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English Language Learning Motivation Among University of Raparin Students.

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ABSTRACT

This current research aims to explore diverse motivation factors of learning English language among Raparin University students and the degree of these factors as well. The data was collected from 100 learners of English through a derived questionnaire which was designed on Likert Scale. The two methods of quantitative and qualitative have been used. The data is analyzed by SPSS software which provides accurate statistical analysis. According to the findings, intrinsic interest, Integrative Orientation, and instrumental motivation are the main factors that encouraged learners to learn English as a worldwide spoken language. Recognizing and understanding these main motivational factors help the English language instructors to be more effective and make their students as active as possible.

Key words: English language learning, motivation, Raparin University students, intrinsic interest

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تحفيز تعلم اللغة الإنجليزية بين طلاب جامعة رابرين

برهم قادر أبوبكر

مديرية التربية والتعليم بشدر - وزارة التربية والتعليم

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المستخلص

تهدف هذه الدراسة الحالية إلى استكشاف عوامل التحفيز المتنوعة لتعلم اللغة الإنجليزية بين طلاب جامعة رابرين ودرجة تأثير هذه العوامل. تم جمع البيانات من 100 متعلم للغة الإنجليزية من خلال استبيان تم تصميمه وفقاً لمقياس ليكرت. تم استخدام طريقتين مختلفتين من الكمية والنوعية. تم تحليل البيانات باستخدام برنامج SPSS الذي يوفر تحليلاً إحصائياً دقيقاً. وفقاً للنتائج، كانت الدوافع الذاتية، والتوجه التكاملي، والدافع الوظيفي هي العوامل الرئيسية التي شجعت المتعلمين على تعلم اللغة الإنجليزية كلغة عالمية. إن التعرف على هذه العوامل التحفيزية الرئيسية وفهمها يساعد معلمي اللغة الإنجليزية على أن يكونوا أكثر فعالية ويجعل طلابهم أكثر نشاطاً قدر الإمكان.

الكلمات الدالة: تعلم اللغة الإنجليزية، التحفيز، طلاب جامعة رابرين، الدافع الذاتي

1. INTRODUCTION

English serves several roles in the Kurdistan region, including interpersonal, instrumental, artistic, pedagogical, and instructional functions. Baker (2011, p. 52) asserts that proficiency in English facilitates job progression, enhances interpersonal relationships, and fosters cultural comprehension. Crystal (2003, p. 4) asserts that acquiring proficiency in English can provide numerous opportunities in life, encompassing enhanced employment prospects and more enriching experiences. In international contexts such as commerce, tourism, and academia, English serves as a lingua franca, facilitating successful communication among individuals from many cultural origins. Chiswick & Miller (2008, p. 121) identify the primary motivations for individuals learning English as professional advancement, increased earnings, and enhanced employment opportunities. The attainment of English proficiency can cultivate a feeling of global citizenship, enabling individuals to traverse many locations (Byram, 2008, p. 25). Dörnyei (2001, p. 30) contends that acquiring English enhances confidence, creativity, and comprehension of the language's intricacies and worldwide significance.

In conclusion, good communication in English is essential due to the language's distinctiveness and global prevalence.

