

AMERICAN UNIVERSITY OF BEIRUT

RELATIONSHIP BETWEEN UNIVERSITY-BOUND EFL  
LEARNERS' INTEGRATIVE AND INSTRUMENTAL  
MOTIVATION AND THEIR LANGUAGE PROFICIENCY

by  
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# ABSTRACT

## OF THE THESIS OF

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Title: Relationship between University-Bound EFL Learners' Integrative and Instrumental Motivation and Their Language Proficiency

This study investigates the relationship between the motivation of a cohort of university-bound EFL learners and their language proficiency. The study has a three-fold purpose: (1) to identify whether instrumental or integrative motivation plays a more important role in promoting students toward English language learning; (2) to examine if there is a difference between male and female learners in their motivation (instrumental and integrative) to learn EFL; and (3) to explore if teachers' instructional strategies are purposefully intended to foster students' instrumental or integrative motivation.

The study employed a mixed methods design that combines qualitative and quantitative data collection to investigate the attitudes and motivations of undergraduate students toward learning English as a second language. The research involved administering a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) to a sample of undergraduate students and conducting semi-structured interviews with English instructors to gain more insights into how their instructional strategies affect students' motivation.

A total of 247 (113 males and 134 females) undergraduate students enrolled in one of the English communication skills courses, English 102 course, at the American University of Beirut participated in the study. Also, six instructors who were teaching this course were interviewed.

Collected data from questionnaires were analyzed quantitatively using appropriate descriptive (means and standard deviations) and inferential statistics (t-tests, Pearson Product Moment Correlation, and MANOVA) to address the study questions. As for the semi-structured interviews, they were audio recorded, transcribed, and coded for analysis. A thematic analysis approach was used to identify and analyze patterns and themes in the data. The data was organized into meaningful units, and codes were assigned to these units based on the research questions.

The findings of the study revealed that most of the students are instrumentally motivated. They learn the English language for practical reasons like joining a university, finding jobs, higher status in the community, and getting a salary bonus. They also want to fulfill a university language requirement, and, in this study, students want to succeed in English 102 to move to the next level, English 203. Results also showed a positive correlation between instrumental and integrative motivation. However, a negative statistically

significant relationship was found between instrumental motivation and EFL proficiency, and there was no statistically significant relationship between integrative motivation and students' EFL proficiency. Furthermore, gender differences were also identified in this study, where female students had a higher level of motivation than their male counterparts in both types, instrumental and integrative. Finally, teachers' instructional strategies were not purposefully designed to foster students' instrumental motivation.

The results are discussed and recommendations for further research are included.

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# CHAPTER 1

## INTRODUCTION

### **Background**

“Never before in the history of the world have foreign language learning been prized more than they are today” (Tokuhama-Espinosa, 2008, p.14). Being the language of international communication, the English language plays a significant role in the various scientific, business, and educational domains in an increasingly globalized and interdependent world. It is considered the first global lingua franca because it acts as a recognized passport to almost all fields, especially education and job opportunities.

Nowadays, many countries, specifically non-native English-speaking countries, teach English as a foreign/second language in their school curriculum and Lebanon is not an exception. In Lebanon, English is taught in many private and public schools as a foreign language (EFL) from preschool to the secondary level (Bacha & Bahous, 2011). Students learn one foreign language in addition to Arabic: either English or French.

Many research studies have investigated the factors that influence second and foreign-language learning outcomes. Examples of these factors include motivation and attitudes toward learning a second language, age of exposure to the second language, learning environment, and teaching strategies, among others (Al Qahtani, 2013; Brigui, 2017).

Scholars argue that motivation is an essential factor and a good indicator of progress in the process of learning a second language (e.g., Brigui, 2017; Omar, 2019; Zanghar, 2012). It plays an important role in improving English language learners' achievement and performance (Komayha et al., 2018). Gardner classified motivation for studying a language into two types: integrative and instrumental. This researcher

maintains that integrative motivation refers to a “positive attitude towards the target language group and the potential for integrating into the group” (Gardner, 1979, p. 195). Students who are integratively motivated to learn EFL are those “who like the people that speak the language, admire their culture, and have a desire to become familiar with or even integrated into the society in which the language is used” (Falk, 1978, p. 29). Whereas instrumental motivation is defined as having “more functional reasons for learning a language to get a better job or a promotion, or to pass a required examination” (Crookes & Schmidt, 1991, p. 472). Students who are instrumentally motivated to learn EFL are those who want to learn a language for pragmatic reasons; for instance, "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it" (Wilkins, 1972, p. 184).

The majority of researchers agree that there is a strong correlation between motivation and the proficiency level achieved by second language (L2) learners and acknowledge that attitudes towards learning a second language and its culture have an impact on motivation to study that language (Gardner, 1985; Lightbown & Spada, 1999). Moreover, many researchers have come to agree that one of the major factors affecting the pace and success of the second language acquisition process is L2 motivation and attitude (Omar, 2019).

### **Statement of the Problem**

Gardner and Lambert (1972) were the first to investigate the factors that influence second language acquisition. They found that the motivation to study a target language is comparable to that of a person's general intelligence and linguistic ability. Gardner (1985) claims that the most important elements for effective language learning

are motivation and attitude. Since Lambert and Gardner's empirical and theoretical studies were on the role of motivation and attitude in second language acquisition from 1959 to 1962, second language (L2) motivation has gained great attention among all factors that affect the process of learning a second language. Motivation evolved over the years in research, theory, and practice to be acknowledged as an essential factor that arouses, maintains, and directs students' activities and learning over time (Gage & Berliner, 1998). Along similar lines, McDonough (1983) stressed the importance of this factor and argued that "motivation of the students is one of the most important factors influencing their success or failure in learning the language" (p. 148). Moreover, another factor that can influence students' motivation is instructional strategies that improve students' achievement in the learned language (Dorneyi, 2001). A study conducted by Gardner et al. (2004) showed that the teacher and classroom environment affect students' attitudes and suggested that teachers should introduce interactive strategies to reduce students' anxiety and increase their motivation. According to Morell (2004), who compares traditional non-interactive methods with interactive classes that use entertainment, students' oral presentations, and student interventions, interactive teaching methods for teaching English as a foreign language to university students improve comprehension and communicative competence. Teachers in interactive classes understand the value of student involvement and the need for their students to comprehend and develop their communicative competence (Morell, 2004). Therefore, instructional strategies and activities can improve students' participation or engagement in the learning process. For instance, using technology, cooperative learning, and choosing content that is relevant to students' lives are effective strategies that can

enhance motivation and shift the focus from teacher-centered to student-centered classrooms (Al Jarf, 2005; Ghaith, 2003; Ramachaudran, 2004)

