

THESIS

INSTRUMENTAL AND INTEGRATIVE MOTIVATION AMONG UNDERGRADUATE  
LIBYAN STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE

Submitted by

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In partial fulfillment of the requirements

For the Degree of Master of Arts

Colorado State University

Fort Collins, Colorado

Fall 2012

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## ABSTRACT

### INSTRUMENTAL AND INTEGRATIVE MOTIVATION AMONG UNDERGRADUATE LIBYAN STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE

The study examines instrumental and integrative motivations among undergraduate Libyan students of English as a foreign language (EFL). It investigates whether EFL Libyan students are instrumentally or integratively motivated to study English. The study also looks at the relationship between EFL Libyan students' motivation and their achievement in English. Forty Libyan students studying English as a foreign language at the College of Arts Bani Walid, Libya, participated in the study. The participants are in different levels of their four-year university program and ten students were chosen from each year. All of the participants completed a questionnaire that included 14 items reflecting their instrumental and integrative motivations for studying English. The questionnaire data was analyzed using SPSS version 21. The findings of the study showed that EFL Libyan students were highly instrumentally and integratively motivated to study English, and their integrative motivation appeared to be a little higher than their instrumental motivation. These unusual results were attributed to the Libyan students' interest in knowing more about the English-speaking peoples and learning about their societies and cultures, and that was due to the strong positive attitude Libyan students have had towards them. The findings also revealed that there was no relationship between the Libyan students' motivation and their achievement in English as a foreign language.

## ACKNOWLEDGMENTS

Writing a thesis is a challenging process that requires a lot of time and effort. To me, it is impossible to do such a process without seeking others' help. I have to confess that I could not have finished my thesis but for my thesis chair, Dr. Gerald Delahunty. There are no words that could exactly describe my gratitude and thankfulness to him for his help, patience, and support along the stages of my thesis work. I am sincerely grateful to Dr. Delahunty and extremely appreciative of all what he has done for me regarding my thesis in particular and the class he taught me in general.

I would like to give special thanks to Dr. Fabiola Ehlers-Zavala for her help, encouragement, and patience that I have seen along my master's study. She has been not only the caring mentor, but also the compassionate lady who always looks at her students as siblings and loved people.

I would also like to express my special thanks to Dr. Rich Feller for his confidence in my academic work and his willingness to serve as a member in my thesis committee. To me, it is not only a privilege, but it is also an honor to have a University Distinguished Teaching Scholar like Professor Feller in my thesis committee.

My special thanks are also extended to Dr. Doug Flahive for his help and assistance that sustained me along my master's study.

I would never forget to thank all of my classmates and all the staff members at the English department for their support and encouragement throughout my graduate program at Colorado State University.

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## CHAPTER I

### INTRODUCTION

#### **Statement of the Problem**

Motivation is an essential factor that plays a major role in achieving many fundamental goals in a student's academic life (Christiana, 2009). It is the pushing wheel of the learning vehicle that students ride to reach their educational objectives. EFL Libyan students at the College of Arts Bani Walid are varied in terms of what has motivated them to learn English. They are also varied in their level of English achievement. There should be instrumental and integrative motivation types that encourage them to study English, and that may influence their achievement in English as a foreign language. As the instrumental and integrative motivation have not been investigated among this specific population yet, it is still unknown whether or not those types of motivation can affect the Libyan students' achievement in EFL. On the other hand, if the motivational factors influencing the Libyans students' achievement in EFL were identified, it would be possible to work on promoting and enhancing them in order to have more students join a university English language program and to develop their English proficiency level. The present study is meant to determine what motivates EFL Libyan students to study English and also to see if this motivation has an influence on their achievement in EFL or not.

#### **Significance of the Study**

This study is important because it sheds light on one of the factors claimed to affect learning English as a foreign language. Identifying the instrumental and integrative motivations that inspire EFL Libyan students to join English language classes and to attain higher levels of English proficiency is important for students, teachers, and researchers to be aware of. With this awareness, we can work on enhancing those kinds of motivation that increase our students'

interest in learning English and stimulate them to accomplish higher English language proficiency. “Motivation is extremely important for L2 learning, and it is crucial to understand what our students’ motivations are” (Oxford and Shearin, 1994, p.12). Motivation is often a good indicator of students’ progress in learning a second language. It is one of the decisive factors that can determine students’ achievement in a second or foreign language (Dornyei, 1994). Due to the impact of motivation on the use of language learning strategies and on language proficiency status (Oxford and Shearin, 1994), it was important to examine the instrumental and integrative motivation among EFL Libyan students and to look at its influence on their language achievement. Identifying and examining L2 motivation has been a significant issue in the language learning research (Csizer et al., 2006).

### **Research Questions**

The study addresses the following two questions:

1. Are EFL undergraduate Libyan students of English instrumentally or integratively motivated to study English?
2. How are the EFL Libyan students’ motivation and their achievement in English related?

### **Hypothesis**

Based on previous research conducted on the topic of motivation and language learning, it can be hypothesized that EFL undergraduate students are more instrumentally than integratively motivated to learn English. It can be also hypothesized that motivation has a positive influence on the Libyan students’ achievement in English as a foreign language.

## **Definitions of Terms**

### *Motivation*

Motivation is an easy word to pronounce, but it is still difficult to define. Even though motivation is a term used in academic and research settings, it is unexpected to find too little consensus regarding its precise meaning (Dornyei, 1998). Motivation was defined as the orientation a learner has with respect to the purpose of learning a second language (Crookes and Schmidt, 1991). There is no collective agreement on the meaning of motivation even though the majority of motivation investigators would see that motivation has to do with the trend and extent of human conduct, that is, the choice of a certain action, the perseverance with it and the effort extended upon it (Dornyei, 2001).

Motivation is also related to the drive to do something. It is the force that pushes us to do things (Tileston, 2010). It is also an interior power that triggers, leads, and preserves actions consistently (Thorkildsen, 2002). “In the context of L2 learning, motivation was seen as the extent to which the individual works or strives to learn the language because of a desire to do so” (Kissau, 2006, p.76). Motivation was defined by Lokie (2011) as the desire to engage in an activity out of curiosity, interest, or enjoyment. Ortega (2009) states “motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation” (p.168).

### *Instrumental Motivation*

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target

language community members. “Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” (Dornyei, et al., 2006, p.12)

Gardner (1985) suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages. Instrumental motivation emphasizes the importance of the functional reasons for learning the language such as getting a high-ranking job with a good salary (Gardner and Lambert, 1972). Tileston (2010) defined instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. She stated “extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result” (p.8).

### *Integrative Motivation*

A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process (Masgoret and Gardner, 2003). Integrative motivation is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community. Those integratively motivated students should hold an internal motivation for learning the language (Gardner, 1985). Integrativeness indicates an affirmative view of L2 and its culture to the extent that learners perhaps would like to join the L2 culture and become related to L2 speakers (Dornyei, 2006). Integrative motivation is distinguished by the learners’ positive attitude towards the target language group, and the desire to interact with those group members



(Qashoa, 2006). Integrative motivation is also defined as the involvement that generates from inside. Learners do something for the pure pleasure of doing it (Tileston, 2010).

### *Achievement*

The progress students make and that is determined according to their grades in a class (Lokie, 2011).

### **Limitations of the Study**

The present study was conducted on a specific population within a specific context and at a specific time. The target participants were 40 undergraduate Libyan students enrolled in the English department at the College of Arts, Bani Walid, Libya. The study was conducted in May 2012. Even though the recommended minimum sample size of investigation is thirty participants (Dornyei, 2009), the findings of the current study might be a reflection of the motivation of just these participants, and the researcher cannot generalize the outcomes to include all the Libyan students of English at all the Libyan universities.

### **Overview of the Study**

The study investigates the integrative and the instrumental motivation among university students of English as a foreign language in Libya. It has been conducted to see if those students were instrumentally or integratively motivated to choose to be in the English language major, and to look at the relationship between those motivations and the students' attainment in English. The next chapter includes reviews of related studies conducted over the last fifteen years. Chapter three elucidates the methodology used in the study. It describes the participants, the instrument, and the procedures of the study. Chapter four shows how the data was analyzed and displays the study findings. Chapter five discusses the study results and provides an

interpretation of the outcomes. It also presents suggestions as well as recommendations for further pertinent research.

