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MOTIVATION IN LANGUAGE LEARNING AMONG UNIVERSITY STUDENTS IN SOBRAL

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ABSTRACT

Internationalization offers many benefits to higher institutions, such as exchange programs, international publications, cooperation, and language learning. Despite all these aspects being an important factor for the process of internationalization, few studies have investigated if university students are motivated to learn additional languages and participate in international programs. Therefore, the aim of the study was to investigate the motivation of students at the Universidade Estadual Vale do Acaraú (UEVA), Sobral, Ceará, Brazil, to learn English and their willingness for international mobility. The research was divided into two parts. The first part investigated students' self-perceived knowledge of English and their knowledge of international mobility modalities. In the second part, the L2 Motivation Questionnaire (Dörnyei & Taguchi, 2009) was administered to investigate students' motivation to learn English and to participate in international exchange programs. The results indicate that students demonstrate moderate to high levels of motivation, confirming that English is widely perceived as relevant for academic and professional development. However, their future self-image is weakly connected to present academic practices in English, such as reading academic texts, indicating a gap between aspiration and engagement. Thus, it may be concluded that international opportunities and access to language courses should be more widely disseminated among students to increase motivation and encourage international mobility.

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INTRODUCTION

Internationalization has long been considered an important process to increase research excellence in universities around the world (Rivas and Mullet, 2016; Stallivieri, 2017; Knight, 2020). In the northern hemisphere, internationalization has been developed over the course of decades through initiatives of international education associations, such as the Association of International Educators (NAFSA) in the USA and the European Association for International Education (EAIE) in Europe. These associations promote annual events and produce extensive bibliographic material about the best practices in internationalization (Hudzik, 2011; Shoemaker & Regulska, 2024). In Brazil, internationalization policies have been the focus of higher education to promote international cooperation, knowledge transfer, technological development, innovation as well as institutional consolidation. Since 1978, the Brazilian government has planned and implemented different international programs to promote internationalization (Neves and Barbosa, 2020). In 2011, the program *Ciências sem Fronteiras* (Science without Borders), which ended in 2017, focused on promoting international mobility of undergraduate and graduate students, professors, and researchers. From 2020 to 2024, the program *Capes-PrInt* (CAPES, 2020) encouraged international research networks, increased activities to support

internationalization of graduate studies as well as promoted mobility of faculty members and graduate students. As of 2026, the new international program *Capes Global* (Melo, 2024), which replaced *Capes-PrInt*, aims to increase the participation of Brazil in international activities through research networks with international higher institutions. Similarly, the program *Move la America* (CAPES, 2024) was designed to strengthen academic and scientific cooperation among higher education institutions between Brazil and Latin America and the Caribbean. *Move la America* offers scholarships to graduate students, promoting the exchange of talents and ideas in the Global South. With the exception of the program *Ciências sem Fronteiras*, past and current programs do not focus on promoting international activities for undergraduate students. According to Guimarães et al. (2019), if the goal is to improve language skills and research opportunities, it is imperative that undergraduate students be active participants in international activities. Despite the many government programs to promote international education, few Brazilian universities have successfully implemented international initiatives. According to the study by Neves and Barbosa (2020), only 48 out of 312 higher education institutions (HEIs) that responded to the survey conducted by Capes in 2016 used the funding resources to increase the number of scholarships, international cooperation agreements and projects. According to the authors, there is a strong tendency towards passive internationalization, which translates into

low rates of international joint programs and recruitment of international researchers and students. Passive internationalization in Brazil is mainly due to language barriers (Knight, 2020; Martin-Jones *et al.*, 2024; de Santos and Santos, 2024; Ferreira, 2025) as English is not used as a medium of instruction (Pacheco *et al.*, 2022; De Nez, 2023). The lack of an internationalized curriculum (Pereira *et al.*, 2023; Farias, 2023) and of strategies for leveraging the skills acquired by students during international mobility programs (Muamununga and Felicetti, 2025) significantly influence the success of international education in Brazil.

