Secondary School Students' Language Learning Motivation and Perceptions about English as a Lingua Franca in Iran

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Abstract

This study delves into the motivations and attitudes of Iranian secondary students in Tabriz towards learning English, incorporating their inspirations and perceptions of English as a global language. Employing a mixed-methods approach, data was collected through a structured questionnaire and random interviews with students. Instructors ensured that students comprehended the questionnaire's inquiries, and SPSS was used to facilitate the analysis of quantitative data.

Findings of the study revealed that students are primarily motivated by goal orientation, with their participation in English language learning driven by specific objectives such as enhancing future career prospects, accessing broader economic opportunities, and facilitating effective communication and cultural comprehension within the English-speaking community. These findings underscore the varied reasons students articulated during interviews, providing a nuanced understanding of their motivations. Qualitative data from interviews was analyzed through content analysis, yielding comprehensive insights. After disseminating the research's strong data to be implemented in education systems, both favorable and unfavorable aspects should therefore be brought to their attention. Understanding what drives these aspirations could help in making policies that facilitate the realization of learners' goals, thereby making Iranian high schools' language instruction system more successful in general.

Keywords: Secondary school students; Language learning motivation; English as a lingua franca

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Introduction

Overview

For many years researchers have tried to discover why some students fail or succeed in learning another language; they are convinced that motivation and attitude toward English are key to the problem. This issue is especially crucial with respect to the initial stages of English language learning.

To achieve substantial results in learning a new language, learners need to have aspirations towards their mind-set, not just for language acquisition but also for acquiring knowledge in various disciplines. If learners can establish strong ambitions, they can enjoy a progressive path towards achieving their goals.

The key role of motivation in language learning is to bring purpose and direction to it. Therefore, without motivation, learners are expected to encounter some difficulties. Lack of desire causes learners to have problems in learning effectively. Paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation (Huitt, 2001). For this reason, teachers should be aware of the significant effect of motivation in language learning and how they can help language learners to enhance their motivation.

Literature Review

Gardner's Social-Psychological Theory

Investigating many scholarly studies, the history of studying motivation flashes back to the 1960s. Studying motivation has been associated with the work of Robert Gardner in a bilingual context in Canada. Considering Gardner's theory, social context and attitudes towards the L2 and L2 communities are the foundation for understanding language learners' motivation. According to Gardner & Lalonde in Second-Language Learning: A Social Psychological Perspective "A socio-educational model of second language learning suggests that the learning of a second language involves both an ability and a motivational component and that the major basis of this motivation is best viewed from a social psychological perspective" (Gardener & Lalonde, 1985, p.1). According to Dailey (2009) study of motivation, these researchers argued that "The motivation of an individual to learn a second language (L2) is maintained by their

attitudes towards the L2 community and the objectives or orientations they aim to achieve through acquiring the L2.

In exploring the dynamics of language acquisition, it is essential to acknowledge the impact of various factors on an individual's willingness to adopt 'foreign' behavior patterns. "The motivational component is influenced to some extent by factors that affect an individual's willingness to accept "foreign" behavior patterns" (Gardener, 1985). Gardner and Lambert's theory argues that motivation to learn an L2 requires a positive attitude towards the L2 community and a desire to become a member of that community (Clement et al., 1994). Based on this idea, they introduced two kinds of motivation: integrative and instrumental. Dörnyei characterizes the former as having a positive attitude toward the L2 society and "…the desire to interact with and even become similar to valued members of that community" (1994, p.274).

Definition of Motivation

Motivation can be apprehended as a dynamic process involving the interaction between a learner and their environment, characterized by the selection, initiation, enhancement, or continuity of goal-driven actions. It has been conceptualized differently, being seen as a trait of the individual, the circumstances, or the specific task in which the individual is involved (Svinicki & Vogler, 2012). According to Narayanan (2006), motivation represents the driving force or reasons that underlie a person's actions and behaviors. Guay et al. (2010) similarly describe motivation as the underlying rationale for behavior. Broussard and Garrison (2004) provide a definition of motivation as 'the intrinsic quality that propels us to either engage in or refrain from particular actions'.

According to researchers, motivation can be defined in various constructs, and it is not possible to define it in a single sentence. Gilakjani, Leong, & Saburi (2012) argue that the achievement of any endeavor hinges on the degree to which individuals exert effort to attain their objectives, in conjunction with their willingness to do so. Typically, people identify this psychological element, which serves as the driving force behind actions, as motivation. It acts as a propellant that triggers, encourages, or inspires action. Motivation significantly influences learners' willingness to participate in communication (Alizadeh, 2018).

Different Types of Motivation

Brown (2000) and Gardner (1985) have outlined two fundamental categories of motivation: integrative and instrumental. According to Gardner and Lambert (1959, as cited in

Gilakjani, Leong, & Saburi, 2012), integrative motivation involves language learning for personal growth and cultural enrichment. In other words, learners are driven by their desire to enter successfully into the target language society. On the other hand, instrumental motivation arises from the need to learn a second language for practical or external purposes, such as passing exams or earning financial rewards.

Dörnyei (1998) introduced the concepts of intrinsic and extrinsic motivation. Intrinsic motivation means wanting to do something since you find it interesting. On the other hand, extrinsic motivation refers to doing things to get rewards or avoid punishments. Brown (2000) pointed out that these two types of motivation always interact. When another person desires the language learner to acquire the language because of integrative reasons, extrinsic motivation can change into integrative motivation. The extrinsic motivation turns into instrumental every time an external power forces the language learner to study it for practical purposes.

Furthermore, intrinsic motivation becomes integrative motivation when the L2 learner tries to assimilate into the culture of the L2-speaking group. If the L2 learner wishes to achieve specific goals using the L2, it may also be termed as instrumental motivation. It is substantial to stress that learners with identical internal motivational factors can display considerable variances in terms of external ones. Such internal and external aspects of motivation- intrinsic and extrinsic respectively, also appear to have strong parallels to integrative as well as instrumental orientation as far as second language learning is concerned (Brown, 2000).

Integrative Motivation

Integrative motivation encompasses these three aspects as they pertain to the individual, setting it apart from other motivational concepts within the realm of second language acquisition. That is; integrative motivation extends beyond the immediate classroom context and encompasses factors such as learners' background, interests, and concerns, as well as their life beyond the language course. As a result, comprehension of integrative motivation isn't ordinary thus goes beyond showing a holistic stance in language learning; it encapsulates various psychological, social and cultural dimensions that shape one's attitude towards studying languages and becoming part of a speech community. The complexity of this situation designates that integrative motivation is sophisticated. It goes beyond superficial manifestations of cultural closeness to embrace inner mental as well as sociocultural aspects of learning a new language (Gardner, 2000).

