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**The Influence of Integrative Motivations in Enhancing
Learning English as a Foreign Language.**

أثر الدوافع التكاملية في تعزيز تعلم الانجليزية لغة أجنبية

**A Thesis Submitted to the College of Languages in
Partial Fulfillment for the Requirements of Master
Degree in English Language (Applied Linguistics)**

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Dedication

To the soul of my father, to my mother with deep love, to my sister Rugeya who always pushed me to be the best I can and whose love and support is indispensable to my success, to my beloved siblings and to my supportive friends, I dedicate this effort.

Acknowledgements

First and foremost thanks are due to Allah the sustainer of the heavens and the earth. Gloried and praised be He. His blessings are innumerable. By His grace this research sees the light. My gratitude to all those who supported me in completing this research. I thank doctor Ayman HamadElneil, my supervisor. My gratitude extended also to my family and friends who encourage me to complete this work.

Abstract

This study is about the influence of integrative motivation in enhancing foreign language learning. The purpose of the study is to investigate whether the integratively motivated students are more successful than the instrumentally motivated students in terms of vocabulary and grammar. The objective of the study is to demonstrate why do some foreign languages learners learn the foreign language very quickly while some other learners are very slow in learning the language or they might end up in a complete failure. The subject of this study has drawn from Sudan University of Science and Technology, Department of English, second year students. The study used a quantitative method in the data collection. A questionnaire plus a test has in a number of 30 papers has been distributed to the second year students, at the English department.

The results and findings of the study show that the integratively motivated students are more successful than the instrumentally motivated students in terms of grammar. But the instrumentally motivated students are more successful in vocabulary than the integratively motivated students. On the other hand the study demonstrates that most of the students who study English at Sudan University are more instrumentally oriented.

The study was limited to Sudan University students, in a particular level (second year students), in a certain academic year 2015-2016. The subjects of the study were mainly females. The researcher recommends that the study can be extended to include larger number and in different levels. Also the researcher recommends that further researches have to be conducted in this area of motivation to get a clear cut view on which type of motivation that can affect on the learners more than the other ones and that the learners have to be encouraged to have that sort of motive.

مستخلص البحث

تبحث هذه الدراسة أثر الدوافع التكاملية في تعزيز دراسة اللغة الاجنبية. تهدف الدراسة الى معرفة ما اذا كان الطلاب ذوي الدوافع التكاملية أنجح من الطلاب ذوي الدوافع الوسائطية في تعلم القواعد والمفردات اللغوية. كما ترمي هذه الدراسة ايضا الى معرفة الاسباب التي تجعل بعض دارسي اللغة الاجنبية يمتاز بالسرعة في اكتساب اللغة الاجنبية والبعض الاخر بطئ في الاكتساب وقد ينتهي به الامر الى الفشل الكامل.

تم اخذ العينات هذه الدراسة من جامعة السودان للعلوم والتكنولوجيا، كلية اللغات ، قسم اللغة الانجليزية، من طلاب المستوى الثاني. استخدمت الدراسة طريقة جمع البيانات الكمية. تم توزيع استبانة مع اختبار بعدد 30 ورقة، لطلاب السنة الثانية قسم اللغة الانجليزية.

أظهرت النتائج أن الطلان ذوي الدوافع التكاملية أكثر تفوقا في القواعد من الطلاب أصحاب الدوافع الوسائطية. غير أن الطلاب اصحاب الدوافع الوسائطية أكثر تفوقا من الطلاب أصحاب الدوافع التكاملية في اكتساب المفردات اللغوية.

من جانب اخر اظهرت الدراسة ان معظم دارسي اللغة الانجليزية بجامعة السودان يملكون دوافع وسائطية أكثر من غيرها في تعلم اللغة.

كان هذا البحث قد أجري في جامعة السودان، وعلى مستوى محدود من الطلاب، هم طلاب السنة الثانية، في العام الدراسي 2015-2016. كما كانت عينة الدراسة محصورة على الطلاب الاناث. لذلك يوصي الباحث بان هذه الدراسة يمكن توسعتها لتشمل عدد اكبر ومستويات مختلفة. كما يوصي الدارس بتوسيع مدى البحث ليشمل مجالات اكبر واوسع بغرض الوصول لرؤية واضحة أكثر حول ما اذا كان هنالك دوافع اكثر تأثيرا من غيرها في تعلم اللغة.

