of the learning context.

Integrative motivation refers to learners’ interest in the culture, people, and community associated with the target language. It is often linked to long-term language success and deeper cultural engagement (Gardner & Smythe, 1975; Samad et al., 2012). Gardner and Santos (1970, as cited in Gardner & Smythe, 1975) found that Filipino students with higher integrative motivation showed stronger overall motivation than those driven by instrumental reasons. Similarly, Zanghar (2012) found slightly higher integrative than instrumental motivation among Libyan EFL students. However, other studies (e.g., Rahman, 2005; Vaezi, 2009) reported stronger instrumental motivation, especially in contexts where English is tied to academic and career advancement.

Instrumental motivation is driven by utilitarian goals such as employment, academic achievement, or social mobility (Gardner, 1979, as cited in Samad et al., 2012). Learners with this orientation are primarily focused

on the practical value of English, such as improving job prospects or passing exams (Hudson, 2000, as cited in Norris-Holt, 2001). This form of motivation is particularly prevalent in contexts where English serves as a global lingua franca (Crystal, 2003; Lamb, 2004). Though often contrasted with integrative motivation, both types can coexist and contribute positively to learning outcomes (Dörnyei, 2001).

Resultative motivation refers to motivation that emerges after learners experience success in language learning. Gardner (1985, as cited in Keblawi, 2009) posits that achievement can reinforce motivation. However, he also notes that motivation typically precedes action rather than resulting from it. Shehadeh and Dwaik (2010) found that students cited instrumental reasons more frequently but that resultative motivation appeared after language exposure and goal achievement. Likewise, Rudzinski (2009) concluded that past success in learning English boosted ongoing motivation among university ESL learners.

Intrinsic motivation is characterized by learners' internal interest and enjoyment in the learning process. According to Dörnyei (1994, as cited in Khodadady & Khajavy, 2013), intrinsically motivated learners engage in language learning for personal satisfaction. Studies show that such learners are generally more persistent and successful (Ramage, 1990). In contrast, extrinsic motivation is driven by external rewards such as grades, money, or praise. Ehrman et al. (2003) emphasize that intrinsically motivated students report higher satisfaction and learning enjoyment compared to extrinsically motivated peers. Motivation is not a static but a dynamic construct that evolves with experience and context (Lamb, 2012; Csizér & Dörnyei, 2005). In ELT programs, this is especially relevant as students navigate the dual role of language learners and prospective teachers (Taguchi et al., 2009). Motivation may be high at the outset, driven by global communication goals or personal interest, but can wane due to academic stress or practicum challenges (Ushioda, 2011). Csizér and Dörnyei (2005) emphasize the central role of integrativeness in sustaining effort and commitment, arguing that fostering positive attitudes toward the target language and its culture is key to learner engagement.

## 2. Literature Review

Gardner and his Canadian colleagues conducted the earliest study on second language learning motivation in 1972, and it is known as Gardner's social psychological model. This model has since been regarded as a classical framework for understanding L2 (second language) motivation. Within this model, Gardner introduced the concepts of instrumental and integrative motivation to the field (Waseem and Jibeen, 2013). Gardner (2010) provides two main definitions of integrative motivation. The first one is very basic which is "when students want to learn a language to become part of a speech community". The second one from Gardner (1985 as cited in Gardner 2010) is the concept of the integrative motive includes not only the orientation but also the motivation (i.e., attitudes toward learning the language, plus desire plus motivational intensity) and a number of other attitude variables involving the other language community, out-groups in general and the language-learning context (p. 54). Tsai and Chang (2013) argues that there is a wide range of beliefs on different types of motivation. First, integrative motivation is the most essential type of motivation for learning a second language (Gass and Selinker, 2001) (as cited in Tsai and Chang, 2013). Second, the role of intrinsic motivation in learning a second language is indispensable (Noels et al., 2001 as cited in Tsai and Chang, 2013). Third, practicing the target culture makes learning a second language perfect (Cook, 2001 as cited in Tsai and Chang, 2013). Forth, Liao (1996 as cited in Tsai and Chang, 2013) asserts that Chinese students are more instrumentally motivated than integratively motivated because of education, job and income. As Gürsoy (2011) states, it is assumed that if prospective teachers have strong personal and occupational reasons for learning L2. They have higher attitudes towards English, which will affect their teaching in the future.

