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FACULTY OF PHILOLOGY

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INVESTIGATION OF INSTRUMENTAL AND INTEGRATIVE MOTIVATION OF LEARNING SECOND/FOREIGN LANGUAGE IN MACEDONIA

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Abstract: As any kind of teaching, teaching foreign languages is a challenging task. As educators, we need to find different approaches and try to use different materials in the teaching process. These new types of knowledge will empower students to gain adequate language proficiency needed for the challenges and demands of the 21st century. When it comes to second language learning in the real world learning is no mean feat. When the studies begin and start to reveal, the teacher becomes responsible for much of the learner's motivation for learning. The teacher's main role is to find and create powerful learning environment that will allow the students to facilitate meaningful learning that is also attractive or fun. The primary purpose of this paper is to examine instrumental and integrative motivation of Macedonian learners of English and German as a foreign language and to investigate the domains of English and German relevant to the undergraduate students of the 'Goce Delcev' University in Stip, Republic of Macedonia. This investigation made on 50 students, learners of English and German from the UGD Stip will hopefully give us the answer concerning the level of motivation and will possibly provide additional insight into a better identification of the existing motivational challenges and into taking a more realistic perspective of Foreign Language Teaching in the country.

Key words: *second language, instrumental motivation, integrative motivation, learning, challenges*

Introduction

Teaching F/SL is a very complex process because of a numbers of variables involved with the teacher assuming multiple roles. Language teachers, including myself, have observed on many occasions apprehension and discomfort experienced by many students who attempted to acquire and produce a foreign language. Foreign/Second language teachers have to assess each learner, how he/she learns a language and how to best facilitate the process of learning and acquisition. When the studies begin and start to reveal, the teacher becomes responsible for much of the learners' motivation for learning. Under scrutiny of his students is the teacher's power to motivate them and his/her ability to facilitate meaningful learning which is also attractive or fun (Chambers, 1999, p.137). The teacher's main role is to find and create powerful learning environments that allow this to

happen. This would ensure that the learners' self-concept is congruous to the learning process and that their self-esteem and self-confidence while learning F/SL are promoted as well as protected, which means that motivation is therefore instrumental to achieving this. Certainly, it is the case that everything that a teacher does has a motivational influence on students (Dornyei, 2001a, p.32). Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. They may be good in learning other skills but, when it comes to communicating in another language, they claim to have a 'mental block' against it (Horwitz et al., 1986:125). As teachers of foreign language at the University "Goce Delcev" of Stip, we help students to increase their knowledge and develop the skills they need in their specialist area during their university course and that they will probably require in their future professional career. We have had the opportunity to observe, in an informal way, hundreds of such students and have speculated that many Macedonian learners of English and German at "Goce Delcev" University might be liable feeling anxious in their general English and German language learning and, above all, in their speaking skills. Hopefully, this research can further the discussion and assist in inspiring foreign/second language learners' quest to ultimately become fully proficient speakers. By identifying noticeable affective and cognitive factors affecting intermediate and predominantly advanced students' decisions to speak English and German, this research could present additional insight into current research. Ultimately, with this research, teachers, professors, educational professionals, and others intrigued in learning about factors affecting foreign/second language learners' decisions to speak, may find this useful within the worldwide landscape of second language learning and teaching. Motivations for this research have also resulted from our personal experiences in speaking another language. We were curious about why certain decisions were made to resist speaking English and German even when students chose to live in a foreign country and attended a language institute to become proficient in a foreign/second language.

Literature review

Motivation

Motivation as a research area was initiated by Robert Gardner and his Canadian colleagues in 1950s. Nevertheless, the 1990s witnessed a considerable number of scholars working towards other motivational paradigms. Instrumental and negative motivations are established as important predictors of language learning, their relation to the language learning and their effects over the language learning. Gardner (1985) said that the concept of motivation is concerned with the question "Why does an organism behave as it does?" which means that when we state that an individual is motivated, we infer this on two classes of observations. According to him, these two classes are: the individual displays some goal-directed activity, and that person expends some effort. The conclusion is that the motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal, and favourable attitudes toward the activity in question. These aspects are not unidimensional and they are grouped into two conceptually distinct categories. There is almost always some kind of drive or a need for one to know what is happening around oneself. In motivational psychology, the topic of interest is the one that motivates someone's drive or intention to satisfy one's needs. The evolution of motivation as a theoretical construct was published in the early twentieth century. The conditioning approach focuses on how habits are formed unconsciously by stimuli and responses when there is a drive for someone to act (Dornyei, 2001). In the middle of the twentieth century the behaviourist psychology stressed "reinforcement as the primary mechanism for establishing and maintaining behaviour" (Brophy, 1998, p.3). During the 1960s the "Hierarchy of needs" proposed by Carl Rogers

