

Attitudes and Motivation for Learning the English Language among Iraqi Undergraduate EFL Students

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ABSTRACT

As a result of the growing interest in studying English as a foreign language in the Arab world, studies examining the factors that motivate students to study a foreign language have flourished. It has been argued that factors including a learner's gender, major subject of study, language proficiency, geographical location, etc. play a considerable part in shaping their motivation to study a foreign language, and thus, that motivation cannot be viewed as a single orientation. This study investigates Iraqi undergraduates' attitudes about learning English as a foreign language and what motivates them. The research was conducted with 60 students from Imam Aadhem University College in Baghdad, Iraq, majoring in English Islamic studies. The researchers adopted a 30-item self-reported 5-point agree/disagree Likert scale questionnaire given to 60 male and female Iraqi undergraduates. The learners in this study had higher extrinsic motivational orientations with relatively high intrinsic motivational orientations, according to independent sample t-test results. Compared to their male, females were more optimistic about both motivational orientations. The findings revealed no significant differences in extrinsic motivational orientations among the participants based on gender.

1. Introduction

Motivation is seen as a crucial component in achieving any goal. It is a significant factor that impacts any educational learning process, particularly second language learning. "Motivation is an internal condition that arouses, leads, and maintains conduct," writes (Woolfolk, 1998). Slavin and Madden (2001) define "Motivation as an internal process that activates, guides and maintains behavior over time." (P.345)

Motivation is thought to be an essential aspect of learning a different language. It provides a primary incentive for the process and then maintains and sustains it to achieve a second language (L2). "The dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out" according to (Dornyei & Otto, 1998. p. 64).

Iraq has become increasingly connected to the rest of the globe over the previous years. Iraqi students have enrolled in various educational institutions worldwide to learn English. As a result, those who want to communicate with others and gain access to the world around them must have some level of English proficiency. To ensure that students learn English, many countries have used it as a medium of instruction. Schools and institutions improve students' language ability (Dat et al., 2012).

Knowing English is critical for students in academic contexts because it allows them to access a bulk of information. This is because most scientific literature is written in English. This emphasizes the importance of learners' strong motivation to learn the language. As a result, educators and decision-makers in non-English-speaking nations must recognize students' learning styles and why learners lose interest and motivation to learn in some circumstances. Kashefian-Naeeni, Aminlari & Mousavi (2018). This is also true with Iraqi students. Even though these students appear to understand the necessity of English in achieving success at the high-ranking universities abroad where they wish to study, they occasionally lack the requisite positive attitude toward, or drive for, learning this indispensable tool.

According to Uгла (2021), despite spending years learning the target language (English), Iraqi students are still unable to communicate appropriately in the language and are also struggling to use English correctly. This could be due to their inability to be more motivated students. Also, according to Khudhur and Cinkara (2017), most Iraqi learners believe that learning English is difficult due to a lack of motivation.

Although there have been several studies on the motivations of Arab EFL students in Iraq to study English (Abdulrasoul, 2012; Hussein and Al Bajalani, 2019; Albodakh and Cinkara, 2017; Mutar, 2019), there appears to be a lack of research on EFL motivational orientations regarding gender, the primary aim of this study is to fill a gap in the literature by detecting the difference in motivational orientations between males and females in an Iraqi environment.

2. Literature Review

Gardner remained a significant figure in motivational studies from 1959 to 1990. Students were integratively or instrumentally driven to study (Gardner and Lambert, 1959). The pragmatic and practical goals of language acquisition were connected to instrumental motivation. Such as getting a promising career and passing public tests. Still, intrinsic motivation was linked to a desire to integrate into the target populations. A student who is instrumentally driven, for example, regards learning a foreign language as a means to a practical purpose. Gardner et al. (1985) developed the Attitude/Motivation Test Battery (AMTB) as a socio-educational model to measure individual differences in second language learning.

The socio-educational model of Gardner and Lambert (1972) stands out among other motivational models in L2/FL learning motivating research. This paradigm acknowledges that language learning is not solely a function of the learners' aptitude and skill but also of their attitude toward TL speakers: "... adding a social dimension to the study of motivation to acquire an L2" (Koike & Tanaka, 1995, p. 519). This approach divides learners' motivational orientations into intrinsic or extrinsic and integrative or instrumental motivation. Learners' utilitarian/functional motives for learning a language, such as acquiring a better job, passing an exam, and qualifying for promotion, have been identified as extrinsic motivation. Intrinsic motivation, on the other hand, is defined as "a sincere and personal interest in the people and culture represented by the other language group" (Gardner et al., 1976, p. 198) or "a high level of drive on the part of the individual to acquire the language of a valued second-language community to facilitate communication with that group" (Gardner et al., 1976, p. 199).