Over the years, numerous studies have been conducted on the integrative motivation of learners of English as a second or foreign language. For instance, a study on Filipino students learning English revealed that those with integrative motivation demonstrated a higher overall level of motivation compared to those with instrumental motivation (Gardner and Santos, 1970, as cited in Gardner and Smythe, 1975). Conversely, Rahman (2005, as cited in Zanghar, 2012) conducted a study among undergraduate Libyan students learning English as a foreign language, in which participants responded to four items related to integrative motivation, including learning a new culture. His findings indicated that the students were more instrumentally motivated than integratively motivated. Similarly, Vaezi (2009, as cited in Zanghar, 2012) examined the integrative and instrumental motivation of 79 Iranian undergraduate students from Birjand University—41 females and 38 males—majoring in electrical and computer engineering (68%) and

humanities and social sciences (32%). Vaezi developed an integrative and instrumental motivation scale based on Gardner's Attitude/Motivation Test Battery (AMTB, 1985) and Clément et al. (1994), and used SPSS for data analysis. The results showed that students were more instrumentally motivated to learn English. In contrast, Zanghar (2012) investigated motivational orientations among 40 Libyan undergraduate students of English as a foreign language (18 males and 22 females), using a questionnaire adapted from Gardner's AMTB (2004). The findings suggested that while the students exhibited both integrative and instrumental motivation, their integrative motivation was slightly higher. Likewise, Samad et al. (2012) administered a nine-item adapted version of the AMTB to 100 Iranian EFL learners at Universiti Teknologi Malaysia. Their results also indicated that integrative motivation surpassed instrumental motivation in this sample.

Studies (e.g., Lamb, 2012; Csizér & Dörnyei, 2005; Demir, 2005) have demonstrated that motivation is not static but rather a dynamic construct shaped by institutional contexts, societal values, and individual aspirations. Within English Language Teaching (ELT) programs, these fluctuations are particularly salient, given the dual identity of students as both language learners and prospective educators (Taguchi et al., 2009). The presence of high motivation and a positive attitude toward English language teaching is crucial for prospective teachers, as these attributes significantly influence their future students' motivation and attitudes toward language learning. Consequently, it is essential for ELT students themselves to sustain strong motivation and a constructive outlook throughout their academic journey (Gürsoy, 2011). Nevertheless, as Ushioda (2011) highlights, undergraduate students may initially enroll in ELT programs with high levels of motivation—driven by personal interest or aspirations for global communication—but this motivation is susceptible to decline over time due to factors such as academic pressure, teaching practicum challenges, and evolving career goals. Csizér & Dörnyei, (2005) highlighted the central role of integrativeness in motivating language learners, suggesting that fostering positive attitudes toward the target language and its speakers can significantly enhance learners' commitment and effort in language acquisition. Zhang (2023) emphasizes the relevance of the personal investment theory in understanding SLA motivation, focusing on the learner's self-concept and the subjective value they assign to language learning. This view aligns with Dörnyei's (2009) framework of the L2 Motivational Self System, which suggests that learners' future self-guides—such as the Ideal L2 Self—play a crucial role in sustaining motivation. In the context of technological advancements, Tuglu and Yavuz (2023) find that the integration of digital tools significantly enhances learners' motivation by providing personalized and engaging language learning experiences. Moreover, environmental and socio-cultural factors also play a role. For instance, Chen (2023) demonstrates that supportive classroom environments and positive cultural perceptions of the target language bolster learners' motivation. Additionally, Wang, Li, and Zhang (2023) highlight the dynamic interplay between motivation and anxiety, showing that while motivation fosters progress, high anxiety levels can impede learners' confidence and engagement.

