

العوامل الداخلية والخارجية التي تؤثر في قرار الطلبة لاختيارهم اللغة الإنجليزية كتخصص

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الملخص

هدفت هذه الدراسة إلى استقصاء العوامل الداخلية والخارجية التي تؤثر في قرار الطلبة لاختيارهم اللغة الإنجليزية كتخصص. وقد تكونت عينة الدراسة من (٣٠٥) طالب وطالبة، تم اختيارهم بصورة عشوائية من جميع طلبة اللغة الإنجليزية، والبالغ عددهم (٤٧١) طالباً وطالبة. استخدمت الاستبانة كأداة لهذه الدراسة، والتي احتوت على بعدين رئيسيين، تضمن كل منهما (١٥) فقرة. وأشارت النتائج إلى أن هناك عوامل داخلية وخارجية رئيسية قد لعبت دوراً في اختيار الطلبة لهذا التخصص، كما أشارت النتائج إلى أن الطلبة كان لديهم دافعية خارجية أكثر منها داخلية لدراسة اللغة الإنجليزية، حيث أظهرت نتائج اختبار (ت) أن هناك فروقاً ذات دلالة إحصائية ($\alpha = 0,05$) بين متوسطي استجابات الطلبة لصالح بعد الدافعية الخارجية.

وأشارت النتائج أيضاً إلى وجود فروق ذات دلالة إحصائية ($\alpha = 0,05$) بين استجابات الطلبة على بعد الدافعية الداخلية وعلى البعدين معاً تعزى للجنس، لصالح الإناث. أما بالنسبة إلى بعد الدافعية الخارجية، فقد أظهرت النتائج أن الذكور والإناث كانت لديهم توجهات مشابهة. ومن ناحية المستوى الدراسي، فقد أشارت النتائج إلى وجود فروق ذات دلالة إحصائية ($\alpha = 0,05$) بين استجابات الطلبة على بعد الدافعية الخارجية، لصالح طلبة مستوى السنة الأولى، بينما أظهرت هذه النتائج عدم وجود فروق ذات دلالة إحصائية ($\alpha = 0,05$) على بعد الدافعية الداخلية وعلى البعدين معاً. أما من ناحية متغير نوع المدرسة التي تخرج منها الطلبة ومتغير المعدل التراكمي، فإن النتائج قد أشارت إلى عدم وجود فروق ذات دلالة إحصائية ($\alpha = 0,05$) على كل بعد وعلى البعدين معاً.

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Instrumental & Integrative Factors that Affect Students' Decision in Choosing English As a Specialization

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Abstract

This study aimed at investigating instrumental and integrative factors that influenced students' decision in choosing English as a specialization. The sample consisted of 305 male and female students chosen randomly from the population of the study (N= 471). The instrument used in the study was a questionnaire, which included two major dimensions. Each dimension comprised 15 items. Results showed that there were major instrumental and integrative factors that played a role in choosing this specialization. Results also showed that the students were more instrumentally motivated to study English. The results of the t- test indicated statistically significant differences ($\alpha= 0.05$) between the means of students' responses to the two dimensions in favor of instrumental motivation.

Moreover, results revealed statistically significant sex differences ($\alpha= 0.05$) in integrative motivation and in the two dimensions together. The differences were in favor of females. With regard to instrumental motivation, males and females showed the same orientation. Concerning level of study, the results showed

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statistically significant differences ($\alpha= 0.05$) in instrumental motivation. The differences existed between beginner students' responses and each of the intermediate- and advanced-level students.

However, these results showed no statistically significant differences ($\alpha= 0.05$) in integrative motivation and in the two dimensions together. As regards the type of high school the students graduated from and grade point average, results revealed no statistically significant differences ($\alpha= 0.05$) in each dimension and in both together. These results were discussed and appropriate recommendations were suggested.

Introduction

The motivation to learn a second or foreign language (L2) is, in fact, regarded to be one of the most thoroughly examined areas of second language acquisition, with several books and literally hundreds of research studies and book chapters written on it. Yet, in spite of this wealth of theorizing and research findings, our idea about this subject is still unclear. This has two explanations: 1. Motivation theories attempt to examine nothing less than why humans act and think the way they do. 2. Motivation is a multifaceted construct, and the exact nature of the constituent components activated in a particular situation depends greatly on contextual factors (Dornyei, 2003, p. 3).

