

Motivation of Police Cadets in Learning English for General and Specific Purposes

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Abstract

Motivation is commonly accepted as a significant determinant in second language achievement. Different types of English courses may influence learners' motivation. This study investigates the types of motivation evident among Indonesian Police Academy cadets learning English either for General Purposes or for Specific Purposes, as perceived by both cadets and teachers. Using quantitative survey methods, the research includes 100 cadets, equally divided into two groups and two teachers. Results indicate that both groups exhibit predominantly intrinsic and instrumental motivation. Cadets learning English for General Purposes display stronger motivation than cadets studying English for Specific Purposes. Teacher perspectives generally mirror these findings, although some nuances in motivation type are observed. Implications highlight the need for English for Specific Purposes curricula to bolster student-centeredness and relevance, thereby maximizing cadet motivation.

Keywords: *Cadets; EGP; ESP; Motivation; Police*

Abstract

Motivasi secara luas diakui sebagai faktor penentu utama dalam keberhasilan pembelajaran bahasa kedua. Jenis mata kuliah Bahasa Inggris dapat mempengaruhi motivasi belajar siswa. Penelitian ini meneliti jenis-jenis motivasi yang terlihat di antara taruna Akademi Kepolisian Indonesia yang mempelajari Bahasa Inggris baik untuk Tujuan Umum (EGP) maupun untuk Tujuan Khusus (ESP), sebagaimana dipersepsikan oleh taruna dan dosen. Dengan menggunakan metode survei kuantitatif, penelitian ini melibatkan 100 taruna yang dibagi secara merata menjadi dua kelompok serta dua dosen. Hasil penelitian menunjukkan bahwa kedua kelompok didominasi oleh motivasi intrinsik dan instrumental. Taruna yang mempelajari Bahasa Inggris untuk Tujuan Umum menunjukkan motivasi yang lebih tinggi dibandingkan dengan taruna yang mempelajari Bahasa Inggris untuk Tujuan Khusus. Persepsi dosen umumnya mencerminkan temuan tersebut, meskipun terdapat beberapa perbedaan dalam jenis motivasi yang diamati. Implikasi penelitian ini menyoroti pentingnya kurikulum Bahasa Inggris untuk Tujuan Khusus yang lebih berpusat pada mahasiswa dan relevan dengan kebutuhan mereka guna memaksimalkan motivasi taruna.

Kata Kunci: *EGP; ESP; Motivasi; Taruna; Polisi*

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INTRODUCTION

Proficiency in English has become a critical global competency impacting educational systems, advances in technology, and careers. Due to the demands of globalization, English has become the major means of communication and a prerequisite for any further education or career advancement. In every educational institution in Indonesia, from elementary to university and beyond, the study of

English is a compulsory requirement, which further demonstrates the worldwide significance of the language. In university English is taught in a more specialized manner suited to the disciplines— for example, medical students study English for Medicine, and police cadets study English for law enforcement.

Having English as an academic and professional tool in a distinctive environment is offered in Indonesia Police Academy (Akpól). It is a vocational institution and a part of the Indonesian National Police. Akpól gets approximately 280 cadets a year who are trained for four years to become professional officers of the police. The graduates, as of today, earn a degree entitled Bachelor of Applied Police Science and also are given the rank of second police inspector. In 2018, Akpól revised its English curriculum, extending its instruction of English from two semesters to a four-semester sequence to include English for General Purposes (EGP) and English for Specific Purposes (ESP). The aim of the reform was to produce officers not only competent in policing, but also proficient in English for use in international policing. This reform is important to support police officers tackling transnational crimes, joining United Nation Peace Keeping program, and taking scholarship overseas.

