

# Intrinsic vs. Extrinsic Motivation Among Iraqi EFL Learners

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## **Abstract:**

Significant attention has been paid to the subject of intrinsic and extrinsic motivation in the field of second/foreign language learning since Deci and Ryan's production of these concepts. This paper aims to examine the extent to which Iraqi EFL learners are motivated to learn English as a foreign language. The study focuses on identifying the level to which Iraqi EFL learners exhibit intrinsic or extrinsic motivation. The academic motivation scale was handed out to third-stage students, and descriptive statistics were implemented to analyze the findings. According to the results, Iraqi EFL learners are highly motivated to learn English as a foreign language. In addition, it was determined that Iraqi EFL learners are extrinsically motivated and demonstrate a high level of identified regulation through subtypes of extrinsic motivation. This implies that Iraqi learners are learning English because they believe it is important to learn the language for the sake of their external benefits.

**Keywords:** Motivation, Intrinsic Motivation, Extrinsic Motivation.

## الدافع الداخلي مقابل الدافع الخارجي بين متعلمي اللغة الإنجليزية كلغة أجنبية في العراق

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## **ملخص البحث:**

لقد حظي موضوع الدافع الداخلي والخارجي في مجال تعلم اللغة الثانية/الأجنبية باهتمام كبير منذ إنتاج ديسي وريان لهذه المفاهيم. تهدف هذه الورقة إلى دراسة مدى تحفيز المتعلمين العراقيين لتعلم اللغة الإنجليزية كلغة أجنبية. تركز هذه الدراسة على تحديد المستوى الذي يُظهر فيه المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية دافعًا داخليًا أو خارجيًا. تم توزيع مقياس الدافع الأكاديمي على طلاب المرحلة الثالثة، وتم تنفيذ إحصاءات وصفية لتحليل النتائج. وفقًا للنتائج، فإن المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية لديهم دافع كبير لتعلم اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، تم تحديد أن المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية لديهم دافع خارجي ويظهرون مستوى عاليًا من التنظيم المحدد من خلال الأنواع الفرعية للدافع الخارجي. وهذا يعني أن المتعلمين العراقيين يتعلمون اللغة الإنجليزية لأنهم يعتقدون بأهمية تعلم اللغة الأجنبية من أجل فوائدهم الخارجية.

**الكلمات المفتاحية:** الدافع، الدافع الداخلي، الدافع الخارجي

## 1. Introduction

According to Oxford and Shearin (1994), motivation influences the degree of active, personal engagement in the learning of a second or foreign language. The study of motivation has passed through three distinct phases over the past five decades, each of which has focused on a different aspect. Firstly, in the social-psychological phase, motivation was explored as a trait that an individual has and is impacted by the social environment. Secondly, the cognitive-situated phase pertains to how motivation is influenced by the classroom and other environmental factors. In this context, motivation was regarded as a state in which the emphasis was redirected to the internal mental processes of the students. Lastly, the process-oriented phase has recently viewed motivation as a dynamic element that has evolved over time as a result of external influences, whether they are derived from general or specific learning environments (Dörnyei, 2014). Gardner and Lambert(1972) classified motivation into integrative and instrumental orientations, while Deci and Ryan (2000) later characterized motivation in terms of intrinsic and extrinsic motivation.

According to the significance of such concepts, the present study evaluates the degree of motivation among Iraqi EFL learners and analyzes the different types of motivation, including subtypes of extrinsic motivation. Therefore, the study addresses the following research questions:

1. What is the extent of motivation among Iraqi EFL learners?
2. Do Iraqi learners exhibit intrinsic or extrinsic motivation in their pursuit of learning English as a foreign language?
3. Is there a distinction in the amount of motivation between subtypes of extrinsic motivation?

The research is grounded on these hypotheses:

1. Iraqi EFL learners exhibit a significant degree of motivation.
2. Iraqi learners are primarily motivated by external sources to study English as a foreign language.
3. There are diverse levels of subtypes of extrinsic motivation among Iraqi EFL learners.

This highlights the significance of the current study in offering valuable insights into the role of motivation in enhancing students' learning.

## 2. Literature Review

Kleinginna and Kleinginna (1981) stated that there has been no general consensus among theorists regarding the definition of motivation. As a result, there have been numerous attempts to depict the general concept. According to Dörnyei and Otto (1998), motivation is "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out". Furthermore, McDonough (2007) characterized motivation as the property of learners that provides the drive to engage in the processes of learning and teaching. It is dynamic and open to change whenever the student is exposed to the language on a regular basis. In addition, Wlodowski and Ginsberg (2017) viewed motivation as the set of interrelated processes that start and encourage behavior, give behavior purpose, keep the behavior going, and make someone choose or prefer a certain behavior. In this regard, they view motivation as a process. It means that motivation is a dynamic force that may be drawn from tasks, efforts, and perseverance rather than a static product of these behaviors.