Although motivation in learning English has long been recognized, research on EFL learners' motivational orientations in EFL settings is rare. To name a few, a study by Papi and Teimouri (2014), which looked at motivational variables of EFL learners in Iran, found that different categories of EFL learners have distinct behaviors in learning English depending on the motivational variables.

Genç and Aydın (2017) investigated Turkish students' motivation and attitudes toward learning English as a foreign language at a state university in Turkey, as well as the relationship between their attitudes and motivation and variables such as gender, parental involvement, university fields of study, and academic achievement. According to the findings, the individuals' instrumental and intrinsic motivation levels were modest, but parental participation was strong on average. It was also discovered that students' attitudes differed depending on their gender, academic disciplines, and academic success.

Tsuda and Nakata (2013) conducted a similar study that looked at the influence of motivation in learning a foreign language and found that different English learners in Japan use other learning tactics.

Eshghinejad (2016) surveyed thirty male and female students from the University of Kashan's English literature and translation division about their opinions about learning English. The researcher employed a questionnaire to collect the data. The finding revealed significant differences in male and female students' attitudes toward studying English. Additionally, both male and female students had positive feelings about learning English.

Karatas et al. (2016) investigate whether students' attitudes toward learning English vary considerably depending on their gender, language level, English preparation training, and high school type. A descriptive survey method was used to perform the study. The survey included 320 male and 168 female English preparatory students from Istanbul Technical University. The Attitudes

toward English Scale was used to collect data. The data were analyzed using the independent samples t-test and one-way ANOVA. The results showed that gender, prior training, language level, and high school differentiation had little effect on university students' attitudes toward learning English.

Wimolmas (2013) studied 30 first-year undergraduate students at a Thai international institute of engineering and technology to determine the type and amount of English language learning motivation (instrumental or integrative). A modified motivating survey with 20 items was created using Gardner's Attitude/ Motivation Test Battery (AMTB). According to the finding, students are "very" motivated to learn English and are slightly more "instrumentally" motivated. This indicates the importance of instrumental motivation for this set of English students.

Hashwan (2008) This study examines gender disparities in students' attitudes, motivation, and anxiety about learning English as a second language in the multilingual milieu of Karachi, Pakistan. Using Gardner's 'Attitude Motivation Test Battery' as a survey questionnaire, the study investigates attitudes (English language and learning), motives (intrinsic and extrinsic), and classroom anxiety among grade 8th students in a private secondary school. According to a survey of 77 students (40 men and 37 women), they have good views and excitement about the English language and its study. According to the findings, extrinsic motivating goals are more closely linked to a student's language learning outcomes and future successes than intrinsic motivating goals.

Jefiza (2017) studied students' motivation to learn English in Indonesia, specifically intrinsic and extrinsic motivation. Questionnaires and interviews were used in this study. The findings show that most students are more extrinsically motivated than intrinsically motivated and have a favorable attitude about learning English.

Zubairi and Sarudin (2009) study investigate Malaysian students' motivation to learn a foreign language. Data was gathered using various methods, including a survey questionnaire, document analysis, and focus group discussion. More than 500 students from UKM and Universiti Teknologi MARA (UiTM) responded to the survey based on a 16-item questionnaire. According to the study, UKM and UiTM students were extrinsically and naturally motivated to learn a foreign language. The t-test, on the other hand, demonstrates a significant difference in motivation between the two university students.

A few studies with Arab students have investigated learners' motivation and attitudes about the English language in an Arab EFL context. For example, Tahaineh and Daana (2013) explore the students' perspectives on English learning and motivation. To meet the study's objectives, a random sample of 184 students studying English language and literature at Jordan's Al-Balqa University were recruited to respond to Gardner AMTB's (1985) questionnaire items. According to the finding, undergraduate students have exceptionally positive opinions toward language acquisition, which are dynamic features that show a learner's ability to master the target language quickly.

Another study by Ibnian (2015) investigates students' attitudes toward language learning and the link between those attitudes and academic accomplishment. A random sample of (112) students from various stages of the English language department at the University of Umm Al-Qura in Saudi Arabia was recruited to achieve these goals. In addition to questions from a semi-structural interview, the sample was surveyed by responding to the researchers' attitudes questionnaire items. Based on the data gathered, it was discovered that EFL students were enthusiastic about studying a foreign language. The findings revealed that learners who received high grades had positive attitudes toward learning English.

