

Exploring instrumental and integrative motivation in ESL learners of primary schools in Abu Dhabi, UAE



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ABSTRACT

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ESL learners are often motivated to learn English as a second language either through integrative or instrumental motivation. The purpose of this paper was to explore the type of motivation (instrumental or integrative) that impacted English language learning as well as the factors that impacted learners' motivation. The qualitative method was adopted to conduct this research at a private school in Abu Dhabi in the United Arab Emirates. Data were collected via semi-structured interviews with 12 students aged eight to 10 years old backed up by naturalistic observations. The questions of the interviews used Gardner's Attitude/Motivation Test Battery (AMTB). SPSS software was used to analyze the collected data. The main findings showed that students were highly motivated to learn English as a second language. Students' sense of responsibility and student-teacher relationships played the most crucial role in impacting students' motivation. The study identified its limitations and implications for future research and recommended to study the effect of technology integration on the level of motivation.

Contribution/ Originality: This investigation makes a significant contribution to the domain of psycholinguistics highlighting the type of motivation that impacts English language learning, in addition to the factors that impact learners' motivation. The study collected evidence that students' sense of responsibility and student-teacher relationships played the most crucial role in impacting students' motivation.

1. INTRODUCTION

Due to globalization and the need to have a common lingua franca, the use of English language prevails in all walks of life. The situation in the United Arab Emirates (UAE) is evident of this phenomenon as English is intruding in all areas of society, especially education. English is the official second language and the medium of instruction in schools and universities (Al-Issa, 2017). Studies reveal that motivation, age, individual traits, experience, knowledge, and native language are considered the most critical factors that impact the learning of a second language (Ghazvini & Khajehpour, 2011). According to Liuliénė and Metiūnienė (2006) "motivation is often attributed with the capacity to override other factors, such as language aptitude, to affect achievement in both

negative and positive ways” (p. 93). Motivation is the drive that triggers effort, desire, and attitude to learning the target language (Gardner, 1985). The success and the failure of learners, as well as the achievement of target goals, have been identified by the degree of their motivation (Bernaus & Gardner, 2008).

Learning and motivation are seemingly always together and cannot be separated. Motivation and learning can impact each other; having a high level of motivation allows learners to learn the second language effectively, and learning can generate motivation as well (Bernaus & Gardner, 2008). Motivation is the process that energizes, instructs, and maintains behavior (Santrock, 2011). Motivation has been divided into two types: integrative motivation and instrumental motivation. Instrumental motivation is defined as learning the language as a means of achieving pragmatic goals such as getting better grades or a career. At the same time integrative motivation is defined as the desire to learn the second language in order to socialize with the target group and learn more about their culture (Gardner, 1985).

1.1. Statement of the Problem

English is used widely in international communication (David, 2003). It is also the second official language in United Arab Emirates and the medium of instruction in education (Al-Issa, 2017). If English is not your mother tongue, you may be strongly motivated to learn it, because it is used internationally for communication. With the diverse population in UAE, Emirati people have realized the importance of the English language as it plays a major role in communication with people from other nationalities. Moreover, being proficient in English helps UAE citizens pursue more career opportunities and achieve success in school. In fact, it seems to be easy to live in UAE without any knowledge of the Arabic language as long as you are competent in English (Randall & Samimi, 2010).

Motivation is vital in learning English as a second language (Bernaus & Gardner, 2008). Therefore, to improve pupils' English competency and attitude towards the target language, educators and schools must recognize the factors affecting pupils' motivation in English as a second language ESL classrooms. Despite the countless studies (Kitjaroonchai, 2012; Zanghar, 2012) which examine how motivation and second language learning are related, no research to date has examined this relationship among primary pupils.

1.2. Purpose and Objectives

The primary purpose of this study was to explore the type of motivation (instrumental or integrative) that impacted ESL learners in Abu Dhabi/UAE. as well as to understand the factors that impacted learners' motivation.

1.3. Research Questions

Two questions were posed in this study:

1. How are ESL pupils motivated towards learning English as a second language, integratively or instrumentally?
2. What are the factors that impact learners' motivation?