2. THEORITICAL BACKGROUND

According to Gardner (2001), motivation comprises three elements: effort (the impetus to learn the language), desire (the aspiration to attain a goal), and positive affect (the enjoyment experienced during language acquisition). Motivation, as defined by Broussard and Garrison (2004), is the trait that compels us to act or refrain from action. The motivational framework for language acquisition is distinct for each scenario, as motivation and its elements are context-dependent (Zareian & Zareian, 2015, p.295). Obeidat (2005, p. 2) asserts that a student's cultural background and the culture of the second language influence their perceptions of motivation in second language acquisition. Lambert (1990) defined 'additive' and 'subtractive' bilingualism. Learners who perceive the acquisition of a second language as enhancing, rather than diminishing, their first skills demonstrate additive bilingualism. Individuals who engage in subtractive bilingualism perceive the acquisition of a second language as a threat to their existing proficiency. Alizadeh (2016, p.12) categorizes human motivation into four types: instrumental, integrative, intrinsic, and extrinsic. Instrumental motivation refers to the acquisition of a language as a means to attain pragmatic objectives, including job advancement, accessing technical information, and performing translations. Johnson (2001) and Gardner & Lambert (1972) assert that instrumental motivation is the impetus to attain societal validation and tangible advantages, such as increased compensation, enhanced authority, or career advancement, through the acquisition of a second language. Ellis refers to the students' aspiration to excel in examinations, secure superior employment, or gain admission to college as "instrumental motivation" (2006, p.49). Alizadeh (2016, p.12) and Aspuri, Samad, Fitriani, & Samad (2019, p.49) characterize integrative motivation as the learners' aspiration to integrate into the culture of the second language community and participate in social interactions within that group. Consequently, students study English not only to enhance their linguistic abilities but also to have a deeper understanding of the associated culture and its people. Rost (2006) asserts that educators often overlook the mediation influence of student motivation in the learning process. The classroom dynamics are dictated by the pupils. Learning outcomes will be nonexistent if pupils lack motivation to engage in the educational process.

3. METHODOLOGY

3.1 Sample of the Study

According to Cohen et al (2000) the propriety and suitability of sample of a study is a backbone of the study which plays a crucial role in the degree of the excellence of the study. The Sample of the study consists of (100) Raparin University English learners of college of education at four different stages of study that have been selected randomly. The learners were highly qualified to decide about the options of the items which reflected their actual attitude towards their factors of motivation.

3.2 Instrumentation

Using questionnaires of various kinds is one of the most common methods of data collection in second language research conduction. The questionnaires are widely used because of the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable (Dornyei,2003). A closed ended quantitative questionnaire which was derived from Yan Wang 2010 was utilized to indicate the motivation factors of English language learning, the degree of these factors, the relationship of these factors and students' personal backgrounds among Raparin University Students. The questionnaire was distributed to 100 learners from first stage to fourth stage randomly that both genders actively participated in. There were 19 items in the questionnaire which have been classified under *intrinsic interest, motivational intensity, integrative orientation, learning situation, instrumental motivation, and teacher's motivation factors.*

3.3 Validity and Reliability of the Tool

The most prominent features in evaluation of any research tools are validity and reliability of the tool. Validity Which refers to the accuracy of a measure is highly vital to know whether the results and outcomes represent what they are aimed to. More than 12 linguistic experts have seen the questionnaire and approved the validity of the questionnaire to be utilized to conduct the study. Reliability represents how a tool evaluates a characteristic dependably and consistently. In other words, only a valid and a reliable tool produces accurate, consistent and trusted information which can be very crucial to make related judgements, so Cronbach's alpha formula has been used to show the reliability of the questionnaire which has been shown in the first below table.

Constructs	Scoring range	No. Q	Example of Items	Cronbach's alpha
Intrinsic interest	Strongly Disagree=1, Disagree=2, Partly Disagree=3, Partly Agree=4, Agree=5, Strongly Agree=6	2	I want to learn English because of my own interest in English language	0.638
Motivational Intensity		5	I keep up to date with English by working on it almost every day	0.732

Integrative Orientation		5	Studying English can be important for me because it will enable me to better understand and appreciate art and literature of English	0.757
Instrumental motivation		4	Studying English is important for me because I'll need it for my future career.	0.674
Teacher's motivation		2	I am satisfied with the way I am taught English.	0.865
Total		18		0.707

Table 1

4. RESULTS AND DISCUSSION

Overall, 100 students participated in the study in a way that 53 (53%) of them were females and 47 (47%) were males. Concerning their academic level, 33 (33%) of them were in the first stage, 23 (23%), 23 (24%) and 20 (20%) of them were in second, third and fourth stages respectively. Regarding using English outside the class, 30 (30%) of them sometimes use it with other teachers or peers, 21 (21%) with family members, 20 (20%) with foreign friends, and 29 (29%) use it hardly. More features about participants have been shown in the second table below.

