



## Cross-Gender Investigation of Instrumental and Integrative Motivation among the Students Enrolled in a Course Delivered via Technology

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**Abstract:** *Online language learning has become a growing phenomenon in today's times. The real questions lie in what motivates the learners to study language in a non-traditional and a technology-integrated environment. This question was explored with the help of a small-scale survey conducted from 60 students of a technology integrated language course offered by a language institution. This study investigated the motivational orientation of the learners with the help of thirty-five-item questionnaire adopted from AMTB- Attitude Motivation Test Battery. Modest differences were found in students' motivation for learning English via technology ( $M=2.57$ ,  $SD=.811$ ) for integrative and ( $M=2.71$ ,  $SD=.811$ ) for instrumental motivation. Moreover, the relationship of motivational orientation to the individual background, especially in the context of gender was investigated with the help of one-way ANOVA and Tukey Post hoc tests. The results implied that gender plays a vital role for deciding the integrative or instrumental motivation among the respondents. Tukey HSD test indicated that the mean scores for the integrative motivation in females ( $M = 2.60$ ,  $SD = .892$ ) was significantly different from the mean integrative motivation in males ( $M = 2.54$ ,  $SD = .735$ ). The females tend to show higher integrative motivation than males. Hence, the mean scores for instrumental motivation in females ( $M = 2.74$ ,  $SD = .778$ ) is modestly different from males ( $M = 2.69$ ,  $SD = .653$ ). It is confirmed by this study that distinction between instrumental and integrative orientation are significant in technology integrated language learning and are very much related to gender differences.*

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**Keywords:** Motivation, Instrumental, Integrative, cross-gender,  
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## **Introduction**

Motivation is one of the striking factors in L2 learning in the domain of education and psychology. Motivation is investigated as an integral individual learner variable in second language acquisition by many researchers (Gardner, 2001). Motivated individuals exhibit a goal-oriented approach and purposefulness in their thoughts and behaviors. L2 motivation is the basic driving force to acquire a second language (Dornyei, 2005). In the absence of a central variable- motivation, no outcome can be obtained (Cohen, 2000). The interest in motivation could be due to the factor that teachers regard students' motivation as a very prominent factor for educational success (Dornyei,2001). Moreover, the construct of motivation is not only an important component for the teaching-learning process, but of all human actions we perform every day. The motivation or lack of motivation is explaining well why some individuals are more efficient and why others are not. More specifically, if we talk about educational scenario then motivation helps us understand why some students are more efficient, attentive and responsible while others are not.

Today, new technologies give learners a more extensive cluster of chances to study and learn languages. Be that as it may, since these open doors are accessible on an open access platform out-of-school premise, they additionally show the significance of motivation among students. Although numerous studies have discussed the relationship of technology integration in language learning with motivation in classroom settings, yet little research has been conducted in the informal setting of language learning.

The aims of this study is to investigate the motivation of 60 students enrolled in a computer mediated online language course. The study is based on models of integrative and instrumental orientation with regards to gender differences. Gardner (1985) propounded this theory first. We initially review significant research and theory on language learning orientation, and after that discussion to the methodology and findings of the study.

## **Literature Review**

### ***Orientation of Motivation***

The socio-educational model proposed by Gardner (1985) has influenced the studies of motivation greatly. The effect of attitudes towards second language (L2) communities on motivation and student's achievement are highlighted by this model. According to this model, motivation incorporates three components: effort, want and affect. Motivational orientation which is integrative and instrumental is also defined by Gardner in this model.

Integrative motivation is defined as genuine and special interest in a specific group of people and their culture (Lambert, 1974), while instrumental orientation focuses on the possible accomplishment of L2 proficiency in order to get an ideal job or to get through an exam for admission or immigration purpose. Masgoret and Gardner (2003) found that there was a positive correlation between both sorts of orientations and achievements while researching a meta-investigation that inspected 75 autonomous reviews including 10,489 people. The findings revealed the influence of both integrative and instrumental orientation on second language achievement through motivation.