Dwaik and Shehadeh (2009) conducted an exploratory study in Southern Palestine's EFL context to evaluate the motivational orientations of Arab college students. The survey involved 127 English and Engineering majors from Hebron University and Palestine Polytechnic University. The study aimed to determine how people's motivational orientations were influenced by gender, English language proficiency, educational level, and a significant subject of study. The study revealed that while the participants' extrinsic motivation for learning English was high, their intrinsic motivational orientation was low, such as their attitude toward English and English speakers. According to the study, to ensure long-term learning, English language teachers should strive to establish inner motivation in their students.

Abidin et al. (2012) investigated Libyan secondary school students' English learning behavioral, cognitive, and affective aspects. It also looked at whether students' attitudes regarding the English language differed significantly depending on their demographic profiles, such as gender, the field of study, and year of study, in all three domains of attitude: cognitive, behavioral, and emotional. The finding showed that students expressed negative attitudes toward learning English. Also, there were statistically significant differences in gender attitudes based on the demographic profile.

Al-Khasawneh and Al-Omari (2015) conducted a study to look at the motivational orientations of gifted Jordanian kids in the Ajloun governorate. Fifty-one students from King Abdullah II's governorate of Ajloun participated in the study. The information was gathered using a 20-item questionnaire about the learners' motivation and orientation. The findings demonstrated that the students were highly enthusiastic about studying English, with higher scores recorded for instrumental motivation. Female students reported a higher level of motivation than male students, although there were no statistically significant differences.

2.1 Previous Studies on Motivation in Iraq

Many scholars have already undertaken numerous studies on Iraqi EFL motivation. This research looked at topics including motivation kinds, learning tools used in target language acquisition, and the goal of motivation in target language learning. Abdulrasoul (2012) did a study to understand better Iraqi students' motivation to enter English departments. According to the finding, the students were more driven integratively than instrumentally.

Dat and Chowdhury (2012) investigated the factors that influenced Iraqi second language learners studying in Australia. The results showed that the two types of motivation, instrumental and integrative, were favorably related. The two forms of motivation were the primary factors that affected learners' decision to study English. Their research also revealed that females were less eager to learn English.

Hussein & Al Bajalani (2019) conducted a study at the University of Salahaddin in Erbil, the University of Sulaimani in Slemani, and the University of Duhok in Duhok, all of which are located in Iraq's Kurdistan Region. These were chosen because learner autonomy was not mentioned before as one of their learning objectives. The sample consisted of a total of 211 students. Despite their great desire to become autonomous learners, the collected data provided an excellent viewpoint on the role of motivation in increasing learner autonomy in theory, but this did not translate into actual implementation by the students. Furthermore, the study found that students who appear to be the greatest at learning and utilizing English are also the most motivated to study. The findings also revealed that making students aware of and understanding the benefits of adopting an autonomous learning strategy motivates them to become increasingly self-reliant.

Khudhur and Cinkara (2017) explore whether motivational factors significantly impact Iraqi EFL students' foreign language learning processes and to what extent they should increase their English vocabulary. The result showed that female students experienced both types of motivation, with a mean score of 29.91 for extrinsic motivation and 31.20 for intrinsic motivation. In contrast, male students had a mean score of 27.10 for extrinsic motivation and 28.00 for intrinsic motivation. The findings also revealed no link between these two components of students' foreign language skills and no variation in vocabularies between the two groups.

Mutar (2019) attempted to determine whether students have positive or negative attitudes toward learning English and whether there is a significant gender or college difference between study populations. A total of (400) non-major English university students were chosen randomly from three different institutions that employ English as a medium of instruction. The research was limited to the University of Baghdad's Al-Jadriyah branch students. SPSS software was used to analyze the collected data. The findings showed that students have a positive attitude toward learning English. Furthermore, the study population shows no significant gender or college type differences.

Saleh and Majeed (2021) conducted a study to examine the motivation for learning English among students from numerous Iraqi universities. The study aimed to determine what kinds of activities students employ in the classroom, such as instrumental and integrative activities. In this study, both qualitative and quantitative research approaches were utilized. The study's instruments

included questionnaires and semi-structured interviews. The findings showed that learners were more instrumentally motivated than integratively motivated. The students were also clearly excited about a variety of learning activities.