However, achieving proficiency depends greatly on learners' motivation. Learning a second language (L2) is a long and demanding process requiring sustained effort and persistence (Wu et al., 2024). The challenge is greater in foreign-language contexts where students have limited opportunities to communicate in the target language. This situation is evident at the Police Academy, where English is primarily taught as a compulsory subject oriented toward examination requirements rather than authentic professional communication. Cadets often have minimal exposure to real-life English interaction related to policing contexts, limited opportunities to practice speaking beyond classroom tasks, and heavy disciplinary and academic workloads that reduce time for independent language development. In addition, a perceived gap between academic English materials (e.g., IELTS-oriented tasks) and the communicative demands of future police work may lead some cadets to question the relevance of English to their professional identity. Consequently, language success depends not only on intelligence but also on motivation (Qiao, 2024). Without sufficient motivation, even skilled teachers and strong curricula may fail to improve proficiency (Rezai et al., 2025). Furthermore, motivation accounts for a significant proportion of L2 achievement. Among a wide range of variables in learners' English performance and progress at each learning stage, motivation is identified as the most salient predictor (Gardner, 1985). Motivated students demonstrate higher levels of oral fluency (Vo, 2021) and classroom participation and exhibit greater persistence and retention of the language, along with enhanced learning overall (Alizadeh, 2016).

Over the years, research on L2 motivation has shown that learners may experience difficulty if they have negative attitudes toward the members of the community of the target language (Al-Hoorie, 2017). Studies on motivation can be seen from macro perspective emphasizing on social-psychological and micro viewpoint focusing on cognitive (Al-Hoorie, 2017). The former was largely influenced by Gardner's (1985) framework which underscores integrative motivation and instrumental one measured with Dörnyei's (2005) Attitude and Motivation Test Battery (AMTB). Integrative motivation is associated with a deeper fascination with the L2 culture, while instrumental motivation is associated with more utilitarian goals like securing a job or succeeding in an exam. Integrative motivation is more predictive of success, or at least research has suggested that (Liu & Dong, 2023). Nonetheless, Suliman et al. (2024) noted the importance of the learning context, stating that in English-as-a-Second-Language settings, integrative motives are more dominant, whereas instrumental motives take precedence in EFL contexts.

From a micro perspective, motivation can be seen as a multifaceted and dynamic concept in nature which is grounded in Ryan and Deci's (2000) Self-Determination Theory (SDT), defines motivation as intrinsic and extrinsic. The former relates to students' involvement and the enjoyment

of the learning activity, while the latter tends to be externally driven, such as through pressure and/or reward. Intrinsic motivation is associated with deeper learning, more autonomy, and independent learning (Ryan & Deci, 2000). SDT argues that extrinsic motives may be internalized, thus fueling sustained participative engagement. Hence, motivation is best described as existing on a continuum.

As early as the 1960s, the need for tailored English training materials for business and academic fields expanded the focus of ESP literature. Need-driven curricula, goal-oriented teaching methods, and the pedagogical focus on outcomes characterize ESP (Dou et al., 2023). While contrasting English for General Purposes, Rahman et al. (2023) depicted ESP as client-centered, wherein the learner takes autonomy through communicative methods. This description is, to a great extent, responsible for the view, as suggested by Martín-González and Chaves-Yuste (2024), that ESP disproportionately increases learner motivation compared to EGP, especially when the subject content directly relates to the learner's future profession. In a similar vein, Altalib (2019) found that ESP group had higher motivation leading to greater L2 achievement, compared to EGP group.

Despite abundant L2 motivation research, significant gaps remain. Studies focusing on ESP motivation are still limited, particularly in the context of police. Dja'far et al. (2016) examined the students' motivation in learning English for Economy and Business while Xu et al. (2024) investigated students' motivation in learning English for Engineering. To date, however, no research has investigated motivation among Indonesian police cadets.

Addressing these gaps, the present study explores the motivation of Indonesian Police Academy cadets studying EGP and ESP, viewed from both perspectives of cadets and teachers. It adopts an integrated framework encompassing four motivation types—integrative, instrumental, intrinsic, and extrinsic—treated as distinct but related constructs. The research objectives include: (1) identifying motivation types in EGP group; (2) identifying motivation types in ESP group; (3) investigating if course type affects motivation. This work addresses motivational theory pertaining to second language acquisition and language teaching practice, especially within police education, which remains heavily under researched. This study may provide instructors with information to identify motivation gaps and formulate integrated, self-directed, and goal-oriented approaches adjusted to students' engagement and attainment of English.