These findings corroborate the data published by the Times Higher Education rankings (THE) (2025). Among the top 200 universities worldwide, according to the THE, the two top Brazilian universities that have successfully implemented internationalization are the University of São Paulo (USP), globally ranked #198, and the University of Campinas (Unicamp), ranked #209. Among Latin American countries (THE, 2026), USP and Unicamp ranked #1 and #2, respectively. Thus, the internationalization process of Brazilian higher institutions remains underdeveloped. One of the barriers to internationalization in Brazil is the gap in knowledge of additional languages (Stallivieri, 2017; Knight, 2020; Martin-Jones, 2024; Ferreira, 2025), which has been a major concern among Brazilian language experts and the government. To address this issue, the government implemented the *program English without Borders* (Inglês sem Fronteiras, 2012-2018), which was part of the *program Science without Borders*. According to Abreu-e-Lima and Moraes Filho (2022), one of the aims of the *program English without Borders* was to offer the TOEFL ITP test (550,000 tests were acquired and administered) free of charge to undergraduate students during the *program Science without Borders*. In addition to being a requirement to participate in exchange programs, the administration of the test was also a diagnostic tool to map the knowledge of English among undergraduate students. Students took the test voluntarily between 2013 and 2018. According to the authors (Abreu-e-Lima and Moraes Filho, 2022), although the sample was small, a significant number of students (42%) obtained a basic level of proficiency (A2-CEFR) and most students (52%) obtained intermediate levels of proficiency (B1 and B2-CEFR)¹.

The program ended in 2018 and, as of 2019, it was transferred to Andifes, a non-governmental organization. The program was renamed to Rede Andifes-Idiomas sem Fronteiras (IsF) (*Languages without Borders – Andifes network*) and is currently active. A total of 75 public institutions have become members of the language network, including the Universidade Estadual Vale do Acaraú. Currently, in addition to English, the program offers courses in German, Spanish, French, Italian, Japanese and Portuguese as a second language. The main aim of the program *Rede Andifes-IsF* is to strengthen internationalization and to train the academic community and professionals in higher education to achieve linguistic proficiency according to the international standards. In spite of all governmental and institutional efforts, one critical question related to additional languages remains: 1) Are Brazilian students motivated to learn additional languages to participate in international exchange programs? Studies investigating motivation in language learning have found that undergraduates attribute positive value to language learning (Kanoksilapatham *et al.*, 2021; Murphy *et al.*, 2022; Van Gorp *et al.*, 2024). The study by Kanoksilapatham *et al.* (2021) found that Thai students would like to make use of English as a tool, not only to communicate with the world or work internationally, but also to extend and expand their cultural knowledge. According to their findings, the students expressed motivation to learn English. The study by Murphy *et al.* (2022) found that U.S. undergraduates generally value proficiency in languages other than English, especially for personal interests and career plans, but many do not enroll in language courses due to structural and institutional barriers rather than lack of motivation. However, enrollment decisions are

shaped less by lack of motivation and more by structural and institutional factors, especially the absence of language requirements and scheduling constraints. Similarly, the study by Van Gorp *et al.* (2024) found that that U.S. undergraduate students primarily value learning languages other than English for personal reasons, such as enjoyment, cultural interest, and travel, with career-related motivations ranking second and major-related considerations third. Therefore, the aim of this study was to investigate undergraduate and graduate students' motivation for learning additional languages and participating in international activities. The research was conducted among students at the Universidade Estadual Vale do Acaraú using a two-part instrument. The first part collected sociodemographic data and investigated the self-perception of students regarding their knowledge of English as well as their knowledge of exchange programs. The second part investigated participants' motivation regarding English learning and their interest in international education using the adapted L2 Motivation Questionnaire (Dörnyei & Taguchi, 2009). Therefore, our goal was to identify the degree of interest in international exchange programs and participants' motivation for learning English to assist the planning and consolidation of internationalization at the Universidade Estadual Vale do Acaraú (UEVA).

MATERIALS AND METHODS

Participants: The research was carried out from May to September 2024. The participants were undergraduate (n=300) and graduate (n=11) students, of which 146 were male (46.9%) and 165 were female (53.1%). The ages of the participants ranged from 17-54 years and the mean age was 22.4 years. Students from 21 undergraduate programs and 3 graduate programs participated in our study. Participation of undergraduate students (n=300) represented 27.52% of the target population and participation of graduate students (n=11) was more significant (78.57% of target population). The data regarding the total number of students enrolled in the institution was obtained from the Registrar database in 2023. The research was submitted and approved by the Research Ethics Committee of the Universidade Estadual Vale do Acaraú under protocol number 6,812,860.