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Chapter One

Introduction

Chapter One

Introduction

1.0. Background

Learning English language becomes an inevitable issue nowadays due to its importance mostly in all fields of education. So most of the people around the world would like learn this language .But learning any language other than the native one confronts many problems. Sometimes these problems would relate to the learner in other cases would relate to the policy in the country that the language is taught in or even to the situation: economic, social, political...etc of the learner. The problem of this study is centers on the Sudanese students' motivation toward English language learning and it's relation in mastering the learning of the language. It is believed that the standard of English has being deteriorating in Sudan through time. This drop of the standard of English is due to many reasons, which effect attitudes directly or in directly such as Arabicaization, instability in English language syllabuses, the exodus of many qualified Sudanese teachers to other professions Sandell (1982), the unexpected departure of many very expatriates and the expansion of non-government education Beshier (1969)

Most of previous efforts of the researches were centered on the curriculum, the textbook and the teacher-training. Many researchers such as Hurries, Sandell (1982) agree that the drop of English language standard clearly started as a result of Arabicization which formally took place in schools in 1965. Some other researchers disagree with this opinion believing that it was not Arabicization to blame, and the drop started before that time. In this *respect*

Al Busairi (1998) says, “ arabicaization is not to blame since new university entrants low achievement in English had been observed before the implementation of Arabicization of general education in 1964”.studying learner’s motivation is very important to know the best factor that students should follow to learn the language.

1.1. Statement of the Problem

Foreign language learning is one of the most problematic issues faced the language learners. It’s widely observed that there are some students who can learn the foreign language very fast while the rest of them are very slow. Since those students get very similar exposure to the same language with the same situations, why do some learners pick up and learn the targeted language very fast and some of them are very slow or might end up to an entire failure?. What are the reasons of this phenomenon?

1.2. The Objectives of the Study.

This research attempts to achieve the following objectives

- a) Investigating how far the integratively motivated students are more successful in acquiring the foreign language in terms of vocabulary and grammar than the instrumentally motivated students.
- b) Stating the proper motivation that the learners have to follow to get successful in acquiring the foreign language.
- c) Finding out why do some learners fail in acquiring the foreign language.

1.3. The significance of the study

The importance of this research stems from the fact that it investigates the impact of certain type of motivation in enhancing the learning of the foreign language. It came out from a deep observation on the foreign language learners' problems. It will benefit the students who would like to study English as a foreign language. Also it attempt to discover and shows the best ways in that the learners should follow to achieve their aims. Moreover it's significant for the teachers who teach English as a foreign language. Furthermore it is a benefit to everyone in the field of linguistics.

1.4. The questions of the study:

This research is an attempt to answer the following questions:

- 1- To what extent intergeneratively motivated students are more successful in grammar than instrumentally motivated students?
- 2- To what extent intergeneratively motivated students are more successful in vocabulary than instrumentally motivated students?

1.5. The hypothesis of the study.

- 1- The interatively motivated students are more successful in grammar than the instrumentally motivated students.
- 2- The interatively motivated students are more successful in vocabulary than the instrumentally motivated students.

1.6. The methodology of the study.

To test the hypotheses, a test plus a questionnaire will be distributed to the second year students at Sudan University of Science and Technology, college of languages, Department of English. In this study the researcher is going to adopt a descriptive analytical method. To analyze the data the researcher is going to use SPSS computer program.

1.7. The limits of the study.

This research is limited by both time and location. It will be carried out at Sudan University for Science and Technology, faculty of languages, department of English and it will be limited to the students who learn English as a foreign language in the academic year 2015- 2016. It discusses the influence of integrative motivation on foreign language learning on the specified samples.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies.

1.0. The definition of motivation.

It seems clearer that this area of study has inspired hundreds of researchers; this comes due to the copious work that has been carried out in this field. But despite all these kinds of researches that have been done in this field of investigation, the areas still looks richer to have more investigations. There are several of definitions have been given to motivation due to the wider ranges and horizons this area covers. Loosely Motivation can be define as “the reasons underlying behavior” Guay et al. (2010, p.712). Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something”. Motivation is goal directed Lawler (1994). Motivation has been identified as the learner's orientation with regard to the goal of learning a second language Crookes and Schmidt (1991).

1.1. The types of motivations

While motivation is an internal factor that could affect the learner positively or negatively, the scholars have divided them into two: instrumental motivations and intergrative motivations. In this passage I will talk about both of them giving each one its roles and tell how it is different from the other one. Also the passage shows how which factor is the best in learning that the learners can be supported in when they are learning the language.

2.2 Integrative Motivation

It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the

society in which the language is used Falk (1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation" Finnegan (1999:568).

In an EFL setting such as Japan it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. As Japan is predominantly a monoculture society, opportunities to use the target (L2) language in daily verbal exchanges are relatively restricted. There is also limited potential for integrating into the target language community.

2.3 Instrumental Motivation

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language Hudson (2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on

language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

2.4. Integrative versus Instrumental Motivation

The importance of both instrumental and integrative motivations is very crucial during the process of learning English as a foreign language I quote “While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language” Taylor, Maynard and Renault (1977); Ellis (1997); Crookes et al (1991). The linguist investigations come out with result of the fundamentality of integrative motivations. For example Gardener and Lambert in some previous research about integrative motivation, it has been found that integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation Ellis (1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do

support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

One area where instrumental motivation can prove 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 is most important for language learning. Braj Kachru (1977, cited in Brown 2000) also points 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.