Instrumental motivation in second language acquisition refers to the practical and utilitarian purposes that drive individuals to learn a new language. According to Hudson (2000, as cited in Norris-Holt, 2001), instrumental motivation is oriented toward achieving tangible benefits, such as acquiring a job, obtaining a promotion, or fulfilling academic requirements. This form of motivation is typically goal-driven and focuses on the external rewards associated with language proficiency. Similarly, Gardner (1979, as cited in Samad et al., 2012) defines instrumental motivation as involving “more functional reasons for learning a language, to get a better job or a promotion, or to pass a required examination.” In this sense, language learning is perceived as a means to an end rather than an end in itself. Learners who are instrumentally motivated may prioritize language skills that are directly applicable to their professional or academic goals. For example, they may focus on acquiring technical vocabulary, mastering formal writing styles, or improving listening comprehension for standardized tests or workplace communication (Dörnyei, 2001). While instrumental motivation is often contrasted with integrative motivation—which is based on a desire to connect with the culture and speakers of the target language (Gardner & Lambert, 1972)—it can nonetheless play a significant role in shaping learners' persistence and effort in language acquisition. In many educational contexts, especially where English serves as a global lingua franca, instrumental motivation may dominate due to the perceived economic and academic advantages associated with English proficiency (Lamb, 2004; Crystal, 2003). Hashwani (2008) reported that students showed positive attitudes and strong enthusiasm toward learning English, reflecting an overall appreciation for the language and its learning process. The findings also revealed that their motivation was primarily extrinsic, driven more by aspirations for future success and practical benefits than by intrinsic interest.

Many different scholars have properly discussed this type of motivation and their findings cause the variety of opinions about this notion. To begin with definitions of resultative motivation to present these opinions, Gardner (1985 as cited in Keblawi, 2009) states “the higher an individual is motivated, the higher are his or her achievements” (p. 45). On the other hand, he mentions that the relationship between achievement and motivations can be indirect because motivation is the antecedents of action instead of achievement (Dörnyei, 2001 as cited in Keblawi, 2009). Moreover, according to Byram (2004 as cited in Hosseini and Pourmandnia, 2013), it is uttered that the resultative motivation hypothesis leads to experience of success influences attitudes to language, country and people. On the other hand, it is claimed that while a high level of motivation stimulates learning, a low motivation may cause low achievement and low motivation can develop again as vicious circle.

The study conducted by Shehadeh and Dwaik (2010) involved 36 male and 91 female college students enrolled in two main programs: English Literature and Engineering. A questionnaire consisting of twenty items was administered to investigate the students’ motivational patterns. The findings reveal that resultative motivation tends to emerge after students are exposed to the language and achieve certain goals. The study also indicates that students more frequently cite instrumental reasons than integrative ones for studying a foreign language. Similarly, Rudzinski (2009) explored the relationship between success and motivation in second language acquisition, aiming to determine whether motivation is triggered by previous success in learning English as a Second Language (ESL) and to support the Resultative Hypothesis. The participants were ten undergraduate ESL students at the University of Vigo in Spain. The results suggest that all participants had experienced prior success in learning English before entering university, which subsequently motivated them to continue learning the language. According to Dörnyei (1994 as cited in Khodadady and Khajavy, 2013), people who have high intrinsic motivation enjoy learning a second/foreign language and want to learn a language with his/her inner pleasure. On the other hand, people who have high extrinsic motivation learn a language because of external factors. These people look for external rewards such as money, fame, grades, and praise. In short, it can be said that intrinsic motivation brings to better and successful second language learning. Ehrman et al., (2003) state that intrinsically motivated learners are more satisfied than extrinsically motivated learners because they enjoy more while learning a language. Extrinsically motivated learners only look for earning reward and they try to avoid punishment because they do not learn a language with their inner value. Ramage (1990 as cited in Khodadady and Khajavy, 2013) states that internal motivation tends to play a more significant role in L2 success compared to external factors. Ishida et al., (2024) stated that not only internal but external influences significantly shape ELT students' motivation. The researchers investigated Japanese elementary students and found that factors such as school environment, home support, and media exposure contribute to the development of the Ideal L2 Self, thereby enhancing motivation.

Collaborative learning environments have been shown to positively influence motivation among English learners. A study conducted in Hong Kong examined the motivational beliefs and emotions of students with varying L2 proficiencies in ESL collaborative learning, revealing that such environments can enhance motivation and reduce anxiety. Researchers indicates that ELT students often exhibit higher levels of instrumental motivation—learning English for practical benefits like career advancement—compared to integrative motivation, which involves a desire to integrate into the English-speaking community. Zulfa and Zahidah (2023) analyzed students' motivation in English learning as a second language, highlighting the predominance of instrumental motivation among learners.

