

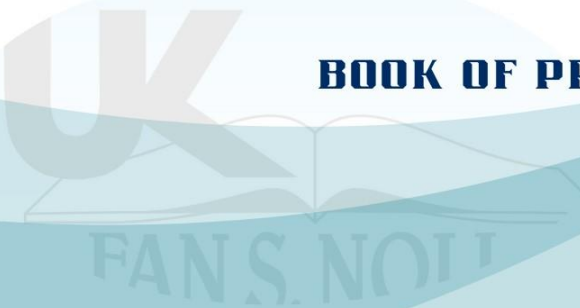


**THE 5th
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**“EDUCATION
ACROSS BORDERS”**

**“INNOVATIVE EDUCATION:
STRENGTHENING THE FUTURE”**

BOOK OF PROCEEDINGS



THE 5th INTERNATIONAL CONFERENCE

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BOOK OF PROCEEDINGS



**FACULTY OF EDUCATION AND PHILOLOGY
FACULTY OF NATURAL AND HUMAN SCIENCES,
“FAN S. NOLI” UNIVERSITY - KORÇË, ALBANIA**

**FACULTY OF EDUCATION, “ST. KLIMENT OHRIDSKI”-
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**SCHOOL OF SOCIAL SCIENCES AND
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**5th INTERNATIONAL CONFERENCE
“EDUCATION ACROSS BORDERS”**

**“INNOVATIVE EDUCATION:
STRENGTHENING THE FUTURE”**

**28-29 APRIL 2023
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SESSION 11
(Educational Sciences- Didactics of languages and literature)

**FOREIGN LANGUAGE LEARNING MOTIVATION
IN ACADEMIA**

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Abstract

Every individual aiming to learn particular foreign language (FL) is motivated by certain factors such as culture or customs of a country, or due to a personal goal striving to achieve. Motivation is an internal factor that encourages or initiates, organizes, directs and determines the intensity and duration of learning activities, and plays a particularly important role when it comes to learning a foreign language. The paper provides an insight of the foreign language motivation of the higher education academic staff, particularly investigating two types of motivation in learning or improving a foreign language. The instrument used in the research was an adapted version of Attitude/Motivation Test Battery by R. C. Gardner, aimed for speakers of English as a foreign language that is mandatory and the most widely used foreign language in academia. The participants included in this research are academics from several public and private universities in the R. of North Macedonia. According to the results, the study provides analysis of the level of motivation from instrumental and integrative aspects regarding the foreign language learning, which in future might significantly influence on raising the awareness and increasing the motivation about foreign language learning (FLL) as well as on the improving of the language users' proficiency.

Keywords: *Academia, foreign language learning, instrumental motivation, integrative motivation, motivation*

Introduction

English language is one of the few FLs that are increasingly affecting humans and their everyday lives, as it has become a necessity for every individual, regardless of the actual reason. The aim of learning

and then acquiring certain knowledge of a foreign language

can be driven by many factors; however, it is highly believed and proven that motivation is the top most significant or moreover the internal factor that encourages or initiates, organizes, directs and determines the intensity and duration of learning activities, and plays a particularly important role when it comes to learning a foreign language. Motivation has played a central role in number of empirical research and theoretical work in the context of foreign language learning, and according to MacIntyre "...it represents one of the most appealing, yet complex variables used to explain individual differences in language learning" (MacIntyre et., al. 2001, p. 462)

Foreign Language Learning Motivation

Motivation in foreign language learning has been a significant area of interest to many researchers for almost half a century, considering the fact that it is a substantial part of the affective factors along with the learner's anxiety and self-confidence, a set of three determining factors for successful foreign language acquisition. According to one of the most influential researchers on the topic, Zoltan Dornyei, motivation is still considered an enigma "for which numerous studies could not provide a universal definition" (Takać & Berka, 2014, p. 78). Robert c. Gardner and Wallace E. Lambert, among many others are the scientists that profoundly studied motivation from many standpoints and have discussed how attitudes towards a target language and culture can affect the motivation to learn and acquire a FL. Considering the fact that these two scholars advocated a social-psychological approach that focused on the social context and relations between language communities, measured by the peoples' social attitudes, their work resulted in the arousing of the **instrumental-integrative** dichotomy, which reflects the purpose of the FLL motivation to any age group of learners and users (Gardner & Lambert cited in Brown 2001). In terms of further research on the topic Gardner and McIntyre (1991) later provided an additional explanation regarding the difference between the notions *orientation* and *motivation*. Orientation refers to reasons for learning a second language, and motivation refers to efforts to learn the language.