Brown (2000) makes the point that both integrative and instrumental motivation is not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites 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.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

2.5. Factors other than integrative motivation

2.5.1. Confidence, Anxiety

Dornyei claims that linguistic self-confidence, including language anxiety, which is a central component in the personal dimension of motivation. Learner who are less anxious have better previous experiences with using the second language, who evaluate their own proficiency more highly, and who consider the learning tasks less difficult, in short, who are more motivated to learn the second language than those who motivation is hindered by a lack of self-confidence. She also says that it should be noted that the emergence of self-confidence as a distinct factor was not unexpected. Clement and his colleagues have produced sufficient evidence that self-confidence is a powerful motivational process in multiethnic, multilingual settings, and their study showed that self-confidence is also a major motivational subsystem in foreign language learning situations. In addition, following Gardner and Lambert (1972), Clement argued that attitudinal factors were an important motivational basis for L2 acquisition and behavior. Upon noting the results obtained with groups of students who were in more direct contact with the L2 group, however, he suggested that in such contexts a self-confidence process becomes the most important determinant of attitude and effort expanded toward L2 learning.

On the contrary, Geen (1994) proposed social anxiety might serve as a warning signal that social disapproval would occur unless an ongoing course of action is modified. Any behavior that might make the person seem unattractive or useless to the group could invite social exclusion and thereby elicit the warning signal. Anxiety therefore interrupts behavior, focuses attention on what is being done wrong, and motivates the person to seek an alternative course of

action. It is suggested, for example, that certain types of classroom activities may promote language anxiety, particularly those that expose the students to negative evaluations by the teacher or by peers.

Clement, Dornyei, and Noels (1994) concluded from their study that on the one hand, good classroom atmosphere promotes students involvement and activity while moderating anxiety and promoting self-confidence. On the other hand, the students bring into the classroom a level of self-confidence and anxiety related to extracurricular experiences with the language, the quality and quantity of which would then influence classroom behavior, achievement and anxiety. Accordingly, being active in class means believing that one is able to use English outside the classroom.

It is very true that if one is confident enough to speak up and have no hesitation to ask a question in class, one will get a lot of chances to use one's language skill, and that leads to more improvement. If one is too anxious to speak up in class, one can't have any opportunities to practice and improve one's oral skills. It may also be true that even if one is anxious of a second language, one can improve reading or writing skill, but listening skill and speaking skill cannot be improved unless used through interaction.

2.5.2. Aptitude

Language aptitude has been defined as "... one of the central individual differences in language learning." Skehan, (1989, pp. 25, 38 as cited by Harley & Hart, p.379). It has also been declared to be the most consistent predictor of one's success in learning a foreign language Skehan, (1989) as cited by Harley & Hart, (p. 379) and Dörnyei, (p. 61, 2005). Due to the conceptual issues involved, the matter of differentiating among ability aptitude and intelligence

must be considered. These terms are commonly used interchangeably in everyday parlance, and the scientific definition is lost because of the popular use Dörnyei, (2005)

Ability typically applies in psychology to various traits which involve thinking, reasoning and the processing of information. Scholars have distinguished a difference between ability and aptitude but in practical terms, and for the purpose of language learning, these terms are synonymous in meaning and pedagogical application Dörnyei, (2005); Skehan, (1998). Whereas aptitude is commonly used in reference to a specific area of performance intelligence carries a broader meaning; it is not specific to a discipline, but rather entails all areas of learning. The meaning is also synonymous, to a degree, with abilities. Noticeably, the differences in meaning are minor in detail Dörnyei, (2005). The research on language learning aptitude has primarily focused on the Modern Language Aptitude Test (MLAT), but researchers are now considering other factors; Sturgeon 5 therefore, the emphasis has lessened, especially since the early 1990's Dörnyei, (2005); Gardner, (2001); Ehrman, M. E. & Oxford, R. L., (1995). Very few specialists in language learning can discard a tool that is distinctively designed for the purpose of measuring one's aptitude, or ability, to learn a second or foreign language Ehman, M.E., (1996); Ehrman, M. E. & Oxford, R. L. (1995). Research reveals that though aptitude is well established as a general measure, its equivalent determiner in language learning ability is motivation. This body of emerging research continues to strengthen as more scholars take this into consideration Dörnyei, (2001) a; (2005); Gardner, (2001). The controversy of aptitude versus attitude continues even when scholars are proclaiming motivation to be at least equivalent, instead of superior, to aptitude as a predictor of success in foreign language learning Ehrman, M.E. 1996; Noels, Pelletier, Clément, & Vallerand, (2000)

2.6. The definition of integrative motivation

An integrative orientation is typical of someone who identifies with and values the target language and community, and who approaches language study with the intention of entering that community. Such an individual is thought to have an internal, more enduring motivation for language study. Gardner (1979, 1985); Gardner & Lambert, (1972) .