The studies conducted in the realm of motivation have demonstrated the effect of integrative and instrumental orientations on students' accomplishment, yet less number of studies have focused the impacts of learners' demographic and linguistic background affecting motivational orientation. According to Gardner's (1985) socio-educational model, social setting plays a vital part in motivational drive and influences learner accomplishment. It is evident in different studies that language of study and gender affect motivational orientation of students (Yang, 2003)

### ***Integrative and Instrumental Motivation***

The scholars who studied motivation among second language learners introduced two kinds motivation. Gardner (1979), a prominent scholar, emphasized on the distinction between "integrative" motivation and "instrumental" motivation. Gardner defines integrative motivation as a "positive attitude towards the target language group and the potential for integrating into that group", while instrumental motivation refers to the

more functional reasons for learning a language to get a better job or a promotion, or to pass a required examination or so on (Crookes, 1991).

Gardner, Clement and Glikzman (1977) in their ten-year-long research program demonstrated that success in language achievement was reliant on the learners' responses toward the target linguistic-cultural group. This study highlighted the significance of integrative motivation in language learning. They show that instrumental motivation could be similarly as effectively associated with L2 achievement as integrative motivation. Therefore, considering the point of learning a second language, learners can be divided into two separate groups: learners who learn English for instrumental purposes i.e. finding jobs or, on the other hand enhancing the career and the individuals who learn English for integrative purposes i.e. being an individual from that society. Apart from these differences gender variable also plays an important part in the pursuit of language learning. The dynamic influence of gender is discussed in the section below.

### ***The Role Played by Gender Difference***

Gender differences impact have been accounted based on orientation of motivation. A good number of studies have displayed higher integrative orientation and more positive attitudes towards L2 learning in females than males (Dörnyei and Clément, 2001; Kissau, 2006). Yang (2003) investigated the motivation type of East Asian language learners in the United States. The results showed that female students had higher integrative motivational than male students.

Mori and Gobel, (2006) investigated of Japanese learners of English and concluded that f a higher integrative motivation was to study a study a foreign language than males. A scale adopted by Dörnyei and Clément (2001) by Dörnyei (1998) to check integrativity and instrumentality ended in the findings that females were more motivated on the basis of integrativeness. A significant work was carried out by Kissau (2006) which demonstrated that integrative motivation was a generally exact indicator of gender of the students, implying that in Canada female students are proclaimed that they wished to learn French to become more acquainted with French-talking individuals. Interestingly, an investigation by Shaaban and Ghaith (2000) of 180 undergraduate Lebanese learners of English found no gender difference in integrative motivation.

In conclusion, various studies have detailed discussions on gender differences in integrative motivation, however there is no any study found in my poor knowledge which dwelt on gender differences in instrumental motivation among language learners. Having discussed the crucial role played by gender, lets focus on Age as another important variable for language learning.

### ***Age***

Some studies by (Kormos and Csizér, 2008; Masgoret and Gardner, 2003; Williams, et al., 2002) have investigated the relationship between age variable and orientation of the motivation. Williams et al. (2002) have investigated the motivation of high school students who at first communicated high excitement about language learning, however their eagerness step by step vanished following two years. These findings are in parallel with different studies conducted in England by (Chambers, 1999; Williams et al.,2002) confirming this learning pattern among high school students. In a counter-example, Kormos and Csizér (2008) found no age-related difference in integrative motivation to learn English as a foreign language among learners from different age groups. However, it is interesting to note that age played important role in some settings but not always important in other stings.

### ***Technology Integrated Language Learning***

The educational utilization of the technology integration has presented the advantages of real-time, numerous talks by a whole class or small groups (Warschauer, 1996a, 1996b, 1999). Such components are accepted to lift students' motivation in language learning (Alm, 2006, 2008; Jiang and Ramsay, 2005; Warschauer, 1996c; Young, 2003). However, this phenomenon of the effect of technology integration on learner motivation in language learning has not been all around investigated. As Brown (1994) said and later talked about by Meunier (1998), the influence of technology integration on language learning in the case of motivation falls into two classes: situational motivation, which evaluates comfort, apprehension, and risk- taking in different language learning situations, and secondly, task motivation, which represents the importance and fervor beginning of different language learning activities.

