Keywords: motivation, integrative motivation, instrumental motivation, Arab world, non-Arab world, gender.

1. Introduction

Teaching English as a second or foreign language to students has become vital due to the role that English plays as a global language in the development of countries and teaching medium. In many cases, students are living within homogenous variables such as society, culture, language, educational systems, and then the results show that female students are outperforming male students in learning English. That reality raises the curiosity about the reasons for such differences. Though research suggest that single-sex schools are an option for motivating students (Al-Mahrooqi & Ambu Saidi, 2012; Coskun, 2014), and as many educational systems segregate students based on their genders in higher grades in the Arab world due to cultural and social factors, still female students’ motivation for learning English is higher than males (Al-Khasawneh & Al-Omari, 2015; Mathew, Job, Al Damen, & Islam, 2013). This phenomenon in the Arab world should elevates researchers’ curiosity to understand the reasons lead to such differences in achievements through more investigation.

This article aims to explore the reasons for such variance in the motivation of learning English from socio-cultural perspectives of two populations, the Arab and non-Arab students. It contributes to a national and an international interests of teaching English to second or foreign language students in both non-English speaking countries and English speaking contexts. For instance, understanding students’ motivation for learning English based these factors guide their national or expatriates teachers in their context or English speaking contexts to plan their teaching and support their students appropriately for better learning. To the best knowledge of the author, this area has not been investigated adequately in many Arab world countries and no studies that compared the two worlds were found (Javid, Al-Asmari, & Farooq, 2012). Besides, few studies were conducted to investigate Arab students English language motivation (ALsheikh & Elhoweris, 2011), the same for motivation based on gender. Moreover, there are few studies in most of the Arab context that indicate the influence of socio-cultural factors on motivating students to learn English (AL-Khasawneh & Denma, 2015; Al-Mahrooqi & Denman, 2014). The findings of the article are expected to push the research in this area to more practical studies.

To investigate the language motivation of the Arab and non-Arab students and the effects of social and cultural factors on their motivation to learn English, this article first, reviews Gardner's socio-educational model as a framework for the study. Next, the article defines language motivation and states the current research on motivation gender differences. Later, examples of the effects of social and cultural factors on Arab students are addressed. After that, the sources and the procedure for collecting the data for this research will be described. Finally, the article ends with the findings and discussion.
2. Review of Literature

2.1 Theoretical Framework

This research is based on Gardner's socio-educational model for second language acquisition (Al-Mahrooqi & Denman, 2014; Gardner, 2006; Taie, 2015). According to Taie (2015), Gardner model's roots based on Lambert's psychological model proposed in 1967 and in 1974. Lambert suggested three factors language aptitude, attitudes, and motivation as vital elements for achieving language proficiency, which leads to students' self-confidence. Later, in 1985, Gardner proposed his first version of socio-education models by adding the learning environment factor to Lambert's model to become an essential variable for learning a second language (Taie, 2015). In 2001, Gardner proposed his second version of the model and added "integrativeness and attitudes towards learning situation" (p. 606). According to this model the process of learning a second language and achieving language proficiency depends on students' abilities and motivation.

This motivation is influenced by social factors that can be found in three area that are learning environment that includes such as teacher, textbooks, teaching materials, teaching methods (Gardner, 2012). Students' surrounding environment as the family and students' individual characteristics (Gardner, 2006). Gardner (2006) characterized motivated individual with ten features such as "goal directed, persistent, desires, demonstrates self-confidence, expends efforts, attentive, expectations, and motives" (p. 242). The socio-educational model links between ability and achievement to see them as a cause for the levels of performance and attributes the differences in the levels of language achievement or performance between the two genders to personal variables. According to this model, though ability and motivation are functioning independently, they are working together to associate achievement (Gardner, 2006). Regarding the gender differences in language learning and proficiency, Gardner (2006) stated that it depends on the motivation that students receive in the learning environment, from the family, and the characteristics of their personalities. Some of Gardner's suggested characteristics of motivated students are seen in language motivation research findings as part of female students' features (Daif-Allah, 2012), which may attribute as one factor for their outperforming of their counterpart male students.

