

**Motivation Types among EFL College Students: Insights from the  
Palestinian Context**

أنماط الدافعية لدى الطلبة الجامعيين في سياق تعليم اللغة الإنجليزية بوصفها لغة أجنبية: رؤى  
من السياق الفلسطيني

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**Abstract**

The issue of motivation continues to play a major role in the area of EFL/ESL learning due to the fact that the types of motivation language learners develop may actually be a function of their context. The current study aims at exploring the motivation patterns of EFL college learners in the city of Hebron/ Southern Palestine. Sample of the study consisted of (127) students majoring in English and Engineering at Hebron University and Palestine Polytechnic University respectively. The study has aimed at investigating the influence of various variables such as the students' major field, level of education, desired level of proficiency, and gender on their motivation patterns. The researchers have utilized a questionnaire followed by an interview of selected learners. Results show that Palestinian students demonstrate types of motivation that are not cited in the classical motivation studies conducted on immigrants in the core English speaking countries. The motivation patterns dominant among Palestinian students are extrinsic in nature, e.g., learning the language because it is a compulsory requirement or learning the language to protect one's culture from the influence of the target culture. None of the participants has displayed an integrative or intrinsic motivation to

learn the language. Thus, the researchers recommend investing serious effort in enhancing integrative motivation among Palestinian EFL students since previous research has clearly shown that learners who attain the highest levels of proficiency in the target language are those who possess this type of intrinsic motivation.

### ملخص

لا يزال موضوع الدافعية يحظى باهتمام كبير من قبل الباحثين في مجال اكتساب اللغة نظرا لاختلاف أنماط الدافعية. باختلاف المتغيرات في السياق التعليمي. وقد سعت الدراسة الحالية إلى استكشاف أنماط الدافعية لتعلم اللغة الإنجليزية السائدة لدى طلبة الجامعات في المنطقة الجنوبية من فلسطين وبالتحديد في مدينة الخليل. وقد تشكلت عينة الدراسة من (١٢٧) طالبا وطالبة في جامعتي الخليل وجامعة بولتكنيك فلسطين في تخصصي اللغة الإنجليزية والهندسة. حيث سلطت أسئلة البحث الضوء على تأثير بعض المتغيرات الهامة مثل تخصص الطالب، مستوى الدراسة، مستوى الطلاقة اللغوية المنشود، نوع الجنس على نمط الدافعية المتولد لديه. وقد تم جمع المعلومات بواسطة استبانة متنوعة بمجموعة من المقابلات. تشير نتائج البحث إلى أن أنواع الدافعية التي تظهر لدى الطلبة الفلسطينيين تختلف بشكل كبير عن أنواع الدافعية التي تم توصيفها من قبل الباحثين الغربيين والذين أجروا أبحاثهم في الغالب على فئات المهاجرين إلى البلدان الناطقة باللغة الإنجليزية. حيث تسود لدى الطلبة الفلسطينيين أنواع الدافعية خارجية المصدر مثل تعلم اللغة فقط لكونها مطلبا إجباريا في الخطط الدراسية أو نظرا لرغبة المتعلم في حماية ثقافته عن طريق مقاومة تأثير الثقافة الأجنبية. وبناء على هذه النتائج فإن الباحثين يوصيان بضرورة العمل على تنمية الدافعية الداخلية أو الأصيلة لدى الطلبة الفلسطينيين خصوصا وأن الأبحاث السابقة تشير إلى أن المتعلمين الذين يحققون مستويات طلاقة متميزة في اللغة الأجنبية غالبا ما يملكون هذا النوع الأصيل من الدافعية.

## I. Introduction and Theoretical Background

Individual learners differ in a number of variables which influence the rate of development as well as the ultimate level they eventually attain in a foreign language. Research on these learner variables has contributed greatly to our understanding of the nature of second language acquisition. Ellis (1994) classifies individual variables or factors which influence L2 acquisition into immutable factors such as age and variable factors such as motivation.

Motivation, which is usually defined as the learner's orientation with regard to the goal of learning a second language, is a clearly variable

difference in the sense that the strength of a learner's motivation as well as its type may change over time as a result of external factors (Crookes and Schmidt, 1991). As a basic ingredient of L2 acquisition, motivation has been considered significant since Gardner and Lambert (1972) released a comprehensive summary of the results of a more than ten-year long program. The results of Gardner and Lambert show that success in language acquisition depends largely upon the learner's affective orientation toward the target culture. This had led them to distinguish integrative from instrumental motivation. Integrative motivation describes "a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group" (Gardner, et al. 1976: 199). Integrative motivation is characterized by the learner's positive attitude toward the target language group and the underlying desire to integrate into the target language community. It is also associated with interest in the target language itself and the desire to interact with the target language community. In the words of Lambert, an integrative orientation entails desire to learn an L2 because of "a sincere and personal interest in the people and culture represented by the other language group" (1976: 98). Instrumental motivation, on the other hand, refers to the learner's interest in learning a language when this interest reflects pragmatic benefits such as a better job or a higher salary. In this case, L2 acquisition is associated with some external reward or pragmatic goal.