## CHAPTER II

### LITERATURE REVIEW

The investigation of motivation and language learning began place since the late of 1950s when the two Canadian researchers, Robert Gardner and Wallace Lambert, started their investigations to find a persuasive answer to the question *why can some people learn a second language easily and quickly while others cannot?* Gardner developed the Attitude/Motivation Test Battery in 1985 to be used as a primary instrument of examining language learners' motivation. Most of the studies conducted on this topic used Gardner's AMTB (1985).

In this chapter, eight studies conducted during the past fifteen years are critically reviewed and presented. Those studies were chosen because they represent the development of the theme the present study is investigating. Most of those studies concluded that students' instrumental motivation was higher than their integrative motivation (Gashoa, 2006; Vaezi 2009, Al-Tamimi, 2009; Choorsi, 2011).

#### **Wen (1997)**

Wen (1997) looked at the factors affecting the motivation of Asian and Asian-American students studying Chinese as a foreign language at the University of Houston, Texas. The total number of the students who participated in the study was 77, and they were of various origins, Vietnamese, Japanese, Korean, Indonesian, and Malaysian. Fifty-three of the participants were taking a first year Chinese class, and twenty-four a second year Chinese class as part of their university study. All the participants were asked to complete a questionnaire divided into three sections. The first was designed for the students to provide general information about themselves such as their age, major, and the year of enrollment in university. The second section was

modified from Gardner's AMTB (1985), and designed to examine the students' motivation. The third section of the questionnaire was designed according to the proposal suggested by Vroom (1964) and Mitchell (1974) to measure the students' learning achievement, expectations and ability to achieve a higher level in Chinese.

To determine the structures of motivation, the questionnaire data was first run through a factor analysis which yielded four factors, which the researcher identified as an instrumental motivation, integrative motivation, learning strategies and effort, and passiveness towards class requirements. Then in order to explain the relationship between these factors and language achievement, the questionnaire data and the average score of the midterm and final exam in all classes for each student were run through a multiple regression test. The factors were set as the independent variables, whereas the exam scores were set as the dependent variables. The results of the regression test revealed that an essential interest in Chinese culture and the willingness and intention to know about a new community heritage were the primary motivations for the first year students to learn Chinese. There was a clear and strong relationship between integrative motivation of the first year students and their achievement in the Chinese language. The results also revealed that learning strategies were the most influential factor in the second year students' achievement in Chinese.

Wens' study and the present study are related in terms of the instrumental and integrative motivational variables each study is examining. Despite the differences in the context each study was conducted in, they both scrutinized motivating elements that could stimulate the participants to study a foreign language. Since the focus of the two studies was mainly centered on the same theme, I believe it is essential to look at the procedures Wen took and what his findings were.

Even though Wen's study and the present study share the idea of investigating motivation among learners of a foreign language, both are different in terms of the extensive spread and wide usage of each language. English is an extremely widely used language that is hugely spread over the world, whereas Chinese is limited to China and a restricted population in limited parts of Asia. This could confine the students' responses to the questionnaire items to be applied only to the Chinese people and their country. For example, the students' responses to the motivation item 3 in the questionnaire used in Wens' study *I am taking Chinese because I want to learn about other cultures and to understand the world better* could be limited to China only because viewing other cultures and understanding the world better cannot be done through the Chinese language as it is not commonly used in other parts of the world.

#### **Ushida (2005)**

Ushida (2005) reported a study conducted in fall 2002 to examine the effect of students' attitudes and motivation of their achievement in online French and Spanish classes. There were nine students registered in basic French, fourteen in basic Spanish, and seven in the intermediate Spanish online at the Carnegie Mellon University, Pennsylvania, USA. Although these classes were offered to the students online, each group took a 50-minute class once a week, and there were other out-of-class tasks students did online. All of the students met with the instructor independently, or with language assistants for 20 minutes to orally practice the language once a week. The study addressed the following research questions:

1. What are the patterns of motivation and attitude toward the study and learning of French and Spanish on the part of students who participate in online language courses (OLC)?
2. How do students' attitudes and motivation relate to their L2 learning in OLC courses?

3. What factors affect students' attitudes and motivation and thus, at least indirectly, their success in the study and learning of French and Spanish in OLC courses?" (Ushida, 2005, p.57).

There were three types of questionnaires administered to the all students to check some factors related to the students' attitudes, motivation, and prior experiences in language learning and technology. At the beginning of the semester, students were asked to complete two kinds of questionnaires. The first was a General Background Questionnaire (GBQ) that asked for information about the students' age, major, their first language and why they were taking a course online. The second questionnaire was a Technology Background questionnaire (TBQ). It was designed to check if the students had prior involvement in any technology aspects, such as email, chatting, etc. After that, an AMTB created by Gardner, Tremblay, and Masgoret (1997) was used to look at the students' attitudes and motivation. It contained the following sections:

1. Attitudes toward French/Spanish Culture (6 items)
2. Attitudes toward Learning French/Spanish (8 items)
3. Desire to Learn French/Spanish (10 items)
4. French/Spanish Class/Course Anxiety (10 items)
5. French/Spanish Use Anxiety (10 items)
6. Interest in Foreign Languages (10 items)
7. Instrumental Orientation (4 items)
8. Integrative Orientation (4 items)
9. Motivational Intensity (12 items)

10. Computer Use Anxiety (5 items)
11. Anxiety in Learning French/Spanish in the Online Course (6 items)
12. Interest in the Use of Technology to Learn French/Spanish (10 items)
13. Computer Confidence (6 items)
14. Evaluation of French/Spanish Teacher, and Evaluation of French/Spanish

The above-mentioned items were associated with a 7-point Likert scale ranging from strong agreement to strong disagreement. The AMTB was administered to the students twice, once at the beginning of the semester and another at the end of the semester. To answer the first research question, mean scores and standard deviations for the students' responses to each motivation item in each class were calculated. Then ANOVA was used for each motivational variable to compare students' motivation and attitudes among the three courses. To answer the research question 2, correlation was calculated between the students' motivation and their learning outcomes (their course-related scores). The findings of the study showed that motivated students studied frequently and effectively seized every chance to develop their language skills. The findings also revealed that there was a significant correlation between the students' motivation and their learning outcomes.

Ushida's study and the present study are related as they both examined motivations among learners of a foreign language and the relationship between those motivations and the students' achievement in that foreign language. Both studies used a questionnaire based on Gardner's AMTB.

## **Rahman (2005)**

Rahman (2005) conducted a study to scrutinize the socio-psychological orientation of Bangladeshi undergraduate students and their attitudes to learning English as a foreign language. He also looked at the influence of the Bangladeshi linguistic reality on the socio-psychological motivational factors of learning English. The two research questions he addressed in his study were: *To what extent are the undergraduate students of Bangladesh instrumentally or integratively oriented towards English learning?*, and *What is the intensity of use of English in different domains?*

Rahman chose 94 Bangladeshi students at random to participate in the study. They were 56 males and 38 females studying at the American International University in Bangladesh, and aged between 19 and 23. The researcher picked this university in particular because he had been a faculty member in Communication Skills and English Language Teaching for five years up to the time of the study, and this enabled him to easily access the students who participated in the study and provided him with awareness of the students' thinking and tendency towards learning English. All the participants speak Bangla as a first language and had studied EFL for 13 years as a required class taken each year, and they were registered in Communication Skills 2 (an advanced writing class) after they had taken and passed Communication Skills 1 (a class on basic rules of English). 16% of the students were majoring in electric and electronics engineering, 24% majoring in computer science, 20% in computer engineering, and 40% in business. A questionnaire was administered to the students to respond to items divided into two sections. The first one included statements reflecting how much English instruction the students received. The second section of the questionnaire comprised items examining the kinds of motivation and attitudes of the students towards English. To ensure full understanding to the items on the



questionnaire, it was administered in two languages, English and Bangla. The students were informed of the purpose of the questionnaire, and given an explanation and instruction on its items. For the instrumental motivation, the participants were asked to respond to four statements that assessed the functional goals that led them to learn English. Regarding the integrative motivation, the participants were also asked to respond to four items examining how much they were interested in learning English for the purpose of acquiring a new community culture and knowing about its daily life aspects such as tradition, costume, etc. In addition to the two parts measuring the two kinds of motivation, students were provided with a 1-item subtest in which they responded to four reasons for learning English, two integrative and two instrumental. Rahman used SPSSX1.5 to analyze his data. The items Rahman included on his questionnaire to reflect the students' instrumental motivation were:

1. I need English for graduation
2. English will help me go for higher studies abroad
3. English is important for me because it will make me more knowledgeable
4. English will be useful for me in getting a good and high-ranking job in Bangladesh

And the items indicating the students' integrative motivation were:

1. English helps me to think & behave like the native speakers
2. I must learn the necessary English to understand English novels and story books and appreciate English movies; otherwise my English learning will be useless
3. English will help me to understand better the native English speakers (USA/UK/Aus./NZ) and their way of life.

4. I really like to emulate the native English speakers (USA/UK etc.)

91.5% of the students showed their strong agreement on item 2 of the instrumental motivation. Since the students were asked to demonstrate their agreement with the questionnaire items on a 5-point scale, item 2 of the instrumental motivation represented the most influential motive for the Bangladeshi students to learn English. The mean of the students' responses to this item was extremely high (4.9). This obviously indicated how much the students were aspiring to go abroad for to their education. Item 1 was the second most influential instrumental motive the students had to learn English in Bangladesh. The mean of the students' responses to this item was 4.65. This indicated the students' need for English to graduate. The overall mean of the instrumental motivation items was 4.69. This number is high and reflects the higher level of instrumental motivation the Bangladeshi students had.

For the integrative motivation, item 3 represented the most influential integrative stimulus the students had to learn English. The mean of the students' responses to this item was 4.2. The overall mean of the responses to the integrative motivation items was fairly low (3.38) compared to the mean of the instrumental items responses. This clearly indicated that the instrumental motivation was the key kind of motivation for the Bangladeshi undergraduate students to learn English as a foreign language.

Rahman believed that his study offered an appropriate answer to the research questions he addressed. Since his study was not conducted to examine the relationship between motivation and the language proficiency of learners, he recommended further research to be conducted on this topic. Despite the outcomes of the study, Rahman stated that no one can generalize that all Bangladeshi university students are purely instrumentally motivated.

Unlike the participants in the present study who are undergraduate students majoring in English, Rahman's participants were undergraduate students in various areas other than English. They were taking English as a mandatory class required for university graduation. I think involving participants who are in the field of English language to investigate motivation in English learning would be, at least to me, the most appropriate population for such a study. I also think conducting this kind of study on students required to study English as a class subject would restrict the reasons why they were learning English and confine them only to the range of school advantages. In other words, it can be expected for participants like Rahman used in his study that they studied English primarily for educational benefits. An additional defect that may weaken Rahman's study and necessitate further research is that Rahman did not investigate the relationship between motivation and English learning achievement which is the second concern of the present study.

### **Qashoa (2006)**

Qashoa (2006) did his MA thesis at the British University in Dubai on motivation among Arabic learners of English in secondary school in the United Arab Emirates (UAE). He investigated the two main kinds of motivation, integrative and instrumental, that stimulate Emirati students to learn English and inspire them to get higher grades in English classes. His study also looked at the factors that negatively influence the students' motivation. Qashoa hypothesized that Emirati students in secondary school are instrumentally motivated to learn English and the demotivating factors the UAE secondary school students encountered while learning English were related to EFL teachers. The study addressed these questions: what are the secondary students' objectives for studying English? What kinds of motivation do the students

have? (Is it integrative or instrumental?) What demotivating factors do the students encounter? Do they see the teacher as the most demotivating factor?

The participants Qashoa selected for his study were 100 students from four state secondary schools in the eastern region of the United Arab of Emirates. Twenty of those students as well as ten teachers and three supervisors of English from the Emirate of Sharja were selected to be interviewed. The purpose of interviewing the students was to inspect the factors influencing the students' motivation, and the purpose of interviewing the teachers and the supervisors was to elicit their points of views about the elements demoralizing and decreasing the students' motivation.

All of the students who participated in the study were males aged between 16 and 18, and had studied English for more than 8 years as a class taken each year in addition to the other classes that they were taking. To determine each student's level in English proficiency, the researcher had the students assess their English proficiency by asking them to rate themselves on a 1-to-5 scale. The points from 1 to 5 on the scale showed the level of English proficiency for each student: very poor, poor, average, good, and very good successively.

After obtaining the students' self-assessment of their English proficiency, they were asked to fill out a questionnaire demonstrating their integrative and instrumental motivation to learn English as well as the demotivating factors they encountered while taking English classes. The first section on the questionnaire, which included 8 items, was adapted from Gardner's (1985) Attitude/Motivation Test Battery, and designated to indicate the two kinds of motivation. Four items reflected the integrative motivation and another four items reflected the instrumental motivation on a 5-point Likert scale ranged from strongly disagree (1) to strongly agree (5) as listed below:

### Integrative motivation

1. I study English to be more at ease with English speakers
2. I study English to meet and converse with varied people
3. I study English to understand British and American arts and literature
4. I study English to participate more freely in the activities of other cultural groups

### Instrumental motivation

5. I study English as I need it for my future career
6. I study English to become more knowledgeable
7. I study English as it helps me to get a good job
8. I study English as the others respect me more

The second section on the questionnaire, which included 15 items, was created by Qashoa himself to examine the factors negatively affecting the students' progress while learning English. Below are the items Qashoa listed on his questionnaire to examine the demotivating factors:

1. The teacher of English speaks rapidly during the lesson
2. The teacher doesn't use much Arabic in the English lesson
3. The teacher becomes very angry and nervous when I answer wrong
4. The teacher doesn't usually use the modern technological aids
5. There is a big difference between what he teaches and what he examines
6. The English text book is difficult and boring
7. The number of the lexical items which we should memorize is very large

8. English structures (grammatical rules) are complicated
9. The difficulties in understanding what I listen to in English
10. My numerous spelling errors
11. Learning English negatively affects my mother tongue
12. My parents don't encourage me to learn English
13. My friends don't encourage me to speak English
14. Social and religious reasons make me hate learning English
15. Are there any factors you would like to add?

Following the process of completing the questionnaire come interviews with ten teachers and twenty students as well as three English supervisors to elicit any other integrative and instrumental motivational elements the students had and to check the demotivating factors they might have faced while learning English. The ten teachers were chosen according to their expertise in teaching English, and the twenty students were chosen as ten poor learners and ten good learners based on their self-assessment of their English proficiency.

The questionnaire data was run through SPSS for analysis. The questionnaire was divided into two parts: the first concerned motivation and the second concerned the demotivating factors. Frequency, means and standard deviation were calculated for the first part, while only frequencies and percentages for the second one. The analysis showed the first item on the questionnaire "*I study English to be more at ease with English speakers*" was the most reported item that indicated the students' integrative motivation (m=4). Since the students were rating

their responses from 1 to 5 points as they respond to the first item, 4 here is considered a high number indicating that element of the students' integrative motivation. Namely, the students were greatly integratively stimulated to learn English for this purpose. Item number 5 on the questionnaire was the most reported items reflecting the students' instrumental motivation, and had an overall mean of 4.52. Considering the students' rating on a 1-to-5 scale, 4.52 is truly significant and indicates that the students were most influenced by this reason for learning English. The overall mean score of the students' responses to integrative motivation items on the questionnaire was 3.77, whereas the overall mean of their responses to instrumental motivation items was 4.15. These numbers indicate the Emirati secondary school students were integratively and instrumentally motivated to learn English, and they had a higher level of instrumental motivation than of integrative motivation, and this supported the study hypothesis. The researcher also concluded that most of the demotivating factors were not associated with teachers, as stated in the second hypothesis, but rather they were connected to the language aspects such as spelling, vocabulary, and structures.

