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**Investigating EFL Learners' Motivation in the  
Algerian Context:  
A Case Study of a Group of Third Year Students at  
Abbas Laghrour Secondary School in Batna.**

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## **Declaration**

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date:

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## **DEDICATION**

This thesis is dedicated to my mother; no words can express the care and support she has provided, always there with an open heart, it seems that she always understood my needs.

I love you Mom.

## **Abstract:**

Motivation is believed to be one very significant construct that imposes positive impact and enhances the learning in any second language learning context. Two types of motivation are known as the instrumental and integrative according to Gardner and Lambert's (1959) original work on motivation. Drawing from Gardner's motivational theory as the main theoretical framework, the study is planned to investigate the motivation of Algerian secondary school learners towards learning EFL.

This study employed a mixed method design in an attempt to answer four main research questions. The sample of the study consisted of 45 third year Algerian EFL students attending Abbass Laghrour lycée in Batna . They participated in completing a questionnaire adapted from Gardner's AMTB reflecting their motivation for learning English. Follow up were interviews that provided qualitative data to deepen our understanding of learners' motivation. As it is assumed that learners' achievement may be affected by their motivation type, First Term Exam Grades was the tool used to uncover the motivation type resulting in better achievement. The findings showed that participants of the study have higher degree of instrumentality than integrativeness . Additionally, the open ended item of the questionnaire demonstrated that Algerian secondary school learners hold different reasons for learning EFL. High achievers in this study were mostly motivated integratively (92.9%), and finally, regarding the reasons pushing learners to choose studying English at the university, instrumental orientations were prevailing. Based on the findings, the study concluded with pedagogical recommendations and some implications that may help in directing students' motivation to better learning performance.

## TABLE OF CONTENTS

List of Abbreviations.....	xi
List of Tables.....	xii
List of Figures.....	xiii

### INTRODUCTION TO THE STUDY

#### Introduction

1. Purpose of the study.....	6
2. Importance of the study.....	8
3. Research questions.....	10
4. Structure of the study.....	11
5. Definition of key terms.....	12

### Chapter One : BACKGROUND TO THE STUDY

#### Introduction

1.1. The Socio-Psychological Approach.....	16
1.2. Gardner's Motivational Theory.....	20
1.2.1. The Socio-Educational Model.....	21
1.2.2. Integrative Motivation.....	26
1.2.3. The Attitudes and Motivation Test Battery ( the AMTB).....	31
1.3. Criticism of Gardner's Theory of Motivation	
1.3.1. Strengths and Weaknesses of the Theory.....	35
1.3.2. Misconceptions of Gardner's Theory.....	38
1.4. Empirical Studies Around the Model.....	40
1.5. Integrative and Instrumental Orientations Vs other Orientations.....	43
1.6. Empirical studies in Muslim countries.....	47

#### Conclusion

## **Chapter Two : RESEARCH METHODOLOGY**

### Introduction

2.1. Participants.....	52
2.2. The Physical Setting of the Study.....	53
2.3. Research Instruments.....	54
2.3.1 The Questionnaire (AMTB) .....	59
2.3.2 Exam Grades.....	61
2.3.3 Interviews.....	62
2.4. Data Analysis Methods	
2.4.1. Qualitative Data Analysis.....	65
2.4.2. Quantitative Data Analysis.....	65
2.5. Procedures	
2.5.1. Pilot Study.....	67
2.5.2. The Study.....	68

### Conclusion

## **Chapter Three : ANALYSIS AND INTERPRETATIONS OF THE RESULTS**

### Introduction

3.1. Results of the Questionnaire Items	
3.1.1. Motivation.....	73
3.1.2. Integrativeness.....	78
3.1.3. Instrumentality.....	79
3.1.4. Integrativeness Versus Instrumentality.....	80
3.1.5. Summary of the Questionnaire Findings.....	82
3.2. Results of the Open-Ended Question.....	86
3.2.1. Summary of the Qualitative Answers' Findings.....	94
3.3. The Findings of Learners' Exam Grades and Motivation Type.....	96
3.3.1. Summary and Interpretations of the Results.....	99

3.4. Interviews.....	101
----------------------	-----

Conclusion

## **CONCLUSION AND RECOMMENDATIONS**

General Conclusion.....	109
-------------------------	-----

1. Implications and Recommendations for Further Research .....	111
--	-----

2. Limitations of the Study.....	116
----------------------------------	-----

<b>BIBLIOGRAPHY</b> .....	118
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## **APPENDICES**

Appendix A: The English Learning Motivation Questionnaire (Based on Gardner's AMTB).....	135
---	-----

Appendix B: The Arabic Version of the Questionnaire (AMTB).....	138
---	-----

Appendix C: Teachers' Sheet of Instructions.....	141
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Appendix D: The First Term Exam.....	142
--------------------------------------	-----

Appendix E: Interview Questions.....	145
--------------------------------------	-----

## **List of Abbreviations**

**AMTB:** Attitudes and Motivation Test Battery

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FL:** Foreign Language

**FLL:** Foreign Language Learning

**L1:** First Language

**L2:** Second Language

**LLM:** Language Learning Motivation

**SL:** Second Language

**SLA:** Second Language Acquisition

**TL:** The Target Language

## List of Tables

<b>Table (1-1):</b> The Constituent Scales of Gardner’s (1985) ‘AMTB.....	34
<b>Table (3-1):</b> Section A of AMTB Measuring Motivation with its Items.....	72
<b>Table (3-2):</b> Section B of AMTB Measuring Integrativeness and Instrumentality with its Items.....	73
<b>Table (3-3):</b> Subscale 1 (Attitude Towards Learning English).....	74
<b>Table (3-4):</b> Subscale 2 (Motivational Intensity to Learn English).....	75
<b>Table (3-5):</b> Subscale 3 (Desire to Learn English).....	76
<b>Table (3-6):</b> Descriptive Statistics of Integrative Motivation.....	78
<b>Table (3-7):</b> Descriptive Statistics of Instrumental Motivation.....	79
<b>Table (3-8):</b> Paired Samples T-test for Algerian Students.....	81
<b>Table (3-9):</b> Motivational Dominance.....	82
<b>Table (3-10):</b> Profile of High/Low Achievers.....	97
<b>Table (3-11):</b> Motivation Type of High Achievers.....	97

## List of Figures

<b>Figure (1-1):</b> The Fundamental Model of Language Learning .....	23
<b>Figure (1-2):</b> Conceptualization of Integrative Motivation .....	30
<b>Figure (2-1):</b> Inductive Logic Used in Qualitative Design.....	66
<b>Figure (3-1):</b> Overall Mean Scores of Motivation' Subscales.....	77
<b>Figure (3-2):</b> Overall Mean Scores of Instrumental and Integrative Motivation.....	80
<b>Figure (3-3):</b> Motivational Dominance.....	83
<b>Figure (3-4):</b> High/ Low Achievers' Profile.....	97
<b>Figure (3-5):</b> Motivation Type of High Achievers.....	98

## ***INTRODUCTION***

## Introduction

It has been a common belief that success in any task depends to a large extent on whether someone doing the task is motivated or not. Classroom teachers look upon motivation as the characteristic that makes the good student learn: the lazy student is said to be unmotivated.

*In an ideal world, all learners are eager to learn because they are driven by their inborn curiosity to explore the world, and the learning experience therefore is a constant source of intrinsic pleasure for them. Reality, however, rarely lives up to these ideals.* (Dornyei, 2001b:123)

Motivated students are every teacher's dream, they are willing to work hard, add their own goals to those of the classroom, focus their attention on tasks at hand, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, it is commonly known that the motivation behind students' learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. Teachers can generally see who is motivated and who is not, and often may wonder how or even if they can harness the motivation of some and spread it out to others.

The subject of motivation in second language learning (SLL) has become a distinguished and widely discussed topic after Gardner and Lambert (1972) published a comprehensive summary of the results of more than ten-year-long research program. Their claims were that successful second language acquisition was dependent upon the learner's affective predisposition toward the target linguistic-cultural group. This led

them to conceptualize *integrative motivation*, which reflects a high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group (Gardner, Smythe, Clément, & Glikzman 1976). On the other hand, *instrumental motivation* was referred to be related to a person who learns a language as a tool for some pragmatic purposes like succeeding in an exam or getting a job.

According to Gardner and Lambert (1959), integrative motivation leads to the most effective language learning. Gardner's and his Canadian colleagues theory of the integrative-instrumental duality, with integrativeness as the more important component, soon became widely accepted, and many subsequent studies confirmed the validity of it (Gardner & Lalonde, 1983; Gardner et al., 1985; Gardner et al., 1987; Gardner et al., 1989; Gardner & MacIntyre, 1991; Gardner et al., 1992; Tremblay & Gardner, 1995; Clément & al., 1994).

Some investigations, however, did not support the model either by failing to produce a strong integrative factor or by coming up with insignificant or contradictory results (Lukmani, 1972; Cooper & Fishman, 1977; Pierson, Fu, & Lee, 1980; Oller, 1981). And it is still controversial whether integrative motivational factor is always more important for effective language learning under any circumstances or not.

## **Teaching English at Algerian Secondary Schools:**

Being an international language used in all fields, English imposes its teaching throughout the world including Algeria. The importance of English springs, not only from the large number of its speakers, but also from its wide use.

*English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control , and it is used even for international air traffic control in countries where it is not a native language. American popular culture primarily movies and music carries the English language throughout the world.*

(Kitaok, 1996: 1)

English stands as a foreign language in Algeria. The national language used in administration and the media is modern standard Arabic as well as French, whereas in everyday life and in informal situations Algerian dialectal Arabic , French and Berber are spoken.

The teaching of English as a foreign language in Algeria is inspired by the national policy that sees its interests in the language which enjoys the importance of being the window on other cultures and civilizations and the key to widen learner's horizons. Consequently, Algerian educational decision makers are trying to find the most appropriate ways that make learners master this language.

English language is a compulsory school subject in Algerian secondary schools. Learners experience 12 years of schooling before entering the higher educational institutions. Learners at secondary stages spend three 60 minutes English periods per week. Nonetheless, despite the shift of teaching from the traditional methods to

communicative language teaching, most English language classrooms in Algeria continue to be places to memorize textbooks rather than practice communication, and English is still to be treated as a school subject that needs to be mastered and tested rather than a tool for communication.

Indeed, although the great effort exerted in Algerian secondary schools to teach English, one can hardly come across fluent school graduates. Weakness in listening and speaking skills are clearly noticed because teachers are still educating learners in a manner which is directed to meet the requirements of the exams (extensive vocabulary and grammatical rules). Unfortunately, many students in Algerian secondary schools are not sufficiently motivated to learn the language and attend the English lessons mainly to pass the compulsory exams.

Consequently, most of the time learners do not know the aims of the curriculum and thus find themselves asking the question: why do we learn such and such thing? They come to the classroom to receive pieces of knowledge, memorize them then give them back in the exams to pass to the next year. They do not know what they will benefit from what they learn in their real lives. On the other hand, teachers are not making efforts to know.

As a result of not being stated and explained, learners' needs are by no means answered as far as the syllabus is concerned. Therefore, many problems appear to the surface and need to be analyzed and solved if Algerian decision makers really seek success in the teaching and learning of EFL.

## **1. Purpose of the Study:**

Gardner and his colleagues originally formulated their theory on the basis of surveys conducted primarily among English-speaking Canadians learning French, the second official language of the country. This environment is an example of what can generally be termed as second language acquisition context, where the target language (TL) is mastered either through direct exposure to it or through formal instruction accompanied by frequent interaction with TL community in the host environment or in a multicultural setting.

Consequently, a lot of studies on motivation have been conducted in second language acquisition (SLA) context, but few have been done in foreign language learning (FLL) situation, which may shed light on English teaching in Algeria. It can be assumed that the results obtained from SLA context, where the TL is learned at least partly embedded in the host environment, are not directly applicable to FLL situations. Attitudes towards a language, the L2 speaking community and its culture, as well as the various reasons for learning another language will differ when learning an L2 as a second or a foreign. Gardner (1980), Clément & Kruidenier (1983,1985), Svanes (1987), and others (Belmechri & Hummel,1997; Clément et al.,1994;Julkunen & Borzova,1996; Cid et al.,2002) investigated the endorsement of reasons for learning foreign or second languages by various groups of learners in different contexts. They found that foreign or second language learning breaks up into various orientations depending upon the context.

As both Dornyei (1990 :46) and Yashima (2002: 56) comment, the same social factors that affect student attitudes in ESL environments may not be readily applicable to, or may be absent together in, EFL settings. Most notable is the concept of how L2 learners identify with the culture (s) associated with the second language. In an ESL setting-for example, French being learned in Canada or English being learned in the United States-the culture that the L2 represents is both relatively defined and immediately accessible.

Algerian secondary school learners of the present study, have almost no direct contact with any of a variety of cultures that English represents. This lack of FL contact brings into question the validity of ESL motivation research onto EFL settings (Noels et al., 2000:60; Dornyei, 2005:95).

The teaching of English has long been a difficult task for both EFL students and teachers in Algeria due to reasons such as lack of resources and little contact with the target language. On account of this ,and realizing the vital role of motivation in learning English, the desire of school administrations and teachers to know what affects students' motivation towards learning English and the shortage of studies about motivation in Algerian secondary schools urged me to conduct this study.

In view of this, and based on Gardner's Socio-Educational Model, the main aim of this study is to describe and discuss what motivational orientations emerge from the investigation of a group of third year Algerian secondary school learners of English , attending Abbas laghror lycée in Batna. In addition to that, it tries to identify their underlying types of motivation based on the instrumental/integrative dichotomy, and

examines the interrelationship of these two motivational types and English achievement. Additional investigation includes the relationship of learners' type of motivation and their willingness to carry on or not studying English at the university.

## **2. Importance of the Study:**

Motivation has been called the neglected heart of language teaching. Teachers often forget that all their learning activities are filtered through their students' motivation. Without student motivation, there is no pulse; there is no life in the class. Knowing how to incorporate direct approaches to generating student motivation in their teaching, they will become happier and more successful teachers.

Tapping into motivation is crucial for language teachers because they know that motivation is one of the key factors driving language learning success (Dornyei,2001;Ellis,1994). In fact teachers often see it as their job to motivate students by creating classroom tasks that are interesting and engaging and by using authentic materials to stimulate further interest in the language and the people who speak it.

The issue of motivation, particularly in EFL settings, is so important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of the students.

All of the conditions that are known to contribute to successful second language acquisition are lacking in most EFL contexts: there just is not enough English input in the environment, there probably are not enough opportunities for interaction with English speakers, there usually are not enough strong role models promoting the

learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has to have the good and proper motivation in order to succeed at learning English.

Teachers therefore, should highlight students' motivation as a variable that not only students bring to the classroom, but also as one that teachers can implement, cultivate and promote throughout the course of the academic year to enhance learning. As Ur (1996) stated that teachers have the responsibility to provide opportunities for learning, push learners to realize their potential and maximize their progress; the enhancement of learner motivation is probably the most effective way. It is necessary to understand the motivational quality of Algerian learners; language teachers thereby can apply appropriate teaching strategies or material to facilitating and enhancing learning efficacy in accordance with students' motivation.

In this study, there will be a closer look at learner motivation among Algerian students. With hope that the results can be used to further enhance teaching techniques, and therefore increase student performance and attitudes towards learning English and learning in general.

### **3. Research Questions:**

Using the Socio-Educational Model as a basic framework, the following study is an attempt to explore Algerian third year secondary school students' integrative and instrumental motivation, and uncover the other motivational reasons in learning EFL of these students in that specific context. It also intends to relate the two types of motivation to achievement, and predict which type pushes the students to choose studying English at the university.

This study therefore, tries specifically to answer the following research questions:

**Research Question 1:** Are Algerian secondary school students integratively or instrumentally motivated to learn EFL?

**Research Question 2:** Is there a relationship between learners' type of motivation and their achievement in learning EFL?

Or:

Who achieve better in English; the integratively or instrumentally motivated students?

**Research Question 3:** What are the other motivational reasons, or orientations, affecting Algerian secondary school students' EFL learning?

**Research Question 4:** What type of motivation (integrative/instrumental) is behind learners' choice to study English at the university?

#### **4. Structure of the Study:**

The thesis is organized into three chapters. It starts with a general introduction that focuses on Gardner's motivational theory and his Socio-Educational Model which is the basic framework of this study. It discusses the importance of considering the difference between EFL and SLL contexts and how this might affect the validity of SLA motivational research in FL settings. Then, it presents the importance of this study as well as research aims and questions.

Chapter one deals with the Socio-Educational Model as a background to the study. It presents in details Gardner's motivational theory, its different aspects, and discusses the studies around his model as well as its limitations.

Chapter two sets out the research design, introduces the methods that were used, and gives a broad outline of the data analysis procedures.

Chapter three presents and analyzes the results and the study findings that pertain to each research question and then discusses the findings to the research questions raised in chapter one.

The study closes by summarizing the main findings and arguments presented in the thesis , the limitations of the study ,and by making suggestions for future research directions. It also recommends some theoretical and pedagogical implications and concludes the study.

## 5. Operational Definitions:

**AFFECTIVE FACTORS:** “those *emotionally relevant characteristics of the individual that influence how she/he will respond to any situation*” (Gardner & MacIntyre, 1993:1)

**ATTITUDES:** Attitudes, like all aspects of development of cognition and affect in human beings, develop early in childhood and are the result of parental and peer attitudes, contact with people who are “different” in any numbers of ways, and interacting affective factors in the human experience. Such attitudes form a part of one’s perception of self, of others, and of the culture in which one is living (Brown, 2000 ).

**FOREIGN LANGUAGE:** Is a language learned in a context where the language is usually not used as the medium of daily communication (Oxford & Shearin,1994).

**INSTRUMENTAL ORIENTATION:** Is the utilitarian counterpart of integrative orientation in Gardner’s theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. (Dornyei,2001).

**INTEGRATIVE ORIENTATION:** It concerns positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community;

*(...)an orientation is a collection of reasons that reflect common or conceptually similar goals, that indicate that the individual I learning the language because of*

*a genuine interest in coming , or at least willingness to come, closer psychologically with individuals who speak the language. (Gardner,2001b : 19).*

**INTEGRATIVENESS:** is conceptualized as :

*an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group), but more commonly, it might well involve integration within both communities (Gardner, 2001:5).*

**LANGUAGE LEARNING:** Language learning means more than learning a few words of vocabulary, some grammatical rules, non-fluent utterances, and the like. At minimum, we assume that to say one has learned a language; one is at least able to understand and carry on a relatively fluent conversation, and probably can read and write text of reasonable level of difficulty (Gardner, 2001b).

**MOTIVATION:** In the Socio-Educational Model, motivation to learn the second language is viewed as requiring three elements.

**First**, the motivated individual **expends effort** to learn the language. That is, there is a persistent and consistent attempt to learn the material, by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. **Second**, the motivated individual **wants** to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success.

**Third**, the motivated individual will **enjoy** the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times.

In the Socio-Educational Model, all three elements, effort, desire, and positive effect, are seen as essential to distinguish between individuals who are more motivated and

those who are less motivated. Each element, standing alone, is seen as insufficient to reflect motivation.

*Some students may display effort, even though they have no strong desire to succeed, and may not find the experience particularly enjoyable. Others may want to learn the language, but may have other things that detract from their effort, etc. The point is the truly motivated individual displays effort, desire and affect.*

(Gardner, 2001b: 13).

**ORIENTATIONS:** They are learners' reasons, desire or goals for learning the language (Gardner, 1985, 2001b).

**SECOND LANGUAGE:** Is a language learned in a context where the language is used as the main medium of everyday conversation for most of the people (Oxford & Shearin, 1994).

*Chapter One:*

***BACKGROUND TO THE STUDY***

## **Chapter One:**

### **Background to the Study**

#### **Introduction:**

In this chapter, I will present and discuss aspects of the theory of motivation underpinning this study. The chapter includes six sections. First, I will briefly present the Socio-Psychological Approach that is the basis of Gardner's theory and then discuss the theoretical framework of the study which is Gardner's Motivational Theory, through outlining its main components. After that, I will review the criticism directed to the theory.

Finally, three sections will be dealing with the different researches on motivation in second and foreign language learning relevant to this research as a whole, specifically to the research questions this study tries to answer.

#### **1.1. The Socio-Psychological Approach :**

L2 motivation research was initiated in Canada, and it was dominated by a social psychological emphasis. The unusual Canadian situation where two communities coexist; the Anglophone as well as the Francophone one, speaking two of the world's most vital languages was a constant challenge for researchers in the social sciences.

The two Canadian socio-psychologists; Gardner and Lambert (1959) literally founded the field of Foreign/Second language learning motivation research. In their

study on high school students learning French as a second language in Montreal, they found that two factors, aptitude and motivation, were associated with achievement in French. Their conclusion was that motivation is characterized by the willingness to be valued members of the language community.

Accordingly, Robert Gardner and his colleagues have proposed that the knowledge of the other community's language might serve as a mediating factor between the two speech communities, which suggests that the motivation to learn the language of the other community is a basic force responsible for enhancing or hindering communication and affiliation within Canada. This argument made intuitive sense and resulted in government agencies granting a plenty of research money to sponsor works in the field. The initial results that were obtained were sufficiently influential in arousing an international interest, and very soon studies of a similar vein were conducted all over the world (Dornyei, 2001).

A key principle of the Canadian social psychological approach is that attitudes related to the L2 community (e.g., Anglophone learner's feelings about the Francophones), have a strong influence on one's L2 learning behavior, since people will probably not be successful in learning a language of a society that they dislike its speakers.

Lambert's model, developed in the early 1960s, was the first socio-psychological model of SLA. It was designed to account for bilingual development and proposed that language distinctiveness was part of one's social identity and that a learner was likely to identify strongly with the members of the group whose language

he or she was learning( target language group)in order to achieve native-like proficiency. He investigated development changes in French and English among students who differed according to language training. Participants included were undergraduate students majoring in French, graduate students majoring in French, and native French speakers who had lived in an English-speaking country for an average of seven years.

The theory predicted that if the acquisition of L2 posed no threat to the learner's ethnic identity (i.e., the learner could maintain and use freely his or her L1), the result of the L2 learning process would be 'additive bilingualism' (and possible growth in the learner's social identity). If however, L2 was learnt as a result of a push to assimilate into the target language culture, the learner was expected to restrict the use of or abandon altogether his or her L1. This detracted from the learner's social identity and resulted in 'subtractive bilingualism' (Lambert, 1967).

Lambert (1963) briefly defined the socio-psychological theory as follows:

*This theory, in brief, holds that an individual successfully acquiring a second language gradually adopts various aspects of behavior which characterize members of another linguistic cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language.* (Lambert, 1963b, cited in Gardner, 1979: 194).

This formulation served as the foundation for considerable research, and as a result a number of models that stressed the affective aspect of language learning

appeared, including Krashen's Monitor Model and Schuman's (1986) Acculturation Model.