Several studies were done on motivation in the Lebanese context, but few of them investigated the relationship between motivation and language proficiency (Itani, 2013; Komayha & Tarhini, 2020; Komayha et al., 2018; Salem, 2006; Shaaban & Ghaith, 2000). For instance, in an exploratory study, Komayha et al. (2018) investigated the factors that affected the motivation of secondary students in EFL learning from the teachers' perspectives, and not from the students' perspectives. Specifically, this study recommended examining the factors that influenced motivation from the perspectives of students. Another study by Komayha & Tarhini (2020) explored the effect of learning content on students' motivation in learning EFL, in addition to the study by Itani (2013) which examined the relationship between motivational profiles and students' academic achievement across the upper elementary grade levels (4,5 and 6). As instrumental and integrative motivations have not been investigated among students in Lebanon, it is still unknown whether or not those types of motivation can affect the students' EFL proficiency. Therefore, the current study aims to determine if motivation influences achievement in EFL, check if students are instrumentally or integratively motivated toward learning English, and whether there are any significant differences between male and female students regarding their motivation and attitudes toward the target language. Additionally, it explores if teachers' instructional activities are intentionally targeting students' motivation.

### **The Purpose of the Study**

The purpose of this study is to identify whether instrumental or integrative motivation plays a more important role in promoting university-bound students toward

English language learning and to explore the relationship between integrative-instrumental motivation and language proficiency among the students. Furthermore, it examines if there is a difference between male and female learners in their motivation to learn EFL. Finally, the study examines if teachers' instructional activities are purposefully intended to promote students' instrumental or integrative motivation.

Specifically, the following questions will be addressed:

- 1- Are EFL students integratively or instrumentally motivated toward English language learning?
- 2- Is there a significant relationship between instrumental motivation and students' EFL proficiency?
- 3- Is there a significant relationship between integrative motivation and students' EFL proficiency?
- 4- Is there a difference between male and female learners in their instrumental motivation to learn EFL?
- 5- Is there a difference between male and female learners in their integrative motivation to learn EFL?
- 6- Are the teachers' instructional activities purposefully intended to foster students' instrumental or integrative motivation orientations?

### **Hypotheses**

H01: There will be no statistically significant relationship between instrumental motivation and students' EFL proficiency.

H02: There will be no statistically significant relationship between integrative motivation and students' EFL proficiency.

H03: There will be no statistically significant differences between male and female learners in their instrumental motivation to learn EFL.

H04: There will be no statistically significant differences between male and female learners in their integrative motivation to learn EFL.

### **Rationale**

Despite the numerous research studies that were done on motivation around the world, Hussien (2011) and Spinath (2005) suggest that little has been done in the Arab world to examine the different types of motivation and how they relate to academic achievement (Itani, 2013). Moreover, there is no research conducted in Lebanon about the two types of motivation (integrative and instrumental) and how they affect students' language proficiency. One of the studies done by Salem (2006) to examine the role of motivation, gender, and language strategies in students' proficiency among undergraduate students in Lebanon found that motivation did not correlate with EFL proficiency, there were no significant gender differences in overall motivation, and there was no significant role for gender in EFL proficiency. The findings of the previous study were inconsistent with most of the studies on motivation; therefore, this highlighted the need to conduct more studies related to motivation in Lebanon (Salem, 2006). Therefore, this study would bridge the gap by investigating whether Lebanese students are instrumentally or integratively motivated toward learning English, exploring the relationship between integrative-instrumental motivation and language proficiency, and examining if there are any significant differences between male and female students regarding their motivational orientations towards the target language.

Motivation plays an important role in English Language learning, especially where English is taught as a second language (Komayha & Tarhini, 2020). There is a

strong relationship between motivation and learning, where motivation can promote learning. English is a global language (David, 2003) used internationally for cooperation and communication. In many countries, English is the first or most frequently taught foreign language, and most people can at least understand it. In Lebanon, the English language has a great influence, where achieving a certain degree of fluency in the language is necessary for anybody wishing to progress in their academic, social, or professional endeavors (Diab, 2000). According to Nduwimana (2019), there are many reasons why English is typically studied, including meeting requirements for schools and universities, being able to function and compete successfully in the global economy of today and tomorrow, increasing job opportunities and salary potential, developing intercultural sensitivity and global understanding, improving English vocabulary and language proficiency to communicate with members of that language community, developing critical and creative thinking skills, improving one's education, enhancing opportunities for travel and study abroad, and enjoying movies and music in their original language and to gain social power.

One of the main issues recently highlighted in the literature is the potential influence of motivation on L2 learners' proficiency level and its contribution to the success of learning a target language (Omar, 2019). Most research studies proved that there is a strong relationship between motivation and proficiency level and proved that attitudes toward the second language and its culture impact the motivation to learn that language (Brown, 1994; Gardner, 2010; Hong & Ganapathy, 2017; Itani, 2013; Omar, 2019). One of the researchers, Zulfikar et al. (2019), emphasized the importance of investigating EFL learner's motivation since it is one of the keys to successful language learning. Similarly, Al-Qahtani (2013) mentioned that motivation is the key to all



learning and that lack of motivation is likely the biggest challenge that teachers, counselors, school administrators, and parents might face. Lack of motivation can lead to behavioral problems in the classroom, but when students are motivated, teachers show better performance while teaching (Bahous et al., 2011).

Therefore, motivation needs to be investigated because it influences learning and the achievement of students. It is frequently seen as a prime determinant in maintaining and initiating learners' efforts during the process of learning a second language (Al Qahtani, 2013; Omar, 2019). By investigating the type of students' motivation and examining if instructors' teaching activities are purposefully designed to promote students' motivation, the results of the study will assist teachers in improving their teaching plans and instructions and consequently planning effective strategies for teaching the English language. They might be important to researchers, ESL/EFL teachers and learners, and course designers too.