1.4. Rationale for the Study

Motivation is considered one of the most critical determinants in the learning and teaching process and one of the complex components to measure (Slavin, 2018). This study is significant to educators, curriculum planners, educational policy, and course designers. The results of this study would provide educators with beneficial information and offer them needed strategies that could enable them to adapt their teaching instructions to stimulate motivation among primary pupils in ESL classrooms. It may advise educators on how to increase pupils' motivation and improve their English learning. Furthermore, the findings of this study would be helpful for ESL learners as it may provide them with a better understanding of their approaches and attitudes towards learning the target language (Sase, Abdelaal, & Amhimmid, 2015).

2. LITERATURE REVIEW

2.1. Conceptual Analysis

2.1.1. Definition of Motivation

Since motivation is one of the most important factors of learning and one of the most powerful ingredients for effective instruction, many researchers and psychologists have defined motivation in many ways. In terms of psychology, motivation is defined as an internal process that guides behavior (Pintrich, 2003). According to Rakes and Dunn (2010) motivation is a process that encompasses an individual's needs and desires. The internal force stimulates behavior and provides direction to goal-oriented behaviors. Regarding second language, studies have indicated that motivation consists of three components: effort, desire, and positive affect (Gardner, 2001; Gardner, Tremblay, & Masgoret, 1997). The effort is the inner drive which encourages learners to study the language in a specific period; desire shows the level of the learners' aspiration to become competent in the language; and positive affect presents the learner's emotional responses related to language study.

2.1.2. Types of Motivation

The four types of motivation defined in literature are intrinsic, extrinsic, instrumental, and integrative (Junko, 2005). Intrinsic motivation is defined as the performance of a task that is enjoyable to do; while extrinsic motivation is defined as the performance of a task that is anticipated to earn a reward from outside or to avoid punishment. The other two types, integrative and instrumental, are related to second language learning Gardner (1985). Integrative motivation describes learners who have a desire to be accepted by members of the second language group and to communicate with the target language group confidently. In contrast, instrumental motivation refers to learning a second language to achieve functional and practical goals such as better career opportunities, being successful at school, and having high skills in reading or translating (Saville 2006, cited in Hong and Ganapathy (2017)). Gardner and Lambert (1972) defined instrumental motivation as the learners' drive to accomplish specific goals. Learners of such type learn the language to achieve instrumental goals rather than to achieve social status with the target language community. What is significant about motivation orientations is that they are not mutually exclusive. Hence, motivation can be considered an internal drive that affects the success and failure of the education process, especially in learning a second language. Some ESL learners attain higher achievements when they are integratively motivated, while others achieve more when they are instrumentally motivated, and some obtain greater achievements when both motivations are presented.

2.2. Theoretical Framework

Motivation is one of the indispensable factors that impacts the process of learning a second language. It plays a critical role in learning English as a second language (Pintrich, 2003). If pupils are strongly motivated, they will exert their effort to learn the second language and succeed and they are likely to obtain a higher level of achievement compared to unmotivated pupils. The most important determinants of second language learning achievement are the learner's motivation in addition to age, socio cultural background, attitude, cognitive development and aptitude (Dörnyei & Ushioda, 2021).

Gardner's socio-educational model of motivation is considered as the most well-known embodiment of the Gardnerian theory. Gardner (1985) characterized motivation by three aspects: the desire to learn the language (wanting to achieve a goal), the effort to learn the language, and the positive attitude to learn the language. Gardner's model introduced four variables: the social milieu, individual differences, setting, and learning outcomes. This model focuses on the four individual differences variables including both cognitive and affective factors: situational anxiety, motivation, language aptitude, and intelligence. Gardner (1985) presented the concept of integrative motive within the variable of individual differences. This concept includes two components,

integrability and attitudes toward the learning situation. To measure the various individual differences variables, Gardner (1985) developed the Attitude/Motivation Test Battery (AMTB).

Gardner has been criticized for putting central attention on the integrative motive. He demonstrated that learners who are integratively oriented might be highly motivated compared to learners who are instrumentally oriented because integratively oriented learners may show more positive behavior toward learning the English language as well as more effort toward learning the language. Cook (2001) and Gass and Selinker (2001) agreed with Gardner as they mentioned that integrative motivation has a more significant influence on learning a second language, specifically in formal learning setting, than instrumental motivation. However, Dornyei (2001) noted that both instrumental and integrative motivation hastily influence second language learning achievement.