It is important to note that while integrative motivation is not a distinct unit of analysis but rather a bundle of related constructs, it does not reflect what some people have and others have not got. Integrative motivation is a comprehensive and inclusive term, concerning a "positive interpersonal/ affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" (Dörnyei, 2005, p.5). This suggests a willingness to embrace and show regard for another cultural community, including their values, identities, and lifestyles.

In summary, when defining the concept of integrative motivation, it is advisable to tailor the definition to the specific context in which second language (L2) learning is occurring. The way the integrative motive is understood is shaped by the characteristics of the context. In other words, integrative motivation, as a component of individuals' identities (IDs), is contingent on the particular context in which it is put into practice. Therefore, its interpretation should align with the context in which it is being applied.

Instrumental Motivation

Instrumental motivation is a component of Gardner's socio-educational model, as outlined by Gardner (2001). Instrumental reasons comprise motivations like learning a language to secure employment, preparing for future career prospects, or aiming to enhance one's education. Consequently, instrumental motivation revolves around the advantages that second language learning can offer to the learner.

In his description of the instrumental aspect, Dörnyei (2005) refers to the 'perceived pragmatic benefits of L2 proficiency'. Instrumental motivations can be classified into two categories: those with a promotion focus and those with a prevention focus. Motives with a promotion focus, such as learning English for career advancement, is aligned with the ideal self, while motivations with a prevention focus, such as studying to prevent failure on a test, are associated with the ought self. As indicated by this differentiation, both types of instrumentality share a common emphasis on utilitarian value, despite their varying objectives. In other words, the nature of the learning goal dictates the specific form of instrumentality.

An integrative orientation in language learning arises when a learner studies a language with the intention of connecting and identifying with the culture associated with its speakers. Conversely, an instrumental orientation involves motivations driven by external objectives,

such as achieving exam success, financial incentives, or advancing one's career (Burden, Williams, & Lanvers, 2010).

Intrinsic Motivation

Intrinsic motivation represents a unique form of drive stemming from internal sources of satisfaction and enjoyment. This particular brand of motivation is deeply rooted within language learners themselves, intimately connected to their personal identities and overall sense of well-being. Noels et al. (2000) have delineated intrinsic motivation within the framework of the self-determination theory, identifying three distinct categories: a) intrinsic motivation for knowledge, which pertains to the pleasure derived from acquiring new information, b) intrinsic motivation for accomplishment, associated with the delight of achieving goals, and c) intrinsic motivation for stimulation, reflecting the joy experienced while engaging in a particular task. According to Ehrman, Leaver, and Oxford (2003), individuals driven by intrinsic motivation find their rewards embedded within the act of learning itself, deriving a profound sense of competence and accomplishment from their endeavors. In essence, intrinsically motivated learners are primarily guided by their internal desires rather than external incentives.

Extrinsic Motivation

Extrinsic motivation is defined as "actions undertaken to attain a specific outcome, such as gaining a reward or avoiding punishment" (Deci & Ryan, 1985, p. 39). In contrast to intrinsic motivation, extrinsic motivation falls on a spectrum between non-self-determination and self-determination. In the self-determination theory model, motivation is classified into three levels: from lack of desire to passive agreement and finally to enthusiastic personal dedication. External regulation embraces learners' actions directed at gaining external rewards or advantages for finishing a task. In such instances, learners perform tasks to fulfil an external requirement or gain rewards imposed by external sources. In this case, learners engage in behaviours to meet an external demand or obtain rewards imposed from outside sources. Introjected regulation, on the other hand, embodies a partial internalization in which external regulations are adopted by the individual but are not fully embraced as their own (Black & Deci, 2000). Actions driven by introjected regulation stem from external pressures, such as a person learning a language to avoid embarrassment for not knowing it. Identified regulation is motivated by personally relevant reasons, often tied to the belief that the activity is crucial for achieving a valued goal (e.g., individuals studying a second language because they see it as

vital for their educational advancement). Those guided by identified regulation engage in the learning process due to the internal values and positive aspects they associate with it.

The Interrelationship of Intrinsic and Extrinsic Motivation

Numerous recent studies have tended to investigate the impact of extrinsic rewards on intrinsic motivation. Researchers have discovered compelling evidence indicating that intrinsic rewards tend to be more potent motivators than external rewards such as monetary incentives (e.g., Goudas, Biddle & Underwood, 1995; Dündar, Özutku, Taspınar, 2007). Moreover, there is proof to indicate that the use of extrinsic rewards decreases intrinsic motivation (Hitt et al., 1992; Sherman & Smith, 1984; Staw & Ross, 1980).

A critical part of this review that discusses motivation as the facilitator of academic success in society is contained in the distinction made between intrinsic and extrinsic motivation according to social-cognitive models of motivation. Intrinsic motivation entails engaging in an activity for its inherent value, while extrinsic motivation associates with participating in an activity as a means to achieve a specific outcome (Pintrich & Schunk, 2002).

Positive Attitude towards L2 Community

When learning a foreign language, it is prominent to have a positive attitude towards the foreign-speaking community and country. This was echoed by Gardner and Lambert (1980 in Pae, 2008) that one's attitude towards the community linked to that particular language influences how fast or effectively he/she acquires fluency in it. Claimed that the motivation to learn a second language (L2) generally depends on the attitude towards L2 society and a wish to become a valuable part of this society. These opinions demonstrate how significant one's attitudes toward members of L2 societies are if he/she wants to succeed in mastering L2.

Thinking of obtaining competency with a second language must, above all else, be combined with the requirements one has towards its speaking community. According to Gardner and Lambert, a person's motivation for involvement in studying another language is to a large extent determined by their opinions about a particular group of second language users and their wish to belong to such a group. This then underscores the importance of developing a favorable attitude towards a community using L2 for propelling motivation in learning an L2.

The Enjoyment of Learning

For one to develop motivation in learning the L2, they must have fun during the process. Those people whose lone reason for participating in learning is to enjoy the fun associated with mastering L2 tend to work harder than others who do it because they have no option. In the same way, learners who are motivated integratively feel good whilst learning the second language as well as when they are in contact with communities where that language is spoken. Basically, motivation in learning a new language requires an enjoyable experience as it helps in keeping the desire to advance the study of the L2 alive rather than for instrumental reasons as noted by Wu (2003).