In their research, Ali Ahmed et al. (2021) seek to learn more about students' attitudes toward learning English and how to improve them. The data on the learners' attitudes were collected and analyzed using a questionnaire. According to the findings, participants have unfavorable feelings towards learning English on emotional, behavioral, and cognitive levels. There is a statistically significant variation in views about learning English among Private University students in Iraq by gender. There is also a statistically significant variation in opinions about studying English among Private University students based on study length. The researchers discovered a link between three attitude factors: cognitive, behavioral, and emotional, based on the correlation test.

2.2 The Purpose of the Research

This study aimed to investigate the motivational orientations of Iraqi undergraduates for studying English as a foreign language and see if there were any statistically significant gender differences.

2.3 Research Questions

The current study established the following research questions to fulfill the goals.

1. What are the motivational orientations of Iraqi undergraduates for learning English as a foreign language?
2. Are there any statistically significant differences in motivational orientations for learning English as a foreign language among Iraqi undergraduates based on gender?

2.4 Null Hypotheses

Ho1. There are no significant differences in the intrinsic motivational orientations for learning English as a foreign language between male and female Iraqi undergraduates.

Ho2. There are no significant differences in the extrinsic motivational orientations for learning English as a foreign language between male and female Iraqi undergraduates.

3. Methodology

A quantitative research method in the form of a questionnaire was used. The data was further studied better to understand the role of motivation in L2 learning.

3.1 Instruments

The researcher adopted a 5-point agree/disagree Likert scale questionnaire from Javid et al. (2012). The first section of the survey consisted of demographic questions concerning the participant's name, gender, and field of study. The questionnaire's second section included 30 questions designed to extract individuals' preferred motivational orientations. The purpose of the survey was to determine the participants' responses to two variables: intrinsic and extrinsic motivational orientations. Participants were instructed to review the questions carefully, read them thoroughly, and ask questions if they had any concerns. The participant was given enough time to complete the activity, and all questionnaires were collected at the end of the session. Participants were told that the information they provided would be kept private, Only the researchers would have access to the data, and it would be utilized purely for study purposes.

3.2 Participants

In 2021/2022, the study's participants are 60 (30 male and 30 female) undergraduates majoring in English Islamic studies at Imam Aadhem University College in Baghdad, Iraq. There were 30 students (50%) in the first year and 30 students (50%) in the second year. The students were purposively selected by the researcher based on their suitability in the gathering of data.

3.3 Procedure

A total of 60 EFL students were asked to complete the survey. While students were filling out the questionnaires, the researchers were present, allowing them the opportunity to ask any questions that came to mind. The data were entered into the Statistical Package for the Social Sciences version 26 (SPSS).

3.4 Analyzing data

The participants' responses were coded using SPSS software. As descriptive statistics, means and standard deviations were calculated. An independent sample t-test was used to investigate if there were any significant variations in the participants' extrinsic and intrinsic motivational orientations in learning EFL based on their gender. The significance level of 0.05 was used. Sixty surveys were given to the subject to complete.

4. Results

The findings of undergraduate students' motivational orientations toward learning the English language are presented in this part. The results of the data analysis are organized based on the research question to illustrate the study's findings. The first research question is as follows:

1. What are the motivational orientations of Iraqi undergraduates for learning English as a foreign language?

To respond to the first question, which aims to determine the motivational orientations of Iraqi undergraduates for learning English as a foreign language.

Table 1 revealed the descriptive analysis for the Intrinsic motivational orientations. the mean Intrinsic score is 4.2989 (SD = .41251).

Table 1: Descriptive Statistics

	N	Mean	Std. Deviation
intrinsic mean	60	4.2989	.41251
Valid N (listwise)	60		

Table 2 reveals the Descriptive analysis for the extrinsic motivational orientations. The Extrinsic mean score is 4.4600 (SD = .33270).

Table 2: Descriptive Statistics

	N	Mean	Std. Deviation
extrinsic mean	60	4.4600	.33270
Valid N (listwise)	60		

The above data highlighted the 'intrinsic' and 'extrinsic' motivations and showed that Iraqi learners have the highest mean scores for extrinsic (M=4.4600) while intrinsic (M=4.2989). The findings revealed that Iraqi students were primarily extrinsically motivated to learn English. This suggests that most students believe studying English will benefit their future careers, education, and work chances.

The second research question is as follows:

2. Are there any statistically significant differences in motivational orientations for learning English as a foreign language among Iraqi undergraduates based on gender?