Wan-Er (2008) also claimed that the use of both instrumental motivation and integrative motivation in learning a second language contributes to a higher level of achievement in a language study. In contrast to Gardner (1985) and Dörnyei (1994), he claimed that instrumental orientation would have a more significant influence on learning a second language compared to integrative orientation. Lukmani (1972) agreed with Dornyei as he concluded that instrumental motivation is more important than integrative motivation in learning a second language. On the other hand, Brown (2000) stated that second language learners have both instrumental and integrative motivation rather than having only one type of motivation. Crookes and Schmidt (1991) identified how motivation includes both internal and external factors rather than only integrative and instrumental motivation. Similarly, Dörnyei (1994) was concerned with identifying other orientations that can be introduced to the model.

2.3. Review of Related Literature

A qualitative study was conducted by Hong and Ganapathy (2017) to analyze instrumental and integrative motivation among 12 secondary school ESL students in Penang. The study examined the challenges that ESL students face while learning the English language. The qualitative data were collected using a focus group interview. The researchers interviewed the sample of 12 secondary school students, and found them more instrumentally motivated. Their findings were supported by Wong (2011) who investigated language learning motivation among 50 Chinese university undergraduates in their learning process. The researcher used mixed methods, which manifested in a survey questionnaire and an interview. The results indicated that instrumental motivation was more effective than integrative motivation among these students.

On the other hand, a qualitative study was conducted by Sase et al. (2015) on 10 Libyan high school students in Malaysia. Focus group interviews were used to investigate learning motivation while studying English and to examine the relationship between gender and type of motivation. The analysis of data indicated that these students were integratively motivated rather than instrumentally. In addition, the results showed that female students had a higher level of integrative motivation than male students. Similarly, Ghazvini and Khajepour (2011) carried out a study in Iran to investigate the students' attitudes and motivation toward learning English as a second language, and 123 Iranian male and female students from two high schools were chosen to complete a questionnaire to examine their type of motivation toward learning English. The results indicated that male students had stronger instrumental motivation, while female students had higher levels of integrative motivation and more positive attitudes toward the target language.

A few qualitative studies were conducted to investigate the type of motivation among English as a second language (ESL)/ English as a Foreign Language (EFL) students. These studies found that students had both instrumental and integrative motivation. Al-Ta (2018) conducted a study on Emirati students at Al-Jazeera University. The researcher collected the data using a modified motivational questionnaire based on Gardner (1985). The research findings indicated that students were both instrumentally and integratively motivated, but the instrumental motivation was marginally superior to integrative motivation among these students. In addition to that, it was clear that students had challenges with writing skills.

Another study by Kitjaroonchai (2012) used Gardner's AMTB to explore the role of integrative and instrumental motivation among 266 secondary and high school students in Thailand. The researchers used a questionnaire to investigate the role of the types of motivation. The findings revealed that students had high levels of both instrumental and integrative motivation, and the level of instrumental motivation was marginally higher than integrative motivation. However, both types of motivation played equivalent roles in students learning a second language.

In contrast, Zanghar (2012) conducted a study on undergraduate English as a Foreign Language (EFL) Libyan students to examine their instrumental and integrative motivation and explore the relationship between the participants' motivation and their English achievement. Questionnaires were administered to these students to investigate their motivation toward learning English as a foreign language. The investigation showed that students' instrumental and integrative motivation were high, and the level of integrative motivation was slightly higher than integrative. Furthermore, the results unveiled the correlation between motivation and students' achievement in learning the target language.

2.4. Theoretical Consolidation

As indicated in the studies above, it is important for ESL learners to be motivated to learn English as a second language (Al-Ta, 2018; Ghazvini & Khajehpour, 2011; Hong & Ganapathy, 2017; Kitjaroonchai, 2012; Wong, 2011). Many studies have focused on examining integrative and instrumental motivation among secondary pupils. Moreover, few studies have used a qualitative approach to examine the types of motivation among ESL learners. Finally, no studies have been conducted so far to explore the nature of motivation among primary pupils, specifically in Abu Dhabi/UAE.

The debate between instrumental and integrative motivation remains problematic because, as indicated in the literature review there was no harmony of opinion toward the dominance of one orientation of motivation over the other (Hong & Ganapathy, 2017; Sase et al., 2015; Zanghar, 2012). Subjects or contexts may lead to the dominance of one motivation orientation to another. Therefore, conducting more research in this field is crucial to support different perspectives and obtain a holistic view of learners' instrumental and integrative motivation.

This qualitative case study was conducted to understand whether integrative or instrumental motivation played a more important role among primary-age learners in Abu Dhabi/UAE in order to inform educators of motivational factors that can be used to improve their instructions and teaching plans which will result in enhancing learners' motivation to increase their English competency.