However, motivation is viewed as an influential factor that affects the way learners learn L2, how they perform to actual language use, and the eventual levels of success they achieve. It causes some to do better than others in the teaching-learning context. The usual meaning of motivation for the teacher is probably the interest that something generates in the student (Cook, 2001, p.115).

Most studies report a high correlation between motivation and achievement. That is the highly motivated student achieves better than the poorly motivated one does. This correlation may be in the opposite direction from that which is commonly assumed. In other words, it may be superior achievement that enhances motivation rather than high motivation leading to superior performance (Nunan & Lamb, 1996, p. 209). Researchers point out that in determining the motivation of L2 learners, one needs to take into account not only achievement, but also self-confidence and situational factors such as the interest and relevance of course-specific materials. One also needs to take into consideration local factors that often influence intrinsic motivation (Breen, 2001, p. 19).

Motivation consists of two main types: integrative and instrumental. Integrative motivation' reflects a high level of effort on the part of the individual to learn the language of a valued second-language community in order to facilitate communication with the group (Gardner, Smythe, Clement & Glikzman, 1976, p. 199). It also reflects an interest in foreign languages, a desire to learn the target language, attitudes toward learning the target language, attitudes towards the learning situation, and attitudes toward the target language community (Gardner, 1982, p. 133). Moreover, this type of motivation refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do (Noels & Pelletier, 2000, p. 59).

Research provides us with examples of the integrative motives that some L2 learners have. Examples of these motives are: seeing the country (the scenery), getting to know its people, finding out how they live, having new experiences, interest in the culture of the country, and interest in its language (Svanes, 1987, p. 349).

Some researchers argue that integratively motivated students will do better than instrumentally motivated ones (e.g., Gardner, 1985:

P. 10). They learn L2 to take part in the culture of its people and to add to their repertoire capabilities that may facilitate genuine interaction with them (Cook, 1991, pp. 72-73). In other words, they learn L2 through a desire to integrate more within its society. The more that a student admires the target culture, reads its literature, visits it on holiday and looks for opportunities to practise the language, the more successful s/he will be in the L2 classroom (Johnson, 2001, p. 129).

This type of motivation is clearly distinct from the instrumental one, where the learner's interest in learning L2 is associated with the pragmatic, utilitarian benefits of language proficiency, such as a high salary, money, career, or power (Dornyei, 1990, p. 46 and Nunan & Lamb, 1996, p. 209). The instrumental motivation involves learning to achieve some other goal. If the learner learns French because s/he will get a better job then his or her motivation will be regarded to be instrumental (Johnson, 2001, p. 129).

Researchers support the international literature with examples on the instrumental motives that L2 learners may have. Examples of these motives are: getting a degree, studying in the country, and to get an education in order to serve the country (Svanes, 1987, p. 349).

Nevertheless, L2 motivation should not be considered a force choice between integrative and instrumental motivation. Both types are important. A student might learn an L2 well with an integrative motivation or with an instrumental one, or indeed with both, for one does not rule out the other, or with other motivations. But, the instructor might face a problem in this regard. S/he might teach students who are neither instrumentally motivated nor integratively motivated. Whatever s/he does may be insufficient or ineffective. The general issue is how the student's cultural background fits the L2

cultural background. If the student's cultural background fits or relatively fits that of L2, s/he will feel that s/he is adding something new to his or her skills or experiences by learning a new language, without taking anything away from what s/he already knows. If the student's cultural background does not fit what is projected by L2, s/he will feel that the learning of a new language threatens what they have already gained for themselves (Cook, 1991, pp. 72-75).

We notice from the literature reviewed above that motivation normally plays a central role in learning second languages. We also notice that the type of motivation the learner has may determine the way in which s/he learns the language and the eventual level of success s/he achieves. Although the literature written on motivation and L2 learning is intensive and extensive and despite the wealth of research findings, The researcher thinks that this literature and these findings are still insufficient since they have not yet provided people with a clear picture about this area. Therefore, I have found it necessary to conduct this study to shed more light on motivational factors that influence their decision in choosing English as a specialization and on the type of motivation students have to learn it.

