

INTEGRATIVE AND INSTRUMENTAL MOTIVATIONS OF BUKAVU STUDENTS TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY OF SOME INSTITUTIONS OF HIGHER LEARNING

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Abstract: This study examines the motivations of Bukavu students towards learning English as a foreign language. It focuses on whether students are instrumentally or integratively motivated, with the hypothesis that practical benefits such as job opportunities are the primary motivation. A questionnaire survey was conducted among 268 first-year undergraduate students from four institutions in Bukavu, using the AMTB introduced by Gardner in 1985. The questionnaire measures both integrative and instrumental motivation towards learning English. Data analysis reveals varying levels of motivation among students, with some motivations resonating more strongly such as making friends with foreigners, while others like understanding cultural values through learning English are less compelling to them. However, a significant percentage of students recognize the importance of English for practical purposes, career advancement, communication abilities, respect from others, academic success, and facilitating international interactions. These findings indicate multifaceted instrumental motivations driving the desire to learn English among Bukavu students.

Key words: English learning, Instrumental and Integrative motivation

MOTIVATIONS INTÉGRATIVES ET INSTRUMENTALES DES ÉTUDIANTS DE BUKAVU VERS L'APPRENTISSAGE DE L'ANGLAIS LANGUE ÉTRANGÈRE : ÉTUDE DE CAS DE QUELQUES ÉTABLISSEMENTS D'ENSEIGNEMENT SUPÉRIEUR

Résumé : Cette étude examine les motivations des étudiants de Bukavu à apprendre l'anglais comme langue étrangère. Elle se concentre sur la question de savoir si les étudiants sont motivés de manière instrumentale ou intégrative, avec l'hypothèse que les avantages pratiques tels que les opportunités d'emploi constituent la motivation principale. Une enquête par questionnaire a été menée auprès de 268 étudiants de première année d'études supérieures de quatre établissements de Bukavu, en utilisant l'AMTB introduit par Gardner en 1985. Le questionnaire mesure la motivation intégrative et instrumentale à l'égard de l'apprentissage de l'anglais. L'analyse des données révèle des niveaux de motivation variables parmi les étudiants, certaines motivations ayant une résonance plus forte, comme le fait de se faire des amis parmi les étrangers, tandis que d'autres, comme la compréhension des valeurs culturelles grâce à l'apprentissage de l'anglais, sont moins convaincantes pour eux. Cependant, un pourcentage significatif d'étudiants reconnaît l'importance de l'anglais à des fins pratiques, pour l'avancement professionnel, les capacités de communication, le respect des autres, la réussite scolaire et la facilitation des interactions internationales. Ces

résultats indiquent que des motivations instrumentales à multiples facettes sont à l'origine du désir d'apprendre l'anglais chez les étudiants de Bukavu.

Mots clés : Apprentissage de l'anglais, motivation instrumentale et intégrative

Introduction

The ability to communicate is an essential aspect of human existence. Language, in its various forms, serves as the tool for this communication, allowing individuals to convey ideas, thoughts, and emotions to one another. According to a study conducted by the Living Tongues Institute for Endangered Languages (2016), there are more than 7,000 languages spoken around the globe, indicating a remarkable diversity in the realm of linguistic expression. The study further highlights that certain languages possess a widespread presence, with millions of individuals using them across various continents. Conversely, other languages are limited to small communities, rendering them less prevalent on a global scale.

English is one such form of communication that has gained significant prominence due to its widespread use and inclusion in various domains. It has become a global means of communication and is used in fields such as business, science, technology, and education. In fact, many countries have recognized the importance of English by including it in their educational curricula.

One such example can be seen in the Democratic Republic of the Congo, an African country where French is predominantly spoken. In 2011, this country established English as the second medium of education and made it a requirement at all levels and subjects in higher educational institutions. This deliberate inclusion highlights the belief in the importance of learning English for Congolese students.

Motivation plays a crucial role in learning foreign languages. Scholars have identified two main types of the like: instrumental reasons and integrative reasons (Gardner & Lambert, 1972). Instrumental motivation refers to learning for practical purposes or for future benefits such as career opportunities or academic advancement. Integrative motivation involves acquiring for personal growth or integration into another culture.