Variables	Number (Percentage %)
Gender	
Male	47 (47%)
Female	53 (53%)
Academic level	
First year	33 (33%)
Second year	23 (23%)

Third year	23 (24%)
Fourth year	20 (20%)
<hr/>	
Travelling abroad	
Never	57 (57%)
1-2 times	25 (25%)
3 times	18 (18%)
<hr/>	
Staying abroad over two months	
Yes	35 (35%)
No	65 (65%)
<hr/>	
Using English outside the class	
Hardly	29 (29%)
Sometimes with foreign friend	20 (20%)
Sometimes with family members	21 (21%)
Sometimes with other teachers or peers	30 (30%)
<hr/>	
A place experienced for learning English language	
Movies and books	1 (1 %)
Only at schools	72 (72%)
At a training school	9 (9 %)
In college, summer courses and online classes	16 (16 %)
At private language institutes	
University	1 (1 %)
	1 (1 %)
<hr/>	
Type of school before entering university	
Senior high school	49 (49%)
<hr/>	

Vocational school	51 (51 %)
Family members who use English at work	
Yes	51 (51%)
No	49 (49%)
Family members who have experienced living abroad	
Yes	53 (53%)
No	47 (47%)
English proficiency	
Beginner	24 (24%)
Elementary	11 (11%)
Pre-intermediate	36 (36%)
Intermediate	25 (25%)
Advanced	4 (4%)
Nationality of your English teacher	
Native speaker of English	0 (0%)
Non-native speaker of English	100 (100%)
In class, English teacher speaks	
Mostly Kurdish	5 (5%)
Mostly English	54 (54%)
Only English	41 (41%)

Table 2 Demographic variables of the students

The following table includes the 2 items of the questionnaire which are classified under the name of *intrinsic interest*. The table clearly shows the exact statistics of mean and Std. deviation for these two items in detail.

	1-I want to learn English because of my own interest in English language	2-Studying English is significant to me because I would like to learn as many foreign languages as possible
N Valid	100	100
Missing	0	0
Mean	5.07	5.00
Std. Deviation	.902	.964

Table (3)

1-I want to learn English because of my own interest in English language

		Frequency	Percent	Valid Percent
Valid	strongly disagree	1	1.0	1.0
	Disagree	2	2.0	2.0
	Partly disagree	2	2.0	2.0
	Partly agree	9	9.0	9.0
	Agree	56	56.0	56.0
	Strongly agree	30	30.0	30.0
	Total	100	100.0	100.0

Table 4

The first item of the questionnaire was “ *I want to learn English because of my own interest in English language*” that 56 % of the participants chose *agree* , and 30% of them *strongly agree*. Depending on the responses, majority of the participants have desire to learn English language for their own interest as the fourth table shows the data clearly.

2-Studying English is significant to me because I would like to learn as many foreign languages as possible

		Frequency	Percent	Valid Percent
Valid	Disagree	5	5.0	5.0
	Partly disagree	1	1.0	1.0
	Partly agree	13	13.0	13.0
	Agree	51	51.0	51.0
	Strongly agree	30	30.0	30.0
	Total	100	100.0	100.0

Table 5

The second item of the questionnaire was “**Studying English is significant to me because I would like to learn as many foreign languages as possible .**” A great number of students chose agree which was 51% of them while only 1 % of them chose partly disagree. This result indicates that more than half of the participants want to learn foreign languages.

The sixth table includes the 5 items of the questionnaire which are classified under the name of **Motivational Intensity**. The table clearly shows the exact statistics of mean and std.deviation for these five items in detail.