Purpose of the Study

The primary purpose of the present study is to investigate instrumental and integrative factors that affect students' decision at the Hashemite University in choosing English as a specialization. This study is also aimed at investigating two types of motivation: instrumental and integrative in relation to sex, level of study, the type of school students graduated from, and grade point average. It is hoped that the study will answers the following questions:

1. What are the main factors that make students majoring in English more instrumentally or more integratively motivated?

2. Are Jordanian students majoring in English instrumentally or integratively motivated?
3. Are there any statistically significant differences ($\alpha= 0.05$) between the means of students' responses to each motivational dimension (i.e., instrumental & integrative) and to both together according to sex?
4. Are there any statistically significant differences ($\alpha= 0.05$) between the means of students' responses according to level of study?
5. Are there any statistically significant differences ($\alpha= 0.05$) between the means of students' responses according to the type of high school they graduated from?
6. Are there any statistically significant differences ($\alpha= 0.05$) between the means of students' responses according to grade point average?

Importance of the Study

It is a matter of fact to say that the students who join any educational institution normally come from different social, cultural, and economic backgrounds. The backgrounds that these students come from have often an impact on factors which cause them to specialize in English and the type of motivation they have to do so. In addition, since Jordanian students are Middle Eastern and since there is a cultural distance between them and the American and British students, it is of fact to say that the students' orientation may incline to instrumentality rather integrativeness. It is also of fact to say that there must be both instrumental and integrative factors which make them specialize in the target language. Gadamer (1987, p. 356), for example, asks 'how can Asians be interested in a culture that they know little about?' But it seems that the technological developments we are witnessing nowadays have shortened this distance and

narrowed down the gap between cultures. This development may have influenced students' attitudes to the extent that these orientations will become more and more integrative. Moreover, seeing that English is an essential requirement for the success of future generations and as this language has become a major means of communication through the computer, this may have influenced the motives of English majoring students at the moment. Therefore, the researchers has found it necessary to conduct this study to investigate the main factors which cause them to specialize in the target language and to examine whether their motives are instrumental like Asians, or whether they have been changed.

Definition of Terms

Instrumental factors:

The exterior motives which affect students' decision to specialize in English. These motives comprise academic, technological, social and economic ones.

Integrative factors:

The interior motives which influence students' decision to specialize in the target language. These motives include a thorough interest in learning English and foreign languages in general, and a desire to develop personality so that this personality may become closer to that English native speaker.

Beginning-level students:

This group includes freshman students majoring in English.

Intermediate-level students:

This group includes sophomore and junior students majoring in English.

Advanced-level students:

This group comprises the English majoring senior students.

Grade point average:

The grade averages which are adopted by the University in point form. These averages have been given value descriptions. Here are these averages and their descriptions. They are: 2-2.49 points: Satisfactory, 2.50-2.99 points: Good, 3-3.69 points: very good, and 3.70-4 points: Excellent.

Literature Review

Since motivation, with its two types *integrative* and *instrumental*, is an important affective variable, which normally influences second or foreign language acquisition, various studies were conducted on it in different educational contexts. In this respect, Shaw (1981) did a survey study among final-year Bachelor degree students in three locations: Singapore, India and Thailand, aiming at studying the attitudes of Asian students towards English. Results indicate that these students had in general positive attitudes toward English. The researcher remarks that the reasons for which English is studied in Asia are associated with the instrumental type of motivation and that instrumental motivation is not essential for achievement in foreign language acquisition.

Zughoul & Taminian (1984) investigated the attitudes of Arab students studying at Yarmouk University towards English and Arabic. Among other findings, the results of the study demonstrate that the motivation involved in the learning and the use of English in Jordan is instrumental in nature.

Another study conducted by Abdel-Hafez (1994) in the Jordanian context shows similar results, particularly in terms of the instrumental orientation of studying English as a foreign language. These results show that Jordanian English majors at Yarmouk University were integratively as well as instrumentally motivated. However, they were found to be more instrumentally than integratively motivated. The results also demonstrate no significant correlation between subjects' attitudes and motivations and their levels of oral proficiency in English. No significant correlation was also found between subjects' attitudes and motivations and their levels of achievement in the English courses. Furthermore, the results demonstrate that male subjects were more interactively motivated to study English than female subjects.