Learning environment is another factor that is considered by this model. The model divides the learning environment into the formal situation, which is the classroom or where the learning is directed by a leader, and the informal situation, which may take any place and any time outside the class (Taie, 2015). These two situations provide students with extrinsic and supportive motives to continue their persistence and efforts for learning English. Al-Mahrooqi & Denman (2014) considered these two learning environments and their tangible and intangible rewards to students as "a positive influence for learning" (p. 107). As a result, both cultural factors and learning environment support are expected to work together with the students' internal factors to increase their motivation for learning a language. This relationship among, ability, motivation, anxiety, and achievement constructs a complex process of learning a second language for students. Therefore, teachers and parents should play an essential role in guiding the students at school and at home to encourage them and increase their motivation.

2.2 Motivation

Research considers motivation as an influential resource for learning languages. Al-Mahrooqi and Denman (2014) combined Harmer's (2001) and Gardner's (1985) definitions of motivation to define it as "an energy or desire that drives a learner's actions in order to direct achievement and generate self-satisfaction" (p. 103). Richards and Schmidt (2010) referred to the motivation for learning a language as "a combination of the learner's attitudes, desires, and willingness to expend effort in order to achieve the second language" (p. 377). Both definitions indicate that learners' attitudes and interests are essential to put their efforts and time towards learning the language. That leads to understanding motivation as an internal motive or encouragement accompanied by an aim to achieve through utilizing personal and external factors during a period of time based on the progress accomplished in each phase of the entire process of achievement.

Students are affected by two types of motivation to encourage them to learn English, instrumental and integrative (Gardner, 2006). Al-Mahrooqi and Denman (2014) described the first type the instrumental motivation as the willingness of a second language (L2) learner to benefit from the social and cultural outcomes that language lead to personal advantages such as a career or an academic degree. They define the second type the integrative motivation as students' interests in the language itself and their willingness to communicate with the users of that language whether through involving in their society or other means. Tulu (2014) stated that when the learners of a L2 lack of motivation, it becomes
an obstacle to achieving success in their learning. Cook cited in Mahdi and Jafari (2012), stated that among the three vital factors for language acquisitions are age, personality, and motivation and the latter is the most influential. Crump cited in Mahdi and Jafari (2012), believed that the motivation components are “excitement, interest, keenness, and enthusiasm” (p. 232). These components can be seen as internal factors that students need to promote with the help of external factors such as teachers in the learning environment and family support.

Studies suggest different results regarding the factors raise students’ motivation for English language learning. For instance, Xiong (2010) attributed female students' stronger internal motivation in learning L2 than males to the psychology and physiology advantages that females have. These advantages such as the faster development of their pronunciation organ and maturity facilitate their language learning compared to males. Tulu’s (2013) study showed that female students were significantly satisfied with their performance due to their efforts, abilities, and mood. The study adds the sample described family support and peer assistance were helpful to their accomplishments. A study conducted by Heinzmann (2009) to investigate Swiss 3rd graders found that female students showed significantly more motivation to learn English and had more “positive self-concept” than their counterpart males. Coskun’s (2014) study of students' motivation in Albania reveals that female students were instrumentally more motivated to learn English than males. On the other hand, other studies found male students had higher instrumental motivation for learning English than females (Abdilah & Chowdhury, 2013; Javid, Al-Asmari, Farooq, 2012). Finally, the combination of both types of motivation and students' positive attitudes toward English increase their proficiency in English.