Instruments: This qualitative and quantitative research consisted of a two-part instrument that was administered through Google Forms to collect data. In the first part, students responded to a 23-item sociodemographic questionnaire on their self-perceived knowledge of additional languages as well as their knowledge of exchange programs. In the second part, participants responded to the L2 Motivation Questionnaire (Appendix I), which was an adapted version of the questionnaire developed by Dörnyei and Taguchi (2009). The original questionnaire was developed for the Hungarian study (Dörnyei, 2005 and 2006), based on the research of R. Gardner (1985), and later adapted and administered in China, Iran and Japan (Taguchi, Magid & Papi, 2009).

L2 Motivation questionnaire: The original questionnaire was developed in Japanese and later adapted for use in China and Iran by Taguchi, Magid & Papi (2009). All three versions of the questionnaire (Japanese, Chinese and Iranian) are based on Likert scales, but the total number of items in the three versions of the questionnaire varies among the different versions (Dörnyei & Taguchi, 2009). Considering the cultural differences between the eastern countries and Brazil, we selected items that reflected the Brazilian culture and excluded constructs that would not contribute due to cultural differences. Thus, we included 39 affirmative items divided among the 9 constructs in the Portuguese version (see Appendix I). The items on a 6-point Likert scale were sequentially assigned the values of 1, 2, 3, 4, 5 and 6 to the options from completely disagree to completely agree. According to Dörnyei (2005), the following 9 constructs were used in the study (for the specific items and the Cronbach Alpha internal consistency reliability coefficients, see Table 2):

¹The proficiency descriptors of the Common European Framework of Reference (CEFR) used in the TOEFL ITP test range from A1 to C2, of which A1 is the lowest degree of proficiency and C2 is the highest.

- (1) Criterion Measures assesses the learners' intended efforts toward learning English.
- (2) Ideal L2 Self refers to the 'L2-specific facet of one's ideal self'.
- (3) Instrumentality-Promotion measures the regulation of personal goals to become successful such as attaining high proficiency in English in order to make more money or find a better job.
- (4) Language Self-Confidence measures how each individual feels about their knowledge of the English language.
- (5) Interest for Exchange Programs measures how inclined the individuals are to participate in international exchange programs.
- (6) Fear of Assimilation measures if the individuals would feel that the English is affecting their culture.
- (7) Attitudes to Learning English measures situation-specific motives related to the immediate learning environment and experience.
- (8) Anxiety towards English measures the learner's feelings when interacting in English with other speakers.
- (9) Cultural Interest measures the learner's interest in the cultural products of the L2 culture, such as TV, magazines, music and movies, and academic journals.

RESULTS

Sociodemographic questionnaire: The first items in the sociodemographic questionnaire were related to language learning. Participants reported that they started learning additional languages between the ages of 12 and 15 (44.4%, $n = 98$), after the age of 16 (31.5%, $n = 138$), between the ages of 7 and 11 (21.2%, $n = 66$), and between the ages of 1 and 6 (2.9%, $n = 9$). For the items regarding their self-perceived language knowledge, 7.7% of participants ($n=24$) reported that their knowledge in English is excellent and 39.2% of participants ($n=122$) reported they need to further improve their knowledge in English. As for the items related to the participants' self-perceived view of language skills, 44.4% ($n=138$) of participants responded they believe to read well in English and 19.9% ($n=62$) responded they write well in English. As for listening and speaking skills, 79.4% ($n=247$) reported they need to improve their skills in English. As for international experience and knowledge of exchange programs of participants, the data is shown in Table 1.

Motivation questionnaire: All data were analyzed using Jamovi (version 2.7.9). Internal consistency reliability was assessed using Cronbach's alpha coefficients for each construct (see Table 2). The reliability indices ranged from .688 to .897, indicating acceptable to excellent internal consistency. With the exception of Criterion Measures ($\alpha = .688$), all constructs exceeded the commonly accepted threshold of .70. Given the adequate mean inter-item correlation for the construct Criterion Measures, it was retained for further analyses, following established psychometric guidelines (Clark & Watson, 1995). The descriptive statistics were then calculated for the nine motivational constructs of the L2 Motivation Questionnaire to examine students' overall motivational profiles (Table 3).