2.7 Previous studies.

One of the most important previous studies that have been conducted in the area of integrative and instrumental is the one that was conducted by Lukmani (1972) where he 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 is most important for language learning. Another study conducted by Braj Kachru (1977, cited in Brown 2000) also points 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. Another study by conducted by Cook (2001) and Gass and Selinker (2001), they have found that for a long time, integrative motivation was regarded as superior to instrumental motivation for predicting the success of second language learning, because if students respect the target culture, they may read literature or practice the language and thereby be able to improve their language skills (Vaezi, 2008). Moreover, Norris-Holt (2001) alleged that while both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language Taylor, Meynard & Rheault 1977; Ellis 1997; Crookes et al (1991)

Wong Yin Mong (2011) cited a research conducted in Bahrain by Al-ansari 1993 in which she said.

“In addition, another research in relation to integrative and instrumental as factors influencing attained levels of proficiency in English was conducted in Bahrain, Middle East. In this study, a total number of 155 first-year university undergraduates were chosen as the sample. Unlike other areas in the Gulf, it is estimated that the English-speaking expatriate community on the island constitute 25 per cent of the total population of Bahrain (Al-Ansari, 1993).Consequently, a large percentage of the Bahrainis contact and communicate frequently with the English-speaking community using English language, usually in the working place; also, the

English language is used as a standard language in tertiary institutions. Besides that, this language is considered as an obligation for seeking careers in the private sectors as well. As a result of this situation, researchers, Saif H. Al-Ansari presumed hypothetically that these university undergraduates were integrative motivated learners as they need English language for daily communication purpose in this particular environment before the study was carried out.

Nevertheless, the findings and outcomes of the research have shown contradiction to the earlier assumptions, as instrumental motivation to learn the target language exerted an important influence on the level of achievement in proficiency of English language. Although, it was indicated in the introductory remark, Bahrain approximates in many respects to an ESL environment, integration and acculturation are not significant factors influencing the level of attainment among university students in Bahrain Al-Ansari (1993).

The discussion of the literature review above leads to the formulation of the following research questions. The questions emerge from the idea that there are some factors affect on the language learners. The researcher here focuses on one factor comparing it to another one to examine how powerful some factors more than others. To investigate this idea the researcher takes two areas from a foreign language, mainly English. The researcher focuses on grammar and vocabulary as samples of the language. Then he displays a comparison between

the integratively motivated learners and the instrumentally motivated learners to see whether those different oriented learners can differ in the way that they master the language. Also the researcher wants to see how far these kinds of motivations affected positively or negatively on their holders. Since the research is conducted in Sudan, the researcher is more interested to see whether the findings and the results that conducted in other countries are different from the current research. To prove this researcher made a look at the following previous researches. For example Taylor, Maynard and Renault (1977); Ellis 1997; Crookes et al (1991). In their studies they found that the integrative motivated learners seem to sustain long-term success when learning the second language. They argued that while both integrative and instrumental motivation is essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language Taylor, Maynard and Renault (1977); Ellis (1997); Crookes et al (1991). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation Ellis (1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. Also the results have shown that most of the learners who learn the second language are instrumentally rather than integratively. This indicates that most of the learners who learn the second language have utilitarian purpose such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on

language ability, reading technical material, translation work or achieving higher social status.

Making a look at the above previous researches and in order to have good and purposefully comparison the researcher formulates his questions to the study as the following.

- 1- To what extents are intergeneratively motivated students are more successful in grammar than instrumentally motivated students?
- 2- To what extents are intergeneratively motivated students are more successful in vocabulary than instrumentally motivated students?

2.8. Conclusion

Despite the copious amount of literature and research into the most effective methods of motivating people, true human motivation will always be a subjective matter. So long as there is freewill, it is highly unlikely that any theory of motivation will work for all people. The sheer number of theories, needs, and methods of motivation are a testament to this fact. However, the vast body of literature, only partially touched upon in the preceding text, makes tremendous efforts to define and propose the means by which managers, leaders, and authority figures can attempt to shape human behavior.

If organizations, and more specifically, managers, are seeking to motivate their workers without adhering to the positivist and dehumanizing management theories of old, then it would seem that the best approach is to use all of the theories within the contexts they seem best suited for. There is no grand motivation theory that can be applied to every person or situation and as such, the only way to truly motivate someone is to simply treat them individuals.

Chapter Three

Methodology

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter explains the methodology that was used to explore the influence of integrative motivations on learning achievement. It gives a brief account of the methodology used in the present investigation, namely to evaluate the influence of integrative motivations on learning performance. It will particularly, describe the validity and reliability of the test, the subjects, the instrument, as well as showing the procedures followed in eliciting the research data.

3.1 The validity and the Reliability of the Test.

To test the reliability and validity of test that applied to students, 10 answer sheets were randomly selected, then the degrees of the students in grammar and vocabulary were recorded for each of the two dimensions of the test and manipulated using the features of Statistical Packages for Social Sciences (SPSS), through Pearson Coefficient Factor Test (for the validity of the test) and Alpha Cronbach's (for the reliability of the test). The following tables illustrate the results of this procedure.