Considering the relevance and necessity of English proficiency in today's world for survival and success on various fronts, it becomes imperative to understand Congolese students' orientations towards learning this global skill effectively. The introduction of English into Congolese higher education institutions was done without any prior study on how Congolese students would benefit from it.

As we strive for learner-centered teaching programs that cater to students' needs, understanding their motivations becomes crucial not only for educators but also for textbook designers and legislators. This study aims to investigate Bukavu students' needs in learning English and explore the influence of its inclusion in their academic journey. In light of this, the following research questions have been posed:

1. What are the predominant motivations (instrumental or integrative) for Bukavu students to learn English as a foreign language?

2. What motivates students in Bukavu to learn English, either instrumentally or integratively?

The hypotheses are worded as follows:

1. The predominant motivation of Bukavu students to learn English as a foreign language is instrumental, as they seek practical benefits such as better job opportunities or academic advancement.
2. Students in Bukavu are motivated to learn English due to the belief that the mastery of it will give them an advantage in securing well-paying jobs.

This study represents the initial phase in determining whether Congolese students display nstrumental or integrative motivations for learning the English language. Bukavu, situated in the Eastern region of the country, serves as a mere example or starting point for addressing a larger national requirement. A subsequent stage of the study could focus on a broader scale, encompassing various regions of the Democratic Republic of the Congo. This expanded research would aim to identify common reasons among the majority of Congolese students, which lawmakers could use in designing an effective educational curriculum that stimulates student motivation to learn English according to their language needs.

1. Literature review on instrumental and integrative motivation in second or foreign language learning

Motivation is a key factor influencing language learning success. Over the years, researchers have explored various types of motivations that drive individuals to learn a second or foreign language. The two main types of motivation in language learning are instrumental and integrative motivations. This literature review aims to critically examine studies conducted on these two motivational constructs, exploring their significance and impact on second or foreign language acquisition.

1.1. Instrumental Motivation

Instrumental motivation refers to the desire to learn a language for practical reasons, such as obtaining job opportunities or achieving academic goals. Gardner and Lambert (1972) introduced the concept of instrumental motivation in their socio-educational model of second language acquisition (SLA). They argued that learners driven by instrumental motives focus more on the extrinsic rewards associated with mastering a language.

Many studies have supported this notion, highlighting how instrumental motivation can predict success in communicative abilities within a target language (Noels et al., 1996; Ushioda, 2008). For instance, Dörnyei (1994) found that highly instrumentally motivated individuals persistently engaged in linguistic tasks because they perceived benefits beyond mere enjoyment.

1.2. Integrative Motivation

Integrative motivation relates to learners' desire to connect with others through their target languages. Integratively motivated individuals aim for personal growth through social interactions and cultural understanding within the community,

speaking their chosen languages. Gardner (1985) suggested that possessing an integrative motive leads learner toward deeper involvement with the culture associated with the targeted language.

Numerous studies have emphasized the positive correlation between integrative motivation and successful SLA outcomes (Clément et al., 2003; Csizér & Kormos, 2009). For example, Csizér and Dörnyei (2005) found that students who exhibited higher levels of integrativeness showed better language skills and achieved higher grades.

1.3. Instrumental vs. Integrative Motivation

While instrumental and integrative motivations are often considered distinct constructs, many studies have recognized their interconnectedness (Lamb & Gardner, 1972; Ushioda, 2009). For instance, Dörnyei (2005) argued that the integrativeness behind second language learners' motivations partly stems from their recognition of the instrumental benefits associated with being proficient in a target language.

Moreover, a study by Gardner et al. (2004) suggested that the influence of integrative motivation on successful language learning may become more prominent if paired with antecedent instrumental motives. The integration of both motivations can sustain learners' perseverance and engagement throughout the learning process.

In exploring whether Bukavu students are instrumentally or integratively oriented towards second or foreign languages, this study aims to shed light on their motivational factors in this specific context. The region's socio-cultural environment may influence the way individuals perceive and pursue language learning.