Stephen Krashen (2002) hypothesizes the 'affective filter' that consists of various psychological factors, such as anxiety, motivation, and self-confidence, which can strongly enhance or inhibit second language acquisition. He contends that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are well equipped for success in second language acquisition.

Schumann proposes and lays out the Acculturation model (Schumann 1978, 1986) in which he examines the effects of personal variables such as relative status, attitude, integration, amount of time in the culture, size of the learning group, and cohesiveness of the group on adult language learning. He suggests that the degree of acculturation determines the level of second language acquisition. When an individual chooses to acculturate and experiences success, the motivation to learn the L2 increases. (Oxford & Shearin, 1994). According to Schuman (1978), when someone possesses favorable attitudes toward the people of the target language (TL), more precisely toward the TL community, he will desire learning the language efficiently as compared to normal settings. 'Acculturation' is the major causal variable in second language acquisition, and the degree to which learners acculturate to the TL group will control the degree to which they acquire the TL. He highlighted two forms of acculturation. In the first type the learner is socially integrated with the TL group, and in the second type, the TL group acts as the reference point. In the former type, the learner's original identity is never at stake. His social integration leads to sufficient contact, and his psychological openness converts the input he receives into intake.

Nonetheless, the most influential model of LLM in the early 1960's through 80's was the one developed by Gardner and associates. The model came to be known as "the Socio-Educational Model".

## **1.2. Gardner's Motivational Theory:**

Gardner proposed that From an educational point of view, the learning of a second ( or a foreign) language in the school situation is habitually looked upon as an educational phenomenon, and that 'second language' as a curriculum topic is viewed almost in the same light as any other school subject. He argued that this perspective is thoroughly wrong since second languages are not like any other curriculum topic, and thus they must be viewed as a central social psychological phenomenon.

*"the rationale underlying this view is that most school subjects involves learning elements of the student's own cultural heritage.. such is not the case with second languages, however."* (Gardner, 1979:193).

The acquisition of a second language, as he maintains, requires from the student not simply to learn new information (vocabulary, grammar, pronunciation, etc) which is part of his own culture but rather to acquire symbolic elements of a different ethnolinguistic community. The student therefore, is not being asked to learn about them but to acquire them, to make them part of his own language reservoir, and this, according to him, involves imposing elements of another culture into one's own life-space (Gardner , 1979) . Thus, the student's harmony with his own cultural community and his willingness or ability to identify with other cultural communities, are important considerations in the process of second language acquisition.

Such a perspective, is what places second language acquisition at the centre of social psychology. *“language is a symbolic representation of culture and is a primary means of maintaining interaction between individuals. Thus, it is central to social psychology”* (Gardner , 1979:194) . Consequently, if second language acquisition is viewed as a process whereby an individual from one ethno-linguistic community is concerned with adopting symbolic representations of another ethnolinguistic community, it becomes a central social psychological issue since It not only involves individuals and groups, but also language, culture, and intergroup interaction. (Gardner, 1979).

Gardner’s motivational theory has been used extensively to explore the structure of individual students’ motivation, and links between students’ existing quantity of motivation and their achievement In the L2. The theory comprises three distinct areas:

The construct of “ Integrative Motivation”, a general learning model labeled the “Socio-Educational Model”, and a matching battery of psychometric tests, the “Attitude/Motivation Test Battery (AMTB)” , designed to measure a variety of motivational factors (Dornyei, 2001).

### **1.2.1. The Socio-Educational Model:**

Early from the 1960s till the present time, Robert Gardner and his associates have always been active in the field of researching language learning motivation. Gardner’s Socio-Educational Model is prevailing in the theories of language learning motivation. The studies conducted by Gardner and his associates were numerous.

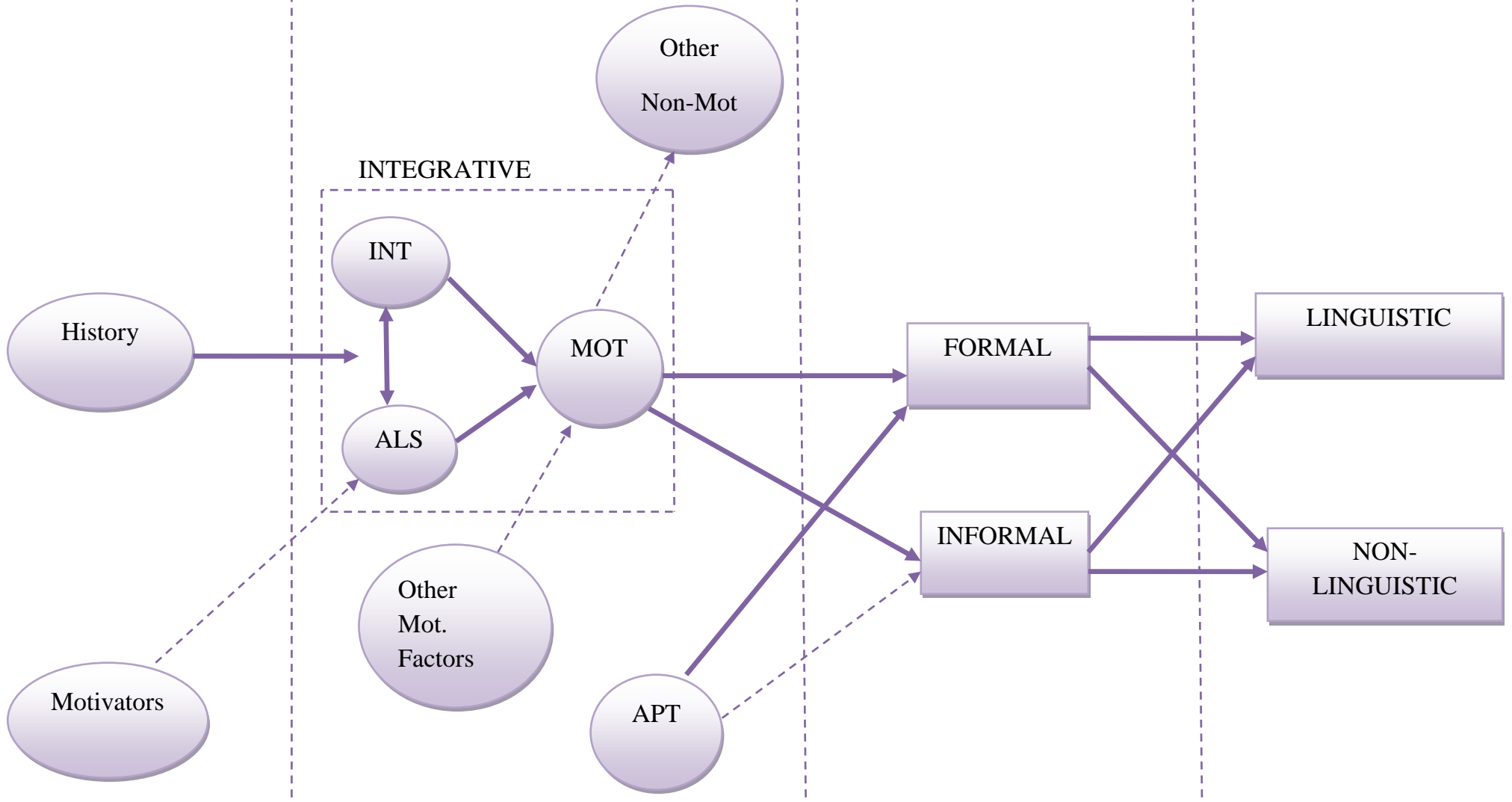
Masgoret and Gardner (2003) even carried out a meta-analysis of the studies conducted by Gardner and his associates (there were 75 studies and 10489 samples involved in the meta-analysis). Obviously, these empirical studies have laid a solid foundation for Gardner's Socio-Educational Model. Figure (2-1) is the schematic representation of the Socio-Educational Model which was adopted from Gardner (2001a). This is a revised model of the previous model (Gardner & MacIntyre, 1993). This model comprises of four sections, (a) external influences, (b) individual differences, (c) language acquisition contexts and (d) outcomes. The present Socio-Educational Model is identical to its predecessor except that the External Influence section was entitled as Antecedent Factors in the earlier model. The Antecedent Factor of the early model consists of Biological (i.e. age or gender) and Experiential (i.e. prior learning experience) factors in which both influence variables of individual differences. Although there are some modifications of the earlier model, the revised model will be the main concern of the subsequently discussion.

**External Influences**

**Individual Differences**

**Language Acquisition Contexts**

**Outcomes**



**Other Non-Mot** : Other Non-Motivational Factors

**INT** : Integrativeness

**ALS** : Attitudes Toward the Learning Situation

**MOT** : Motivation

**Other Mot. Factors** : Other Motivational Factors

**APT** : Language Aptitude

**Figure 2-1:** The Socio-Educational Model of Language Acquisition (adapted from Gardner, 2001a: 5)

In this model, the External Influences section includes two main factors, the History and Motivators, which might influence language learning. According to Gardner, History denotes the complex of social and personal variables in which learners bring them into the process of language acquisition. Socio-cultural milieu, for instance, is a History factor that will influence language acquisition. Learning a language in a bilingual community is definitely different from a monolingual community. Other History factors might involve cultural background, learners' past learning experience, family etc. Motivators signify that teachers can facilitate the process of learning by motivating the students. As shown in Figure (2-1), History directly affects Integrativeness (INT) and Motivators affects Attitude toward the Learning Situation (ALS) (INT and ALS are under the category of Individual Difference). In Gardner's term, "*Integrativeness are comprised of attributes that reflect a positive outlook toward the other language group*" (Gardner & MacIntyre, 1993: 2). ALS involves learners' attitudes toward situations or events where language learning occurs; and these include students' attitude toward the teacher, the course, teaching material, in-class activities etc.

As displayed in Figure (2-1), both INT and ALS affect Motivation and INT and ALS are interrelated. In the socio-educational model, motivation is said to consist of the effort expended towards learning, the desire in learning language, and enjoyment or satisfaction with the language learning task (Tremblay & Gardner, 1995). Furthermore, the aggregation of Integrativeness, Attitudes toward the Learning Situation and motivation make up 'Integrative Motivation.' Although the correlation of INT and ALS are shown to support motivation, it is motivation that determines the

degree of achievement in language acquisition. Learners might display positive attitude toward the TL group and learning situation, but do not expend effort in learning the TL.

Motivation (MOT) and Language Aptitude (APT) are regarded as two independent factors that have effects on both the formal and informal learning context. Formal context refers to classroom or school setting where learners receive their language instruction whereas informal context refers to other settings in which learners might acquire the TL. Movies, television broadcasts or newspapers are examples of informal learning. In a second language context, the TL is usually used as the main medium of social communication, but this does not happen in a FL context (Oxford & Shearin, 1994). Hence, formal learning context might occur in both SL and FL context, but informal learning usually occurs only in the SL context. Nevertheless, both informal and formal learning context result in linguistic and non-linguistic outcome. Linguistic outcomes are related to the aspects of language attainments (i.e. vocabulary, grammar, reading comprehension, and speaking). Non-linguistic outcomes are related to affective results (i.e. anxiety, motivation, and willingness to employ the TL). The central concept of motivation apparently has been placed on the issue of integrative motivation, which is made up of INT, ALS, and MOT.

Other Motivational Factors are shown to have effects on motivation as the INT and ALS. Gardner (2001a) indicated that “there is no reason to argue that motivation is driven only by integrativeness and attitudes toward the learning situation”. Therefore, other factors may influence motivation, and instrumental motivation can be one of the factors. Instrumental motivation refers to the pragmatic or utilitarian aspect

of language learning motivation. For instance, it occurs when learners study a language in order to pass an exam or to get a good employment. Also, there is the other non-motivational factor, which is affected by motivation. Language learning strategies can be a representative of the non-motivational factors. Presumably, a motivated learner will expand his effort and employs various learning strategies, which may lead to language achievement. In a word, it is motivation that mediates the effects of motivational variables and non-motivational variables toward the learning outcome or learning achievement. In sum,

*The Socio-Educational Model of second-language acquisition is concerned with relating individual difference variables (primarily attitudes, motivation, and language aptitude) to proficiency in a second language, and does so by proposing processes that would account for associations among these classes of variables.* (Gardner, 1980: 114)

### **1.2.2. Integrative Motivation:**

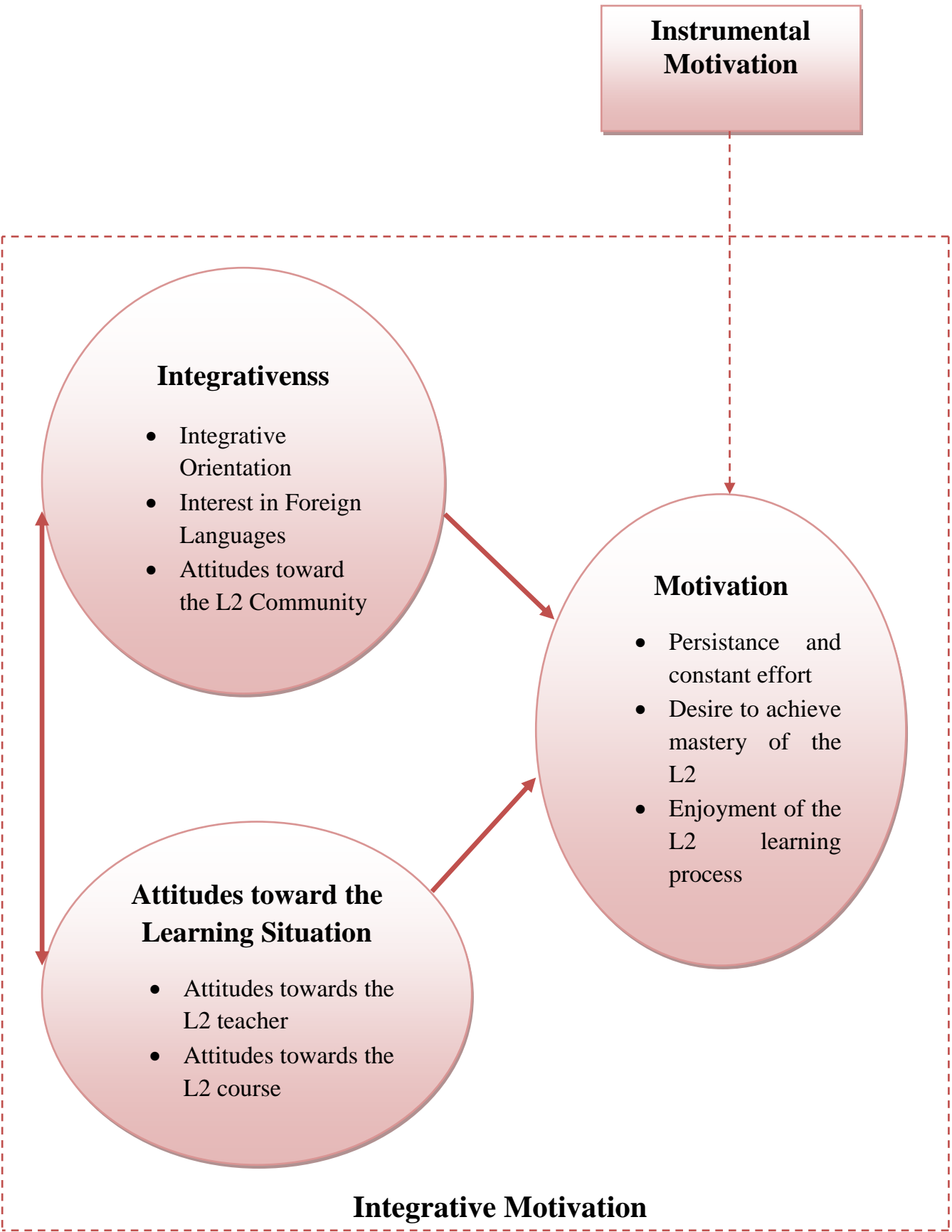
The most elaborate and researched aspect of Gardner's motivation theory has been the concept of the integrative motivation, which is defined as "*motivation to learn a second language because of positive feelings toward the community that speaks that language*" (Gardner, 1985:82-83). The integrative motivation category includes three subcategories: (a) integrativeness ( which refers to the interest in learning a foreign language in order to be part of, or closer to, the target language community) ; (b) attitudes toward the learning situation ( reactions to and evaluations of the L2 teachers and courses),and (c) motivation, which consists of three inseparable components: effort to learn the language, desire to achieve the goal of learning the language, and positive affect toward the goal. In this model it is hypothesized that

integrativeness and attitudes toward the learning situation are attitudinal aspects that influence motivation. It is, then, motivation that is responsible for achievement in second language learning, and integrativeness and attitudes toward the learning situation are supports for motivation ( Gardner, 2001).

Figure (2-2) shows Gardner's 2001 conceptualization of "Integrative Motivation" based on an extract from his basic model of second language learning (pp.5-7), which is a revised version of his earlier conceptualization of the "*Integrative Motive*" (Gardner, 1985). Integrative motivation subsumes three components; Integrativeness consist of Integrative Orientation, which is characterized as a purpose for learning a language in order to "*learn more about the language group, or to meet more and different people*" ( Gardner & Lambert, 1959:267), Interest in Foreign Languages, and Attitudes Towards the L2 Community, reflecting the "*individual's willingness and interest in social interaction with members of other groups*" (Gardner and MacIntyre, 1993:159). Attitudes toward the learning situation comprise attitudes towards the language teacher and the L2 course. Motivation includes effort, desire and attitudes towards learning. These three elements constitute the cornerstone of the Integrative Motive in Gardner's theory.

The first two, "Integrativeness" and "Attitudes toward the Learning Situation" are usually fairly correlated and are seen as supports for the third component, Motivation, which has repeatedly proved to be the major variable related to L2 achievement. In other words, a student who has high levels of "Integrativeness", and/or positive "Attitudes toward the Learning Situation" but is low in "Motivation" is unlikely to achieve much in terms of L2 proficiency. Conversely, for motivation levels

to be sustained over the long period needed to master an L2, a high level of “Motivation” alone is insufficient; it needs to be supported by high levels of “Integrativeness” and/or “positive attitudes toward the learning situation”. Most importantly is that the effect of integrativeness and attitudes towards the learning situation on achievement is mediated by motivation.



**Figure 2-2:** Conceptualization of Integrative Motivation ( Based on Gardner, 2001:5-7)

Empirical support for this conceptualization has been obtained in investigations using structural equation modeling (Gardner, 1985; Gardner, Tremblay, & Masgoret, 1997; and Tremblay & Gardner, 1995).

Another important aspect of motivation hypothesized by Gardner as a part of this model (Figure 2-2) is “Instrumentality,” more generally termed as “Instrumental orientation,” or “*an interest in learning the second language for pragmatic reasons*” (Gardner, 2001b:11). Pragmatic reasons, or goals, could include a desire to satisfy language requirements, or to learn a language for a job or financial prospects.

Finally, even though “Integrativeness” and “Instrumentality” are the two most frequently highlighted concepts in L2 motivation studies (Cizer & Dornyei, 2005), “Instrumentality” has not received much attention from Gardner. Unlike factors related to integrativeness, instrumental factors were originally merely considered as an orientation in Gardner and Lambert’s (1959) work, and they remained so through the heyday of the Socio-Educational Model in L2 learning motivation research. Until the more recent diagram of the Socio-Educational model pictured in figure (2-2), Instrumentality had not typically been included because, as Gardner attested, instrumental factors only “*might*” contribute to motivation (Gardner, 2001a: 7). It was instead categorized as one of the “other support” factors. Only recently has instrumentality become a part of the visual representation of the Socio-Educational Model, and, as figure (2-2) shows, Gardner has still designated its connection to motivation with a dashed line rather than the solid line that connects integrativeness and motivation, or attitudes toward the learning situation and motivation.

### **1.2.3. The Attitudes/Motivation Test Battery(AMTB):**

*the AMTB is a useful self-report instrument and it has been adapted for many learning contexts all over the world. Its design followed the psychometric principles governing questionnaire theory and it is a scientific assessment tool both in terms of its presentation and its content.*

(Dornyei, 2005:71).

In association with the Socio-Educational Model, a set of measures was developed by Gardner, the Attitude /Motivation Test Battery (AMTB) (Gardner,1985), in order to gauge the individual difference variables. The AMBT is by far the only published and standardized test of second language motivation (Dörnyei, 2001a). It was originally developed for the Canadian context where the social psychology dominated L2 motivation research (Dornyei, 2003). The original study from which the AMTB was eventually derived was carried out in Montreal with English speaking high school students who were learning French (Gardner & Lambert, 1959).

The Socio-Educational Model is not static because it is still changing and developing (Gardner & Tremblay, 1994), therefore, adaptation of the AMBT items to fit a specific learning context or socio-cultural milieu is legitimate and factors like the cultural context, the language setting and the language program, should be taken into account (Gardner, 1985, 2001a). *“People are encouraged not to simply take a set of items and administer them unthinkingly in any context”* (Gardner & Tremblay, 1995: 515).

The Attitudes/Motivation Test Battery (AMTB) as shown in table (2-1), is a multi-component motivation test made up of over 130 items. Operationalising the main constituent of Gardner's theory, the test also includes language anxiety measures (L2 class anxiety and L2 use anxiety) as well as an index of parental encouragement. The Attitudes/Motivations Test Battery has been used in many different forms. The original formulations of the major concepts as well as the original items were developed by Gardner (1985;1960). Full scale item development and concern with internal consistency reliability of the sub-tests which led to the present version was initiated by Gardner and Smythe (1975). A summary of the initial cross validation is presented by Gardner and Smythe (1981).

The AMTB consists of 11 scales (see table 2-1) that have withstood the test of time.: three , *Attitudes toward French Canadians*, *Interest in Foreign Languages*, and *Integrative Orientation* measure Integrativeness (see figure 2-2); two, *Evaluation of the French Teacher* and *Evaluation of the French Course*, measure Attitudes toward the Learning Situation; another set of three, *Motivational Intensity*, *Desire to Learn French*, and *Attitudes toward Learning French*, measure Motivation; three more measure other variables, *Instrumental Orientation*, *French Classroom Anxiety*, and *French use anxiety* where the last two measure the Anxiety concept.

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**Construct 1: Integrativeness**

Subtest 1: Integrative orientation (4 items)

E.g., “Studying French can be important for me because it will allow me to meet and converse with more and varied people.”

Subtest 2: Interest in foreign languages (10 items)

E.g., “I would really like to learn a lot of foreign languages.”

Subtest 3: Attitudes toward the target language group (10 items)

E.g., “I have always admired the European French people.”

**Construct 2: Attitudes toward the Learning Situation**

Subtest 4: Evaluation of the language instructor (10 items)

E.g., “efficient \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ inefficient”

Subtest 5: Evaluation of the language course ( 10 items)

E.g., “enjoyable \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ unenjoyable”

**Construct 3: Motivation**

Subtest 6: Motivation intensity ( 10 items)

E.g., “When it comes to French homework, I:

- (a) Put some effort into it, but not as much as I could.
- (b) Work very carefully, making sure I understand everything.
- (c) Just skim over it.”