In a study done on 167 foreign students enrolled in classes of 'Norwegian for foreign students' at the University of Bergen, Svanes (1987) found that Middle Eastern, Asian, and African students were more instrumentally motivated to study Norwegian than European and American students. The researcher also found that there was no significant sex difference in integrative motivation in any of the groups. Concerning instrumental motivation, men and women showed about the same values in the Western groups. In the Asian group the men showed somewhat higher instrumental motivation than the women did.

El-Dash (2001) says that Brazilian students had three major factors which encouraged them to study foreign languages. These factors are conscientiousness (work-related values), social agreeableness and personal warmth.

Dornyei (1990) carried out a study on 134 Hungarian adult learners of English (82 females and 52 males). The aim was to define the relevance and characteristics of integrativeness and instrumentality

in FLL, as well as to locate other motivational components. Results indicate that in mastering intermediate target language proficiency, the instrumental motivational subsystems and need for achievement especially, played a significant role, whereas the desire to go beyond this level is associated with integrative motives.

Huften, Julian & Illushin (2003) elicited the views of 108 teachers through interviews, about what influenced students' motivation and de-motivation, at sites in each of the UK, the USA and Russia. Teachers' views in all three social contexts were found to concur on the positive effects of sociocultural environment, parental interest and involvement and parental dissatisfaction; partnership with parents; teacher-student relations; symbolic and material rewards; grades and marks; success in learning; and the pedagogical use of assessment. These views partially agree with the results obtained by Gardner and Masgoret (1999) who indicate that the university students' early sociocultural experiences influence their current cultural attitudes, motivation to learn a second language, and self-perceptions of second language proficiency.

In an attempt to investigate the correlation between achievement and motivation, Masgoret & Gardner (2003) investigated the relationship of second language achievement to five attitude/motivation variables from Gardner's sociocultural model: integrativeness, attitude toward the learning situation, motivation, integrative orientation, and instrumental orientation. The results clearly demonstrate that the correlation between achievement and motivation were uniformly higher than those between achievement and integrativeness, attitudes toward the learning situation, integrative orientation, or instrumental orientation, and that the best estimates of the population correlations were greater than 0.

Masgoret, Gardner, Tennant & Mihic (2004) conducted a study on 10,489 students who were involved in a 1-year intermediate-level French course. The study reveals that some affective characteristics were more amenable to change than others and those patterns of change over time were moderated to change than others, and that patterns of change over time were moderated by achievement in the course. Related findings demonstrate very few differences on the affective measures from class section to another, and that day-to-day levels of state motivation were largely invariant regardless of achievement.

The literature reviewed above shows that students normally study an L2 for instrumental rather than for integrative purposes. It also shows that there is a weak correlation between achievement and instrumental and integrative types of motivation. Findings varied in terms of the two sexes' orientations of studying second languages. Some demonstrate that females were more integratively motivated and others reveal that they were not. It seems that the two independent variables, level of study and the type of high school that students graduated from have not yet been examined. This variety of results and this lack of emphasis on some variables have made the researcher conduct the present study.

Research method and Procedures

1. Population and Sample:

The population of the study consists of all English major students studying at the Hashemite University (N=471). Eighty-six of this population is males and three hundred and eighty-five are females. The sample of the study is three hundred and five first-, second-/third- and fourth-year students chosen randomly from the population of this study. Seventy-one are males and two hundred and thirty-four are females. It is worth mentioning in this regard that 31 fourth year students out of the total number (N=78)

finished their study at the end of the first semester. It is also noteworthy that 81 of the sample finished their school study from private schools, while 221 finished from the public school system. Table (1) shows the distribution of students over some of the variables adopted in the study.

Table (1)

The distribution of the study sample over sex and study year

Sex	Study year			Total
	First year	Second & third years	Fourth year	
Male	19	37	15	71
Female	107	104	23	234
Total	126	141	38	305

2. Research Instrument:

The researcher developed a motivational scale from the literature background associated with the affective variable 'motivation', namely the 'instrumental' and 'integrative' types of motivation. He also developed it from motivational scales known in this regard such as those developed by (Svanes, 1987) and (Oller, Hudson & Fei Liu, 1977). Moreover, the researcher employed his experience in students' social, cultural and economic backgrounds to add some items to the scale.