3. METHODOLOGY

Several studies have shown that motivation is considered one of the indispensable factors in learning English as a second language (Bernaus & Gardner, 2008; Kitjaroonchai, 2012; Pintrich, 2003; Zanghar, 2012) as motivated pupils tend to put in more effort to achieve success in learning a second language compared to unmotivated pupils. Therefore, this study was conducted to understand which type of motivation is more critical among these primary-age pupils. It also aims to recognize the factors influencing pupils' motivation toward learning English as a second language. According to Mertens (2005) "reality is socially constructed" since it is highlighted in the social constructivism view that learners are motivated differently, and subject to social influences. The researcher used interpretivist/constructivist approaches to find meaningful reality and knowledge through interactions with participants and using the participating pupils' perceptions and views. In addition to that, the study took an inductive approach that allowed theories to emerge through the research process instead of testing a fixed hypothesis (Creswell, 2012).

3.1. Research Approach

To understand which type of motivation played an important role in learning English among ESL learners in UAE, and to examine the major factors that influenced pupils' motivation to study English, this study used a qualitative case study approach. Qualitative research designs are methods used to collect, examine, understand, and state data in research studies. According to Fraenkel, Wallen, and Hyun (2015), qualitative researchers are most often interested in how events come about, similar to cause and effect. For example, such researchers focus on person-to-person interactions, attitudes, and the answers given based on certain words, questions, or discussion. Moreover, qualitative researchers focus on the participants' perspectives—what they think and the reasons behind their thinking process. Key points of qualitative research consist of motives, assumptions, reasons, and values. Creswell defined a case study as the “ researcher exploring in depth a program, an event, an activity, a process, or one or more individuals” (Creswell, 2012). This study used a qualitative case study approach because such an approach allowed researchers to collect data in the participants' familiar environment, such as school or work. As described by Creswell (2012) participants should feel comfortable and act naturally.

The researcher chose the case study method to examine the data from different lenses and get a holistic view of the phenomenon. According to Yin (2014) a case study is used when the study aims to answer “how” and “why” questions and when the context is a crucial element in the study. In addition, the case study helped the current researcher to determine whether the integrative or instrumental motivation was the most critical influence on motivation in ESL learners in their context.

3.2. Data Collection

Using the purposeful sampling technique, a sample of 12 pupils aged 8 to 10 years old was identified to conduct a focus group interview, aiming to record their naturalistic observation supported with field notes. A permission letter was obtained from the school to conduct these semi-structured open question interviews (see Appendix 1). Their classroom was the specific site to conduct these interviews as it was very important that the participants felt comfortable and acted naturally. Moreover, this site included a socially, economically, and educationally diverse range of students. The questions for the interviews were constructed using Wimolmas (2013) who adapted Gardner's Attitude/Motivation Test Battery (AMTB) in his research. The researcher adapted the questions to suit the needs of the current study.

3.2.1. Interviews

Interviewing is a standard method of data collection in case study research. According to Kvale and Brinkmann (2015), an interview is a process of exchanging views between two persons on a mutual interest topic. Through interviews, the researcher can have a larger picture of the context because of what was seen, heard, or experienced (Fraenkel et al., 2015). The purpose of interviewing the participants in this study was to gather a special kind of information and to understand what was in the participants' minds (Merriam & Tisdell, 2016). Moreover, qualitative interviews may enable the researcher to obtain in-depth information about thoughts, beliefs, knowledge, motivations, feelings, and reasoning (Johnson & Christensen, 2014). Because motivation is a complex concept to measure, interviewing the participants allowed the researcher to interpret their' attitudes towards the second language and understand the factors that affect their motivation.

In this study, face-to-face, individual, semi-structured interviews of 30 to 45 minutes were conducted in November 2020 at the students' private school with 12 pupils, and a consent form was provided. The interviews provided the researcher with data that was unobservable, an understanding of the participants' feelings, and recognizing of how they perceived their surrounding environment. (Merriam & Tisdell, 2016). The interviews were recorded, and verbal consents were secured. Before conducting the interviews, participants were informed about the nature of this study. In addition, participants had the choice not to answer any of the questions or stop the

interview whenever they felt uncomfortable. The anonymity of the participants was protected. The researcher gave each participant a code number; names were not included in any recordings or transcripts. Names were removed before the interviews were transcribed and analyzed.