Subtest 7: Desire to learn the language (10 items)

E.g., “If there were a French Club in my school, I would:

- (a) Attend meetings once in awhile.
- (b) Be most interested in joining.
- (c) Definitely not join.”

Subtest 8:	Attitudes toward learning the language (10 items) E.g., “I really enjoy learning French.”
<b>Construct 4:</b>	<b>Instrumental Orientation</b>
Subtest 9:	Instrumental orientation ( 4 items) E.g., “Studying French can be important for me only because I’ll need it for my future career.”
<b>Construct 5:</b>	<b>Language Anxiety</b>
Subtest 10:	Language class anxiety (10 items) E.g., “It embarrasses me to volunteer answers in our French class.”
Subtest 11:	Language use anxiety ( 10 items) E.g., “I would feel uncomfortable speaking French anywhere outside the classroom.”

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**Table 2-1:** Constructs and Scales of the AMTB (adapted from Gardner 2001:8-9)

The cognitive factor of language aptitude is measured in Gardner’s work with a standard test such as the Modern Language Aptitude Test (MLAT). The affective factors in the individual differences component of the model are measured with the AMTB.

### **1.3. Criticism of Gardner's Theory of Motivation:**

#### **1.3.1. Strengths and Weaknesses of the Theory:**

Being a unifying model to account for interrelations among different variables associated with second language acquisition, Gardner's motivation theory is flexible to incorporate new components emerging from empirical studies and other theories. As more and more empirical studies in different contexts illustrate that more components should be included in motivation construct ( Clément & Kruidenier, 1985; Dornyei,1990;Clément et al.,1994). ( Gardner 1983,1985; Gardner & MacIntyre,1993;Tremblay &Gardner,1995) expanded the Socio-Psychological Model to be a Socio-Educational one to cover these new emerging components and elements borrowed from cognitive studies such as self-efficacy , goal and attributions (Dornyei, 1994a; Oxford &Shearin ,1994), which demonstrates that Gardner's motivation theory is adaptive to incorporate additional variables without damaging its integrity ( Dornyei, 1998).

However, there also exist some limitations and Gardner's motivation theory has received a host of criticism in terms of its theoretical assumptions and motivational battery constructs ( Au,1988; Clément & Kruidenier,1985; Belmechri & Hummel, 1998; Dornyei, 1994a,2001,2003a; Oller et al.,1977;Skehan,1991).

Research studies prove that integrative and instrumental motivations are not opposite ends of a continuum, and both were shown to be positively related, affectively loaded goals that can sustain motivation (Oxford &Shearin, 1994; Belmechri & Hummel, 1998; Dornyei, 1994a, 2001). Learning goals have proved to break up into different orientation clusters, the definition of which varied depending

upon the socio-cultural setting in which the data were gathered (Clément & Kruidenier, 1985; Clément et al., 1994; Oxford & Shearian, 1994). Moreover, rooted in second language learning in Canada, Gardner's motivation theory is difficult to be generalized to other situations (Dornyei, 1994a; Belmechri & Hummel, 1998). For example, the orientation to travel was considered instrumental by some but integrative by others.

Furthermore, difficulty has been encountered in clarifying which underlying factors comprise integrative and which comprise instrumental motivations (Belmechri & Hummel, 1998).

In addition to the controversies about instrumental/integrative distinctions, researchers challenged Gardner's approach claiming that it does not include the cognitive aspects of learning motivation (Oxford & Shearin 1994; Dornyei 1994a), it is not practical and does not benefit L2 learning since it is too broad to help L2 educators generate practical guidelines (Dornyei, 1990). Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one.

Crookes & Schmidt (1991) were among the first scholars to question Gardner's approach stating that the empirical evidence is not clear enough to support the notion that integrative motivation is a cause and second language achievement the effect. They acknowledge that language learning takes place within a social context and socially grounded attitudes may provide important support or lack of support for motivation. The focus of their argument is that Gardner's approach was so influential that alternative concepts have not been seriously considered (Crookes and Schmidt, 1991:501) and that the theory was limited in terms of the range of possible influences

on motivation that exist. Crookes and Schmidt identified a clear need to research and classify L2 learning motivation as it relates directly to the classroom. They identified four areas of SL motivation: the micro level, the classroom level, the syllabus level, and a level involving factors from outside the classroom. The micro level involves the cognitive processing of L2 input. At the micro level learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. Crookes and Schmidt apply tenets of expectancy-value and self-deterministic theories to this level stating that the expectancy of success and amount of control over activities contributes to learner motivation. The syllabus level refer to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the L2 and long term factors.

A most comprehensive evaluation of Gardner's theory comes from Au (1988). Au breaks down Gardner's theory to five major propositions and critiques each proposition , citing the inconsistency of results in two groups of studies- one conducted by Gardner and his associates and the other conducted by other researchers .

The propositions are:

1. The integrative motive hypothesis- integrative motive is positively related to L2 achievement.
2. The cultural belief hypothesis-cultural beliefs within a particular milieu could influence the development of the integrative motive and the extent to which the integrative motive relates to L2 achievement.

3. The active learner hypothesis- integratively motivated L2 learners achieve high L2 proficiency because they are active learners.
4. The causality hypothesis-integrative motive causally affects L2 achievement.
5. The two-process hypothesis-linguistic aptitude and integrative motive constitute two independent factors affecting L2 achievement.

(Au, 1988:77-78)

### **1.3.2. Misconceptions of Gardner's Theory:**

Dornyei (2005), outlined two common misconceptions of Gardner's motivation theory; that 1) L2 motivation is simply made up of two components, and 2) that instrumental motivation is bad while integrative motivation is good.

The first one is that L2 motivation is simply the interplay of two components, an (integrative orientation/motivation) and "an instrumental orientation/motivation" .

It is not surprising that misconceptions abound, given that:

- The term "orientation" and "motivation" have been used somewhat inconsistently in the past by Gardner himself.
- Gardner, for instance, still mentions both "integrative orientation" and "integrative motivation" but the terms have come to refer to different concepts linked in complex hierarchical relationships.
- Some of the terms used in Gardner's model sound confusingly similar ( eg, "inetgrativeness" , and "integrative motive", "integrative orientation")

The other common misconception is that the theory revolves around a simple dichotomy of the type "instrumental motivation is bad/integrative motivation is good",

which is probably a consequence of Gardner's almost exclusive focus on "integrativeness".

In summary, methodologically Gardner's theory appears to be very strong. However, its conceptual and contextual aspects are marred by some contradictions and inconsistencies. These perhaps arise from the mixture of different contexts and levels of analyses which, while not explicitly specified, are brought together within one framework. For example, cultural beliefs and integrativeness appear to be truly *macro*-contextual factors since they refer to society at large, whereas attitudes toward the learning situation appear to be a *micro*-contextual factor since they refer specifically to the formal classroom setting.

But, despite the criticism on Gardner's motivation theory, it is possible to see its relevance as it continues to be considered by some scholars in the field (e.g. Dörnyei 2001; Lamb, 2004; Gardner, Masgoret, Tennant & Mihic, 2004; Keblawi, 2006). Some researchers made innovative insights into the concept, claiming that with certain widely used languages and under certain circumstances, the integrative motivation can still play a crucial, though different role. For example, Keblawi (2006) found that in the case of Arab learners of English in Israel, some successful learners expressed a desire to terminate their "attachment to the third world" and believed that English would be a useful tool for attaining this goal. In other words, they wanted to join the prestigious club of speakers of English around the world. In such contexts, English, as Kachru (1986) argues, becomes not only a medium of communication, but provides a further global dimension to learners' identity.

#### **1.4. Empirical Studies Around the Model:**

Many of the empirical studies (Gardner & Lalonde,1983;Gardner et al.,1985; Gardner et al.,1987; Gardner et al.,1989;Gardner & MacIntyre,1991; Gardner et al.,1992; Tremblay & Gardner,1995 ; Clément & al.,1994) turned out to support Gardner's prediction that *“ individuals who are integratively motivated would be more active in language learning context, they would work harder and learn faster. Individuals with the more positive attitudes toward the target language are more active in the learning process, work harder to acquire the material and show more interest in learning”* (Gardner,1983:228).

Gardner et al.'s (1983) study supported the belief that proficiency in a second language was affected by attitudinal variables, which was confirmed by a later research study (Gardner et al., 1985). This study also showed that motivation had a direct effect on situational anxiety and second language achievement. Moreover, two other studies (Gardner et al.,1987;Gardner et al.,1989) led to the conclusion that integrative motivation was closely related to persistence, language attrition and retention. It was claimed that students high on integrative motivation continued to learn the target language after the language class was over and retained the language proficiency longer (Gardner et al.,1987).

Compelling evidence for the worthiness of the model has also come from Masagoret & Gardner (2003). To address the challenge of the applicability of the Socio-Educational Model, they employed a meta-analysis method in examining 75 independent samples involving 10,489 individuals. All of the samples were from the studies of the Gardner group that had applied the Socio-Educational Model using the

AMTB. Hence, the results from this Meta analysis obviously echoed the voice of the group. Three general conclusions were obtained. First, the first classes of variables, that is, attitudes toward the learning situation, integrativeness, motivation, integrative orientation, and instrumental orientation, were all positively related to achievement in an L2 achievement. Second, motivation was more highly related to L2 achievement than the other four. Third, the availability of the language and the age of the learners did not make a significant difference in L2 achievement. The finding about the availability of the language was basically a rebuttal of the criticism leveled in the literature; that is, whether in the second language or foreign language environment, the first two conclusions remained the same.

Nevertheless, not all findings in research addressing the Socio-Educational Model have agreed. Studies conducted both in Canada and elsewhere have obtained different results on the existence of the integrative motivation. One area where instrumental motivation proved to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind of situation is most important for language learning. Kachru (1986) also pointed out that in India, where English has become an international language, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study.

Always in a foreign language context, Dornyei (1990) studied the orientations of Hungarian students toward learning English. The students were adult learners who had voluntarily registered and paid for English courses. The students were learning the language as an academic matter. In this context, he hypothesized the prominence of instrumental orientation. His reason for this hypothesis was little or absence of the L2 group member in the society. However, his results revealed the existence of an integrative orientation as they portrayed a desire for contact with foreigners and Anglophone culture. His first study confirmed the prominence of instrumental goals up to an intermediate level.

In addition, Gardner and MacIntyre (1991) claim and prove positive effects of instrumental motivation, to some extent, on the learning of French/English vocabulary. In their study, Integrative motivation is defined in terms of median split on scores obtained on subtests from the Attitude/Motivation Test Battery, while instrumental motivation is situationally determined in terms of monetary reward for doing well. The results demonstrated that both integrative motivation and instrumental motivation facilitate learning. Other results indicated that instrumentally motivated students studied longer than non-instrumentally motivated students when there was an opportunity to profit from learning, but this distinction disappeared when the incentive was removed. Both integratively and instrumentally motivated students spent more time thinking about the correct answer than those not so motivated, suggesting that both elements have an energizing effect.

Standing apart from the two sides, Brown (2000) made the point that both integrative and instrumental motivations are not necessarily mutually exclusive.

Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cited the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Notwithstanding, the extent and interaction of these two orientations was liable to controversies. Scholars such as Soh (1987) viewed the integrative and the instrumental goals as opposite ends of a continuum. Others, however, such as Clément, Gardner and Smythe (1977) found that both goals are positively related.

### **1.5. Integrative and Instrumental Orientations Vs Other Orientations:**

The term ‘orientation’ has often been used in the L2 motivation research interchangeably with the term ‘motivation’. In reality, these are two different albeit related terms. Orientations are classes of reasons for learning a second language. An orientation is what fuels a learner’s motivation. Gardner & Lambert (1959) used it to describe the reasons a learner gives for undertaking the study of a second language. Gardner & Lambert (1959) posited two types of orientations: integrative and instrumental. Since then, several studies have been designed which have challenged Gardner’s view and proposed more reasons why learners elect to learn a second language (Clement & Kruidenier, 1983; Belmechri & Hummel, 1998; Noels, 2000; Baker & MacIntyre, 2000; Noels et al., 2001).

Thus, studies in language learning motivation have shown that the constructs that underline motivation may be interpreted differently in different contexts. The first important difference in language learning contexts is that between foreign language

and second language milieus. Attitudes towards a language, the L2 speaking community and its culture, as well as the various reasons for learning another language will differ when learning an L2 as a second or foreign language. Gardner (1980), Clément and Kreuidenier (1983 and 1985), Svanes (1987), and others (Belmechri & Hummel, 1998; Clément et al., 1994; Julkunen & Borzova, 1996; Cid et al., 2002) investigated the endorsement of reasons for learning foreign or second languages by various groups of learners in different contexts. They found that foreign or second language learning breaks up into various orientations depending upon the context. Instrumental orientation proves to be successful in situations where the learner has no opportunity to use the target language and therefore, no chance to interact with members of the target group. (Lukmani, 1972).

Undoubtedly, although integrative and instrumental orientations have received quite a lot of attentions, they are not the only orientations discovered in the domain of language learning motivation. *“a desire to learn a second language may indeed not coincide with either integrative or instrumental motivation”* (Ely, 1986: 28). Clément and Kruidenier (1985) were the pioneers who commence to thoroughly investigate language learning orientations because of conflicting results that had been obtained in a number of empirical studies examining patterns of relationships between different orientations and achievement in L2 learning. They pointed out ambiguities in the definition of the construct of integrative orientation, and suggested that aspects of the learning context might influence the emergence of other orientations.

Their study involved 871 foreign and second language learners. The participants were being categorized into eight groups according to the learning context (uniculture or multiculture) and the TL (French, English and Spanish).

A questionnaire containing 37 orientation items was distributed to the participants and answered by them. The raw data of the questionnaire were then processed through factor analysis; the result revealed that instrumental, friendship, travel, and knowledge orientations were common to all the participants. In their study, integrative orientation obviously did not emerge, and the participants were learning a language in order to achieve the pragmatic goals, to travel abroad, to seek new friendships, and to acquire new knowledge.

Other than Clément and Kruidenier's study, there were studies related to orientations or reasons for learning language conducted by other researchers. Several studies revealed the travel and friendship orientations in which Clément, Dörnyei, and Noels (1994) labeled them as "xenophilic orientation." In the sense of integrative orientation, language learners bear positive attitude toward the TL group and study the language in order to integrate themselves with the TL group and ultimately become a member of the TL group. The integrative-orientated learners have the propensity to stay and live in the TL context. Xenophilic-orientated learners, however, are merely interested in the foreign culture or people. They therefore want to travel abroad or make friends with foreigners through the language they have learnt. Since there are contacts with the TL group, xenophilic orientation can be regarded as a weak version of integrative orientation.

In Kraemer's (1993) investigation, Israeli high school students learned Arabic for national security reasons. Due to the political and regional relation between Israel and other Arabic countries, Israeli students learn Arabic in order to protect their country, promote regional peace, and create tie with Israeli Arabs. Sung and Padilla's (1998) study of elementary and secondary students demonstrated that most learners possessed ethnic heritage-related reason for learning Asia languages. More than 50% of the participants, in fact, were Asian descendents. The national security reasons and heritage-related orientations are specific to the social-milieu as well as learner's identity, but they represent the subcategories of instrumental orientation.

Belmechri and Hummel's (1998) study identified the "knowledge orientation" and the "self-understanding orientation". A knowledge-orientated student learns language in order to become a more knowledgeable or cultivated person. Learners with self-understanding orientation might reflect interest in understanding one's own language and learn more about oneself.

Moreover, several studies have indicated that learners study a language in order to fulfill the curriculum or course requirements (Ely, 1986; Giota, 1995; Mandell, 2002; Warden & Lin, 2000), but, other than learning a language as obligatory subject, there were also orientations related to grade and school advancement (Belmechri & Hummel, 1998; LoCastro, 2001; Tasao & Lin, 1998). For instance, the students learn a language in order to get a degree and to get good grade from the language course. In sum, it was argued that characteristics of language learners and the learning context may lead learners to possess certain kinds of orientations.

## **1.6. Empirical Studies in Muslim Countries :**

Considering studies on Muslim EFL learners, some research studies have been undertaken to investigate learners' motivation and attitudes towards English language. Al-Quyadi (2002) carried out a comprehensive study to investigate the psychosociological variables in learning English in the faculties of Sana'a University, Yemen. One of the main objectives of his study was to study the nature of the psychological variables of learning English by Yemeni EFL learners in terms of attitudes and motivation as measured by English majors at the Department of English, Faculties of Education at Sana'a University. The research tool used in collecting the data was a questionnaire administered on 518 students representing seven faculties of Education. Generally, the results indicated that the students had a high level of both 'instrumental and integrative motivation' towards the English language. Regarding their attitudes, the findings showed that the students had 'positive attitudes' towards the English language and the use of English in the Yemeni social and educational contexts.

Qashoa (2006) conducted a study among secondary school students in Dubai, UAE. The main aim of the study was twofold: 1) examine the students' instrumental and integrative motivation for learning English, and 2) recognize the factors affecting learners' motivation. Two research tools were used: questionnaire and interviews. The sample, for the questionnaire, consisted of 100 students. For the interview, on the other hand, the sample included 20 students, 10 Arab English teachers and 3 supervisors. The results revealed that students have a higher degree of instrumentality than

integrativeness. Moreover, the findings indicated that subject related difficulties such as vocabulary load, structures and spelling were found to be the most demotivating factors for the students.

Another study was conducted by Moiiinvaziri (2007) to analyze and determine the various socio-psychological orientations of undergraduate students studying General English in universities of Sirjan, Iran. The study concentrated on instrumental and integrative orientations of students in learning English as a foreign language. In order to determine the students' tendency towards the mentioned orientations a population of 255 university students were given a questionnaire based on Gardner's Attitude/Motivation Test Battery (AMTB) (1985). The results of the study showed that contrary to some researchers' beliefs that in foreign language situations instrumental orientation is the dominant orientation, students were highly motivated in both instrumental and integrative orientations.

A more recent study has been carried out by Karahan (2007) in Turkey. The constant complaints raised by learners, teachers, and administrators, about the low level of proficiency in English among Turkish students were the reasons for which the study was conducted. The researcher attempted to find out the relationship between language attitudes and language learning which is a missing point of discussion on the problems of teaching English in Turkish EFL context. The researcher's main purpose of the study was to identify the interlaced relationship among attitudes, the starting age of language learning, and the place where the individual started to learn language within Turkish EFL context. The method of inquiry used was a questionnaire adapted from previous studies on language attitudes. The sample consisted of 190 (94 females

and 96 males) eighth grade students of a private primary school in Adana, Turkey, where English was intensively taught. The findings showed that although the students were exposed to English in a school environment more frequently than other students at public school, they had only mildly positive attitudes; especially female students had higher rates. Moreover, the subjects recognized the importance of English language but interestingly did not reveal high level orientation towards learning the language.

### **Conclusion:**

In this chapter, I have reviewed the different aspects of Gardner's theory of motivation, its limitations, and then discussed the researches in both second/foreign learning contexts which are considered to be relevant to the current study. I observed that most of them consider motivation in language learning as an important variable in learning a foreign language. I realized that different techniques were used in eliciting the required data of the study, and that Questionnaire was the most common technique followed by all the researchers. Therefore, I benefited from these studies in framing my questionnaire to elicit the data of the current study. The research findings of the previous studies showed the proportional effect of the two types of motivations (instrumental and integrative) in learning a foreign language. It is hoped that the present study will contribute to the previous studies through shedding light on the motivation of students who have different situations and educational backgrounds.

The following chapter presents the methodology used in this study to examine learners' motivation in learning EFL in the Algerian context. I will discuss the reasons

I chose the mixed method design to guide this study, the research instruments I used, as well as the ways I conducted the research.

*Chapter Two:*

***RESEARCH METHODOLOGY***

## **Chapter Two:**

### **Research Methodology**

#### **Introduction:**

Both quantitative and qualitative research paradigms contribute to this current research. The chosen research paradigms determine the aims and methods of research because they are bound together (Guba & Lincoln, 1994). This study employs a mixed method design using a written questionnaire , Exam grades , and semi-structured interview protocol during data collection.

This chapter discusses the research methods and procedures used in this study. First, the rationale for this study that will address the reasons why the mixed design approach is considered to be appropriate to this research is presented. This is followed by a description of the research methods to include an overview of the participants, the physical setting, data sources, and procedures of the study. The chapter ends by providing an overall account of the study realization.

#### **2.1. Participants:**

At the center of any investigation into educational phenomena are the participants that constitute the *raison d'être* of the study.

The participants of the study were initially 45 students, who were in their last year of secondary education. The sample was chosen randomly and consisted of a whole class of final year lycée' students, attending "Abbas Laghror" secondary school

in Batna, Algeria. All of the participants were from Algeria, spoke Arabic and Berber as their first language, and learned English as a foreign language. Their mean age was 18,5 , and all of them had been learning English for approximately 4-5 years before starting their third year secondary schooling. English is taught as a compulsory subject.

The reason I chose that level of instruction is; first, because the students at that age are mature enough to give answers about their personal motives for learning the foreign language, and thus, the data generated are expected to be rich in content. secondly; the students are one step far from attending university, which would allow me to see who intends to study English at the university and who does not, and thus attempt to uncover the reasons behind such a choice. I think any of the students' motivational irregularities should be detected at this point. This is for the improvement of any of their problematic motivational conditions before they enroll in further required major courses.

## **2.2. The Physical Setting of the Study:**

The study took place in a secondary school in the town of Batna, which is 450 km East of the city of Algiers. "Abbass Laghrour" secondary school is somewhat old. It is situated in a place near the midtown; it has 22 classes and two large yards. There are two blocs in the school; in each bloc, there is a room of control for supervisors. There is also one large staffroom, one lab, an internet room and a large library. Students' ages range between 15 and 21.

As is the case in all public schools, students have three English classes three times a week. Literary streams have English classes four times a week. The school has been having moderate results in the Baccalaureate exam over the past decades.

### **2.3. Research Instruments:**

The present study employs a mixed method design, which incorporates both quantitative and qualitative research methods. Dornyei argues that despite the disadvantages related to qualitative techniques (e.g., in terms of their reliability, representativeness and generalisability), it might be time for motivational research to combine both qualitative and quantitative methods for they may generate fruitful results (Dornyei,2001).

Quantitative research methods have been the most commonly employed methods in L2 motivational research because of the initial influence of social psychology and a concomitant emphasis on results that are reliable, replicable and generalizable to different types of L2 learners populations. Dornyei (2001c) aptly defines quantitative research:

*[quantitative research] employs categories, viewpoints and models as precisely defined by the researcher in advance as possible, and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test research hypotheses and to enhance the aggregation of knowledge.*

(Dornyei, 2001b:192)

Qualitative methods are not yet commonly used in L2 motivation research, although they have been advocated over the past decade (e.g., Dornyei ,2001; Ushioda, 1996). A main difference between quantitative and qualitative methods is that the

latter focus on the participants' rather than the researcher's interpretations and priorities. Thus, qualitative methods can be more contextually sensitive than quantitative ones because researchers do not set out to test preconceived hypotheses; rather, they tend to define analytic categories only during the process of research.