Overall, the results indicate moderate to high levels of motivation across most constructs. The highest mean scores were observed for Language Self-Confidence ($M = 5.30$, $SD = 1.01$), Interest in Exchange Programs ($M = 5.04$, $SD = 1.23$), Attitudes towards Learning English ($M = 4.94$, $SD = 1.13$), and Criterion Measures ($M = 4.92$, $SD = 0.88$), suggesting that participants generally hold positive attitudes toward English learning and recognize its relevance for academic and international purposes. The constructs Ideal L2 Self ($M = 4.61$, $SD = 1.20$) and Instrumentality-Promotion ($M = 4.84$, $SD = 1.13$) also showed relatively high mean scores, indicating that learners strongly associate English with future-oriented goals such as career development and international mobility. In contrast, Cultural Interest ($M = 4.47$, $SD = 1.26$) displayed a more moderate mean, suggesting variability in the extent to which learners engage with English beyond instrumental purposes.

Table 1. Data on international experience and knowledge of and interest in exchange programs by the participants

Questionnaire item	Answers	Response
Travel abroad for 15 days or more	Yes, to an English speaking country	1.6% ($n=5$)
	Yes, to a Spanish speaking country	2.6% ($n=8$)
	No, never traveled abroad	95.8% ($n=298$)
Knowledge of exchange programs		
Physical mobility	Yes	58.8% ($n=183$)
	No	41.2% ($n=128$)
Virtual mobility	Yes	19% ($n=59$)
	No	81% ($n=252$)
Interest in participating in an exchange program		
In an English speaking country	Yes	73% ($n=227$)
	No	7.4% ($n=23$)
	Maybe	19.6% ($n=61$)
In a Spanish speaking country	Yes	60.8% ($n=189$)
	No	13.2% ($n=41$)
	Maybe	26% ($n=81$)

Table 2. Reliability and composition of the L2 motivational constructs

Construct	Cronbach's α	Number of items
Criterion Measures	.688	5
Ideal L2 Self	.866	5
Instrumentality-Promotion	.824	4
Language Self-Confidence	.880	4
Interest in Exchange Programs	.706	3
Fear of Assimilation (reversed)	.818	4
Attitudes towards Learning English	.897	4
Anxiety towards English (reversed)	.896	5
Cultural Interest	.808	4

Table 3. Descriptive statistics of the motivational constructs

Construct	Mean	SD	Median
Criterion Measures	4.92	0.88	5.00
Ideal L2 Self	4.61	1.20	4.80
Instrumentality-Promotion	4.84	1.13	5.00
Language Self-Confidence	5.30	1.01	6.00
Interest in Exchange Programs	5.04	1.23	5.50
Fear of Assimilation (reversed)	4.37	1.40	4.67
Attitudes towards Learning English	4.94	1.13	5.25
Anxiety towards English (reversed)	2.81	1.45	2.60
Cultural Interest	4.47	1.26	4.75

Regarding the reversed scales, Anxiety towards English showed a relatively low mean score ($M = 2.81$, $SD = 1.45$), indicating that participants did not report high levels of anxiety toward English. However, Fear of Assimilation presented a comparatively higher mean ($M = 4.37$, $SD = 1.40$), suggesting that concerns about cultural and linguistic identity coexist with positive motivational orientations toward English learning. Next, the Pearson correlation analyses were conducted to examine the relationships among the motivational constructs (Table 4). The results revealed moderate to strong positive correlations among the core motivational constructs, including Criterion Measures, Ideal L2 Self, Instrumentality-Promotion, Language Self-Confidence, Attitudes towards Learning English, and Cultural Interest ($r \approx .59-.78$, $p < .001$). The strongest correlation was observed between Ideal L2 Self and Instrumentality-Promotion ($r = .783$), indicating a close relationship between learners' future self-images and their instrumental goals. Ideal L2 Self was also strongly correlated with Language Self-Confidence ($r = .721$) and Interest in Exchange Programs ($r = .716$), suggesting that students who envision themselves as future users of English also report greater confidence in their language abilities and stronger interest in international mobility.