An independent sample T-test was performed to answer question two. As shown in Tables 3,4,5 and 6, research was carried out to determine the effect of the participants' gender on the two variables of intrinsic and extrinsic motivational orientation.

Table 3 shows the Descriptive analysis for intrinsic motivational orientations. The mean intrinsic score for the males was (M=4.2622, SD=.45450), and the mean intrinsic score for the females was reported as (M=4.3356, SD=.36994). It pointed out that the mean intrinsic scores along gender lines report slightly higher in favor of the female participants.

Table 3: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
intrinsic mean	male	30	4.2622	.45450	.08298
	female	30	4.3356	.36994	.06754

Table 4 illustrates the statistic for intrinsic motivational orientations. From the output of the SPSS program, (M=4.2622, SD=.45450) and intrinsic motivational orientation of females (M=4.3356, SD=.36994), $t(58) = -.685$, $p > .496$, the p-value was .496 which is higher than 0.05. As a result, we cannot reject the first null hypothesis because there is no significant difference in the effect of the participants' gender on the intrinsic motivational orientation of males.

Table 4: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Intrinsic mean	Equal variances assumed	.425	.517	-.685	58	.496	-.07333	.10699	-.28750	.14084
	Equal variances not assumed			-.685	55.704	.496	-.07333	.10699	-.28769	.14102

Table 5 shows the Descriptive analysis for extrinsic motivational orientations. The mean extrinsic score for the males was (M=4.4400, SD=.32453), and the mean extrinsic score for the females was reported as (M=4.4800, SD=.34504). It was noted that the female participants' mean intrinsic scores were somewhat higher than the male participants.

Table 5: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Extrinsic mean	male	30	4.4400	.32453	.05925
	female	30	4.4800	.34504	.06299

Table 6 illustrates the statistics for extrinsic motivational orientations. From the output of the SPSS program, (M=4.4400, SD=.32453) and extrinsic motivational orientation of females (M=4.4800, SD=.34504), $t(58) = -.463$, $p > .645$, the p-value was .645 which is higher than 0.05. Hence, it was found that the female participants' mean intrinsic scores were marginally higher than the male participants. As a result, we cannot reject the second null hypothesis because there is no significant difference in the effect of the participants' gender on the extrinsic motivational orientation of males.

Table 6: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extrinsic mean	Equal variances assumed	.080	.778	-.463	58	.645	-.04000	.08648	-.21311	.13311
	Equal variances not assumed			-.463	57.784	.645	-.04000	.08648	-.21312	.13312

5. Discussion

This study aimed to determine what motivated Iraqi undergraduates to learn English as a foreign language. It also looked into any significant differences between them based on their gender. Tables 1 and 2 revealed that Iraqi undergraduates had higher extrinsic motivational orientations than intrinsic ones. This supports the research finding that students learning English in EFL situations exhibit stronger extrinsic motivation than English students in ESL contexts. (Svanes, 1987). This finding also highlighted that EFL students' primary goal is practical. They must study English to qualify for their significant subjects or improve their career prospects after completing their university degrees. Several types of research have been carried out to look at the motivational orientations of Arab EFL students. (Rabab'ah, 2003; Salih, 1980; Zughoul, 1987; Zughoul and Taminian, 1984) and non-Arab English language learners (Berwick and Ross, 1989; Humphreys and Spratt, 2008; Lai, 1999; Liu, 2007; Lucas et al., 2010; Teweles, 1995; Wu, 2004) in EFL environments are in line with the results of this research that extrinsic motivational orientations are essential for EFL learners while the learner studying English in ESL settings mainly bear intrinsic motivational orientations (Noels et al., 1999; Svanes, 1987).

According to this study, Iraqi undergraduates exhibit stronger extrinsic motivational orientations but place a more significant value on items that stimulate their intrinsic motivation views. This study supports the notion that language acquisition is a multifaceted process that does not require EFL students to be motivated exclusively by extrinsic or intrinsic factors. A vast amount of data also argues that categorizing EFL students as intrinsic or extrinsic motivation is incorrect (Kebrawi, 2006; Kimura et al., 2001; Noels et al., 2000; Oxford, 1994; Shaaban and Ghaith, 2000;).