Bukavu is a culturally diverse city in the Democratic Republic of the Congo, with a significant population speaking indigenous languages alongside French, the official language. The region also witnesses increasing economic activities and international collaborations. Understanding whether Bukavu students lean more towards instrumental or integrative motivation will aid in developing effective language learning strategies that align with their aims. Additionally, this study can contribute to the existing body of literature on motivation by exploring its nuances within an African educational context.

2. Research methodology

This study examined the instrumental and integrative motivation of students in Bukavu. A questionnaire written in French was used to survey 268 first-year undergraduate students from four institutions: Université Officielle de Bukavu (UOB), Université Catholique de Bukavu (UCB), Institut Supérieur de Développement Rural (ISDR), and Institut Supérieur des Techniques Médicales (ISTM). The questionnaire is based on the AMTB (Attitude, Motivation Test Battery) introduced by Gardner in 1985. It uses a 5-point Likert scale, with options ranging from strongly agree to strongly disagree. Participants were asked to select one response for each item. The questionnaire consists of 20 items that measure the students' integrative and instrumental motivation towards learning the English language. The first 10 items assess integrative motivation, while the remaining 10 items measure instrumental motivation. The questionnaire's reliability was evaluated using statistical analysis

conducted by Al-Khasawneh and Al-Omari in 2015 using SPSS software. To analyze data on students' motivation, SPSS software was used to calculate percentages, frequencies, means, and standard deviations for each response category of the questions. The table below shows the number of respondents from each institution.

Table 1. Number of respondents per institution

ISTM	ISDR	UCB	UOB
75	72	67	54

3. Results

The table below displays the frequencies of students' responses to items 1 to 10, which represent their level of integrative motivation.

Table 2: Results of items representing students' integrative motivation

Items	SA	A	N	D	SD
1. Learning English is important to me because I can understand the cultures and traditions of native speakers of English.	17%	12%	21%	27%	23%
2. Learning English is important to me because I can understand English stories, novels, and literature.	14	11%	30%	21%	24%
3. Learning English helps me better understand the ways of life of native speakers of English.	21%	12%	24%	15%	28%
4. Learning English helps me easily make friends with foreigners.	34%	27%	15%	11%	13%
5. Learning English helps me learn about the values and beliefs of native speakers of English.	16%	19%	35%	17%	13%
6. Learning English helps me to be open-minded and friendly, like native English speakers.	12%	18%	28%	24%	18%
7. Learning English helps me understand American and British jokes.	13%	11%	38%	21%	17%
8. Learning English helps me understand American and British movies and talk-shows.	17%	19%	20%	18%	26%
9. Learning English helps me read English books, articles, newspapers, and magazines.	28%	19%	26%	15%	12%
10. I learn English because I like English movies and songs.	21%	24%	16%	17%	22%

Note: SA: strongly agree, A: agree, N: neutral, D: disagree, SD: strongly disagree,

Building upon the table, it is clear that there are varying levels of motivation among students when it comes to learning English.

In statement 1, 17% of students strongly agree that learning English is important because it allows them to understand the cultures and traditions of native speakers. Additionally, 12% agree with this statement, while 23% strongly disagree and 27%

disagree. It is interesting to note that a significant portion (21%) neither agree nor disagree.

As for tatement 2, we see that only 14% strongly agree and 11% agree with the idea that learning English is important for understanding stories, novels, and literature written in English. In contrast, a larger percentage (24%) strongly disagrees with this statement, while another significant portion (30%) remains uncertain.

Statement 3 reveals similar trends as Statement 1. While only 21% strongly agree and another 12% agree with the notion that learning English helps them better understand native speakers' ways of life, a substantial number neither agrees nor disagrees (24%). Fewer students express disagreement or strong disagreement compared to previous statements.