32 items were suggested in the questionnaire for measurement. These items were divided into two sets. The first set consisted of 15 items related to instrumental motivation, whereas the second consisted of 17 items associated with the integrative. Then the two sets were put in a four-point Likert scale, ranging from strongly disagree (1) to strongly agree (4).

To know the face validity of the questionnaire, the researcher has given it to a group of instructors chosen from the teaching staff at the Faculty of Educational Sciences (2 of whom are specialists in evaluation and assessment, 3 in psychology and 1 in English language teaching methodology). I have also given the questionnaire to 2 English language staff members. In light of their comments and suggestions, many items were modified to add more clarity to each.

To find out the reliability factor of the questionnaire, the Test-Re-Test way of analysis was employed on 30 of the students who were not involved in the study. The results of this analysis indicated that the Correlation coefficient was found to be .86.

Three hundred questionnaires were handed to the students through their instructors. All of them were returned and extra 5 ones were received from students, who asked the researcher later, to involve them in the study. Then the data were transcribed for the purpose of statistical analysis.

The instrument was subjected to a reliability assessment using an SPSSX statistical package. It demonstrated a high internal reliability, achieving a Cronbach alpha of ($\alpha = .88$) with all the items producing significant item-total scale correlation.

3. Statistical Procedures:

This study used particular statistical techniques in the data analysis. They were the means, standard deviation, the t- test and the analysis of variance (One-way ANOVA). The means and standard deviation were used for the arrangement of the items of the two sets in the questionnaire. They were also used with the t- test to show whether the students are more instrumentally or more integratively motivated to study English and whether there are any

statistically significant differences ($\alpha= 0.05$) in students' responses to each set in the questionnaire and to both together according to sex and the type of school they graduated from. The one-way ANOVA was used to indicate whether there are any statistically significant differences ($\alpha= 0.05$) in their responses according to level of study and grade point average.

4. Analysis of results:

To answer the first question concerning the main factors that make students more instrumentally or more integratively motivated, the items of each dimension in the questionnaire, as presented in tables (2) and (3), were arranged decreasingly to show which item played a more influential role in choosing English as a specialization.

Table (2)

The mean (M) and standard deviation (SD) of students' responses to the first dimension 'instrumental motivation'

No.	Item	M	SD
1.	English is important in the field of technology.	3.63	.58
2.	It is a requirement for higher education.	3.51	.67
3.	It is important in academic achievement.	3.44	.65
4.	I am studying English because it offers me a better job opportunity in Jordan.	3.37	.79
5.	Studying English gives me the chance to have a better salary later on.	3.18	.76
6.	I am studying English in order to get a good job abroad.	3.17	.80
7.	Studying English helps me to get a degree.	3.14	.78
8.	I am studying English to get an education to serve my country.	3.11	.76
9.	I gain the approval of family through studying English.	3.03	.85

Table (2)

The mean (M) and standard deviation (SD) of students' responses to the first dimension 'instrumental motivation'

No.	Item	M	SD
10.	I gain more respect in the society through majoring in English.	2.89	.83
11.	It is prestigious.	2.79	1.03
12.	I prefer to read books and articles in English.	2.66	.88
13.	I am studying English because my parents are involved in it.	2.46	1.06
14.	I am studying English because my parents wanted me to do so	2.21	1.04
15.	Studying English helps me to have a chance to be away from home.	2.08	.95

Table (2) shows that the academic aspect of students' life was the most influential in making them study English. They think they study it for its importance in the field of technology, in higher education, and in academic achievement. This could be attributed to the current orientation of the country which says that English should stand as a pre-requisite for success in information technology and for pursuing knowledge in higher education.

As also shown in the table above, the utilitarian benefits of language (e.g., job, salary, or degree) were regarded to be the second most influential factor which influenced students' decision to study the target language. This might be ascribed to the economic conditions people live in Jordan. In other words, they need to get a degree to find a job and to earn their living.