2.3 Gender Variance in learning English Motivation

Nowadays, both males and females have the equality in most the human rights. However, in language motivation research, there is still a difference between their achievements. Gender in this research means the classification of the human being as male and female students. The research in the relationship between second language learning and the role of gender has become one of the most active and complicated and "interdisciplinary areas of linguistic inquiry" (Abdilah & Chowdhury, 2013, p. 134). Gender differences start at early ages of learning in the formal situation in primary level and differ later in higher levels as secondary. According to research, this difference may continue to the favor either females students (Xiong, 2010) or males (Yeung, Lau, & Nie, 2011). Some researchers attributed the gender differences in learning to some social and "neurobiological" factors (Al-Khasawneh & Al-Omari, (2015). Though some studies suggest that stereotyping females are better at learning languages such English than males, Heinzmann's (2009) study refuted that when male students refused to believe in such stereotype.

Females students have been seen more active participants who produce valuable and complex ideas in the formal situation compared to males, which seems to show slower learning process with many challenges in some activities and skills as reading and writing (Abdilah & Chowdhury, 2013). Many studies found that female students combine the two types of motivation instrumental and integrative for learning English compare to their counterpart males which seems to have instrumental motivation to accomplish their personal purposes such as getting a job (Akram & Ghani, 2013). Adachi's (2015) study indicated that female students are motivated as a result of their attitudes towards English whereas, males are motivated by the people surrounding them. As a result of the gap between female students and male students' motivation in language learning, this article highlights this relation according to social and cultural factors in the Arab world compared to non-Arab world.

2.4 Effects of Social Factors on Arab Students

Social factors play an important role in human life and learning a second or foreign language is one of these affected aspects. However, due to the nature of the Arab society and other cultural aspects, there are different expectations for both genders. For instance, in the Arab world, males are expected to be responsible for the family social commitments outside the house, in addition to their role in the family itself (Abdillah & Chowdhury, 2013; Al-Mahrooqi & Denman, 2014). For example, they are responsible for any issue relates to the family that needs to interact with others in markets, government offices, and supply home with daily demands. On the other hand, females are expected to take the family responsibilities inside the house as a part of their responsibilities. This distinction has provided both genders opportunities to deal with the English language from two different perspectives.

Males' responsibilities outside the house provide them the chance to interact with others in various positions in the society such as markets, work, and street. Their interaction with others gives them the chance to speak and practice their English with native speakers who are working in Arab countries or as tourists. However, the advantages of these taking
such chances depend on individuals' level of English, motivation, and interests. Conversely, females who are expected to take care of family issues may spend some of their day in doing their homework, reading, watching movies, and other TV programs in English and Arabic (Ambu Saidi & Al-Mahrooqi, 2012). That means they spend part of their daily time practicing their receptive skills, listening, reading, and writing as a productive skill. They may have the chance to speak English at home unless the language is practiced within the family members. When comparing between females and males inputs and abilities, it becomes obvious that females have better opportunities to enrich their repertoire of English.

The previous sections of the review of literature define the main concepts such as motivation, gender, and language motivation. Moreover, these sections show the connection between the socio-educational model and second language motivation. In addition, it gives an example of how social and cultural factors in Arabic context may motivate male students to learn English because of the language practice opportunities it provides for males compared to females. The next sections will deal with the findings, discussion of the data, and pedagogical implications.

3. Data Collection

As a secondary source research, the data of this research is collected from different resources such as articles, studies, and books. The researcher worked to avoid bias through avoiding selecting findings in favor for a specific gender. The author depended on a number of criteria to choose the resources as following: A) the resources should be published between January 2005 and December 2015. B) They should be relevant to students' motivation for learning English as a second or foreign language. C) They should be reachable through databases without any payment. D) the selected studies should be conducted in 14 different countries. E) The language of the studies should be English.