Hence, the rationale for this study is rooted in the following reasons. First, while plenty of studies around the world focused on the types of motivation, factors that influence motivation, and the different levels of motivation, little has been done in the Arab world and specifically in Lebanon. Many researchers mentioned that there is a scarcity of information regarding students' motivation to learn English as a foreign language (EFL) (Itani, 2013; Komayha et al., 2018; Komayha & Tarhini, 2020; Salem, 2006). Thus, conducting this study will address a notable gap in the existing literature regarding the role and types of motivation that exist among Lebanese students. Second, motivation is one of the important factors that influence students' proficiency and contribute to the success of learning a second language as highlighted in most of the literature. Third, although motivation is a major concern in improving proficiency and

fostering literacy, one should follow up with the instructional activities used by teachers or instructors to check if they purposefully enhance students' achievement in the second/foreign language. So, instructional strategies and activities can help students adopt positive attitudes and become more motivated in the learning process. Once students are motivated, they obtain better achievement and are willing to commit their time to language learning, but when students are not motivated, they give up easily.

### **Significance of the Study**

It is important to conduct this research because it highlights the role of motivation in the process of learning a second language in the Lebanese context. "Motivation is extremely important for L2 learning, and it is crucial to understand what our students' motivations are" (Oxford and Shearin, 1994, p.12). It is a good indicator of students' progress and a crucial factor in determining students' achievement in learning a second language. Due to the influence that motivation has on language proficiency, it is crucial to investigate instrumental and integrative motivation among EFL learners and to examine its impact on their language achievement (Itani, 2013; Zanghar, 2012). Examining L2 motivation and identifying its types has been a significant issue in language learning research. For instance, if students are not motivated to perform a task, they won't work hard or make an effort like motivated students, and consequently, their achievements will differ (Itani, 2013). Therefore, highlighting the role of motivation in language proficiency, and classifying the two types of motivation, instrumental and integrative, which encourage Lebanese students to study English in secondary classes, allow teachers and educators to understand learners' needs properly, and this can ultimately impact the practical and theoretical style of teaching (Omar, 2019). Once teachers are aware of the type of motivation, they can

enhance their strategies and choose activities to boost students' interest in learning the English language.

## CHAPTER 2

### LITERATURE REVIEW

#### **Overview**

To gain a better understanding of the relationship between integrative-instrumental motivation and language proficiency, this chapter critically reviews the history of foreign languages in Lebanon, the definition of motivation, and its two types “instrumental and integrative,” Gardner’s socio-educational model, theories on motivation, studies on EFL proficiency and motivation, and studies on gender differences in motivation.

#### **History of Foreign Languages in Lebanon**

Like many other countries around the world, Lebanon is known for the spread of foreign languages, such as English and French, which are used for different purposes (Esseili, 2014). Lebanon has been a multilingual society for centuries due to European colonization and through the schools and educational institutions established by missionaries (Nabhani et al., 2011). The purpose of these missionaries “was originally a religious one, but later on, there was a move from preaching to teaching in order to gain followers” (Bashshur, 1997, p. 20).

There were 34 such schools in Lebanon in 1883, among the numerous evangelical schools that were built around the nation and used Arabic and English as their languages of instruction (Bashshur, 1978). The establishment of the Syrian Protestant College in 1866 (known as the American University of Beirut today), which continues to have a considerable influence on education in Lebanon, was the most important event concerning English teaching at that time. Because they were perceived as nonsectarian, English-medium missionary schools were more popular than French-

medium schools (24 schools in 1883), which were founded by French Jesuit missionaries (Shaaban, 1997). However, this changed after World War I when Lebanon became a French mandate, and French “became a compulsory subject” in all schools (Kaufman, 2004, p. 11), and became the medium of instruction for social studies, science, and mathematics at all levels of education (Ghaith & Shaaban, 1999). Moreover, teachers in public schools were not ready to teach French as they had limited or lack of proficiency in this foreign language. Consequently, the government had to close 111 public elementary schools and dismissed 400 public school teachers in 1930 (Kobeissy, 1999). To provide the graduates with the chance to work in the public service sector, where French and Arabic were the official languages, English-medium schools had to adjust their curricula to the new system.

After its independence in 1943 and the growing impact of globalization, Lebanon experienced an increase in the use of the English language in social, economic, and educational fields (Kobeissy, 1999). Arabic was recognized as the only official language of the nation, and French was demoted to the status of a second language to be used in higher education and the teaching of mathematics and sciences starting with the seventh grade. Furthermore, schools had the option to teach English instead of French as a second language if they wanted to do so (Mathew & Akrawi, 1949).

Starting in the 1960s, schools realized the importance of English for job advancement and science and technology. Consequently, the Catholic School Bureau opened numerous English-medium schools in regions that had only received French education. Moreover, English was introduced as a third language to all schools run by French missions because it gave students the chance to compete in a world that was increasingly dominated by English, especially in the Arabian Gulf job market (Bikar,

1998; Shaaban & Ghaith, 2000; Zakaria, 1992). The Lebanese government developed an EFL curriculum in 1946, with a general statement of the abilities that were to be taught in the various grades and focused on reading and writing skills. This curriculum was the main guide for EFL instruction until 1968 when the new curriculum was developed by the Lebanese Ministry of Education. The audio-lingual approach and structural linguistics principles were both represented in the new English language curriculum. Basic communicative skills were prioritized in grades 1 through 9, literature instruction was emphasized in grades 9 through 11, and psychology, ethics, and logic were prioritized in grades 10 and 12 (Ghaith, 1991).

In 1971, the Center for Educational Research and Development (CERD) was founded to oversee the implementation of the new curricula and define requirements and objectives for official examinations at the end of grades 9, 11, and 12. Also, English language textbooks as well as science and mathematics textbooks were produced in English for grades 6 to grade 12 (Ghaith, 1991). After 4 years, the Lebanese civil war broke out and ended in 1990. The war had a disastrous effect on education, especially in public schools where academic standards declined and many EFL teachers either left Lebanon or were attracted to the private sector. During the war, a lot of private schools were established, and the majority of them focused primarily on teaching English (Esseili, 2014).

Additionally, a new National Curriculum was established and approved by the Council of Ministers in 1994, and it required the schools to have either French or English as a first foreign language and medium of instruction (Bacha & Bahous, 2011). The fifteen years of the civil war significantly interrupted the expansion and development of the educational sectors, however, since 1990, plans have been

established for the reconstruction of Lebanon's educational system (Frayha, 2003). According to Zouain (1994), work at the high school and university levels throughout the post-war era required the development of infrastructures, educational programs, the training of qualified employees, and a completely new national curriculum. In light of this, educators have worked to review and put into practice a revised language curriculum at the pre-university and tertiary levels (Shaaban & Ghaith, 1997). The revised language curriculum was sponsored by the Ministry of Education in collaboration with the Center for Education Research and Development and done by the center whose formal mandate is to design the national curriculum.