Some theories deal with motivation in language learning. Bandura's 1977 introduction of self-efficacy theory has resulted in its extensive use across various domains like medicine, business, education, and therapy. Self-efficacy, as described by Bandura (1989), is the confidence one has in one's own capacity to acquire knowledge and do tasks at particular proficiency levels. Bandura

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(1989) highlighted the importance of self-efficacy in motivating individuals. According to him, individuals' motivation is significantly influenced by their beliefs about their abilities. Individuals exert more effort when they possess confidence in their abilities. Schunk and DiBenedetto are concerned with the notion of self-efficacy in the educational aspect. Schunk and DiBenedetto (2020) noted that self-efficacy has an important role in motivating individuals to select activities, invest effort, sustain perseverance, and attain success. Students who possess higher degrees of self-efficacy are more motivated to find pleasure in tasks, put in more effort, display perseverance, and achieve higher levels of success.

Self-determination is widely acknowledged as an influential theory in the field of motivation. The idea was formulated by Deci and Ryan in 1991, and 2000. The concept of self-determination distinguishes between self-directed and controlled types of purposeful regulation, which is essential for motivated behavior. Deci et al. (1991) stated that self-determined persons participate in activities that they select, guided by their own sense of identity. Conversely, controlled regulations are driven by interpersonal or external sources. Deci and Ryan (2000) categorized intrinsic and extrinsic motivation based on self-determined and controlled forms. Intrinsic motivation means the inherent desire to participate in activities that include exploration, discovery, self-challenge, and the improvement of one's skill, while extrinsic motivation is the act of engaging in an activity in order to achieve a tangible, external objective. Deci and Ryan (2000) further categorized four subtypes of extrinsic motivation (integrated, identified, introjected, and external regulation) based on the level of autonomy. According to this theory, amotivation is characterized as the outcome of either a perceived lack of competence to accomplish a task or a loss of value or interest in that task.

Based on expectancy-value theory, the degree of an individual's motivation is strongly influenced by their perception of their potential to achieve their goals and the value they place on the rewards they endeavor. Wegfield (1994) defined expectancy as students' predictions regarding the outcomes of their actions. On the other hand, value represents the relative importance or worth of the task at hand. In addition, the value was divided into four components. Utility value is the tangible benefit of an activity in accomplishing future goals, whereas intrinsic interest value is the satisfaction that results from the task itself. According to Eccles and Wigfield (2020), these two types can be characterized as internal and extrinsic motivation. Attainment value is the subjective value of attaining success in an activity. Cost, as the fourth type of value, refers to perceived barriers or undesirable consequences that limit the achievement of a goal. Similar to other cognitive theories, the expectation-value theory assumes that individuals are inherently interested and motivated to learn about their surroundings, engage in challenging tasks, and participate in the world.

Throughout related studies, Khazaie and Mesbah (2014) have conducted a study among Iranian intermediate EFL learners. The goal of the study was to identify the motivational learning orientations. A set of 206 students at an intermediate level, who were enrolled in private language institutes and received instruction in English, were administered a questionnaire to assess their motivational orientations. The statistical analysis revealed that the common type of motivation was extrinsic motivation, specifically identified regulation. On the other hand, Oletić and Ilić (2014) did another investigation. The study aimed to determine if Swedish learners are motivated by extrinsic or intrinsic sources when learning English as a foreign language. Two groups of learners completed the questionnaire: the initial sample included 30 high school learners, while the second sample consisted of 30 third-year university learners. The findings revealed that Swedish students are mostly driven by external sources, such as the ability to secure career opportunities, rather than

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internal sources. Furthermore, In 2019, Niazi and Zahid carried out a study involving 300 Pre-University students from Government Public Sector Colleges located in Punjab, a prominent province in Pakistan. There were a total of 145 male and 155 female students. The study sought to determine the nature of motivation among Pakistani students, and the findings indicated that Pakistani students exhibit a high level of both intrinsic and extrinsic motivation, with minimal variation among them. However, the results of the study exhibit that the majority of these learners are motivated primarily by extrinsic factors, rather than intrinsic ones.

Several studies have been carried out to determine the motivation levels, namely instrumental and integrative orientations, in connection to achievement and gender among students in Iraq. Since Deci and Ryan (2000) developed the concept of intrinsic and extrinsic motivation, few studies have dealt with these concepts. The present study tends to examine these concepts among Iraqi EFL learners. Consequently, the study aims to investigate the intrinsic and extrinsic motivation of Iraqi EFL learners to figure out the degree to which they are motivated by their intrinsic or extrinsic sources. It is also strived to show if there is a difference in level among subtypes of extrinsic motivation.

### **3. Methodology**

The present study adopted a survey research design. A quantitative approach is utilized that aligns with the research questions and aims of the present study. Therefore, the revised edition of the academic motivation scale was employed among Iraqi EFL learners.

Vallerand et al. (1992) developed the collegiate version of the Academic Motivation Scale (AMS). The scale was used to evaluate both intrinsic and extrinsic motivation among Iraqi EFL learners. This scale comprises 24 items intended to elicit responses regarding both intrinsic and extrinsic motivation. There are 12 items dedicated to intrinsic motivation and an equal number of items dedicated to extrinsic motivation. In addition, there are three subtypes of intrinsic motivation: motivation for knowledge, motivation for accomplishment, and motivation for stimulation. Each component is made up of four items. Furthermore, extrinsic motivation is divided into three subcategories: identifiable, introjected, and external regulation. The Likert scale is commonly used to categorize responses by asking the Participants to indicate their degree of agreement on a scale that ranged from "strongly disagree" to "strongly agree."