Based on ERIC and psycINFO databases, and Google Scholar search engine, the researcher, used the keywords "motivation AND "Arab", the other options were names of Arab countries as "Saudi Arabia" AND "English" AND "Language" to find relevant studies. The research included all the Arabic Countries including the term Arab world between 2005 and 2015. The found studies were filtered through three stages, the title, abstract, and the entire article. The titles of the resources that did not match the intended topic of the study were excluded, and then the same was repeated with the abstract, and finally the entire article. Tables 1 and 2 (See Appendix A) shows the results of the studies search in the ERIC and psycINFO databases. Table (1) shows the result of searching in ERIC databases is 24 studies relate to motivation and only three are related to the topic of this research. Table 2 shows that there are ten studies in the motivation topic in psycINFO database, but all of these studies are not related to the topic of this research. Google Scholar search indicated there were 62,300 studies relate to motivation. Out of this number, 11 studies were selected. The main findings of the chosen studies are presented in tables 3 and 4 (See Appendix B), which constitute of the author name (s) and the country where the study was conducted. Other columns for the main findings of the study and finally the attributions of the author (s) for the study findings.

4. Findings

The analysis of the 14 studies (See Appendix B) reveals various findings. These results are categorized into three themes as follow:

4.1 Motivational Differences Due to Gender

Regarding students' motivation based on genders in both worlds, this research shows that nine studies out of 14 in the present research show that female students have higher levels of motivation and positive attitudes towards learning English compared to males (Adach, 2015; AL-Khasawneh & Denma, 2015; Al-Mahrooqi & Denman, 2014; Alsheikh & Elhoweris, 2011; Azamoosh & Birjandi, 2012; Coskun, 2014; Heinzmann, 2009; Tanni, 2015; Xiong, 2010). Whereas, three studies show males have higher levels of motivations than females (Abdilah & Chowdhury, 2013; Javid, Al-Asmari, & Farooq, 2012; Yeng, Lau, & Nie, 2011). The other remaining two studies, both genders mostly have the same levels of motivation (Al Othman & Shuqair, 2012; Akram & Ghani, 2013). These studies consent with research finding about the higher motivation of female students compared to males as a global phenomenon in the Arab world and non-Arab world.

4.2 Motivational Differences Due to Gender in the Non-Arab World

By looking at the non-Arab world, five studies out of seven show that female students are more motivated to learn
English than males (Adach, 2015; Azarnoosh & Birjandi, 2012; Coskun, 2014; Heinzmann, 2009; Xiong, 2010). One study showed that male students have a higher level of motivation in secondary level than females (Yeng, Lau, & Nie, 2011). One study showed there were no significant differences based on gender (Akram & Ghani, 2013). These findings agree with other studies that non-Arab female students are more motivated to learning English than males.

4.3 Motivational Differences Due to Gender in the Arab World

In the Arab world, four studies show that female students have a higher motivation to learn English than males (Al-Khasawneh & Al-Omani, 2015; Al-Mahrooqi & Denman, 2014; Alsheikh & Elhoweris, 2011; Tanni, 2015). On the other hand, two studies show that males have a higher motivation than female students (Abdilah & Chowdhury, 2013; Al-Asmari & Farooq, 2012). However, one study (Al Othman & Shuqair, 2013) shows no significant differences in the motivation of both genders to learn English.

5. Discussion

This research aims to investigate the gender differences in English language learning motivation between the Arab and non-Arab students and to explore the effects of social and cultural factors on this motivation. In this section, the findings are categorized into four themes: dominant type of motivation, motivation and social factors, motivation in a classroom environment, and research on motivation.

5.1 Dominant Types of Motivation

The findings show that the instrumental motivation is the dominant type among the sample of these studies. Ten studies indicate that the students are motivated to learn English for personal accomplishment purposes such as to obtain a higher degree in education (Akram & Ghani, 2013; Al Othman & Shuqair, 2012) and to get a better job (Javid, Al-Asmari, & Farooq, 2012; Alsheikh & Elhoweris, 2011; Coskun, 2014). Al-Mahrooqi and Denman (2014) stated that "in the Gulf and greater Muslim world, most [studies] tend to report that instrumental motivation is far more prevalent than integrative motivation among Muslim learners" (p. 116).