METHODS

The present study incorporated quantitative research grounded in post-positivist paradigm to objectively examine cadets' learning motivation in EGP and ESP. Employing a cross-sectional survey design, the study used a structured questionnaire administered at a single point in time to generate numerical data suitable for statistical analysis to identify motivational patterns and relationships. The research addressed three main objectives: identifying the types of cadets' motivation, examining whether EGP and ESP cadets differ in their intrinsic, extrinsic, integrative, and instrumental motivations, and determining whether the type of English course affects cadets' motivation. Null hypotheses were formulated for each question, and the analysis involved comparing mean scores and testing correlations between course types and motivational factors.

The participants included a hundred Akpol cadets and three English instructors, assigned evenly across both EGP and ESP cohorts, with the cadets being EFL learners. For this, a range of ages 18-22 and experience with English instruction in the Indonesian context, from the elementary school level. English proficiency is claimed to be self-assigned from moderate to good. 5 to 13 years of teaching experience and a varied educational background, which included English Education, English Literature, and Human Resources. Hence, the diverse educational backgrounds aided in capturing diverse perspectives regarding the motivational factors in language learning from both students and teachers.

Open-ended questions were used in the teachers' questionnaires. For cadets' questionnaires, a closed-ended format was used. Each cadet questionnaire had 46 items. A 7-point Likert scale was utilized along with 4 motivating dimensions: intrinsic, extrinsic, integrative, and instrumental. All scales demonstrated considerable reliability with coefficients ranging between .786 and .911. The items were adapted with a primary focus on Gardner (1985) while capturing the local context. The teachers' questionnaire contained sixteen items that assessed teacher perceptions regarding cadets' motivation and the effectiveness of their teaching. A pilot study with ten cadets preceded the main study to establish the validation and refinement of the research instruments. Thereafter, student questionnaires were administered both in class. Ethical considerations on anonymity and voluntary participation of the cadets were observed. Consents were also obtained prior to the administration of the questionnaires.

Data were analyzed using SPSS with the level of significance set at $p < .05$. Prior to inferential testing, the normality of the difference scores was examined using the Kolmogorov–Smirnov test, and boxplots were inspected to identify potential outliers. In cases where outliers were detected or distributional assumptions were questionable, nonparametric procedures were adopted as a conservative analytical approach. Accordingly, for within-group comparisons, paired-samples t-tests was conducted when the normality assumption was met and no outliers were identified, whereas Wilcoxon Signed-Rank tests were employed when the normality assumption was violated or outliers were detected. For between-group analysis, independent-sample t-test was performed when normal distribution was met and no outliers were detected while a Mann–Whitney U test was performed when the distribution deviated from normality or outliers were identified. In addition, descriptive statistics from the teacher questionnaire were analyzed to triangulate and validate which group was perceived as more motivated.

FINDINGS AND DISCUSSION

Findings

The data collected from the survey were processed using the SPSS (Windows version 24). Descriptive statistics were first generated to summarize the data, including frequency, minimum and maximum scores, means, and standard deviations for all motivational variables. Subsequently, inferential statistics were applied to compare the mean scores of two motivation subscales within the same group and to analyze the difference in total motivation scores between the two groups.

In regard with cadets' motivation in EGP group, the descriptive statistics show that among cadets in the English for General Purposes (EGP) group, instrumental motivation recorded the highest mean score (67.72), followed by intrinsic (63.86), integrative (62.80), and extrinsic motivation (55.56). All types of motivation reached the same maximum score (70), although their minimum scores varied.