It has been concluded by a number of researchers in the ESL context that successful second language learners tend to display a high degree of integrative motivation, in other words, they admire the target culture, like the people who speak the language and wish to become familiar with or integrate into the target society (Masogoret & Gardner, 2003; Noels et al. 2001; Oxford and Shearin, 1994). Integrative motivation, however, may not be weak or absent in certain EFL contexts due to certain political, religious or cultural factors. Qashoa (2006) argues that various political, religious and socio-cultural factors are "crucial" in influencing and forming the Arab students' motivation for learning English, and that seems to be largely due to historical, political and religious

considerations, e.g., the effect of Western colonization and missionary activities, the American occupation in Iraq and the perception of the native language (Arabic) as a sacred God given language of high religious value.

In the Palestinian context, as is the case in many other developing and Arab countries, English is a required subject of study at schools and universities. English used to be taught at all public schools in Palestine since the fifth grade, yet about eight years ago, it started to be taught from the first grade. English is also a major component and sometimes the only component of college entrance or placement exams. It continues to play a major role as a language of instruction especially in scientific and technological fields and as a university or college requirement in fields related to education and humanities. In many cases, students do not sign up for an English course out of their free will or desire but rather because they are required or obliged to do so, hence, one may argue that the motivation models that have been developed in the West should be adapted so that the goal orientation of Palestinian students and other millions of EFL learners in similar situations may fit into them

## **II. Statement of the Problem**

English College instructors in Hebron area often complain that the level of English proficiency among college students is constantly declining despite the fact that these students study English for eight years at public schools. Some of these students display a strong desire to learn this international language which has become an indispensable requirement for all types of jobs in the fast growing Palestinian community. Previous research on the construct of motivation has clearly demonstrated that there is a strong correlation between the learners' type of orientation towards the goal of learning and the level of proficiency they eventually attain. Gardner (1980), on the one hand, argues that students with an integrative orientation are generally characterized by more persistence, language evolution, and retention. Dornyei (1990), on the other hand, claims that instrumental motivation is more vital than the integrative one for language development in certain contexts especially that motivation is believed to be a complex phenomenon that may

interact with some political and social variables. In the EFL context of the Arab World, Mukkatash (1986) and Zughoul (1987) argue that the declining proficiency levels among Arab learners could be attributed to various factors such as teaching methodology, lack of the target language environment and the learners' "demotivation", which they define as the lack of genuine motivation to learn the foreign language.

The researchers in this study believe that since the learners' type of motivation plays an essential role in language achievement and since different social and political variables may be at play in a foreign language context, it is essential to investigate the types of motivation Palestinian learners display and whether these types are adequate and sufficient to help them attain and maintain proper language development. The researchers deem it necessary to conduct such a research study especially that there is a noticeable discrepancy between the learners' frequently expressed desire to learn English and their actual involvement in the learning experience as well as the ultimate level of proficiency they eventually attain.

### **III. Purpose of the Study**

The present study attempts to investigate the types of motivation that college students in Hebron area display and the variation in motivation trends due to gender, field of study, academic level and the student's desired level of proficiency.

### **IV Research Questions**

The research questions pertaining to this study may be stated as follows:

1. What are the motivation patterns displayed by EFL college students in Hebron area?
2. Is there a correlation between the students' gender and the type of motivation they display?

3. Is there a significant difference in the motivation types among engineering majors and English majors in Hebron area?
4. Are there any differences in the motivation types shown by college students belonging to different academic levels?
5. Is there a correlation between the students' desired level of proficiency and the type of motivation they show?

#### V. Definition of terms:

**Motivation:** Usually defined as the learner's orientation with regard to the goal of learning a second language (Ellis, 1994).

**Integrative motivation:** "a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group" (Gardner, et al. 1976), p. 199).

**Instrumental motivation:** the learner's interest in learning a language when this interest reflects pragmatic benefits such as a better job or a higher salary. In this case, L2 acquisition is associated with some economic reward or functional goals (Gardner, et al. 1976).

**Required motivation:** Used by the researchers in this study to refer to the learner's sense of obligation to enroll in a language course only because it is a compulsory requirement in a program of study. It is assumed that in the case of instrumental motivation, students strive to build a certain level of proficiency needed for a particular job or practical purpose. In contrast, students with required motivation try to pass the courses with a minimal amount of effort.