The scale of academic motivation was presented to a number of specialists to indicate the scale's validity. The panel confirmed that the scale was valid for the study's purpose. Through reliability, Vallerand et al. (1992) assessed the scale reliability using Cronbach's alpha, which was found to be (0.81). A sample of thirty students was utilized to assess internal consistency by means of Cronbach's alpha. The internal consistency of the academic motivation scale, as indicated by the results for 24 items, is high with a coefficient of (.84). Furthermore, to indicate scale stability over time, a test-retest was utilized. The scale was administered to the thirty students. However, due to incomplete responses, only 25 were considered genuine and included in the final analysis. The Pearson correlation coefficient was found to be (.80), indicating that the Academic Motivation Scale was extremely stable and reliable (Table 1) and (Table 2).

**Table 1. Academic Motivation Scale's Internal Reliability**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .846                   | 24         |

**Table 2. Pearson Correlation Coefficient of Test-Retest Reliability of Academic Motivation Scale**

|         |                     | Sample1 | Sample2 |
|---------|---------------------|---------|---------|
| Sample1 | Pearson Correlation | 1       | .808**  |
|         | Sig. (2-tailed)     |         | .000    |
|         | N                   | 25      | 25      |
| Sample2 | Pearson Correlation | .808**  | 1       |
|         | Sig. (2-tailed)     | .000    |         |
|         | N                   | 25      | 25      |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The sample in this research is a group of learners in their third year at the Department of English, College of Education for Human Sciences, University of Basrah. A total of 200 students were selected to be part of the current study.

The academic motivation scale was conducted on Iraqi EFL learners over one week by the researcher. A, B, C, and D were the four groups into which the students were divided. The learners were informed of the study's objective and were advised to seek clarification on any unfamiliar aspects of the scale. The scale required approximately 20 to 30 minutes to be completed by each participant. A total of 200 students' responses were gathered and arranged for analysis. The data was processed by (SPSS) version 2026 for statistical analysis and Excel version 2013 for graph design after data collection was completed. The internal consistency of the scale is initially evaluated by utilizing Cronbach's alpha to determine its reliability. Furthermore, the mean is implemented to determine the level of motivation, while the standard deviation is utilized to investigate the degree of variability in scores.

#### 4. Results

Two types of motivation are considered for analysis: intrinsic and extrinsic motivation. The scale's results reveal the motivation levels of students, which are determined by their reasons for learning English. Sholihah's (2022) classification of the standard mean is used to assess the level of motivation (Table 3).

**Table 3. Standard of Mean and Level (as Adopted from Sholihah (2022))**

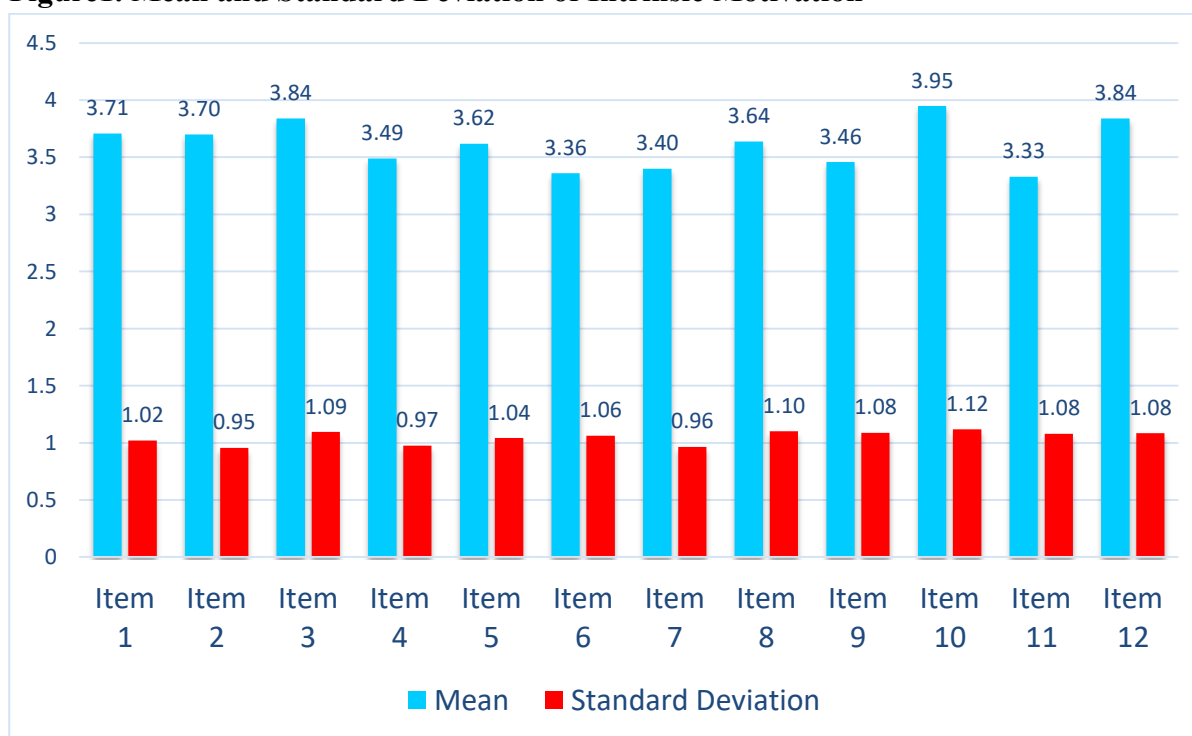
|                  |                |
|------------------|----------------|
| Standard of Mean | level          |
| 5.00-3.68        | High level     |
| 3.67-2.68        | Moderate level |
| 2.67-1.00        | Low level      |