Qualitative methods exclude the collection of numerical data in favor of natural data in the form of researchers' field notes (e.g., notes taken during classroom observation), participants' verbalizations of their experiences (e.g., interviews, journal entries, or answers to open-ended items in questionnaires), and/or authentic documents (e.g., recorded speech samples, texts written by participants, video-recordings of lessons).

The analysis of these data consists of discovering meaningful themes and patterns. Consequently, researchers can learn about students' L2 motivation from, for instance, descriptions constructed after having observed the students engaged in classroom activities and from students' accounts of their feelings relating to their L2 teacher and engagement in L2 class activities. From observation notes, it is possible to appreciate how teachers select, sequence, modify, and create activities to cater to their students' specific needs and the constraints of their particular environment.

With their potential for yielding rich and varied data, qualitative research methods accompanied by quality in-depth analysis and interpretation can lead to uncovering the structure of events when the meanings and perspectives of individuals are important.

The main drawbacks are that qualitative-type studies are labor-intensive and usually involve only a small number of participants, which make it impossible to generalize the findings since the few participants may not be representative of the population being studied.

One way of enhancing the positive attributes of both methods and of overcoming some of their shortcomings is to combine the two approaches in a single research design.

I believe that a mixed methods study is the best way for me to address the questions and concerns of my topic for a number of reasons. McInerney (1998) has characterized the construct of motivation as a “*dilemma*” of a choice between a quantitative ontology and epistemology “*where everyone is presumed to be motivated by the same forces irrespective of cultural background*” and qualitative ontology and epistemology “*wherein motivation is culture and/or learner specific, and there are no generalities*” (McInerney ,1998:3 ). The very nature of the motivation construct thus suggests a seriously fascinating interplay between the individual and the collective, human agency and culture, and/or free will and determinism. Furthermore, in using a mixed methods approach, I am positioning myself to respond directly to the research and the theoretical framework of the socio-educational model that is based on the quantitative methods of data collection and analysis. As we have seen, the study of L2 learning motivation has not commonly been conducted in a qualitative paradigm, although many researchers have identified its potential utility (Dörnyei,2003 ; Syed, 2001; Ushioda, 2009). The use of qualitative research to look at L2 learning motivation alongside the more customary quantitative research can shed light on the

complexities of L2 learning motivation in very revealing and important ways, and it can expand the way that researchers construct their research on L2 learning motivation as well.

This study was conducted to identify Algerian secondary school students' motivational and attitudinal orientations in learning English as a foreign language.

For the purpose of gathering data that will serve the main aim of this study and provide answers to the aforementioned research questions, I conducted the study using the following data collection tools:

**Research Question 1:** Are Algerian secondary school students integratively or instrumentally motivated to learn EFL?

To answer this question, a questionnaire adopted from Gardner's 1985 Attitudes/Motivation Test Battery (AMTB) is used in order to differentiate between integratively motivated students and the instrumentally motivated ones. The original questionnaire has been altered to fit the Algerian context since if a questionnaire constructed in an ESL setting is to be used in an EFL setting, it needs to be adapted both to the learning environment and to the responding students' actual lives.

**Research Question 2:** Is there a relationship between learners' type of motivation and their achievement in learning EFL?

Or:

Who achieve better in English learning; the integratively or instrumentally motivated students?

After identifying learner's type of motivation; integrative or instrumental, it is also important to investigate the relationship of the type of motivation identified and its impact on language learning achievement.

This research question is going to be answered through learners' first term exam grades. Gardner's motivational theory, and specifically his Socio-Educational Model, suggests that integrative motivation results in better achievement.

A comparison between the two cohorts based on their grades would be made in order to reveal which type of motivation, integrative or instrumental, is after the best marks obtained, and thus, check the validity of Gardner's model in the Algerian context.

**Research Question 3:** What are the other motivational reasons affecting Algerian secondary school students' learning of EFL?

Learners' motivational orientation or learning reason is most often related to motivation. MacIntyre, Baker, Clément, and Conrod (2001) indicated that the key component of the motivation underlying L2 learning is motivational orientation. Appropriate learning reason or desire is the arousal which may induce a series of positive learning behavior.

As have been discussed earlier, studies in language learning motivation have shown that the reasons that underlie motivation vary between a SL and FL contexts. Accordingly, the questionnaire included an open ended item in order to answer this question and uncover the other potential reasons of EFL learning in the Algerian context.

**Research Question 4:** What type of motivation (integrative/instrumental) is behind learners' choice to study English at the university?

This question is going to be answered through interviews with three participants who were selected based on their declaration of willingness to study English once they attend university.

An understanding of language learning motivation provides insight into how students regulate their motivation to persist in language learning and why they continue beyond the basic requirements. Developing motivation to persist during the beginning years of language learning could help facilitate the development of motivation to persist in language learning beyond secondary school levels.

Furthermore, if a teacher is aware of the significant factors that influence language learning motivation, then it is possible for the teacher to incorporate strategies that are designed to positively develop motivation to persist in language learning and professional language use.

### **2.3.1. The Questionnaire (AMTB):**

The primary method of inquiry used in this study was a questionnaire. In order to understand student's interest, attitude, motivation, toward English language, the questionnaire's items were taken from Gardner's (1985) AMTB. The AMTB was originally designed to assess various individual difference variables of Canadian students learning French as a second language. For the purpose of this study, only these following variables were assessed: Integrative Motivation, Instrumental Motivation, and Attitudes toward Learning English.

The questionnaire adapted from the AMTB was structured with a multiplicity of statements on a five-point Likert scale (modified 7 point to 5 point ) ranging from

agreement to disagreement, that would help in tapping the research area and generate the information to penetrate in depth (Kerlinger, 1986). Total 44 items, under five subscales were gauged to explore students 'Motivational Intensity' (08 items); 'Desire to Learn French' (09 items), 'Attitudes Toward Learning the Language' (08 items), 'Integrativeness' (11 items); and 'Instrumentality' (08 items). The questionnaire items were also modified as to focus on English as the target language, simplifying the language of instructions and item constructs, in order to make it more meaningful and contextually relevant for the participant respondents. The students were asked to rate each item on a 5-point Likert scale (100%-strongly agree, 75%-agree, 50%-neutral, 25%-disagree and 0%-strongly disagree) so as to determine their level of agreement with each item statement. Higher scores corresponded to greater agreement with each statement.

Descriptions and a sample item from each scale are as follows:

1. Motivational Intensity (MI). A high score represents considerable effort expended to learn English . Sample: I often think about what I have learned in my English class.
2. Desire to Learn English (DLE). A high score reflects a strong desire to learn English. Sample: If I had the opportunity to speak English outside of the classroom, I would practice speaking it most of the time, using Arabic only if really necessary.
3. Attitudes toward Learning English (ALE). A high score indicates a positive attitude toward learning English. Sample: Learning English is very important.

4. Integrativeness (INT). This scale assesses the extent to which participants want to learn English for integrative reasons. Sample: Studying English is important to me because it will allow me to be more at ease with people who speak English.
5. Instrumentality (INS). This is a measure of the degree to which respondents want to learn English for instrumental reasons. Sample: Studying English can be important to me because it will be useful in getting a good job.

The reliability and validity of the measures used in this test battery have been supported by considerable research (Glikzman 1976,1981; Lalonde and Gardner 1984; Gardner,Lalonde,and Moorcroft 1985;Gardner and MacIntyre 1991).

Finally, one open ended item in the questionnaire, asked students to say why they think learning English is important, and this in order to gain a more in depth understanding of the other reasons that may be affecting their motivation other than the integrative and instrumental ones.

### **2.3.2. Exam Grades Analysis:**

To measure the participants' level of achievement in English learning, the scores of their first term English exams were used. It is important to mention that these exams consist of multiple choice questions related to grammar, lexicon and short readings related to the information that students had learned in class.

The reason for using the English test as a way to measure students' achievement was because the exam was the only homogeneous and objective means to do it as opposed to more subjective ways to evaluate other criteria, such as participation,

homework, or oral presentations. These exams were designed according to the textbooks used in the secondary schools, yet they evaluate grammar, vocabulary, and reading comprehension.

Grades then were obtained from the instructor for a comparison between the type of motivation and students' achievement in order to reveal what type relates more positively to achievement in learning the language.

### **2.3.3. Interviews:**

Beside the questionnaire, interviews were used to obtain data in order to explore the above issues in more depth, in particular, the type of motivation as a predictor of choosing to study English branch at the university. Kvale (2007) stated that in an interview conversation, the researcher asks about, and listens to, what people themselves tell about their lived world, about their dreams, fears and hopes, hears their views and opinions in their own words, and learns about their school and work situation, their family and social life.

Interviews are commonly used as a research tool because they allow the researcher to collect data related to stages and processes, particularly in the language field. Interviews may range from unstructured to structured. In a structured interview, the researcher has a predetermined agenda and the researcher uses a list of predetermined questions. In contrast, unstructured interviews are guided by the participant's responses rather than the use of predetermined questions or agenda (Nunan, 1992; Oppenheim, 2003). There is also the semi-structured interview, which is a method that is flexible in nature whereby the

participants can expand upon their answers, provide more details, and add additional perspectives. Thus, they are not restricted by standardized questions.

Nonetheless, while data collected from an interview may provide detailed data on a topic, there is also potential for bias in that the relationship of the researcher and participant may influence the content of the data elicited. For this reason, it is necessary for the researcher to have an understanding of the topic (Nunan, 1992). Nunan (1992) further suggests that recording data during an interview is also useful in that an audio recording is more naturalistic and preserves actual language, as well as provides an objective record of the interview, which also allows data to be analyzed after the interview.

Creswell (2003) suggests that interviews offer the following benefits in quantitative research: a) they are useful when participants cannot be observed, b) interviews allow the researcher to control the line of questions, and c) interviews allow participants to provide historical information. Creswell also suggests limitations to this method: a) interviews may provide indirect data through the views of the participants, b) the researcher's presence may bias responses, c) participants may not accurately express their opinions or understand the meaning of data during the interview, and d) interviews provide data in a controlled setting rather than in a natural setting, such as in the field or a classroom.

In this study, I employed semi-structured interviews as the main data collection method for my last research question because I aimed to construct interpretations of the respondents' life experiences from their own personal accounts. Marshall and Rossman (2006) claims that semi-structured interviews are

used in the hope that subjects will have an opportunity and freedom to express their views in their own ways but still under control of the researcher (with a guide) so that the researcher will have more systematic sets of data for analysis and interpretation.

For the interviews 03 students were selected on the basis of their willingness to choose to study English once they attend university. Among the 45 students who participated in the study, only 03 revealed their intention to chose English, and to uncover the reasons behind this choice, one question was designed to elicit respondents' choice and opinion.

The question was the following: Why did you choose to study English at the university?

The interview was developed in the mother tongue of the respondents to avoid all kinds of confusion; tape-recorded to secure an accurate account of the data since not everything can be written down during the interview. Then, the interviews were translated into the TL and stored in the computer; analysed and interpreted afterwards.

I, as the interviewer, began the interview by discussing the purpose of the interview and the interview procedures, and tried through this to create a relaxing atmosphere so to ensure the informants will respond freely and allay their anxiety. I then answered any questions the participants had about the study or the topic. I concluded with an expression of appreciation.

## **2.4. Data Analysis Methods:**

As it was already mentioned above, this study uses a mixed methods approach both for data collection and data analysis. Dörnyei suggests that *“the analysis of data should proceed independently for the quantitative and qualitative phases and mixing should occur only at the final interpretation stage”* (Dörnyei, 2007:268).

This has been done for the purpose of either clarifying or corroborating findings of both approaches.

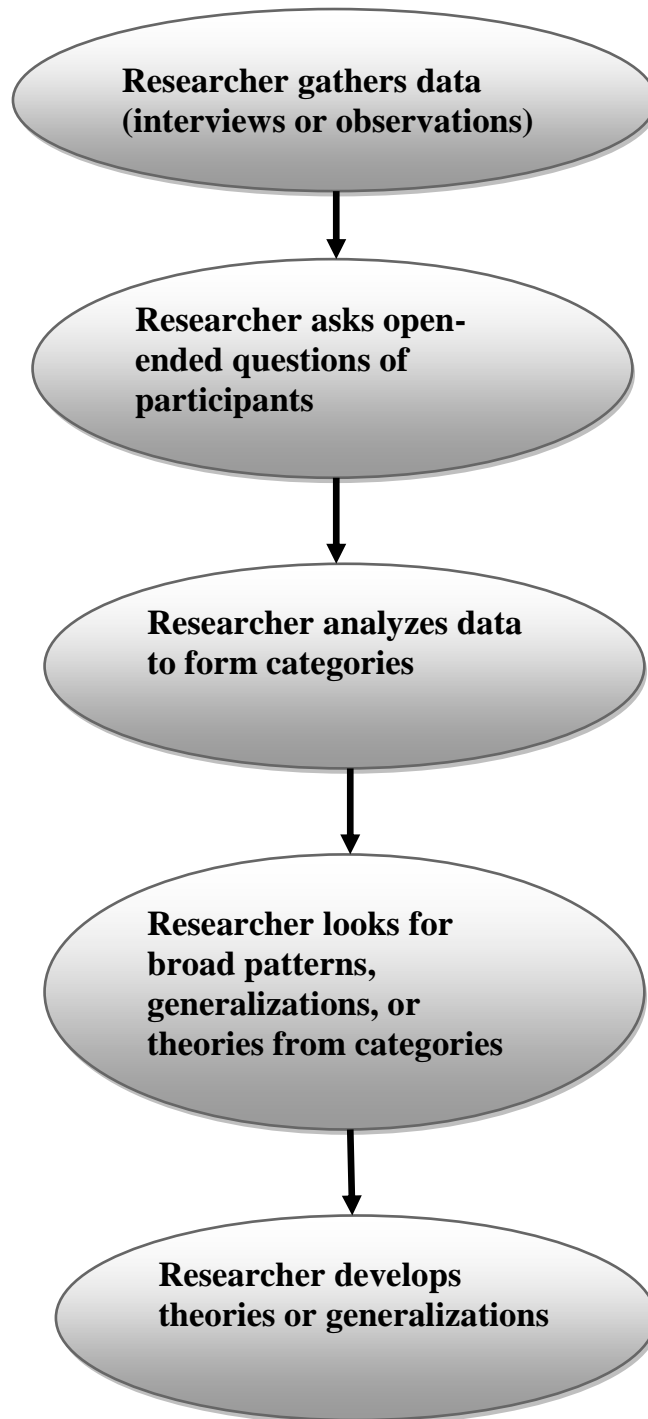
### **2.4.1. Quantitative Data Analysis:**

The quantitative method of analysing data is frequently seen as an efficient way of handling the gathered data; and it enables numerical comparisons to be made. Therefore, the questionnaires used in this investigative were collected, analysed and measured in terms of frequency of various phenomena using percentages.

### **2.4.2. Qualitative Data Analysis:**

Analyzing qualitative data may differ from the analytical process of quantitative data in terms of steps to be followed, due to the nature of information which has been gathered from qualitative data sources, i.e., from the open-ended item and the semi-structured interview as well.

Qualitative research design is emergent rather than pre-determined and is an inductive process that allows the researcher to develop theory from data (Creswell, 2003). This process is represented in Figure (3-1) below:



**Figure 3-1:** Inductive Logic Used in Qualitative Design (adapted from Creswell, 2003).

Still, it has been argued that qualitative studies singly cannot provide grounds for generalizing across cases. It is also difficult to use this method to handle large sets of data. Evidently, the use of the two distinct types of methods is complementary process whereby each method has qualities which complement the weaknesses of the other one as Wallace pointed out:

*Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective'.*

(Wallace , 1998: 38)

## **2.5. Procedures:**

Given the description of the questionnaire and interviews, this sub-section presents the procedures used in the administration process.

### **2.5.1. Pilot Study:**

A pilot study was conducted in the end of May,2012 with 40 third year secondary school students who attended another lycée in the same town ; Batna, Algeria.

Before piloting the questionnaire, the students were given an orientation to the main research study and were asked to give responses and comments which will help in improving the questionnaire. The students were instructed to ask for clarification if needed on any item before responding.

Through observing the respondents and listening to their questions, the wording of the items on the questionnaire was modified and revised for the present study. An Arabic version was added for not all of the students were capable of understanding the full questionnaire written in English.

### **2.5.2. The Study:**

At the beginning of the study, permission was gained from the principal of the targeted school who showed a willingness to collaborate in this study.

Before administering the questionnaire, the researcher explained the nature and the purpose of the questionnaire and the participants were requested to complete the questionnaire patiently and with utmost attention and honesty. Then, he instructed the students to read each statement carefully, choose the appropriate responses and put a tick on the answer sheet.

The questionnaire was administered by the researcher and 45 students participated in completing the questionnaire during the English class. During the completion process of the questionnaire, the teacher helped the respondents to understand all parts. To guarantee a positive participation, the subjects were informed that the information they gave would be kept confidential and be used for research purposes only.

Moreover, the students were told that their answers and opinions would not affect their grades or their teachers' impression and their participation in the survey would help teachers to understand their desires and problems. Students were informed to ask for any clarifications they might have. Once they finished answering the questionnaire, they were requested to check their responses for incompleteness or missing answers.

To avoid any confusion and to enhance validity, the Arabic version of the questionnaire was utilized.

Concerning the interviews, they were conducted to gain understanding about which type of motivation, integrative or instrumental, is behind students' choice of studying English branch at the university. The 03 interviewed students were chosen according to their willingness to study English branch once they attend university. Before conducting the interviews, the subjects were briefed on the aims and procedures of the interview session. To record the interviewees, an MP4 and a note book were used.

After gathering the questionnaire and interviews data, the teacher provided the researcher with first term exam grades of the participants in order for him to make a comparison between the integratively and instrumentally motivated students in terms of their achievement.

### **Conclusion:**

This chapter highlighted the mixed method design chosen as a framework for this study on motivation of third year Algerian Secondary school students in their English studies. Thus the chapter has outlined the methodology, discussed data collection instruments, procedures, the piloting of the study as well as described the participants and the setting.

The next chapter will demonstrate data analysis through graphs and statistical tables , and will present the findings for the four research questions.

*Chapter Three:*

***ANALYSIS AND INTERPRETATIONS OF THE RESULTS***

## **Chapter Three :**

### **Analysis and Interpretations of the Results**

#### **Introduction:**

This chapter presents the findings of the four research questions addressed in this thesis. It will summarize the findings as they relate to the research questions and then highlight the main emerged themes from each research question. The themes discussed in this chapter originate from 45 written questionnaire' copy, three oral interviews, along with the exam grades of these 45 participants.

Hence, the chapter discusses the participants' instrumental/ integrative motivation in their English studies as well as the other types of motivational orientations the participants experienced that were either in parallel or in the absence of their instrumental/integrative motivation. Moreover, and based on Gardner's Socio-Educational Model, it compares students' type of motivation in accordance with their achievement and makes general conclusions about this.

All of these discussions will be related to the literature that was reviewed in Chapter one.

#### **3.1. Results of the Questionnaire (AMTB):**

The results of the Attitude Motivation Test Battery (AMTB) administered to all the participants in the study are shown in this section. As previously stated, this instrument was adapted to the Algerian context. There are 5 subscales in this instrument and the items have been included in each table to make clear what is being evaluated. Also included are the results of the computations ( mean and standard

deviation), and some general observations. It is important to take into consideration that the choices in the Likert scale for every item varied from 1 (strongly disagree) to 5 (strongly agree).

The revised Arabic version of AMTB was applied, and the questionnaire comprised of two main sets of questions that involve assessments of attitudinal and motivational variables associated with second/foreign language learning. The first set of questions were aimed to measure Motivation, which contained three categories designed to measure three primary concepts in the Socio-Educational Model: 1) *Attitudes Towards Learning English* (Question 1-8), 2) *Motivational Intensity* (Questions 9-16), 3) *Desire to Learn EFL* (Questions 17-25).

The next set consists of a total of 25 questions divided into two categories. The first category is comprised of twelve questions designed to measure the learners' *Integrativeness* (Questions 26-36) and the second category consists of thirteen questions designed to measure their *Instrumentality* (Questions 37-44).

Table (4-1) illustrates section A of AMTB, which analyzes language learners' motivations in learning EFL for 25 items (1-25) on a multiple-choice basis.

Question No.	Category Name
1 – 8	Attitudes Toward Learning English
9 – 16	Motivational Intensity
17 – 25	Desire to Learn English

**Table 3-1:** Section A of AMTB Measuring Motivation with its Items

Table (4-2) illustrates section B of AMTB measuring Integrativeness and Instrumentality with its items 26-44.

Question No.	Category Name
26 – 36	Integrativeness
37 – 44	Instrumentality

**Table 3-2:** Section B of AMTB Measuring Integrativeness and Instrumentality with its Items

### 3.1.1. Motivation:

As already mentioned, the category motivation within Gardner’s Socio-Educational Model consists of three subscales; Attitudes towards Learning English, Motivational Intensity and Desire to Learn English. Before indicating learners’ integrativeness and instrumentality, it is imperative to check first their motivation, since an orientation will remain just a reason if the learner doesn’t show the attributes of a motivated person , this latter is defined by Gardner as the one who desires to achieve a goal, works hard to achieve that goal and enjoys the activity involved (Gardner, 2001).Gardner and Tremblay (1994) indicated that a learner’s orientation will not correlate with learning achievement unless it reflects certain degree of motivation.

### Subscale 1. Attitudes toward Learning English

Items	SD	D	N	A	SA	Mean
Q1.Learning English is very important	0	0	1	21	23	4.48
Q2.English is an important part of the school program	0	3	6	30	6	3.86
Q3.I plan to learn English as much as possible	0	0	3	31	11	4.17
Q4.I think that learning English is a waste of time	9	16	17	2	1	2.33
Q5.I would rather spent my time on subjects other than English	24	15	2	4	0	1.68
Q6.I hate English	34	9	1	1	0	1.31
Q7.When I leave school, I will continue studying English because I'm interested in it	0	8	11	21	5	3.51
Q8.I think that learning English is dull	12	21	9	3	0	2.06
<b>Overall mean score</b>						<b>2.92</b>

**Table 3-3:** Subscale 4 (Attitude towards Learning English)

Table (4-3) illustrates the subjects' answers to questions related to their attitude to learning English. It shows a higher positive attitude to learning English with an overall mean score of 2.92.

The conclusion from this subscale is that a high percentage of students, about 73 %, demonstrated a positive attitude towards learning English in general.