**Model of Palestinian students' motivation:** A suggested model that proposes modifying currently accepted paradigms to include types of motivation, e.g., "required" which prevails in EFL contexts, and which have historically been overlooked in the work of Western researchers.

## **VI. Significance of the Problem**

One may conclude from the previous discussion that there is a great need to conduct a study on motivation in Palestinian universities because conclusions drawn from and models built for ESL contexts may not be applicable to EFL ones. One may further argue that conclusions drawn from research studies conducted in other Arab countries may not be applicable to the Palestinian context due to the specific political features of the Palestinian setting. It is also necessary to conduct the study at the college level because, with the exception of Al-Shalabi (1982), previous research in the Arab World looked at the issue of motivation in the context of schools, not universities.

The issue of research in foreign language contexts is becoming increasingly significant, taking into account the fact that in the case of an international language such as English, the number of its non-native speakers who live in foreign language contexts exceeds that of its native speakers; hence dissemination of results of research conducted within such EFL contexts is of primary relevance and importance.

## **VII. Limitations of the Study**

Due to the nature of the particular sample which was drawn from the student population at two universities only, results of the study could only be generalized to similar students in similar situations. Replicas of the study in similar contexts are necessary to draw conclusions of a more generalizable nature.

## **VIII. Literature Review**

For over fifty years, motivation has been a significant research topic due to its vital importance in understanding the reasons that drive people to make certain decisions and to invest effort in pursuing them. The study of motivation in the field of language learning has been part of this trend.

In 1972 Gardner and Lambert introduced the classical distinction between integrative and instrumental motivation. A decade later, Gardner

(1985) developed the Attitude/Motivation Test Battery (AMTB), a multi-component motivation test which consisted of approximately 130 items dealing with variables such as the attitude towards French Canadians, interest in learning French, anxiety in the French classroom, intensity of motivation, etc. This Test Battery aided many researchers in the process of conducting research on motivation as an important variable in language learning.

Deci and Ryan (1985), for instance, distinguished between intrinsic and extrinsic motivation. Intrinsic motivation refers to an inner orientation towards the student's goals while extrinsic motivation originates from factors beyond the students themselves such as school requirements.

Later on Skehan (1989) suggested a comprehensive model to describe and explain motivation types. According to his model, the intrinsic hypothesis refers to motivation which derives from an inherent interest in the learning tasks the learner is asked to perform. The resultative motivation in his model suggests that learners who do well will persevere while those who do not do well will be discouraged and will try less hard. The Internal Cause Hypothesis, according to Skehan, refers to the fact that the learner brings to the learning situation a certain quantity of motivation as a given. Finally, the carrot and stick hypothesis refers to external influences and incentives which usually affect the strength of the learner's motivation.

Clement, Dornyei, and Noels (1994) later applied Gardner and Lambert's test on (301) 11<sup>th</sup> grade students in the Hungarian setting. The test revealed that the students' proficiency correlated with their self-confidence, their attitude towards the learning environment, as well as with their motivation types and levels.

Researchers further noted that students may exhibit variability in the area of motivation. In other words, they may start out exhibiting integrative or instrumental motivation, but their orientation may change with time and exposure to various classroom experiences. Oxford and Shearin (1994) emphasize the significance of such changes in orientation,

pointing out that a student may first learn a language to satisfy a requirement, then he/she may find this language useful in obtaining a good paying job, and later he/she may end up establishing friendships with the native speakers of that language.

Interestingly, Finegan (1999) argues that integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation. This form of motivation is essential in assisting the learner to become a resident of a new community that uses the language.

Dornyei (1994) presents a balanced view with regard to the issue of instrumental versus integrative motivation. He argues that integrative and instrumental motivation are not necessarily polarized. In other words, they may be strongly related and may be equally beneficial in sustaining interest in language learning.

Despite the accumulation of research studies that have shed light on the issue of motivation during the last fifty years, Oxford and Shearin (1994) argue that the types of motivation found in a second language context are different from those found in a foreign language context. One of the main differences is that in a foreign language context, students and teachers alike need to search for some type of stimulation to learn L2. Learners typically receive input in the target language inside the classroom by artificial means and for non-authentic purposes.

Along similar lines, Kachru (1994) and Sridhar (1994) claim that most of the SLA theories and teaching methodologies currently implemented are based on second language acquisition models found in North America, Britain, and Australia.