Table 1. Descriptive statistics of motivation in EGP

Motivation	N	Minimum	Maximum	Mean	SD
Intrinsic score	50	52	70	63.86	4.928
Extrinsic score	50	39	70	55.56	8.954
Integrative score	50	44	70	62.80	6.474
Instrumental score	50	47	70	67.72	4.347

In order to understand if the differences among these means merited significance, two tests were conducted. One tests the differences between intrinsic and extrinsic motivation and the other

tests the integrative and instrumental motivation. For intrinsic and extrinsic motivation, paired-sample t-test was used, considering a few details: the data is normally distributed (the skewness and kurtosis values were -.008 and -0.587, respectively, which is between -1 and 1); there were no outliers; and the Kolmogorov-Smirnov (K-S) test statistically reads no difference ($p > .05$). It was then documented that the intrinsic motivation average score ($M = 63.86$, $SD = 4.928$) is significantly higher compared to extrinsic motivation ($M = 55.56$, $SD = 8.954$) by 8.30 ($t(49) = 6.612$, $p < .01$) even if it is statistically considered a small effect ($k = .291$). Thus, the null hypothesis was rejected.

Table 2. Paired sample t-test of intrinsic-extrinsic motivation in EGP

Pair	Mean	SD	T	Df	R
Intrinsic-extrinsic motivation	8.300	8.876	6.612	49	.291**

**significant correlation at the .01 level (2-tailed)

For integrative and instrumental motivation, Wilcoxon Signed Ranks test was applied because there was one outlier (Cadet 31) found although the values for skewness (-.832) and kurtosis (1.175) were not concerning and the Kolmogorov-Smirnov test result was non-significant ($p > .05$). The analysis showed that the median score of instrumental motivation ($Mdn = 70$) was significantly higher than that of integrative motivation ($Mdn = 64$), $Z = 4.837$, $p < .01$, with a moderate effect size (Cohen's $d = .4837$). The null hypothesis, thus, was rejected.

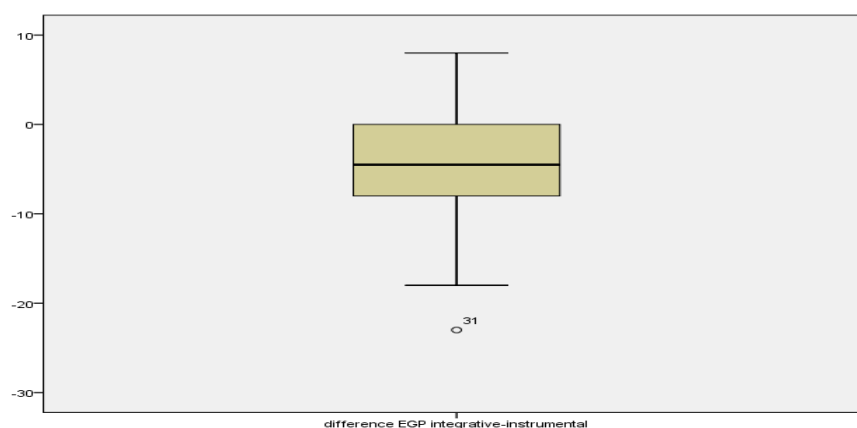


Figure 1. Boxplot of Integrative-Instrumental difference in EGP

Table 3. Data distribution of the integrative-instrumental difference in EGP

	Normality test Kolmogorov-Smirnov	Skewness	Kurtosis
Difference integrative-instrumental motivation	.059	-.832	1.175

Regarding cadets in the English for Specific Purposes (ESP) group, the descriptive statistics indicated that instrumental motivation had the highest mean (65.94), followed by integrative (60.00), intrinsic (59.36), and extrinsic motivation (53.48). All shared the same maximum score (70), but the minimum scores differed.

Table 4. Descriptive statistics of motivation in ESP

Motivation	N	Minimum	Maximum	Mean	SD
intrinsic score	50	39	70	59.36	8.750
extrinsic score	50	32	70	53.48	10.118
integrative score	50	40	70	60.00	8.099
instrumental score	50	40	70	65.94	6.212

To ascertain how significant the above-listed differences are, two tests were run. For intrinsic and extrinsic motivation, Wilcoxon Signed Ranks test was administered since the data were non-normally distributed. One outlier (Cadet 50) was present while the skewness and kurtosis were normal, and the Kolmogorov-Smirnov was significant. The result indicated that extrinsic motivation (Mdn = 53) was significantly less than intrinsic motivation (Mdn = 60), $Z = 3.422$, $p < .01$. This was a moderate difference (Cohen’s $d = .3422$). Thus, the null hypothesis was rejected.