Furthermore, introducing English as the primary language of instruction in tertiary education was a significant step. Numerous language schools and colleges developed into English-medium universities or introduced English into their system. For instance, the introduction of English into Arabic- and French-medium universities, such as Beirut Arab University, St. Joseph University, and Universite Saint-Esprit Kaslik, was as significant as the creation of English-medium universities (Shaaban, 2005). These institutions have added English language courses as well as new programs and subject matter courses in English to make sure their students are not left behind in a world that is becoming more dominated by English (Bashshur, 1997).

Many educators believed that the prominence of English in language instruction was undermining the influence of French in Lebanese society (Shaaban, 2005). The usage of English and the positive attitudes of Lebanese people are additional indicators of the growing significance of English in Lebanon. For instance, Smaily-Hajjar (1996) found that only 30% of Lebanese university students frequently viewed French television shows, compared to 73% who frequently watched English programs. Another

study done by Ghaleb & Joseph (2000) found that 67% of the participants believed that English was the most crucial language for Lebanon, while 31% favored French. These results demonstrate that English is progressing remarkably as a language of instruction in Lebanon. Obviously, there have been significant philosophical, methodological, and instructional developments in the teaching of English in Lebanon. Nowadays, many Lebanese people consider foreign languages more important than their native language because of their usefulness in terms of career opportunities and future education goals (Bahous et al., 2011; Diab, 2000; Shaaban & Ghaith, 2002).

### **Motivation**

Motivation is an important factor in the learning process, especially in English language learning (Brown, 1994; Gardner, 2010; Hong & Ganapathy, 2017; Itani, 2013; Komayha & Tarhini, 2020; Oxford & Shearin, 1994). It is a construct that has been intensively researched as an influential factor in the process of learning. This section includes some definitions of motivation as perceived by theorists and researchers followed by Gardner's socio-educational model, theories on motivation, studies on EFL proficiency and motivation, and studies on gender differences in motivation as well as studies on instructional strategies and motivation.

### ***Definition***

Motivation refers to an internal state that directs people's behavior and arouses their attention to act and participate in particular activities (Cheng & Yeh 2009). Accordingly, this explains why some students and employees are more proficient and perform better than their counterparts while doing any task. Moreover, in the school context, teachers observe students' actions and experiences while participating in class activities. A student who is inspired to achieve a goal is said to be motivated, whereas



an unmotivated student lacks any sense of inspiration or drive to take action (Zisimopoulos, & Galanaki, 2009). For instance, students might jump out of their seats and show their enthusiasm to answer; on the contrary, others might be inactive, quiet, and barely drag themselves to answer.

Motivation seems an easy word, but defining it triggers disagreement among researchers. In a study done in 2005, Dornyei states that “although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with respect to the exact meaning of the concept” (p.117). For example, Keller (1983) defines motivation as “the choices people make as to what experiences and goals they will approach or avoid and the degree of effort they will exert in that respect” (p. 394). Pintrich and Schunk (1996) defined it as “the process whereby goal-directed activity is instigated and sustained” (p. 4) while Snowman et al. (2009) related motivation to the drive to do something as he described it as the force that accounts for the arousal, selection, direction, and continuation of behavior (Komayha et al., 2018). In the context of L2 learning, Gardner (1985) believed that motivation refers “to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10). Ortega (2009) states “Motivation is usually understood to refer to the desire to initiate L2 learning, and the effort employed to sustain it, and in lay terms, we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation” (p.168). Consequently, Gardner (2010) discussed how it can be challenging to define motivation in a way that encompasses all of its aspects. According to him, having a goal, taking all the necessary measures to achieve it, being persistent in continuing to work toward it,

enjoying the process, and foreseeing whether you will succeed or fail in achieving this goal all contribute to motivation.

### ***Gardner's Socio-educational Model***

In Gardner's socio-educational model (1988), there are four different components: the social context in which language learning occurs, some individual differences (intelligence, language aptitude, anxiety, and motivation), language-acquisition contexts, and linguistic and nonlinguistic results. All of these components interact and influence each other. Hence, the model is considered a dynamic one, where, for instance, individual-difference traits may affect responses to a language-learning setting and/or language achievement, and how these could in turn influence individual-difference variables and/or their function in the language-learning process (Gardner, 1988). Later, Gardner classified the factors that influence motivation and arise from the social context as external factors. These factors include interactiveness, motivation, attitude toward the learning situation, and language anxiety, which are observed and measured by the Attitude Motivation Test Battery (AMTB) (Gardner, 2004).

Furthermore, after conducting a study that lasted more than ten years, Gardner and Lambert (1972) concluded that the learner's attitude toward the target language and the culture of the target-language-speaking community play a crucial role in language learning motivation. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation. They will be discussed thoroughly in the following paragraphs, with their influences on second language acquisition.

## **Types of Motivation**

To understand why learners are motivated to learn EFL, it is necessary to understand the learners' ultimate goal or purpose for learning the language. The two types of language learning motivation will be discussed.

### ***Integrative Motivation***

This type was originally introduced by Gardner and Lambert, the pioneers of the socio-educational model of second language acquisition to characterize the variability in L2 multicultural situations (1959, 1972). Gardner's integrative motivation later played a crucial role in his motivation theory and served as a guide for other researchers.

Gardner (1985) defined this type of motivation as the “motivation to learn a second language because of positive feelings toward the community that speaks the language” (pp. 82-83). Moreover, according to Brown (1994), integrative motivation occurs when learners have the desire to integrate into the target language community, culture, and society. Learners tend to learn a second language because they want to socialize with the speakers of that language or join the target language group. As described by Masgoret and Gardner (2003), integratively motivated learners have positive attitudes and more persistence throughout the learning process and are open to other language communities. Also, they tend to put more effort into their learning and achieve greater results in second language acquisition because they have internalized their learning motivation into their self-value system (Wang, 2008). According to Qashoa (2006), integrative motivation is characterized by the learners' favorable attitudes regarding the target language group and their desire to communicate with its members.