In order to provide a more comprehensive vision of relevant research in the field of motivation, the researchers looked at a number of studies conducted in the context of the Arab world. Al-Shalabi (1982), for instance, explored motivation among Kuwaiti university students and concluded that the majority of these students display strong instrumental motivation. Al-Mutawa (1994) surveyed the types of motivation among 1030 Kuwaiti secondary students and he found that more than 75% of

these students disagreed with the notion that English could be seen as a tool to know and learn the foreign culture. Alam (1988) investigated the goal orientation toward language learning among a group of Saudi public school students and found that most learners pursued English learning because of its importance as a language of business and higher education. Slightly different conclusions were drawn by Dhaif Allah (2005) who explored motivation types among middle school Saudi students and found that this group displayed integrative as well as instrumental orientations and that none of these types of motivation was deemed more important than the other. These conclusions are congruent with those of Musa (1985) who surveyed 357 secondary school students in the UAE and found that more than three quarters of these students value English because of its important role as a language of wider communication and language of instruction at most graduate programs in addition to the vital role it plays in maintaining contact with a high brow culture.

From the previous summary of relevant literature, one may notice that motivation has been a significant research topic due to its vital importance in understanding the reasons that drive people to make certain decisions and to invest effort in pursuing them. Most of our understanding of language learning motivation is based on models that were developed in the West as a result of research studies on immigrants (Dorney, 1994, 2001; Masogoret & Gardner, 2003; Noels et al. 2001; Oxford and Shearin, 1994;). Hence, there is still lack of comprehensive understanding of the real motivations that drive learners in the foreign language context to make certain decisions.

The types of motivation that students develop are generally a function of the features of their educational context. Moreover, the influence of these types on their overall proficiency may vary according to individual as well as contextual factors. Hence, it is becoming increasingly important to study motivation patterns in specific foreign language contexts where various sociopolitical, religious and cultural factors may be at play, thus influencing motivation patterns in variable ways.

## **IX. Methodology**

### ***A. Population and sample***

Population of the study consists of all college students in the area of Hebron.

Sample of the study is comprised of 36 male and 91 female college students enrolled in two main programs: English literature at Hebron University and Engineering at Palestine Polytechnic University. Upon selection, half of the students (57) from both groups were about to start their sophomore year in college, which means that by then they had only studied two general courses in the English language. The other half included 10 sophomore students, 48 juniors and 12 seniors. This group is composed of engineering students who usually have no formal English input after the first year, and English major students who start studying courses in linguistics and literature for three years. In terms of pre-university education, members of both groups usually spend twelve years in the formal educational system at public schools. Within that system, they are usually exposed to the English language for eight consecutive years starting from the fifth grade. All subjects expressed an interest in participating in the study on voluntary basis.

### ***B. Instrumentation***

#### ***1. Questionnaire***

A questionnaire that consists of twenty seven items was used to probe the students' motivation patterns. Student responses to the questionnaire ranged from strongly disagree to strongly agree. The questionnaire items (appendix 1) were developed on the basis of the major conclusions from previous studies on motivation. They were later validated by two specialists in the field of applied linguistics. Additional items were incorporated in the questionnaire on the basis of a pilot experiment which contained an open-ended item aiming at revealing whether students had motivation patterns that do not strictly conform to previous research in this area. Questionnaire reliability was calculated

using the Cronbach Alpha formula. The overall reliability coefficient was .77, thus reflecting a very good reliability of instrument.

## **2. Interview**

The questionnaire was followed up by an interview of a group of twenty volunteers from the original sample. The interview was conducted in Arabic in order to get further clarification of the items emerging from the open-ended question. Answers obtained from the respondents during the interviews contributed to the explanation of the study results.

## **X. Results and Discussion**

This section presents results of the questionnaire classified according to the previously stated research questions.

### **A. *What are the motivation patterns displayed by EFL college students in Hebron area?***

In order to respond to this question, descriptive statistics (means and standard deviations) were calculated for all questionnaire items (see appendix 1). This appendix provides a classification of these items arranged in descending order according to the calculated mean of each. A qualitative analysis of the meaning of these figures was then attempted by the researchers in order to allow for maximum flexibility in the interpretation of student's responses to questionnaire statements as well as their responses to the follow-up interview. The item that reflects the highest degree of agreement among respondents is number 25 (mean=4.07) which refers to the importance of English for the purpose of accessing the World Wide Web for educational purposes. This is an obvious influence of the new technology on the types of motivation that students have. This is also an interesting point since we may consider this item to have integrative as well as instrumental dimensions. On the one hand, students need the internet to access information related to their fields of study, but on the other hand, they can also use it to access the wealth of target culture materials that are easily available on the World Wide Web. It is also worth mentioning that Internet Cafes have recently become a booming business in Palestine, especially around college

campuses. Students visit these cafes regularly for academic as well as entertainment purposes. In the follow-up interviews, students have stressed the importance of English in giving them the chance to pursue higher studies through electronic or distance learning. They expressed delight in the idea of being able to obtain a higher degree without having to travel abroad. This is another piece of evidence that shows the students' lack of interest in integrating in or interacting with a new culture.