	3-I will try to understand all the English I see and hear.	4-I keep up to date with English by working on it almost every day.	5- When I am studying English, I ignore distractions and stick to the job at hand.	6- I really work hard to learn English.	7-I have great wish to learn the basics of English.
N Valid	100	100	100	100	100
Missing	0	0	0	0	0
Mean	5.04	4.68	4.34	4.74	5.02
Std. Deviation	.737	.1213	1.174	1.177	.964

Table (6)

3-I will try to understand all the English I see and hear.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Partly disagree	1	1.0	1.0	1.0
	Partly agree	22	22.0	22.0	23.0

agree	49	49.0	49.0	72.0
Strongly agree	28	28.0	28.0	100.0
Total	100	100.0	100.0	

Table 7

The third item of the questionnaire was **I will try to understand all the English I see and hear. Depending on the responses, 49 %** of them chose agree and 28 % strongly agree. So **the majority of the respondents endeavor to understand English as it has been shown in the seventh table.**

4-I keep up to date with English by working on it almost every day.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	2.0	2.0	2.0
Disagree	9	9.0	9.0	11.0
Partly disagree	1	1.0	1.0	12.0
Partly agree	17	17.0	17.0	29.0
agree	49	49.0	49.0	78.0
Strongly agree	22	22.0	22.0	100.0
Total	100	100.0	100.0	

Table 8

The forth item of the questionnaire was **I keep up to date with English by working on it almost every day. Depending on the responses , 49 %** of them chose agree and 22 % strongly agree. So **the majority of the respondents endeavor to understand English as it has been shown in the eighth table.**

5- When I am studying English, I ignore distractions and stick to the job at hand.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	15.0	15.0	15.0
	Partly disagree	5	5.0	5.0	20.0
	Partly agree	18	18.0	18.0	38.0
	agree	55	55.0	55.0	93.0
	Strongly agree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Table 9

The fifth item of the questionnaire was **When I am studying English, I ignore distractions and stick to the job at hand. Depending on the responses, 55 %** of them chose agree and 18 % partly agree. So the majority of the respondents don't care about disturbances as it has been shown in the tenth table.

6- I really work hard to learn English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	Disagree	3	3.0	3.0	4.0
	Partly disagree	14	14.0	14.0	18.0
	Partly agree	15	15.0	15.0	33.0
	agree	37	37.0	37.0	70.0
	Strongly agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Table 10

The sixth item of the questionnaire was **I really work hard to learn English. The results show that 37 % of them agree and 30 % strongly agree.** So the majority of the respondents try hard to learn English as it has been shown in the tenth table.

7-I have great wish to learn the basics of English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.0	3.0	3.0
	Partly disagree	2	2.0	2.0	5.0
	Partly agree	21	21.0	21.0	26.0
	agree	38	38.0	38.0	64.0
	Strongly agree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

Table 11

The seventh item of the questionnaire was **I have great wish to learn the basics of English. The results show that 38 % of them agree and 36 % strongly agree.** So more than half of the respondents hope to learn English as it has been shown in the eleventh table.

The following table includes the 2 items of the questionnaire which are classified under the name of *intrinsic interest*. The table clearly shows the exact statistics of mean and Std. deviation for these two items in detail.

Statistics

		8- Studying English can be important for me because it will enable me to better understand and appreciate art and literature of English.	9- Studying English can be important for me because it will help me to participate more freely in the activities of other cultural groups.	10 Studying English can be important for me because it will allow me to meet and converse with more and varied people.	11-- Studying English is salient for me because I would like to spend some time abroad.	12- Studying English is consequential for me so that I can read English books, newspapers or magazines.
N	Valid	100	100	100	100	100
	Missin g	0	0	0	0	0
	Mean	4.91	4.97	5.22	4.32	4.95
	Std. Deviation	.922	1.159	.960	1.377	.869

Table 12

8- Studying English can be important for me because it will enable me to better understand and appreciate art and literature of English.

