



MOTIVATION FOR LEARNING ENGLISH LANGUAGE BETWEEN THE STUDENTS OF ENGLISH AND EDUCATION DEPARTMENTS IN LEBANESE FRENCH UNIVERSITY - A COMPARATIVE STUDY

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Abstract

Motivation has for some time been recognized as one of the fundamental components influencing English dialect learning (Gardner, 1985). This investigation analyzed the sort and dimension of English dialect learning motivation (instrumental or integrative) of 104 understudies from Department of training and English Department at a Lebanese French University in Erbil, Kurdistan Region of Iraq. A changed motivational overview of 20 things adjusted from Gardner's Attitude/Motivation Test Battery (AMTB) was directed. The information were broke down by methods for recurrence, rate, math mean and standard deviation. The primary discoveries demonstrate that the understudies are moderately "exceedingly" inspired and observed to be marginally more "instrumentally" roused to learn English. This uncovers instrumental motivation is a noteworthy factor among this gathering of understudies learning English. In view of this current investigation's discoveries, some applicable and helpful motivational learning suggestions are prescribed for upgrade and enhancement of the understudies' motivation. Important dialect enhancement projects and exercises are additionally talked about as per the understudies' dialect troubles as imparted in the open-finished inquiries to expand their motivation in English dialect learning.

Keywords: Motivation, Instrumental Motivation, Integrative Motivation, LFU.

Introduction

Motivation is characterized as the degree ones endeavor to obtain the dialect in view of the longing to do as such and the fulfillment got from it Gardner (1985). Motivation is viewed as noteworthy in its job in dialect learning achievement. Along this line of considerations, understudies' motivation toward English dialect learning can, to a specific degree, impact their learning results. It merits examining how understudies wind up fruitful or flopped in learning English since it may influence their motivation and the manner in which they take in the dialect. Zoltan Dornyei (2002) expressed that the student's eagerness, duty and determination are the key determinant of accomplishment or disappointment.

The investigation is required to give critical data in deciding the degree and kind of their motivation i.e. integrative or instrumental. The centrality of this investigation ought to be that the reactions prompt a superior information of their motivation. The discoveries could enable the organization to progress in the direction of an enhancement of their motivations and, nearby, improving their dialect learning accomplishment at the most punctual phase of their enlistment in LFU.

Ellis (1997) points out that, as an educator, we have to investigate all the more completely the components that are engaged with persuading understudies to perform errands well since this is something that an instructor has some command over. Accordingly it is essential to discover the fundamental conceivable variables which influence understudies' motivation in English adapting, particularly in the handy sense to educators who need to invigorate understudies' motivation.

Objectives of the study

This study will be carried out to determine the motivational level of the students in Education and English departments at LFU and to determine if they are more integratively or instrumentally motivated English language learning.



Research questions

The research study was conducted to survey the students in LFU, academic year 2018-19 in particular. Its objective was to find the answers to the following questions:

1. What is the dimension of inspiration among these English and Education office understudies at LFU towards English dialect learning?
2. Are they transcendently interactively or instrumentally spurred towards English dialect learning?

Scope of the study

The examination was led with the examples chosen from Education and English Department understudies at LFU, scholarly year 2018-19 to investigate the prevailing inspiration in their English dialect learning. The information for this investigation is gotten through survey controlled to the aggregate number of 104 understudies. Recognizing whether they are interactively or instrumentally inspired, we might have the capacity to plan measures for the enhancement of their learning inspiration in English dialect. This is with the end goal of their better dialect learning achievement. Their kind of inspiration could be recognized at this first point to help them through their fruitful way of learning English.

Review of Literature

Definitions of motivation

There are many different definitions of motivation, especially in language learning.

Harmer (1991, p.3) clarifies the significance of inspiration as the "inside drive" that pushes someone to accomplish something. In the event that we imagine that our objective merits doing and alluring for us, at that point we endeavor to achieve that objective; this is designated "the activity driven by inspiration".