Table 4.2.1: Validity of the test

Dimensions of the test	Pearson Coefficient Factor	
	With total of dimension	With total of the test
Grammar	0.74	0.81
Vocabulary	0.85	0.82

As shown in Table (4.2.1), all the values of Pearson Coefficient Factor between degrees of students in dimensions and totals of the dimensions and with the total of the test are positive and greater than 0.20, which indicate good validity for all dimensions of the test for answer the questions of the current study.

Table 4.2.2: Alpha Cronbach's Test for measuring the reliability of test

Dimensions	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
Grammar	15	0.84	0.91
Vocabulary	15	0.92	0.96

According to findings in Table (4.2.2) Alpha reliability factor for grammatical categories = (Cronbach's Alpha based On Standardized items): 0.84, thus Internal validity = (Square Radical of Alpha reliability factor) = 0.91.

Alpha reliability factor for cohesion = (Cronbach's Alpha based On Standardized items): 0.92, thus Internal validity = (Square Radical of Alpha reliability factor) = 0.96.

As it has been evident from the data above the items of each dimension of the test has attained high level of reliability and internal validity. Accordingly, it is valid to answer the questions of the current study.

3.2 Subjects

The sample of the present study was drawn from Sudan University of Science and Technology, College of Languages, Department of English Language. The sample consisted of a total of 30 students from English department second year, in the academic year 2015-2016.

Table 3.1 shows the subjects of the study

No. of subjects	College	Department	level	Semester
30	Languages	English	2 nd year	4 th semester

The subjects are Arabic native speakers, learning English as a foreign language. The students were classified into two groups. Group “A” was instrumentally motivated. Group “B” was integratively motivated. The classification resulted from a questionnaire which has been given to the students.

3.3 Instruments

The study used a test plus a questionnaire as instruments to measure the data. The paper which was distributed to the students was made up of two sections. Section one was a questionnaire. Section two was a test. In section one there were two options, table 3.1 shows the options that were given to the students.

Table: 3.2.

I want to study English because
I love English culture and I want to live in an English speaking country
To get a job or meet the requirements of a school or university.

According to Falk (1978). Inegratively motivated learners admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. So the students who go for option “A” can be classified as integratively motivated learners.

And according to Hudson(2000) instrumental motivations are generally characterised by the desire to obtain something practical or concrete from the study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. So the students who go for option “B” can be classified as integratively motivated learners.

The test has two sections. Section one; grammar and section two; vocabulary. The researcher assumes that the students who will get higher marks are those who take option “A” in table (3.2). While the ones who take option “B” in table (3.2), will be less successful or might end up in a complete failure.

3.4. Procedures.

The test was held during a French lecture taken by the second year students. To answer the test the students took about 25 minutes. The students seemed to be working carefully during the test time. Some students asked questions to the researcher during the test time. Some students asked to be given more time to complete the test. The overall papers have been answered in the allocated time.

Chapter Four

Data Analysis and Discussion of the Results

CHAPTER FOUR

Data Analysis, and Discussion of the Results,

4.0 Introduction

In this chapter the researcher will analyze the data, discuss the findings and the result of the test and the questionnaire which has been given to the students at Sudan University of Science and Technology. Throughout the discussion, a descriptive and analytical discussion will be done, tables will be used to show the results and make them clearer.

4.1 General description of the subjects' performance.

The students who sat for the test were 30 students. As shown in table (3.2) the students were given two options in the first section. 11 students out of 30 have selected option "A" which is "**I love English culture and I want to live in an English speaking country**". According to Falk (1978), those students are Inegratively motivated learners because they admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.

The students who chose option "B" which was "**I want to study English because I want to get a job or meet the requirements of a school or university**" were 19 out 30. And according to Hudson(2000) instrumental motivations are generally characterised by the desire to obtain something practical or concrete from the study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material,

translation work or achieving higher social status. So the ones who have chosen this option are instrumentally motivated. In section two the students answered a test paper composed of vocabulary and grammar. The aim of this test is to find which group is more successful in grammar and vocabulary than the other. The number of the questions for each section was fifteen. In the following part we will see the results and the findings. Before we go to the results let's discuss the validity and reliability of the test.

4.2 The first hypothesis

The first hypothesis states that "the intergeneratively motivated students are more successful in grammar than the instrumentally motivated students". To test this hypothesis, the researcher divided each group of students according to success and failure, then the frequency and percentages of success and failure in each group were calculated and chi square test was performed. The following table illustrates this procedure.

Table 4.3.1 The differences between the students grammar dimension in terms of success and failure

Grammar	intergeneratively motivated		Instrumental motivated		Chi square	P value
	N	%	N	%		
Success	7	63.6	10	52.6	30.42	0.001
Failed	4	36.4	9	47.4		
Total	11	100.0	19	100.0		

As shown in Table (4.3.1) the percentage of success in grammar was (63.6%) (7 out of 11 students) in intergeneratively motivated students compared to (62.6%) in instrumentally motivated students (10 out of 19). Chi square value was 30.42 (high) indicate significant differences in success rate between the two groups ($P = 0.001 < 0.05$) on behalf of intergeneratively motivated group.