Regarding the interviews, the students responded to questions on why they liked studying English and if there were any factors that could negatively affect their study of English. All of the participants stated that they were interested in learning English for several practical benefits such as getting a good job and pursuing higher education.

Qashoa attributed the students' higher degree of instrumental motivation to several reasons. He found that 90% of the students were motivated to learn English to get a good job and subsequently a high salary. Also, pursuing a higher education either inside the country or abroad was an instrumental motive that greatly encouraged the students to learn English. Qashoa ascribes the students' integrative motivation to a country-related issue since the UAE is a

multicultural and diverse country. The distinctive context of UAE where there is, as Qashoa says, a large English-speaking population makes the Emirati students eager to interact with those people, learn about their cultures, and make warm relationships. The integrative motivation was also ascribed to the Emirati people as being friendly and sociable.

I believe that the limited number of the items (only eight) on the questionnaire Qashoa used in his study can affect the accuracy and reliability of the study outcomes. Having a restricted number of items to reflect the two kinds of the students' motivation does not allow one to apply the findings and conclusions of the study to all Emirati secondary school students. There should be other motives that may have stimulated the Emirati students to learn English. On the present survey questionnaire there are seven items measuring the integrative motivation and other seven items measuring the instrumental motivation of students. Qashoa thinks that conducting the study in a specific context that included secondary school students would be definitely different from conducting the study on Arabic learners studying EFL at a private school of English.

It is unmistakable that Qashoa's study is different from the present study. The present study was conducted on Libyan students studying English as a foreign language at university, and its participants aged between 18 and 29, whereas Qashoa's was conducted on secondary school students taking English a class subject and aged between 16 and 18. The amount of exposure to English instruction the participants in my study had was substantial since they were enrolled in an undergraduate English program at university, while the secondary school Emirati students who had been taking English as a school subject were exposed to much less English instruction..



## **Vaezi (2009)**

Vaezi (2009) investigated the effects of integrative and instrumental motivation on the achievement in English as a foreign language among Iranian undergraduate students whose major was not English. She posed three research questions: *What is the Iranian college students' goal for learning English? To what extent are the university students in Iran instrumentally or integratively orientated towards English Language Learning? Has the students' motivation for learning English changed after entering university or not?* (p. 81). Vaezi chose 79 students, 41 females and 38 males, studying either at their first or second year at Berjand University in Iran. 68% of the students were majoring in electrical and computer engineering, and 32% were majoring in humanities and social science. The study participants were selected from different departments to offer different views about their English learning. All of the 79 participants (average age 19) had studied English for about 8 years prior to the university. Vaezi created a 5-point instrumental and integrative motivation scale by modifying the Likert 7-point scale format of Gardner's AMTB (1985) and Clement et al. (1994). The points on the scale moved from 1 to 5 as strongly disagree, disagree, neutral, agree, and strongly agree. There were 12 items on the questionnaire to examine the participants' integrative motivation, and 13 items to examine their instrumental motivation as shown in the table below. Following the 25 items on the questionnaire there were two questions. The first was posed to elicit the students' self-measurement to their English proficiency by asking them to rate how proficient in English they are on a scale of 5 points ranging from very bad to very good. The second was an open-ended question posed to check if there was any change in the students' motivation after joining their university study program. Vaezi used SPSS to analyze her data. She used a paired samples t-test to compare the two kinds of motivation.

The integrative motivation items on Vaezi's questionnaire were:

I study English:

1. To be more at ease with other people who speak
2. To meet and converse with more and varied people
3. To better understand and appreciate English art and literature
4. To participate more freely in the activities of other cultural groups
5. To know the life of the English-speaking nations
6. To understand English pop music
7. The more I get to know native English speakers, the more I like them
8. To know various cultures and peoples
9. To keep in touch with foreign friends and acquaintances
10. To know more about native English speakers
11. The British are kind and friendly
12. The Americans are kind and cheerful

The instrumental motivation items on Vaezi's questionnaire were:

13. I'll need it for my future career
14. It will make me a more knowledgeable person
15. It will someday be useful in getting a job
16. Other people will respect me more if I know English
17. I will be able to search for information and materials in English on the Internet
18. I will learn more about what's happening in the world
19. Language learning often gives me a feeling of success
20. Language learning often makes me happy

21. An educated person is supposed to be able to speak English
22. I can understand English-speaking films, videos, TV or radio
23. I can read English books
24. To know new people from different parts of the world
25. Without it one cannot be successful in any field

Vaezi calculated the mean score of the students' responses to each item individually, and the overall mean score of their responses to the integrative and instrumental motives. She found that items 1, 2, and 5 were more integratively motivating items with mean scores of 4.43, 3.97, and 3.94 respectively. Item 1 (*I study English to be more at ease with other people who speak English*) seemed to be the most influential integrative motive that stimulated the Iranian undergraduate students to learn English. Vaezi also found that item 7 (*The more I get to know native English speakers, the more I like them*) and item 11 (*The British are kind and friendly*) reflecting little integrative motivation of the students. Item 12 (*The Americans are kind and cheerful*) was the least influential integrative motive the students had. Vaezi ascribed the very low motivation reflected by item 11 and item 12 to the non-existence of communication between the Iranian students and the English speaking people, and to political matters as well. Despite the low integrative motives represented by the items 7, 11, and 12, Vaezi found that the overall mean score of the integrative motivation items (3.47) indicating that the students' integrative motivation was moderately high and by and large they understood that studying English would enable them to meet and communicate with English-speaking people, and to learn about those people's cultures.

According to the analysis of the students' responses to the items reflecting the instrumental motivation, Vaezi noticed that the items 13, 14, 15, 17, 18, 21, 22, and 23 were

associated with high mean scores that all exceeded 4. She also observed that the items 19 and 24 had mean scores close to 4. These higher mean scores indicated how instrumentally motivated the students were. The findings also showed that the most influential instrumental item the students were motivated by was item number 13 (*I study English because I'll need it for my future career*). It had a mean score of 4.56. The overall mean score of the instrumental motivation items was 3.94, indicating a moderately instrumental motivation those students had for learning English.

For the open-ended question (*Are you more or less motivated to learn English than when you were a secondary school student? Why?*), most of the students (67.1%) stated that they were more motivated after entering university because they understood how significant learning English was. They needed English to succeed in their education, and for technology use. 13.9 % of the students reported no change in their motivation to learn English after joining University. 19% of the students stated that there had been shrinkage in their motivation to learn English as a result to the substantial pressure of their study field and time restriction.

In the conclusion of her study, Vaezi stated that the results indicated that Iranian students had positive orientations and attitudes towards English, and they were more instrumentally than integratively motivated to learn English. Based on the t-test application, and as displayed in the table below, p- value is .00, and that is  $< 0.05$ . This indicates that there is a significant difference between the mean scores of the two kinds of motivation.

Table 2.1: Paired Samples t-test for Iranian Students' motivation

Mean	Std. Deviation	T	Df	Sig. (2-tailed)
.47	.452	-9.277	78	.000

Vaezi believes that her study offered appropriate answers to the research questions she posed. She also thinks that the study supported the perspective that foreign students of English can be more instrumentally than integratively motivated. Vaezi notes that there are many kinds of motivations other than the instrumental and the integrative, and those motivations can be generated based on factors such as classroom environment, class materials, and the teacher's attitude. Owing to the limited number of the participants involved in the study and due to the specific context the study was conducted in, the researcher recognizes that the findings do not generalize to all Iranian students. Vaezi recommends conducting the study differently by increasing the number of participants and choosing them from different Iranian universities with different educational backgrounds. She also recommends changing the protocol used in the study by holding interviews to support the survey.