## Subscale 2. Motivational Intensity to Learn English

Items	SD	D	N	A	SA	Mean
Q9.I often think about what I have learned in my English class	0	1	11	20	13	4
Q10.If English were not taught in school, I would not bother learning English at all	15	28	1	1	0	1.73
Q11.When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help	0	2	9	21	13	3.95
Q12.When it comes to English homework, I always put effort into it and make sure I understand everything	0	5	7	25	8	3.8
Q13.Considering how I study English, I can honestly say that I really try to learn English	0	0	4	20	21	4.37
Q14.After I get my English assignments or exam papers back, I just throw them aside.	5	18	16	2	4	2.6
Q15.When the teacher in English class asks questions, I volunteer answers as much as possible	0	1	12	25	7	3.84
Q16.When I hear an English song, I listen carefully and try to understand all of the words	0	0	6	18	21	4.33
<b>Overall mean score</b>						<b>3.57</b>

**Table 3-4:** Subscale 2 ( Motivational Intensity to learn English)

The results in Table (4-4) suggest that the mean score reflected a high motivation to learn English in general ( $M = 3.57$ ), which means that about 74% of the students have a high motivational intensity.

**Subscale 3.Desire to learn English:**

Items	SD	D	N	A	SA	Mean
Q17.During English class, I prefer to have only English spoken	0	8	7	24	6	3.62
Q18.If I had the opportunity to speak English outside of the classroom, I would practice speaking it most of the time, using Arabic only if really necessary	0	0	3	38	4	4.02
Q19.Compared to my other courses, I like English least of all	0	2	17	23	3	3.6
Q20.If it were up to me whether or not to take English , I would definitely not take it	0	13	17	14	1	3.06
Q21.I find studying English very interesting	0	0	6	31	8	4.04
Q22.I try as often as I can to watch English TV programs.	2	14	18	6	5	2.91
Q23.If I have the opportunity to see an English play, I would definitely go	0	3	11	27	4	3.71
Q24.If there were native English speaking families in my neighborhood, I would like to speak English with them as much as possible	0	0	2	19	24	4.48
Q25.If I had the opportunity, I would try as often as I could to read English newspapers and magazines	0	7	13	21	4	3.48
<b>Overall mean score</b>						<b>3.65</b>

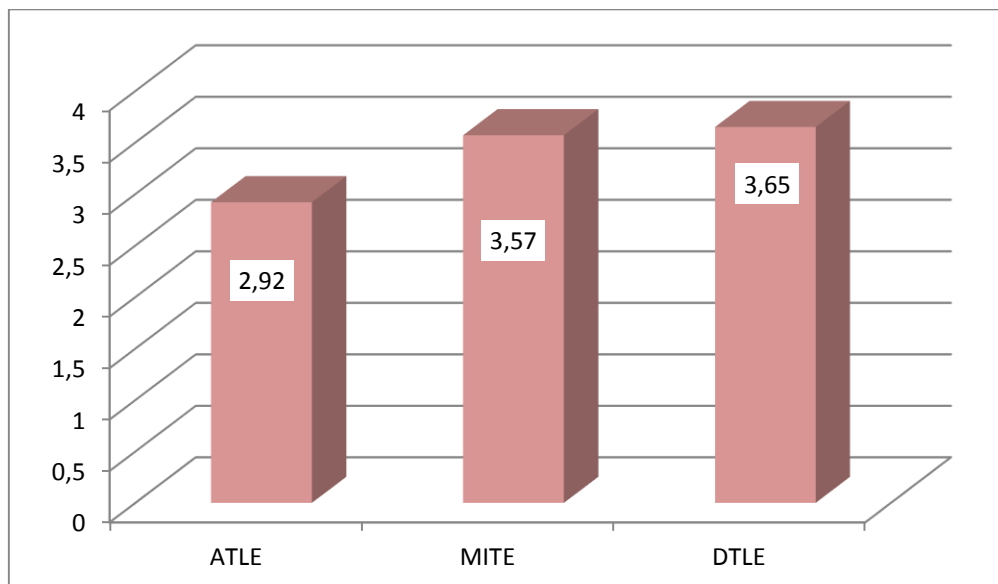
**Table 3-5:** Subscale 3 (Desire to learn English)

The results displayed in Table (4-5) suggest that 67%, more than half of the participants in the sample, rated their desire to learn English as intermediate to high.

In sum, in subscales 1, 2, and 3—which refer to attitudes toward learning English language, motivational intensity, and desire to learn English, respectively—two thirds of the students were at high and intermediate levels. These subscales are intended to reflect the students’ own attitudes and motivations toward learning English. The interest of students to learn English was determined by subscale 2 of AMTB, which refers to motivational intensity (see Table 4-4), in which 74% of the students show an intermediate-high motivational intensity. Subscale 1, which refers to

attitudes towards learning English (see Table 4-3), shows that 73% of the students in the sample had an intermediate-high attitude towards learning English specifically. Results of subscale 3, which measures desire to learn English (refer to Table 4-5), suggest that 67% of the students rated their desire to learn English as intermediate to high.

Based on the results, it can be concluded that there are positive motivation and attitudes of the students in general towards learning English as a foreign language in the secondary school.



**Figure 3-1:** Overall Mean Scores of Motivation' Subscales

**ATLE:** Attitudes toward Learning English

**MITE:** Motivational Intensity to Learn English

**DTLE:** Desire to Learn English

### 3.1.2. Integrativeness:

Items : I Study English...	M	SD
Q26 : to be more at ease with other people who speak English	<b>3.88</b>	<b>0.561</b>
Q27 : to meet and converse with more and varied people	<b>2.85</b>	<b>0.694</b>
Q28 : to better understand and appreciate English art and literature	<b>2.12</b>	<b>0.995</b>
Q29 : to participate more freely in the activities of other cultural groups	<b>2.42</b>	<b>0.972</b>
Q30 : to know the life of the English-speaking nations	<b>2.81</b>	<b>0.883</b>
Q31 : The more I get to know native English speakers, the more I like them	<b>1.91</b>	<b>1.009</b>
Q32: to know various cultures and people.	<b>2.66</b>	<b>0.998</b>
Q33: to keep in touch with foreign friends and acquaintances.	<b>2.48</b>	<b>1.075</b>
Q34 : to know more about native English speakers	<b>2.35</b>	<b>0.999</b>
Q35 : The British are kind and friendly	<b>1.86</b>	<b>0.862</b>
Q36 : The Americans are kind and cheerful	<b>1.85</b>	<b>0.951</b>
Overall mean score	<b>2.47</b>	

**Table 3-6:** Descriptive Statistics of Integrative Motivation (n=45)

Comparison between the mean scores of the questions in integrative part illustrated that students were strongly motivated in questions 26, 27 and 30. The other questions (28, 29, 32, 33and 34) showed the students' moderate motivation among these 11 questions (Table 4-6).

In comparison to other questions, Q31 (the more I get to know native English speakers, the more I like them) and Q35 (the British are kind and friendly) with mean score of above 1.5 showed low level of motivation and Q36 (the Americans are kind and cheerful, M= 1.85) had the lowest mean in integrative part.

With an overall mean score of 2.47, respondents have quite high integrative motivation and in general agree that studying English can allow them to interact with other English speakers and to meet various cultures and people. However, they are neutral in viewing British and Americans as kind and friendly people. It might due to their lack of contact with native speakers and political issues happening in the world, as well.

Many of them never had a chance to know the native English speaker or even to have a clear idea about their culture. Their knowledge about the target language community is very much limited to books, novels or English movies. Therefore, an integrative orientation may be harder to foster as an important driving force for learning English.

### 3.1.3. Instrumentality:

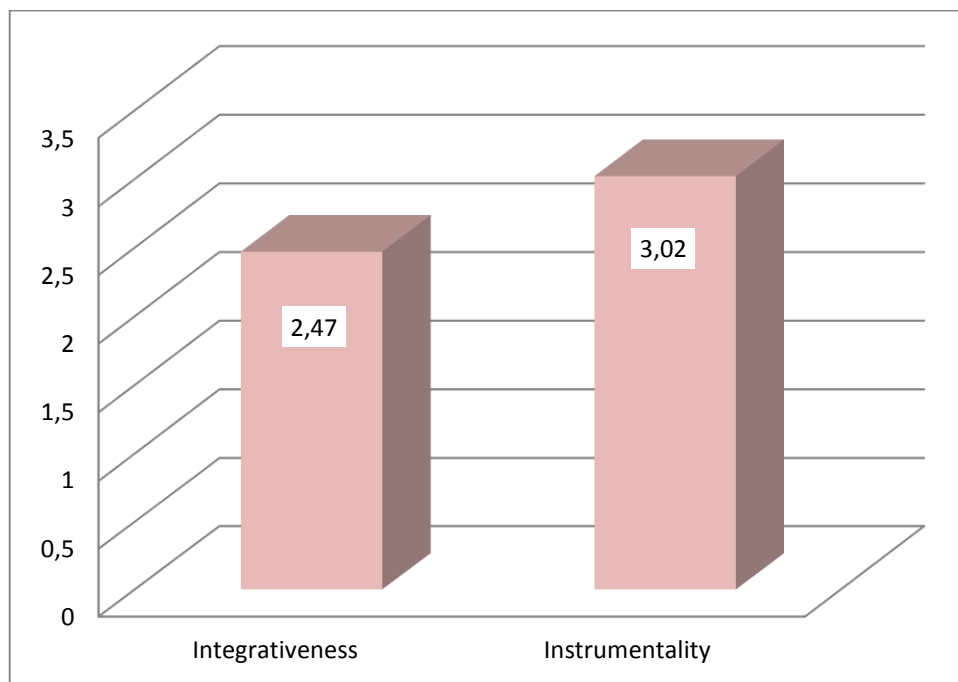
Items : I Study English...	M	SD
Q37 : I'll need it for my future career.	<b>3.98</b>	<b>0.724</b>
Q38 : it will make me a more knowledgeable person.	<b>3.19</b>	<b>0.996</b>
Q39 : it will someday be useful in getting a good job.	<b>3.54</b>	<b>0.718</b>
Q40 : other people will respect me more if I know English.	<b>2.14</b>	<b>1.204</b>
Q41 : an educated person is supposed to be able to speak English.	<b>3.08</b>	<b>0.705</b>
Q42 : I can understand English-speaking films, videos, TV or radio.	<b>3.53</b>	<b>0.701</b>
Q43 : I can read English books.	<b>1.58</b>	<b>0.520</b>
Q44 : without it one cannot be successful in any field.	<b>3.15</b>	<b>1.110</b>
Overall mean score	<b>3.02</b>	

**Table 3-7:** Descriptive Statistics of Instrumental Motivation (n=45)

A close examination of the frequency distribution and mean scores of the instrumental items, indicates that questions 37, 38, 39, 41, 42, 44 with the mean scores above 3 show the students very high motivation (Table 4-7).

With the overall mean score of 3.02 we can conclude that most of the secondary school students have high instrumental motivation toward learning English. But questions number 40 (Studying English can be important for me because other people will respect me more if I know English, M =2.14) and 43 (Studying English is important to me because I will be able to read English books), have the lowest mean (M =1.58) in this category.

The question which has the highest mean score (Q37) concerns future career, then right after , comes the need of English for job applications (Q39); (M= 3.98, M=3.54) . Q42 with the mean score of 3.53 shows the students' need for understanding movies and films, videos and others, spoken in English.



**Figure 3-2:** Overall Mean Scores of Instrumental and Integrative Motivation

#### **3.1.4. Integrativeness versus Instrumentality:**

Comparing the overall mean scores of the instrumental motivation and integrative one, it can be concluded that instrumental motivation shows a higher mean score of 3.02 compared to integrative motivation which receives 2.47.

Integrative & Instrumental motivation		Mean	N	Std.Deviation	Std.Error.Mean
Pair 1	INT	2.4718	45	0.83475	0.10464
	INS	3.0237	45	0.909	0.10957

**Paired differences**

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**95% Confidence Interval of the Difference**

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Integrative & Instrumental motivation		Mean	Std.Deviation	Std.Error.Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	INT								
	INS	-0.2931	0.2733	0.03294	-0.3920	-0.1901	-7.423	44	0.000

**Table 3-8: Paired samples T-test for Algerian students**

**Results of Paired Samples T-Test:**

A paired samples T- test was applied to indicate whether there is a statistically significant difference between the total scores of the integrative motivation items (M=2.47) and the instrumental motivation items (M=3.02) or not (Table 4-8).

By applying the T- test it was found that there is a significant difference between the two scores. T-observed = -7.423 and T-critical 1.6.

T-observed is larger than T-critical.

**Conclusion:** The difference is meaningful.

### 3.1.5. Summary of the Questionnaire Findings:

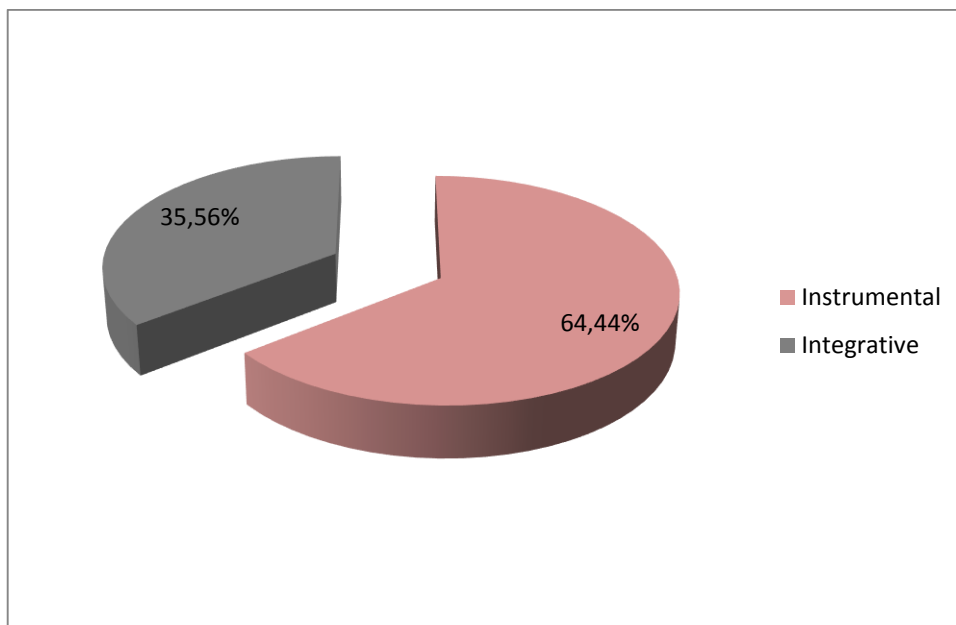
Based on the results shown in Table (4-7), the dominant motivation type among Algerian secondary school EFL learners is the instrumental one. It can be seen that students are motivated and have positive attitudes toward learning English; however, the reasons for learning the language are more instrumental in nature and for utilitarian purposes than for pleasure or interaction with FL people/culture ,as almost two third of the participants of this study reported to be motivated instrumentally (64.44%).

Gardner claims that a student who is instrumentally motivated to learn a language wants to learn a language for a “purely practical reason,” often identified as getting a job, or fulfilling language requirements (Gardner, 2005).

Nonetheless, a considerable percentage of the students participated in this survey had the integrative motivation (35.56 %).

Type	Frequency	Percentage
<b>Instrumental Motivation</b>	<b>29</b>	<b>64.44 %</b>
<b>Integrative Motivation</b>	<b>16</b>	<b>35.56 %</b>
<b>Total</b>	<b>45</b>	<b>100.00 %</b>

**Table 3-9: Motivational Dominance**



**Figure 3-3: Motivational Dominance**

Participants' high degree of motivation might mean that learners want to preserve their identity by unconsciously selecting to be motivated instrumentally. Aspiration related to integrative motivation might affect their identity and fear of identifying with English (Western) culture and values may be related to their socio-cultural and religious affiliation. Also the latest American colony and campaign against some Arab countries ( Iraq, Palestine, ..) might affect their motivation. Moreover, people in an EFL context (Algeria in the present study) rarely have an integrative motivation because people seldom use English in their daily lives

Regarding the dominant motivation type which was the instrumental motivation, the findings seem to conform to the claim of scholars like Gardner (1985) and Brown (1994) who assert that in EFL contexts (like Algeria) where students have no chance (or little chance) to use target language and no opportunity to interact with people of the target community, learners are more likely to develop instrumental motivation more than integrative motivation.

The findings in the present investigation as well as others in similar EFL contexts (eg. Bombay, India, Hungary, Spain) has shown similar results concerning the existence of an instrumental orientation ( Lukmani,1972 ; Kachru, 1986; Dornyei, 1990;Dornyei & Csizér,2005 ;Cid et al., 2009) .

It is worth mentioning that the lowest scoring item in the instrumental motivation scale was the seventh one which is “Studying English can be important for me because it will enable me to read English books ”. I think that students’ incompetence and weakness in English might make them unable to understand and appreciate the variety of English books that are available. In addition, the English textbooks in the country schools at the secondary level concentrate on the linguistic features of the language and thus, learners are not pushed to develop the love of reading. In this respect, it should be realized that students are not exposed to much English in term of English textbooks or number of classes. The English they have at school is limited to grammatical rules and vocabulary directed mainly to succeed at exams.

Although the results of the study indicated that Algerian students are instrumentally motivated toward learning English, the respondents in this study showed a considerable amount of integrativeness (  $M=2.47$ ).However, being integrative in the Algerian context might be something relatively different.

Students expressed their desire to interact with other speakers of English (79%), whereas (70%) like to learn English to participate in the activities of other cultural groups to learn about their lifestyles and to exchange with them some cultural and

religious issues. Subsequently, Dornyei (2002) redefined “integrativeness” as *“a broad positive disposition towards the L2 speaker community, including an interest in their life and culture and a desire for contact with them”* (Dornyei, 2002:147)

Notwithstanding , Although the instrumental motive is often used as an impetus to learn English, it is only effective for short periods of time and may not lead to the student’s perseverance in English learning. Hence, much emphasis on instrumental motivation for learning English at the expense of integrativeness might jeopardize the student’s general motivation for learning the FL because once the goals achieved, instrumental motivation has run its course for most of the Algerian EFL learners .Indeed, the strength of integrative motivation lies in the stability of its goals, only when students are integratively motivated they will be actively interested in life-long English learning. Both the character and the culture of a nation prove to be more stable as goals than instrumental language goals related to career or passing university entrance exams.

Recent developments in the role English plays in the educational system especially at the university level have obligated school students to learn the language in order to be successful. Thus, English has become a language needed for future practical and utilitarian purposes on the most part. It has developed into a need and requirement for future success. If we have a better realization of English language as an international language and understand its different variations and the effect of the native languages on them then we can have a better plan for future consideration of the language and setting the standards for it. For this purpose, literary scholars must join the language teachers in a common concern for setting the goal. Recognizing learners’

instrumental motives can be easily achieved by preparing learners for examinations and focusing more on practical skills such as how to communicate with other people when traveling abroad. On the other hand, raising their interests towards the culture of the target language (i.e., English) can be done by activities such as giving information on the lifestyle, geography, literature of the English-speaking countries through visual, written and audio forms, or even organizing group-sharing for learners who have been to English speaking countries.

### **3.2. Results of the Open-Ended Item:**

There is one main reason for identifying the students' needs in the foreign or second language classroom. Identifying their needs and goals to learn a foreign language is the first step which the educational policy makers and syllabus designers should consider if they want to instill or enhance motivation for learning a FL.

Additionally, identifying EFL learners' goals and needs enables the teacher to adopt teaching methodologies and strategies meeting and satisfying the students' needs. This perceived relevance between personal needs and learning activities is, as mentioned above, a prerequisite for sustained motivation to learn.

Dornyei (1994a) and Oxford & Shearin (1994), have recently conducted investigations to identify needs for learning a foreign language especially in the context where the language is learned as a school subject among teenagers. From a scrutiny of these investigations, a mixture of orientations and motive (integrative, instrumental, personal) could be detected in the following list:

- Getting a better job, getting access to target-language media, or conducting business with the target-language country (the instrumental orientation);
- Traveling to other countries (the instrumental motivation subsystem);
- Friendship, or, in Dornyei's term, xenophilia (the integrative motivational subsystem);
- Broadening one's view and avoiding provincialism ( the knowledge orientation);
- Interests in foreign language culture, and people, or satisfying curiosity about cultural 'secrets' (the socio-cultural orientation);
- Seeking new intellectual stimulation and personal challenge; (personal)
- Enjoying the elitism of taking a difficult language ( e.g., American high school students learning Japanese);
- Showing off to friends, parents and society;(personal)

Of course these needs are by no means universally applicable or exhaustive. It should be realized that not all language learners have the same motives and needs due to the different learning contexts. Nevertheless, the above list may serve as general information which language teachers can take as a starting point to lead to more specific needs in the individual context.

The Algerian context is not an exception. Findings gleaned from students' answers to the open-ended item revealed that students under analysis unanimously deemed English very important. The importance that they attached to English gave

them a variety of motivations to learn it. The motivations ranged from broad reasons such as contributing to Algeria's globalization with the rest of the world to very specific personal reasons.

Almost all of the participant started their responses on the open-ended item by stating the importance of learning English as it is the most dominant international language "*the language of the world*"

*"English is the language spoken all over the world, we have to learn it"*

*"learning English is important because people all over the world speak it"*

*"if you go anywhere in the world you will encounter people who speak English , everybody knows English !"*

Thus, there was a unanimous understanding of the importance of English in current Algerian society, as an important number of the students under analysis have recognized that globalization required them to learn English well. In the context of globalization, English is deemed as an international language and as one student claimed, "*the lingua franca in the world*" , and it could act as the bridge between their knowledge and knowledge from overseas sources especially through internet. They felt it was a must for them to be equipped with English skills to communicate freely in their future.

In the same line, some participants said that learning the language is crucial nowadays because it enables them to use the computer as well as the internet more effectively.

*“computer is a basic thing in our modern life. Working on the computer or internet without good knowledge of English is difficult”.*

*“we should be good in English language in order to work with computer program and use internet”*

Others have acknowledged the importance of English for becoming more successful in their education, especially for finding scientific sources , books, journals and other references through internet for example. As they stated that being able to use English helped them to open a wider window, enabling them to get information from more resources and hence understand more.

*“I think that if one could not speak the language of a certain country, his/her understanding of that culture would be indirect and limited”.*

*“learning English is important because a lot of important materials from books to journals and articles we find on the internet or elsewhere are written in English, and I want to benefit from that”*

*“ each time you surf on net you will encounter something written in English, especially when you use the internet, and it is ridiculous to try to translate this in Google each time , you need to learn the language and thus facilitate the task for yourself”*

*“a lots of important books are found in English, without any provided translated copies, and it is such a pity to not use such valuable sources”*

So, English was the bridge that led these students to a wider world of knowledge and information.

Few find English important because they can make more friends and talk to net friends from different parts of the world.