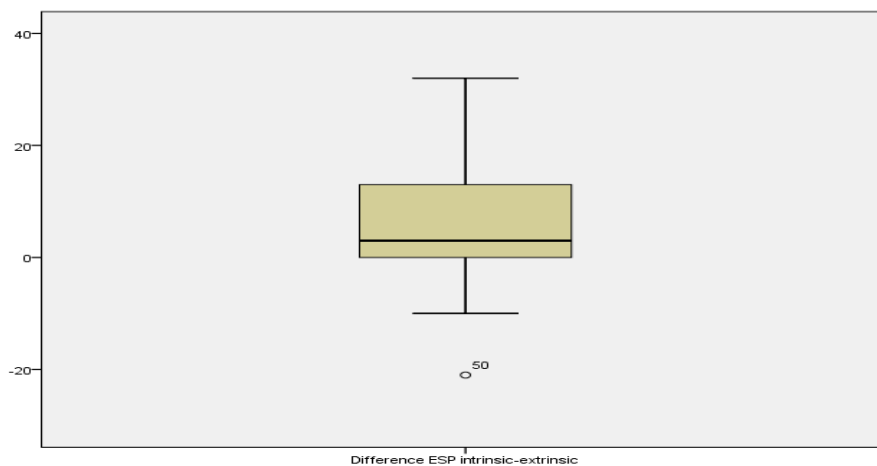


Figure 2. Boxplot of Intrinsic-extrinsic difference in ESP

Table 5. Data distribution of intrinsic-extrinsic difference in ESP

	Normality test Kolmogorov-Smirnov	Skewness	Kurtosis
Difference intrinsic-extrinsic motivation	.009	.290	-.007

For integrative and instrumental motivation, another Wilcoxon Signed Ranks test was conducted. Given that the data was not normally distributed, an outlier (Cadet 21) was flagged and the Kolmogorov-Smirnov test was significant ($p < .05$) while the skewness (-.866) and kurtosis (.223) indicated normality of the data. It was found that the score of integrative motivation was 61.50 and instrumental motivation was 68, $Z = 5.694$, $p < .01$, which implies that a value of instrumental motivation was considerably higher than integrative motivation, showing large effect size (Cohen’s $d = .5694$). Thus, null hypothesis was not accepted.

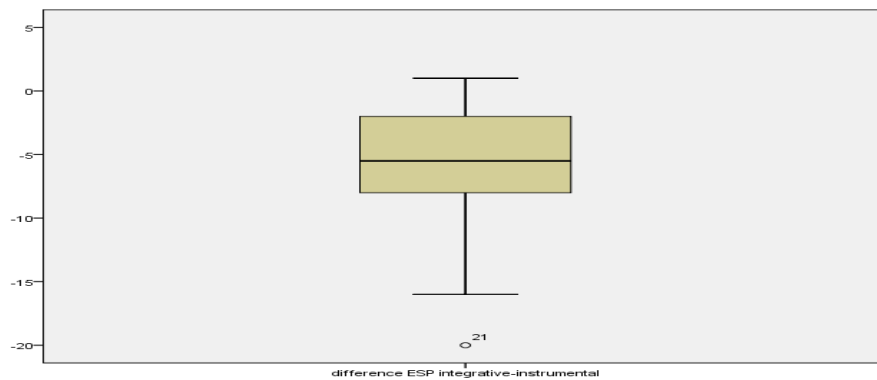


Figure 3. Boxplot of Integrative-Instrumental difference in ESP

Table 6. Data distribution of integrative-instrumental difference in ESP

	Normality test Kolmogorov-Smirnov	Skewness	Kurtosis
Difference integrative-instrumental motivation	.020	-.866	.223

Regarding the impact of course type on motivation, the descriptive statistics comparing total motivation scores between the EGP and ESP groups revealed that EGP cadets obtained a higher mean (249.94) and median (255) than those in the ESP group ($M = 238.78$; $Mdn = 244$). While both shared the same maximum score (280), the EGP group had a higher minimum score (200) than the ESP group (160).