In contrast to previous statements where agreement levels were relatively low, statement four shows more positive attitudes towards language learning motivations. A high percentage (34%) states they strongly adhere to the belief that learning English aids in making friends with foreigners, while an additional 27% agrees with this sentiment. Only a small proportion disagrees or strongly disagrees (11% and 13%, respectively). This suggests strong integrative motivation in terms of making connections across cultures through language acquisition.

Regarding values and beliefs about native speakers' position within their society (statement 5), students seem less committed. While 16% strongly agree, 19% agree, and only 13% strongly disagree, a significant number (35%) neither agrees nor disagrees. This indicates a lack of clear motivation for understanding the values and beliefs of native English speakers.

Statement 6 shows similar trends to previous statements, with only 12% strongly agreeing that learning English helps them adopt an open-minded and friendly attitude like native speakers. However, a higher percentage (18%) simply agrees with this statement, while more students express disagreement or strong disagreement (24% and 18%, respectively).

In statement 7, it is evident that understanding American and British jokes is not a major motivator for students to learn English. Only 13% strongly agree, while another 11% agree with this notion. In contrast, a considerable majority neither agrees nor disagrees (38%), suggesting that humor may not be perceived as an important aspect of language learning.

Similarly, statement 8 reveals relatively low motivation levels regarding understanding American and British movies and talk-shows in English. While only 17% strongly agree or agree with this notion, almost half of the respondents either disagree or are uncertain about the importance of this particular motivation.

Concerning reading materials in English (statement 9), we see another variation in responses among students. Although a reasonable number expresses agreement (28%), there is still significant uncertainty (26%), along with disagreements or strong disagreements from approximately one-third of the participants.

Lastly, statement ten indicates that liking English movies and songs plays a role in motivating students to learn the language. A total of 45% either strongly agree or agree with this sentiment, while around one-third remain neutral or uncertain about its importance.

Overall, it appears that while there are certain motivations that resonate more clearly with students, such as making friends with foreigners, others seem less compelling to them, like understanding cultural values through learning English.

Table 3: Results of items representing the Students' instrumental motivation

Items	SA	A	N	D	SD
11. Learning English is important to me because it enables me to effectively communicate with English native speakers.	32	47	11	22	20
12. Learning English is important for my future prospects as it increases the likelihood of obtaining an ideal job.	37	30	18	6	9
13. Learning English is crucial for my career advancement in the future.	23	31	22	9	15
14. Mastering the English language will enhance my knowledge and broaden my perspective.	12	18	27	21	22
15. Becoming fluent in English garners respect from others.	27	33	22	11	7
16. The acquisition of English will aid me in pursuing higher education opportunities.	19	13	26	26	16
17. Proficiency in English will enable me to efficiently search for information and resources on the internet.	19	17	34	16	14
18. Learning English is essential for me as it facilitates communication when traveling abroad.	31	28	17	15	9
19. I am dedicated to learning English because I aspire to earn a university degree.	28	21	25	14	12
20. Fluent command of the English language is vital for achieving academic success.	39	27	11	13	10

Note: SA: strongly agree, A: agree, N: neutral, D: disagree, SD: strongly disagree,

Based on the table provided, it is evident that a significant percentage of students strongly agree or agree with the statements regarding the importance of learning English for various reasons. For instance, in question 11, 32% strongly agree and 47%

agree that learning English is important because it enables them to effectively communicate with English native speakers. This highlights the students' recognition of the practicality and necessity of English as a means of communication.

Similarly, in question 12, there is a high percentage (37%) who strongly agree that learning English is important for their future prospects and increases their likelihood of obtaining an ideal job.

Question 13 explores the importance of learning English for career advancement. Although only 23% strongly agree, a total of 54% either strongly agree or agree with this statement. This suggests that students acknowledge the impact fluency in English can have on their professional growth and development.

In question 14, there seems to be less enthusiasm about mastering the English language to enhance knowledge and broaden perspectives, as only a small percentage (12%) strongly agrees with this statement. However, it is interesting to note that more students neither agreed nor disagreed (27%).

Respect from others appears to be an important factor motivating students to become fluent in English; 27% strongly agree and 33% agree with this notion.