*“it is great that you can meet people from different parts of the world, I really like that, and English language is spoken in all countries so this facilitates to me to make a lots of friends”*

*“learning English is important because it allows me to know people from several parts of the world and talk to them like through net chatting and stuff, and this is so much fun, I like it”*

02 students stated that English is a must to learn nowadays in order to have a deeper understanding of the issues happening in the world and people from different backgrounds.

*“I want to learn English as much as I can so I can understand what is on the news of other countries and see what is happening in the world”*

*“if you turn on TV you find a lot of news in English language, so for me to be in touch with what is happening in the world, learning English is prerequisite”*

For others, being able to learn English was a source of joy and satisfaction.

*“I find happiness in trying to learn English language, and I get excited each time I learn something new”*

*“learning English for me is a real pleasure, and I want to be able to speak it fluently like these people we see on TV”*

Another orientation indicates an interest in travelling abroad for further education and for their career. Therefore, success in learning English will determine one's future progress.

*“there are now foreign companies in Algeria, and mastering English language will give us the chance to get a job there”*

*“I want to learn as much English as possible so I can visit different countries, and English is spoken and understood in almost all parts of the world”.*

*“learning English is important for me because I want to leave this country and find a good job in one of the European countries”*

*“my dream is to continue my studies in one of the British universities, this is why I must learn English language”*

*“I want to go to Canada and stay there, and English is important in order for me to survive in terms of finding a job and a house”*

Additionally, 09 students mentioned that they study English because they had a desire to give the English speaking people an idea about Islam and Arabic culture and try to change the general image foreigners have on Islam.

*“our religion urges us to learn the others' languages; therefore, I like to learn English to talk to the non Arabic speakers about the kindness of Islam and the true peaceful nature of Arabs”.*

*“most of the English people don't understand Arabic, so it is our duty to learn English to call them for Islam”.*

*“we should learn English to send a message to the world about the true principles of our religion”.*

*“I learn English to understand the foreigners’ views about the Arab culture and Islam”.*

Other students highlighted that English was the bridge in linking Algerian traditional culture and Western technology; under the current global circumstances, it was believed to be more important to introduce advanced technologies and good values from outside the country than to simply preserve the Middle Eastern language and culture.

They commented that, even though the Algerian economy was developing, it is still considered to belong to the “*Third World Nations*”, so, it was considered realistic and beneficial for students to learn English well and use it as a communicative tool to be able to understand and be understood.

*“all of the developed countries speak English language, it’s the language of technology and development”*

*“English language is considered as the language of civilization, Algerian citizens must learn it to benefit from advanced technology and other fields of knowledge”*

In sum, the students' responses accounted for the ensuing reasons for learning English as a foreign language:

- It is an international language ( or widely spoken).
- To talk with friends in English
- To gain more knowledge
- To communicate with foreigners
- To communicate with world people
- To enjoy speaking English
- To get information from the internet
- To know about world events
- To gain a good academic rank
- To continue education overseas
- To cope with political, special, and economic changes in the world.
- To increase understanding capacity
- To understand English books, movies, music, etc.
- To convey a bright picture about Muslims and Islam in general.

### **3.2.1. Summary of the Qualitative Answers Findings :**

The findings showed that all of the participants were learning English because they believed that English had become a personally necessary communicative tool. Some attached the importance of learning it to search for information online. Learning English was necessary for them because they thought it would be useful to search for learning materials like books, journals and articles .Indeed, the majority of the respondents stated that learning English was important because of social requirements for English knowledge in the field of communication. They cited a specific example, that nowadays English is the main communication tool in media like TV, the Internet, and printed documents; they found it vital to know English to understand these, and become more educated.

Additionally, the language was needed for accessing information from the mass media. The increased role of English language in the mass media had motivated many students to aspire to learn the language so as to meet global challenges. In Algeria, for example, we can touch an increased use of English language as a result to the integration of communication with the worldwide network.

An advert of globalization has brought the revolution of information technology in which English is the monopolistic language. These developments inserted pressure among students such that they were encouraged to learn English more as a way of getting to understand the puzzle of life. Thus, without the knowledge of English language, one was likely to be left out and would not be able to access information on current issues happening around the world. Because the current linguistic situation favours the use of English to access information globally, the students were being

quite realistic, and understood the necessity to be equipped with English communicative skills.

Furthermore, some students admitted that English was now as vital for employment opportunities as French. The globalization process, which was associated with foreign investment, had led to an increased demand of English language. In this case, to work in international organizations, tourist hotels, private sectors, one needed the knowledge of English language; “Foreign companies in the country now need English” as put by one student.

It is important to be aware that the trends in the labor market are changing in the country. Unlike in the past, where job seekers had to prove mainly their mastery of French language, now there are employers who require applicants to have good communication skills in English and sound knowledge of information technology. I stress here the private sector that contains foreign companies, these latter have been the center of attraction for youths lately in terms of the privileges they offer from good salaries to the chances to visit foreign countries. The youth then, feared that if they did not know the knowledge, they would not compete fairly in the job market.

The findings further indicated that integrative motivation also played part in students’ need to learn English language. It was found out that the knowledge of English was required in situations where students might have more opportunities to use the language for various purposes such as making friends and maintaining regular communication with them, travelling or meeting other speakers of English in and outside the country. Many youths also aspired of going abroad; hence they were motivated to become more familiar with the target culture and the knowledge of

English was very imperative. The integrative motive was also apparent in the joy and pleasure some students expressed having when learning the language.

In sum, Students had high motivations to learn English language, which provided an effective basis for learning the language. They had both integrative and instrumental motivations focusing on the expected benefits in the language such as further studies, getting jobs, and travelling abroad. In this way , the status of English, which was regarded as a ladder to success both academically and professionally and for wider communication, was considered very important. These high motivations to learn the language were likely to be stable, given the developing local job market and international communication needs.

### **3.3. The Findings of Learners' Exam Grades and Motivation Type:**

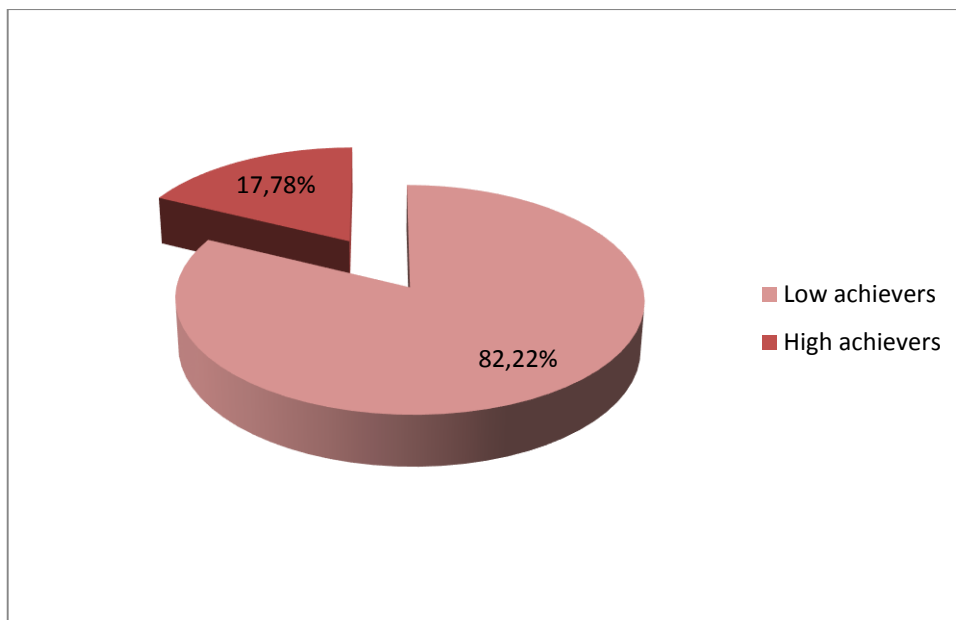
One-way ANOVA was used to compare the mean scores for the group of the instrumentally motivated students with those of their integratively motivated peers so as to realize whether the participants in the two groups differ in their achievement on the exam or not.

High achievers in this study had attained a score over 15 (out of 20) on their First Term Exam of the English Subject.

Low achievers' scores were regarded to be between 10 (which is a passing score) and 14.99. Table (4-10) displays the profile of high achievers and low achievers participated in this study.

Achievement Rank	Frequency	Percentage
Low Achievers	37	82.22 %
High Achievers	08	17.78 %
<b>Total</b>	<b>45</b>	<b>100.00 %</b>

**Table 3-10:** Profile of High/Low Achievers



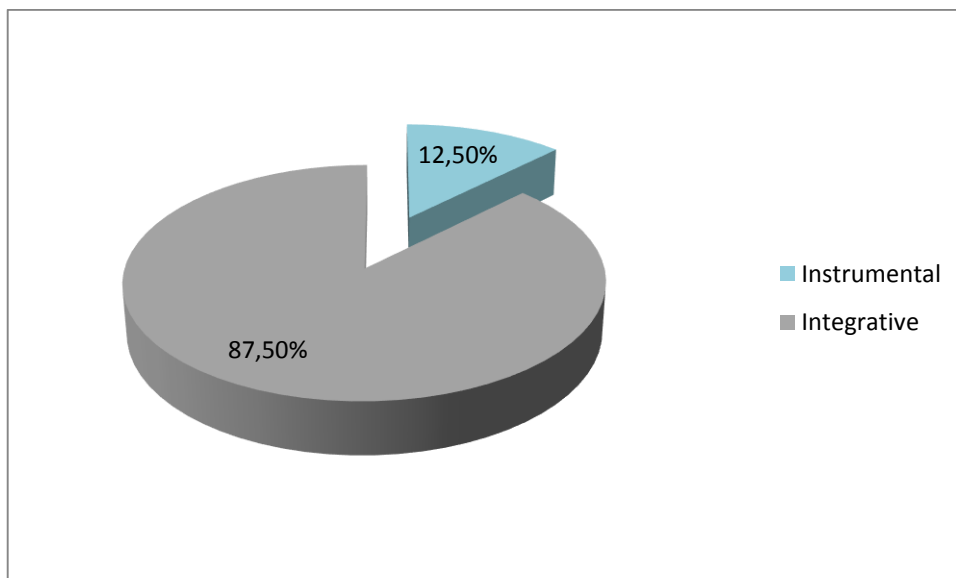
**Figure 3-4:** High / Low Achievers' Profile

Based on the data demonstrated in table (4-10) , the majority of high school students in Algeria achieve on a low rate over the English First Term Exam (82.22%).

High achievers, those who attained more than three quarter of the score over their First Term Exam of the English, constituted only a third of the whole sample (17,78%)

Achievement Rank	Frequency	Percentage
Instrumental Motivation	1	12.5 %
Integrative Motivation	7	87.5 %
<b>Total</b>	<b>8</b>	<b>100.0 %</b>

**Table 3-11:** Motivation type of High Achievers



**Figure 3-5:** Motivation Type of High Achievers

To identify the dominant motivation type among high achievers of the study, descriptive data were obtained (displayed in table 4-11) which revealed that a large percentage of high achievers were motivated integratively (87.5%). This fact is consistent with the findings from Peipei and Guirong (2009), Monawar (2003), who also reported that high achievers in EFL contexts have greater integrative motivation than lower ones.

Based on the findings of this research, integrative motivation plays a significant role for higher achievement of the students in secondary schools of Algeria. It means the integrative motivation is more effective as compared to the instrumental motivation in the study of second/foreign language (Ellis,1997; Crooks and Schmidt ,1991) , and it has main impact on language learning in school settings,too( Mounawar , 2003).

Nonetheless, it is worth mentioning that based on table 6, few high achievers in this study had instrumental motivation (12.5%). Although this type is very limited

among these EFL high achiever (less than a tenth), based on some notions (Brown,2007; Spolsky, 1989 ;Brown,2000) people with instrumental motivation can also perform well as they might expose themselves more to English learning and they might put more efforts to be successful. As it is asserted by Spolsky , both motivation types influence the second language learning because those who are motivated (in either way) will allocate more time on learning an aspect of the language, consequently, the more will be learned . (Spolsky,1989)

Although this may be true to some extent, integrative motivation in this study proved to be a significant determinant of the achievement among Algerian secondary school students.

### **3.3.1. Summary of Students' Achievement Findings :**

Based on the data obtained, high achievement is in relation with the integrative motivation. Although the minority (35.56 %), EFL learners still tend to be accepted by another community i.e., they have the desire to interact with members of that community or even become similar to them and integrate within that society. Even such reasons might motivate them to achieve more and perform better compared to the learners with the instrumental motivation.

As a result, the current study alongside many of other empirical studies (Gardner & Lalonde, 1983; Gardner et al., 1985; Gardner et al. 1987; Gardner et al., 1989; Gardner & MacIntyre, 1991; Gardner et al., 1992; Tremblay & Gardner, 1995) turned out to support Gardner's prediction that :

*individuals who are integratively motivated would be more active in language learning context, they would work harder and learn faster. Individuals with the more positive attitudes toward the target language are more active in the learning process, work harder to acquire the material and show more interest in learning.*

( Gardner , 1983:228)

Notwithstanding, based on some assertions, the two types of motivation are not by necessity exclusive; some learners learn better if they have integrative motivation whilst others are successful if they are instrumentally motivated and some learn better if they use both types (Brown, 2000). Whatever the case might be, enhancing and improving the motivation as well as sustaining it among EFL learners seem to be of premier value as better language learning occurs, since a student is more motivated, he will put in more effort resulting in better achievement.

Finally it needs to be reminded that the grades obtained by learners on their first term exam were weak for the low achievers in this study were the majority meaning that in Algeria as an EFL context, learners' proficiency and overall achievement in secondary schools is weak. This is probably because of educational system, the context or other reasons. Nonetheless the authorities need to take quick and appropriate actions to enhance second language learning among EFL learners as it is a prerequisite and a demand of life in 21th century even in EFL contexts.

### **3.4. Interviews:**

As mentioned in the Methodology section, semi-structured interviews were also carried out with some students who participated in the study after the AMTB was administered. These interviews were conducted in a quiet classroom.

Interviews are regarded by the researchers as means to obtain in-depth information which cannot be gathered from the questionnaires. Therefore, in addition to the AMTB, I interviewed students to better understand what really motivated them to choose to study English branch at the university. Only 03 of the participants in the first phase of data collection, that is the questionnaire, were invited to participate in the interviews based on their declaration of willingness to choose studying English once they attend university. The participants were asked to explain the reasons behind their choice and the factors that affected their English learning motivation. I also told the three participants that they could choose whether to be interviewed in English or Arabic, but they all chose to respond in Arabic. The interviews then, were conducted in Arabic and the main question of the interview was asked under the following two forms:

Why did you choose English as a branch of study at the university?

What are the reasons that motivate you to choose studying English at the university?

The interview started with each participant introducing himself and then continued with my questions. The interview questions were open-ended, as they were intended to provide a comprehensive report of each individual's points of view. All the interviews, which lasted from 10 to 15 minutes, were saved and recorded. The results

were then analyzed qualitatively. In the analysis the three participants would be referred to as; S1, S2 and S3.

I conducted the interviews in order to investigate which type of motivation, instrumental or integrative, renders students more willing to continue learning English through choosing it as a branch of study in the university. Hopefully, the results of the study can give teachers and researchers some ideas about the relationship between the two components.

As I stated before, discerning participants' reasons behind their choice was the main aim of the interview. Accordingly, the three students gave their reasons, and talked to me openly, revealing their personal objectives, dreams, and future plans.

The first student was a girl who, shyly, admitted to me that English language was not a difficult task for her; she enjoys learning it, and always seeks to improve her skills as much as possible. The girl stated that the fact that she was doing good in English will secure her success at the university for she will be studying a subject she likes and masters quite well.

She added that once she finishes her university studies, she will embrace teaching as a career. This job, as she claimed, was the most adequate for her, in terms of the good salary and the fact of not requiring too much time and effort like full-time administrative jobs.

The second student was a girl too, who responded to a certain extent, the same way her precedent peer did. She started by expressing her love to the English language and then continued talking about her willingness to teach English in the future. She said that finding a job nowadays is not an easy task, and the fact that she has good

competence in English will increase her chances to get a teaching career once she graduates from university. She mentioned too, that teaching is a noble job that will enable her to gain general respect and appreciation.

The final student was a boy. As an answer to my question, he said that he did not have much of a choice, English was the only thing he was good at in school, and he will not jeopardize his future by choosing to do something at the university which will be beyond his intellectual capacities. And concerning his plans after finishing university, he stated that he does not consider entering the teaching field, or use his English language diploma to occupy a job here in Algeria, but rather, he will use it to search for opportunities to continue his studies abroad

As he continues explaining his motives, the student revealed to me that leaving his country for a better and civilized one like France, England, Canada , or the USA, has always been his ultimate dream, and mastering English language was one step towards pursuing this dream.

From the interviews, we can see that all of the students; S1, S2, and S3 chose English because of their own personal needs, and the needs were the main force behind their continuing study of English. S3 reported that his reason of taking English is that *“I chose English branch because I don’t want to waste my time studying another subject that is beyond my intellectual capacities”* and *“I don’t want my English to be poor , I want to improve it because I will need it in the future once I finish my studies so I will study abroad”* said the same student. They further reported that English was easy for them so they will get higher scores in classes, which could

make their grade point average higher, as S3 put it “ *studying English branch will secure me passing years easily , it won't be difficult for me to get good grades*”.

Therefore, we can conclude that the reasons that prompt these three students S1, S2 and S3 to chose English at the university were more instrumental in nature.

On another hand, and based on the data obtained, it is very obvious that S1 and S2 actually love the language, so they chose English because first and above all, they simply like to study English and find it interesting which is an excellent example of the integrative motive. However, when continuing to account for their motives, they revealed their intention to invest their English knowledge in the field of teaching; i.e., their English studies were to be directed towards finding a suitable job, and that shows somehow, an extent of instrumentality too. Thus, from the interviews, S1, S2, were found to be having some integrative motivation alongside their instrumentality.

In sum, the reasons provided by the interviewees clarified that the factors that prompted students to choose studying English at the university were quite diverse. Personal need was the one reason that everyone mentioned. Some said English could be used in their future jobs (S1, S2), and some reported they would go abroad for further studies (S3). Moreover, aside from an instrumental motive, an integrative motive also did clearly play an important role in pushing students to continue studying English, as an example, S1, S2 ‘love of English language’, but when compared to the integrative reasons for learning a language given by the students, these instrumental reasons were expressed more frequently and vividly.

A multitude of research studies on learning motivation in EFL, especially on that of Arab students, have placed emphasis on the importance of instrumental motivation in EFL students' English studies (Clement & Kruidenier, 1985; J. F. Chen et al., 2005; Warden & Lin, 2000). The participants of the current study were no exception to the influences of this type of motivation. The interviews I conducted help to visualize, in participants' own words, how they were influenced by this type of motivation when it came to study English branch at the university.

As could be seen, results in the present study have shown that in general Algerian secondary school students were motivated to learn when they could envision the practical benefits to be gained by English competence. First, the primary utilitarian motive for them was to get a good job. Second, they dreamed about a chance to study overseas after university graduation, so English is, in S3' words, "*a passport to a chance to study overseas*".

Even though the sample from which the data were gathered was small, as it represents only three students, the results might help in shedding light on the motivational orientations of university students concerning the learning of EFL. In secondary schools, students study English as a school subject, language learning motivation does not seem particularly relevant to their circumstances. However, at the university level, when students are placed in a position where they are responsible for their own learning, motivation plays a greater role than at previous stages. The main objective is, therefore, to gain an understanding of English university students' motivation in order to probe the significance of motivation in learning processes.

As a result, in order to increase students' interests and to encourage them to actively learn English, knowing how students view English and what motivates them to learn English will be necessary.

Finally, although a number of studies have been done on English motivation among EFL students, very few discuss the relationship between learners' motivation and their persistence in English learning; therefore, this last research question of my study was designed to examine how secondary school students' learning motivation affected their decision about future English learning. The study would be, hopefully, useful in urging researchers in the field to conduct further investigations in order to come up with a more detailed picture of students' persistence in English language studies which may promote their continuation in foreign language studies. This will help teachers and policy makers to stay in line with learner's different orientations and needs and thus enhance both the teaching and learning of EFL in the Algerian context since highly elevated motivation in language learning leads to or causes more efficient mastery of a language.

## **Conclusion:**

This chapter has presented the findings on the motivational tendencies of third year Algerian secondary school students in their EFL learning framed within Gardner's motivational theory, mainly his Socio-Educational Model.

In the current chapter, I have attempted to present , analyse and discuss the findings of the main data gathered through different research tools.

First, I displayed the data collected from the AMTB questionnaires I have administered to students, then I moved to that information obtained from the open-ended item I added into the questionnaire, and finally I ended with those deepen insights gained from participants' interviews. Based on the main findings of this chapter, it could be possible to draw conclusions, as well as set forth some hopefully beneficial recommendations and open up some wider research areas on motivation in the Algerian context.

As a result, in the next chapter I will discuss the implications and recommendations generated from the main results the data has yielded. Furthermore, the chapter concludes the work and tackles the limitations the present study has encountered.

## ***CONCLUSION AND RECOMMENDATIONS***

## General Conclusion

This study aims to investigate English learning motivation among EFL secondary school learners in Algeria. Particularly, the present study demonstrates four major points. First, the findings present a consistent picture which establishes that the instrumental motivation is the major motivational type for secondary school learners to learn English as a foreign Language in Algeria. Second, the results indicate the existence of different reasons for Algerian learners to study EFL ranging from general ones like the desire to participate in globalizing Algeria with the rest of the world, to very personal ones such as getting a good job. Third, instrumental motivation does contribute to students' desire to study English branch at the university. Fourth, there is a positive relationship between integrative motivation and learners' achievement.

In the light of this, Instructors should administer a questionnaire at the beginning of the semester to inquire about students' interests regarding their FL studies.

Activities that address these areas can then be included in the course design. They should also assist students in establishing realistic goals and expectations for their foreign language studies, as well as discuss with them the importance of participating in extracurricular language activities and study abroad opportunities. Indeed, if learners' needs are not being met, they might gradually lose interest in learning English. However, if teachers can give them more attention in order to foster their motivation, these learners may become more successful language learners.

A combination of qualitative and quantitative methods were applied in this study since most of the studies about language learning motivation adopted

exclusively either a qualitative or a quantitative approach, thus creating a gap in or a lack of information by using only one approach. It is suggested that “*a combination of quantitative designs and qualitative designs might bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm*” (Dornyei, 2001: 242). Therefore, questionnaires as well as interviews were both employed in this study. Crookes & Schmidt (1991) stated that the discussion of motivational and attitudinal factors in second language learning requires a variety of methodology that do not rely on quantitative data but also incorporate qualitative data as well.

Actually, the classification of motivation into integrative and instrumental by Gardner and Lambert (1972) and the effect each can have on achievement and the willingness to carry on studying the language as branch at the university is studied for the first time ever in the Algerian context, the results and implications of which can serve to give teachers an in-depth understanding of motivation as one of the factors which can optimize learning.