Motivation in Adult vs Young Language Learners

According to Lenneberg's Critical Period Hypothesis (1967) young and adult learners differ in terms of brain maturity, which results in differences in language acquisition. The hypothesis suggests that language acquisition is easier and more natural for young learners due to their (young) brain's flexibility which refers to the fact that once the aforesaid (critical) period (around puberty) is over, it becomes challenging for them to acquire a foreign language impeccably, or at its best. It is good to note that since young learners can master pronunciation faster than adults as they are in need of more communication and naturally use the language more, it is significant to mention that adults are at some point in advance with the grammar acquisition which is a result of the mother tongue interference that they have mastered long before the young learners. Adult and young FL learners significantly differ as a category of learners, despite their prior knowledge and skills of FL acquisition and achievements, as claimed in many research studies by now. According to Gardner (1982) **young learners'** or **student's motivation** is comprised of 3 elements such as: *effort* (the time spent studying and the drive of the learner), *desire* (the yearning to become proficient in the language) and *affect* (the emotional reactions of the learning towards studying). On the other hand, according to Cyril Houle (in Gordon & Howard., R.D. 1993) **adult's motivation** is divided into 3 learning orientations such as: *goal-oriented*; *activity-oriented* and *learner-oriented*.

Motivation regarded as the learner's orientation emphasizing the goal of acquiring a second/ foreign language, is fully influenced by a number of factors. These factors affect the motivation of the aforesaid groups of learners, regardless of the type of motivation present. However, there has been a lack of empirical data and attention paid on research about the adult motivation in the area of foreign language learning.

Based on the assumption and some current studies it is claimed that adult learners decide to learn for pragmatic reasons, i.e. due to the need to know or be proficient in English language, which categorizes them to be instrumentally orientated/motivated. Since one might presume that the instrumental should be a total opposite of the integrative motivation, a high level of instrumental may indicate that the integrative motivation should be less represented or not present at

all. It is highly believed that in modern conditions of life and work, adults should have acquired a solid command and knowledge of English within their workplace and living environment, in order to be able to facilitate their daily private and professional obligations. According to Dörnyei (1994), some previous research has shown that integrative motivation is crucial for the younger population rather than for the adults. Analyzing the needs for proficiency of English, it is clear that adults initially opt to attend language courses for professional reasons, whereupon the globalization processes which have made English a global language, play a significant role in determining the reason i.e. the necessity of a potential employee to excel in a foreign language (English) as an asset among the other professional skills.

Gardner-Lambert's Aspects of Integrative and Instrumental Motivation

Integrative motivation implies to learning FL in order to get closer to the target community and culture, but it also implies to respect, openness and closeness to the target language and culture, and sometimes also entails integration into the social environment of another speaking area as well as the aspiration for FL learners to become similar to native speakers. In contrast to the integrative, instrumental motivation is manifested by learning and acquiring the language for practical reasons i.e. for career advancement, to get good grades in subjects/exams, for receiving a scholarship or obtaining a certificate in certain language exam etc., (Gardner, 1985).

Integrative motivation appears when the need of the FL acquisition is associated with the effort invested with the goal that is intended to be achieved through the desire to learn along with a positive attitude toward the language and the context in which it is spoken. Excluding these factors, an integrative orientation represents a goal that lacks motivation. As from many research studies on the topic it is said that the learners who choose integrative motivation instead of instrumental, as an option of their motivation for language learning, show a higher level of motivation intensity (Dörnyei& Schmidt, 2001).