The integrative motivation is present in the studies as well. It seems that the female students have higher levels of integrative motivation than males. According to the studies' findings, in both worlds as in (Jordan, Saudi Arabia, Japan, Albania, and Oman) female have positive attitudes towards learning English to utilize it to communicate with others in the world and understand other cultures. For instance, Al-khasawneh and Al-Omari (2015) stated in their study in Jordan that females are motivated to learn English for socialization in the country itself and with others who speak English. Female students' high level of integrative motivation and positive attitudes for learning English can be considered as the essential factors for outperforming male students. This finding is consistent with Gardner's statement cited in Al Othman and Shuqair (2013) that "learners who are integratively motivated are likely to be more proficient in a language than learners without this kind of orientation" (p. 125). That means the integration between students' integrative and instrumental motivation raise their confidence, self-esteem, and effort to perform better in learning the language.

5.2 Motivation and Social Factors

Some of these studies show there are more influences of parents, culture, and religion on the Arab students than on non-Arab students. For instance, since the males are responsible for providing everything for their families that responsibility influences males to learn English to get jobs or to complete their higher studies for better payment jobs (Alsheikh & Elhoweris, 2011; Javid, Al-Asmari, & Farooq, 2012). On the other hand, some of these influences create uncomfortable feelings for female students to participate in some English classes. For instance, female students showed higher levels of anxiety about being in classes with male students in countries such as Oman (Al-Mahrooqi & Denma, 2014) and the Iraqi mothers in Australia who felt uncomfortable to join evening classes with unfamiliar males (Abdilah & Chowdhury, 2013). Another effect of the social factor is seen with the Jordanian female students (Al-khasawneh & Al-Omari, 2015) who considered learning English as a credit for marriage purposes. That means women who speak another language like English and have jobs get married faster than those who speak the mother tongue only or without jobs. In Palestine, Tanni (2015) attributed Palestinian female students' high motivation for learning English to be like a type of prestige. That is seen as one of the features of educated person who embed English words or sentences to their speaking or using
English to speak with others. Al-Mahrooqi and Denman' (2014) study showed that the first influential motivating factor for learning English was the family members. Family members came first because the types of encouragement parents give to their children such as rewards, enrolling them in English courses, appreciation for high achievements.

In non-Arabic countries, the social effects of the parents can be seen in the Singaporean students who study hard and learn English to meet their parents' expectations besides other motivating factors (Yeng, Lau, & Nie, 2011). Adachi's (2015) study revealed that male students' motivation for learning English was influenced by their parents. According to Azamosh and Birjandi (2012), in Iran, particularly male students bring honor to their family when they speak English proficiently. For that, there are high expectations for male students from their parents, which often results in males being provided with different types of support and encouragement. In addition, in Iran, being good speakers of English is positive characteristic for marriage purpose. That means when a man asks to marry a woman, her family considers his proficiency in speaking English as a credit to accept his request. That brings the honor to her family as well as his family. Iranian students share these social factors with some Arab students because they are Muslims though they are not Arab. Both Iranian and Arab students share some cultural features because they share the same religion. The other social factor can be seen with Japanese and Swiss students in their need of English for socialization and understanding others in the world particularly English speaking countries.

5.3 Motivation in the Classroom Environment

Regarding the learning environment motivation factor, Al-Mahrooqi and Denman (2014) conducted a written interview with undergraduate students. The findings revealed that good teachers were the second most motivated factor for learning English. Concerning the preference of teachers, the study found that students preferred the public teachers than native speakers of expatriate teachers because they are not familiar with students' educational, cultural background, and needs. Adachi (2015) found that male students' motivation in primary schools were influenced by their teachers and peers. The study conducted by Mathew, Job, Al Damen, and Islam (2013) showed that more than 70% of the participants agreed that they will comprehend better in English class if their teachers changed their methods of teaching. Tulu (2013) found that Ethiopian male students attributed their unsatisfied achievement in learning English to some of their teachers' negative behavior and teaching method, whereas, females did not complain about these factors. The findings of such studies approve the need for supportive learning environment including knowledgeable and motivating teachers.