Regarding motivation, both language anxiety (Jiang and Ramsay, 2005) and technology anxiety (Greenfield, 2003; Warschauer, 1996c) have seemed to decrease when students utilize technology for language learning. What's more, the utilization of technology advances classroom investment, as well as prompts more equivalent students' cooperation in this condition (Warschauer, 1996a, 1999).

A good number of studies related to task motivation, have confirmed that students were integratively and instrumentally spurred while using online tools, for example, email and browsers (Shang, 2007; Warschauer, 1999), computer-assisted discussion (Meunier, 1998; Warschauer, 1999; Young, 2003), or websites (Alm, 2008; Sun, 2009).

To abridge, a few holes in inspiration for language learning with the help of technology are present to date. To start with the concept of motivation which is socially and culturally shaped (Dörnyei, 2001), the major researches are performed in North America on motivation for language learning (Gardner, 1985, 1988; Gardner et al., 1983; Gardner and MacIntyre, 1991; Gardner, Tremblay, and Masgoret, 1997; Tremblay and Gardner, 1995). This choice toward U.S. and Canadian settings may restrain the generalizability and validity of past studies to different other countries.

### ***Studies in the context Technology Integrated Language Learning***

Stratton & Grace (2016) have tried to present a first empirical attempt to characterize the linguistics diversity of MOOCs (i.e. Massive Open Online Course) and gave an insight into resulting implications for the use of MOOCs in international development. They found out broad differences in quantities and types of MOOCs available in English and non-English languages. Their findings revealed that MOOCs have very limited potential for non-English speakers. They have proposed two initiatives, first to translate the MOOCs and second to create new MOOCs in non-English languages. This research was merely a review of the existing situation of MOOCs in US and around the world.

Istifci (2016) examined the perceptions of EFL students in the context of Turkey. These students were studying English at the school of Foreign Languages, Anadolu University via blended and online language medium. The participants of the study were 167 students who had English language

proficiency level as B2 as per the Common European Framework of Reference (CEFR). A questionnaire adopted from Owston's (2013) study was administered. After the administration of questionnaire, ten students were randomly selected for the interviews. Statistical and content analysis was applied to the interviews. The results indicated that students liked the idea of blended learning in the terms of course format and attendance. They were happy with flexibility of online learning, yet they preferred face-to-face communication with the teacher and classmates. There was observed a contradiction in researchers own plan. The study has many shortcomings also and one of them was that its results cannot be generalized as it only focused on B2 level students. More reliable and general results would have been obtained if the study had been conducted from all levels of language learning proficiency.

The students' confidence and engagement were investigated by Howard *et al* (2016). They have proposed data mining techniques to examine unique patterns among key factors of students' use of technology and their learning experience.

Another study by Watted & Barak (2015) examined students' dropout rates and motivation in two MOOCs English and Arabic. They have applied exploratory case study method and gathered data via pre-and post-questionnaires and from online forums. The findings suggested that although the participants were from different academic backgrounds, countries, and ethnicities, yet they were having goals in common. Intrinsic and extrinsic motivation, especially career motivation and self-determination had a strong effect on participant's commitment and engagement in both English and Arabic MOOCs. However, the graduates exhibited more motivation and engagement as compared to the non-graduates which resulted in dropouts of non-graduate participants.

Adham & Lundqvist (2015) explored the future of MOOCs in the Arab World with its comparison to the other parts of the world. They concluded that MOOCs are in early stages in the Arab World. These courses have influenced the Arab world on many platforms including cultural, social, political and economic forums. The findings revealed that majority of MOOCs are launched by private companies, therefore, their courses are limited in the areas of quality and content. Moreover, low number of participants taking part in these courses as they are not aware what these

courses are. Higher Education Institutions need to guide teachers in technology aspect and need to devise a plan of MOOCs in Arab World. This study just gave a glimpse of the situation in the Arab World.