The survey Vaezi used for her study included some items with overlapping meanings such as items 5 and 10 (*I study English to know the life of the English-speaking nations* and *I study English to know more about native English speakers*) and items 2 and 8 (*I study English to meet and converse with more and varied people* and *I study English to know various cultures and peoples*). Including motivation items that carry the same meaning would probably affect the study findings as the participants are likely to provide the same response to each item. Also item 24 (*I study English to know new people from different parts of the world*) appeared to me to be functioning as an integrative and not instrumental motive as Vaezi assessed. Showing an interest in knowing new people and probably making friendships could be a sign of how sociable somebody is. And being sociable and interested in engaging with other community members have been classified as clear indicators of integrative motivation (Gardner, 1985; Dornyei, 2006; Qashoa, 2006).

### **Al-Tamimi and Shuib (2009)**

This study was conducted to investigate the motivation and attitudes among Petroleum Engineering students towards learning English as a foreign language at Hadhramout University of Science and Technology (HUST), Yemen. The researchers wanted to examine three types of motivation: instrumental, integrative, and personal to see which one would be the main motivation for learning English. They also wanted to see what attitudes those students had towards the English language and the English-speaking peoples and their cultures.

In their methodology, the researchers used two kinds of data collection, a questionnaire and interviews. The participants were 81 male students enrolled in the department of Petroleum Engineering at HUST. All of the students were required to take one English class over the first year of their university study. The language of instruction at the above-mentioned department is English. The chosen participants were in their third, fourth, and fifth years of study, and aged between 21 and 26 years old. Ten of them were interviewed to better check their motivation and attitudes towards learning English.

The questionnaire used in this study comprised three parts. Part A included 3 items gathering information on the students' background. Part B, as shown below, included 7 items examining the students' integrative, instrumental and personal motivation to learn English. The students were asked to respond to those items by identifying the degree of the importance they would give to each item ranging from 1 for *not important*, 2 for *little important*, 3 for *of some importance*, 4 for *important*, and 5 for *very important*. Part B also included a question inquiring if the students had an interest in developing their English by joining more courses in the language. Part C asked about the students' attitudes towards the English language. The students were asked to select one of three choices, *agree*, *disagree*, *don't know* according to their actual

opinions towards the educational and social uses of English in Yemen as well as towards the English-speaking peoples and their cultures. The questionnaire was translated into Arabic and piloted before conducting the main study to ensure full validity. At the interviews, the participants were asked to tell why they were learning English, whether or not they had an interest in studying more English, and what attitude they had towards English language and the cultures of English-speaking peoples. To avoid anxiety and to encourage the participants to provide honest responses, they were informed of the objectives of the study and ensured absolute confidentiality. The collected data was processed through SPSS, and means and percentages were calculated.

Items of motivation used in Al-Tamimi and Shuib's study:

Instrumental motivation constructs (reasons for learning English)

1. Because it will enable me to carry my tasks more efficiently
2. Because it will enable me to get a job easily
3. Because I hope to further my education
4. Because it is a university requirement

Personal motivation constructs

5. For a personal development
6. Because it will enhance my status among my friends

Integrative motivation constructs

## 7. To integrate with the Western culture

Considering the scale range used for rating the students' responses to the questionnaire items, which was a 5-point scale, the results of the SPSS process showed that instrumental motivation items received the highest mean scores among all the items. Item 1 "*Because it will enable me to carry my tasks more efficiently*" got a mean of 4.70, and item 2 "*Because it will enable me to get a job easily*" got a mean of 4.77. The last two instrumental motivation items that ascribed the reasons for learning English to pursuing education and school tasks received means of 4.2 each. The overall mean of the instrumental motivation the Yemeni students had was 4.5. The students' personal motivation, which was represented by items 5 and 6, had means of 4.4 and 3.8 for each item respectively. The overall mean of the students personal motivation was 4.1. This pointed out that the students were still motivated by personal motivation even though their instrumental motivation was higher than their personal motivation. Item 7 "*To integrate with the western culture*" showed the least important reason why to learn English. Namely, students were less integratively motivated than instrumentally and personally. Comparing the overall means of the three motivation elements (instrumental, personal and integrative), it could be concluded that undergraduate Yemeni students of Petroleum Engineering were primarily instrumentally motivated to learn English. The students' answers to interview questions confirmed their responses to the questionnaire items. Most of the interviewees confirmed their instrumental motivation as the greater reason for learning English.

The students' attitudes did hold positive attitudes towards English. 95% of them expressed their wishes to be able to speak English fluently. They also demonstrated their agreement with English as the language of instruction, at least for the science classes in secondary schools. Regarding the students' attitudes towards the English-speaking people and



their culture, most of the students, however, did not care much about joining the English-speaking people, nor did they show an interest in acquiring that culture and or even learning about it.

The study provided strong evidence that Yemeni undergraduate students were highly instrumentally motivated. Their instrumental motivation was associated with both, school and career advantages. Therefore, the researchers saw that English courses offered to those students should be designed to serve these advantages. Since the students were willing to attend more English courses to improve their English, the researchers suggested that more English classes should be offered to the students at college. The researchers also recommended English-medium courses in Yemeni secondary schools since students had a positive attitude towards English at university.

The study was conducted on students who were studying English as a compulsory course required for their university program completion. This may raise the possibility that those students were willy nilly driven to study English. They may not have had an interest in English, nor motivated to learn English. This, as I think, might be a weakness in the study since it was conducted on participants who were already pushed to learn English, and found themselves in a situation where they must study English to pass their university program. My study was conducted on students who have voluntarily chosen to study English. Its participants are more expected to have motivation that most likely enhanced their interest in English. So I believe that the participants I have selected for my study are more appropriate for conducting such an investigation.

The number of motivation items used in Al-Tamimi and Shuib's study was fairly small. Only 4 items examined the students' instrumental motivation and only one item examined the students' integrative motivation. I do not think this small number of items could cover all the possible motives behind the Yemeni students' motivation. In my study, I have used 14 items that I thought they cover the most possible instrumental and integrative impetuses behind the Libyan students' interest in studying English.

### **Choosri and Intharaksa (2011)**

This study was conducted to examine the motivation level in Thai students with low and high English language achievement, and to look at the relationship between motivation and students' achievement. The participants were 140 Thai students enrolled in their second year in an electronics technology program and a building construction program at Hatyai Technical College, Thailand. A questionnaire and interviews were used as instruments to collect data for the study. The questionnaire comprised three parts. Part 1 included 8 items regarding students' background information. Part 2 included 17 items examining students' instrumental motivation to learn English. Part 3 included 8 items examining students' integrative motivation to learn English. The participants were asked to respond to all motivation items by rating the degree of their agreement or disagreement on a 5-point Likert scale, as 1=strongly disagree and 5=strongly agree. To ensure understanding, the questionnaire was translated into Thai before being distributed to the participants. The participants of the study were divided into two groups. The first group consisted of 70 students from the electronics technology program and had highest grades in English class, and the second group consisted of 70 students from the building construction program and had low grades in English. 15 participants from each group were selected to participate in the interviews.

Using SPSS, the mean scores of integrative and instrumental motivation were calculated as well as standard deviations for both groups. The findings showed that both groups had a high level of overall motivation. See the table below.

Table: 2.2 shows a comparison between the motivation of students with high achievement and the motivation of students with low achievement in English

Participants	N	motivation mean	SD	t	Sig
High	70	3.98	.46	-.86	.39 ns
Low	70	3.91	.45		

ns- Not significant at the level of .05

To investigate the relationship between the students' and their achievement in learning English, a Pearson correlation between the students' motivation and their grades in an English class was calculated. The integrative motivation was not significantly correlated with English learning achievement at the level of 0.05. However, the instrumental motivation was significantly correlated with English learning achievement at the level of 0.05 ( $r=.170$ ,  $p< 0.05$ ). These results were corroborated by the in-depth interview results which showed the greater impact of instrumental motivation on students' perceptions than integrative motivation.