Other aspects of Instrumental and Integrative Motivation

Zoltan Dörnyei (1994) reveals that there is an integrative motivational component that includes an instrumental orientation, for

example the desire for acquisition due to pragmatic reasons. Therefore, he makes an attempt to refute Gardner and Lambert's theory on instrumental-integrative dichotomy that prevails on the topic of learning a foreign or second language motivation (Gardner & Lambert, 1972). Occasionally, instrumental and integrative motivation can appear with different intensity - the instrumental perhaps due to its utility i.e. the practical reasons to achieve a goal (good grade, better job) and the integrative due to learners' urge towards being integrated and belong in a certain group or society. Yet, student can be integrative and instrumentally motivated at the same time because one type of motivation does not exclude the other, although one of them often appears to be predominant.

Lamb (2004, p. 32) points out that "integrative and instrumental motivation are difficult to distinguish as distinct concepts: contacts with Westerners, computer usage, understanding of pop poets, studying abroad, travel, career advancement – all of these pursuits are interrelated, and are also associated with English as an integral, central part of the process of globalization which transforms societies and has a crucial impact on the lives of people".

Considering the fact that motivation in general is an internal factor that encourages or initiates, organizes, directs and determines the intensity and duration of learning activities, and plays a particularly important role when it comes to learning a foreign language, the authors' aim was to provide an insight of the foreign language motivation of the higher education academic staff on a state level, particularly investigating the presence and the level of the integrative and/or the instrumental motivation in learning/improving a foreign language.

Methodology

As for the purpose of this research, the authors used an adapted i.e. customized version of Gardner's (1985) Attitude/ Motivation Test Battery – AMTB. According to Y. Hashimoto (2002, p.30) such adaptations have been used in a number of studies investigating foreign/second language learning motivation, such as by Baker & Macintyre, 2000; Gardner, Day, & Macintyre, 1992; Gardner, Lalonde, Moorcroft, & Evers, 1987; Gardner & Macintyre, 1991; Gardner & Macintyre 1993; Gardner, Tremblay, & Masgoret, 1997; Glikman, Gardner, & Smythe, 1982; Masgoret, Bernaus, & Gardner, 2001;

Tremblay & Gardner, 1995). The AMTB is made up of over 130 items, and its reliability and validity have been supported (Gardner & Glikman, 1982; Gardner & Macintyre, 1993). The designed adapted version of Gardner's AMTB was aimed for speakers of English as a foreign language which is mandatory and the most widely used foreign language in academia.

Participants

The survey involves 72 academics particularly teaching assistants, professors, researchers, adjunct professors etc., from several public and private universities in the Republic of North Macedonia. The participants' level of English proficiency has not been examined with proficiency pre-test, as the study relies on the higher education requirements of B2-C1 level of proficiency of all academic staff members as a prerequisite for employment.

Instrument

As for the purposes of this study, in order to assess and classify the respondents' type of motivation, the authors of this paper used the adapted version of Attitude/Motivation Test Battery (AMTB) developed by Gardner in 1985, aimed for assessment of various variables based on the socio-educational model. Gardner's questionnaire initially is comprised of more than 50 items organized in sections, out of which 4 statements are dedicated on the integrative and 4 on the instrumental orientation in terms of FL learning. The authors decided to adapt the original items into 20 statements separated into Part A - statements concerning *instrumental motivation* and Part B - statements concerning *integrative motivation*. The anonymous questionnaire was designed in Google Forms and sent to academic staff members from all public and several private universities in the R. of North Macedonia. The responses contained a 5-point Likert scale ranging from 1 to 5 i.e. Strongly disagree to Strongly agree. The purpose of the survey was clarified to the respondents prior to the distribution of the questionnaire (it is customized exclusively to investigate the motivation for learning or improving a foreign language of academic staff in Macedonia) and the respondents were given approximate time of 2 weeks to submit their response.

Data collection analysis

The data collected from the questionnaire was statistically analyzed, presenting interpretation of the scores in 5 tables (see also Appendix 1 and Appendix 2) and 1 chart.

Table 1. Interpretation of the mean score of the motivation level

Scale	Mean range	Level of motivation	Score range
1	Strongly disagree	Lowest	1.00-1.50
2	Disagree	Low	1.51-2.50
3	Neutral	Moderate	2.51-3.50
4	Agree	High	3.51-4.50
5	Strongly agree	Highest	4.51-5.00

Table 1 presents that the mean score of each statement indicates the respondents' motivation level, precisely, the higher the mean score the higher the motivation level and vice versa. The mean score ranges from 1.00 as the lowest to 5.00 as the highest.