### ***Technology Integrated Studies in Pakistan***

A study was conducted in the context of technology integration and the attitudes of teachers and students by Hassan (2013). The research showed that students' and teachers' feedback was very constructive for the use of technology in the pursuit of knowledge. However, some barriers were also discussed. Teachers and students showed their concern to overcome those hurdles. This study was limited in nature and many things remained untouched by the researchers.

Another study by Suleman, Hussain & Akhter (2012) explored the role of educational technology in the public and private institutions of the district Karak. It was found that educational technologies were not used by teachers in public and private sectors. They recommended the higher education to ensure the availability of technology and trained staff.

### ***Purpose of the Study and Research Question***

A very limited number of studies have investigated the relationship between instrumental and integrative motivation in connection to gender differences in the technology integrated language learning. It was, therefore, a worth investigating phenomenon. The current study used questionnaires to investigate online learner motivation regarding the gender differences. According to the objectives of the study, the following research questions were formulated:

1. To what extent, motivation is integrative or instrumental among students learning English with the help of technology?
2. What is the difference between the motivation of the students learning English with the help of technology in the context of gender?

## **Methodology**

### ***Participants***

The participants of this study were 60 male and female students enrolled in a technology integrated language course offered by a language institution. The selection of participants was based on them being ESL students studying at a language institute offering language courses via technology. The participants were divided into two groups: males and females. The study aimed at investigation of the orientation of motivation: either its instrumental and integrative between males and females.

### ***Instruments***

Questionnaire: A thirty-five item questionnaire consisting of integrative and instrumental motivation questions was the principal tool of the study. It was adopted from AMTB by Gardner (1985). The questionnaire was then adapted according to the learning context and the purpose of the study. The questionnaire consisted of thirty-five items for integrative and instrumental motivation. The questionnaire was designed on a five-point Likert scale indicating strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The instructions given to the students were concise and clear. The whole questionnaire was designed in a way that the students could easily manage to answer it quickly and easily.

### ***Procedure***

After the data was collected, it was analysed through the SPSS software program. The spreadsheets were divided into two main categories representing integrative and instrumental motivation between males and females. The codes were assigned to the Likert scale as well. Descriptive analysis and one-way ANOVA tests were performed to get outcomes of the study.

## Results and Discussions

Descriptive analysis was performed to check the frequency of participants in instrumental and integrative categories. First, the mean scores and standard deviations within a group were calculated for each variable to view overall results. Secondly, Repeated-measure analyses of variance (ANOVA) was performed to investigate the instrumental and integrative motivation between the two groups.

### *Research Question 1*

*To what extent motivation is integrative or instrumental among students learning English with the help of technology?*

The orientation of students' motivation enrolled in a language course delivered with the help of technology was measured by AMTB. The data is provided in Table 1. Comparisons were within the groups; males and females during the course. Statistically significant differences were obtained to investigate the nature of motivation; either integrative or instrumental. The survey included 14 items for integrative motivation and 9 items for instrumental motivation. The mean and SD obtained were (M=2.57, SD= .811) for integrative and (M=2.71, SD=.811) for instrumental motivation.

**Table 1. Descriptive Statistics for Integrative Motivation**

No.	Questionnaire Items	Mean	Std. Deviation
1	I don't pay much attention to the feedback I receive in my English class.	3.25	1.20
2	I would rather spend more time in my English class and less in other classes.	3.21	1.09
3	When I am studying English, I ignore distractions and pay attention to my task.	2.78	1.45
4	Native English speakers are very sociable and kind.	2.73	1.21
5	I enjoy the activities of our English class much more than those of my other classes.	2.71	1.40
6	I often wish I could read newspapers and magazines in English language.	2.63	1.71