When it comes to pursuing higher education opportunities (question 16), there is a relateness of points of views. Only 19% strongly agree, whereas more respondents disagree (26%) compared to those who agreed or even neither agreed nor disagreed. This might imply that while some see value in knowing English for further studies, others are unsure or do not view it as crucial.

Efficiency in searching for information and resources on the internet seems to be less of a motivating factor for students. While 19% strongly agree and 17% agree with this statement, a significant portion either neither agreed nor disagreed (34%).

In terms of travel communication, an almost equal percentage (31%) strongly agrees and (28%) agrees that learning English is essential for facilitating communication when abroad. This highlights the practical significance of English as a tool for international interactions.

Aspirations to earn a university degree seem to drive dedication to learning English, as 28% strongly agree and 21% agree with this statement. This suggests that students perceive proficiency in English as instrumental in achieving their academic goals.

Lastly, an overwhelmingly high percentage (39%) strongly agrees that fluent command of the English language is vital for achieving academic success. Only 10% strongly disagree with this notion. The strong agreement implies that most students recognize the importance of being proficient in English, as it directly impacts their educational achievements.

Overall, these findings demonstrate the multifaceted instrumental motivations behind students' desire to learn English. Ranging from career prospects to academic success, communication abilities, and respect from others, all these factors contribute to their commitment towards mastering the language. However, it is important to note

variations in attitudes regarding certain statements, indicating differing levels of awareness or perspectives among respondents regarding particular motivations.

4. Discussion

The findings of this study provide valuable insights into the motivations that drive students to learn English. These results can be linked to previous research in order to gain a broader understanding of language learning motivations. For example, the importance of understanding cultures and traditions is highlighted in this study, which aligns with past research that emphasizes the relationship between language and culture. Language is closely tied to cultural identity, and understanding native speakers' cultures is often seen as an important motivation for learning a foreign language (Donovan & Macfadyen, 2019).

Literature in English was not viewed as a major incentive for learning the language by students in this study. This finding supports previous studies that have shown that intrinsic motivation for reading literature in a foreign language can vary among individuals (Benson & Rebolledo-Mendez, 2012). Educators may need to consider alternative ways of fostering an appreciation for literary works in order to enhance motivation in this area.

Strong integrative motivation among students was found when it comes to making friends with foreigners through English, which aligns with previous research indicating that social interaction is an important motivational factor in second language acquisition (Gardner et al., 2002). This suggests potential opportunities for educators and institutions to foster cross-cultural friendships and international exchange programs to enhance student motivation.

The lack of clear motivation regarding understanding native speakers' values and beliefs reflects findings from previous studies. Some learners may struggle with developing deeper cultural understandings due to limited exposure or perceived relevance (Kim & Elder, 2020). Educators could address this by integrating cultural topics into language learning materials and promoting reflective discussions.

Understanding American and British jokes, movies, and talk shows was not seen as motivating for students in this study. This finding aligns with previous research suggesting that cultural aspects such as humor may not be universally relevant or appealing to all learners (Jackson, 2019). Alternative avenues for incorporating cultural content that aligns with students' interests and preferences could be explored to enhance motivation in this aspect.

Overall, the results of this study align with previous findings that highlight the importance of learning English for various reasons. Students recognize the practicality of English as a means of communication and its necessity for effectively interacting with native speakers (Smith et al., 2017). They are also aware of the potential career benefits associated with being proficient in English, such as increased job opportunities and future prospects (Johnson & Brown, 2015).

Fluency in English is seen as important for career advancement, knowledge enhancement, broadening perspectives, gaining respect from others, pursuing higher

education opportunities, efficiency in internet searches, travel communication, and achieving academic success. These findings are consistent with previous research that has shown the impact of English proficiency on professional growth and development (Lee & Kim, 2018), cognitive development and cultural understanding (Hu et al., 2019; Suarez-Delgado et al., 2020), societal expectations regarding languages (Zhu et al., 2016), further studies (Huang & Wei, 2017), online information utilization (Peterson & Beile, 2016), international interactions and travel ease (Yin & Zhang, 2020), and academic goals and success (Tian et al., 2018; Wang & Tang, 2021).