Table 7. Total motivation scores in EGP and ESP

English Course	N	Minimum	Maximum	Range	Mean	Median	SD
EGP	50	200	280	80	249.94	255	19.030
ESP	50	160	280	120	238.78	244	26.865

A Mann-Whitney U test was then performed to evaluate if the difference observed was significant. Although the Kolmogorov-Smirnov statistic was considered non-significant ($p > .05$) with acceptable levels for skewness and kurtosis (-.689 and .223 for EGP and -.889 and .963 for ESP), there were four outliers (Cadets 84, 89, 90 and 96) in the ESP group. It is concluded that members of the EGP group ($Mdn = 255$) were significantly more motivated than members of the ESP group ($Mdn = 244$), $U = 932.5$, $p < .05$, albeit with a small effect size measured by Cohen's $d = -.2189$. The null hypothesis was therefore rejected.

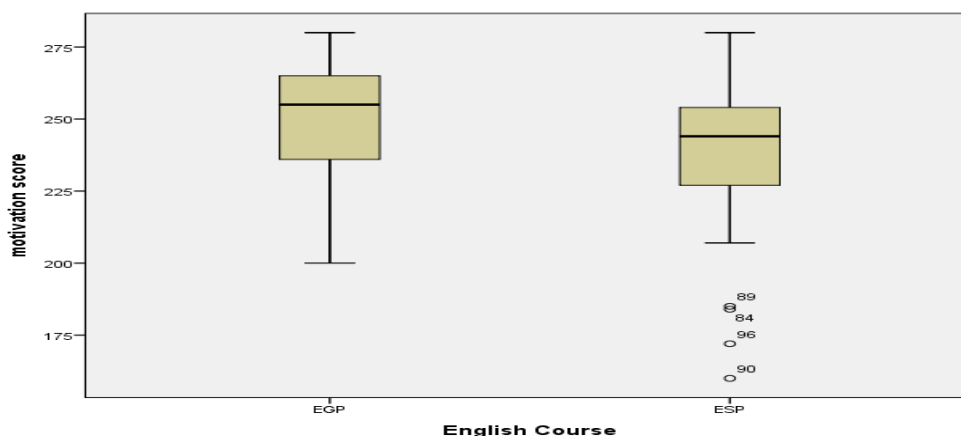


Figure 4. Boxplot of motivation score in EGP and ESP

Table 8. Data distribution of motivation score in EGP and ESP group

Motivation score	Normality test Kolmogorov-Smirnov	Skewness	Kurtosis
EGP	.125	-.689	.223
ESP	.099	-.883	.963

Exploring teachers’ perception on motivation differences, two instructors reported that EGP cadets were more motivated than ESP cadets. One teacher attributed EGP cadets’ motivation to intrinsic interest and a positive attitude toward learning English, emphasizing scholarship aspirations as an instrumental drive among ESP cadets. Another teacher explained that EGP cadets were motivated by teacher encouragement (extrinsic), while ESP cadets were driven by scholarship opportunities (instrumental).

Discussion

This chapter presents a comprehensive discussion of the findings concerning cadets’ motivation in learning English, both for general and specific purposes. The study is centered around three interrelated questions that explore the types of motivation cadets display in learning English for General Purposes (EGP) and English for Specific Purposes (ESP), and whether the type of course influences their motivation. The discussion draws on the frameworks of intrinsic–extrinsic and integrative–instrumental motivation and interprets the findings in light of previous empirical research and theoretical perspectives on language learning motivation.

The analysis of EGP learners shows that cadets’ intrinsic and instrumental motivations are significantly stronger than their extrinsic and integrative motivations. This shows that personal interest and the value of the English language drive individuals to acquire the language, instead of cultural assimilation, external rewards, or integrations. These results are consistent with the findings of Indonesian university students, as reported by Suryasa et al. (2017) as well as Tambunan and Siregar (2016), where learners were mostly instrumentally motivated, and also focused on non-integrative reasons. Despite employing different instruments, both studies classified their participants as EGP learners, as the English curriculum in these contexts focused on general communicative competencies and was not specifically tailored for occupational contexts.