Table 4. Pearson correlations among motivational constructs

Construct	Criterion Measures	Ideal L2 Self	Instrumentality–Promotion	Language Self-Confidence	Interest in Exchange Programs
Criterion Measures	—				
Ideal L2 Self	.708	—			
Instrumentality–Promotion	.704	.783	—		
Language Self-Confidence	.705	.721	.699	—	
Interest in Exchange Programs	.584	.716	.733	.625	—
Attitudes towards Learning English	.574	.622	.591	.692	.692
Cultural Interest	.590	.647			

Table 5. Summary of significant multiple linear regression models

Dependent variable	Predictors	Adjusted R ²	Strongest contributing indicator
Ideal L2 Self	Criterion Measures	.50	English important for education
Ideal L2 Self	Instrumentality–Promotion	.61	Need English in the future
Ideal L2 Self	Language Self-Confidence	.52	Confidence in improvement
Instrumentality–Promotion	Interest in Exchange Programs	.54	Exchange important for education

To further examine the predictive relationships among key motivational constructs, a series of multiple linear regression analyses were conducted (Table 5). The results showed that variables related to educational value, future career orientation, language self-confidence, and international mobility significantly predicted components of Ideal L2 Self and Instrumentality–Promotion. Overall, the multiple linear regression models indicate that learners' future-oriented self-images are primarily shaped by perceptions of English as essential for education and career development, as well as by confidence in their ability to improve their language proficiency. These findings highlight the central role of Ideal L2 Self as a mediating construct connecting instrumental goals, self-confidence, and intended learning effort. Given that the questionnaire was theoretically and empirically grounded in the L2 Motivational Self System, the analyses focused on latent motivational constructs rather than on individual items. Item-level statistics are reported in Appendix 1 for transparency.

DISCUSSION

The present study investigated Brazilian university students' motivation to learn English and their interest in international mobility using the L2 Motivational Self System framework (Dörnyei, 2005; Dörnyei & Taguchi, 2009). Overall, the findings reveal a motivational profile characterized by a strong recognition of the importance of English, particularly for future-oriented goals such as career development, international mobility, and personal success. However, this positive motivational disposition does not consistently translate into engagement with academic practices in English, revealing a significant gap between learners' future self-images and their present learning behaviors. One of the most salient findings concerns the strong association between Ideal L2 Self and Instrumentality–promotion, which emerged as the strongest correlation in the study ($r = .783$). This result aligns with previous findings by Taguchi, Magid & Papi (2009), who reported that in foreign language contexts, learners' Ideal L2 Self is a key predictor of learners' intended learning effort in all three contexts—Japan, China, and Iran. In the present study, students' visions of themselves as future users of English are strongly connected to professional success, employability, and international opportunities, rather than to participate in English-mediated academic practices such as reading research articles or attending courses taught in English. This suggests that learners' Ideal L2 Self is predominantly aspirational and instrumental, but not yet fully operationalized in concrete academic engagement. This interpretation is further supported by the regression analyses involving Criterion Measures and Ideal L2 Self. While the perception that English is important for education (item #3) significantly predicted students' desire to travel and speak English (item #6), willingness to enroll in paid English courses did not show a significant effect. These findings indicate that students' motivational commitment is highly sensitive to structural and institutional conditions.

In other words, motivation appears to be latent and conditional, requiring institutional support—such as free or subsidized language courses—to be effectively sustained. This reinforces the argument that motivation alone is insufficient in contexts where opportunities for authentic language use and structured language development are limited, as pointed out by Murphy *et al.* (2022) and Van Gorp *et al.* (2024). Another important finding relates to students' interest in international exchange programs, which was generally high but unevenly distributed across different types of international engagement. The results indicate that international travel is a stronger motivator for learning English than studying abroad or participating in academic exchange programs. Although students recognize the educational value of exchange programs, their motivational orientation is more strongly aligned with international mobility as an experience rather than as an academic trajectory. This pattern reflects what has been described in the literature as passive internationalization (Neves & Barbosa, 2020; Muamununga & Felicetti, 2025), in which international activities are perceived as peripheral experiences rather than integral components of the curriculum. The limited awareness of virtual mobility opportunities further reinforces this interpretation. Despite high levels of interest in international experiences, most participants were unaware of non-physical forms of internationalization. This suggests that universities play a critical role in mediating students' motivational development by expanding access to international engagement beyond physical mobility. Virtual exchange programs, collaborative online international learning (COIL), and interaction with international faculty and students could help bridge the gap between students' Ideal L2 Self and their actual learning practices, fostering more sustained and meaningful engagement with English.