Table 2. Type of mean score related with the motivation level

Type of mean score	Mean value	Motivation level
Instrumental	4.025	High
Integrative	4.118	High
Overall mean score of both types	4.084	High

According to the data presented in table 2, the instrumental motivation with a value of 4.025 appears to be lower when compared with the integrative mean score of 4.118. Additionally, the overall

mean score from both types of motivation appears to be at a high level with a value of 4.084, along with the high level marked by both, the instrumental and the integrative motivation. The only apparent difference is the prevalence of the integrative motivation level with a slight surpass and a value of 0.93.

Table 3 (see Appendix 1) presents the mean score of the statements aimed to investigate the instrumental type of motivation. According to the demonstrated scores, the average motivation level appears to be high with the overall mean score of 4.025, whereas the lowest value is 3.43, which is the only question that falls into the moderate level. The rest of the responses are at a high level.

Table 4 (see Appendix 2) presents the mean score of the statements aimed to investigate the integrative type of motivation. According the demonstrated scores, the average motivation level appears to be high with the overall mean score of 4.118, whereas the lowest value is 3.81 which as a total with the overall score belongs to the high level of motivation.

The mean score from Table 3 and Table 4 are presented in Chart 1 below:

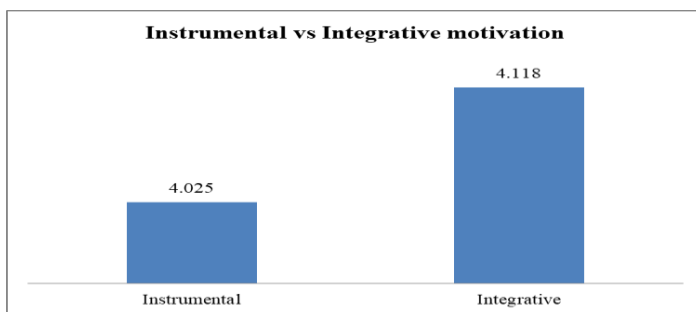


Chart 1: Instrumental vs integrative motivation mean score

Table 5 as given below sheds light on the statements with the highest and the lowest score from both types of motivation. The statements indicating **instrumental motivation**, related to learning/improving English for better academic work positions abroad and participation in international academic events/ seminars/ conferences represent similar value i.e. the highest scores such as 4.40 and 4.35. The lowest score however, in terms of instrumental motivation is shown in the statement *“I like to learn/improve my English because I need English language*

to get certified with FCE, IELTS, TOEFL”, with a mean value of 3.43 which is categorized as a moderate motivation level. As seen in Table 5, the mean scores indicate that **integrative motivation** slightly prevails. The highest mean score of 4.37 is found in the part related to the importance of learning English for study visits or mobility. On the contrary, the lowest mean score of 3.81 is associated with the significance of learning English for integrating with foreign cultures. This score falls into the high-level category.

It is significant to point out that the highest mean score belongs to the instrumental motivation section for Q4. “*I like to learn/ improve my English because it will be useful in getting better academic work position abroad*”, which is marked with the highest score given in percentage but also with a total number of 40 “strongly agree” and 25 “agree” responses which makes a total of 65 out of 72 participants. Analyzing this statement and its highest score indicates the conclusion that Macedonian academics are instrumentally motivated as much as they are and integratively motivated i.e. they would improve their English only if they get an opportunity to work abroad or if they are offered a better academic position etc.

As seen in Table 5 - statement 4 and 7, it is also important to note that even though the instrumental motivation appears with a score of 4.40, which is above the highest value of the integrative motivation yet the overall mean score sets the instrumental to be slightly below the integrative motivation. However, considering the overall mean score of both types of motivation it is obvious that the respondents are *instrumentally* and *integratively motivated* almost at the same level.