3.2.2. Naturalistic Observation

The second source of data for this study was naturalistic observation. Johnson and Christensen (2014) and Patton (2002) explained that naturalistic observation supplies the researcher with real perspectives, allowing the researcher to explore the participants in their real context. Moreover, the observer does not need to depend on a previous abstract of the setting. The strength of these data lies in the information found that is unnoticed or ignored by people in the setting. The researchers observed each class for 45 minutes using the observation checklist (see Appendix 2). Observations were arranged according to the students' schedule.

3.2.3. Field Notes

The notes, which represented a third source of data in this study, were written by the researchers immediately after each interview. Johnson and Christensen (2014) stated that "researchers record what they believe is important in their field notes" and "if you wait too long, you might forget important details". In this study, the researcher took field notes after each of the 12 interviews. These notes included information about the pupils' level of understanding of the interview questions.

3.3. Data Analysis

At the completion of each interview, the recordings were transcribed verbatim. The transcripts were reviewed by the researchers for accuracy. These transcripts were sent to the participants to be checked and verified for accuracy. Following these reviews, the transcripts were used in all aspects of the coding analyses. The researchers first read all the transcripts to become familiar with the participants' answers. To avoid unconscious biases, the transcripts were examined separately and independently; then they were combined to review the transcribed interviews. This also helped to ensure accuracy and consistency and protect against a singular perspective or data point that might dominate the conclusions. The researchers used thematic analysis to identify, report, and analyze patterns within data (Braun & Clarke, 2006). Using thematic analysis, themes were identified to be used in answering the research questions.

3.4. Limitations

While this study provided helpful insights into the types of motivation among primary learners, it faced some limitations. Firstly, generalizing the results of this study was inappropriate due to the small number of participants, specifically primary students in Abu Dhabi, with all pupils coming from the same school. Secondly, the results cannot be generalized because all the participants are from Arabic countries, so their results may depend on their family backgrounds. Moreover, as mentioned before, English is the official second language in UAE, so students are motivated to learn English for many reasons, such as communication, work, entertainment, and study. In contrast, English is not considered an official second language in other countries. Lastly, this qualitative study is also limited to investigating ESL pupils' instrumental and integrative motivation towards learning the English language. Other factors were not reported in this study such as learners' background, the number of languages spoken, and parents' level of education. However, the findings of this study may still be beneficial for English teachers teaching primary school students in UAE because it could enable teachers to recognize the type of their students' motivation as well as it may help teachers to realize the students' perspective of motivation and challenges faced.

3.5. Ethical Consideration

The researchers acted as both observers and interviewers. Ethical consideration was applied in all the phases of the study. Consent forms were provided to each participant, and the purpose and importance of the study was explained before the interviews (see Appendix 3). The researchers got approval from the school to conduct the study. The researchers also clarified the confidential nature of this study and how the interviewers maintained a nonjudgmental approach. Only the researchers had access to the transcripts for reliability and validity during data collection and coding. Moreover, only researchers were involved in the analysis and provided useful feedback on methods, consistency, and unseen bias (Patton, 2002).

3.6. Trustworthiness

The interview questions were adapted from Gardner’s attitude/motivation battery test. The researchers chose it due to its reliability, having been tested and proven in a study conducted on a similar topic by Ghazali (2016). To ensure the trustworthiness of the data, the researchers used three sources for data collection: interviews, observations, and field notes. Accordingly, all transcripts were sent back to the 12 participants for confirmation that their transcriptions accurately reported their comments and thoughts. For data analysis, various strategies enhanced credibility, particularly triangulation of data sources, analyst triangulation, and member checking (Creswell, 2012; Patton, 2002). In this study, analyst triangulation was conducted through member checking. The researchers chose a purposive sample where all participants were primary-age Arab pupils with different backgrounds and nationalities.

4. FINDINGS, INTERPRETATION, AND DISCUSSION

The researchers aimed to get a holistic picture by collecting data from various sources. Simultaneous data analysis occurred during the collection phase of the qualitative data. As the researchers analyzed the interviews, naturalistic observations, and field notes pattern and themes emerged. The development of trustworthy themes was granted as the researchers followed a precise data synthesis.

Two themes emerged in the analysis of Research Question One: *How are ESL pupils motivated towards learning English as a second language, integratively or instrumentally?*

1. Communicative Purpose – the ability to interact socially with peers and others.
2. Entertainment – the desire to be involved in amusing and enjoyable activities.