5.4 Research on Motivation

The majority of the studies in the two worlds the author went through were based on quantitative research designs. As it is known, quantitative research provides numeric data based on a statistical analysis to compare the means of variables or factors. It provides descriptive analysis with researchers' interpretations of the given statistical differences and based on the statements of questionnaires. For the 14 studies in this article, the data show significant differences and no significant differences between the two genders' levels motivation and attitudes to learning English. However, the findings of these studies do not explain the reasons for such differences from teachers', students', and parental perceptions. These results do not provide the real reasons for male students' low motivation and achievements in learning English. Moreover, they do not present practical solutions to overcome demotivating factors for both genders, particularly male students. They just provide general pedagogical implications to be followed by teachers of English.

Qualitative and mixed method research designs are useful to determine reasons and applicable solutions from different stakeholders' perspectives. For instance, Abdilah and Chowdhury's (2013) interviewed three Iraqi families living in Australia. His study revealed that the low motivation of the Iraqi mothers to join English classes was because the presence of unfamiliar male students in the same class as well as Al-Mahrooqi and Denma (2014) found. Further, it provides the reason for males' motivation to learn English, which mainly for education and getting jobs. It is interesting to know according to Abdilah and Chowdhury's (2013) study that the women especially the mothers in the three families were not motivated to work and to complete their English classes when they arrived in Australia because they depended on their sons and fathers. Females’ dependence on their relatives is mostly the case in the most Arab world. They depend on their fathers, husbands and sons as part of their religion and cultural perspectives. The Iraqi females' case leads us to understand why many female students in the Arab world show higher levels of integrative or instrumental motivation in studies. This motivation is attributed to female students' expectations to travel abroad alone to study in one of the English-speaking countries where they will have to deal with their issues independently. That motive encourages them to work harder than males in learning English. For that, conducting more qualitative studies to investigate the...
reasons for the variance in students' motivation for learning English enable researchers to deliver those obstacles and suggest solutions to stakeholders to take further actions based on evidence. These actions for instance, could be regarding the curriculum design, teachers training on dealing with demotivated students, and building a more productive relationship between schools and parents.

6. Summary

This research consists with the findings of others researchers in many countries in the Arab world and non-Arab world that female students are more motivated to learn English than males. Females not only instrumentally motivated but they show a higher level of integrative motivation. Their positive attitudes to learning English for socialization purposes like communicating with others, knowing and identifying the other cultures, and for educational purposes are higher compared to male students. Male students seem to be more instrumentally motivated for achieving personal goals such as educational opportunities, good jobs, and traveling abroad. These views of motivation are shared between the Arab and non-Arab students, whereas, they differ in the effects of some social and cultural factors.

7. Pedagogical Implications

Balancing between students' motivation to learning English whether they are of the same gender as they are segregated as in many countries in Arab world or mixed classes for both gender is not an easy task for teachers. For that the selection of teachers should be based on highly rigid criteria one of them should be their highly intellectual abilities in solving problems. As teachers, it is essential to recognize their students from their first days of teaching. Students' personalities, participations, and behaviors could be used by teachers as hints to identify students' levels of language, motivation, and self-efficacy. For that the research in this area of motivation suggest the following:

- Recognizing students' beliefs, goals, and expectation of learning English from the first day guide teachers to frame and plan their teaching strategies according to their students' needs (Daif-Allah, 2012).
- Use different types of technologies in teaching the students to increase students' motivation to learn English. That means teachers should be able to cope with students digital interests to use them for teaching.
- Concerning the three types of learning style visuals, auditory, and kinesthetic when Preparing the lessons.
- Creating a positive learning environment helps students to be stress-free and encourage them to participate (Adachi, 2015).
- Teachers should provide lack self-efficacy or demotivated students with simple activities that are at their level. Then, to increase the complexity of these activities or tasks according to students' improvements.
- Teachers' teaching strategies should match their students learning strategies to avoid any conflict between the two strategies and demotivate students.
- According to the author's experience in teaching English in a second language context, sitting with students in privacy to listen to them and support them emotionally and academically help students to gain confidence and increase their motivation.
- Another experience to share is that, asking outstanding and good students to share their experiences in learning English with others whether in the class or during the morning assembly is very useful. Such sharing of experiences helps many students and guide them to use their friends' strategies of learning, which motivated them to do better.
- Teachers of English can be interviewed in classes by students or the class teacher to speak about the ways that students can use to develop and promote their confidence or motivation in learning English.
- Though many of the educational systems around the world teach their children for the purpose of final exams, teachers should be able to create their teaching methods that motivate their students to learn and at the same time to prepare them for exams.
- Stakeholders in educational systems and society should cooperate to construct a more productive relationship between schools and parents. Both schools and families should support and motivate students in their learning in general and in learning English particularly since it is a second or a foreign language.

8. Limitation of the Study

This study, which depends on secondary resources in students' motivation for learning English in the Arab and non-Arab
worlds has some limitations. First, the findings obtained from the fourteen studies used to investigate students' motivation cannot be generalized into the two worlds based on the percentage of the students in each sample. In addition, each study had its different circumstances such as the geography, society, school environment, and type of students. Second, the study does not focus on a specific type of students based on a level of education or age. Level of students refers to primary, preparatory, and secondary schools. This unspecified level or age is because the found studies were conducted on all the levels of students in the two worlds. For that, it was difficult to find fourteen studies at one level of education in different countries according to the selection criteria. However, the results may apply to the individual countries included in this study.

9. Conclusion

In conclusion, the variance in the level of motivation based on gender as a global phenomenon is an issue that will not disappear or decline with more quantitative studies that indicate the level or the type of motivation of female and male students. It should be solved with more in-depth mixed or qualitative studies that involve not just the students, but the main agents such as teachers of English, parents, and other stakeholders. According to the findings of this research, both female and male students in the Arab and non-Arab worlds are motivated to learn English. However, females show higher interests and attitudes towards the language. Both genders have instrumental motivation for learning English for personal achievements such as educational purposes and getting jobs. Female students expressed higher integrative motivation towards the language for the language itself, speakers of English, and more openness to other cultures than males. Females' instrumental and integrative motivation, their personal abilities that are supported with self-confidence, the support they get from both educational and social life may account for their persistence and efforts to outperform males. According to Gardner (2006), this integration leads students to language achievement. The findings from these studies indicate that social factors such as family support, parental expectations, cultural restrictions, learning environment support, and individual's beliefs about their abilities and expectations have positive effects on increasing students' motivation for learning a second or foreign language.

10. Recommendation for Further Research

For further research in this area of motivation, it is recommended to conduct more in-depth mixed method and qualitative studies to find out the real reasons stands for male students demotivation to learn English from both social and educational factors. In addition, research is needed to investigate and suggest practical methods for promoting male students' motivation in learning English from students, teachers, and parent perspectives.

References


Appendix A.

Table A1: Research result of ERIC Database

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<th>Total studies</th>
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Table B2: Research result of psycINFO Database

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Appendix B

Table B1. Studies on students’ motivation to learn English in the Arabic countries.