The second item in terms of the strength of respondents' agreement (Mean= 4.00) is the one related to the importance of bilingualism and its positive influence on the learner as a human being. Respondents strongly agreed that learning a second language makes them better humans. This clearly reflects Benson's (1991) viewpoint that in a foreign language context, the concept of integrative motivation needs to be modified so as to include the desire to become bilingual and/or bicultural regardless of the practical possibility or potential of real integration within the target community.

The third item in terms of strength is the one which refers to the importance of studying English for the purpose of speaking with native speakers for educational purposes (mean=3.91). However, since Hebron area hosts only a few native speakers of English, one may safely assume that students have in mind a certain desire or ambition to continue their higher education in a native speaking country, e.g., the US, Canada, or Britain.

The strongest items in terms of responses could be contrasted with the weakest ones which are numbers 14 (mean=2.14) and 15 (mean=2.18).

In item 14, respondents expressed disagreement with the statement that they learn English because they like the countries in which the target language is spoken. They also disagreed with the statement that they study English because they like the native speakers of that language. Response to both items could be justified on a sociopolitical basis. First of all, one needs to remember that Hebron is a conservative city where

the Western cultural norms are not highly thought of. In addition to that, the political agenda of the target countries are also disapproved of due to the negative role that these countries are perceived to have played in the region with regard to the Palestinian Israeli conflict. The United States is strongly criticized as a supportive ally of the Israeli State. It is important to bear in mind also that these students have never actually been to the native countries and have not met many native speakers in their lives. Therefore, their opinions are mostly based on what they see in the media. Qashoa (2006) has stressed the strong influence sociopolitical factors may have on the students' goal orientation or motivation in the Arab World. It is interesting to note here that some previous research argues that negative attitudes towards the target language community may actually motivate learners to excel (Oller and Perkins, 1978). According to these researchers, negative feelings may create a desire to manipulate and overcome the target language people, a Machiavellian type of motivation. The design of the Oller and Perkins' study and its conclusions were however strongly criticized by Gardener (1980) who defends the importance of integrative motivation pointing out to the huge amount of studies which stressed its importance.

Another important type of motivation that was gleaned from the respondents' viewpoints during the follow up interviews and which does not exist in Western generated models is the one related to protecting one's cultural norms and identity. This tendency among foreign language learners in the Palestinian context could be contrasted with the acculturation tendency suggested by Schumann (1978). According to Schumann's theory, a learning situation could be "good" or "bad". A "bad" learning situation emerges when the social and psychological distance between the two cultural groups is great. In the Palestinian context, this is clearly the case. The native speakers of English are viewed negatively; however, this does not lead to lack of success in language learning as Schumann has hypothesized. On the contrary, the learners argue that learning the language of the "enemy" is indispensable so as to be able to face that enemy. The researchers, therefore, have chosen to refer to this type of orientation as the "cultural preservation"

motivation, i.e., the learners' motivation to preserve their own culture by distancing themselves from the target culture in a form of self defense.

***B. Is there a correlation between the students' gender and the types of motivation they display?***

One- way analysis of variance was conducted to test the influence of the independent variables: gender, field of study, academic level and desired level of proficiency on the students' responses with regard to the three types of motivation.

Results show statistically significant differences at ( $\alpha=0.05$ ) between males and females with regard to the variable of required, and instrumental motivations (see table 1). Males show stronger tendency to pick these types of motivation than females ( $m=3.57$ ). This is probably because most of the males are enrolled in Engineering colleges while most females are in Humanities. Male students have stronger job oriented focus because they traditionally assume a larger responsibility in family support. Many females in the Palestinian traditional communities work as homemakers, thus abstaining from joining the job market for some time after graduation. Men, however, are not only required to support themselves but they are also expected to support the whole family including younger siblings.

**Table (1):** T. test of the effect of gender on the motivation type.

Type of Motivation	Gender	(N)	(M)	(StD)	DF	T.Val	Sig.
Required	M	36	3.57	1.31	125	2.22	.028
	F	91	2.96	1.42			
Integrative	M	36	2.84	.94	125	.182	.85
	F	91	2.81	.94			
Instrumental	M	36	3.41	.54	125	3.50	.001
	F	91	3.01	.59			
Total degree	M	36	3.26	.48	125	3.21	.002
	F	91	2.95	.53			

Table one shows results of the effect of gender on the motivation type

Results also show that although the male mean is higher in the case of integrative motivation (m=2.84), there are no significant differences at (alpha= 0.05) between the two groups with regard to this variable. One explanation behind this phenomenon is that both females and males live in similar political, cultural and economic conditions which may result in having the same attitude towards the target culture.