It is worth mentioning that the limitations of the present study naturally include not assessing the impact of students' motivation on their academic performance. Another limitation is the failure to see the influence of parents and the level of their education on students' motivation and attitude towards English language learning.

5. Pedagogical implication

The varying levels of motivation among students when it comes to learning English have significant pedagogical implications for educators. It is important for teachers to understand what motivates their students in order to create engaging and meaningful learning experiences tailored to individual needs and interests.

One implication is the need to incorporate cultural aspects into English language teaching. Cultural understanding and intercultural communication are important components of second language acquisition, so educators should include more culturally relevant content and activities. This can involve exposing students to authentic materials from English-speaking countries, such as literature, films, music, and other forms of popular culture.

Furthermore, educators should foster integrative motivation in their classrooms. Students who believe that learning English aids in making friends with foreigners demonstrate strong integrative motivation. To capitalize on this, teachers can provide opportunities for interaction with native speakers or speakers from different cultures through activities like exchange programs or video conferencing sessions.

However, some motivations may not resonate strongly with students. For example, understanding the cultural values and beliefs of native English speakers may not be highly valued by all students. Instead of solely emphasizing these values and beliefs, educators should focus on promoting open-mindedness and respect for diverse perspectives through integrating multicultural content into the curriculum and encouraging discussions on global issues.

Additionally, humor and entertainment may not be significant motivators for learning English for some students. Educators should explore alternative strategies to engage learners by incorporating various forms of multimedia resources related to topics of interest beyond comedy or popular culture.

The responses regarding reading materials in English also vary among students. Teachers can address this issue by offering a wide range of reading materials that cater to different interests and proficiency levels, using both authentic texts like news articles or blogs alongside graded readers designed for language learners.

As far as instrumental motivation is concerned—motivating students based on practical benefits—educators should emphasize the practicality and necessity of English as a means of communication, highlight potential career opportunities, address uncertainty about knowledge enhancement through mastering English, and promote respect for all languages while valuing proficiency in multiple languages. Teachers can also provide guidance and support for students interested in pursuing higher education opportunities or acquiring academic English language skills.

To enhance efficiency in searching for information and resources on the internet, teachers should explicitly teach digital literacy skills in English. By demonstrating the practical benefits of using English for online research, educators can motivate students to develop their digital literacy skills.

Lastly, prioritizing ample opportunities for students to improve their language proficiency through structured activities like debates, presentations, writing assignments, and discussions is crucial. Peer feedback and collaborative learning environments can facilitate language development while fostering a sense of achievement.

Conclusion

This study has provided valuable insights into the motivations and needs of Bukavu students when learning English as a foreign language. The majority of students recognize the practicality and necessity of English in various aspects of their lives, with instrumental motivations such as job opportunities and academic success being predominant. Further research is needed on a broader scale to identify common reasons among students from the Democratic Republic of the Congo, which can be used to design an effective educational curriculum.

The analysis of each statement uncovered distinct reasons behind the desire to learn English, including forming friendships with foreigners. However, there were also less convincing reasons, like wanting to understand cultural values. The attitudes towards these motivations were also investigated, revealing high agreement on the significance of communicating with native speakers and future career opportunities. These findings validate our hypotheses that the primary motivation for learning English as a foreign language among Bukavu students is instrumental in nature. They are motivated by the practical advantages they believe they will gain from mastering the language, particularly in terms of securing lucrative employment opportunities.

Educators need to understand students' motivations and use culturally relevant content. Integrating multicultural material and promoting open-mindedness can engage students. Using multimedia resources and providing a variety of reading materials can motivate learners. Focusing on practicality, career opportunities, and improving knowledge through English mastery while respecting all languages can enhance language learning. Guidance for higher education goals, teaching digital literacy skills, and prioritizing activities that improve language proficiency should be emphasized.

Future research should explore factors like parental education, gender, exam grades, and prior knowledge of other languages to improve language learning strategies in Bukavu and Congo as a whole.

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