<table>
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<tr>
<th>N</th>
<th>Author(s)</th>
<th>Country</th>
<th>Findings</th>
<th>Attributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alsheikh &amp; Elhoweris (2011)</td>
<td>United Arab</td>
<td>Female students showed higher and significant extrinsic motivation for</td>
<td>Find a job. Higher education Male students can easily secure jobs in UAE</td>
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<td></td>
<td></td>
<td>Emirates UAE</td>
<td>foreign language reading motivation than males.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Social and learning situation support motivated females for learning</td>
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<tr>
<td>3</td>
<td>Al-khasawneh &amp; Al-Omari (2015)</td>
<td>Jordan</td>
<td>Females are more motivated to learn English than males. Both genders</td>
<td>Female students may avoid to traveling to English countries and loss their</td>
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<td></td>
<td></td>
<td></td>
<td>have higher instrument motivated than integrative.</td>
<td>identities. For job and higher studies. Females, for socialization and increase</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>their employability and marriage qualification.</td>
</tr>
<tr>
<td>4</td>
<td>Javid, Al-Asmari, &amp; Farooq</td>
<td>Saudi Arabia</td>
<td>Males show more extrinsic and intrinsic motivations.</td>
<td>To secure jobs. For higher education.</td>
</tr>
<tr>
<td>5</td>
<td>AL Othman &amp; Shuqair (2013)</td>
<td>Kuwait</td>
<td>Both genders have strong instrumental motivation to learn English.</td>
<td>Get a job, satisfy parents, obtain higher educational degree</td>
</tr>
<tr>
<td>6</td>
<td>Abdilah &amp; Chowdhury (2013)</td>
<td>Australia</td>
<td>Males showed significant differences in instrumental motivation than</td>
<td>Get a job and pursue higher education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Arabs sample)</td>
<td>females.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Females refuse to register for night classes in mixed classes.</td>
<td>Due to social and cultural factors</td>
</tr>
<tr>
<td>7</td>
<td>Ziayd Tanni (2012)</td>
<td>Palestine</td>
<td>Female students have higher and significant attitudes, language attitude</td>
<td>Females use English as a type of prestige.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>towards English than males.</td>
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Table B2. Studies on students’ motivation to learn English in non-Arabic countries.

<table>
<thead>
<tr>
<th>N</th>
<th>Author(s)</th>
<th>Country</th>
<th>Findings</th>
<th>Attributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yeng, Lau, &amp; Nie (2011)</td>
<td>Singapore</td>
<td>Girls start in primary school with score better of some components of</td>
<td>Due to the competitive of Singapore education Parents have high expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>motivation, in secondary schools, boys score higher in the same features.</td>
<td>for their children. Complexity of English textbooks. Females are interested in</td>
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<tr>
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<td></td>
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<td>the language itself.</td>
</tr>
<tr>
<td>2</td>
<td>Xin Xiong (2010)</td>
<td>China</td>
<td>Female students are more motivated and have ability to learn English than</td>
<td>Positive attitudes towards English speaking countries. Positive attitudes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>males students.</td>
<td>towards a globalized world</td>
</tr>
<tr>
<td>3</td>
<td>Sybille Heinzmann (2009)</td>
<td>Swiss</td>
<td>Female students are higher motivated and made efforts than males students</td>
<td>Personal achievements as getting a Job. Understand the world. Males for jobs</td>
</tr>
<tr>
<td></td>
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<td>in learning English</td>
<td>and educational purpose. Females are not destined to pursue jobs that require</td>
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<tr>
<td>4</td>
<td>Lokman Coskun (2014)</td>
<td>Albania</td>
<td>Female students are more motivated to learn English than male students.</td>
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<tr>
<td>5</td>
<td>Akram &amp; Ghani (2013)</td>
<td>Pakistan</td>
<td>No significant differences between female students and male students in</td>
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<td></td>
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<td>attitudes and motivation to learn English</td>
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<tr>
<td>6</td>
<td>Azarnoosh &amp; Birjandi (2012)</td>
<td>Iran</td>
<td>Female students score high mean on L2 self and intended effort. Males</td>
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<td></td>
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<td>score higher mean on Ought-to-L2 self.</td>
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<tr>
<td>7</td>
<td>Rie Adachi (2015)</td>
<td>Japan</td>
<td>Females show higher positive attitudes towards learning English and</td>
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<td>communication.</td>
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