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**Table 4. Mean, Standard Deviation, and Level of Intrinsic Motivation**

| Statements | Type                 | Mean | Standard Deviation | Level    |
|------------|----------------------|------|--------------------|----------|
| Item 1     | Intrinsic Motivation | 3.71 | 1.02               | High     |
| Item 2     |                      | 3.70 | .95                | High     |
| Item 3     |                      | 3.84 | 1.09               | High     |
| Item 4     |                      | 3.49 | .97                | Moderate |
| Item 5     |                      | 3.62 | 1.04               | Moderate |
| Item 6     |                      | 3.36 | 1.06               | Moderate |
| Item 7     |                      | 3.40 | .96                | Moderate |
| Item 8     |                      | 3.64 | 1.10               | Moderate |
| Item 9     |                      | 3.46 | 1.08               | Moderate |
| Item 10    |                      | 3.95 | 1.12               | High     |
| Item 11    |                      | 3.33 | 1.08               | Moderate |
| Item 12    |                      | 3.84 | 1.08               | High     |

**Figure1. Mean and Standard Deviation of Intrinsic Motivation**



The presented data in Table (4) and Figure (1) show the intrinsic motivation levels of students toward learning English across different items. Intrinsic motivation consists of 12 items and these items are divided into three types: the first four items represent intrinsic motivation for knowledge, the next four items highlight intrinsic motivation for accomplishment, and the last four items express intrinsic motivation for stimulation.

The first four items reflect the extent of students' willingness to acquire knowledge in learning the English language. Noels et al. (2000) defined intrinsic motivation for knowledge as Students' desire to engage in activity due to the enjoyment of discovering new things and expanding one's understanding. Item no. 1 has scored a mean of (3.71) and a standard deviation of (1.02) which represents a high degree of motivation about students feeling satisfied and happy in discovering new things they have never encountered before. Similarly, item no. 2 has received a mean

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percentage of (3.70) and a standard deviation of (.95). This also shows that students have high motivation in terms of their passion for seeking new knowledge in the language. Furthermore, Item no. 3 has achieved the mean score of (3.84 ) with a standard deviation of (1.09), reflecting a strong level of motivation among Iraqi EFL learners. This high motivation stems from the belief that the English language helps students access a wide range of knowledge in various subjects that interest them. Throughout item no. 4, the mean is (3.49) and the standard deviation is (.97) highlighting the moderate motivation that students have about the enjoyment they obtain from learning about English-related subjects. This means that the intrinsic motivation for knowledge highlights that Iraqi EFL learners are strongly driven by the desire to explore knowledge of personal subjects that interest them, rather than the formal and structured content, such as syntax, or literature, taught in English classrooms.