		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Val id	Disagree	3	3.0	3.0	3.0
	Partly disagree	2	2.0	2.0	5.0
	Partly agree	23	23.0	23.0	28.0
	agree	45	45.0	45.0	73.0

Strongly agree	27	27.0	27.0	100.0
Total	100	100.0	100.0	

Table 13

The eighth item of the questionnaire was **Studying English can be important for me because it will enable me to better understand and appreciate art and literature of English.** The results show that 45 % of them agree and 27 % strongly agree. So more than half of the respondents regard English language as an important language which helps them to be knowledgeable about English literature as it has been shown in the thirteenth table.

9- Studying English can be important for me because it will help me to participate more freely in the activities of other cultural groups.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	2.0	2.0	2.0
Disagree	6	6.0	6.0	8.0
Partly disagree	2	2.0	2.0	10.0
Partly agree	6	6.0	6.0	16.0
agree	51	51.0	51.0	67.0
Strongly agree	33	33.0	33.0	100.0
Total	100	100.0	100.0	

Table 14

The ninth item of the questionnaire was **Studying English can be important for me because it will help me to participate more freely in the activities of other cultural groups.** According to the results, 51 % of them agree and 33 % strongly agree. So more than half of the respondents regard English language as an important language which paves the way to them to be involved in the activities of other cultural groups as it has been shown in the fourteenth table.

10 Studying English can be important for me because it will allow me to meet and converse with more and varied people.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	4.0	4.0	4.0
	Partly disagree	2	2.0	2.0	6.0
	Partly agree	7	7.0	7.0	13.0
	agree	42	42.0	42.0	55.0
	Strongly agree	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

Table 15

The tenth item of the questionnaire was **Studying English can be important for me because it will allow me to meet and converse with more and varied people.** According to the results, 42 % of them agree and 45 % strongly agree. So more than half of the respondents regard English language as a crucial language which permits them to meet and have conversations with different people as it has been shown in the fifteenth table.

11--Studying English is salient for me because I would like to spend some time abroad.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.0	2.0	2.0
	Disagree	16	16.0	16.0	18.0
	Partly disagree	6	6.0	6.0	24.0
	Partly agree	17	17.0	17.0	41.0
	agree	42	42.0	42.0	83.0

Strongly agree	17	17.0	17.0	100.0
Total	100	100.0	100.0	

Table 16

The eleventh item of the questionnaire was **Studying English is salient for me because I would like to spend some time abroad** . According to the results, 42 % of them agree and 17 % strongly agree. So more than half of the respondents consider English language as a crucial tool which enables them to travel and enjoy their free time in the foreign countries as it has been shown in the sixteenth table.

12- Studying English is consequential for me so that I can read English books, newspapers or magazines.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	4.0	4.0	4.0
	Partly disagree	1	1.0	1.0	5.0
	Partly agree	13	13.0	13.0	18.0
	agree	60	60.0	60.0	78.0
	Strongly agree	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

Table 17

The twelfth item of the questionnaire was **Studying English is consequential for me so that I can read English books, newspapers or magazines**. The results show that 60 % of them agree and 22 % strongly agree. So the desire to read English books and newspapers encourages more than half of them to study English as it has been shown in the seventeenth table.

The eighteenth table includes the 4 items of the questionnaire which are classified under the name of **instrumental motivation**. The table clearly shows the exact statistics of mean and std.deviation for these four items in detail.

	13- Studying English is important for me because I'll need it for my future career.	14-Studying is important to me because I think it will someday be useful in getting a good job.	15-Studying English is important for me because it gives me the edge in competing with others.	16- I want to learn English for better status'
N Valid	100	100	100	100
Missing	0	0	0	0
Mean	5.30	5.33	5.08	5.18
Std. Deviation	.870	1.006	1.061	.947

Table 18

13-Studying English is vital for me because I'll need it for my future career.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.0	1.0	1.0
	Partly disagree	2	2.0	2.0	3.0
	Partly agree	15	15.0	15.0	18.0
	agree	30	30.0	30.0	48.0
	Strongly agree	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