7	English is one of my favorite courses.	2.56	1.54
8	I love learning English.	2.48	1.42
9	I really work hard to learn English.	2.43	1.24
10	Studying the English language is an enjoyable experience.	2.41	1.47
11	I wish I could have many native English-speaking friends.	2.35	1.36
12	I have a strong desire to know all aspects of English.	2.31	1.25
13	I would really like to learn a lot of English language.	2.10	1.48
14	Studying English is important because I will be able to interact more easily with speakers of English.	2.05	1.47
	<b>Overall Mean</b>	<b>2.57</b>	

The overall mean perceived level of integrative motivation among the learners is **2.57** which is not high rather modest in value. The integrative motivation reflects individual's interest and willingness to interact with target language community and instrumental orientation shows potential pragmatic benefits of language skills. The overall mean shows that students were pursuing the course for something more than just interest in the target language community. The instrumental motivation is discussed in the Table 2. given below.

**Table 2. Descriptive Statistics for Instrumental Motivation**

No.	Questionnaire Items	Mean	Std. Deviation
1	I am sometimes anxious that the other students in class will laugh at me when I speak English.	3.18	1.28
2	I get nervous when I am speaking in my English class.	3.13	1.32
3	It worries me that other students in my class seem to speak better English than I do.	3.01	1.28
4	I feel confident when asked to speak in my English class.	2.95	1.44
5	I would feel quite relaxed if I had to give street directions in English.	2.81	1.24
6	My English teacher is a great source of inspiration to me.	2.45	1.24
7	I look forward to going to class because my English teacher is so good.	2.43	1.29
8	My English teacher has a lively and interesting teaching style.	2.28	1.34
9	English is a very important part of the school programme.	2.18	1.39
	<b>Overall Mean</b>	<b>2.71</b>	

The overall mean perceived for instrumental motivation is **2.71**. The results showed that instrumental motivation was higher than the integrative motivation among the students. They were pursuing the course for academic and professional reasons rather than getting a chance to become a part of the target language community. The variables like education, career and income reinforce instrumental motivation for the students taking up EESP course with the help of technology. They wanted to have some goals and to achieve those goals they were learning English language.

**Research Question 2**

2. *What is the difference between the motivation of the students learning English with the help of technology in the context of gender?*

There were no significant differences between the motivation as the  $p > .5$  level for the males and females enrolled in language course delivered with the help of technology were [  $F(1,58) = .67, p = 0.796$ ]. See Table 3 below.

**Table 3. Statistical Analysis**

		Sum of Squares	df	Mean Square	F	Sig.
Integrative Motivation	Between Groups	.045	1	.045	.067	.796
	Within Groups	38.816	58	.669		
	Total	38.861	59			
Instrumental Motivation	Between Groups	.035	1	.035	.067	.796
	Within Groups	29.976	58	.517		
	Total	30.010	59			

The test for homogeneity of variance provides that group variance between females and males which is not greater than ( $p > .05 = .554, .501$ ). The null hypothesis is accepted that there is no difference in variance between males and females. See Table 4 below.

**Table 4. Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
Integrative Motivation	.355	1	58	.554
Instrumental Motivation	.458	1	58	.501

However, to confirm the differences existing between males' and females' motivation a Tukey post hoc test was computed. This test compared the

motivation orientation between males and females in the sample. Post hoc comparisons using Tukey HSD test indicated that the mean score for the integrative motivation in females ( $M = 2.60$ ,  $SD = .892$ ) was not significantly different than the mean integrative motivation in males ( $M = 2.54$ ,  $SD = .735$ ). Hence, the means scores for instrumental motivation in females ( $M = 2.74$ ,  $SD = .778$ ) and males ( $M = 2.69$ ,  $SD = .653$ ). this shows a little or no difference in the instrumental motivation between groups males and females. See Table 5 below.