For further confirmation of the first hypothesis, two independent T test was performed, by which the mean values of the degrees of each group were compared and the following Table illustrates this procedure.

Table 4.3.2 Two independent sample T-test to know the differences in mean values of two groups of student's degrees in grammar

Group	N	Mean	SD	T value	Degree of Freedom	P value
intergeneratively motivated	11	18.0	3.3	9.19	28	0.009
Instrumental motivated	19	16.0	5.6			

The mean value of the intergeneratively motivated students in grammar dimension was (18 ± 3.3) compared to 16.0 ± 5.6 attained by instrumentally motivated group. T value was 9.19 indicates significant differences between the two groups on behalf of the intergeneratively motivated ($P = 0.009 < 0.05$).

According to the findings in Tables (4.3.1 and 4.3.2) the first hypothesis is proved.

4.3 The second hypothesis

The second hypothesis states that "the intergeneratively motivated students are more successful in vocabulary than the instrumentally motivated students". To test this hypothesis, the researcher divided each group of students according to success and failure, then the frequency and percentages of success and failure in each group were calculated and chi square test was performed. The following table illustrates this procedure.

Table (4.4.1) The differences between the students vocabulary dimension in terms of success and failure

Vocabulary	Integratively Motivated		Instrumental motivated		Chi square	P value
	N	%	N	%		
Success	10	90.9	18	94.7	9.04	0.068
Failed	1	9.1	1	5.3		
Total	11	100.0	19	100.0		

As shown in Table (3) the percentage of success in vocabulary was (90.9%) (10 out of 11 students) in intergeneratively motivated students compared to (94.7%) in instrumentally motivated students (18 out of 19). Chi square value was 9.04 (low) indicate no significant differences in success rate between the two groups ($P = 0.068 > 0.05$).

For further confirmation of the second hypothesis, two independent T test was performed, by which the mean values of the degrees of each group were compared and the following Table illustrates this procedure.

Table (4.4.2) Two independent sample T-test to know the differences in mean values of two groups of student's degrees in vocabulary

Group	N	Mean	SD	T value	Degree of Freedom	P value
Integratively motivated	11	16.9	4.4	-0.22	28	0.083
Instrumental motivated	19	17.3	4.3			

The mean value of the intergeneratively motivated students in grammar dimension was (16±4.4) compared to 17.3±4.3 attained by instrumentally motivated group. T value was -0.22 indicates no significant differences between the two groups (P = 0.009 < 0.05).

According to the findings in Tables (4.4.1 and 4.4.2) the second hypothesis is not proved.

4.2 Discussion.

4.3 Research question 1

This section discusses and evaluates the first question of study “To what extents are integratively motivated students are more successful than the instrumentally motivated students in terms of grammar?”

As far as grammar is concerned, one can assume that the subjects of study have a good competence in grammar since they are a second year students, study in the 4th term. The results have shown that as it is illustrated in table (4.3.0) and (4.3.1) the integratively motivated students have achieved higher marks in the results than the instrumentally motivated students. This result seems compatible and agrees with the researcher hypotheses that “the integratively motivated students are more successful than the instrumentally motivated students in terms of grammar”. This result is in line with the previous researches that were done by Taylor, Maynard and Renault 1977; Ellis 1997; Crookes et al (1991). In their studies they found that the integrative motivated learners seem to sustain long-term success when learning the second language. They argued that while both integrative and instrumental motivation is essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language Taylor, Maynard and Renault 1977; Ellis 1997; Crookes et al (1991). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation Ellis (1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. Also the results have shown that most of the learners who learn the second language are instrumentally rather than integratively. This indicates that most of the learners who learn the second language have utilitarian purpose such as meeting the requirements for school or university graduation, applying for a job,

requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status.

Table 4.5.1 shows the number of the students who are integratively motivated and those who were instrumentally motivated.

The type of motivation	Integrative	Instrumental
The number of the students who selected this type of motivation.	11	19
sex	females	females

Table 4.5.1 makes it clear that most of the students tend to be instrumentally rather than being integratively motivated. So in this study it has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. The researcher proposes that those students who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning and the result of the test has proved that in the section of grammar.

4.3 Research question 2

The second research question asks “To what extents are integratively motivated students are more successful than the instrumentally motivated students in terms of vocabulary?” The researcher proposes that the integratively motivated students are more successful in terms of vocabulary than the instrumentally motivated students. The researcher hypothesis was “The integratively motivated students are more successful than the instrumentally

motivated students in terms of vocabulary” To answer this question and prove the hypothesis the students answered a test of vocabulary. The test was fifteen questions. The integratively motivated students were 11. The instrumentally motivated students were 19. The failure in both groups was one student in each. Tables 4.4.1 and 4.4.2 have shown that the instrumentally motivated students are more successful than the integratively motivated students. This indicates that the integratively motivated students are not more successful than the instrumentally motivated students in terms of vocabulary. Thus the second hypothesis was not proved. The researcher sees this result has some degree of logic. Because sometimes the instrumentally motivated learners will be highly motivated if getting the job is a life chance. And another essential reason is that all the subjects were females. As we know here in Sudan most females are not allowed to go abroad as part of the people’s traditions and costumes. And this seems in line with some researches done earlier in the researchers have found that sometimes the instrumentally motivated learners are more successful than the integratively motivated learners, particularly if those learners are females. 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 is most important for language learning. Braj Kachru (1977), cited in Brown (2000) also points 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. And another reason for this most of those students they don’t have opportunities to interact with the speakers of the first language. One area where instrumental motivation can prove 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).