For a person to be motivated it is important that they find fun when learning the second language (L2). The students who are self-motivated will keep on going with their studies as they enjoy learning the L2, unlike their counterparts who do it for distinct reasons. Moreover, individuals who are motivated by the need to integrate experience this integration as occurs with mastery of a new language, it is an experience that besides satisfaction, is fulfilling when one indulges him/herself into the society they live in. It is evident from what Wu (2003) says that the verve during these periods of learning tends to encourage positive attitudes as well as influence L2 commitment, consequently becoming one of the cornerstones for language learning processes.

External Pressures

External pressures motivate individuals to learn L2. It could mean meeting a parent's expectations, receiving something valuable or doing something practically avail — learners are often pushed this way. Noels et al. (2000) highlights that extrinsic motivation and instrumental motivation are connected in that they both aim at achieving proficiency in a second language because of the surrounding society's controls or rewards. Noels et al. underscored an importance on personal desires, internalized motives, and the value attached to accomplishing particular objectives as a basis for such motives (2001, as cited in Liu, 2007).

Various external pressures often make learners move forward with their L2 learning. People take action since they must fulfill certain parental expectations or get rewards as well as accomplish practical objectives. The study by Noels et al. uncovers the link between extrinsic and intrinsic motivation showing that the two are similar in that they both aim at mastering a second or foreign language through outside pressures, internalized motivations,

individual choices, and perceivable importance of achieving certain objectives this was earlier stated in their work (2001, as cited in Liu 2007).

Research Questions

The research questions are as follows:

1. What are the levels of language learning motivation among secondary school students in Iran?

2. How do secondary school students in Iran perceive English as a Lingua Franca?

3. Do language learning motivation and perceptions of English as a Lingua Franca vary across different student demographics (e.g., gender, age, proficiency level)?

Methodology

Research Design

The study's structure is established by its research designs which form the heart of the study including such facets as implementation, group work, tasks and timing.

The use of scales and interviews allows for an in-depth study of the phenomenon being studied. While the scales enable the collection of quantifiable information that can help measure participants' responses and attitudes, the interviews explore deeper into the experiences and perceptions of the participants."

The utilization of both scales and interviews in this specific research endeavour facilitates a nuanced examination of the phenomenon under investigation. The scales provide quantitative data, which represents measurable indicators and numerical data points for evaluating the responses and attitudes of the respondents. Interviews, on the other hand, allow for a qualitative exploration that goes deeper into the experiences, perceptions, and subjective viewpoints of participants.

In this mixed-method research, it was systematic and structured approach followed in data collection, analysis and interpretation. Researchers designed the study align with the research objectives and hypotheses There was a meticulous collection of data, from scales to interviews with strict adherence to standardized protocols and techniques which ensures that consistency and rigor are maintained throughout the research process. Given the

comprehensive nature of the data collection and analysis methods employed, this study was categorized as a case study research endeavor.

Participants

The sample of this study consisted of 148 secondary school students in Tabriz, Iran. The students were selected from those who registered at the Goftogoo Language Center and were chosen randomly based on the selection criterion of being secondary school students. Among those participants, there were 80 female students, and 68 of the participants were male students. When asked about their enthusiasm for learning a foreign language, 81 students attended lessons voluntarily. Other 67 students faced external obligations such as parental expectations, aspirations for occupational success, and the pursuit of high academic grades in school lessons, etc.

Among participants, there were 2 different age groups, 12-13 and 14-15. According to the Persian calendar (solar calendar), a new year in the country starts with the start of spring, which is about 19 or 20 March. According to the educational system in Iran, children who were born in the first half of the year, spring and summer seasons, can start their education earlier than children born in the second half. This is why there are students of 4 different ages for a 3-year educational period.

Context of the Study

Divisions of the schools in Iran have been changed throughout the years. Previously there were 5 years of primary school, 3 years of secondary school, and 4 years of high school. Before the program changed to this format, there were 6 years of primary school, 3 years of secondary school, 3 years of high school, and there was a year that was called preparatory school for university. While the research was conducted in the context, the educational system is divided into 3 groups, 6 years of primary school, 3 years of secondary school, and 3 years of which school. Therefore, students of 12-15 years old are secondary school students according to the new educational grades. It is noteworthy that 12 and 13-year-old students are from both 6th and 7th grade, and 14 and 15-year-old students are also from 7th and 8th grades.

Among participants, 72 students who joined the research belonged to the lower levels, while 76 were intermediate and upper-intermediate level students. The underlying reason for putting participants into 2 different levels lay behind their understanding of the questionnaire items.

Considering their educational experience as an effective item in the research, 53 of the participants were in the language center's English classroom for the first time, 48 students were studying their 2nd term, and 47 students were studying their 3rd term at the language school. This variable is important because as they develop their skills toward the target language, their motivation orientations may face conversions.

The second phase of the study enclosed qualitative data collection through 18 interviews conducted with the students. Collected data were analysed by content analysis method according to the research's nature. To keep the reliability of the analysis, it was done with the help of another scholar from the field of the study, Sonia Valizadeh who was a Ph.D. student in English Language Teaching at Ondokuz Mayis University.

Table 1. Demographic Information of Participants

Categories	Sub-Categories	Frequency	Percentage
Age	12 years old	35	24%
	13 years old	41	28%
	14 years old	47	32%
	15 years old	25	17%
Gender	Male	68	46%
	Female	80	54%
Level	Intermediate and Upper Levels	76	51%
		72	49%
Native Language	Persian	148	%100
Participation	Voluntary Attendance External Obligations	81	55%
		67	45%
Learning Language Experience	1st Term	53	36%
	2nd Term	48	32%

Instruments

The quantitative data was collected through the Foreign Language Learning Motivation Questionnaire consisting of 40 questions and students were asked to answer them using a 5-point Likert scale with options including: strongly disagree (SD), disagree (D), slightly disagree (LD), slightly agree (LA), agree (A), and strongly agree (SA). The questionnaire was designed and developed by Gonzales and Lopez (2015). Additionally, semi-structured interviews were conducted for qualitative data and to make an in-depth analysis of the current situation.

The questionnaire comprises 40 Likert items designed to assess six distinct motivational orientations in foreign language learning, specifically; the six motivational orientations measured by the questionnaire include: (1) aspiration for professional and financial advancement; (2) eagerness to become global participants; (3) enthusiasm to engage in communication and establish connections with individuals from different cultures; (4) aspiration for personal fulfillment; (5) belief in own capabilities; and (6) aspiration to integrate with diverse cultures.

The reliability of the questionnaire is high, with an alpha coefficient of .96. The combined factors captured by the questionnaire can explain 60.0% of the overall variance of the test. Participants were requested to indicate their level of agreement or disagreement with each statement on a scale ranging from 1 (strongly disagree) to 5 (strongly agree).