**C. Is there a significant difference in the motivation patterns among engineering majors and English majors in Hebron area?**

As for the field of study, results show stronger inclination towards picking the required and instrumental motivations by the engineering students (see table 2). This may be related to the scientific orientation of these students who seem to use the language as means to further their knowledge in their particular academic disciplines.

**Table (2):** T-test of the effect of the field of study on motivation types.

Type of Motivation	Major	N	M	SD	DF	t.Val	Sig.
Required	English	52	2.12	1.10	125	-8.28	.000
	Engineering	75	3.83	1.16			
Integrative	English	52	3.0	1.0	125	1.83	.069
	Engineering	75	2.69	.87			
Instrumental	English	52	2.96	.57	125	-2.57	.011
	Engineering	75	3.24	.60			
Total Degree	English	52	2.88	.54	125	-3.00	.003
	Engineering	75	3.16	.50			

Table two shows Results of the t-test pertaining to the effect of the field of study on the students' motivation patterns.

***D. Are there any differences in the motivation types shown by college students belonging to different academic levels?***

With regard to the academic level, it was found that freshman students have strong required motivation (M=3.91), (see table 3 below). As they start their sophomore years, this motivation is replaced by a stronger integrative and instrumental orientations with means of (M= 3.02) and (M=3.42) respectively. The explanation behind this is closest to what was referred to earlier as resultative motivation in SLA research. This type of motivation is created after the student gets exposed to the language and develops clear goals. In the case of English major students, they develop better understanding of the target culture through the courses they study and through interaction with teachers who generally appreciate the target culture and its contribution to human civilization. Engineering students, on the other hand, develop a more focused professional orientation towards their future careers and develop respect for the Western contribution to technology.

**Table (3):** Means and standard deviations of various motivation types according to academic level.

<b>Motivation pattern &amp; academic level</b>	<b>Number</b>	<b>Mean</b>	<b>Standard Deviation</b>
Required Freshman	57	3.91	1.13
Sophomore	10	3.36	1.46
Junior	48	2.17	1.12
Senior	12	3.41	1.39
Total	127	3.13	1.41
Integrative Freshman	57	2.62	.90
Sophomore	10	3.02	.90
Junior	48	2.96	.98
Senior	12	3.00	.86
Total	127	2.82	.93
Instrumental Freshman	57	3.18	.62
Sophomore	10	3.42	.67
Junior	48	2.98	.51
Senior	12	3.22	.74

Total	127	3.13	.60
Total Degree Freshman	57	3.11	.50
Sophomore	10	3.31	.61
Junior	48	2.89	.46
Senior	12	3.15	.74
Total	127	3.05	.53

Table three shows descriptive statistics that show the means and standard deviations of various motivation types classified according to academic level.

***E. Is there a correlation between the students' desired level of proficiency and the type of motivation they show?***

The researchers also found a strong correlation between the students' motivation and the proficiency level they desire to achieve. Students who wish to achieve advanced levels of proficiency have the highest degree of motivation across all types, i.e., required, integrative and instrumental (see table 4 below). Students who aspire for lower levels of proficiency have lower levels of motivation across all types this could be linked to Gardner's argument that higher proficiency levels are usually linked with higher levels of motivation especially integrative motivation. It could also be linked to the resultative hypothesis which argues that success in language learning leads to the creation of motivation among these learners.

**Table (4):** Means and standard deviations of the different types of motivation classified according to desired level of proficiency.

<b>Motivation pattern &amp; desired level of proficiency</b>	<b>Number</b>	<b>Mean</b>	<b>Standard Deviation</b>
Required Beginner	3	2.33	1.33
Intermediate	20	2.91	1.48
Advanced	104	3.20	1.40
Total	127	3.13	1.41
Integrative Beginner	3	2.57	2.00
Intermediate	20	2.79	1.01
Advanced	104	2.83	.89
Total	127	2.82	.93

Instrumental Beginner	3	2.70	.21
Intermediate	20	3.02	.41
Advanced	104	3.16	.63
Total	127	3.13	.60
Total Degree Beginner	3	2.62	.41
Intermediate	20	2.95	.43
Advanced	104	2.08	.55
Total	127	3.05	.53

Table 4 contains descriptive statistics which show the means and standard deviations of the different types of motivation classified according to the desired level of proficiency.

The following table shows results of the Anova analysis which indicates that there are significant differences between the three groups which express various levels of desired proficiency. These differences are in favor of the advanced learners. In other words, learners desiring higher proficiency level generally show stronger levels of motivation across all motivation types.