Table 2.3 below shows the findings of the Pearson correlation applied in the study

Variables	Achievement	Instrumental Motivation	Integrative Motivation	Overall Motivation
Achievement	1	.170*	.158 ns	.184*

\* Significant at the level of 0.05, ns- Not significant

## **Kurum (2011)**

This study was conducted to investigate the effects of motivation on Turkish students' achievement in English as a foreign language. The participants were 50 students enrolled in the third year of their study at the Turkish Military Academy (TMA), and they were taking English classes four hours a week. They were high school graduates and had studied English as a class subject for almost seven years. Wen's motivation questionnaire (1997) was modified and administered to the participants to examine the relationship between their motivations and English language achievement. The questionnaire was not attached to the article, but the researcher stated that it consisted of 40 items divided into three parts. Part 1 included questions to elicit some background information about the participants. Part 2 and part 3 included questions to examine the relationship between the participants' motivations and their attainment in English.

The study addressed six questions, and the one that is most related to the present study is *What associations exist between motivation and language success among the cadets at the TMA?* To answer this question, a Pearson correlation was applied to look at the relationship between the participants' motivation and their EFL achievement as measured by their overall score of the last two years of study they had finished at the MTA. As displayed in the table below, the analysis of Pearson correlation Kurum conducted revealed that there was a positive correlation between the Turkish students' instrumental motivation and their accomplishment in English as a foreign language ( $r=.280$ ,  $p=.049 < .05$ ).

Table 2.4: Correlation between the Turkish students' motivation and their English achievement

	Pearson Correlation	Sig. (2-tailed)	N
Success	1		50
Integrative	.080	.581	50
Instrumental	.280*	.049	50

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

\* Correlation is significant at the 0.05 level (2-tailed)

The participants Kurum chose to conduct his study on are different from the participants of the present study as the former were military students taking English as a required class subject whereas the latter are university students voluntarily majoring in English as a foreign language. Kurum did not elucidate the items on his questionnaire. He may not have included items that could thoroughly cover all the instrumental and integrative motives the Turkish Military Academy cadets had. Also, the motivation those particular kinds of participants have may be different from the motivation other university Turkish students have to learn English. Kurum did not explain why he selected those participants in particular.

The reason why Kurum's study was included among the reviewed studies is to show the incompleteness it had in terms of what such a study really needed to include in order to provide comprehensive investigation on motivation and EFL achievement. Including a study lacking clarifying information and more lucid procedures would justify the need of further investigation on the same topic, and give a compelling rationale for the present study to be conducted.

### **Conclusion**

The above-mentioned studies were reviewed because they all investigated the same theme: motivation among learners of a foreign language. Some of these studies shared the same procedures and investigation process the current study engages. Most of them used or modified a

questionnaire based on Gardner's AMTB (1985) or (1997), e.g., (Wen 197; Ushida 2005; Vaezi 2009). Many of these studies are similar to the present study as they examined motivation among learners of English as a foreign language (Rahman, 2005; Qashoa, 2006; Vaezi, 2009; Al-Tamimi, 2009; Kurum, 2009). Concerning the same second research question of the present study, some of these studies investigated the relationship between motivation and foreign language achievement (Wen, 1997; Ushida, 2005; Choorsi 2011). SPSS was a statistical analysis procedure some of the reviewed studies and the present study had in common.

The present study is different from some of the above mentioned studies in the target language as it is English as a foreign language which is different from what it was in some of the reviewed studies, e.g., Chinese in Wen (1997) and French and Spanish as in Ushida (2005). The present study is also different in terms of the number of motivation items listed on the motivation questionnaire. It involved 14 motivation items, 7 instrumental and 7 integrative, whereas some of the reviewed studies involved a smaller number than that, e.g., 8 items in Ushida (2005), Rahman (2005), Qashoa (2006), and Al-Tamimi (2009).

Most of above-mentioned studies came to the common conclusion that EFL students are more instrumentally than integratively to study English. The high instrumental motivation were mostly ascribed to the interest students had in taking advantages of learning English to accomplish practical benefits such as getting a good job with a good salary and pursuing higher education. Based on this conclusion the hypothesis of the present study was built, and similar results and parallel outcomes would be accordingly reached.

## CHAPTER III

### METHODOLOGY

This chapter gives a description of the research method used in the study. It describes the participants and elucidates the research procedures. The chapter also identifies the research setting and limitations, and explains the questionnaire components. The data collection and the way it will be analyzed are described at the end of the chapter.

#### **Participants**

A total of 40 undergraduate Libyan students of English as a foreign language, 18 males and 22 females, participated in the study. They were all enrolled in the English department at the College of Arts Bani Walid, Libya. Because the completion of the undergraduate program in English at this college takes four years of study, ten students from each year were invited to participate in the study. There were 4 males and 6 females in the first year, 8 males and 2 females in the second year, and 3 males and 7 females in each of the third and fourth year of the program.

Prior to university, the participants had been taught English as a class subject in secondary school, and for four sessions a week, with each session of 45 minutes long. At university, the participants are taking a variety of classes in applied and theoretical linguistics, English literature, and translation. The primary teaching method employed in the classrooms is the Grammar-Translation method. The participants are aged between 18 and 27, with an average age of 20.5 years old. The first language of the participants is Arabic, and that is the only language spoken in the Bani Walid community. Consequently, the participants have no opportunities to practice English out of the classroom environment. It should be mentioned that

Bani Walid is a small town with a population of 100,000 people, and the College of Arts Bani Walid includes about 800 students over six separate departments.

### **Instrument**

The data-collection instrument used in this study was a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004). As shown in the appendix, the questionnaire comprises five sections. Section A asks for information about the participant's age, gender, years of study, and grade in the midterm exam of an English speaking class. Section B and C, as described below, include fourteen statements representing the students' motivation to study English, seven of which represent instrumental motivation and the other seven reflect integrative motivation. Under each statement is a 6-point scale providing alternatives to identify the degree of agreement or disagreement each student had on that statement. The even number scale was intentionally chosen here to avoid random neutral responses the participants may provide when responding to the motivation items. The participants were asked to pick one of the choices *strongly disagree*, *moderately disagree*, *slightly disagree*, *slightly agree*, *moderately agree*, and *strongly agree*. Section D is an open-ended question asking the participants to describe any motives that have stimulated them to choose the English major and that were not listed in sections B and C. This question was posed to allow the students to cover all the possible motives they may have had and were not represented on the questionnaire. Section E is a self-assessment in which the students were asked to measure their level of performance in English by choosing one of the evaluation degrees *very poor*, *poor*, *average*, *good*, *very good*, and *excellent*. It was noticed that the students' self-assessments for the most part matched their grades in the midterm exam of speaking class.



### **Items representing the students' instrumental motivation**

1. Studying English is important because I will need it for my future career
2. Studying English is important because it will make me more knowledgeable and educated
3. Studying English is important because it will be useful in getting a good job with a good salary
4. Studying English is important because I will need to use it on my overseas trips
5. Studying English is important because I need it for technology uses and the Internet
6. Studying English is important because other people will respect me more if I know English
7. Studying English is important because I will be able to read newspapers, magazines, and books published in English

### **Items representing the students' integrative motivation**

1. Studying English is important because it will allow me to be more at ease with people who speak English
2. Studying English is important because it will allow me to meet and converse with more and varied people
3. Studying English is important because it will enable me to better understand and appreciate English art and literature
4. Studying English is important because I will be able to participate more freely in the activities of other cultural groups
5. Studying English is important because it will help me make many friends from many parts of the world

6. Studying English is important because it will allow me to learn about the culture and social life of English-speaking people
7. I study English because it is enjoyable

### **Rationale for the Questionnaire Items**

As stated above, the questionnaire includes fourteen items reflecting the students' instrumental and integrative motivation. Except for the instrumental items 4 and 5, all of the motivation items were taken from Gardner's AMTB (2004). I believe that the 14 items cover all the possible motives the participants may have to study English since I went through the same academic program the participants were going through. Also, I found that these items were used in previous related studies, e.g., Wen (1997), Vaezi (2009), and Al-Tamimi and Shuib (2009).