The relationship between integrative motivation and proficiency level has long been emphasized by the majority of L2 researchers and studies on motivation. The majority of L2 researchers believe that learners with integrative motivation are more likely than those with instrumental motivation to succeed in acquiring their second language at a level comparable to that of native speakers (Norris-Holt, 2001). Because integratively motivated learners are interested in the language, they learn everything about it, including the L2 language's users and the social context in which it is spoken (Norris-Holt, 2001). They are anticipated to learn the language more successfully than students who are instrumentally motivated to learn L2.

### ***Instrumental Motivation***

Instrumental motivation has been the other most frequently highlighted term in second-language motivational research besides integrative motivation. “Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners, it is the usefulness of L2 proficiency that provides the greatest driving force to learn a language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” (Dornyei, 2006, p.12). Therefore, instrumental motivation is directed towards utilitarian purposes or practical reasons like entering a college, improving grades, getting a better job, or receiving a salary increase (Gardner, 2001; Gardner & Lambert, 1972). It is believed to be the goal of learning a second language when a learner is not interested in interacting socially with new members of the target language community (Zanghar, 2012). Meeting their own utilitarian goals and objectives, such as achieving a higher social position in their local community, improving their careers and business opportunities, or succeeding in tests, is crucial for instrumentally motivated L2 learners. Therefore, it can

be said that learners who are instrumentally motivated have non-interpersonal goals in mind when they decide to learn a second language (Hong & Ganapathy, 2017)

According to Gardner and Lambert (1972), integratively motivated learners tend to be more highly motivated and, consequently, more successful than instrumentally motivated learners while learning the L2 because they have a more positive attitude toward the target language and the target language community than the others. Moreover, Gardner (1985) maintains that integrative motivation outweighs instrumental motivation because it involves variables that are crucial to the acquisition of a second language, such as goal-oriented behaviors and attitudinal factors. Other research, however, did not support Gardner's findings (Cooper & Fishman, 1977). They suggested that integrative motivation and instrumental motivation could both have strong correlations with L2 proficiency. For instance, according to Dornyei (2001), integrative and instrumental motivation are more like the two sides of a coin rather than being in opposition to one another. Both are positively related and contribute to language learning success. Instrumental and integrative motivation can both have a substantial impact on encouraging L2 learners to study their target language positively or negatively because some students may be instrumentally and integratively motivated at the same time (Ellis, 1994).

Interestingly, in a study that was done later by Gardner and MacIntyre (1991) to examine the effects of both integrative and instrumental motivation on learning vocabulary in both French and English, they realized the importance of instrumental orientations in language learning, and the results demonstrated that both types, integrative and instrumental motivation, have an impact on learning. Additionally, according to Wan-er (2008), when integrative motivation and instrumental motivation

are combined in a language study, the outcomes are better for the students. Therefore, learners can be divided into two groups based on their aims for learning a second language: those who learn English for instrumental purposes, such as securing employment or advancing their careers, and those who learn English for integrative purposes, such as becoming a contributing member of that society.

## **Theories**

Many theories regarding motivation have been developed throughout the years, such as the Self-determination theory, the Theory of Expectancy value, the Theory of Achievement motivation, and the Theory of Attribution.

### ***Self-Determination Theory***

Deci and Ryan (1985) introduced a new theory called the self-determination theory which is one of the most influential theories in motivational psychology. According to them, self-determination is defined as meaning “to experience a sense of choice in initiating and regulating one’s own actions” (Deci & Ryan, 1985, p. 580). This means that it is based on students’ fundamental needs and identities such as competence, autonomy, and relatedness (Denzine & Brown, 2015). Competence needs are related to the individual’s need to feel effective and capable of performing a specific task (Komayha et al., 2018). The theory suggests that motivation increases when a feeling of competence exists. While autonomy needs are fulfilled when the learners have the right to shape and choose their learning process. Although this is an internal process, the social environment has an impact. This brings up the related needs, which is the feeling of belonging to the learning environment, such as the instructor, the class, or the school (Komayha et al., 2018). As a result, students must feel a sense of belonging to the class or "domain of action" (Komayha et al., 2018). Moreover, the

theory distinguishes between three types of motivations: intrinsic, extrinsic, and amotivation.

When students engage in an enjoyable activity to satisfy their curiosity, the activity is said to be intrinsically motivating (Ghanea et al., 2011; Noels et al., 2000). Intrinsic motivation is defined as the individuals' motivation to carry out a specific task out of their internal rewards, such as joy, pleasure, or the gratification of their curiosity (Ghanea et al., 2011; Noels et al., 2000). Deci and Ryan (1985) maintain that the basis of intrinsic motivation is the innate need for competence and self-determination. According to their theory, when given the option to choose an activity, people will look for interesting circumstances in which they can successfully meet the obstacles that the activity brings (Deci & Ryan, 1985). They gain confidence and develop a sense of competence in their skills by working hard to overcome these obstacles.

Additionally, the theory proposes three subtypes of intrinsic motivation (IM): Knowledge, accomplishment, and stimulation. First, IM-knowledge refers to the motivation of doing an activity for the enjoyment of learning a new skill, gratifying one's curiosity, and discovering the world (Dornyei & Ushioda, 2011; Noels et al., 2000). Second, IM-Accomplishment describes the feelings associated with mastering a skill or achieving a goal. Lastly, IM-stimulation is motivation based solely on the feelings elicited by performing the tasks, such as enjoyment or excitement. The common factor of these three subtypes is the pleasant feelings experienced during the self-initiated and challenging task.

On the other hand, extrinsic motivation occurs when students engage in activities to receive a reward like good grades, praise from others, or to avoid punishment (Ghanea et al., 2011; Dornyei & Ushioda, 2011; Noels et al., 2000).

Examples of common extrinsic rewards include money, grades, prizes, and specific types of positive feedback. Extrinsic motivation doesn't necessarily imply that the behaviors performed lack self-determination. Instead, Deci and Ryan (1985; Vallerand, 1997) argued that various types of extrinsic motivation (EM) can be categorized along a continuum based on how much they are integrated into the self-concept. There are three levels of extrinsic motivation: External regulation, introjected regulation, and identified regulation (Noels et al., 2000). External regulation refers to the activities that are determined by external sources like rewards or threats (e.g. parental confrontation, or teacher's praise) (Dornyei & Ushioda, 2011). Without the motivation to continue learning the language, there is no incentive to do so. Introjected regulation includes externally imposed regulations that students accept as standards to be followed in order not to feel guilty. An example is students who practice a second language. They would feel ashamed if they could not speak the L2, so learning here takes place because they want to reduce the guilt (Dornyei & Ushioda, 2011). As for identified regulation, it occurs when individuals put effort into a task because they have decided to do so for important personal reasons. They would perform the task because of its importance for achieving a valued goal.