Drawing from the perspective of Self-Determination Theory, students’ intrinsic motivation contributes to higher achievement (Ryan & Deci, 2000). In this study, there seems to be a correlation between intrinsic motivation and self-perceived proficiency in English. Demonstrating high levels of

motivation, most of the cadets self-reported their proficiency as very good or good as well. This suggests positive correlation between enjoyment of learning English and success. This case aligns with Chen and Sukying (2024) who found intrinsic motivation positively influences academic success. The data from this study demonstrates the role of enjoyment and self-competence as motivators in sustaining EFL learners' language high learning motivation.

Similarly, cadets learning ESP reported higher levels of instrumental and intrinsic motivation as compared to levels of extrinsic integrative motivation. This finding resonates Marosan and Markovic (2019) where EFL learners studying English for academic and professional purposes, were noted to possess strong instrumental motivation. This trend can be explained by the pragmatic character of ESP learning. Most ESP learners see English not as a language to be appreciated, nor as a culture to be understood, but rather as a tool to reach a specific, attainable goal - which is to gain proficiency in English to pass certain examinations, obtain specialized literature, and for professional growth.

However, not all studies report identical results. Berninda (2015) investigation of Indonesian students studying English for Academic Purposes found that learners were mostly extrinsically motivated, particularly through introjected regulation, meaning their motivation was influenced by internalized pressures such as obligation or guilt. The difference between her findings and those of the present study lies in conceptualization. Berninda's (2015) use of Self-Determination Theory classified job-related items as extrinsic, whereas in this study such items fall under instrumental motivation. The variation in terminology highlights the importance of conceptual clarity in cross-study comparisons. When examined through this definitional lens, her findings in fact support the present study's results, as both identify pragmatic or goal-driven motivation as dominant. Among police cadets, this instrumental motivation reflects the strong link between English proficiency and their career advancement, international collaboration, and specialized communication skills. Their learning motivation is mostly due to professional needs.

Among all types of motivation, instrumental motivation was the most pronounced, followed by intrinsic, integrative and extrinsic remained the weakest. This aligns with Sinaga and Subekti (2024) as well as Sabarun et al. (2024) who asserted that among EFL learners, instrumental motivation is most prevalent because EFL learners have limited contact with native English speakers. In present study, cadets learn English primarily for goal attainment: advancing in their careers, accessing new information, participating in global discussions, and not for cultural assimilation. All EGP cadets recognized several advantages of learning English, such as opportunities for international travel, broader knowledge acquisition, and easier access to technology and information. In contrast, most ESP cadets viewed English learning as primarily valuable for obtaining scholarships and engaging with technology and information. As for intrinsic motivation, both groups gave positive attitude toward the lessons and willingness to learn and practice even after class. Many cadets noted that engaging lessons, interesting topics, and enjoyable classroom experiences kept them motivated. Regarding integrative motivation, cadets demonstrated a positive attitude toward English speakers and their culture including. Some mentioned their interest in L2 accents, movies and communicating with L2 community. Regarding extrinsic motivation, cadets reported that this drive is insufficient to foster active participation. The extrinsic influence of teachers and peers, as well as institutional expectations, was reported to be positive by some while others found these expectations to be demotivating. The reason given were rigid deadlines, large amounts of work, and a lack of adequate learning materials. This seems to echo the Self-Determination Theory (Ryan & Deci, 2000), where extrinsic motivations can either support or undermine motivation by providing a framework of control or autonomy.