I made a minor modification of Gardner's AMTB (2004). I changed the statement *I wish I could read newspapers and magazines in many foreign languages* to *Studying English is important because I will be able to read newspapers, magazines, and books published in English*. I made it specific to be fit to our target population and to cover any tendency the participants may have for enjoying reading books written in English. I also changed the statement *I wish I could have many native English speaking friends* to *studying English is important because it will help me make many friends from many parts of the world*. I broadened this statement to cover any inclination the participants may have for making friendships not only with native English-speaking people, but with any people from any parts of the world and who can understand and speak English.

The two instrumental items 4 and 5 on the adapted questionnaire are not included on Gardner's AMTB (2004). Item 4 *Studying English is important because I will need to use it on my overseas trips* was taken from the above mentioned studies. Item 5 *Studying English is important*

*because I need it for technology uses and the Internet* was created by the researcher. To check if there are any missing instrumental or integrative motives the participants may have had and were not included among the questionnaire items, an open-ended question was posed on the questionnaire. The participants were asked to list any other motives that may have encouraged them to study English. The only two additional motive students added were *I study English to use in translation services*, and *I need to use English whenever I need medical services*. These two instrumental motivation elements would be recommended by the researcher to be included in a motivation questionnaire for further relevant studies.

### **Procedures**

I sent a cover letter describing the study and the survey to the head of the English department at College of Arts Bani Walid via email. The English department head invited the Libyan students of English to participate in the survey. He set up a time and place that would work best for the participants. When the participants showed up at the time set up, the English department head distributed the questionnaire and clearly explained the meanings of its components although the Arabic translation of the questionnaire was the one distributed to the students. The head of the English department asked the participants to honestly complete the questionnaire and to write their midterm grades in the speaking class they were taking that semester. He asked the students not to write their names on the questionnaire so that no one would be aware of what each student's grade was. He emphasized the importance of the students' honest responses and real grades in reaching reliable outcomes of the study. He also assured the participants that their grades would not be used in any purpose other than this study although none of the participants' names was identified. The English department head conveyed

the investigators' appreciation and gratitude to the participants for their participation in the survey. The questionnaire sheets were collected and mailed back to the researcher.

### **Data Analysis**

A paired samples t-test was applied to see which kind of motivation the students were more motivated by. Then the questionnaire motivation data and the students' grades in speaking class were run through a correlation to see if there is any relationship between the students' motivation and their achievement in English language.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

This chapter includes the statistical analysis of the data collected according to the research procedures described in Chapter 3. Since the study investigates two research questions, two statistical steps were taken to analyze the data. First, in order to investigate the research question *Are the Libyan students of EFL instrumentally or integratively motivated to study English?*, it was hypothesized, on the basis of the prior research discussed in Chapter 2, that the Libyan students would be more instrumentally than integratively motivated to study English. To test this hypothesis, the questionnaire data was run through a paired samples t-test to compare the two kinds of motivation and to identify which one the participants were more motivated by. To investigate the research question *How are the students' motivation and their language achievement related?*, it was hypothesized that students' motivation would be positively correlated with their midterm exam scores. To test this hypothesis, a correlation between the students' motivation and their scores on their midterm exam in an English speaking class was calculated.

#### **Paired Samples T-Test**

Since the first hypothesis was that the Libyan students are more instrumentally than integratively motivated, the researcher first ran the data collected from the questionnaire through a paired samples t-test to find out how much each of these motivations types contributed to the overall motivation of the research participants. Based on consultation with a professor from the statistics department at Colorado State University, the researcher conducted a paired samples t-test as it compares the means of two variables for a single group. This procedure computes the differences between values of the two variables (instrumental and integrative motivation) for

each case and tests whether the average differs from zero. Before running the t-test, the means of each student's responses to the instrumental motivation items and to the integrative motivation items were calculated on an Excel spreadsheet. Then, using SPSS version 20, those means were run through a paired samples t-test to calculate the overall mean of the instrumental motivation as well as the overall mean of the integrative motivation for all the participants.

Table 4.1 shows the descriptive statistics of the two kinds of the students' motivations including the total number of participants, the standard deviation, and mean of each motivation. The descriptive statistics show that there is no significant difference between the two kinds of motivation for the research participants. The mean of the instrumental motivation ( $M=4.87$ ) and the mean of the integrative motivation ( $M=5.06$ ) appear to be close to each other. Since the Likert scale used on the questionnaire was of 6 points, both of the motivation means are considered to be high. This indicates that the Libyan students participating in the study were highly instrumentally as well as highly integratively motivated to learn English, with a slightly bigger integrative motivation. This result contradicts the first hypothesis of the present study that states the researcher's expectation of the Libyan students of English as being more instrumentally than integratively motivated. Considering the standard deviation values associated with each motivation, which are 0.77 and 0.79, it is noteworthy that the participants had homogeneity of variance in terms of rating on a 6-point Likert scale as they responded to the motivation questionnaire items. In other words, most participants selected the same value on the Likert scale to identify their degree of agreement or disagreement with each item on the questionnaire.

Table 4.1: Means and standard deviation for the student's instrumental and integrative motivation

	N	Mean	Std. Deviation
Instrumental Motivation	40	4.87	0.77
Integrative Motivation	40	5.06	0.79

As displayed below in table 4.2 and table 4.3, the t-test results reveal that there is no significant difference between the instrumental motivation and the integrative motivation among the Libyan students. The mean difference between the instrumental and integrative motivation was 0.19, t value = 1.46, and p value = 0.15. Since the p value is larger than 0.05, the difference between the two types of motivation is statistically insignificant.

Tables 4.2 and 4.3 show the t-test statistics including t-value, p-value, mean difference and confidence interval.

Table 4.2: Paired Samples Test

	Paired Differences		
	Mean difference	95% Confidence Interval of the Difference	
		Lower	Upper
Pair: teg_ave- stru_ave	.19	-.07	.46

Table 4.3: Paired Samples Test

	T	Df	Sig. (2-tailed)
Pair: teg_ave- stru_ave	1.46	39	.151

## Correlation

To determine if there was a relationship between the participants' motivation and their language achievement, the students' grades on their midterm exam in an English speaking class and their responses to the motivation questionnaire items were run through a correlation using SPSS version 20. As displayed in table 4.4, the findings show that there is no correlation between the participants' motivation and their grades. This result does not support the second hypothesis of the study that proposed a positive and direct relationship between motivation and language achievement. Table 4.4: shows no correlation between motivation and language achievement.

Table 4.4: Correlations

	Score	stru_avg	teg_avg	AvgMot	MotDiff
Pearson Correlation	1	.153	-.248	-.059	.372*
Sig. (2-tailed)		.347	.122	.718	.018
N	40	40	40	40	40

\*. Correlation is significant at the 0.05 level (2-tailed).

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

## Discussion

The present study had two objectives. The first was to examine the integrative and instrumental motivation among EFL undergraduate Libyan students. The second was to examine how the Libyan students' motivation and their achievement in EFL are related. To reach the first objective of the study, the questionnaire data was run through a paired samples t-test. The t-test was applied to compare the two kinds of motivation and to determine which one the participants are more motivated by. Based on the paired samples statistics, as displayed in table 4.1, the



overall mean of the participants' instrumental motivation is 4.87, whereas the overall mean of their integrative motivation is 5.06 indicating that EFL Libyan students have a high level of both kinds of motivation. It is also notable that EFL Libyan students are slightly more integratively than instrumentally motivated to study English. This finding contradicts the first hypothesis of the study, and is incompatible with many previous related studies that concluded that instrumental motivation is higher than integrative motivation among language learners, e.g., Belmechri & Hummel (1998), Rahman (2005), Qashoa (2006), Al-Tamimi & Shuib (2009), and Vaezi (2009).

To interpret this unexpected finding, I examined the study participants as well as the study context trying to find out what makes this specific population different from other similar ones. I believe that the Libyan students in particular and the Libyan people in general have recently become interested in knowing more about the English-speaking people and their societies' cultures. This interest has increased lately due most likely to the positive attitudes the Libyans have recently started holding towards the English-speaking people and the West in general.