Finally, there is the third type of motivation, *amotivation* (AM), which refers to the lack of any kind of motivation, whether intrinsic or extrinsic (Noels et al., 2000). Amotivation occurs when people believe that their actions and the results of those actions have no connection with each other and that the outcomes are the result of forces beyond their control (Abramson et al., 1978).



### ***Expectancy- Value theory***

The expectancy-value theory was initially proposed by Lewin (1951). Later, Vroom (1964) provided further explanation of the theory by stating that the effort exerted toward any task is determined by the valence and expectancy that the action would result in the desired outcomes. This theory suggests that two factors determine the motivation for a certain behavior or action: expectancy and value (Vroom 1964). Expectancy is the likelihood that the desired outcome will be achieved as a result of the behavior or activity. While value is how much the individual values the desired outcome (Studer & Knecht, 2016). Through multiplication, these two factors are combined such that:  $\text{Motivation} = \text{expectancy} \times \text{value}$ . When both factors are high, motivation is high too, but when one of them is zero, motivation disappears (Studer & Knecht, 2016). Furthermore, Vroom (1964) distinguishes two subcomponents of the expectancy factor. The first subcomponent is termed “expectancy” just like the overall factor and refers to the perceived relationship between effort and performance. It is related to people’s belief about their ability to perform a specific activity at a required level. The second subcomponent is instrumentality which is the probable relationship between a performed activity and the desired result.

Moreover, the expectancy-value theory was also developed by Eccles and her colleagues after Vroom (Eccles & Wigfield, 2002; Wigfield & Eccles, 2001). According to them, “achievement-related choices are motivated by a combination of people’s expectations for success and subjective task value in particular domains” (Leaper, 2011, p. 359). Children, for instance, are more likely to pursue an activity if they value it and expect to succeed at it. Also, these researchers distinguish four components of task value: Attainment value (importance of doing well in a task),

intrinsic value (degree of enjoyment), utility value (perceived usefulness for future goals), and relative cost (competition with other goals) (Leaper, 2011; Studer & Knecht, 2016). Finally, this theory states that expectations for success and task value are influenced by a variety of factors. They include children's characteristics (abilities, prior experiences, goals, self-concepts, beliefs, expectations, and interpretations) and environmental influences.

### ***Attribution Theory***

Attribution theory holds a distinctive position among other contemporary motivation theories. It was an area of social psychology and was initially introduced by Heider (1958). It describes how this cognitive perception influences people's motivation and how they attribute causes to events. The locus of control theory, which is more concerned with individual differences in attributions, is a significant addition to social psychology. A fundamental assumption of both theories is the difference between internal and external loci of causality of good or bad results of behavior (Seel, 2012).

Later in the 1970s, Bernard Weiner added important dimensions to the attribution theory such as the dimension of temporal *stability vs. instability* (Seel, 2012). Then, he added the dimension of responsibility (or controllability), which specifies whether a causal factor of success or failure could be perceived as internal or external to a person. The basis of this theory, according to Weiner (1972), is the differences between success-oriented and failure-oriented people. The most frequently mentioned causes for success and failure are ability, effort, task difficulty, luck, mood, and assistance or obstruction from others. Sometimes, people attribute their success or failure to causes that were involved in their past experiences or to causes related to social norms. For instance, a student who fails a test that other students had no problem

passing will likely attribute this failure to his/her inability if he/she had previously failed exams in the past (Seel 2012).

As mentioned before, Weiner (1986) makes a distinction between three causal dimensions of achievement motivation: locus, stability, and controllability. The locus dimension is whether a cause of success or failure can be localized within the person or outside the person, that is in the particular situation, and whether this cause can be changed willfully (Harvey & Martinko, 2009; Seel, 2012). Internal factors for success or failure include effort and aptitude, while task difficulty and chance are external factors. In the case of success, attribution to internal factors can lead to an increase in self-esteem, but in the case of failure, it can lead to a decrease in self-esteem (Harvey & Martinko, 2009; Seel, 2012).

As for the dimension of stability, it regulates the subjective expectation of success. People expect success in the future when they attribute a positive event to a stable internal cause like aptitude. Similarly, people expect failure in the future when they attribute a negative event to a stable cause (Seel, 2012). When failure can be attributed to unstable factors like lack of effort or bad luck, persistence in the face of failure increases. Regarding the controllability dimension, it is connected to several emotions like anger, guilt, compassion, and shame (Harvey & Martinko, 2009; Seel, 2012). For example, someone might feel angry when he/she is hindered from succeeding by external factors that are beyond their control (like noise or interruptions). Moreover, when someone breaks a social agreement because of internal and controllable causes (like lack of effort or carelessness), feelings of guilt may become a factor (Seel, 2012). When someone fails because of internal and uncontrollable causes like lack of aptitude, feelings of embarrassment and shame often arise. However, when

someone fails to achieve a goal due to internal, uncontrolled factors (like lack of ability, or physical constraints), the person who attributes success to external factors will feel sympathy and compassion for them (Seel, 2012).

### ***Socio-Psychological Model***

In his "social psychological model," Lambert (1963) stressed both affective factors, such as attitudes and motivation, as well as cognitive traits like language aptitudes and intelligence. His model suggests that an individual's ability to successfully learn a second or foreign language depends heavily on their ethnocentric tendencies, attitudes toward the other group, orientation towards language learning, and motivation.

The orientation is "instrumental" in nature if the goals of language learning are more pragmatic, such as advancing in one's career, and is "integrative" if the learner is motivated to learn more about the other cultural community as if he wanted to join that group in the future (Lambert, 1963). There is also the argument that some people may be eager to learn another language to fit in with another cultural group as a result of their dissatisfaction with their own culture, while others may be just as interested in other cultures as they are in their own (Lambert, 1963).

However, the more proficient an individual becomes in a second language, the more likely it is that his/her position within his/her original membership group will change, and the other linguistic-cultural group will mean more to him/her than just a reference group (Lambert, 1963, 1974). It might even end up becoming his/her second membership group. Depending on the compatibility or how well the two cultures get along, he/she might feel disappointed or guilty about leaving one group while also feeling anxious about joining a relatively new one.