A semi-structured interview was conducted on a group of 18 students in order to collect qualitative information. It provided for an adaptable yet targeted examination of the research issue in which the participants' perspectives, experiences, and insights were sought after regions of interest centered on participants' views with regard to the topic under investigation. Participants were encouraged to speak their minds but the researcher also had a list of prepared questions and prompts but encouraged participants to freely share their thoughts while being guided by the interviewer through prepared questions and prompts.

In summary, combining semi-structured interview methods with recording and transcription enabled an appropriate approach for receiving and evaluating qualitative data. This approach facilitated going deeper into the research question according to the views of study participants thus providing meaningful discoveries that enhanced clearer understanding of this occurrence."

Data Analysis Procedures

In the present study, participants' motivational orientations were closely examined to determine what drives them. All the data collected were entered into various Excel files for proper sorting before being analyzed using SPSS software, a widely used tool for the statistical analysis of quantitatively expressed ideas. Numerous statistical methods were employed to shed light on and compare the subjects' responses across various parameters. These methods include descriptive statistics, t-tests, and ANOVA.

Specifically, the means of two groups are compared using t-tests to examine if there exist significant differences in motivation orientations while for example t-tests are used to compare motivation orientations of participants depending on categorical variables like age group or gender. The research was aimed at spotting striking differences in motivation orientations between male and female participants or among those at different ages through t-tests.

This study used ANOVA to see if there were significant differences in motivational orientation across categorical variable levels. Content analysis was selected as the most suitable technique for interpreting and understanding the interview responses for the qualitative section to collect comprehensive information. A thorough study of the content explored how rich and deep the qualitative data was, hence giving way for an all-encompassing insight in terms of participant outlooks, experiences, and drives concerning language acquisition.

Implementation

The research was executed in the Goftogoo Language Center, Tabriz, Iran, which specifically deals with language learning on a private and special basis. In there, some classes accommodate various levels of English and Turkish proficiency thus ensuring that learners get an education that suits their linguistic capabilities. Participants were selected from the secondary school level meaning that they were students aged between twelve to fifteen years old as mentioned in the participant section.

The first step was the distribution of the questionnaire for administration to help obtain data on quantitative terms that favored the research objectives. There was a condition in regular class where there was a task put forward to the students in filling out this questionnaire with the instructor overseeing them. In this case, the presence of teachers was to help make sure students understood the questions and that they were within their ability levels. It is worth

noting that the survey happened to be in its original language since it was aimed at answering research questions, not testing language proficiency. Questions were expected to be understood by students who were at an intermediate or upper-intermediate level while those below that level required personal help accorded by their teachers for ease of comprehension.

In the fourth week, the questionnaire was put in place to ascertain the adaptation period that students undergo in new learning environments, materials and teaching methods. The decision on the timing with which it was done was intentional, and was meant to give students time to acclimatize and facilitate impartial and reliable reactions.

The research was made more qualitative by conducting one-on-one online interviews with 18 randomly chosen pupils. The research's qualitative aspect was improved by recording, transcribing and thorough analysing these interviews which gave first hand insights that cannot be obtained by any other means.

Findings

Based on the findings from the FLLM-Q, the primary motivating factor for participants is the improvement of their career prospects and financial well-being (Item 1: Mean=4.08; Standard Deviation=0.51). The students are very ambitious in connection with learning foreign languages because they want to obtain better work chances, get high-remuneration jobs, and outshine others in terms of language capacity and access to global job markets as well as wider academic endeavors.

Similarly, these students' desire to speak to and connect with individuals from various countries is another motivating factor for them to learn foreign languages (Item 3: Mean=3.86; Standard Deviation=0.54). Furthermore, they are motivated by the ambition to comprehend diverse cultures more profoundly and see things from a worldwide point of view (Item 2: Mean=3.81; Standard Deviation=0.48).

The results strongly suggest that Iranian EFL students at secondary levels show motivation largely as a goal-directed process. This means that the primary reason they want to learn another language is to cater to particular interests such as better employment chances, prospering economically over time as well as understanding other societies through effective speech or listening skills in the natives' environment.

Statistical Information of Quantitative Data

Differentiation of Motivational Orientations

The findings that were presented here augment our knowledge about a variety of different reasons why people become motivated when it comes to their learning experiences and what they eventually achieve as a result.

Table 2. Gender-Based Comparison of Motivational Orientation

Factors		N	M	SD	t
Economical and career advancement	Male	68	4.10	.57	0.845
	Female	80	4.18	.50	
Understanding Various Cultures	Male	68	3.95	.43	0.002
	Female	80	3.97	.49	
Interacting with Foreign Individuals	Male	68	3.91	.57	4.238*
	Female	80	3.81	.48	
Self-Contentment	Male	68	3.96	.72	0.175
	Female	80	4.02	.59	
Self-Competence	Male	68	3.53	.64	12.143**
	Female	80	3.78	.69	
Cultural adaptability	Male	68	3.60	.67	1.152
	Female	80	3.82	.73	

*>.05   **>.01

The data noticed in Table 2 will exemplify the effects of gender on motivational orientation in foreign language students. Our findings suggest that males have differing levels of motivation from females when it comes to wanting to talk or relate with other cultures through self-efficacy and other variables. Female learners reflect more desire to master a new language to enable them to communicate with other people from other countries and interact within the society of the target language. Additionally, the results reveal that female learners are more motivated to study foreign languages due to their belief in self-efficacy, recognizing

that possessing the ability and skills to learn a foreign language will further drive their pursuit of language learning.

Table 3. Assessment of Motivational Orientation Based on Grades Categories

Factors		N	M	SD	F
Economical and career advancement	7th-grade students	76	4.08	.68	1.241
	8th-grade students	72	4.15	.53	
Understanding Various Cultures	7th-grade students	76	4.03	.44	6.786
	8th-grade students	72	4.21	.39	
Interacting with Foreign Individuals	7th-grade students	76	3.75	.58	2.417*
	8th-grade students	72	3.86	.49	
Self-Contentment	7th-grade students	76	3.73	.61	6.508***
	8th-grade students	72	3.94	.63	
Self-Competence	7th-grade students	76	3.49	.68	1.290**
	8th-grade students	72	3.60	.54	
Cultural adaptability	7th-grade students	76	3.71	.38	37.320***
	8th-grade students	72	3.34	.47	

*>.05   **>.01   ***>.001

Regarding the age group, notable variations were observed in the motivational orientations of learners across three factors of the questionnaire. The results indicate that 6th and 7th-grade students exhibit greater motivation to learn a foreign language due to the self-satisfaction they derive from the learning process. Additionally, the findings reveal that older learners display a higher motivation towards cultural integration. Conversely, 8th-grade students show the highest motivation toward cultural understanding and a desire to become global citizens.