## 2.1 Gender

Gender is an important factor in second language learning investigations, which underline that females show more interests, positive behaviours and performances in contrast to males (Keller, 1983; Aacken, 1999; Dörnyei and Shoaib, 2005 as cited in Hashwani, 2008). It can be stated that these gender differences may be occurred because of different levels of motivation towards language learning influenced by their learning characteristics and styles, and teaching strategies, social environment, cognitive levels, and so forth (Williams et al., 2002 as cited in Hashwani, 2008). Thus, searching students’ motivation level depending on gender is important in second language learning (Hashwani, 2008). In the field of education, intrinsic and extrinsic motivation are also frequently examined in academic research, with various studies offering valuable insights into the topic from diverse perspectives. Chhor et al. (2024) investigated EFL students in Cambodia and reported that both intrinsic and extrinsic motivations significantly impacted students' enthusiasm for learning English. However, the study did not find significant gender differences in

these motivational factors. Naz, et al., (2020) explored gender-related differences in intrinsic and extrinsic motivation among university students in Pakistan. The results revealed that female students exhibited greater levels of intrinsic motivation, engaging in learning activities for self-fulfilment, interest, and internal satisfaction. Conversely, male students demonstrated higher extrinsic motivation, showing a stronger reliance on external rewards such as grades, acknowledgment, and social approval. The study also found that intrinsic motivation had a more substantial positive association with academic performance than extrinsic motivation. Furthermore, male participants tended to prefer simpler academic tasks, indicating a lower inclination for challenging efforts, whereas female participants were more willing to engage in demanding academic work. These outcomes highlight the need for gender-sensitive motivational approaches in higher education to enhance academic engagement and achievement across student populations. It is clear that motivation plays an important role in second language learning. However, a distinctive complex of self-perception, beliefs, feelings and behaviours related to classroom language learning also depend on the uniqueness of the language learning process.

### 3. The Method

The population of the study comprised 167 undergraduate students enrolled in an English Language Teaching (ELT) program at a state university in Turkey. A convenience sampling method was employed, as the participants were drawn from a single institution based on their accessibility and willingness to participate (Etikan, Musa, & Alkassim, 2016). The distribution of the grades is as follows:

Grade	Male	Female	Total
1st year	9	41	50
2nd year	4	45	49
3rd year	8	35	43
4th year	8	17	25

In this study, the questionnaire adapted by Tsai and Chang (2013) was utilized (see Appendix). The questionnaire comprised 16 items. Questions from 1 to 4 represents integrative motivation, questions from 5 to 10 are instrumental motivation, questions from 11 to 13 are resultative motivation and questions from 14 to 16 are intrinsic motivation. The instrument is a likert-type scaling instrument in five gradations as (1) Strongly Disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, (5) strongly agree. These gradations represent different levels of motivation (1) strongly negative, (2) mildly negative, (3) neutral, (4) mildly positive, and (5) strongly positive. Cronbach's alpha was .84 regarded as reliable.

### 4. Results

Data analysis is made via SPSS 21 and descriptive analysis is used to identify the differences between the groups. In order to examine the data in terms of gender, Independence-Sample T Test is used (see Table 1) and regarding the grade, the data are analysed through One-Way ANOVA (see Table 2).

**Table 1**

*Summary of independent-sample t-tests indicating gender distribution on motivation types*

		Gender	N		Mean	Sd.		
df	t	p						
Integrative		Female	138	16.8551	2.67607	165	-.745	.008
		Male	29	17.2414	1.70410	61.183	-.991	
Instrumental		Female	138	26.6884	2.79416	165	1.612	.206
		Male	29	25.7931	2.32040	46.776	1.819	
Resultative		Female	138	10.3551	2.24031	165	1.031	.370
		Male	29	9.8966	1.83896	47.250	1.172	
Intrinsic		Female	138	11.0942	2.10972	165	1.751	.449
		Male	29	10.3448	2.02265	41.820	1.800	
Total Motivation		Female	138	64.9928	7.74455	165	1.124	.047
		Male	29	63.2759	6.01128	49.703	1.324	