4.4 Conclusion

The purpose of this study was to investigate the role of integrative motivations in enhancing foreign language learning. The study has been done at Sudan University for Science and Technology, second year students, during the fourth semester. The study used a questionnaire plus a test to measure the data. The results and findings have shown that most of the students at the university are instrumentally motivated. This indicates that most of the students at Sudan University have utilitarian purposes on their studies. Also the results outlined that the integratively motivated students are more competent in grammar than the instrumentally motivated students. On the other hand the instrumentally motivated students are more competent in vocabulary than the integratively motivated students.

Chapter Five

**Summary, Conclusions, Implications, Recommendations,
And Suggestions for Further Studies.**

Chapter five

5.0 Introduction:

This chapter gives a summary, conclusion and presents some implications and recommendations based on the current study. It also displays some suggestions for some other studies on this task.

5.1. Summary

This study is proposed to investigate the role of integrative motivation in learning English as a foreign language. The purpose of the study is to check the influence of this factor (integrative motivation) on learning achievement. The instrument of this study was questionnaire plus a test. The questionnaire is composed from two parts. Part one is a question proposed to check or to see the type of motive that the learners have followed to learn English language. Then the same learners have given a test to see and check whether there is significant difference between the two groups or not.

The questionnaire showed most of the learners who study English as a foreign language has utilitarian purposes for studying the language. Therefore most of the learners their motivations were instrumental. 19 out of 30 students were instrumentally motivated. While only 11 students out of 30 were integrative. The results and the findings of the study outlined that the integratively motivated students are more successful in grammar than the instrumentally motivated students. On the other hand the instrumentally motivated students are more successful in vocabulary than the integratively motivated students.

5.1.1 The findings and the results in terms of hypothesis and the research questions.

Research Question 1 “To what extent integratively motivated students are more successful than the instrumentally motivated students in terms of grammar?”

Hypothesis 1 “Integratively motivated students are more successful than the instrumentally motivated students in terms of grammar”

Research Question 2 “To what extent integratively motivated students are more successful than the instrumentally motivated students in terms of vocabulary?”

Hypothesis 2 “Integratively motivated students are more successful than the instrumentally motivated students in terms of vocabulary?”

Based on the on the above questions and the hypotheses the results and the findings of this study come the following.

- 1- The integratively motivated students are more successful than the instrumentally motivated students in terms of grammar. Hence the first hypothesis “Integratively motivated students are more successful than the instrumentally motivated students in terms of grammar” has been proved.
- 2- The instrumentally motivated students are more successful in vocabulary than the integratively motivated students.
- 3- Most of English language learners in Sudan are instrumentally oriented.
- 4- The integratively motivated students are not always better than the instrumentally motivated students in the process of learning a foreign language.
- 5- The instrumentally motivated students can be more successful in learning the foreign language than the integratively motivated ones.

6- Integrative motivation is not always linked with success in acquiring the foreign language.

5.2. Conclusion

The study proved that there are certain factors could affect in the process of learning the foreign language. Integrative motivations play essential role in foreign language learning achievement. And this due to the openness that the integratively motivated learners demonstrate when they come to learn the foreign language e.g. interested in the foreign culture, they don't have negative sense toward the foreign language speakers(their believes).The instrumental motivation have got many problems e.g. lack the advantage of integrity with the language speakers . Their motivation; namely utilitarian. They may have negative sense toward the foreign language speakers (believes and culture). Yet they would like to learn the language because they have materialistic benefits.

5.3 Implication of the study

The findings and the results of this study have implications for research on the influence of integrative motivation in enhancing foreign language learning.

- (i) This study is very important one because; to this research is the first study to investigate the difference between the integratively oriented learners and the instrumentally oriented learners in Sudan.
- (ii) Integrative motivation influences on learning English as a foreign language positively.
- (iii) Integratively motivated learners are more successful than instrumentally motivated learners in terms of grammar.
- (iv) The standard of the students in vocabulary is better than grammar.

5.4 Recommendations

In the light of the findings the following are possible recommendations for the role of motivations in learning achievement.

The study was limited to Sudan University students, in a particular level (second year students), in a certain academic year 2015-2016. The subjects of the study were mainly females. The researcher recommends that the study can be extended to include larger number and in different levels. Also the researcher recommends that further researches have to be conducted in this area of motivation to get a clear cut view on which type of motivation that can affect on the learners more than the other ones and that the learners have to be encourage to have that sort of motive.

The findings indicated that much concern should be devoted to the integrative motivation because the learners who have got this type demonstrate much more success in language learning.