## **Studies on Motivation**

This section includes a review of the studies that were done on motivation to investigate the relationship between EFL proficiency and motivation. Moreover, it presents other studies related to gender and motivation to examine the differences between males and females in their language learning motivation.

### ***EFL Proficiency and Motivation***

Motivation is essential for learning a second language since it offers the major drive to start the learning process and perseverance through language mastery (Oxford & Shearin, 1994). It received a lot of attention in recent years, and many educational psychologists consider it to be a critical factor that determines a learner's success or failure in any educational process, particularly while learning a foreign language. Numerous studies were conducted to examine the influences of the two types of motivation, instrumental and integrative, on ESL students learning in various parts of the world.

According to Gardner (1985), integrative motivation outweighs instrumental motivation because it involves variables that are crucial to the acquisition of a second language, such as goal-oriented behaviors and attitudinal factors. Some studies supported Gardner's claim like the study by Spolsky (1969) and many studies by Lambert (1974) found that integrative motivation accompanied higher scores on proficiency tests in a foreign language and that it was a crucial prerequisite for effective language learning. On the other hand, Dornyei (2005) and Wan-er (2008) claimed that integrative and instrumental motivation have a favorable relationship and contribute to the achievement of language learning and when both types are combined in a language study, the outcomes are positive and better for the students.

Therefore, in the following section, some studies that were conducted on motivation toward learning English are reviewed and presented. Those studies were selected because they represent the development of the theme that the present study is investigating. Most of those studies concluded that students' instrumental motivation was higher than their integrative motivation (Al-Tamimi & Shuib, 2009; Choosri & Intharkasa, 2011; Hong & Ganapathy, 2017; Qashoa, 2006; Vaezi, 2008). Few studies showed that students were more integratively motivated than instrumentally motivated (Samad et al., 2012; Zanghar, 2012), while other studies showed that both integrative and instrumental motivations are important factors in students' second language learning (Al-Quyadi, 2002; Hedge, 2000)

Many studies had the same objective as the current study which is determining if students were instrumental or integratively motivated to learn English. For example, Qashoa (2006) conducted a study to examine the two types of motivation, instrumental and integrative, that encourage Emirati students to learn English and motivate them to achieve better results in English classes. The results showed that Emirati secondary school pupils were both integratively and instrumentally motivated to learn English, but they were more instrumentally motivated than integratively motivated. Furthermore, the researcher concluded that most of the demotivating elements had less to do with teachers and more to do with linguistic components including spelling, vocabulary, and grammatical structures. Also, students were interested in learning English for several pragmatic reasons, such as obtaining a decent career and pursuing higher education. Along similar lines, another study by Vaezi (2009), which also had the same objective and used the same questionnaire, examined how integrative and instrumental motivation affected English language proficiency among Iranian undergraduate students whose

majors did not include English. The results showed that Iranian students had positive attitudes and orientations toward English and their motivation to learn the language was more instrumental than integrative. A study by Al Tamimi and Shuib (2009) was done to examine the attitudes and motivation of Yemeni Petroleum Engineering students toward studying English as a foreign language. After administering the questionnaire, conducting the interviews, and comparing the overall means of the three motivation types, the results showed that the students were predominantly motivated to study English for instrumental reasons. Their instrumental motivation was linked to both academic and professional benefits. Although students had positive attitudes toward English, their attitudes toward the culture and English-speaking people were not the same as they did not care much about joining these people or learning about their culture.

Moreover, a study was done by Choosri and Intharkasa (2011) to examine the relationship between motivation and student achievement and the levels of motivation in Thai students with low and high English language proficiency. The results showed there was a significant correlation between instrumental motivation and English learning achievement. These findings were supported by the findings from the in-depth interviews, which demonstrated that instrumental motivation had a greater influence on students' perceptions than integrative motivation. However, there was no correlation between integrative motivation and English learning achievement. Also, a qualitative study was done by Hong & Ganapathy (2017) to determine if instrumental or integrative motivation influences grade 10 students' attitudes toward English language learning, and to investigate the issues that hinder ESL students' motivation to learn the English language. The study used a case study, where the researchers conducted 3 focus

group discussions as the research instrument. The findings showed that students' motivation for learning English as a second language was more instrumental than integrative. The majority of the students studied English for the following purposes: passing a test, finding a better job in the future, and knowing the importance of English to their success. Moreover, they lacked any particular inspiration for English-speaking people, had no interest in English culture or history, and thought that English literature was boring and challenging to learn or understand. Students may struggle to acquire English through integrative motivation since they do not require the language for regular communication and interaction.

By synthesizing the previous studies, it becomes evident that instrumental motivation serves as a crucial determinant and plays a more important role in learning the English language than integrative motivation. These insights inform the present study by emphasizing the importance of instrumental motivation in understanding and promoting effective language learning among diverse learner populations whether in Arab or non-Arab countries. These findings contradicted Gardner's socio-educational model (1985), which stated that integrative motivation outweighs instrumental motivation in its influence on language learning outcomes. While Gardner and Lambert (1972) emphasized that integratively motivated learners tend to be more highly motivated and more successful than instrumentally motivated learners while learning the L2 because of their positive attitude toward the target language and community, the studies cited above demonstrated that instrumental motivation had a greater influence on students' perceptions and positive attitudes toward learning a second language.

On the other hand, few studies reported higher levels of integrative motivation among language learners. For instance, a study was done by Zanghar (2012) to examine



the relationship between EFL Libyan students' motivation and their achievement in English. It also examined whether these students are instrumentally or integratively motivated to study English. The data-collection instrument used in this study was a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004). According to the study's findings, Libyan EFL students were highly instrumentally and integratively motivated to study English, with their integrative motivation appearing to be slightly stronger than their instrumental motivation. Due to the positive attitude that Libyan students have had toward English-speaking people, these remarkable results were attributed to the Libyan students' curiosity in learning more about English-speaking people and their civilizations and cultures. Moreover, the results showed that there was no correlation between the motivation of Libyan students and their proficiency in English. Zanghar (2012) believed that the unexpected findings behind the positive attitude of the Libyans can be attributed to two reasons. First, Libyan students who had the opportunity to live and study abroad and returned home had a good picture and positive stereotypes toward the host countries. Second, the international community's actions in support of the Libyan people and against the former Libyan regime by many Western nations, such as the US and UK, definitely changed the negative perception of many foreign nations ingrained in the Libyan society, which had been kept in isolation for many years by the previous government. Another study was done by Samad et al. (2012) to examine the relationship between integrative-instrumental motivation and language proficiency of postgraduate Iranian EFL students studying at Universiti Teknologi Malaysia [UTM]. The results showed a strong positive relationship between students' proficiency in learning a foreign language and integrative motivation. Moreover, there was no significant positive correlation

between students' proficiency in learning a foreign language and instrumental motivation. This suggests that additional variables may have influenced their motivation to study a second language. Moreover, integrative motivation not only had a substantial positive correlation with students' performance but also served as a good indicator of proficiency on the IELTS exam. This revealed that the participants were more integratively motivated than instrumentally motivated. The findings of the previous two studies were aligned with Gardner's socio-educational model and highlighted the importance of integrative motivation in English language learning because of a desire to integrate into the target language community and culture.