Table 1 presents the results of an independent-sample t-test comparing female and male students in terms of their motivational orientations. For integrative motivation, a statistically significant difference was found between genders in integrative motivation ( $t = -0.745$ ,  $p = .008 < .05$ ). Male students ( $M = 17.24$ ) scored slightly higher than female students ( $M = 16.86$ ). This suggests that male participants are more motivated to learn English for integrative reasons, such as cultural understanding, forming social connections, and identifying with the target language community. As for instrumental motivation, it was found that, although female students ( $M = 26.69$ ) scored higher than male students ( $M = 25.79$ ), the difference is not statistically significant ( $t = 1.612$ ,  $p = .206 > .05$ ). This indicates that both genders are similarly motivated by practical benefits such as better job opportunities or academic success. For resultative motivation, we found that female students ( $M = 10.36$ ) slightly outperformed male students ( $M = 9.90$ ), but this difference is also not significant ( $t = 1.031$ ,  $p = .370 > .05$ ). Thus, both genders seem to perceive outcomes like success or effort similarly in their motivation. As for intrinsic motivation, female participants reported a slightly higher mean ( $M = 11.09$ ) compared to male students ( $M = 10.34$ ), but the difference is statistically insignificant ( $t = 1.751$ ,  $p = .449 > .05$ ). This shows comparable levels of internal enjoyment or interest in English learning across genders. Finally, for the total motivation, we found slightly higher scores in females ( $M = 64.99$ ) than in males ( $M = 63.28$ ). However, this difference is not statistically significant either ( $t = 1.124$ ,  $p = .047 > .05$ , note that although close, p-value still exceeds .05 cutoff), indicating overall similar motivation levels across genders. In terms of gender-based results, the findings revealed that, except for integrative motivation, gender does not significantly affect the types of motivation. This suggests that while male learners may be slightly more integratively motivated, overall motivational profiles are largely similar between genders.

**Table 2**  
*One-Way ANOVA on the scores of the different grade participants*

		Sum of Squares	d	Mean Square	F	p
Scheffe						
Integrative	Between Groups	111.481	3	37.160	6.346	.000
	Within Groups	954.507	163	5.856		
	Total	1065.988	166			
Instrumental	Between Groups	29.250	3	9.750	1.313	.272
	Within Groups	1210.319	163	7.425		
	Total	1239.569	166			
Resultative	Between Groups	9.640	3	3.213	.673	.569
	Within Groups	777.689	163	4.771		
	Total	787.329	166			
Intrinsic	Between Groups	26.075	3	8.692	1.991	.117
	Within Groups	711.709	163	4.366		
	Total	737.784	166			
Total Motivation	Between Groups	228.336	3	76.112	1.368	.255
	Within Groups	9071.089	163	55.651		
	Total	9299.425	166			

I: I. Grade, II: II. Grade, III: III. Grade, IV: IV. Grade

Table 2 reports the results of a One-Way ANOVA comparing students from four different academic years. For integrative motivation, a highly significant difference was found among grade levels ( $F = 6.346$ ,  $p = .000 < .01$ ). Post-hoc Scheffé tests indicate that 1st-grade students scored significantly lower than both 3rd- and 4th-grade students. This implies that integrative motivation increases with academic progression. As students advance, they likely gain more exposure to authentic language experiences and intercultural content, enhancing their integrative drive. As for instrumental motivation no significant difference was found among grades ( $F = 1.313$ ,  $p = .272 > .05$ ). This indicates that the desire to learn English for practical, goal-oriented reasons remains stable throughout all academic years. For resultative motivation, no statistically significant differences were observed ( $F = .673$ ,  $p = .569 > .05$ ). This suggests a consistent

perception of effort-based achievement motivation across grades. As for intrinsic motivation, the ANOVA test showed no significant differences among grades ( $F = 1.991$ ,  $p = .117 > .05$ ). This indicates that interest and enjoyment in learning English do not significantly fluctuate across academic years.

Finally, for total motivation, no significant difference was found in total motivation scores among grade levels ( $F = 1.368$ ,  $p = .255 > .05$ ), reflecting that overall motivation remains steady. In terms of grade-level results, only integrative motivation shows a statistically significant increase across academic years, while all other types of motivation remain stable. This highlights a developmental trend where ELT students become more motivated by intercultural and communicative reasons as they gain academic experience.