and Abraham Maslow (Dornyei, 2001) proposed the self-actualising tendency that explains behaviours as responses to felt needs (Brophy, 1998). The current spirit is characterized by cognitive approach to “how mental processes are transformed into action” (Dornyei, 2001, p.7) which focus on how attitudes, thoughts, beliefs and interpretation of events influence individual behaviour (Dornyei, 2001). Dornyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached” (p.118). Dornyei proposed a motivational framework consisting of four subsystems: integrative motivation, instrumental motivation, the need for achievement, and attritions about past failures. Another division of motivation is dividing it to intrinsic and extrinsic motivation. Intrinsically motivated behaviours are internal rewards (for example “the joy of doing a particular activity or satisfying one’s curiosity”) (Dornyei 1994, p.275) while extrinsically motivated behaviours are those that the individual performs to “receive some extrinsic award” for example good grades or to avoid punishment. This model was upheld by Clement and Kruidenier (1983) and Noels et al. (2000) who extended Dornyei’s framework by adding “amotivation” to it and dividing intrinsic motivation into knowledge, mastery and stimulation, and extrinsic motivation into external, interjected and identified regulation. On the other hand, Manolopoulou- Sergi (2004) suggests that motivation can be related to different stages of information processing: input, central processing and output. However, the applicability of these frameworks needs to be verified by extensive empirical evidence.

Although both instrumental and integrative motivations have been established as important predictors of language learning, previous work has provided different findings as to the question which of two types of motivation is more essential. Gardner and his Canadian colleagues conducted a research on French learning in Canada which indicated that both monetary rewards and integrative desires were positively related to various aspects of second language learning, such as length of learning, effectiveness of learning, behaviours in the classroom, and willingness to interact with members of that community (Gardner and McIntyre, 1991; Gardner et al., 1992). On the other hand, Clement and Kruidenier (1983), who based their study on learners from unicultural and multicultural backgrounds, argue that “the integrative orientation appeared only in multicultural contexts among members of a clearly dominant group” (p.72). When talking about FLA settings Dornyei claims that although integrative motivation affects language learning to some extent, instrumental motivation may be particularly important. The existing evidence points to the fact that contexts have a profound impact on the instrumental and integrative motivations related to language learning. “The nature and effect of certain motivation components might vary as a function of the environment in which the learning takes place” (Dornyei, 1990, p. 48). While over-viewing his theory Gardner also admitted that the role of motivation should be consistent and universal in language learning in different settings. He and McIntyre (1991) later emphasized that “the important point is that motivation itself is dynamic” (p. 62). Therefore, the inclusion of contexts as a variable is essential to our understanding of motivation in relation to language learning.

Motivation - different Schools of thoughts

According to Gardner (1979; 1985), the socio-educational model developed from numerous investigations is comprised of four classes or variables: intelligence, language aptitude, motivation and situational anxiety. In combination, these variables all impact each other, and combined together they show how effectively a student will perform. This model

is used to assess optimal learning conditions in language as evident in Figure 2.1. These variables are not mutually exclusive and interact with one another. The socio-educational model of Gardner and Lambert (1972) has inspired the investigation of the role of motivation in foreign/second language learning. Gardner considers that English learning is a kind of social psychology. An organism which is motivated is composed of an “effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985:10). He and Lambert focus on integrative and instrumental orientation. Integrative motivation refers to language learning for “personal growth and cultural enrichment” (Gardner and Lambert, 1972, cited in Lightbown, 1999), whereas instrumental orientation means “a desire to learn the target language so as to achieve some practical goal” (Gardner and Lambert, 1959, 1972, cited in Noels, 1999). For the integrative motivation the underlying goal for learning the target language may be to involve communication with the other community while for the instrumental it may be of pragmatic benefits as learning the language successfully may indicate getting a better job. In addition to this, Gardner (1972) also states that since learners with integrative orientation are closely linked with the target language community, their attitudes towards learning the language are more positive and they are also more competent in L2 learning than those whose main goal is instrumental. If teachers are based on this theory they can do more by triggering students’ integrative motivation as it may affect their learning. For example, by introducing web-based media texts, students are given a chance to be more interactive on Internet, and get to know more about the global affairs.