Lightbown and Spada (1999, p. 56) take note of that inspiration in second dialect learning is very confound to think about which can be clarified regarding two factors: student's informative needs and their states of mind towards the second dialect network. What's more, Parsons, Hinson and Brown (2001, p. 28) characterize inspiration as a critical segment or factor in the learning procedure. Learning and inspiration have a similar significance with the end goal to accomplish something. Learning makes we increase new information and abilities and inspiration pushes us or urges us to experience the learning procedure.

Gardner (1982), in his socio-instructive model, takes note of that inspiration is seen to be made out of three components. These are exertion, want and influence. Exertion alludes to the time spent concentrate the dialect and the drive of the student. Want shows how much the student needs to end up capable in the dialect, and influence implies the student's enthusiastic responses identified with dialect consider.

AreePunmanee (1991) sees inspiration as the procedure stirred by improvement to accomplish wanted purposes, practices or conditions. Inspiration is the nonstop procedure dependent on a man's craving.

Types of motivation

(Harmer, 1991, p. 3) uses the word 'goal' to categorize the motivation in second language learning into two types:

1. **Short-term goal** means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.
2. **Long-term goal** refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language. Krashen (1988, p.22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.
 - A. **Integrative motivation**, characterized as the craving to be a piece of perceived or critical individuals from the network or that society that talk the second dialect. It depends on enthusiasm for taking in the second dialect in view of their need to find out about, relate or associate with the general population who utilize it or in light of direction or expectation to take an interest or incorporate in the second dialect



utilizing a similar dialect in that network; yet here and there it includes feeling or full of feeling factors a lot. (Saville-Troike, 2006, p. 86)

- B. **Instrumental motivation** includes the ideas of simply down to earth an incentive in taking in the second dialect with the end goal to build students' vocations or business openings, giving them more distinction and power, getting to logical and specialized data, or simply passing a course of their investigation in school. (Saville-Troike, 2006, p. 86)

Furthermore, the motivation is further classified into two main categories as the following:

1. **Extrinsic Motivation** alludes to a longing to get a reward and keep away from discipline. It accentuates outer need to influence the student to participate in learning movement (Arnold, 2000, p. 14, for example, homework, review, or accomplishing something to please instructors. Both integrative and instrumental inspirations are likewise assembled under the part of the outward inspiration (Harmer, 1991, p. 4) as outward inspiration depends on outside results, for example, prizes and discipline. This inspiration could convey a negative effect to the understudies, in light of the fact that with extraneous inspiration, understudies don't learn with their solid expectation or will however they think about it since they are pushed by the enthusiasm for the prizes or the discipline. At the point when an understudy is learning since he is guaranteed rewards or on the grounds that he needs the prizes, he will be exceptionally energetic to come to classes and learn and accomplish the objective that is set for him. Be that as it may, when these prizes are removed, or some of the time regardless of whether they don't perceive any discipline, the understudy won't be occupied with coming to class and take in the dialect any more.

2. **Intrinsic Motivation** alludes to learning itself having its very own reward (Arnold, 2000, p. 14). It implies the students are energetically and willfully (not obligatorily) attempt to realize what they think it is worth or essential for them. At the point when understudies have characteristic inspiration, they want to learn and they don't have the requirement for outside results. There are no negative effects in having characteristic inspiration. Likewise, inherent inspiration pushes the understudy to learn without remunerations, on the grounds that the need is natural or originated from inside or relies upon their own will. Lightbown and Spada (1999, p. 56-57) referenced that educators don't effects understudies' inherent inspiration since the understudies are from various foundations and the best way to rouse understudies is by making the classroom a strong situation.

The Importance of motivation in second language learning

Motivation has a critical job in progress and disappointment in taking in a second dialect. Spolsky (1990, p. 157) expressed that propelled understudies are probably going to take in more and take in more rapidly than understudies who are less persuaded. In a specific learning circumstance, understudies who are less persuaded are probably going to lose their consideration, make trouble and cause discipline issues. Despite what might be expected, understudies who are all the more exceptionally energetic will take an interest effectively and give careful consideration to a specific learning assignment or movement.