Table 5. Statements with highest and lowest mean score

Statement s	Type of motivation	Highest mean score	Lowest mean score
Q4. it will be useful in getting better academic work position abroad	Instrumental	4.402778	/
Q7. It will enable me to participate in international academic events/	Instrumental	4.402778	/

seminars/ conferences			
Q2. I need English language to get certified with FCE, IELTS, TOEFL	Instrumental	/	3.430556
Q17. it will help me during a study visit/ mobility	Integrative	4.375	/
Q16. I need English language to integrate with foreign cultures.	Integrative		3.819444

Conclusion and discussion

This research confirms that people are motivated for different reasons and that both types of motivation can be present simultaneously. Integrative motivation is associated with the desire to achieve positive change, personal growth and development, while instrumental motivation is associated with achieving a specific goal. This difference is somewhat related to the learners' age and life goals. It is said that youngsters tend to get integrated in new society, new community, groups etc., while the adults rather skip that option and tend to have a specific reason such as career advancement, if they need to undertake such a step. According to the results from the survey, the surprising fact is that even though the target group of this study is the adult population, yet they are both, highly instrumentally and integratively motivated, where the latter (integrative) is the dominant one, which confirms the initial Gardner-Lambert theory. On the other hand, according to the results, both types of motivation actually do not differ significantly as seen by the mean score, which undoubtedly confirms Dornyei's claims that integrative and instrumental are not that opposite but rather similar to the "yin and yang" concept whereas both are indisputably contributing to the learner's aims. As of from the general data obtained by the questionnaire it can be categorically concluded that the respondents belonging to the academic world in Macedonia, most of whom have learned and may have acquired the desired proficiency of English before, still wish to continue learning. In other words, the one who learned will never stop learning or wanting to learn.

Thus it is inevitable to say that FL motivation is and will most probably remain at its high level among the intellectuals and academics in Macedonia.

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Appendix 1: Mean score of the instrumental motivation

Table 3:

Part A. I like to learn English/ improve my English because...	1	2	3	4	5	Mean score
Q1. I think it will someday be useful in getting a higher academic position.	1	5	7	33	26	4.083333
Q2. I need English language to get certified with FCE, IELTS, TOEFL	4	14	15	25	14	3.430556
Q3. it will enable my future PhD/ Post Doc position.	1	7	21	29	14	3.666667
Q4. it will be useful in getting better academic work position abroad	1	2	4	25	40	4.402778
Q5. English language is a basic requirement for academic positions.	3	2	16	29	22	3.902778
Q6. I will be able to search for information and materials in English for my future research projects/ studies	0	2	6	31	33	4.319444
Q7. it will enable me to participate in international academic events/seminars/ conferences.	0	2	7	23	40	4.402778
Q8. it will help me publish articles in English and be more visible on scientific research platforms	0	2	5	30	35	4.361111
Q9. other foreign colleagues/ researchers will respect me more if I know English	7	7	15	27	16	3.527778
Q10. it will help me establish or maintain international cooperation with fellow colleagues abroad	0	2	9	37	24	4.152778
Overall mean score						4.025

Appendix 2: Mean score of the integrative motivation questions

Table. 4

Part B. Learning English/ Improving my English is important for me because...	1	2	3	4	5	Mean score
Q11 it will allow me to be more at ease with English-speaking fellows/ people	0	2	7	35	28	4.236111
Q12. it will help me when traveling abroad	1	0	6	34	31	4.305556
Q13. it will help me make friends with people from abroad.	0	2	10	36	24	4.138889
Q14. I enjoy conversing with people/ colleagues who speak English as well	1	2	18	35	16	3.875
Q15. It will enable me to understand foreign cultures and tradition.	2	2	14	34	20	3.944444
Q16. I need English language to integrate with foreign cultures.	1	5	17	32	17	3.819444
Q17. it will help me during a study visit/ mobility	1	1	1	36	33	4.375
Q18. I will be able to participate freely in activities of other cultural groups	2	1	8	45	16	4
Q19. it will help me introduce myself/ my areas of interests.	1	2	4	41	24	4.180556
Q20. it will help me participate in formal/ informal discussions with foreigners.	1	2	1	38	30	4.305556
Overall mean score						4.118