Beside Gardnerian social construct on integrative and instrumental motivation, other studies focus on intrinsic and extrinsic motivation. Intrinsic motivation refers to those learners whose rewards are internal, such as the satisfaction of performing a particular task. On the other hand, extrinsically motivated behaviours are those who refer to external rewards. From established studies, results show that learners who are intrinsically motivated performed better academically and are more motivated with computer-based language learning (Deci and Ryan 1985; Chang and Lehman, 2002, cited in Chang, 2005). Based on this theory, Deci and Ryan (1985 cited in Spratt, 2002), suggest that intrinsic motivation takes place when learners experience autonomy, in other words, self-determination gives rise to intrinsic motivation. Self-determination, as introduced by Deci and Ryan (1985) and Deci, Vallerand, Pelletier and Ryan (1991), cited in Noels (1999), is an elaboration of the intrinsic and extrinsic construct. Learners who are intrinsically motivated and driven by this theory of self-determination have positive feelings towards the task because they choose to it on a voluntary basis. Therefore, as long as the learner judges the activity to be valuable, motivation is sustained (Deci and Ryan, 1995). If we go back to the Internet, if the students use it, will they become more active and responsive learners?

Moreover, according to the study conducted by Noels (1999), teachers’ communicative style does have significant effect on learners’ intrinsic motivational orientation. Teachers’ authoritarian style or not giving useful feedback may discourage learners from sustaining their self-determination and competence in performing the task. On the contrary, if autonomy and informative feedback are provided by teachers, learners’ sense of self-determination and enjoyment are expected to be increased. Therefore, collecting students’ feedback while evaluating teaching materials, the essence of action research, shows a more positive and encouraging teaching approach in the 21st information age.

I believe that if we as teachers cannot find a way to motivate students directly we should do that by finding ways to motivate them indirectly which means that we should try to make them think and learn autonomously, to increase their self-confidence and to eliminate the anxiety they feel while learning the language. This will lead to the achievement of greater motivation followed by a success. Here the things are seen only from the teachers’

perspective. On the other hand, if we try to see the students' perspective by analysing their work we must find out which aspects are more valuable and then do tasks from those areas which will improve the students' skills and will gain positive results. If the teachers are competent and know exactly what they are doing, the contribution to motivation will be increased by revealing facts about learning English as a foreign language.

THE RESEARCH METHODOLOGY

The present study examined the motivational patterns of Macedonian university-level English and German learners. More specifically, the study seeks to answer the following questions:

1. What are the motivational patterns of Macedonian university students for learning English? Which motivations are stronger?

The study is based on a survey consisting of a motivational questionnaire and a background questionnaire which were made among the undergraduate students of English as a foreign language.

Research participants

The survey was made on second year Macedonian students at the 'Goce Delcev' University of Stip who study English and German as a foreign language. Their age ranges from 19-21, the average age is 20 and male and female participants are 23 to 27 which in percentage is 46% males and 54 females. There was a focus group of 50 students from the Faculty of Philology. The participants have already taken two semesters of English classes in the first year of study at the university but the level and area of the English and German language they study is different according to the content of the subject. Two instruments were used for this study: a motivational questionnaire, and a background questionnaire. The students were interviewed at the beginning of the fall semester.

Research instruments

Two instruments were used in the study: a background questionnaire, and modified motivational questionnaire. The background questionnaire consists of questions about students' age, gender, years of studying English and German, field of study and the importance of English and German in our country. There was a focus group of 50 students from the Faculty of Philology. Their age ranges from 19-21, the average age is 20 and male and female participants are 23 to 27 which in percentage it will be 46% males and 54 females. The average years of learning English and German are 9. Most of them do not answer the question about the importance of English and German in our country probably because they have not faced the need of English and German in their future careers yet. The motivational questionnaire was carefully adapted from the motivation surveys administered in foreign language settings by Clément and Kruidenier (1983), Clément et al. (1994) and Ely (1986) in such a way that the items were deemed concise, explicit and characteristic of the Macedonian settings. The questionnaire was modified into 16 questions and the students again answered from "strongly agree" to "strongly disagree". Items 3, 4, 5, 6, 8, 9, 11, 12 were adapted from Ely (1986), with "Spanish" replaced by "English". Items 1, 2, 5, 7, 10, 16 were adapted from Clément and Kruidenier (1983), with "French" changed into "English". Items 13, 14, 15 were adopted from Clément, Dörnyei, and Noels (1994). The respondents were asked to rate each of the 16 statements about the reasons for English and German

learning on the same 5-point interval scale as used for the FLCAS in terms of their agreement with the statement in descending order.

Results and analysis

Correlation between instrumental and integrative motivation items and anxiety
 In order to see the difference between the instrumental and integrative motivational items and which have more influence on people's motivation separate tables were made from both motivations. The tables below present the percentages of students' answer according to instrumental and integrative level.