Finally, it is important to say that no matter what the underlying motivation to study a second/foreign language is, what cannot be disputed is the fact that motivation is an important variable when examining successful second/ foreign language learning. It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate learning success. This is best conveyed by Bruner (1960) : “ *the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one’s thinking beyond the situation in which learning*

*has occurred*” Bruner (1960:31). Thus, future researches are needed to shed more light on the investigated phenomenon from different perspectives and angles as only the tip of the iceberg has been discovered.

As a final word, this study did not set out to inform the world of a way to motivate EFL learners around the globe, or even in Algeria. This study was principally for teachers and learners in English classes who took part in the study. The study has been invaluable for teachers and their future learners by giving them a glimpse of the power of research to improve any given classroom situation and providing them with the experience to make those improvements in their continuing career as teachers of EFL. In addition, I hope it has provided a source of encouragement and ideas for others would-be researchers/teachers.

### **1. Implications and Recommendations:**

To sum up, the current study was conducted to identify Algerian secondary school learners’ motivation toward the English language. The findings indicated that the students are instrumentally motivated and have certain reasons for learning the language that should be considered by English instructors and syllabus designers in preparing their materials, curriculum and teaching methods.

The findings in this study have suggested some implications which are of significance to educators and policymakers as well as to researchers. For the convenience of discussion, these implications will be presented in two main aspects: the implications which arise directly from this study for educational practice relating to

the teaching and learning of EFL in Algeria, and recommendations for future research in aspects of Algerian EFL teaching and learning which this study has not covered.

Motivation plays a very important role in learning English as a foreign language successfully. As teachers in EFL contexts, we need to enhance language learning by motivating students to get high marks and become more proficient. If a student is more motivated, he will put in more effort resulting in better achievement. As Spolsky (1989) puts it, the learners will spend more time and expose themselves more to second language learning. Consequently, the more will be learned if more time is spent learning any aspect of a second / foreign language.

As indicated by the findings of the present study, the Algerian secondary school students are instrumentally motivated in learning English, they learn the language primarily for a purpose like getting or promoting job/career, or fulfilling an academic requirement. The students' instrumentality poses a necessity for change in the field of EFL. Teachers, educators and syllabus designers should be sensitive to learners' motives by recognizing their instrumentality.

Developing curricula to prepare and direct students for/towards these purposes and planning courses in secondary schools based on the students' goals and needs can be done, which will be more practical and accordingly enhance learners' motivation and achievement as well.

Enhancing learners' instrumentality can be easily achieved by focusing more on practical skills such as how to communicate with others fluently and express oneself correctly. Moreover, teachers should provide a variety of resources for students to

learn on their own due to the limited amount of class time available to study English. Therefore, if teachers can successfully arouse the students' interest in the language, students will pay more attention to things related to English in their daily lives. Additionally, teachers should stay up to date with the latest trends and incorporate the latest news into their course materials as well. Up-to-date material may be better able to capture students' attention and interest.

Personal reasons were also regarded as important motives to the students. The open-ended item revealed an array of other reasons or orientations students hold towards the learning of English as a foreign language. Language teachers might need to consider learners' motivational orientations or reasons for language acquisition "*Without knowing where the roots of motivation lie, how can teachers water those roots?*" (Oxford & Shearin, 1994: 15). Language teachers can also seek out or maintain orientations that might benefit learning efficacy of students. The Job-orientation, intention to travel abroad, and love-of-language reasons were found to strongly associate with Algerian FL learners' motivation as well as other different reasons . By using simple questionnaire, teacher can understand learners' motivational quality. Subsequently, they can emphasize correct goals and provide appropriate teaching contents (i.e. course book or teaching methodology) in accordance with learners' orientation. Hence, the study of English should become relevant to learners' lives by making explicit the goals of learning and also by enriching the content of the lesson with elements that help learners take an active part in the learning process. Learners need to feel, at the end of each lesson, that they have learned something useful which they can use right away.

Additionally, the data revealed that integrative motivation related positively to learners' achievement, still, studies discussed earlier in this study asserted the fact that the two motivation orientations are not mutually exclusive. What is clear is that motivation, in general, has a significant role in foreign language learning. The integrative motivation is likely to be more effective in achieving success in acquiring the foreign language as the learner is psychologically and socially immersed in the learning process. The instrumental motivation, however, is perceived to be partially effective as the learner is psychologically motivated with immediate goals in learning the target language. Notwithstanding, the two types of motivation (integrative and instrumental) are very important factors in learning a second language. A low value in one of them is likely to result in low proficiency in learning the target language, that is why it is of premier value to improve as well as enhance the motivation and sustain it among EFL learners as better language learning occurs.

Finally, it is important to remind that the data of the current study revealed a weak achievement among learners in their English language learning. The causes might be attributed to educational system, the content, or other reasons. Nonetheless, it is imperative the authorities take the appropriate actions in order to enhance foreign language learning among EFL learners as, even in EFL contexts, English has become a prerequisite demand of modern life.

In regard to the future research, many methodological and pedagogical questions with regard to different issues in foreign language education in Algeria emerged while investigating the research questions addressed in this study. However, this study might serve as a basis for further research in many ways.

The subjects of the present study were only students of one class of a secondary school. They might not be representative of other populations in terms of learning experience, age, linguistic ability, and so on (Dewaele, 2005), that is why future studies should incorporate students from different schools at different proficiency levels, so that the results can be more informative. Further research on how to bridge the wide gap between students' motivation and the reflections in their performance is also recommended.

Moreover, studies conducted over a longer time frame should also be considered. Since there are so many factors that can affect students' language learning motivation, and it is almost impossible to present all of them in one research paper, a wide array of studies on this topic would be advised.

Additionally, this study utilized qualitative and quantitative instruments to investigate the students' motivation toward learning English. Hickey has said, "*self-report measures, particularly Likert-style scales....don't capture the full range of responses, making different contexts appear more similar than they really are.*" (Hickey,1997: 182). Open-ended questionnaire responses and conversations with learners, specifically focusing on their personal goals and role-models may help to clarify the nature of the identification process involved in motivation to learn English, and to tell us whether they vary within and between countries.

Lastly, most of the motivational literatures in psychology and SL studies are directed at researchers for further research; however, there is scarce information for practitioners (Dörnyei, 2001b). As Dörnyei indicated, there lies the gap between

theory and practice. The core knowledge of motivation has stood the test of time, and it is safe to translate them into practical terms. Instead on the ‘what’ dimension, future inquiry can enter into the ‘how’ dimension. Hopefully, the present investigation can add on the existing knowledge of motivation and give some clues to researchers as well as language teachers on FL learners’ motivational attributes. The success of language education will depend on the collective effort of all practitioners in the related fields.

## **2. Limitations of the Study:**

This study provided findings in relation to motivational orientations in learning English as a foreign language. However, it must be admitted that this study is a human endeavor that must have shortcomings that can be addressed in other studies. To state first is the number of participants which was a small sample of students learning English, so conclusions drawn from the study are merely speculative.

To come up with more representative results, the sample size should be bigger than the current one with emphasis on diversifying the subjects engaged in the study on the terms of their academic level and the town in which they live. Exploring the same issue at different levels and in several towns could lead to better understanding of many factors concerning teaching and learning English in the Algerian context.

Other limitations are these inherent in self-report-based surveys. Humans will respond to questionnaires in a human way. The assumption is that most people will make a good-faith effort to respond as honestly as they can; however, there is a chance that some items, no matter how well worded, will skew the results by prompting some

respondents to “*flatter themselves*”, or “*to attempt to appease*” what they may perceive as an unseen authority behind the questionnaire ( Hashimoto,2002:35). It may seem to participants that a positive response to this item may be regarded as “*appropriate to the expectation of the researcher*”. (Hashimoto, 2002:35).

Moreover, there are questionnaire administration constraints. Dornyei & Csizér (2002) comment that a comprehensive measure of motivation requires a long and elaborate instrument, such as the 130- item AMTB. In many cases the administration of long, elaborate surveys is simply not feasible. This survey, a mere 44 items, was allotted an average of 20 minutes for response time. On the other hand, even if time permitted a more comprehensive survey instrument, it may have just as well produced skewed results as secondary school students may understandably not put a reasonably good-faith effort into completing a long questionnaire. In any event, attitudes for each part of the questionnaire used herein deserve to be explored in much greater detail.

Lastly, motivation is not a “*static mental or emotional state*” (Dornyei, 1998 :118), but instead a “*dynamically evolving and changing entity, associated with an ongoing process in time*” ( Dornyei& Otto, 1998:44). Certainly, therefore, attitudes toward English and learning English can change over time. The longitudinal approach is desired much more to deal with this topic.

To conclude, it can be said that much more time and continuous effort will be required for understanding this complex multifaceted phenomenon. I believe that this can be facilitated by researchers from different academic circles exchanging ideas among themselves. I hope the present study has provided an opportunity to draw

attention to the motivational tendencies of students in the Algerian context and has stimulated further interest in the field.

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***APPENDICES:***

## Appendix A

### The English Learning Motivation Questionnaire (Based on Gardner's AMTB)

<b>Full Name</b>	.....
<b>Age</b>	.....

### A QUESTIONNAIRE ABOUT ENGLISH LEARNING MOTIVATION

*-We would like to ask you to help us by answering the following questions concerning Foreign Language Learning. This is not a test, so there are no "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation.*

#### PART ONE:

*-Below are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by putting an "X" in the box that best describes the extent to which you agree or disagree with the statement. Thank you very much for your help.*

*-Use the scale below to answer:*

1	=	Strongly disagree
2	=	Disagree
3	=	Neutral
4	=	Agree
5	=	Strongly agree

STATEMENT	S.D	D	N	A	S.A
1. Learning English is very important	1	2	3	4	5
2. English is an important part of the school program	1	2	3	4	5
3. I plan to learn English as much as possible	1	2	3	4	5
4. I think that learning English is a waste of time	1	2	3	4	5
5. I would rather spent my time on subjects other than English	1	2	3	4	5
6. I hate English	1	2	3	4	5
7. When I leave school, I will continue studying English because I'm interested in it	1	2	3	4	5
8. I think that learning English is dull	1	2	3	4	5

9. I often think about what I have learned in my English class	1	2	3	4	5
10. If English were not taught in school, I would not bother learning English at all	1	2	3	4	5
11. When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help	1	2	3	4	5
12. When it comes to English homework, I always put effort into it and make sure I understand everything	1	2	3	4	5
13. Considering how I study English, I can honestly say that I really try to learn English	1	2	3	4	5
14. After I get my English assignments or exam papers back, I just throw them aside.	1	2	3	4	5
15. When the teacher in English class asks questions, I volunteer answers as much as possible	1	2	3	4	5
16. When I hear an English song, I listen carefully and try to understand all of the words	1	2	3	4	5
17. During English class, I prefer to have only English spoken	1	2	3	4	5
18. If I had the opportunity to speak English outside of the classroom, I would practice speaking it most of the time, using Arabic only if really necessary	1	2	3	4	5
19. Compared to my other courses, I like English least of all	1	2	3	4	5
20. If it were up to me whether or not to take English , I would definitely not take it	1	2	3	4	5
21. I find studying English very interesting	1	2	3	4	5
22. I try as often as I can to watch English TV programs.	1	2	3	4	5
23. If I have the opportunity to see an English play, I would definitely go	1	2	3	4	5
24. If there were native English speaking families in my neighborhood, I would like to speak English with them as much as possible	1	2	3	4	5
25. If I had the opportunity, I would try as often as I could to read English newspapers and magazines	1	2	3	4	5
26. I study English to be more at ease with other people who speak English	1	2	3	4	5
27. I study English to meet and converse with more and varied people	1	2	3	4	5
28. I study English to better understand and appreciate English art and literature	1	2	3	4	5
29. I study English to participate more freely in the activities of other cultural groups	1	2	3	4	5
30. I study English to know the life of the English-speaking nations	1	2	3	4	5
31. The more I get to know native English speakers, the more I like them	1	2	3	4	5
32. I study English to know various cultures and people.	1	2	3	4	5
33. I study English to keep in touch with foreign friends and acquaintances.	1	2	3	4	5
34. I study English to know more about native English speakers	1	2	3	4	5
35. The British are kind and friendly	1	2	3	4	5
36. The Americans are kind and cheerful	1	2	3	4	5
37. I study English because I'll need it for my future career.	1	2	3	4	5
38. I study English because it will make me a more knowledgeable person.	1	2	3	4	5
39. I study English because it will someday be useful in getting a good job.	1	2	3	4	5
40. I study English because other people will respect me more if I know English.	1	2	3	4	5
41. I study English because an educated person is supposed to be able to speak English.	1	2	3	4	5
42. I study English so I can understand English-speaking films, videos, TV or radio.	1	2	3	4	5
43. I study English so I can read English books.	1	2	3	4	5
44. I study English because without it one cannot be successful in any field.	1	2	3	4	5



## Appendix B

### The Arabic Version of the Questionnaire

.....	الاسم الكامل
.....	العمر

### استفتاء حول التحفز لتعلم اللغة الإنجليزية

نود أن نطلب مساعدتكم عن طريق الإجابة على الأسئلة التالية و المتعلقة بتعلم اللغة الإنجليزية. هذا ليس اختبارا تجيبون فيه بصحيح أو خطأ، كل ما يهمنا هو رأيكم الشخصي، لذا نرجو منكم تقديم إجاباتكم بكل صدق لأنها الوسيلة الوحيدة لضمان نجاح هذا الاستفتاء.

#### **الجزء 01:**

- في الأسفل، يوجد عدد من الوضعيات التي يوافق عليها بعض الناس و يختلف البعض الآخر. نرجو منكم تحديد رأيكم حول كل وضعية عن طريق وضع علامة **X** في الخانة المناسبة التي تصف مدى اتفاقكم او معارضتكم على الوضعية. شكرا جزيلا على مساعدتكم.
- استعملوا السلم التالي للإجابة:

1 = لا أوافق أبدا ل.أ.أ
2 = لا أوافق ل.أ
3 = من دون رأي م.ر
4 = أوافق أ
5 = أوافق جدا أ.ج

الوضعية	ل.أ.أ	ل.أ	م.ر	أ	أ.ج
1. تعلم اللغة الإنجليزية أمر بالغ الأهمية	1	2	3	4	5
2. الإنجليزية تعد جزءا مهما من البرنامج الدراسي	1	2	3	4	5
3. أخطط لتعلم اللغة الإنجليزية قدر الإمكان	1	2	3	4	5
4. أعتقد أن تعلم اللغة الإنجليزية مضيعة للوقت	1	2	3	4	5
5. أود قضاء وقتي في دراسة مواد أخرى غير اللغة الإنجليزية	1	2	3	4	5
6. أكره اللغة الإنجليزية	1	2	3	4	5
7. عندما سأترك المدرسة، سأستمر في دراسة اللغة الإنجليزية لأنها هذا أمر يهمني	1	2	3	4	5
8. أظن أن تعلم الإنجليزية ممل	1	2	3	4	5
9. أفكر في غالب الأحيان فيما تعلمته في حصة اللغة الإنجليزية	1	2	3	4	5

5	4	3	2	1	10. لو لم تكن اللغة الإنجليزية تدرس في المدارس، لما كلفت نفسي عناء تعلمها
5	4	3	2	1	11. عندما أصادف مشكلة في فهم أي شيء أثناء تعلم اللغة الإنجليزية في القسم، أطلب فوراً مساعدة المعلم في ذلك
5	4	3	2	1	12. عندما تكون لدي واجبات منزلية في مادة اللغة الإنجليزية، أبذل قصارى جهدي في ذلك و أحاول التأكد من فهمي لكل ما يتعلق بها
5	4	3	2	1	13. بالنظر إلى الكيفية التي أدرس بها اللغة الإنجليزية، أستطيع القول صدقاً أنني أحاول تعلمها فعلاً
5	4	3	2	1	14. عندما اتسلم أوراق فروضي و امتحاناتي في اللغة الإنجليزية أرميها جانبا
5	4	3	2	1	15. عندما يطرح المعلم أسئلة أثناء حصة الإنجليزية، أحرص دائماً على ان اتطوع و اجيب
					16. عند استماعي لاغنية باللغة الانجليزية اصغي بانتباه و احاول فهم جميع الكلمات
5	4	3	2	1	17. أثناء حصة الإنجليزية، أفضل ان يكون التحدث بالإنجليزية فقط
5	4	3	2	1	18. لو سئحت لي الفرصة للتحدث باللغة الإنجليزية خارج القسم، لكنت سأحدث بها في معظم الوقت و أحدثت باللغة العربية عند الضرورة الملحة فقط
5	4	3	2	1	19. مقارنة مع بقية الدروس و المواد، حصة اللغة الإنجليزية هي أقل ما أحبه من بينها
5	4	3	2	1	20. لو كان الاختيار يعود لي في تعلم اللغة الإنجليزية من عدمه، لاخترت حتما عدم تعلمها
5	4	3	2	1	21. أرى أن تعلم اللغة الإنجليزية مهم جداً و مفيد
5	4	3	2	1	22. أحاول على قدر الامكان مشاهدة البرامج التلفزيونية باللغة الإنجليزية
5	4	3	2	1	23. لو أن الفرصة تسنح لي في مشاهدة عرض مسرحي باللغة الإنجليزية، لرغبت حتما في الذهاب
5	4	3	2	1	24. لو كان لي جيران متحدثون أصليون للغة الإنجليزية لكنت وددت حتما ان تحدث معهم بالإنجليزية ما ان أمكنني ذلك
5	4	3	2	1	25. إذا سئحت لي الفرصة، سأحاول قدر المستطاع قراءة الجرائد و المجلات باللغة الإنجليزية
5	4	3	2	1	26. بالنسبة لي، تعلم اللغة الإنجليزية بالغ الأهمية ، لأن هذا سيجعلني مرتاحاً مع الأشخاص الذين يتحدثون اللغة الانجليزية
5	4	3	2	1	27. تعلم الإنجليزية مهم لأن ذلك سيمكنني من التقاء أشخاص أكثر من فئات مختلفة و التحدث معهم
5	4	3	2	1	28. تعلم اللغة الإنجليزية مهم لأنه سيساعدني على فهم و كذا الاستمتاع بالفن و الادب الانجليزي
5	4	3	2	1	29. تعلم اللغة الإنجليزية مهم لأنه سيمكنني من المشاركة بكل حرية في نشاطات لأشخاص ينتمون لثقافات مختلفة
5	4	3	2	1	30. تعلم اللغة الإنجليزية مهم لأنه سيمكنني من فهم نمط العيش الإنجليزي
5	4	3	2	1	31. كلما زاد تعرفي على المتحدثين باللغة الانجليزية ، زاد تعلقي و اعجابي بهم
5	4	3	2	1	32. تعلم اللغة الإنجليزية مهم لأنه سيمكنني من التعرف على العديد من الأشخاص و الحضارات
5	4	3	2	1	33. تعلم اللغة الإنجليزية مهم لأنه يسمح لي بالبقاء على اتصال مع اصدقائي و اقاربي
5	4	3	2	1	34. تعلم اللغة الإنجليزية مهم لأنه يمكنني من معرفة المزيد عن المتحدثين باللغة الانجليزية
5	4	3	2	1	35. البريطانيون هم اشخاص طيبون و لطفاء
5	4	3	2	1	36. الأمريكيون هم اشخاص لطفاء و مرحون
5	4	3	2	1	37. تعلم اللغة الإنجليزية مهم جداً لأنني سأحتاجها خلال مساري المهني مستقبلاً
5	4	3	2	1	38. دراسة اللغة الإنجليزية مهمة جداً لأنها ستجعلني أكثر ثقافة



## Appendix C

### Teachers' Sheet of Instructions

#### Instructions:

Please start by handing out the questionnaire.

*Questionnaire (استفتاء حول التحفز لتعلم اللغة الانجليزية)*

Estimated time needed ( from 15 to 20 minutes).

- 1) Begin by asking the students to write their names and age at the top of the questionnaire.
- 2) *Answering the questionnaire.*
  - Before the students start answering, please read the information on the questionnaire and how to answer the questions in a loud voice in front of all the students in the class.
  - Make sure the students make a clear answer to each item on the questionnaire.
  - Use pencils, so the students can erase if they make a mistake.
  - During the time of the questionnaire the students should remain quiet without making any comments out loud.
  - If the students have a problem with comprehension or reading of any of the items, they can ask the teacher for help.
  - Give the students the time they need to answer all the questions.
  - It is very important that once a student is finished, that you take a look at the questionnaire and make sure all the questions are answered.
  - Collect the questionnaire and thank the students for their kind participation.

**Thank you again for your cooperation.**

## **Appendix D**

**Lycée : Abbass Laghror – Batna-**

### **First Term Exam**

**The level: Third year**

#### **PART ONE: READING (14 POINTS)**

Read the text carefully then do the activities.

Each of the great civilisations of the past contributed some way or another to enhance the cultural and the technical level of human communities. They all achieved realisations that gradually transformed the destiny of nations and turned them into highly organised groups having in their hands more efficient means that enable them to develop a better capacity in the fight for survival and therefore to lead a more comfortable life.

The Chinese, for example, were among the first people to show to the others how to combine intelligence and discipline in order to construct a dynamic society able to offer to its inhabitants prosperity and security. The Egyptians in their turn managed to bring considerable improvements in the branches of farming, architecture, medicine, writing and religion. Despite the hostile environment where they evolved they succeeded to impose their will-power and perseverance so as to win the respect of their neighbours and immortalize their name in history.

As regards the Babylonians, they devoted their skills to further the spheres of astronomy, law-making, building, cattle-breeding and land-working. The Phoenicians, too, helped in accomplishing exceptional advances in matters connected with ship-building, international trade and sailing across seas. When the Greeks arrived, they promoted mathematics, philosophy, and democracy. They also gave a strong impetus to scientific research, rational thinking, mythology and artistic creations. In their wisdom they went as far as using sport as a channel through which to consolidate peace and harmony among tribes and races. The Romans, as well, applied themselves for elevating the fate of the human race. They dedicated their talent for the pursuit of arts, the construction of towns and public works, the laying of rules and political bodies, the expansion of commerce and introduction of more effective strategies in military field.

**A. Comprehension (7 pts)**

1. Circle the letter corresponding to the right answer.  
-The text is about:
  - a. The contribution of ancient civilizations
  - b. The common features of ancient civilizations
  - c. Human communities in ancient civilizations.
  
2. Are the following sentences true or false. Write “ T” for true and “F” for false next to the sentence letter.
  - a. Today’s civilization draws important advantages from the cultures of the past.
  - b. The Chinese failed in every attempt they made to organise their society into a prosperous nation.
  - c. The Greeks encouraged their people to practice sport to prepare them for wars.
  
3. Reorder the following ideas as they occur in the text.
  - a. Human beings owe much to the various realisations made by the Greeks, the Babylonians, the Romans and the Phoenicians.
  - b. The civilizations of the past raised human culture greatly.
  - c. Both the Chinese and the Egyptians created things that illuminated the path for the other people.
  