**Table 5. Tukey Post hoc test**

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Integrative Motivation	Female	30	2.6024	.89267	.16298	2.2691	2.9357
	Male	30	2.5476	.73596	.13437	2.2728	2.8224
	Total	60	2.5750	.81158	.10478	2.3653	2.7847
Instrumental Motivation	Female	30	2.7407	.77878	.14219	2.4499	3.0315
	Male	30	2.6926	.65356	.11932	2.4485	2.9366
	Total	60	2.7167	.71320	.09207	2.5324	2.9009

## Discussion

The two research questions were presented in this paper were dealt one by one in findings section. The first question asked what the orientation of motivation in the given sample was. The data analysis revealed that instrumental motivation was not higher than the integrative motivation among the respondents. The second question asked very specifically the motivational orientation between males and females. The results indicated that males and females possessed the same degree of integrative and instrumental motivation.

Past research of gender effects for instrumental orientation by Bacon and Finneman (1992) and Dörnyei and Clément (2001) revealed that females displayed higher instrumental motivation, while on the other hand no any differences in instrumental motivation amongst males and females were perceived by Shaaban and Ghaith (2000) and Yang (2003). Earlier research by (Dörnyei and Clément, 2001; Yang, 2003) stated that males have a lower integrative orientation than females, which is confirmed by our study. It is an established truth that the study of language is associated with instrumental orientation. Learners of English have a higher instrumental orientation than learners of other languages, proposing that most of, many of learners of English are studying for potential pragmatic benefits. New technologies and globalization brings about the further spread of English as a worldwide dialect, and nonnative speakers of English see the expanding need of utilizing English for international coordinated effort and introducing goals (Crystal, 1997; Warschauer, 2000).

### **Conclusion and Implications**

This paper discussed the results of a small-scale survey of motivation for language learning conducted on a course delivered with the help of technology. Firstly, types of motivation were investigated for each group and the results suggested that sample possessed integrative and instrumental motivation. Secondly, the relationship between motivation and gender was investigated. The findings suggest that all individual differences are associated with motivational orientation. The females and males in the study displayed integrative and instrumental motivation equally.

The implications of the study should be interpreted with limitations in mind. The data were collected from the participants of a language course delivered with the integration of technology. The survey adopted the voluntary design; therefore, the sample was different from the population. These factors consequently limit the generalization of the results. Moreover, technology integrated language learning is different from other learning contexts. The learning is more self-initiated in technology integrated language courses. The generalization of the findings in comparison with other language courses delivered with the integration of technology needs to be tested in future. Suggestions for research and hypothesis can be drawn from this study. For motivation theory, however Lamb (2004) and Dörnyei (2003) contend that integrative orientation is slowly losing its logical

power. Based on the results of this study, distinctions amongst integrative and instrumental orientation among learners of various languages are as yet clear and significant. As our data recommend, learning a language could be for different reasons among different social groups. Future research is important to discover general markers for various sorts of motivational orientations or to discover a culture-particular motivational orientation. To date, few studies have concentrated on motivation for language learning in various nations. In addition, social milieu, for example, attitudes to language learning and L2 community, has been appeared to have a direct or indirect impact on motivation (Csizér and Dörnyei, 2005; Dörnyei and Clément, 2001; Gardner, 1985; Kouritzin, Piquemal, and Renaud, 2009). Given the trouble of leading international research and the significance of understanding the influence of social milieu on motivation, online language learning sites may enable researchers to investigate these issues. With a proper research instrument, researchers can estimate the greatness of social and cultural impact on language learning among members with diverse linguistic and cultural backgrounds. Moreover, a large sample can help reach general results.

The popularity of the use of technology in language learning may shed light on language learning in near future. The technological environment incorporates learning, teaching and communication and creates a sense of e-community. The central idea behind this platform is promoting language learning through social networks. This idea takes its roots in the socio-cultural perspective which stresses the role of social interaction in creating an environment to learn language, learn about language, and learn through language (Vygotsky,1978). Instead of ten years back, the elements of today's computer-mediated communication are not only "a potentially useful tool for collaborating language learning" (Warschauer, 1997, p. 477), rather, with the access to the Internet and the sites above, online language learners are associated and engaged to speak with native speakers, and their motivation might be enhanced and reinforced when they build up their language capability.

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