Table (3)

The mean (M) and standard deviation (SD) of students' responses to the second dimension 'integrative motivation'

No.	Item	M	SD
1.	I would like to know how to speak English more fluently.	3.66	.64
2.	I am interested in English languages.	3.42	.70
3.	I am interested in foreign languages.	3.29	.74
4.	I would like to know more about English language literature.	3.29	.76
5.	English is good for the build-up of my personality.	3.21	.68
6.	I have the desire to broaden my view and avoid narrow outlook.	3.12	.83
7.	English is desirable for having new experiences.	3.12	.74
8.	I have the desire for new stimuli and challenges.	3.03	.80
9.	I like to find out how Americans and British live in general.	2.88	.78
10.	I would like to live in the countries where English is spoken.	2.84	.96
11.	I am studying English because I am interested in foreign cultures.	2.69	.95
12.	I like to establish better relations with American and British people.	2.63	.94
13.	The use of English in communication reflects the person's adoption of American and British values.	2.50	.93
14.	I am studying English because I am a supporter of American and British cultures.	1.96	.99
15.	I am studying English to begin to think and behave as Americans and British do.	1.92	.99

Despite students being more instrumentally motivated to study English and in spite of having many instrumental factors which make them specialize in it, they still have integrative ones such as

speaking English fluently, interest in English language and in foreign languages, having more knowledge about English language literature, building-up their personalities, broadening their horizons, gaining new experiences, and encountering new challenges and stimuli. This result supports the suggestion that L2 motivation ought not to be considered a force choice between integrative and instrumental motivation (Cook, 1991, pp.72-75). Cook adds that a student might learn an L2 well with an integrative motivation or with an instrumental one, or indeed with both, for one does not rule out the other, or with other motivations.

Concerning the second question about whether Jordanian students majoring in English instrumentally or interactively motivated, the mean and standard deviation of students' responses to the instrumental and integrative motivational dimensions were calculated. Then the t- test with 2-tailed significance was used in table (4) to indicate whether there are any statistically significant differences ($\alpha= 0.05$) between the means of their responses to the two dimensions.

Table (4)

The mean (M), the standard deviation (SD) and the t- value with 2-tailed Sig. of students' responses to each motivational dimension

Dimension	M	SD	T- value	2-tailed Sig.
Instrumental motivation	2.97	.34	2.8	006.*
Integrative motivation	2.91	.40		

Table (4) shows that the students are more instrumentally motivated to major in English. The results of the t- test reveal statistically significant differences ($\alpha= 0.05$) between the means of students' responses to the two dimensions. These differences are in

favor of instrumental motivation. I think the reason for such instrumental orientation is that students in Jordan and developing countries in general do not often learn L2 for the sake of integration with the L2 culture or for genuine interest in it. However, they learn it as a tool for the future. That is they learn this language for promotion and 'utilitarian benefits' (Dornyei, 1990, p.46).

As for the third question which investigates whether there are any statistically significant differences ($\alpha= 0.05$) between the means of students' responses to each motivational dimension and to both together according to sex, descriptive statistics represented by the t-test with 2-tailed significance was used in the data analysis. Table 5 illustrates this analysis.

Table (5)

The mean (M), standard deviation (SD), the t- value with 2-tailed Sig. of the two dimensions in relation to Sex

Dimension	Sex	M	SD	T-value	2-tailed Sig.
Instrumental motivation	Male	2.94	.37	-1.01	.31
	Female	2.98	.34		
Integrative Motivation	Male	2.80	.48	-2.41	*.02
	Female	2.93	.37		
Inst.& integ.	Male	2.87	.36	-2.13	*.03
	Female	2.96	.29		

Table (5) indicates no statistically significant differences ($\alpha= 0.05$) according to sex in instrumental motivation. However, it shows statistically significant differences ($\alpha= 0.05$) in their responses to the second dimension 'integrative motivation' and to the two dimensions together. The researcher thinks the reason why female

students had more instrumental and integrative motives than men is that they are commonly more serious in learning in general and more interested in learning second languages in particular.

Concerning the fourth question which investigates whether there are any statistically significant differences ($\alpha= 0.05$) between the means of students' responses according to level of study, the analysis of variance (One-way ANOVA) in table 6 was used on the two motivational dimensions.