4. Answer the following questions according to the text.
  - a. What is the most positive feature about the cultures of the past?
  - b. What did the other nations learn from ancient Egyptians ?
  - c. How did the Greeks improve the life of human communities?

**B. Text exploration ( 7 pts)**

1. Find in the text words opposite in meaning to the following
  - a. Separated (§ 3)
  - b. Destruction (§ 3)
  - c. Weak (§ 3)
  - d. Lowering (§ 3)
  
2. Complete the following table with the missing words.

VERBS	NOUNS	ADJECTIVES
//	Wisdom	.....
//	.....	Hostile
succeed	.....	.....

3. Ask questions on the underlined words.

- a. Games were used to set up friendly relations among tribes.
- b. It is by being skilful and obedient to their law that Babylonians succeeded to turn into a powerful nation.

4. Complete the following dialogue.

A: .....

B: Yes, I enjoy reading about ancient civilizations.

A: .....

B: Well, I learn a lot about their life-style, their myths and their achievements in various fields.

A: .....

B: No. Books are not the only source for me. Museums, ruins and even the internet supply useful information.

A: .....

B: What I find fascinating is their achievements . it's amazing when we know that at that time they didn't have the means we have now.

5. Classify the following words according to the pronunciation of their final "ed".

- a. contributed      b. organized      c. applied      d. enabled

**PART TWO: WRITING ( 6 points)**

Choose one of the following topics.

**Topic one.**

Imagine a conversation between you and an archaeologist about the rise and fall of ancient Egyptian civilization.

**Topic two.**

Expand the following notes into a coherent paragraph about the Phoenicians:

- Skilful sailors and traders
- Brought alphabet
- Led a nomadic life in the desert
- Sailed onto the Atlantic
- Founded trading posts and cities (Carthage, Icosium and Hippo)

## **Appendix E**

### **Interview Questions**

Hello, how are you doing,

Before we start this small talk, I want to inform you that your answers to my questions are for mere research purposes, and would be kept confidential. Feel free to respond the way that makes you comfortable.

Can you please tell me why did you choose to study English branch at the university after you finish your secondary schooling?

Or in other words; what are the reasons that motivate you to choose studying English branch once you attend the university?

Thank you very much for your time and your cooperation.

دراسة تحقيقية حول حوافز تلاميذ المرحلة الثانوية في الجزائر اتجاه تعلم اللغة

الانجليزية كلغة أجنبية

ان التحفز لانجاز اي عمل كان في حياتنا اليومية يعتبر امرا اساسيا و في غاية الاهمية، فايجاد

الدافع الايجابي للقيام بمهمة ما هو الركيزة الاساسية للتقدم و النجاح.

في مجال التعلم و التدريس، يعتبر التحفز من اهم العوامل المؤدية الى النجاح و ذلك كونه عماد  
الاصرار و العمل المكثف ، اذ ان التلميذ الذي تكون لديه الدوافع اللازمة لدراسة مادة ما او موضوع معين ،  
غالبا ما يكمل تعبه بالنجاح و المردود الايجابي.

تعلم لغة اجنبية بوجه الخصوص مهمة تحتاج الى الدوافع الملائمة من اجل المثابرة و حصد  
النجاح المرجو، فالتلميذ فاقد الرغبة عديم الاهتمام و الذي لا يملك حوافز لدراسة اللغة سيكون حتما مآله  
الفشل و عدم تحقيق اي نتيجة ايجابية فيما يخص تعلم هته اللغة. حيث يعتبر المدرسون ان التحفيز ميزة  
تجعل التلاميذ النجباء يدرسون بجد ، اما التلاميذ الكسالى فعادة ما ينسب اليهم نقص او عدم توفر عنصر  
التحفيز.

ان التلاميذ المحفزين هم حلم اي مدرس ، فهم يعملون بجد ، مضيفين بذلك أهدافهم مع تلك التي  
تتعلق بالقسم، يركزون اهتمامهم على الوظائف المدرسية ، يثابرون ضد التحديات و لا يحتاجون لتشجيع  
متواصل . ومع ذلك ، فانه متعارف عليه ان عنصر التحفيز لدى التلاميذ ليس بالأمر الثابت، فهو عادة ما  
يكون بين مد و جزر خلال السنة الدراسية بل و احيانا خلال النشاط الواحد في القسم ، و تكون أسبابه  
متعددة ، داخلية تتعلق بالتلميذ أو خارجية ، أو كلاهما، و المدرس عموما يستطيع أن يفرق بين التلميذ  
المُحفَّز و غير المُحفَّز ، و غالبا ما يتساءل المدرسون كيف أو إن كانوا يستطيعون تحفيز تلاميذهم و  
زرع الدوافع الايجابية فيهم من اجل الدراسة بكثافة و اجتهاد .

يعتبر جاردنر من اول الباحثين اللذين اهتموا بدراسة عامل التحفز حيث ان النتائج و الاستنتاجات التي نجمت عن دراساته و ابحاثه جعلت من الموضوع محل اهتمام واسع . ففي سنة (1972) اصدر جاردنر وزميله لامبرت ملخص شامل لنتائج بحثهما اللذي دام اكثر من عشر سنوات، و التي كان محورها أن النجاح في تعلم لغة ثانية يعتمد اساسا على العوامل العاطفية و الاحاسيس التي يكنها التلميذ للمجتمع الناطق بهذه اللغة ، و هذا ما أدى بهم الى استنتاج مفهومين ، او بالأحرى نوعين للتحفز .

فأما الاول فهو مجموع **الحوافز التكميلية** و الذي يتمثل اساسا في مجموع الدوافع المتعلقة بالرغبة في تعلم لغة مجتمع ما بغية تسهيل التواصل مع افراده و اهتماما بثقافة هذا البلد، و اما النوع الثاني، فهو مجموع **الحوافز النفعية** و التي تتعلق بالشخص الذي يدرس اللغة باعتبارها وسيلة لتحقيق بعض الاهداف الشخصية له مثل الحصول على وظيفة أو النجاح في امتحان ما.

ففي منظور جاردنر أن تدريس اللغة الثانية او الاجنبية في المدرسة لا يجب ان يتم في نفس القالب الذي يتم فيه تدريس مادة اخرى من المقرر الدراسي. فاللغة الاجنبية كموضوع منهاج تعليمي لا يجب ان تعتبر كأى مادة تعليمية اخرى بالمدرسة ، فهذا المنظور خاطئ باعتقاده ، و بالتالي يجب ان يتم اعتبارها كظاهرة اجتماعية نفسية لأن اغلب المواد التي يتضمنها المنهج الدراسي يتم تدريسها ضمن الاطار الثقافي لبلد التلميذ و هذا ليس حال اللغة الثانية او الأجنبية. فتعلم هته الاخيرة امر يتطلب من التلميذ ليس فقط كسب معلومات جديدة (مصطلحات و قواعد و نطق ....)، و التي تعتبر جزء من الثقافة الخاصة ببلده بل فضلا عن ذلك، فانه يكون بصدد تعلم عناصر رمزية لثقافات و مجتمعات اخرى غير ثقافة بلده الاصلي ، فالتلميذ هنا يكون مطالبا ليس فقط بتعلمها و جعلها قسما من مخزونه اللغوي الخاص ،

و انما هو بصدد ادماج عناصر ثقافة أخرى في حياته اليومية ، و لذلك فان إنسجام التلميذ مع ثقافته الخاصة و استعداده أو قدرته في التماثل و التجانس مع عناصر ثقافة أخرى هو من اهم الأسس في مسار تعلم هته اللغة ، و هذا ما يضع عملية تعلم لغة ثانية او لغة اجنبية في مركز علم النفس الاجتماعي ذلك لأن اللغة ما هي الا تمثيل رمزي لثقافة ما، تستخدم للمحافظة على التفاعل بين الأفراد.

قام جاردرنر باجراء الدراسات في كندا البلد الذي تتواجد فيه شريحتان من المجتمع ، الاولى تتحدث اللغة الفرنسية كلغة رسمية و الثانية تتبنى اللغة الانجليزية كلغة ام. فهته الوضعية التي تعتبر غير عادية بتواجد لغتان من اهم اللغات الحية عالميا جنبا الى جنب في بلد واحد جعلت من كندا مركزا مهما لانطلاق ابحات غاردرنر و زميله لامبارت حول موضوع التحفز لدراسة لغة ثانية.

و تشمل نظرية جاردرنر ثلاث عناصر:

- بنية الحوافز التكميلية، نموذج تعليمي عام يسمى ب "نموذج التربية الاجتماعية"، و الذي يتضمن التحفيز كعامل رئيسي له، و مجموعة من الاسئلة لتحديد العوامل التحفيزية الفردية المختلفة (AMTB).

و حسب جاردرنر و لامبرت (1959)، فإن الحوافز التكميلية هي التي تكون اكثر فعالية فيما يتعلق

بتعلم اللغة الثانية او الاجنبية.

نظرية جاردرنر الخاصة بثنائية الحوافز التكميلية-النفعية، مع اعتبار الدوافع التكاملية كعنصر

اكثر اهمية ، نالت اهتماما واسعا من الباحثين و قد تلتها عدة دراسات اكدت صحتها و ذلك في بلدان

مختلفة.

لكن و مع ذلك، هنالك بحوث لم تؤيد نتائجها النموذج سواء بفشل ابراز عامل الحوافز التكميلية

كونه الأقوى و الاهم، او بالإتيان بنتائج سطحية و متناقضة. و بقيت نظرية جاردرنر مثيرة للجدل فيما

يتعلق بأهمية الحوافز التكميلية في تعلم اللغة على حساب الحوافز النفعية.

لقد كانت نظرية جاردرنر محل انتقاد لعدد من الباحثين، و من ابرز ما جاء به هؤلاء النقاد هو

اشتمال النظرية و حصريا على عاملين فقط ، حوافز تكميلية و حوافز نفعية، و أن هته الاخيرة سيئة بينما

الحوافز التكميلية جيدة، كما انتقد و بشدة على تركيز اهتمامه على الحوافز التكميلية على حساب النوع

الآخر من الحوافز.

و جاء انتقاد اخر ليتمس بالمصطلحات التي استخدمها جاردرنر في نظريته و التي تضاربت معانيها خلال

مختلف البحوث و الدراسات، فعلى سبيل المثال: "التوجيه" و "التحفيز" استعملا الى حد ما على نحو

متناقض في الماضي حتى من قبل جاردرنر ذاته ، فمثلا، جاردرنر ظل يذكر كل من "التوجيه التكميلي" و

"التحفيز التكميلي" باعتبارهما امرا واحدا ، بينما المصطلحان جاءا ليديلا على مفاهيم مختلفة ، بالإضافة

الى ذلك، فإن بعض المصطلحات المستعملة في نموذج جاردرنر متشابهة و مختلطة ، مثل "التكاملية" و

"الحافز التكميلي" و "التوجيه التكميلي".

لقد صاغ جاردنر و زملائه نظريتهم بناء على دراسات تعلق بتعلم الكنديين المتحدثين باللغة الانجليزية للفرنسية، و التي تعتبر اللغة الرسمية الثانية في البلد، و هذا المحيط يعتبر مثالا لاكتساب لغة ثانية حيث تكون فيه اللغة المراد تعليمها و تعلمها متوفرة في محيط التلميذ، و يستطيع بذلك التفاعل معها في حياته اليومية.

و في نفس السياق فان عددا كبيرا من الدراسات حول التحفيز التي تلت دراسات جاردنر و زملاؤه الكنديون صبت على حيز اكتساب و تعلم لغة ثانية ، و البعض القليل منها فقط اهتم بموضوع تعلم لغة اجنبية ، و هذا ما يسלט الضوء على تعليم اللغة الانجليزية في الجزائر، حيث تفترض أن تكون النتائج المتحصل عليها من الدراسات التي اجريت في المناطق التي تعتبر فيها اللغة الانجليزية لغة ثانية غير قابلة للتطبيق مباشرة على البلدان التي تكون فيها هته اللغة لغة اجنبية. فقد تتعارض مواقف التلاميذ اتجاه اللغة و المجتمع المتحدث باللغة و ثقافته حين يكون تعلم اللغة كلغة ثانية أو لغة أجنبية.

فالتلاميذ اللذين يدرسون اللغة لانجليزية كلغة اجنبية ليس لهم أي اتصال مباشر بعناصر ثقافة هذا البلد و سكانه، على عكس التلاميذ اللذين تعتبر اللغة لغة ثانية بالنسبة لهم، لذا فمن غير الممكن تحصيل مواقف التلاميذ اتجاه ثقافة بلد تكذ تكون معالمها غائبة من حولهم و لا يمكنهم الوصول اليها بسهولة.

ان تلاميذ الثانويات في الجزائر ليس لديهم اتصال مباشر مع اي من الثقافات المتعددة التي تمثلها اللغة الانجليزية، و بذلك فان صلاحية نتائج دراسات جاردنر و زملاؤه قد تتناقض في الجزائر.

قضية التحفيز بالخصوص في المناطق التي تكون فيها اللغة الانجليزية لغة اجنبية هي امر بالغ الاهمية ،فالى جانب كون عنصر التحفيز جوهر تعليم اللغة و الركيزة الاساسية لاكتسابها و اتقان التحدث بها، فان جميع الشروط المعروفة التي تساعد في تعلم لغة ثانية بنجاح تفتقد في الاغلب في هته المناطق: اذ لا يوجد متحدثون اصليون باللغة و منه تنعدم حظوظ للتفاعل معهم، كما قد لا يكون هناك حث كاف لتعلم اللغة الاجنبية و غير ذلك، و جراء لهذه الظروف غير الملائمة فانه يجب على المتعلم للغة أن يحوز تحفيزا جيدا و مناسباً من اجل النجاح في تعلم اللغة الانجليزية .

لطالما كان تدريس اللغة الانجليزية امرا يتسم بالصعوبة سواء بالنسبة للطلبة او للمدرسين في الجزائر لأسباب متعددة كافتقار للإمكانيات و قلة او انعدام التفاعل المباشر مع اللغة. فباحتماب كل هذا، و بالأخذ بعين الاعتبار أهمية التحفيز كشرط أساسي في تعليم اللغة الانجليزية و رغبة إدارة المدارس و المعلمين في معرفة ما نوعية و ما مدى تأثير تحفيز التلاميذ على تعلمهم اللغة الانجليزية الى جانب عجزهم على بث التحفيز الملائم فيهم، رأيت من مهمة دراسة هذا العامل في الثانويات الجزائرية امرا في غاية الاهمية و هو ما حثني للقيام بهذه الدراسة التحقيقية.

في هذا السياق، واعتمادا على نموذج جاردينر الاجتماعي التربوي، الهدف الاساسي من هذه الدراسة هو وصف و مناقشة ما ينبثق من بحث حوافز تلاميذ السنة الثالثة ثانوي في الجزائر اتجاه دراسة اللغة الانجليزية كلغة اجنبية، و إضافة الى ذلك، تحاول الدراسة تحديد انواع التحفيز لدى هؤلاء التلاميذ بناء على ثنائية الحوافز النفعية/التكميلية لجاردينر. و تسعى الدراسة كذلك لتحديد العلاقة الموجودة بين هذين النوعين و اداء التلاميذ المدرسي اتجاه تعلم اللغة الانجليزية و ايضا بحث علاقة نوع التحفيز لدى

الطلبة و اختيارهم لدراسة فرع اللغة الانجليزية في الجامعة و ذلك بعد نجاحهم في الحصول على شهادة البكالوريا.

و قد وظفت الدراسة منهجا متنوعا، كمي و نوعي، من اجل محاولة الاجابة على اربع اسئلة اساسية تضمنها البحث، حيث سؤال البحث الاول يسعى للتغلغل في حوافز هته العينة من التلاميذ و ذلك عن طريق تحديد أي نوع من الحوافز هو سائد في الثانويات الجزائرية: النفعي أو التكميلي، اما سؤال البحث الثاني فهو يحاول دراسة العلاقة الموجودة بين نوع التحفيز لدى التلاميذ و انجازهم المدرسي فيما يتعلق تعلم اللغة. و بعيدا عن ثنائية جاردنر النفعية /التكميلية للحوافز تم تسطير سؤال البحث الثالث من اجل الكشف على الحوافز الاخرى التي يمكن ان تؤثر بشكل مباشر او غير مباشر في هؤلاء التلاميذ اتجاه تعلم اللغة الانجليزية. و جاء سؤال البحث الاخير من اجل الكشف عن طبيعة الدوافع وراء اختيار التلاميذ لدراسة فرع اللغة الانجليزية عند التحاقهم بالجامعة مستقبلا.

شملت عينة الدراسة 45 تلميذا جزائريا في المرحلة النهائية من التعليم الثانوي ، يزاولون دراستهم بثانوية عباس لغرور بباتنة، و قد شاركوا بملأ استفتاء تم اعتماده من مجموعة جاردنر للأسئلة المتعلقة بالحوافز و الاتجاهات ، و الذي يعكس نوع تحفيزهم لتعلم اللغة الانجليزية. الى جانب ذلك اعتمدت مقابلات شخصية مع عدد من التلاميذ وذلك من اجل تزويد الدراسة بمعطيات نوعية الى جانب تلك الكمية و بذلك تعزيز النتائج ازاء فهم و بحث حوافز التلاميذ . و من جهة أخرى استخدمت علامات الفصل الاول للغة الانجليزية للتلاميذ وذلك من اجل التأكد من صحة نظرية جاردنر للتحفيز و التي تفترض ان انجاز

التلاميذ فيما يتعلق بدراسة اللغة الانجليزية يمكن ان يتأثر بنوع تحفيزهم، و بالضبط ان الحوافز التكميلية هي التي عادة ما تكون وراء الاداء الامثل للتلاميذ فيما يخص تعلم اللغة.

و قد بينت نتائج البحث الذي قمت به أن المشاركين في الدراسة محفزين نفعيا و تكميليا مع طغيان الحافز النفعي (اسباب شخصية و نفعية) مقارنة بالحوافز التكميلية (اجتماعية و ثقافية)، اما القسم الاخير في الاستفتاء فقد برهن ان تلاميذ الطور الثانوي في المدارس الجزائرية يمتلكون اسباب و حوافز مختلفة لدراسة اللغة الانجليزية كلغة اجنبية تراوحت ما بين عامة كالرغبة في ان تلتحق الجزائر بالركب الحضاري فيما يخص التطور التكنولوجي مثلا الى خاصة كالرغبة في السفر الى الخارج للسياحة او مواصلة الدراسة. بالإضافة الى ذلك اظهرت النتائج ان طبيعة الحوافز من وراء اختيار التلاميذ لدراسة فرع اللغة الانجليزية في الجامعة غلب عليها الطابع النفعي على حساب التكميلي. و في الأخير فان افضل العلامات المتحصل عليها في الامتحان عادت بالأغلبية لذوي الحوافز التكميلية مثبتة بذلك صحة فرضية نظرية جاردنر في هذا السياق.

بناء على النتائج التي افرزت عنها الدراسة الحالية ، اختتم هذا البحث ببعض النصائح و المقترحات التي خصت كلا من المدرسين و كذا صانعي المناهج التربوية و الباحثين ، اين تم التركيز على عامل التحفيز باعتباره عنصرا بالغ الاهمية حينما يتعلق الامر بتعلم اللغة الانجليزية كلغة أجنبية . فمدرسين في بلدان تعتبر فيها اللغة الانجليزية لغة اجنبية ، نحتاج الى تعزيز تعليم اللغة بتحفيز الطلبة للحصول على علامات عالية و تمكينهم من اكتساب اللغة و اتقانها ، فالتلميذ إذا كان محفزا فانه سيوظف

جهدا أكبر من أجل الحصول على نتيجة ايجابية ، و هذا عن طريق تخصيصه وقتا أكثر و تسخير نفسه بشكل اكبر لتعلم اللغة الأجنبية .

و يتفق جميع المدرسين على اهمية التحفيز باعتباره أحد مفاتيح نجاح تعليم اللغة ، و في الواقع يرونه في الغالب من واجبهم العمل على تحفيز تلاميذهم. فيعتبر التحفيز أحد الوسائل التي يمكن أن يستخدمها المدرس من أجل بث روح حب العمل و المثابرة في الدراسة ما بين تلاميذه و دفعهم بذلك للحصول على نتائج افضل و تطوير مستواهم الدراسي. فتقع المسؤولية في هذا الاطار على كاهل هذا المدرس لتقديم ما يلائم تلاميذه و تعزيز التحفيز و الرغبة في انفسهم و هذا عن طريق فهم و بحث نوع الحوافز التي يمتلكها هؤلاء التلاميذ اتجاه تعلم اللغة الانجليزية .

لقد بينت هذه الدراسة ، أن تلاميذ الطور الثانوي في الجزائر محفزين نفعيا لتعلم اللغة الإنجليزية كلغة اجنبية ، فهم يتعلمونها أساسا من أجل الحصول على وظيفة أو النجاح في امتحان أو الحصول على ترقية في مستواهم الأكاديمي، ففي ظل هذا، و جب أن يكون كل من المدرسين ومخططي المناهج المدرسية واعين بالحوافز النفعية للتلاميذ ، و بذلك و جب تطوير و تغيير المنهاج الدراسي بما يتلائم و اهداف هؤلاء الطلبة و تخطيط الدروس مراعاة للاحتياجات التي يرغب التلميذ في تحقيقها بدراسة اللغة. كما يجب على المدرسين توفير مصادر متنوعة للتلاميذ في القسم، و البقاء على اطلاع دائم

بميولاتهم ، و الاتيان بكل ما هو جديد في مجال تعليم اللغة من وسال حديثة الى تقنيات عصرية

و غيرها ، لأن هته الاخيرة ستعمل على سلب انتباه و اهتمام التلاميذ بشكل افضل.

فباستخدام استفتاء بسيط في بداية السنة الدراسية ، يستطيع المدرس من خلاله فهم نوع حوافز طلبته و طبيعة دوافعهم و بذلك يركز عليها و يقدم مواضيع ملائمة و هته الحوافز.

أخيرا، ارجو ان يكون بحثي هذا ، و رغم صغر العينة المدروسة، قد فتح المجال امام المدرسين

و الباحثين من اجل التغلغل اكثر في الكشف عن طبيعة حوافز التلاميذ و دوافعهم لدراسة اللغة الانجليزية كلغة اجنبية في الجزائر ، باعتبارها عاملا مهما في النجاح. فعند نجاحنا كمدرسين في الحصول على اهتمام تلاميذنا ازاء تعلم اللغة عن طريق تنمية دوافعهم و تغذيتها بالطريقة السليمة ،فاننا نكون قد اختصرنا الطريق لتعليم مفيد و سهل لكلى الطرفين ، مدرسين و تلاميذ.

كما ارجو ان تكون هته النتائج الفتيلة التي ستشعل نار البحث في مجال تدريس و تعلم اللغة

الانجليزية كلغة اجنبية في الجزائر.