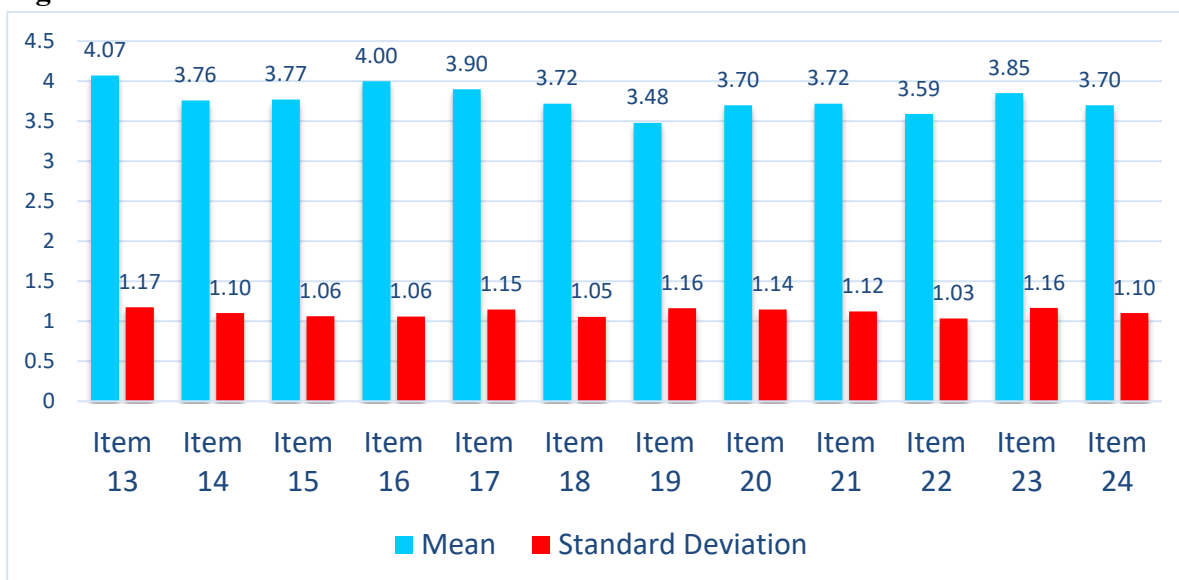
Items 5, 6, 7, and 8, concern with intrinsic motivation of the accomplishment type. According to Noels et al. (2000), the intrinsic motivation for accomplishment is learners' inner drive to excel, rooted in the satisfaction of mastering a task or achieving a goal. During the items of intrinsic motivation for accomplishment, Iraqi EFL learners attain a moderate level of motivation. Item no. 5 has tackled a mean of (3.62) and a standard deviation of (1.04) toward the contentment they get from acquiring mastery of the language. In addition, the mean score of item no.6 is (3.36) and the standard deviation is (1.06) about the satisfaction they feel when surpassing their personal achievements in the language. Meanwhile, item no.7 has a mean (3.40) and a standard deviation (.96), concerning the sense of accomplishment students feel when completing difficult academic tasks in the language. Item no. 8 has a mean score of (3.64) and a standard deviation of (1.10), regarding the joy students derive from striving for academic excellence. The moderate level of intrinsic motivation for accomplishment among Iraqi EFL learners may be due to a lack of confidence in their ability to achieve mastery, overcome challenging tasks, or gain fulfillment from their efforts. This hesitancy likely impacts their motivation to engage fully in such activities.

Over the last four items which stand for intrinsic motivation of the stimulation type, Iraqi EFL learners display a mix of a high level of motivation in two items and a moderate level of motivation in two items. Noels et al. (2000) characterized intrinsic motivation for stimulation as sensory pleasure or excitement students experienced throughout performing an activity. Item no. 9 has received a mean of (3.46) and a standard deviation of (1.08) which is considered a moderate level for their genuine fondness for the language. Item no.10 has recorded a mean (3.95) and a standard deviation (1.12) which is regarded as the highest score between intrinsic motivation for stimulation type. It means that students are highly motivated by the joy they obtain from engaging with certain written texts in the English language. Item no. 11 has scored a mean of (3.33) and a standard deviation of(1.08) indicates the lowest level of the overall statements. It is evaluated as a moderate level of student motivation for enjoyment students experience from engaging in enriching discussions with teachers. Students might be reluctant to engage in discussions with their teachers due to feelings of embarrassment or a lack of confidence. Moreover, limited conversational skills may further inhibit their ability to actively participate in such interactions. Item no. 12 has assessed a mean of (3.84) and a standard deviation of (1.08) which stands for a high level of motivation for the sense of enjoyment they feel while reading about various interesting subjects in the language.

**Table 5. Mean, Standard Deviation, and Level of Extrinsic Motivation**

| Statements | Type                 | Mean | Standard Deviation | Level    |
|------------|----------------------|------|--------------------|----------|
| Item 13    | Extrinsic Motivation | 4.07 | 1.17               | High     |
| Item 14    |                      | 3.76 | 1.10               | High     |
| Item 15    |                      | 3.77 | 1.06               | High     |
| Item 16    |                      | 4.00 | 1.06               | High     |
| Item 17    |                      | 3.90 | 1.15               | High     |
| Item 18    |                      | 3.72 | 1.05               | High     |
| Item 19    |                      | 3.48 | 1.16               | Moderate |
| Item 20    |                      | 3.70 | 1.14               | High     |
| Item 21    |                      | 3.72 | 1.12               | High     |
| Item 22    |                      | 3.59 | 1.03               | Moderate |
| Item 23    |                      | 3.85 | 1.16               | High     |
| Item 24    |                      | 3.70 | 1.10               | High     |

**Figure 2. Mean and Standard Deviation of Extrinsic Motivation**



The last 12 items of the academic motivation scale show levels of motivation that arise from external needs. Table(5) and Figure (2) discuss the levels at which students are extrinsically motivated to acquire the language of English. The items are divided into three types of extrinsic motivation, each one consisting of four items. The first four items for identified regulation. The second four items are for introjected regulation and the last four items are for external regulation.