Table 4. Analysing Motivational Orientation Based on Proficiency Levels

Factors		N	M	SD	F
Economical and career advancement	Intermediate and Upper Levels	76	4.12	.49	2.205
	Lower	72	4.29	.50	
Understanding Various Cultures	Intermediate and Upper Levels	76	4.02	.46	1.516
	Lower	72	3.91	.53	
Interacting with Foreign Individuals	Intermediate and Upper Levels	76	4.10	.36	2.872*
	Lower	72	3.80	.55	
Self-Contentment	Intermediate and Upper Levels	76	3.67	.51	3.563***
	Lower	72	3.95	.53	
Self-Competence	Intermediate and Upper Levels	76	3.64	.70	1.544**
	Lower	72	3.62	.64	
Cultural adaptability	Intermediate and Upper Levels	76	3.92	.67	0.328***
	Lower	72	3.89	.56	

*>.05   **>.01   ***>.001

Considering learners' age range and language background, they are divided into different stages. Therefore, taking into account CEFR stages, participants belong to three levels, A2, B1, and B2 Stages. When examining the learners based on their proficiency levels, significant differences were observed in two factors: interacting with foreign individuals, and self-contentment. Proficient learners demonstrate the highest motivation to learn a foreign language as they derive self-satisfaction from the language learning experience. Conversely, elementary (A2) learners display the highest motivation to learn a foreign language in order to effectively communicate and establish connections within the target language community.

Table 5. Evaluating Motivational Orientation Based on the Inclination of Foreign Language

Factors		N	M	SD	F
Economical and career advancement	Voluntary Attendance	81	4.21	.42	
	External Obligations	67	4.32	.49	0.251
Understanding Various Cultures	Voluntary Attendance	81	3.87	.52	
	External Obligations	67	3.62	.55	0.436
Interacting with Foreign Individuals	Voluntary Attendance	81	4.12	.51	
	External Obligations	67	4.02	.65	2.190
Self-Contentment	Voluntary Attendance	81	3.92	.52	
	External Obligations	67	3.60	.54	8.416
Self-Competence	Voluntary Attendance	81	3.74	.58	
	External Obligations	67	3.59	.56	0.240
Cultural adaptability	Voluntary Attendance	81	3.85	.53	
	External Obligations	67	3.41	.56	15.279

Within the framework of this study, it is crucial to recognize the extensive prevalence of English language instruction in higher education. With this context in mind, this research explores an additional dimension of learner dynamics, specifically concerning how foreign language (FL) education is pursued. When participants were sorted based on whether they selected to study the language voluntarily or as a result of external obligation, significant distinctions emerged in two key aspects.

Individuals who had selected foreign language (FL) voluntarily demonstrated the most elevated motivation levels concerning personal fulfillment and a sincere aspiration for cultural integration. Those involved in studies with external obligations have the least motivation in

these particular realms. The most profound motivational orientation in terms of cultural inclusion was also demonstrated among volunteer students of FL.

Table 6. Assessment of Motivational Orientation Based on the Duration of Learning Foreign Language

Factors		N	M	SD	F
Economical and career advancement	1st Term Learners	53	4.23	.49	
	2nd Term	48	4.10	.54	0.928
	3rd Term	47	4.02	.37	
Understanding Various Cultures	1st Term Learners	53	4.28	.41	
	2nd Term	48	3.92	.48	2.651
	3rd Term	47	3.78	.46	
Interacting with Foreign Individuals	1st Term Learners	53	3.89	.57	
	2nd Term	48	3.84	.48	8.820
	3rd Term	47	3.67	.40	
Self-Contentment	1st Term Learners	53	3.87	.60	
	2nd Term	48	3.72	.55	3.438
	3rd Term	47	3.78	.52	
Self-Competence	1st Term Learners	53	3.49	.53	
	2nd Term	48	3.53	.72	0.574
	3rd Term	47	3.60	.60	
Cultural adaptability	1st Term Learners	53	3.51	.49	
	2nd Term	48	3.25	.57	3.792
	3rd Term	47	3.02	.50	

There are significant differences between students' motivation to learn foreign languages and the length of time they have studied FL. (FLLM-Q provides this information on

the five motivational orientations used). What was distinctive for each of these items turned out to be one thing; how long someone has been learning his/her own FL. Upon categorization of students in accordance with the number of years that they have engaged in FL learning, their motivational orientations towards culture, the community of the target language, and the three aspects of these connections demonstrated significant dissimilarities. Additionally, differences also emerged in the levels of their self-fulfillment during the process of learning FL.

A closer look at the means showed that while the length of the FL study was increasing, learners were demonstrating more diverse motivational orientations. In particular, respondents with a history of studying foreign languages for four semesters were found to have increased motivation towards such things as integration into other cultures, communication, reaching out to people from discrete backgrounds, and a desire to feel satisfied during their own learning process. This was in contrast to learners who had only studied FL for a single term. Conversely, motivation related to cultural comprehension was more pronounced among those who had undertaken FL studies for a solitary term, in contrast to those with an FL learning experience exceeding two terms.

Findings of Qualitative Data

In addition to administering questionnaires, the semi-structured interviews were conducted to gain deeper insights into students' perspectives in their own words. The interview questions were formulated concerning the research inquiries. Consequently, the researchers employed an inductive content analysis to scrutinize the participant responses.

In the context of the research, according to the existing curriculum, each educational term lasts 6 weeks. Due to a lack of time, the interview was conducted individually with a selected group of language learners, and these sessions were recorded and transcribed for subsequent analysis. These online interviews were conducted to collect comprehensive information regarding students' enthusiasm for learning the English language. The participants were selected from two distinct age groups, 12-13 and 14-15 years old, with both male and female students represented. Also, included in the sample group were some students who were at the upper intermediate as well as some at the lower intermediate proficiency levels.

Semi-structured interviews were generated with specified questions, ensuring uniformity among all respondents. The findings revealed that there was an increased enthusiasm among the older category of learners (14-15 years old) to achieve fluency in

English largely due to their professional orientation. Those old students desired rapid and effective language learning, since they believed mastering a foreign language and merging with its culture would greatly improve their chances of getting employed. These interesting and significant results offer an notable picture of how biological factors affect the emergence of motivation. This occurrence portrays a constantly changing relationship between age-related factors and motivation, with an older learner having a more definite direction in life and potential career development through language expertise.