Table 19

The thirteen item of the questionnaire was ***Studying English is vital for me because I'll need it for my future career. According to the achieved results, 52% of them strongly agree and 30% agree. Thus, it is crystal clear that many respondents regarded learning English as a necessity for their future occupation.***

14-Studying English is essential for me because I think it will be useful in getting a good job some day.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	4.0	4.0	4.0
	Partly disagree	1	1.0	1.0	5.0
	Partly agree	12	12.0	12.0	17.0
	agree	24	24.0	24.0	41.0
	Strongly agree	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

Table 20

The fourteenth item of the questionnaire was ***Studying English is essential for me because I think it will be useful in getting a good job some day.*** The results represent that 59 % of them strongly agree and 24 % agree. Depending on the majority of them, one of the key motivational factors of studying English is to get an occupation a day as it has been shown in the twentieth table.

15-Studying English is necessary for me because it gives me the edge in competing with others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5.0	5.0	5.0

id	Partly disagree	3	3.0	3.0	8.0
	Partly agree	13	13.0	13.0	21.0
	agree	37	37.0	37.0	58.0
	Strongly agree	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 21

The fifteenth item of the questionnaire was **Studying English is necessary for me because it gives me the edge in competing with others. The results clearly show that 42 % of them strongly agree and 37% agree.** According to the achieved results, a large number of respondents believe that studying English is a factor to be more successful than others or at least to keep pace with them.

16- I want to learn English for better status.

		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Val id	strongly disagree	2	2.0	2.0	2.0
	Partly disagree	3	3.0	3.0	5.0
	Partly agree	8	8.0	8.0	13.0
	agree	47	47.0	47.0	60.0
	Strongly agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

Table 22

The sixteenth item of the questionnaire was **I want to learn English for better status. The results show that 47% of them agree and 40% strongly disagree.** So getting high position is one of the encouraging factors that inspires students to learn English as it has been shown in the twenty second table.

The twenty third table includes the 2 items of the questionnaire which are classified under the name of **teacher’s motivation**. The table clearly shows the exact statistics of mean and std.deviation for these two items in detail.

	17-I am satisfied with the way I am taught English.	18-I am satisfied with my English language teacher.
N Valid	100	100
Missing	0	0
Mean	4.56	4.65
Std. Deviation	1.242	1.242

Table 23

17-I am satisfied with the way I am taught English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.0	1.0	1.0
	Disagree	11	11.0	11.0	12.0
	Partly disagree	6	6.0	6.0	18.0
	Partly agree	14	14.0	14.0	32.0
	agree	49	49.0	49.0	81.0
	Strongly agree	19	19.0	19.0	100.0

Total	100	100.0	100.0
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Table 24

The seventeenth item was **I am satisfied with the way I am taught English. The data show that 49%** of respondents agree and 19% of them strongly agree. Concerning the results, the way of teaching English meets their expectations and make them happy as it has been shown in the 24th table.

18-I am satisfied with my English language teacher.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	3.0	3.0	3.0
Disagree	8	8.0	8.0	11.0
Partly disagree	2	2.0	2.0	13.0
Partly agree	16	16.0	16.0	29.0
agree	50	50.0	50.0	79.0
Strongly agree	21	21.0	21.0	100.0
Total	100	100.0	100.0	

Table 25

The eighteenth item was ***I am satisfied with my English language teacher. The results show that 50 %*** of the respondents agree and 21% of them strongly disagree. According to the majority of responses, the students are well pleased and happy with their English language teachers.

5. CONCLUSION

According to the achieved results, there are several factors that encourage learners to learn English such as intrinsic interest, integrative orientation and etc. The majority of the leaners want to learn English because they believe that it opens many various doors to have their own bright future. Communicating with different people around the globe is one of the key motivational factors to learn English by many participants. English is considered as a factor of personal and professional development by allowing them to a multitude of knowledge. Being proficient in English is regarded as a cornerstone of travelling and navigating around the world. Cultural interchange and awareness of the globe are the other two factors which inspire learners to surround themselves with English.

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