Table (6)

The mean (M), standard deviation (SD), the F-value and the Sig. value of the three study-level students on the two motivational dimensions

Dimension	Level	M	SD	F	Sig.
Instrumental motivation	Beginning	3.63	2.9	2.95	*.05
	Intermediate	2.93	.35		
	Advanced	2.93	.33		
Integrative Motivation	Beginners	2.93	.40	.642	.53
	Intermediate	2.89	.41		
	Advanced	2.87	.40		
Inst.& integ.	Beginners	2.98	.29	2.15	.12
	Intermediate	2.92	.32		
	Advanced	2.89	.33		

Table (6) shows statistically significant differences ($\alpha= 0.05$) between the means of students' responses to the first dimension. These differences are in favor of beginning-level students. However, the table shows no statistically significant differences ($\alpha= 0.05$) in their responses to the second dimension and to both together. The significant differences existing between students' responses to instrumental motivation in favor of beginner students could be referred to the fact that those students think mainly in

their academic achievement or in their grade point averages rather than in interest in L2, in broadening horizons, or in the L2 culture in general.

To answer the fifth question about whether there are any statistically significant differences ($\alpha= 0.05$) between the means of students' responses according to the type of high school they graduated from, A t-test with 2-tailed significance in table (7) was used in the data analysis.

Table (7)

The mean (M), standard deviation (SD), the t- value with 2-tailed Sig. of the two dimensions in relation to the type school they graduated from

Dimension	High school	M	SD	T-value	2-tailed Sig.
Instrumental motivation	Public	2.97	.35	.062	.95
	Private	2.96	.34		
Integrative Motivation	Public	2.89	.40	-1.002	.32
	Private	2.95	.40		
Inst.& integ.	Public	2.93	.31	-.617	.54
	Private	2.96	.31		

Table (7) indicates no statistically significant differences ($\alpha= 0.05$) between the means of students' responses to each of the two motivational dimensions and to both together. That is both, who graduated from public and private schools, had similar instrumental and integrative motivation to study English.

To answer the sixth question regarding whether there are any statistically significant differences ($\alpha= 0.05$) between students' responses according to grade point average, the analysis of

variance (One-way ANOVA) in table (8) was used on the two motivational dimensions

Table (8)

The mean (M), standard deviation (SD), the F-value and the Sig. value of the responses of the four grade point average students (G.P.AV.STS) to the two motivational dimensions

Dimension	G.P.AV.STS	M	SD	F	Sig.
Instrumental motivation	2-2.49	3.03	.33	1.12	.34
	2.50-2.99	2.96	.36		
	3-3.69	2.96	.30		
	3.70-4	2.99	.38		
Integrative motivation	2-2.49	2.93	.47	.890	.45
	2.50-2.99	2.93	.39		
	3-3.69	2.89	.40		
	3.70-4	2.82	.30		
Inst.& integ.	2-2.49	2.97	.34	.752	.52
	2.50-2.99	2.94	.31		
	3-3.69	2.92	.29		
	3.70-4	2.90	.27		

Table (8) shows no statistically significant differences ($\alpha= 0.05$) between students' responses to each motivational dimension and to both together according to point grade average. This indicates that academic achievement might have no effect on the type of motivation to study English or to learn languages in general.

Discussion of Results

Regarding the first question about the main factors that made students majoring in English more instrumentally and more integratively motivated, the results showed nine instrumental and eight integrative factors the students thought they had more influence

upon their decision to specialize in English (See tables 3 & 4). The results associated with the instrumental factors agree with some obtained by (Oller, et al., 1977) who found many reasons for their subjects to learn L2. Among these reasons are: To gain approval of family and friends at home, Getting a degree and To get a higher paying job. This findyng also agrees with those found by (Svanes, 1987) who stated that the Asian and Middle Eastern/African students scored highest on the instrumental motives. Moreover, these results are in support of some of those obtained by (Dornyei, 1990, p. 46). Dornyei found that 'Need for achievement' played a significant role in mastering or learning English.

The results related to the integrative factors students thought they influenced their decision more to specialize in the target language agree with those found by (Clement & Kruidenier, 1983) who show that one of the four orientations, which was common to Asian, African, and European students, is acquiring knowledge. However, these results do not agree with some found by (Oller, et al., 1977). In other words, the subjects of the present study scored higher in their interest in English language and in gaining new experiences through it than those involved in Oller and his colleagues' study.