Additionally, the accelerated and effective learning of older students can acquire reason from diverse points of view such as their cognitive maturity, prior academic encounters, or developed sense of purpose. As people get into a transition from their teenage lives into adolescence, the majority of them become more objective-focused and concentrate on realizing particular goals in life- that are related to advancement in a career.

Basically, the motivational orientation of the elderly students who take it as they can improve their job opportunities is a classic example of how the motivation of an individual to learn a language can be shaped by both intrinsic and extrinsic factors. These results underscore the complexity of motivation in language learning and the importance of considering age-related influences when designing effective language education programs.

Exploring the complexity of the target culture of the language of the younger group is marked by high enthusiasm. It was observed that the motivational inclinations of this group differ from those of the older group. Not just acquiring linguistic proficiency, these learners also respresented a genuine concern in acquiring a deeper understanding of cultural nuances that underlie the language they were studying. Their motivation seemed to be mediated by curiosity and a craving for cultural exploration.

On the flip side, the older generation of individuals showed a distinctive motive concentrated on cultural fusion. To them, learning the language was seen as a strategy for smoothly blending in with the culture of that language they were learning. The students found understanding a language as a major ability that could improve how they can blend with the people and be involved. This thirst for cultural integration was more notable with mature learners showing that their past experiences plus future job expectations informed their motivational priorities.

Moreover, it became evident that female students are more interested in studies compared to male students, a point that underscored the gender imbalance in terms of motivation. Here, it should be noted that such an imbalance was conspicuous especially with respect to integrative motive among women who indicated more desire unlike their male counterparts. The importance of considering gender as a factor that can significantly influence learners' motivational orientations in the context of language acquisition is underscored by this finding. This research therefore needs to investigate the basis for these dissimilarities between males and females so that it may lead to improved language teaching methods for learners with different backgrounds.

There was a fascinating tendency evident among students who had been busy learning languages for a long time, at least two terms or more. In the long run, the way they undertook their language acquisition seemed to change significantly over time because people were more interested in what they found out about that particular society. Their initial interest in cultural understanding has developed into a desire for cultural inclusion. These learners had an extraordinary degree of involvement in learning cultural subtleties and were active participants in foreign language communities. This means that staying and being involved in an environment where there are very many words of a language can greatly affect the will of learners to learn more of it, indicating that life experiences determine how one feels about a certain language.

Table 7. Statistical Information Defining Interview Responses

Primary inquiries	Unified responses	
Participants' Perspective on the English Language	Essential For Communication	100%
	Essential for Career Prospects	67%
	A Global Communication Device	56%
Perceptions about ELF	Yes, Everyone Needs to Learn the Language	72%
	Yes, the Importance of Global Communication is inevitable	56%
	Yes, But not for everyone and under every circumstances	22%
Their Experiences	Feeling Shy to Communicate	61%
	Feeling Confident to Communicate	39%
	Increases Enthusiasm to Enhance Learning	78%
Primary factors driving motivation	Communication	67%
	Occupational Purposes	72%
	Cultural Integration	45%
Challenges learners encounter	Specific Skills (speaking, Writing)	78%
	Time Limitations	56%
	Not having access to English language speakers/users	45%

Corresponding to the answers given by the students, Table 7 collected a summary of the given responses for better analysis and comprehension. All participants (hereafter P) believed that English is essential for oral or written communication for the first question "What are your thoughts regarding the English language?". P2 and P7 claimed that "while we are playing video games or we are hanging around social media, we find out people from all countries with different languages, but we speak to them in English".

As previously noted, older students demonstrate a stronger inclination towards learning English for occupational prospects. P6 and P7 stated "With a better knowledge of the English language, we can find better opportunities for work". This factor is considered as an external influence as students feel compelled to learn English to secure better job prospects in their future careers. In the third part of the initial question, three students made notable statements. They asserted that in countries they previously visited, such as Germany, China, and France, individuals were not enthusiastic about communicating in English. P3 claimed, "There was a translator with us even in shopping centers which are tourist centers in China".

In response to the second question, "To what extent do you agree with the English language as a lingua franca?", nearly all participants acknowledged the significance of English as a lingua franca in global communication. Nevertheless, four participants expressed that elderly individuals or those whose communication is solely within their domestic circles might not find it necessary to acquire the language. P9 stated, "My grandfather and my older uncle never travel abroad, they never meet a foreigner in the village, and I think it is not necessary for them to learn English". P16 said, "My uncle works as a lifeguard, he does not even speak to the swimmers, sometimes he whistles, and he does not need any foreign languages".

Acquiring proficiency in English is an intriguing facet of communication, particularly in settings where this skill holds substantial value. This recognition motivates individuals within a society to pursue mastery of the language, considering its significance in various domains such as academia, business, and cultural exchange. The recognition of English as a lingua franca pushes individuals to engage in the process of language acquisition, acknowledging its pivotal role in facilitating effective communication and global interaction.

When questioned about their past experiences and their willingness to interact with English-speaking individuals, some students expressed pride in their capacity to communicate in languages beyond their own. They found contentment in applying their refined language abilities and felt a sense of fulfillment by assisting others in unfamiliar circumstances. While talking about their experiences, P9 explained a memory with a group of tourists in the Grand Bazaar in Tabriz "There was a souvenir store full of visitors from France, they wanted to get some information about those traditional handmade bags and wallets, but there was no one to be able to communicate, they were using Google Translate application, I asked them whether I can help or not, then I helped them and the store owner."

In both groups, the motivation to advance their skills or even conquer feelings of shyness acted as a driving force to persist in their educational journey. This determination stemmed from a desire not only to enhance their language proficiency but also to build confidence in their communication abilities. They construed education as a means to overcome inhibitions and further develop their capabilities, fostering a sense of self-assurance in their linguistic endeavors. This dedication to progress reflected a commitment to continuous improvement and the pursuit of personal growth within their educational pursuits.

Within the interviewed participants, diverse motivating factors emerged. While some students expressed eagerness to achieve high marks in exams, three individuals discussed their future study plans and the rationale behind initiating language acquisition from a young age. Among the 14-15-year-old cohort, several students cited learning English as prospective career aspirations. Echoing the quantitative data, this subgroup exhibited remarkable enthusiasm for mastering English for cultural integration. P7 articulated, "When we learn a language, without learning the culture of the society that uses this language, we cannot learn it better. To exemplify, if you know English but you do not know the culture in the United Kingdom, you cannot understand some speeches in movies or series".