Extrinsic motivation of identified regulation is concerned with an individual who values a specific behavior and has embraced and accepted the importance of a particular action (Deci & Ryan, 2000). Items no. 13, 14, 15, and 16 correspond to this type, with mean scores of (4.07), (3.76), (3.77), and (4.00) and standard deviations of (1.17), (1.10), (1.06), and (1.06) respectively. Item no. 13 is regarded as having the highest level of motivation among these four scores and overall statements in extrinsic motivation. It means that students are highly motivated toward the belief that learning the language will help students succeed in their chosen career. Items no. 14 and 15 represent lower motivation than statement 13 in light of their hope that language proficiency will help them to enter the academic that hoped for. Item no. 16 shows that students also are highly



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motivated by their trust that language proficiency will enhance their abilities and competence at work.

Meanwhile, items 17, 18, 19, and 20 express the students' levels of extrinsic motivation for introjected regulation. In this type, the language is learned due to internal factors such as a sense of guilt or gain of self-worth (Deci & Ryan, 2000). In item no. 17, the mean is (3.90) and the standard deviation is (1.15) indicating that students also have high motivation regarding the sense of challenge they feel about their ability to learn the language. Item no. 18 has scored a mean of (3.72) and a standard deviation of (1.16) which represents a high level of motivation concerning students' sense of the importance of succeeding in the language. Item no. 19 has the lowest score among the statements with a mean of (3.48) and a standard deviation of (1.16) which means that students have a moderate level of motivation about their desire to show intelligence through proficiency in the language. Item no. 20 has tackled a mean of (3.70) and a standard deviation of (1.14) which concerns high motivation about students' capability to indicate success in learning a language. Throughout the items of the introjected regulation type, Iraqi EFL learners demonstrate a high level of motivation in three items and a moderate level in one item. This indicates that while students are strongly driven by internal pressures such as gaining self-worth, the results manifest less emphasis on showing their intelligence during the learning process.

The last four items 21, 22, 23, and 23 signify the level at which students are entirely motivated by external sources. Deci and Ryan (2000) defined extrinsic regulation as behaviors initiated externally in response to external rewards such as getting a good salary. Item no. 21 has an enrolled mean of (3.72) and a standard deviation of (1.12). The score shows that students have high motivation toward their intention to obtain employment with a good salary in the future assisted by learning the language. Item no. 22 has marked a mean of (3.59) and a standard deviation of (1.03) which is a moderate level of students' motivation for their aspiration to seek a job that carries elevated social standing by mastering language. For item no. 23, the mean is (3.85) and the standard deviation is (1.16) which represents student high motivation towards their desire for an improved quality of life in the future. Finally, item no 24 has received a mean of (3.70) and a standard deviation of (1.10) which also indicates a high level of students' motivation towards their hope to increase income in the future.

**Table 6. Mean and Standard Deviation of Overall Motivation, Intrinsic and Extrinsic Motivation**

| Categories           | Mean | Standard Deviation |
|----------------------|------|--------------------|
| Motivation           | 3.69 | .55                |
| Intrinsic Motivation | 3.61 | .57                |
| Extrinsic Motivation | 3.77 | .64                |

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**Figure 3. Overall Motivation, Intrinsic and Extrinsic Motivation**