The analysis of Cultural Interest also revealed a clear distinction between consumption-based and academically oriented engagement with English. While students reported strong interest in music, movies, and audiovisual content in English, their motivation to read academic texts in English was considerably lower. This discrepancy suggests that English functions primarily as a language of entertainment and popular culture rather than as a medium for academic knowledge production. Such findings highlight the need for internationalization of the curriculum, where English is gradually incorporated into academic reading, discussion, and assessment practices, thereby normalizing its use as a scholarly language rather than an external or intimidating medium. Finally, the presence of relatively high scores on the Fear of Assimilation construct indicates that concerns about cultural identity coexist with positive attitudes toward English learning. Rather than representing resistance to internationalization, these concerns may reflect a critical awareness of cultural preservation in the face of global influences. This underscores the importance of promoting an internationalization model that values intercultural competence and multilingualism, rather than linguistic or cultural replacement. Taken together, the results suggest that students' motivation to learn English is not

deficient, but rather misaligned with the academic demands of internationalization. The prominence of future-oriented, instrumental self-guides alongside limited engagement with English-medium academic practices indicates that motivation must be supported by institutional structures. Without curricular integration and systematic exposure to English as an academic language, students' Ideal L2 Selves are unlikely to translate into sustained learning behavior. The limitation of the present study was the low participation of students in the research. Although the research was widely disseminated to all students through their institutional e-mail accounts, participation of undergraduate students (n=300) represented only 27.52% of the target population (n=1,090). Another important limitation of the study is related to the university being regional, which cannot represent Brazilian students in general. Further studies should be conducted using the questionnaire in other regions of the country to compare findings and to obtain more robust data on additional language motivation and interest for international education among university students.

CONCLUSION

This study examined Brazilian university students' motivation to learn English and their interest in internationalization through the L2 Motivational Self System framework. The results indicate that students demonstrate moderate to high levels of motivation across most constructs, particularly Language Self-Confidence, Interest in Exchange Programs, and Attitudes towards Learning English, confirming that English is widely perceived as relevant for academic and professional development. A key finding concerns the strong relationship between Ideal L2 Self and Instrumentality-Promotion, suggesting that students' motivation is primarily driven by future-oriented goals related to career advancement and international mobility. However, this future self-image is weakly connected to present academic practices in English, such as reading academic texts or enrolling in English-medium courses, indicating a gap between aspiration and engagement. The findings also reveal that students' motivation is highly dependent on institutional conditions. Willingness to participate in free language courses significantly predicted motivational outcomes, whereas paid courses did not, highlighting the importance of institutional investment in accessible language education. Additionally, although interest in international exchange programs was high, students demonstrated limited awareness of virtual mobility opportunities, suggesting underutilized potential for internationalization at home. From a policy and management perspective, these results underscore the need for universities to move beyond passive internationalization strategies. Institutional actions such as offering free or subsidized language courses, integrating English into the curriculum, expanding virtual mobility initiatives, and promoting English as an academic language are essential to transform students' motivational potential into sustained learning behavior and meaningful international engagement.

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APPENDIX 1

Items for each construct in the L2 Motivation questionnaire in Brazilian Portuguese with the weighted averages (W.A), Cronbach's alpha (α) for each construct and the mean and standard deviation for each item in our study.