Gender had no significant effect on intrinsic and extrinsic motivational orientations, according to the data analysis reported in Tables 3,4,5, and 6. While female participants in this study gave more significant scores to intrinsic and extrinsic motivational orientations, the distinction was insignificant. This result is in line with previous motivational research findings by Shaaban & Ghaith (2000), who looked at 180 university-bound Lebanese EFL students and discovered that the females were more motivated than the males. Egyptian females have a higher intrinsic motivation to study English than their male counterparts, according to Schmidt et al. (1996). Several other studies have supported this trend, concluding that female students are more motivated and willing to study English than male students (Al-Khasawneh and Al-Omari, 2015; Karsenti and Thibert, 1994; Oxford and Nyikos, 1989; Sung and Padilla, 1998; Zammit, 1993). Semmar (2005) discovered that female participants preferred all three motivational

orientations (extrinsic orientation, intrinsic orientation, and motivational strength) over male participants in a study with Emirati students. Also, females have a stronger intrinsic drive than males, according to Wong (2010), who performed his research in the Hong Kong EFL context.

Research has found various competing opinions despite the apparent consensus that females are more motivated to learn English as a foreign language than males. For example, Suleiman (1993) states that female Arab students have a negative attitude toward learning English as a second language. Gender differences are also minimal (Coleman, 1995; Mutar, 2019). Kimura et al. (2001) also conducted their study in the context of Japanese EFL. Only one feature (teacher-centered lectures) was significantly affected by gender, with no differences identified in the other five categories (Intrinsic- Instrumental- Integrative Motive, Extrinsic- Instrumental Motive, Influence of Good Teachers, Language Use Anxiety, and Negative Learning Experiences).

6. Conclusion

This study aimed to investigate the motivation of Iraqi undergraduates to learn English as a foreign language and determine if there were any statistically significant differences based on gender. Regarding the first research questions, Iraqi undergraduates were shown to have slightly higher extrinsic motivational orientations than intrinsic ones. Regarding the second research question set for this study, the data analysis revealed no significant gender differences in the participants' extrinsic and intrinsic motivation. Also, the female cohort of this study was more favorable toward both extrinsic and intrinsic motivational orientations than their male counterparts.

7. Recommendations

The findings reported in this study have micro implications for in-class teaching/learning and macro consequences for material production, material adaption, departmental language policy, etc. In addition, the findings are significant for research on motivational variables in EFL environments. Specific assumptions are advised based on previous research on EFL motivational orientations; however, these assumptions cannot be extended to all circumstances. Each academic situation is unique. Thus, it's critical to look into the indigenous dynamics by evaluating various pedagogical variables and questions to develop relevant and context-specific findings to ensure effective and efficient EFL pedagogy.

Given the findings of this study, which reveal that Iraqi undergraduates are mostly extrinsically motivated with a high intrinsic, it is suggested that teaching staff combine various activities to suit the different demands of these students. It will be highly advantageous to fulfill their students' extrinsic requirements if they can keep their lessons focused and well-directed. To support learners' extrinsic and intrinsic motivation levels, it's also essential to create a comfortable and engaging environment in the classroom. Failure to maintain this balance may detract from their motivation, making it more difficult to maintain positive attitudes toward learning English as a foreign language. It's also critical to encourage the department's teaching faculty to share the research findings to work together to achieve its common goals.

In light of the student's primary goal, it is critical to provide high-quality EFL instruction to students majoring in various university topics and equip them to excel in their particular fields. It is also crucial to understand the specific EFL needs of these students to develop a complete EFL policy. According to the findings, Iraqi undergraduates' primary goal is to learn English for utilitarian and academic goals; As a result, rather than English for General Purposes, the English curriculum should include English for Academic Purposes (EAP). When students study English as a foreign language, teaching materials should be tailored to their academic and personal goals. Students' motives and reasons for learning English have also been explored, which cannot be understood without an open and honest conversation. As a result, English language teachers should try to maintain this relationship to discover their students' learning motives so that appropriate and appropriate classroom activities can be used to achieve maximum and sustained learning. As it has been reported that high motivation and a positive attitude improve language learning opportunities, language lecturer should share their language learning goals with their students and try to incorporate some fun and pleasure into their language classes so that the learners' extrinsic and intrinsic motivations remain high and intact, preventing them from losing interest in the learning process.

8. Limitation

Regarding gender, the current study's findings are limited to the present study's context. They should not be overstated by extrapolating them to other academic settings without further analysis of the specific situation. Although the role of gender in shaping learners' motivational orientations has been examined in this study, the part of several other variables, such as learners' language proficiency, study duration, cultural background, mother tongue, and so on, is also essential in shaping learners' motivational orientations and could be examined to enrich this research area. As a result, more research is required to create a better and more thorough understanding of this complex construct.

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