Within the expanding landscape of English language education, there is a noticeable increase in the variety of learning resources catering to individuals from diverse cultural and lexical backgrounds. This comprises an assortment of methodologies that adopt latest technological advancements and tools with a view of facilitating learners' pathways. Students on their part get to evaluate available resources and reveal the obstacles they face in the learning process, especially as concerns their productive skills. To point out this problem, P15 stated "It is hard to find an English-speaking person to speak to them or write emails."

The students expressed concerns that limited time affected their progress in learning languages because they had to balance languages with schoolwork. This made it difficult for them to find time for their assignment. As a result, both schoolwork and commitment to mastering a foreign language were hampered by inadequate time. Given their academic constraints, there was minimal time left to dedicate to language learning activities leaving them facing a big fight in their quest to master another language.

Discussion and Conclusion

The need to learn new languages is among the most essential things in Iran because there are many types of language and education systems; a situation created by different ethnic groups living together in the same society which has resulted in over 78 mother tongues spoken here. Farsi in all educational institutions is prioritized as the medium of instruction with all the diverse communities sticking together because of it.

However, what is captivating about Iranian education is the paradox in it. The initial two to three years of elementary schooling are taught in Farsi while at the same time integrating mother languages. The purpose of incorporating mother languages in such a manner is to make

it easy for them to apprehend things happening around them and as they grow up deepen their cultural and linguistic origins better.

Against this background of language, the issue of foreign language acquisition is complex. In Iran, English is compulsory as a second language reflecting its global importance. But it should be made clear that within the purview of the study, English is just one of the many foreign languages taken into account. At the high school level, secondary education provides the groundwork for elementary Arabic studies, especially in schools that teach social studies.

The main purpose of this research was to investigate the motivational orientations of Iranian FL learners, especially to understand the motivational factors that the questionnaire evaluated. Various dimensions were encompassed by these inspiring factors: (1) The pursuit of economic and career advancement; (2) The desire to comprehend diverse cultures in order to become global citizens; (3) The motivation to engage with foreign individuals; (4) The quest for self-contentment in the process of learning; (5) The aspiration for self-competence; and (6) The adaptability to different cultures.

In broad strokes, the study's findings suggest that Iranian secondary school FL learners exhibit a pronounced inclination toward instrumental and extrinsic motivations. As discussed before, reaching specific goals, attaining a certain status, improving conditions, and developing skills can all serve as motivators and create a desire to learn something effectively, attaining a certain status, improving conditions, and developing skills can all serve as motivators and create a desire to learn something effectively. Their motivation to engage in FL learning is substantially driven by economic considerations and the pursuit of career opportunities. This underscores a prevailing instrumental motivation, wherein the primary impetus for FL acquisition lies in pragmatic objectives, such as enhancing employment prospects, including opportunities abroad.

Results of this research suggest that Iranian secondary school students' motivational orientation is a combination of both instrumental and integrative, and intrinsic and extrinsic motivation. Besides, students' urge to accomplish their goals, which can be graded, is complexly related to the level of knowledge of the language they acquire. Generally, Elliot & McGregor's study disclosed that goals are defined as the benchmark of competence on the basis of achievement objectives in the field of learning foreign languages. To elaborate further, learners are motivated to acquire a foreign language to achieve mastery, which facilitates integration into the language community, as well as competence, which enhances their

prospects of employment and acceptance into educational programs that necessitate foreign language proficiency. As a result, evaluating the motivational focus of such learners will call for an examination of their orientation in terms of mastery goals and achievement goal orientation.

It is possible that the observed pattern of thought is related to the higher levels of multiple cultures among Iranian children in grade nine, which is indeed true because they are exposed to different languages. Moreover, enrolling in foreign language (FL) courses is also an additional encouragement for these students hence; this serves as an explanation for why they are motivated. In order to explore this particular occurrence in more detail, one needs to take into account the vast range of chances that have been presented to the participants in this research in their association with foreign languages and cultures. These changes come in the form of scholarships for exchange, study tours, and internships that enable learners to relate with the target language communities. As a result, these experiences are very supportive in the motivation of learners incorporating ingredients from instrumental (speech community) motivation with integrative (cultural and social interaction) motivation.

In this complexity, it is imperative for language educators to take a big-picture approach to motivation. This therefore entails understanding that motivation is not a one-dimensional phenomenon; rather it is dynamic and can be derived from multiple sources by learners for different purposes. It is noteworthy that we understand the details of how and why learners become inspired. Teachers should make efforts in their research in the same direction as seen with 2002 Linnenbrink and Pintrich's findings on motivation which suggested more investment should be made towards deciphering learners' motivational levels for better and responsive English environments that address different desires different learners have.

Conclusion

Throughout this research, findings established that ELF is a need for a large number of people who want to interact in different contexts. It is true that the use of this language mode with its many local variations is very significant, especially within academia, industry, social circles, etc.

Essentially, students consider ELF extremely useful and able to serve as a link among various groups of individuals across the globe other than being a first language. Globally, English acts as a lingua franca, making communication among people from different languages

and cultural groups to become easier. The practicality of ELF and its effectiveness in promoting cross-border and cultural communication have been underscored by the general acceptance of the language. The value that English proficiency has in enabling individuals to reach out for information, interact on international platforms, and connect to global audiences is understood by learners of foreign languages.

Foreign language learners' ability to recognize ELF highlights its importance as a worldwide communication and collaboration in an increasingly multicultural as well as multilingual society. Full participation in world affairs becomes a possibility through personal, academic, and career development made possible by embracing proficiency in English. Therefore, if students are encouraged to feel good about learning English and also to use it widely as a world language, they can do really well in the new generation of humankind, whereby everything is a global village.

This research examines complex relations between motivation in learning different languages. How these factors affect the motivation of learners was studied by analyzing the effects of gender variation and level of education attained on motivational orientations among students studying at high school or university level within an English medium program. The results provide strong support for our predictions about motivational differences between males and females. This research has taken into account two specific individual factors which include: learners' gender and their age. It is hypothesized that the motivational orientations of males are that they differ from those of females, and also ages contribute to their formation in learning foreign languages (FL). Some hypotheses were verified by the conclusions of this study. For example, the aspirations concerning economic and professional growth as well as the interactions with foreigners were found by using the FLLM-Q scale on specific motivational drivers such as career advancement ambitions among others.

Interestingly, the study discerns a significant disparity between male and female learners in these specific motivational aspects. Notably, it is observed that female learners exhibit a significantly higher degree of motivational orientation compared to their male counterparts in the domains of desiring to communicate and connect with individuals from foreign backgrounds. Consequently, this suggests that females tend to be more integratively motivated in their pursuit of FL learning as compared to males.