The combination of both tables provides a nuanced view of ELT students' motivation: Integrative motivation stands out as the most sensitive to both gender and grade level. Males tend to be more integratively motivated than females, and motivation of this type significantly increases as students move from first to final year. This may reflect increased maturity, exposure to cultural content, and clearer professional goals. Instrumental motivation is consistently the highest across all groups but does not vary significantly by gender or grade. This reinforces the utilitarian value of English as perceived by Turkish ELT students. Resultative and intrinsic motivations appear secondary and are not significantly influenced by either gender or grade, though female students tend to show slightly higher mean scores. Total motivation is relatively high for both genders and across all grades, but the lack of significant differences suggests a uniform motivation level among ELT students overall.

## 5. Limitations

The study is limited to a single state university in Turkey, which restricts the generalizability of findings. No qualitative data (e.g., interviews, open-ended questions) were used to support and triangulate the quantitative findings. Since the students were trainee teachers, their motivation was expected to be high and also it was expected that there would be some differences between the grades and gender. In terms of gender, motivation level may not be exact due to the inequivalent numbers of male and female students in the same grades of ELT Department at State University. The number of female students is more than the number of male students; results of female and male students at the same grade cannot be compared. Besides, it was expected that motivation level of 3<sup>rd</sup> and 4<sup>th</sup> grade students would be higher than 1<sup>st</sup> and 2<sup>nd</sup> grade students' motivation level as the levels of grades increase when students are more experienced and nearer to the graduation. On the other hand, other types of motivation such as extrinsic, global, situational and task motivation could be examined for further researches in order to see the motivation level of prospective teachers and the universe of the study could be expanded to get better results. For example, other universities could be included in further studies.

## 6. Discussion and Conclusion

The present study investigated motivational differences among 1st to 4th year ELT undergraduate students, focusing on integrative, instrumental, resultative, and intrinsic motivation. The results indicate that while instrumental, resultative, and intrinsic motivations are consistently present across all academic levels, integrative motivation increases significantly as students' progress through their studies. This pattern suggests that integrative motivation may develop through increased exposure to the target language and intercultural content, as well as the gradual formation of a professional identity as future language teachers. These findings align with Csizér and Dörnyei's (2005) framework, which underscores integrativeness as a central determinant of language learning effort. In particular, 3<sup>rd</sup>- and 4<sup>th</sup>-year students' elevated integrative motivation supports the notion that language learners become more culturally and socially invested as they advance academically. The consistently high levels of instrumental motivation across all grade levels mirror the findings of Tsai and Chang (2013) and Svanes (1987, as cited in Tsai & Chang, 2013), who reported that learners often pursue English for pragmatic reasons such as career advancement, academic success, or social mobility. Interestingly, while Gürsoy (2011) found that ELT trainees tend to exhibit strong instrumental orientation, the current study did not observe significant variation in instrumental motivation across grades, suggesting that this form of motivation may be relatively stable throughout teacher training programs.

In terms of gender, although statistical significance was not found in most motivational categories, female students exhibited slightly higher levels of resultative, instrumental, and intrinsic motivation, whereas male students showed higher integrative motivation. These observations echo Gürsoy's (2011) findings, which

indicated that female trainees often display more positive attitudes towards English learning. Similarly, Hashwani (2008) emphasized gender-based differences in language learning behaviours, often shaped by cognitive, social, and contextual factors. The study also affirms the presence of resultative and intrinsic motivations, albeit without substantial variation across grades or gender. Ramage (1990) stated that intrinsic motivation contributes to language achievement more strongly than extrinsic factors do. Overall, the findings suggest that ELT students maintain a balanced motivational profile, with integrative motivation emerging more strongly in the latter years of study, possibly due to pedagogical maturity and increased engagement with real-world language use.

## 8. Pedagogical Implications

The findings of this study carry several pedagogical implications for English Language Teaching (ELT) programs, particularly in teacher training institutions. First, the significant increase in integrative motivation among third- and fourth-year students suggests that exposure to authentic language use, intercultural content, and practicum experiences may enhance students' desire to integrate with the target language community. Therefore, early curricular design should integrate culturally rich materials and interaction with real-life language use (e.g., through projects with native speakers, study abroad programs, or digital exchanges) to foster integrative motivation from the first year. Second, the consistently high level of instrumental motivation across all academic years highlights the importance students place on the practical benefits of English for academic and career advancement. Instructors and curriculum designers should emphasize goal-oriented instruction, such as incorporating job-related communication tasks, English for Specific Purposes (ESP), and career-focused activities into classroom practice to maintain and reinforce this motivation type. Third, while resultative and intrinsic motivation did not significantly differ across grades or genders, their presence supports the value of success-based reinforcement and enjoyable learning environments. Teachers should provide regular feedback, celebrate student achievements, and create engaging, student-centered learning environments that enhance intrinsic interest in English. For instance, allowing students to choose topics for discussion or to use creative expression in assessments can increase autonomy and motivation.