I believe that there are two reasons behind the positive attitudes the Libyan people seem to currently hold towards the West. The first is the good picture and the positive stereotype of their host countries that the Libyan students who had a chance to live and study abroad brought home to the country. It is worth mentioning that the Libyan government has sponsored about ten thousand Libyan students for graduate and undergraduate school programs abroad in the past seven years. Having such a large number of students living and studying in the United States and Canada and in many European countries is a great opportunity to better understand foreign people and transfer their cultures to the home country. This should have been a good

communication channel between the people in the West and the people of Libya. There would be great chances for the Libyan people to get to know other foreign peoples and learn about the positive aspects of their various lives

The second reason that I believe it could generate positive attitudes among the Libyans towards the English language and English-speaking people and that may have increased their interest in interacting with various people from the Western countries is the action the international community took for the Libyan people and against the former Libyan regime. A popular uprising in Libya last year overthrew the regime that had ruled the country for more than four decades. The regime had tried to suppress the uprising using modern heavy weapons against unarmed or lightly armed people calling for freedom and dignity and basic human rights. The United Nations intervened to neutralize the dictator's weapons advantage, and a resolution was issued to protect the Libyan civilians. In response to the UN resolution, NATO countries started attacking the Libyan regime forces and helping the freedom fighters. I believe that the quick intervention of the international community and the logistical support provided to the Libyan people by many Western countries including the US and UK would definitely clear the dark picture many of the Libyan people previously had about those countries, and change the undesirable impression about many foreign countries instilled inside the Libyan society, which had been isolated for many years by the former government.

## CHAPTER V

### CONCLUSION

The study has examined the instrumental and integrative motivations of Libyan university students of English as a foreign language (EFL). A total of forty students studying at the College of Arts Bani Walid, Libya, served as participants in the study and completed a questionnaire of 14 items reflecting both kinds of motivation. The data collected through the questionnaire was analyzed using SPSS. The findings of the study showed that Libyan EFL students had a high instrumental and high integrative motivation to study English. In contrast to other research findings (Rahman, 2005; Qashoa, 2006; Vaezi, 2009; and Al-Tamimi 2009), the study findings were unusual as the Libyan students' integrative motivation was a little higher than their instrumental motivation.

As described in Chapter 4, the results the study revealed were attributed to the positive impression and affirmative perspective the Libyan students have towards the West's peoples and their countries. This positive impression about the people of Western countries has been apparently currently held by the Libyan students due to two main factors. The first is the role of Libyan students who had a chance to live and study abroad in English-speaking countries as they have been conveying the correct picture of the West peoples and their positive traits to the people of Libya who had been extremely isolated from the outside world and intentionally secluded from the contact with the West. One of those favorable stands upheld by the West was clearly represented in the steps the British government took to help Libyan students studying in the UK and who were negatively financially affected by the revolution of the Libyan people last year. The British foreign secretary, William Hague, expressed the willingness of the British

government to support Libyan students to continue their studies in the UK. “William Hague's announcement that the UK will do all we can to maintain crucial funding for Libyans pursuing academic qualifications in the UK prompted relief among the country's large student community” and “The Foreign Office, which has put the total number of UK-based Libyan students and dependents at around 8,000, was adamant that arrangements had been made to ensure that money for students would remain ring-fenced” (Daves, 2012).

The second factor that could generate the interest of the Libyan people in knowing about the West and arouse their curiosity to know about the English-speaking peoples and their cultures is the support provided to the people of Libya by some Western countries as well as the involvement of NATO in protecting civilians during Libya uprising last year. During his visit to the UK last May, the prime minister in the Libyan transitional government expressed his gratitude and appreciation to the British people and the British government for supporting the Libyan people. It was stated in the *informationdaily.com* that: “Speaking at the end of the visit, Prime Minister El-Keib said: “I express my wholehearted appreciation and gratitude for the continued support of both the British people and government. Even in the midst of this transitional period, we continue to make a lot of progress, working positively together on a multitude of issues. He also added “My government is keen to ensure the continued development of our relationship with the UK. We look forward to working together on enhancing the interests of our two nations”(2012).

The study was limited to a specific population in a particular context which may confine its outcomes only to its participants. The study could have been done differently in the way that would lead to more reliable and dependable results. If I had a chance to conduct a similar study, I would first expand the context to four different parts of Libya instead of one. In addition to the

population actually studied, I would do the survey on Libyan students of EFL from the eastern part of Libya at the University of Benghazi, from the north at the University of Tripoli, and from the south at the University of Sebha. I would also increase the number of participants to a hundred or more, and I would increase reliability by obtaining the participants' grades from their English departments rather than self-reports to avoid the possibility of inaccurate grades participants may provide for the study. Taking into consideration the participants' responses to the open-ended question on the questionnaire regarding any other motives they may have had for studying English would be an additional thing I would like to do if I conducted the study again. Thinking of the participants' response "*I need to use English whenever I need medical services*" and also "*I need to use English for translation purposes*" would cover more possible motives that might be among those ones behind EFL Libyan students' propensity for studying English.

Despite its unexpected findings, the study can be a foundation for further research that might be conducted in similar contexts where people encountered or still encounter similar political conditions. People in countries like Serbia and Croatia are most likely to hold the same positive attitudes the Libyan people hold towards the West. Since those countries had been supported by the United Nations where the voice of advanced countries such as the US and the UK is strongly heard, their people would be grateful and appreciative of the Western support and assistance. When embarking on future related studies, researchers should consider the results of the current study and not build their expectations only on the common and mutual findings of related investigations. Their hypotheses should be developed based on the idea that EFL students' integrative motivation can be higher than their instrumental motivation.

I expect that the case of EFL Libyan students at the College of Arts Bani Walid will not last forever in terms of exhibiting higher integrative than instrumental motivation. I believe that

as the situation in Libya stabilizes over the course of time, the case would neutralize and come back to the norm described by the most pertinent research that had revealed that foreign students of English are generally more instrumentally than integratively motivated to learn English.

The study was a humble attempt to participate in the research area of motivation and foreign language learning. It was a concerted effort to shed light on one of the factors contributing to the language learning process. Foreign language learners come to classes because they are motivated to do so. There must be a compelling purpose for them to take part in the activity of learning another language. Motivation has been previously and by the present study proved to be a major factor behind the existence of many students in English language classrooms. The present study has explored the instrumental and integrative motivational elements that brought Libyan students to English language class. Even though the findings of the present study showed no relationship between the Libyans students' motivation and their achievement in EFL, the awareness of such essential motives would help teachers, school directors, parents, and concerning people to have many more students in this vital and advantageous field of study.

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## APPENDIX

### Survey to Examine the Instrumental and Integrative Motivation among EFL Libyan Students at College of Arts Bani Walid

Prepared by: Ahmed Zanghar

Student's Age:

Students' year of study: First                  Second                  Third                  Fourth

Students' Gender:        Male                                  Female

Students' Grade in Grammar Class

#### Instruction

Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item.

#### Instrumental Motivation

1-Studying English is important because I will need it for my future career.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

2-Studying English is important because it will make me more knowledgeable educated.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

3-Studying English is important because it will be useful in getting a good job with a hefty salary.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

4-Studying English is important because I will need to use it on my overseas trips.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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5-Studying English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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6-Studying English is important because other people will respect me more if I know English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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### **Integrative Motivation**

1-Studying English is important because it will allow me to be more at ease with people who speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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2-Studying English is important because it will allow me to meet and converse with more and varied people.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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3-Studying English is important because it will enable me to better understand and appreciate the English art and literature.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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4- Studying English is important because I will be able to participate more freely in the activities of other cultural groups.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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5-Studying English is important because it will help me make many friends from many parts of the world.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

6-Studying English is important because it will allow me to learn about the culture and social life of English-speaking people.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

**Are there any motives that have encouraged you to study English and were not listed above? Please state:**

.....  
.....  
.....  
.....  
.....  
.....

**Now please answer the question below**

How do you rate your achievement in English?

**Very poor                      poor                      average                      good                      very good**

Thank you for completing this questionnaire.