In exploring motivation for EGP and ESP English learners, the study revealed that course type has a significant impact on motivation. Cadets in EGP courses were more motivated than those in ESP. Furthermore, EGP cadets in the present study had higher motivation than ESP cadets on all four

components: integrative, instrumental, intrinsic and extrinsic. There are two possible underlying reasons for this finding: the nature of English courses and seniority. In regard with the nature of English courses, EGP classes are more flexible and wider in scope so learners are exposed to a wider variety of communicative uses and cultural contexts (Chen & Sukying, 2024). ESP programs, on the other hand, are more likely to focus on narrower professional or technical targets with significantly higher lexical complexity (Nie, 2024). Although needs-analysis remains central, the evolving ESP discipline places increasing emphasis on learner-centered pedagogy, teacher expertise, material and methodological adaptation, and contextual factors (institutional, professional, disciplinary) in effective ESP design (Dou et al., 2023). These factors may lead the course to be disengaging. Regarding seniority, Almulla et al. (2025) argued learning motivation tend to decrease over the years of the study. This is in line with the context of present study in which EGP course is taught for first-year cadets while ESP courses are taught for second-year and third-year cadets. Furthermore, the declining motivation among students at higher educational levels can be caused by increasing difficulty, fatigue, and reduced relevance of materials (Laitinen et al., 2024; Wild et al., 2024; Cohen et al., 2023).

Teachers' perceptions of student motivation corroborated the quantitative results. Two teachers interviewed observed that EGP cadets seemed more motivated than ESP cadets, though they differed in their interpretations of motivation type. One teacher considered EGP cadets intrinsically motivated, describing them as enthusiastic and curious, while the other saw them as extrinsically motivated, responding primarily to external encouragement. Both, however, agreed that ESP cadets were predominantly instrumentally motivated. This observation aligns with the main finding that cadets across both course types exhibit dual motivational orientations: intrinsic and instrumental. These insights also reveal that teachers often base their judgments on observable classroom behavior rather than on deeper psychological factors, as Olczyk et al. (2023) observed. While teachers' interpretations are often accurate at a general level, they may overlook the complexity of motivational diversity.

The findings of this study yield both theoretical and pedagogical implications. Theoretically, consistent with prior research, the results confirm that instrumental motivation constitutes a significant factor in second language learning within EFL contexts. The study further reinforces earlier evidence indicating that learners enrolled in EGP programs demonstrate higher levels of motivation compared to those in ESP courses. Pedagogically, the findings provide valuable insights for teachers in understanding cadets' motivational orientations and in implementing instructional strategies that align with their needs. To enhance integrative motivation, teachers may incorporate elements of English-speaking cultures into instruction, such as authentic materials, guest speakers, cultural narratives, and multimedia resources including short videos, films, and songs (Zhao, 2012). Furthermore, the use of praise, constructive feedback, rewards, and varied classroom activities can effectively foster extrinsic motivation and encourage sustained engagement in learning.

This study is subject to several limitations and offers directions for future inquiry. First, the participants were selected through convenience sampling, which may limit the generalizability of the findings. Different results might emerge if a random sampling technique were employed. Accordingly, subsequent studies are encouraged to explore learners' motivation using more rigorous sampling procedures. Second, focusing solely on specific types of motivation may not adequately capture the multifaceted nature of motivational dynamics or fully explain learners' classroom behavior. Moreover, the questionnaire included a wide range of items that could not be comprehensively analyzed within the scope of this study. Future research may therefore investigate additional motivational constructs and incorporate classroom observations to gain deeper insight into learners' motivational patterns.

CONCLUSION AND SUGGESTION

This research aimed to find out what motivates cadets to study EGP and ESP and to analyze how course type impacts their motivation. Results show course type does impact motivation. Even though both groups leaned toward intrinsic and instrumental motivation, EGP cadets were more motivated than their ESP peers. Cadets perceived that they were driven by instrumental motivation, such as scholarships and career advancement. The study theorizes the strong importance of instrumental motivation in studying EFL.

Teachers are encouraged to work with motivated cadets to build their integrative and extrinsic motivational levels to help balance their intrinsic and instrumental drives. The use of authentic materials, contacts with parts of English culture, and meaningful communicative feedback can promote engagement. Subsequent studies may offer deeper understandings of motivational development by using random sampling, mixed-method approaches, and classroom observations. More research on teachers' motivational strategies and contextual variables can deepen focus on motivation pedagogy, especially in structured settings like police academies.

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