Additionally, the gender-based differences—where female students scored higher in resultative, instrumental, and intrinsic motivation, while males scored higher in integrative motivation—imply a need for gender-sensitive instructional strategies. Teachers should be aware of these nuances and adopt inclusive methods that appeal to diverse motivational orientations. For example, while culturally immersive materials might engage male learners, goal-oriented tasks and collaborative learning might better support female learners' motivational strengths. Finally, since motivation is shown to be dynamic and evolving, teacher education programs should include explicit instruction on motivational strategies, not only to sustain pre-service teachers' own engagement with the language but also to prepare them to motivate their future students effectively. Training sessions on learner psychology, motivational teaching practices, and reflective teaching can serve as valuable tools in this regard. Enhancing motivation at all levels can lead to more confident, competent, and culturally aware future English language teachers.

## Conflict of interest

The author has no conflicts of interest to declare.

## References

- Bai, B., Zang, X., & Guo, W. (2025). Hong Kong students' motivational beliefs and emotions in collaborative learning in ESL classrooms: influences of actual and self-perceived English proficiency. *Social Psychology of Education*, 28(1), 14. <https://doi.org/10.1007/s11218-024-10011-7>
- Chen, J. (2023). The influence of environment on motivation for second language acquisition. In *Proceedings of the 2023 International Conference on Education, Management, Social Science and Humanities Research (EMSSHR 2023)*. [https://doi.org/10.2991/978-2-38476-126-5\\_12](https://doi.org/10.2991/978-2-38476-126-5_12)

- Chhor, C., Sek, V., Norng, R., & Sam, R. (2024). The investigation of intrinsic and extrinsic motivations impacting EFL students' English language learning. *Journal of Language and Linguistics in Society*, 4(06), 12–24. <https://doi.org/10.55529/jlls.46.12.24>
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89(1), 19–36. <https://doi.org/10.1111/j.0026-7902.2005.00263.x>
- Demir, B. (2005). *An investigation into effects of motivational factors and attitudes of primary school students on learning English as a foreign language*. [Unpublished doctoral dissertation]. Çanakkale Onsekiz Mart University.
- Demir, B. & Hamarat, B. (2022). Development of a New Language Learning Motivation Scale for Medical Students. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 11(4), 2289-2310. <https://doi.org/10.15869/itobiad.1146278>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System*, 31(3), 313–330. [https://doi.org/10.1016/S0346-251X\(03\)00045-9](https://doi.org/10.1016/S0346-251X(03)00045-9)
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Gardner, R. C. (2010). Integrative motivation and second language acquisition. *Canadian Association of Applied Linguistics Joint Plenary Talk*, London, Ontario.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House.
- Gardner, R. C., & Smythe, P. C. (1975). *Second language acquisition: A social psychological approach* (Research Bulletin No. 332).
- Gürsoy, E. (2011). ELT teacher trainees' attitudes towards English language as an indication of professional readiness. Paper presented at *ICONTE – International Conference on New Trends in Education and Their Implications*, Antalya, Turkey.
- Hashwani, M. S. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2), 121–144.
- Hosseini, S. B., & Pourmandnia, D. (2013). Language learners' attitudes and beliefs: Brief review of the related literature and framework. *International Journal on New Trends in Education and Their Implications*, 4(4), 6–14.
- Ishida, A., Manalo, E., & Sekiyama, T. (2024). Students' motivation to learn English: the importance of external influence on the ideal L2 self. *Frontiers in Education*, 8, 1264624. <https://doi.org/10.3389/educ.2023.1264624>
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Çankaya University Journal of Arts and Sciences*, 1(7), 73–87.
- Keblawi, F. (2008). A review of language learning motivation theories. *Jami'a-Journal in Education and Social Sciences*, 12, 23-57.
- Khodadady, E., & Khajavy Fadafen, G. H. (2013). Exploring the role of anxiety and motivation in foreign language achievement: A structural equation modeling approach. *Porta Linguarum*, 20, 269–286.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32(1), 3–19. <https://doi.org/10.1016/j.system.2003.04.002>
- Lamb, M. (2012). A self system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997–1023. <https://doi.org/10.1111/j.1467-9922.2012.00719.x>
- Naz, S., Shah, S. A., & Qayum, A. (2020). Gender differences in motivation and academic achievement: A study of the university students of KP, Pakistan. *Global Regional Review*, 1(19), 45-56.
- Norris-Holt, J. (2001). Motivation as a contributing factor in second language acquisition. *The Internet TESL Journal*, 7(6), 1–8. <http://iteslj.org/Articles/Norris-Motivation.html>
- Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning*, 40(2), 189–219.
- Samad, A. A., Etemadzadeh, A., & Far, H. R. (2012). Motivation and language proficiency: Instrumental and integrative aspects. *Procedia – Social and Behavioral Sciences*, 66, 432–440. <https://doi.org/10.1016/j.sbspro.2012.11.287>