Constructs and Items	Mean	SD
<i>Medidas de critério/Criterion measures</i> (W.A = 4.91; α = .68)		
1. Se um curso de inglês fosse oferecido sem custo na universidade, eu faria.	5.55	.871
2. Se um curso de inglês fosse oferecido a um preço acessível na universidade, eu faria.	4.22	1.53
3. Eu acho que inglês é importante para os meus estudos.	5.67	.820
4. Eu gostaria de cursar uma disciplina do meu curso em inglês.	4.83	1.47
5. Eu estou me esforçando para aprender inglês.	4.32	1.65
<i>Sujeito ideal de L2/Ideal L2 self</i> (W.A = 4.61; α = .86)		
6. Eu gostaria de viajar para outros países e falar inglês.	5.39	1.18
7. Eu estudaria numa universidade com disciplinas ministradas em inglês.	3.68	1.75
8. Sempre que penso em minha carreira profissional eu me vejo usando o inglês.	4.70	1.47
9. Eu me vejo conversando com estrangeiros em inglês.	4.73	1.53
10. Eu me vejo escrevendo em inglês com facilidade.	4.57	1.47
<i>Instrumentalidade-promoção Instrumentality-promotion</i> (W.A = 4.84; α = .87)		
11. Estudar inglês é importante porque a proficiência é necessária para ter um bom emprego no futuro.	5.44	.944
12. Estudar inglês é importante para dar continuidade aos meus estudos.	5.09	1.31
13. Estudar inglês é importante porque eu quero estudar no exterior.	4.52	1.59
14. Eu estudo inglês para me manter atualizado e informado sobre as notícias recentes no mundo.	4.33	1.60
15. As coisas que eu quero fazer no futuro exigem inglês.	4.86	1.47
<i>Autoconfiança linguística/Language self-confidence</i> (W.A = 5.26; α = .89)		
16. Se eu me esforçar mais, tenho certeza de que serei capaz de dominar a língua inglesa.	5.44	.948
17. Eu tenho certeza de que serei capaz de ler e compreender a maioria dos textos em inglês se eu continuar estudando.	5.41	1.00
18. Eu realmente gosto de aprender inglês.	5.05	1.37
19. Eu gostaria de ter mais aulas de inglês.	5.16	1.25
<i>Inclinação a intercâmbio/Interest in exchange programs</i> (W.A = 5.00; α = .81)		
20. Aprender inglês é importante porque eu quero fazer viagens internacionais.	5.21	1.30
21. Eu gostaria de estudar em uma universidade no exterior.	4.86	1.50
22. Fazer um intercâmbio é importante para minha formação.	4.94	1.35
<i>Medo de assimilação/Fear of assimilation (inverted scale)</i> (W.A = 4.45; α = .87)		
23. Eu acredito que os brasileiros podem se esquecer da importância de sua cultura por influência da internacionalização.	4.20	1.83
24. Eu penso que a língua portuguesa está sendo corrompida pela influência da língua inglesa.	4.64	1.47
25. Eu penso que os valores artísticos e culturais da língua inglesa estão se impondo mais que os valores brasileiros.	4.27	1.57
26. Eu acredito que à medida que a internacionalização avança, há um risco da identidade brasileira se perder.	4.71	1.47
<i>Interesse pela língua inglesa/Attitudes towards learning English</i> (W.A = 4.94; α = .89)		
27. Eu gosto de ouvir pessoas falando em inglês.	4.94	1.29
28. Eu me interesso pelo modo como o inglês é usado em conversações.	4.88	1.36
29. Eu acho interessante a diferença entre o vocabulário da língua inglesa e o da língua portuguesa.	5.16	1.14
30. Eu gosto do ritmo da língua inglesa.	4.78	1.36
<i>Ansiedade com a língua inglesa/Anxiety towards English (inverted scale)</i> (W.A = 2.80; α = .89)		
31. Eu fico nervoso quando falo inglês na sala de aula.	2.47	1.61
32. Eu tenho medo de que os meus colegas riem de mim quando eu falar inglês.	3.10	1.88
33. Eu ficaria nervoso se tivesse que falar com um falante de inglês.	2.62	1.65
34. Eu ficaria apreensivo se um estrangeiro me pedisse informações em inglês.	2.81	1.68
35. Eu me preocupo com que os falantes de língua inglesa pensarão sobre o meu inglês.	3.03	1.76
<i>Interesse cultural/Cultural interest</i> (W.A = 4.46; α = .80)		
36. Eu gosto de ouvir música em inglês (ex. pop, rock).	5.54	1.01
37. Eu gosto de assistir filmes e seriados em inglês.	4.66	1.65
38. Eu gosto de ler livros, revistas, jornais em inglês.	3.86	1.77
39. Eu gosto de ler artigos em inglês na minha área de estudo.	3.81	1.76