Factors that affect motivation in second language learning

Four factors that can be dangerous to the learners' motivation, according to Harmer (1991, p. 4) are the following:

1. Physical condition which implies the climate in class. For instance if understudy need to think about in the awful lighting classroom , stuffed with such a large number of understudies , need to take a gander at the little board, or in the unsavory smell classroom, they can lose their inspiration or their inspiration in learning will be brought down.
2. Method of encouraging which alludes to how understudies are shown must influence their inspiration. At whatever point the students feel exhausted at the educator's technique, their inspiration would probably be lost or step by step diminished. As he stated, "If the understudies loses trust in the strategy, they will move toward becoming de-motivated" (Harmer, 1991, p. 5)
3. The educators as the most incredible variable of inspiration and de-motivation, can turn into a noteworthy part in demotivating the students.



4. Success alludes to the suitable dimension of test planned by the instructors. In the event that the trouble of work and action is too high or too low, it can lead understudies to a de-motivated circumstance in learning. As Harmer called attention to, to give high test exercises may negatively affect inspiration. Understudies can likewise similarly be de-motivated by too low dimension of test.

From Krashen's emotional channel speculation (as referred to in Lightbown and Spada, 1999, p. 39), enthusiastic states, for example, tiredness, dejection, weariness, and so on hinder the learning procedure of the understudies. Nervousness turns into a factor that impacts the full of feeling channel. Low nervousness is more useful for second dialect securing (Krashen, referred to in J.Oller and J. Richards, 2003, p. 183). This implies students' uneasiness can influence their inspiration. As indicated by Krashen, there are three full of feeling factors that associate with the emotional channel. Motivation which is beneficial for language acquisition

1. Self-confidence which is also useful for acquisition.
2. Anxiety which is good in the case where it is in a low level.

Relevant research

Fence (2000) directed an examination that researched the inspiration of 20 Japanese understudies who were contemplating English. The discoveries demonstrated that the most widely recognized purposes behind concentrate English as a second dialect were for correspondence with individuals abroad, discovering work in a prominent profession, preparing universal data, and understanding different societies. These discoveries were connected with crafted by Gardner and Lambert (1972) which recommended that a man's requirement for concentrate a second dialect is for the capacity to associate with the learning dialect network or integrative inspiration and the capacity to pick up information connected from that learning dialect or instrumental inspiration.

SiriluckWechsumangkalo and Sirithip Praserttrattanadecho (2004) directed an investigation which demonstrated unmistakably that high English capability subjects are more integratively spurred than low English capability subjects. Be that as it may, there was no critical distinction in the dimension of instrumental inspiration between two gatherings of subjects. Additionally, the investigation demonstrated that high English capability subjects are more inspired than low English capability subjects with low English accomplishment.

Research Methodology

Participants

The participants of the study were from the General Education and English Department in Lebanese French University, who were studying in the first and second semester, academic year 2018-19.

Research instrument

The instrument utilized in this examination is a 5 point Likert Scale which was adjusted from the first 7-point Likert Scale arrangement of Gardner's Attitude/Motivation Test Battery (AMI), went from 'Emphatically Agree' to 'Firmly Disagree'. (Gardner, 1960). A portion of the inquiries utilized in the poll were embraced from Prapphal's Attitudes Testing (Prapphal, 1981) to accumulate data on members' inspiration. There are 20 inquiries in the survey. The poll comprises of two primary parts: integrative inspiration (things 1-10) and instrumental inspiration (things 11-20). The survey arrange comprises of the accompanying parts.

Part 1: General demographic information of students: gender, age and Department.

Part 2: Students' motivation related to various variables of English language learning.

Data collection

The questionnaires were circulated to the 104 i.e, 46 surveys from English division and 58 surveys from Education office understudies amid their typical class session amid which time they were given clear guidelines and clarification for rounding out the survey. The surveys were then gathered upon fulfillment.



Data analysis

The information got from the surveys were broke down utilizing the SPSS program. The information concerning subject's general foundation and in addition their remarks were computed and displayed in rate. A five-point Likert scale was utilized to gauge the dimension and kind of subjects' learning inspiration. Such scale was utilized in the poll to indicate the dimension of the understanding or difference dependent on the accompanying criteria:

Mean Range	Interpretation
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

Findings

The findings of this study are divided into three parts: (1) general information of the subjects; (2) students motivation.