- Saracaloğlu, A. S., Varol, S. R., & Gencel, İ. E. (2014). Relationship between the level of foreign language learning and the cognitive and affective features of students of physical education and sports school. *Eğitimde Kuram ve Uygulama*, 10(4), 970–998.
- Shehadeh, A., & Dwaik, R. (2010). The age factor in EFL learning: Insights from the Palestinian Early Start English Program. *An-Najah University Journal for Research*, 24(7), 2119–2149.
- Soleimani, H., & Hanafi, S. (2013). Iranian medical students' attitudes towards English language learning. *International Research Journal of Applied and Basic Sciences*, 4(12), 3816–3823.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self-system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66–97). Multilingual Matters.
- Tsai, C., & Chang, I. (2013). The study of motivation and anxiety of English learning of students at a Taiwan technical university. *International Journal of English Language Teaching*, 1(1), 24–41.
- Tuglu, Y., & Yavuz, F. (2023). Foreign language learning motivation in the digital era. *International Journal of Education and Literacy Studies*, 11(2), 1–7. <https://doi.org/10.7575/aiac.ijels.v11n2p1>
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199–210. <https://doi.org/10.1080/09588221.2010.538701>
- Wang, Y., Li, Z., & Zhang, X. (2023). Editorial: Dynamic roles of anxiety and motivation in second/foreign language acquisition. *Frontiers in Psychology*, 14, 1145368. <https://doi.org/10.3389/fpsyg.2023.1145368>
- Waseem, F., & Jibeen, T. (2013). Anxiety amongst learners of English as a second language: An examination of motivational patterns in the Pakistani context. *International Journal of Humanities and Social Sciences*, 3(16), 174–184.
- Zanghar, A. (2012). Instrumental and integrative motivation among undergraduate Libyan students of English as a foreign language (Master of Arts Thesis, Colorado State University).
- Zhang, Y. (2023). The contribution of personal investment theory of motivation in second language acquisition. *Heliyon*, 9(9), e16681. <https://doi.org/10.1016/j.heliyon.2023.e16681>
- Zulfa, V., & Zahidah, A. N. (2023). Analysis of student motivation of English learning as a second language. *International Education Trend Issues*, 1(2), 165–170. <https://doi.org/10.56442/ieti.v1i3.202>

## Appendix

Attitude/Motivation Test Battery						
Grade: <input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>						
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male						
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	English will help me acquire new ideas and broaden my outlook.					
2	English will enable me to better understand and appreciate English culture.					
3	I am interested in English music.					
4	I can learn more about the world through learning English.					
5	English is necessary to get a good job.					
6	English is essential to be active in society.					
7	English will help me if I should ever travel abroad.					
8	English is essential for personal development.					
9	English will be helpful for my future career.					
10	English will help me to pass my exams and graduate from the college.					
11	I like to discuss something in English but not in first language.					
12	I enjoy discussions in English class.					
13	It is important to use a course book in class.					
14	I feel freer to express myself in English than I do in first language.					
15	I try to use English as much as possible in class time.					
16	I always enjoy learning English.					