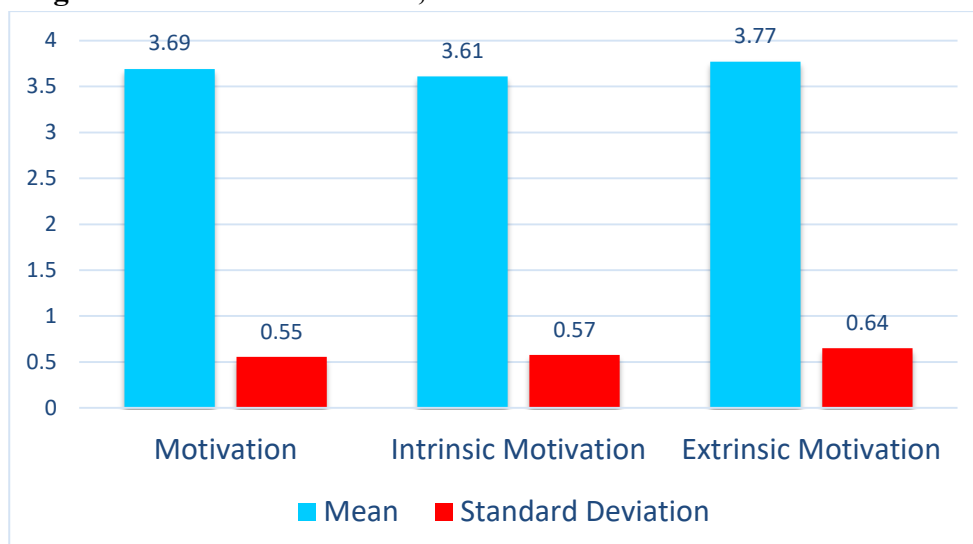
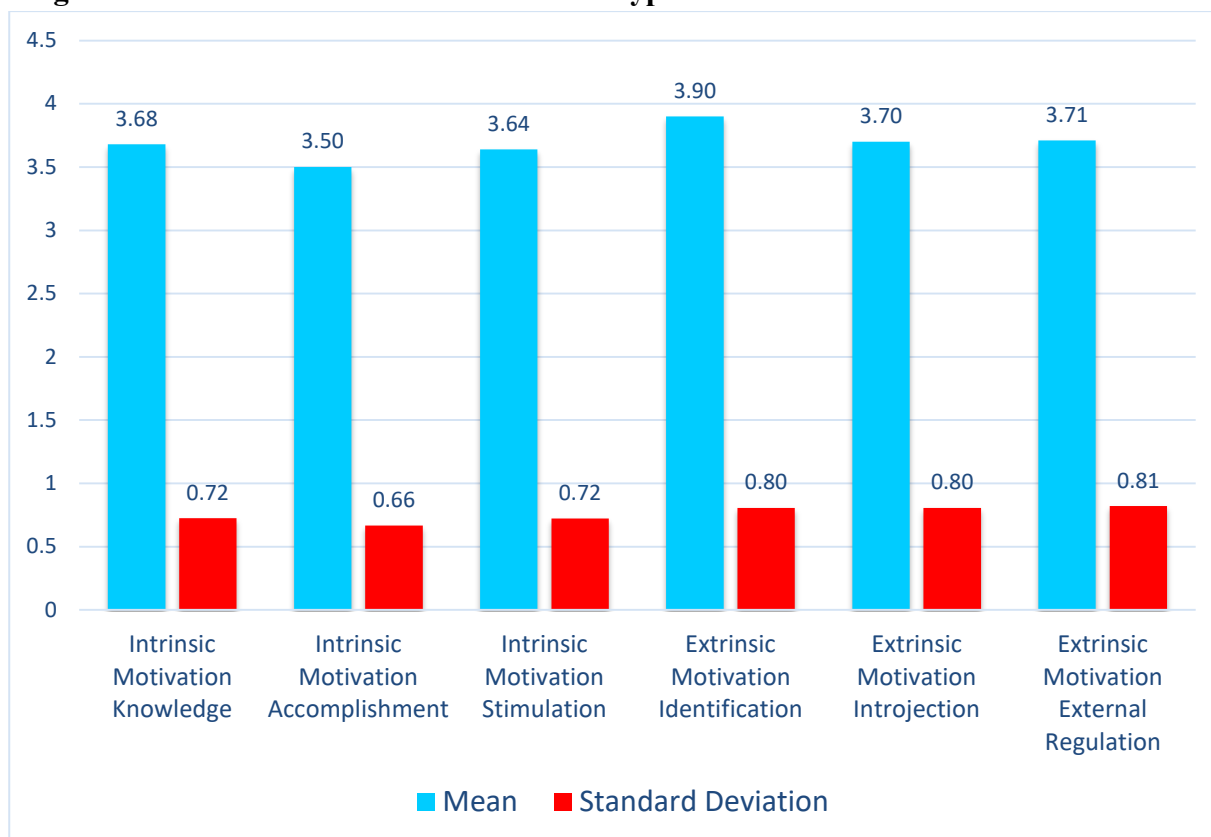


Table (6) and Figure (3) illustrate descriptive statistics for a variety of motivational orientations. The results show that Iraqi EFL learners have a strong motivation to learn English as a foreign language, as evidenced by a total mean score of motivation of (3.69) and a standard deviation of (.55). The findings indicate that Iraqi EFL learners mainly exhibit extrinsic motivation, as shown by a mean score of (3.77) and a standard deviation of (.64). In contrast, intrinsic motivation is at a moderate level among Iraqi EFL learners, with a mean of (3.61) and a standard deviation of (.57). This means that Iraqi EFL learners are learning the English language to satisfy their external requirements.

**Table 7. Mean, Standard Deviation, and Level of Types of Intrinsic and Extrinsic Motivation**

| Types of Intrinsic and Extrinsic Motivation    | Mean | Standard Deviation |
|--|------|--------------------|
| Intrinsic Motivation For Knowledge             | 3.68 | .72                |
| Intrinsic Motivation for Accomplishment        | 3.50 | .66                |
| Intrinsic Motivation for Stimulation           | 3.64 | .72                |
| Extrinsic Motivation-Identification Regulation | 3.90 | .80                |
| Extrinsic Motivation-Introjection Regulation   | 3.70 | .80                |
| Extrinsic Motivation-External Regulation       | 3.71 | .81                |

**Figure 4. Mean and Standard Deviation of Types of Intrinsic and Extrinsic Motivation**



According to the findings of the subtypes of intrinsic motivation, the intrinsic motivation of knowledge is the most significant of the three types, with a mean of (3.68) and a standard deviation of (.72). It means that students are highly motivated to retain the knowledge they have acquired as a result of learning a new language aspect. Other subtypes, including intrinsic motivation of accomplishment and stimulation, have respective means of (3.50), (3.64), and standard deviations of (.66) and (.72). It suggests a moderate level of motivation that is excited by the inherent desire to acquire language or the accomplishment or mastery of one particular part of the language.