General information

This part indicates the general demographic data of the respondents. The results are shown based on the questionnaires as follows:

Table 1 Gender of Respondents

Sl. No	Gender	English	% percentage	General Education	% Percentage
1	Male	9	15.51	8	17.39
2	Female	49	84.48	38	82.60
	Total	58	100	46	100

In table 1 there are almost 84.48 female students in English department whereas only 15.51 are male. When it comes to General education Department there are more than 82.60 are female students whereas only 17.39 are male.

Table 2 Age of Respondents

Sl. No	Age	English	% percentage	General Education	% Percentage
1	Below 20	25	43.10	9	19.56
2	21-25	28	48.27	35	76.08
3	26-30	04	6.89	01	2.17
5	Above 31	1	1.72	01	2.17
	Total	58	100	46	100

In table 2 the age of the respondents are discussed, there is majority of 48.27% and 76.08 % are between the age group of 21-25 in English as well as General education Department., and below the age group of 20 are 43.10 and 19.56 in Both the departments. In between the range 26-30 there 6.89 and 2.17. And the least percentage of 1.72 and 2.17 are belong to the age group of above 31, in both English and education department

Motivation

This part shows generally speaking subtle elements of the investigation's outcomes. The accompanying two tables (Table 3 and 4) traces all the 20 addressed things, their subsequent separated mean scores , utilizing engaging insights of Mean scores and Standard Deviation (S.D.) and their relating inspiration levels, which fill in as the reason for further elucidation and suggestions.



Instrumental Motivation

Instrumental Motivation	Mean	SD	Rating of Motivational Level
1. I mainly focus on using English for class assignment and the exams.	4.33	0.60	High
2. I simply repeat quotes but do not really use my own words to speak or write in class.	4.20	0.48	High
3. I am interested in reading only English textbooks, but not other e.g newspapers, magazines.	4.27	0.44	High
4. I am more interested to achieve a university degree than learning English language itself.	4.27	0.57	High
5. My Target is attending higher education than learning English language itself.	4.23	0.76	High
6. I think learning English is important for travelling abroad.	4.35	0.58	High
7. I think learning English is important for making me a knowledge and skillful person.	4.47	0.62	High
8. I feel learning English is important for making me an educated person	4.37	0.60	High
9. Being proficient in English can lead to more success and achievements in life	4.60	0.49	High
10. Being proficient in English makes other people respect me	4.43	0.56	High
Total	4.35	0.56	High

Table 3 uncovers that the respondents had an abnormal state of instrumental inspiration. This is indicated unmistakably by the normal mean score of 4.35 in the table. Proclamation number 9 (Being capable in English can prompt more achievement and accomplishments throughout everyday life) has the most noteworthy mean (4.60). The announcement number 7 (Learning English is vital for making me an educated and able individual.) has a normal mean score of 4.47. What's more, the announcement number 10 (Being capable in English makes other individuals regard me) has a normal mean score of 4.43. The most minimal mean score of 4.20 is proclamation number 2 (I just statement the reading material and not by any stretch of the imagination convey myself when talking or writing in class. In any case, the general mean score of instrumental inspiration shows an abnormal state of inspiration.

Integrative Motivation

Integrative Motivation	Mean	SD	Rating Of Motivational Level
1. Studying English enables me to understand English books, movies, pop music etc.,	4.43	0.68	High
2. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	3.47	0.78	Moderate
3. Studying English enables me to keep in touch with foreign acquaintances.	3.80	0.85	High
4. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	4.20	0.76	High



5. Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.	3.97	0.96	High
6. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups..	4.27	0.91	High
7. Studying English enables me to sound like native English speakers e.g. accent, using English expressions.	3.73	0.94	High
8. Studying English enables me to appreciate English arts and literature.	3.47	1.04	Moderate
9. Studying English helps me to be an open-minded and sociable person.	3.63	1.10	Moderate
10. Iam determined to study English as best as I can to achieve maximum proficiency.	4.40	0.72	High
Total	3.94	0.63	High