Concerning the second question which investigates whether students are more instrumentally or more integratively motivated to study English, results showed that they were more instrumentally motivated. This result agrees with the results obtained by (Shaw, 1981), (Zughoul & Taminian, 1984), (Svanes, 1987), (Abdel-Hafez, 1994) and (El-Dash, 2001). These studies confirm that Asians and Middle Eastern students were found to be more instrumentally motivated to learn a second or foreign language.

In connection with the third question which examines whether there are any statistically significant sex differences ($\alpha= 0.05$) in

students' responses to each motivational dimension and to both together, results showed no statistically significant differences ($\alpha=0.05$) in instrumental motivation. However, they showed statistically significant differences ($\alpha=0.05$) in integrative motivation and in the two dimensions together in favor of female students. The results associated with integrative motivation are in support of those found by (Burstall, Jamieson, Cohen & Hargreaves, 1974) but they are not in support of those obtained by (Svanes, 1987) and (Abdel-Hafez, 1994). Burstall, et al. (1974) found consistently more integrative motivation in girls. One reason, Burstall, et al. state, perhaps is that girls appear more confident of parental support for language learning. These researchers also found a difference between 'word' and 'deed' in integrative motivation studies. That is if somebody asks a student about his or her feelings for a foreign culture, for example, many are unlikely to admit negative feelings to a stranger (the researcher). But their true feelings might be quite different. On the other hand, Svanes (1987) found no significant sex differences in integrative motivation in any of the European, American, African, and Asian groups. Svanes also found that in the Asian group the men showed somewhat higher instrumental motivation than the women did. Abdel-Hafez (1994) found that male subjects had more favorable attitudes towards English as well as towards Americans and British and their cultures, and were more integratively motivated than female subjects do.

As to the fourth question which investigates if there are any statistically significant differences ($\alpha=0.05$) in students' responses according to study level, results revealed no statistically significant differences ($\alpha=0.05$) between the means of the three study level students' responses to the second dimension and to both together. However, they showed statistically significant differences ($\alpha=0.05$) in the first dimension in favor of beginner students. In addition to beginner students' interest in academic achievement as stated in the analysis of results, the significant difference in response could be

ascribed to depth and variety. In other words, since the intermediate- and advanced-level students went deeper into their specialization and since they attended various courses on it, their attitudes towards this specialization might have been inclined to integrativeness rather than instrumentation.

With reference to the fifth question which examines whether there are any significant differences according to the type of high school students' graduated from, results showed no differences in integrative motivation, instrumental motivation and in both together. It was expected that the students, who studied in private schools, were more integratively motivated to specialize in English than those who studied in the public since they have started learning English from the nursery or from the first grade. The researcher thinks that the more somebody is involved in learning L2, the more s/he will be integratively motivated to learn it. It was also expected that private-school students are more integratively motivated because the majority, the researcher thinks, do not often continue their higher education for a job, or better salary because they commonly come from wealthy families.

About the sixth question which explores whether there are any significant differences in students' responses according to grade point average, results showed no significant differences in students' responses to instrumental motivation, integrative motivation, or to both the results obtained by (Masgoret & Gardner, 2003) clearly demonstrate the weak correlation between achievement and motivation. These researchers stated that the correlation between achievement and integrativeness, achievement and instrumental orientation or between achievement and integrative orientation was found to be uniformly lower than between achievement and motivation. The results in the present study agree with those obtained by (Gardner, et al., 1976) who found very few differences in the

affective variables (e.g., integrativeness, motivation, and instrumental orientation) from one class section to another, and that day-to-day levels of state of motivation were largely invariant, regardless of the students' achievement in the course.

Recommendations

In light of the results discussed above, the study recommends the following:

- (1) Researchers should conduct other research studies focusing on further instrumental and integrative factors which cause students to specialize in English. These factors ought to be derived from students' social, religious, cultural, and economic lives.
- (2) Researchers should do other studies to explore qualitatively the reasons behind which students specialize in English. The reason is to triangulate the results of these studies with the quantitative ones obtained by other researchers.
- (3) Researchers are supposed to involve other independent variables such as total grade average in the General Secondary School Examination. The reason is to examine the correlation between students' achievement at school and their incentive to specialize in the target language.

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