Among the three subtypes of extrinsic motivation, identified regulation has the highest mean (3.90). This type is more internalized and associated with personal goals and beliefs, such as the students' thoughts that it is important to learn English to help them find a job in the future. Through other types of extrinsic motivation, such as introjected and external regulation, the means are (3.70), (3.71), and standard deviations (.80) and (.81) respectively. These two varieties show little difference in scores in comparison to identified regulation. Introjected regulation is less internalized than identified regulation, and is still influenced by external factors, such as learners' need to demonstrate their worth to others. On the other hand, external regulation is driven by external forces, such as the desire for a good salary and the need to avoid punishment.

## 5. Discussion

According to statistical analysis, Iraqi EFL learners have different levels of intrinsic and extrinsic motivation. However, from the data obtained from the academic motivation scale, Iraqi EFL learners are mostly motivated by external influences, as seen by a mean score of (3.77). This type of motivation stems from a strong need to learn the language to accomplish specific goals. One of the most important reasons that received a high score is the opportunity to secure higher-paying employment opportunities. This is due to the fact that English is an international and is considered an essential skill in numerous

jobs. Another important reason to consider is the desire for a better quality of life. Iraqi students recognize the importance of becoming fluent in English because it can lead to enhanced social status and improved living standards. They seek to succeed in the language to achieve these objectives. This personal passion strengthens their dedication to language acquisition.

On the other hand, intrinsic motivation is the innate desire to acquire the language. With a mean score of (3.61), the data show that Iraqi EFL learners are less interested in intrinsic motivation than extrinsic motivation. However, Iraqi EFL learners exhibit a moderate level of motivation due to internal stimulation and excitement regarding language learning. Their motivation may also be influenced by the manner in which English is taught in Iraq. The curriculum's emphasis on examinations, grades, and measurable outcomes may result in the internal motivation to learn a language being less, rather than the development of a genuine interest in the language.

## **6. Conclusion**

In conclusion, the findings suggest that Iraqi EFL learners are highly motivated to learn English as a foreign language. Furthermore, Iraqi EFL learners typically demonstrate a high level of extrinsic motivation, particularly the identified regulation subtype. It means that Iraqi EFL learners learn English as a result of external influences such as obtaining a respectable occupation or having a high income. On the other hand, Iraqi EFL learners show a moderate level of intrinsic motivation. Throughout subtypes of intrinsic motivation, Iraqi students show a high level in their search for knowledge and a moderate level for other types such as stimulation and accomplishment.

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### Appendix 1.

Dear Student:

The following statements aim to assess your motivation for learning English as a foreign language. Please choose the answer that most accurately reflects your thoughts or opinions regarding each statement. Your involvement in the research will be valuable and will benefit the overall learning process, however, there is no definitive correct answer. Why do you study the English language?

|     | statements  | Strongly disagree | Disagree | Natural | Agree | Strongly agree |
|-----|---|-------------------|----------|---------|-------|----------------|
| 1.  | Learning new things that never seen before makes me happy and satisfied.  |                   |          |         |       |                |
| 2.  | In order to experience the thrill of acquiring new knowledge in the English language.   |                   |          |         |       |                |
| 3.  | Because the English language enables me to continue to acquire knowledge about a wide range of subjects that stimulate my interest. |                   |          |         |       |                |
| 4.  | For the joy of enhancing my understanding of English-related subjects.  |                   |          |         |       |                |
| 5.  | For the pleasure I obtain from achieving mastery in the English language.   |                   |          |         |       |                |
| 6.  | For the satisfaction I derive from surpassing my own personal achievements.   |                   |          |         |       |                |
| 7.  | To experience a sense of accomplishment when confronted with difficult academic assignments.  |                   |          |         |       |                |
| 8.  | I aim to attain personal fulfillment by striving for academic achievement in the field of English language studies.                 |                   |          |         |       |                |
| 9-  | Because I genuinely enjoy the English language.   |                   |          |         |       |                |
| 10. | For the joy I feel when I am fully immersed in certain written texts in the English language.                                       |                   |          |         |       |                |
| 11. | For the fun of having interesting conversations with teachers.  |                   |          |         |       |                |
| 12. | For the feeling of happiness, I derive from reading about a variety of fascinating subjects.  |                   |          |         |       |                |
| 13. | Since I believe learning English will help me prepare more effectively for my desired career.                                       |                   |          |         |       |                |
| 14. | To ultimately obtain a job in a field I like.   |                   |          |         |       |                |
| 15. | This will improve my career orientation decision.   |                   |          |         |       |                |
| 16. | Because I feel that learning English will help me improve my skills as a worker.  |                   |          |         |       |                |
| 17. | I want to show myself that I can learn English.   |                   |          |         |       |                |
| 18. | Because success in the English language makes me feel important.  |                   |          |         |       |                |

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|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| 19. | to show me that I am a person of high intelligence.                                     |  |  |  |  |  |
| 20. | In order to demonstrate my ability to achieve success in learning the English language. |  |  |  |  |  |
| 21. | To find a good-paying career in the future.   |  |  |  |  |  |
| 22. | in order to attain more prominent employment.   |  |  |  |  |  |
| 23. | In order to enhance the future lifestyle.   |  |  |  |  |  |
| 24. | To ensure higher salaries in the future.  |  |  |  |  |  |