**Table (5):** Anova Analysis of the influence of the desired level of proficiency on motivation types.

		Sum of Squares	df	Mean Square	F	Sig.
Required	Between Groups	79.346	3	26.449	18.785	.000
	Within Groups	173.178	123	1.408		
	Total	252.523	126			
Integrative	Between Groups	3.956	3	1.319	1.520	.213
	Within Groups	106.696	123	.867		
	Total	110.652	126			
Instrumental	Between Groups	2.061	3	.687	1.909	.132
	Within Groups	44.266	123	.360		
	Total	46.327	126			
Total Degree	Between Groups	2.288	3	.763	2.733	.047
	Within Groups	34.324	123	.279		
	Total	36.612	126			

Table five displays results of Anova Analysis showing the influence of the desired level of proficiency on the students' motivation types.

## **XI. Conclusion and Recommendations**

Analysis of study results casts doubt on the validity of Western models of motivation and calls for modifying these models to accommodate variables influencing motivation in foreign language contexts. In other words, traditional Western theory of motivation will not be sufficient to explain Palestinian students' orientation, neither would they be sufficient for explaining the motivation of students in other foreign language contexts.

In the Palestinian, and probably in other similar foreign language settings, it is important to modify the meaning of integrative motivation, as Benson (1991) suggests, to represent the desire of the learner to learn a language of wider communication or to become bilingual, and in certain limited cases, bicultural. This takes place when learners add another language and culture to their own cultural identity. Since Palestine is a predominantly monocultural society, the real potential of integrating into the target language community is practically non-existent. This is particularly relevant in the case of Hebron City which lies in the Southern area of Palestine, where the chances to use English in daily verbal exchanges are almost nonexistent.

Several researchers including Gardner (1976) and Schumann (1978) argue that the students who are most successful when learning a target language are those who like the people speaking 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. This view can be sharply contrasted with the results of the present study which show extremely low means for the questionnaire items which probe these elements of integrative motivation. In other words, the whole group of respondents from both universities expressed clear resentment for the target culture and the speakers of the target language. Interview results clearly show that instead of developing a desire to integrate with the target culture, students seem to nourish a genuine desire to distance themselves from the target culture, its speakers and its cultural norms, a phenomenon referred to by some researchers as Machiavellian motivation (Oller, Baca & Vigil, 1977; Oller & Perkins, 1978). The researchers believe that this is largely

due to the political stance that some English speaking countries have assumed towards the Palestinian people and the Arab-Israeli conflict.

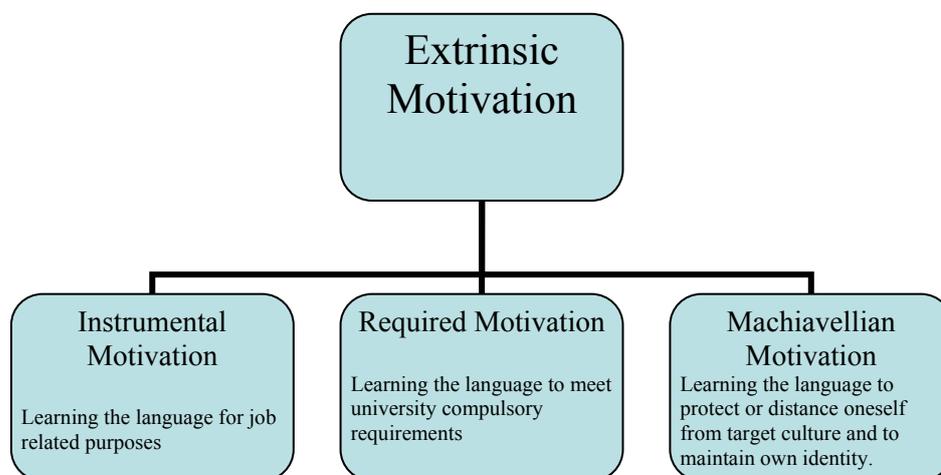
This reserved attitude towards the English culture and speakers, however, does not seem to be directly related to the students' success in acquiring the language since they have high required and instrumental motivations.

One, however, has to express concern over the weak integrative tendency among Palestinian learners since integrative motivation was found by most researchers to be the one that sustains long-term success when learning a second language (Ellis, 1997; Crookes and Schmidt 1991). It is also important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is consistently linked to successful second language acquisition. Results of the present study, however, clearly show that Palestinian students select instrumental reasons more frequently than integrative reasons for the study of language. This is a reason for concern taking into consideration the fact that students who have an integrative orientation to language study are generally more highly motivated and overall more successful in language learning.