Table 4 demonstrates the general high level of integrative inspiration of the respondents with a high normal mean score of 3.94. The announcement number 11 (Studying English empowers me to comprehend English books, motion pictures, popular music and so forth.), the announcement number 20 (I am resolved to ponder English as well as can be expected to accomplish most extreme capability.) and the announcement number 16 (Studying English empowers me to take an interest openly in scholastic, social, and expert exercises among other social gathering.) demonstrate the largest amount of instrumental inspiration with the mean scores of 4.43, 4.40 and 4.27 separately. In any case, the announcement number 12 (Studying English empowers me to more readily comprehend and welcome the lifestyles of local English speakers.) and the announcement number 18 (Studying English empowers me to acknowledge English expressions and writing.) both have the most minimal mean score which is 3.47 and is considered as a moderate dimension of inspiration.

Table 5. The Comparison between Integrative and Instrumental Motivation

Motivation	Mean	SD	Meaning
Instrumental	4.35	0.56	High
Integrative	3.94	0.63	High
Total	4.16	0.59	High

Table 5 introduces the correlation among instrumental and integrative inspiration. It uncovers that the mean score of instrumental inspiration (4.35) is higher than the mean score of integrative inspiration (3.94). Be that as it may, the general mean scores of the two sorts of inspiration of 4.16 is considered as a high level of inspiration.

Discussion and Recommendation

The general outcomes uncover that the understudies are profoundly energetic to learn English. This discovering answer the examination question of what the dimension of the subjects' inspiration is. In light of the examination and appraisal, it is found that the understudies are marginally more emphatically instrumentally propelled to learn English which can answer the exploration question of the inspiration found is more integrative or instrumental. The understudies' connected troubles in the dialect aptitudes, as imparted in the open-finished inquiries merit further consideration. Every one of these discoveries have pertinent ramifications and ought to in this way prompt proposals for further preparing or studies.

The understudies' tendency toward instrumental inspiration could be of extraordinary incentive for the Institute for the improvement through new spotlights on the Institute's English dialect upgrade programs. In the meantime



the establishment ought to likewise consider the possibilities and procedures for the understudies' integrative inspirations to learn English and at last enhance their capability. It may be advantageous for the foundation to actualize the on-going additional curricular dialect projects or exercises including both employees and understudies to empower association and upgrade the presentation and the dialect use.

In view of the discoveries of this investigation, the outcomes are remarkable for this specific understudies: i.e. their high inspiration in both instrumental and integrative viewpoints and even with a slight strength in instrumental inspiration. Besides, the investigation of understudies in different establishments with to a great extent unique setting may yield essentially extraordinary outcomes. Future research ought to likewise incorporate progressively and a few of foundations or colleges, both global and open.

The examination got the information from 104 understudies inside a strict time limit. It is suggested a bigger example measure with a more drawn out time allotment ought to be stretched out to build the level of speculation of the examination and with the end goal to make the discoveries more legitimate and dependable.

This examination does not analyze inspiration in English dialect learning of understudies of other year level, for example, year 2 - 4. It is suggested that more assortment of respondents ought to be examined including distinctive year of study.

As the English learning inspiration is a standout amongst the most essential learning factors, the need to decide the genuine persuasive circumstances of any understudies aggregate is advantageous. This is to assist their dialect learning adequacy and capability.

Taking everything into account, this examination was led to give a few bits of knowledge into the dimension and sort of inspiration of the main year understudies at Lebanese French University. The examination gives valuable learning and data to the establishment to enhance their English courses. In spite of the fact that the information wellspring of the examination may not speak to all other understudy gathering, the analyst is as yet certain that the outcomes will give a relative portrayal and be of an incredible incentive to specialists or scientists concerned.

Inspiration in English dialect learning of the understudies can be an extraordinary wellspring of information and comprehension to execute pertinent projects or exercises to animate the all the more persuading learning environment. Understudies with sufficient inspiration will wind up proficient dialect students with extreme dialect capability.

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