Table 1. Correlation of themes and illustrative quotations from interview - question 1.

Themes	Illustrative quotations from interviews
Communicative purpose	I have a lot of Indian friends whom I play and talk with during the recess, they speak only English to me, and I like to talk to them in English too.
	I like to talk to friends who only speak English so I can be so good at English like them.
Entertainment	English is important because I like to go to the mall to watch movies in the cinema with my friend. I try not to look at the subtitle, so I can be fluent like them.
	I like to play PlayStation games with my friends. We only speak in English, and I feel like I am one of them.

Table 1 shows that students showed high integrative motivation, and they did not mention any kind of instrumental motivation. Students chose to learn English to communicate effectively with peers, have friends, and know about others’ cultures. In addition, they had the desire to learn English for entertainment purposes.

Two themes emerged in the analysis of Research Question Two: *What factors impact learners’ motivation?*

1. Sense of responsibility- Students develop a sense of responsibility through recognizing their role in the learning process.

2. Teacher-student relationships- teachers create a positive learning environment through mutual respect and good communication, and in turn students consider teachers as role models.

Table 2. Correlation of themes and illustrative quotations from interview - question 2.

Themes	Illustrative quotations from interviews
1. Sense of responsibility	I like when my teacher tells me the deadlines for assignments, so I can organize my time to complete and fully understand them.
	I like when my teacher gives me the lesson checklist to know my weaknesses and try to overcome them.
2. Teacher- student relationships	I wish I can be like my teacher one day and be successful like her.
	I like how my teacher’s reaction. She is so considerate and respectful.

Table 2 shows that there are two significant factors which impact students’ motivation. The first is the students’ sense of responsibility, and the second is the positive teacher-student relationship.

4.1. Interpretation and Discussion

Recapitulating the study's objectives, it mainly aimed at identifying whether ESL students aged 8 to 10 years old were instrumentally or integratively motivated to learn English and to identify the factors that impacted their motivation. The results of the interviews and the naturalistic observations revealed that ESL students were highly integratively motivated. The motives behind their desire to learn English can be encapsulated in two themes: Communicative Purpose and Entertainment. In addition, students reported two factors that positively impacted their motivation toward learning the English language : sense of responsibility and student-teacher relationships.

The results matched those observed in earlier studies by Sase et al. (2015) as these researchers agreed that integrative motivation is more pivotal in learning English as a second language. This study suggested that these students were channeled through their own cultural beliefs, schools’ environment and context, as well as the media. Given all that has been mentioned so far, these variables encouraged students to develop a vision of English language acquisition. They contributed to maintaining a significantly high level of integrative motivation to learn the language. Students indicated that they were willing to learn the English language to communicate with their friends who do not speak their native languages, as most of them have friends from different parts of the world. They also wanted to learn the English language to entertain themselves by watching movies and reading books.

These findings agreed with Gardner (1985) theory and the Attitude/Motivation Test Battery (AMTB), which believed that the key variables which are the integrative motive, social milieu, individual attitude/values, context in which learning takes place, and linguistic outcomes, have more significant influence towards learning English as a Second Language. As a whole, students had favorable attitudes and openness towards the linguistic, cultural community to create friendships and relationships as well as to socialize with English language speakers and to immerse in their culture. The present findings of this study concerning the variables that impacted motivation were also aligned with the Gardner socio-educational model which comprises four variables of second language acquisition. Teachers’ personalities, classroom learning environment, and positive teacher-student relationships were stated clearly by students. The study determined that the English learning environment was critical in increasing students’ motivation toward learning the target language. This factor may explain why students felt contented and satisfied with their English teachers for their support, encouragement, and the implementation of interactive teaching methods and strategies to practice the English language, as well as being conscious of their students' needs which in turn led students to consider the English course as a healthy, valuable, and exciting subject to be studied.

5. RECOMMENDATIONS AND FUTURE RESEARCH

In terms of ensuring the reliability and validity of the data, it is recommended to conduct a further study with a larger sample and utilizing quantitative data collection methods such as questionnaires. It would be interesting to investigate the impact of the incorporation of technology on the level of motivation. In addition, it is suggested that the association of the students' profile such as student's family background, number of languages spoken, and academic achievement may also augment further studies.