Instrumental motivation items

I want to be able to use it with English/German-speaking people.	88%
It will be helpful for my future career.	99%
I may need it to be admitted to a higher school.	56%
I need it to fulfil the university foreign language requirement.	52%
It may make me a more qualified job candidate.	92%
I have to take the State Language Exam.	34%
I want to understand English/German films/videos, pop music, or books/magazines.	70%

88% of the students strongly agree and agree with the statement that they need English language because they want to use it in an English/German speaking area. 99% of them, which is of course an enormously high percentage, answered that English and German language will be helpful in their future career. 56% of the students strongly agree and agree with the statement that they need to know English and German because they might use it in higher education. 52% of them think that they need the language so they can fulfil the university foreign language requirement. 92% of the students strongly agree and agree with the fact that knowing English and German language will make them more qualified candidates. 34 % of them agree with the statement that they need to learn English and German because they will have to take the State Language Exam. And, according to the last instrumental item, 70% of the students strongly agree and agree with the statement that they need to understand English and German language because they want to understand English and German films/videos, pop music, or books and magazines.

Integrative motivation items

I would like to travel to an English/German-speaking area.	84%
I am interested in English/German culture, history or Literature.	56%
It helps me understand English/German-speaking people and their way of life.	86%
I need it for study abroad.	76%
I can get pleasure from learning English/German.	70%

According to the integrative motivation items 84% of the students strongly agree and agree with the fact that they need English and German language because they want to travel to an English/German speaking area. 56% of them strongly agree and agree with the statement that they are interested in English/German culture, history or literature. 86% of the students answered that they need English/German language because it will help them

understand English/German-speaking people and their way of life. 76% of the students strongly agree and agree with the statement that they need English and German to study abroad. And the last integrative statement in the questionnaire is answered positively by 70% of the students.

Looking at the results of the instrumental and integrative motivation items of the motivation questionnaire it is more than obvious that the students' anxiety level is greater with the integrative items because the motivation is lower. Students feel less anxious when they answer the statements concerning their future career and language which makes them more qualified job candidates than the need to study abroad and the pleasure from learning the language. But, eventually, both integrative and instrumental orientations, and intrinsic and extrinsic motivations contribute to the learning of a second/foreign language. Nevertheless, the answer to the question which one is more important varies from context to context. Likewise, students in different contexts may be motivated to learn a second/foreign language by different orientations. This is why the issue is still worth further exploration in situations with different groups of learners.

Discussion

If we closely examine the motivation questionnaire given to the students we can notice that there is a dichotomy: integrative vs. instrumental motivation which was consistent in the motivation cluster found by Ely (1986). For example, although "I want to understand English/German films/videos, pop music, or books/magazines" appeared integrative, it was more instrumental by nature, as suggested by the factor analysis. It is likely that students want to improve their English and German for entertainment, not for integrative purposes. On the other hand, as a reason for studying English/German the question "I need it for study abroad" was integrative, rather than instrumental, which can indicate a studying abroad with desire to get involved in the target culture.

This leads to the conclusion that there is no way to categorize the instrumental and integrative motivation. However, the instrumental motivation appeared to be more prominent than the integrative one. Our learners are more concerned about the role English/German language plays in their academic and career advancement. 98% out of 100% think that English/German language will help them in their future careers. Fourteen questions of this questionnaire were supported by the students. Questions 6 and 11 are the only questions that are below 50% but, even there one third of the students answered positively.

The two types of motivation (instrumental and integrative) are different in the extent they affect the anxiety level. Integrative motivation, not the instrumental one, seems to be able to predict the anxiety level of learners to some extent. This is consistent with Noels et al. (1999) who suggest: Learning a language for material rewards or because of some pressure does not support sustained effort or eventual competence. Language learners who have valued goals for learning, particularly the goal of self-development and enjoyment in learning, tend to be more involved and successful in that learning experience. (p. 31)

Conclusion

This study aimed at understanding the extent to which motivation affects English and German learning at Macedonia's institutions of higher learning. In conclusion, the results indicated a moderate to high motivation level. The students demonstrated two prominent factors on the motivation scale: instrumentality and integrativeness, and

validated the context-specific approach to the understanding of this model. The analysis also suggested that the learners were motivated more instrumentally than integratively. No significant relationship was found between anxiety and motivation in general. However, there were differences in the degree of the impact of the two types of motivation on anxiety: instrumental motivation in general did not affect how anxious the students were in foreign language classrooms, except for school requirements which were found to be negatively correlated with anxiety and admission to a higher school which was positively correlated with anxiety. School requirements were also found to have a negative effect on the students' proficiency. On the other hand, integrative motivation, particularly the desire to get involved in the target culture, could predict anxiety level to a significant extent.

The results of this study suggest that learners' motivation and identities are rooted in their historical background and influenced by both social and contextual factors. The findings support other researchers' views (e.g., Norton, 2000; Thorne, 2005) that motivation is not a static element, but is shaped by previous and ongoing activities and changes corresponding to the broader social context. It seems that, in the English language learning process, the more learners engage in learning activities, the more actively they locate themselves in the social context and make efforts to align with social discourses, and the more they experience personal transformation.

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