These findings echo the results of Swanes (1987), who identified similar trends among Asian women, highlighting that they were considerably less instrumentally motivated than

Asian men. Importantly, the same research represents that such gender-based motivational differences were not as pronounced among European, American, Middle Eastern, and African women. It is noteworthy to consider that these disparities might be rooted in the potential shortage of opportunities for females to pursue careers abroad and utilize their foreign language skills in future professional endeavors. This observation may hold true, particularly within the context of Iranian female learners.

Furthermore, the gender-specific divergence in motivational orientation can be partially elucidated by the fact that the FL courses are designed with a focus on addressing specialized needs, such as preparing students for careers abroad, facilitating entry into international development agencies, enabling roles in foreign service, and fostering opportunities in hospitality industries overseas. It is worth specifying that these findings go hand in hand with earlier research conducted by Williams, Burden, and Lanvers (2002), which highlighted how girls usually see learning French as being socially advantageous thus showing a serious determination to acquire the language.

Participants' age groups were separated into two clear divisions. There were significant discrepancies between respondents with regard to three motivational factors as revealed in the study: the attitudes of respondents towards cultural understanding; the respondents' desire for cultural assimilation; and personal contentment among those who learn a foreign language.

The view supported by Collier (1988) is compatible with this study's discovery about the relationship between success in acquiring another language and age. Several scholars suggest there is a specific time span when one can grasp another language (L2) very well and this motivates them a lot. On the other contrary, older pupils within a school environment learn more rapidly and develop linguistic competence better than their younger counterparts in the same academic program as per his statements.

This research essentially illustrates us that age-related dynamics affect the motivational aspects of people studying languages, adding to the existing thought that it may alter the way in which people will decide to take their acquisition processes especially while at school.

In this study, it was found out that the younger age group which is composed of individuals ranging from 12 to 13 years old and below had a significantly higher desire to comprehend other cultures compared to the older age groups especially for individuals aged 14-15 years old. It appeared differently that the older age bracket showcased a greater liking of

cultural blends than their younger age set. The implication is that the motivation of persons towards culture is directed by the growth of gender and age.

Lenneberg (1967) posited the idea of a critical period for L2 acquisition, stressing that the acquisition of language is an in-born process that is closely connected with the biological as well as social maturation process of an individual. With reference to his theory, older learners could perform well in language acquisition by combining these cultural elements, whereas their juniors might outshine them through an enhanced capability for perceiving and enjoying other cultures. This perspective is further supported by previous research by Thompson and Gaddes (2005) thematized the benefits of language and cultural maturity where mature students are concerned. Additionally, Lasagabaster and Doiz (2003) in their work on the relative importance of age in students' linguistic development, found out that it is the elder who demonstrates more power over it.

The main point of the study is that as they advance further into language proficiency, motivation changes among learners studying foreign languages at the secondary school level in Iran. To begin with, a lot of them are interested in knowing about other cultures far away from home, but later on, their focus becomes integration within the target language community.

Three more variables were taken into account by this study as well: foreign language (FL) which was studied, length of FL studies, and type of FL to be pursued. It was first thought that the motivations of FL learners would not be affected much by the characteristics of FL courses. Nevertheless, the findings have shown that students who were studying different foreign languages had various motivational orientations. In particular, these variations could be observed in their own desires to communicate with other nationals, group membership inclinations or just feeling that they are achieving something out of studying those languages by themselves alone.

Using our knowledge of language teaching methods, motivation theory, and social psychology it is possible to deduce that if there is a target language community in another state, this will greatly increase the integrative motivation of foreign language learners. Learning a language involves not only mastering grammar but also cultural aspects related to this field.

An observation was made that despite similarities in results and recommendations, long-term exposure to FL classroom instruction significantly affects the motivational orientation of FL learners. Whenever learners have acquired enough experience in the target

language, there might be a time when the proportion of the numerous linguistic structures in the input matters. The situation is different from that of the less skilled beginners. It is in this way that her findings correspond to what we have found out.

The importance of fostering shifts in motivational orientations that refer to self-satisfaction and not just learning a language for utilitarian purposes by FL educators is being underscored.

Yu further contends that both socio-cultural adaptation and academic adaptation play pivotal roles in shaping FL motivation and fostering positive attitudes. Consequently, FL educators must ensure they possess accurate insights into their students. Their awareness and understanding of the various attitudes and goals that students bring with them should inform the strategies employed to enhance motivation, ultimately leading to the creation of a more effective language-learning classroom environment.

The knowledge of learners' motivational orientations should serve as a guiding principle in designing a responsive FL curriculum, study programs, and learning materials. Overall, while motivational orientation may be considered a dynamic and evolving aspect, it should be harnessed to maximize learners' potential not only in mastering the target language but also in appreciating the culture associated with it. Therefore, the utilization of diagnostic assessments, encompassing both cognitive and non-cognitive measures, is strongly recommended, especially in contexts where FL learners possess diverse and contrasting backgrounds and compositions.

To make extensive research, investigators could study the longitudinal repercussions of motivational orientations on learners' language proficiency. Over a prolonged period, it would be very helpful if subjects were monitored since it would give feedback with regard to the maintenance and development of motivational orientations. For a more comprehensive grasp of the intricacies that underlie foreign language motivation, examining how contextual factors like classroom environment and teacher-student relationships play out in motivational orientations may be of help.

Future exploration may yield significant results on how FL learner motivational orientations are influenced by their cultural and societal environments. Learning how cultural norms and societal pressures prompt people's engagement in acquiring a new language may be used to generate ideas helpful when designing for learners with varied backgrounds and needs.

Teachers might as well take part in assisting students improve their motivational orientations by applying tactics that introduce independence, ability as well as belongingness in the process of learning a language. Offering more constructive and interesting ways of studying can be one way through which students develop personal inclinations towards particular fields thereby increasing their internal drive (intrinsic motivation) and confidence (self-efficacy) as well.

Educators need to adopt a learner-centered approach that acknowledges the various motivational orientations present among FL learners for practical implications. This will foster positive motivation in the classroom for language learning when it is developed through a supportive environment that includes all students and makes them feel appreciated and respected

Furthermore, creating an atmosphere in the classroom where everyone feels they belong and that their way of life is respected among different people can help learners want to include more than one thing simultaneously about a language as they learn it. In order to accomplish this objective, educators can encourage learners to work together on certain tasks; they should also promote respect for language variation and multiculturalism while incorporating original materials into classroom communication.

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