Another important consideration is that English is a required subject of study at most Palestinian colleges and universities. This forces most students in scientific fields such as engineering to sign up for English courses in order to be able to meet the college requirements. In other words, students in such courses try to pass the courses without much attention to the proficiency they will eventually attain. This type of motivation needs to be added to the model suggested by researchers in SLA, since it is theoretically different from instrumental pragmatic motivation (see figure 1). In instrumental motivation, students strive to build a certain level of proficiency needed for a particular job. However, in required motivation, students try to pass the courses with the bare minimum of effort. Therefore, although Gardner (1985) has observed that any motivation can assist language learning and, therefore, increase language acquisition; this cannot be safely concluded in the case of required motivation.

Results of the present study support Liu's (1998) claim that without some adaptation, many of the L2 acquisition theories may not be relevant in all contexts. They are also congruent with Dorney's (1990) argument that the results obtained from second language acquisition contexts are largely based on the experiences of immigrants and international students, thus being inapplicable to foreign language learning situations. Gardner and Macintyre (1991), Ramage (1986) and others have also pointed out the differences in the students' orientation toward English learning in different contexts.

The researchers, hence, suggest the following model to describe and explain the motivation types dominant among Palestinian students.



**Figure (1):** suggested model for Palestinian students' motivation types.

In addition to modifying the motivation models which were derived from the experiences of immigrants in target cultures, one needs to consider effective means to changing the students' orientation in nonnative settings. In the case of the Palestinian students, instrumental and required motivations may respond to the students' needs throughout the college years. However, they will not sustain in these students a genuine interest to continue learning the language. This may lead to the development of a limited functional or survival ability in the target

language and to a continuous deterioration in the students' overall language proficiency.

It is important to consider the conditions under which integrative motivation can be enhanced among students beginning with their early school years. This could be achieved by introducing positive cultural information that reflects the great civilization of the English speaking countries. It is also important to raise the students' awareness to the diversity in the Western cultures and the dangers involved in stereotyping or identifying the policy of the government with the orientation of individual members of the society. This could be achieved at the level of syllabus design by selecting culturally inspiring texts. It could also be addressed at the level of classroom activities, e.g., the hosting of guest speakers who could represent positive role models.

One may argue that it is a joint responsibility among educators, policy makers and English language instructors at all levels to create positive and long lasting orientation towards English learning among Palestinian students at all educational levels.

Future research should address motivation related issues in similar EFL contexts in order to verify the present results and to shed more light on the issues of motivation types, the inherent variability in this construct and the relation between learner, learner variables and context in EFL settings.

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**Appendix 1**

Means and standard deviations of questionnaire items arranged in descending order.

#	Item	Mean	Standard Deviation
25	I study English because I need to know how to use the internet for educational purposes	4.07	1.176
17	I study English because I believe that knowledge of another language will make me a better person.	4.00	1.333
3	I study English in order to be able to talk with native speakers of English for educational purposes	3.91	1.218
24	I study English because I need to know how to use internet for business purposes.	3.72	1.297
12	I study English in order to get a good job.	3.69	1.277
5	I study English so that I can talk to other foreigners for educational purposes.	3.69	1.258
1	I study English because I will need it for my work.	3.61	1.380
6	I study English because it is required at universities.	3.40	1.605
4	I study English so I can talk to other foreigners for business purposes	3.33	1.248
2	I study English in order to be able to talk with native speakers of English for business purposes.	3.32	1.414
18	I study English because it will help me to think and behave as native speakers do.	3.21	1.440
27	I study English because I want to establish friendships with its speakers.	3.10	1.447
21	I study English because I plan to travel to English speaking countries for educational purposes.	3.06	1.446
10	I study English because it is the language of instruction at my institution.	3.05	1.690
13	Studying English helps me communicate with Israeli soldiers at checkpoints.	3.05	1.553
11	I study English because I am supposed to take a certain number of English courses in college	2.96	1.654
8	I study English because I plan to work at a nongovernmental organization.	2.92	1.515
7	I study English because I plan to work at a governmental organization.	2.80	1.503

#	Item	Mean	Standard Deviation
9	I study English because I plan to travel to an English speaking country.	2.65	1.560
19	I believe that those who speak English are smarter than those who speak only one language.	2.56	1.401
26	I study English because I like the culture and civilization of its native speakers.	2.55	1.552
22	I study English because I plan to travel to non-English speaking countries for educational purposes	2.47	1.402
23	I study English because I plan to travel to non-English speaking countries for job purposes.	2.36	1.301
20	I study English because I plan to travel to English speaking countries for job related purposes.	2.36	1.349
16	I study English because I plan to travel to non-English speaking countries for job related purposes.	2.22	1.327
15	I study English because I like the people who are native speakers of English	2.18	1.371
14	I study English because I like the countries in which English is spoken.	2.14	1.510