5.5 Suggestions for further studies.

The study was an attempt to investigate the influence of integrative motivation in foreign language learning. The study recommends that further studies are needed in this field first because there are no sufficient studies done on this field and secondly because this factor though it's important yet, it's neglected.

The study was limited to Sudan University, Second year students, the study could be extended to give more comprehensible results and discuss more factors.

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APPENDICES

Appendix 1

The questionnaire and the test.

University of Sudan for Sciences and Technology

Faculty of languages

Department of English

Part one.

Motivation measurement test

Circle **one** statement out of the following.

- 1- I want to study English because
- a) I love English culture and I want to live in an English speaking country.
 - b) To get a job or meet the requirements for a school or university.

b) Part two (language test)

Put a circle round the correct answer

Section one: grammar

1) Adam can't..... to you now. He's busy.

- a) talked b) to talk c) talking d) talk

2) Have they finished working yet? I don't think

- a) It b) this c) so d) that

3) Somebody stole his wallet so he money from a friend.

- a) Lent b) earned c) borrowed
d) lended

4) We must go now. Call the waitress and ask for the

- a) bill b) invoice c) price d) cost

5) He's a friend of

- a) Them b) theres c) theirs d) their

6) Have you had To eat

- a) too many b) some more c) to many d)
enough

7) I my friend since Ramadan.

- a) Didn't see b) haven't seen c) don't see d)
hasn't seen

8) Who was the woman?

- a) Spoke to you b) that you were speaking to
c) That you spoke d) that you were speaked to

9) Is than his father?

- a) Ahmed taller b) taller Ahmed c) Ahmed more tall
d) Ahmed as tall

10) She was 29 on her birthday she?

- a) didn't b) hadn't c) hasn't d)
wasn't

11) Is from here to juba?

- a) how long way b) how long c) how far d) how
man

12) Good ! I hope you get the job.

- a) chance b) fortune c) luck d) wish

13) The doctor has told her that she must give drinking

- a- From b- to c- off d- up

14) I drink tea than coffee.

- a- would like more b- prefer c- had better d- would
rather

15) I gave herearrings for her birthday.

- a- A pair of b- set of c- two d- a

PART T: VOCABULARY

1) He is he works in a daily newspaper.

- a- a tourist b- a teacher c- a footballer
d- a journalist

2) SAWSAN has a hamburger for at 8 in the morning.

- a- lunch b- dinner c- supper d- breakfast

3) travel or visit places for pleasure.

- a- travel agent b- agency c- factory d- shop

4) I visit kenana sugar last year.

- a- house b- agency c- factory d- shop

5) Almost all my students are in their teenage. They are

- a- between the ages of 10 and 19 inclusive b- under 20

c- between the ages of 13 and 19 inclusive d- above 20

6) They have been married for 12 years, but they don't have children. They are
.....

a- man and woman

b- husband and wife

c- Father and mother

d- boy and girl

7) He drives he always exceed the speed limit.

a- slow

b- fast

c- carefully

d- carelessly

8) The lesson was so that the most students went to sleep.

a- interesting

b- boring

c- difficult

d- easy

9) The children are very although they have colds.

a- healthy

b- sick

c- tired

d- weak

10) He climbed up the tree and hid among the

a- branches b- leaves c- bushes d- twigs

11) He is very with women. He hardly speaks and feels uncomfortable in their presence.

a- bold b- lazy c- silent d- shy

12) It is impossible to under water without having oxygen with you.

a- breathe b- see c- sleep d- hear

13) The went to Italy for their honey moon.

a- footballer b- niece c- cousin d- couple

14) Your is your uncles or aunts daughter.

a- nephew b- niece c- cousin d- brother

15) When it rained we took from the rain under a tree.

a- shelter b- protection c- cover d- safety

Appendix 2

The integratively students marks in the test

The students' result

Group one				
Integratively motivated students				
The test marks				
The language section	grammar		vocabulary	
	The item	Full mark	Students' marks	Full mark
1	30	18	30	20
2	30	14	30	20
3	30	18	30	16
4	30	20	30	24
5	30	8	30	10
6	30	14	30	16
7	30	18	30	18
8	30	22	30	18
9	30	22	30	26
10	30	20	30	28
11	30	12	30	22
12				
13				
14				
15				
16				
17				
18				

Appendix 3

The integratively students marks in the test

The students' result

Group two				
The instrumentally motivated students				
The test marks				
The language section	grammar		vocabulary	
The item	Full mark	Students' marks	Full mark	Students' marks
1	30	22	30	18
2	30	12	30	16
3	30	14	30	28
4	30	20	30	22
5	30	16	30	20
6	30	16	30	10
7	30	12	30	18
8	30	22	30	20
9	30	18	30	24
10	30	18	30	20
11	30	16	30	22
12	30	16	30	18
13	30	22	30	22
14	30	12	30	18
15	30	16	30	22
16	30	12	30	26
17	30	16	30	22
18	30	20	30	24
19	30	28	30	22