6. CONCLUSION

This study provided significant insights on the type of motivation as well as the factors that influenced the most primary students in UAE/Abu Dhabi in learning English language. The discussions outlined that majority of the students were integratively motivated. The limitations of this study need to be acknowledged. The sample size is only a small portion of the whole population. As a result, the findings of this study should not be generalized. In addition, the study is limited by the lack of incorporating other variables like student's family background, number of languages spoken, academic achievement was not accounted for in this study. However, the study's findings may still be useful to those English teachers teaching in UAE/Abu Dhabi primary school context as it could enable them to determine the type of motivation that best impact English language learning, as well as providing teachers with a holistic insight of the factors which influence the acquisition of the target language.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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APPENDIX

Appendix 1. Interviews guide for pupils.

Date:	Name/Code:	Parent education level:
Ethnic group:	Age:	Gender:

Questions:

General

1. Are you happy in this school? Why?
2. What is your favorite subject?
3. Why do you learn English?

Instrumental and integrative motivation

4. Where do you use English in your life?
5. Why do you think English language is important?
6. How does English language impact your social life?
7. How do you think being proficient in English language enables you to be entertained (pop music, movies, novel)?

Factors influence learners' motivation

1. What are the things that makes you like the English language? List one thing that is helpful for you to improve your English Language.

Appendix 2. Observation checklist.

Teacher _____

Date _____

Student behavior	At the beginning of the class	At the end of the class
Students follow teacher's instructions (Ex. writing)		
Students actively participate		
Students complete the required assignments		
Students show distracting behavior		
Students demonstrating indications of enjoyment		
Students demonstrating indications of lack of interest		
Students maintaining focus		
Students showing enthusiasm about the topic		
Students trying to connect the topic to real-life situations		

Appendix 3. Consent form – consent to participate.

Investigator: Farah Alabedi

Study Title: Exploring Instrumental and Integrative Motivation as Circumstances Influencing: A Case Study of Primary Learners of English as a second language in Abu Dhabi/ UAE

Description of the study

The main purpose of this study is to understand whether instrumental or integrative motivation plays a more important role in learning English among ESL learners in UAE. Furthermore, the study aims to understand the challenges affecting the ESL pupils' as well as the circumstances that impact learners' motivation. There will be no costs or rewards for being in this study.

Risks and discomforts

As my child is a participant in this study, he/she may at times feel uncomfortable with the interview questions being asked. I will inform my child that he/she can be free to skip any questions or end participation at any time. In addition to these risks, there may be other unknown risks, or risks that could not be anticipated, associated with being in this study.

Audio Recording

This study involves audio recordings of the interviews. The interview will be transcribed and analyzed by the researcher. All the collected data will be kept private in a secure place. After five years from the date of the published report, all collected data related to this research study will be destroyed, with the exception of the consent forms. These consent forms will be kept indefinitely.

Confidentiality

All collected data and information relate to this study will be kept confidential. I understand that data generated by the study may be reviewed by British University in Dubai. To help protect confidentiality, no names will be used to identify any information collected for this study. Each participant will be assigned a study name to be used to store information including the recordings of the interview, and any materials gathered. The study name will not be linked to my child's real name on any list kept by the researchers. If a report or article is written about this study or the study data set is shared with others, there will be no way to directly identify my child as a participant.

The researchers retain the right to terminate the interview at any time should the situation or conditions become problematic, especially in terms of the confidentiality of the participants.

Compensation

No payment will be received for participating in this study. Participation in this study is voluntary.

Voluntary participation

My child understands that the participation in this study is entirely voluntary, and if my child rejects to participate, there will be no consequence. I will have the option to withdraw or refuse consent.

I voluntarily give my consent to my child to participate in this research study.

Signatures:

Participant's Name (Print)

Participant's Signature

Investigator's Name (Print)

Investigator's Signature

Date

Date

Appendix 4 presents School Permission to Conduct Research.

Appendix 4. School permission to conduct research.

School Permission to Conduct Research

January 3rd, 2021

Dear principal,

The purpose of this letter is to request a permission to conduct my research study titled “Exploring Instrumental and Integrative Motivation as Circumstances Influencing: A Case Study of Primary Learners of English as a second language in Abu Dhabi/ UAE”. I plan to interview six students from grade 4, and I also need to observe students during the English class. If I get the approval, the interviews will take no longer than 6 days and the observation of the class will be conducting within 3 weeks. The collected data will be confidential. I will really appreciate your approval in order to conduct this study.

Please do not hesitate to contact me if you have any questions.

Sincerely,

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