Furthermore, other studies showed that students were both instrumentally and integratively motivated. A study was done by Al-Quyadi (2002) to examine the attitudes and motivation of Yemeni EFL students at Sana'a University's Department of English at the Faculty of Education. The results showed that students were both integratively and instrumentally motivated. Additionally, they expressed a positive attitude toward the English language and its use in Yemeni social and academic contexts. Another study by Hedge (2000) showed the same results. According to the study's findings, students study English as a second language to improve their communication with people abroad, find a high-profile job, have access to global knowledge, and understand different cultures.

In view of all the literature above, it is obvious that instrumental motivation was found to be more predominant than integrative motivation in ESL learning. This contradicts Gardner and Lambert's (1972) findings, which claimed that integrative motivation is the most significant and predictable factor in second language acquisition. Instrumental motivation was more prevalent in contexts involving foreign languages

(Samimy & Tabuse, 1992). This suggests that since there is no opportunity to interact with or identify with the language-speaking community, the context of learning a foreign language tends to be instrumentally oriented, whereas integrative motivation is more appropriate in second-language learning settings where there is direct access to the language-speaking community. The dominance of one type of motivation over another might vary among the subjects or contexts that are being investigated (Hong & Ganapathy, 2017). To better understand students' instrumental and integrative motivation and degrees of motivation toward learning English, further research in this area is necessary to provide diverse perspectives and points of reference (Hong & Ganapathy, 2017)

### ***Studies on Gender and Motivation***

Gender has an important effect on attitude and motivation and the learning process, so males and females differ in language learning motivation (Ambu Saidi & Al-Mahrooqi, 2012). Research on the relationship between the role of gender and second language acquisition is considered one of the active, complex, and "interdisciplinary areas of linguistic inquiry"(Abdilah & Chowdhury, 2013, p. 134). Many studies showed that males and females have different levels of overall academic motivation, with females being more motivated to learn English than males, especially in learning foreign languages (Mori & Gobel, 2006; Sung & Padilla,1998), which explains the females' overall superiority and higher achievement in English (Aslan, 2009). Gardner and Lambert (1972) concluded that female L2 French learners in Canada were more motivated and had more favorable attitudes about speakers of the target language than male learners. Moreover, Girls tend to exhibit much more positive

attitudes than boys do, according to Gardner and Smythe (1975), who also emphasized that girls are more successful at acquiring languages than boys.

Abu-Rabia (1997) conducted a study to establish the relative importance of attitudes toward learning a second language and multicultural culture, particularly in terms of participation and communication with the new society. 52 eighth-grade Canadian-Arab immigrants from various parts of Toronto, who had resided in English-speaking Canada for two to three years, participated in the study. The results showed that there was a strong correlation between gender and type of motivation, with female students consistently being more integrative than male students. Semi-structured interviews with the girls were done to determine the origin of their integrative attitude. Three main themes emerged from the analysis of the interviews between the female students and their parents. First, the female students wanted to be integrated into Canadian society; second, all mothers supported Canadian society and assisted their daughters in doing so; and third, all fathers disapproved of their daughters' "modern behavior" and prevented them from interacting in Canadian society. The researcher suggests that the different roles played by men and women in Islamic and/or traditional Arab civilizations may explain the disparity in integrative attitudes between male and female students. This idea was supported by the interviews with the female students and their families. In traditional Arab communities, women were not encouraged to pursue employment, and their behavior was regulated (Sadawie, 1991, as cited in Abu Rabia 1997).

Another study was conducted by Ishaq (2022) to examine if Sudanese students were instrumentally or integratively motivated to learn English and German and whether there were any significant differences in motivation and attitudes among these

students toward learning these languages. Moreover, it aims to determine if there are any differences between male and female students regarding these motivational and attitude orientations. The findings demonstrated that Sudanese students were more instrumentally motivated to learn English than their counterparts to learn German. Regarding gender differences and motivation, female students were more integratively motivated to learn English than male students, while there were no significant differences between female and male students regarding instrumental motivation. Also, compared to male students, female students were more motivated to study English; however, there were no significant differences between male and female students regarding their motivation and attitudes toward learning the German language. This suggests that female students learn the language for more than just instrumental purposes because they genuinely value the target language, the community, and the culture. This could also suggest that they tend to integrate and identify with the native language community. Moreover, the purpose of a study done by Daif-Allah and Jumah (2020) was to investigate how Saudi university students' academic backgrounds and gender affect their motivational orientations. The findings revealed significant differences between male and female computer students' motivation for learning the English language, with female students showing higher levels of motivation than male students.

Finally, a study by Akram and Ghani (2013) examined the gender differences among twelfth-grade Pakistani students regarding their attitude and motivation toward English language learning and achievement in an English test. The findings revealed that there were no statistically significant differences between males and females in their attitudes and motivation to learn the English language. However, when comparing

integrative and instrumental motivation, males had considerably stronger instrumental reasons for learning English like traveling abroad, studying at a university, and securing future jobs. Given the structure of Pakistani society and the widespread belief that, despite the prominence of women in a few professions like teaching, women were not meant to follow fields in which English would be a relevant component.

Most of the studies reviewed showed that female students are more motivated to learn English than males (e.g. Abu-Rabia, 1997; Daif-Allah & Jumah, 2020; Ishaq, 2022). Both genders are instrumentally motivated to learn English to fulfill personal goals like going to school and finding employment. Male students appear to be more instrumentally motivated to pursue personal objectives, such as educational opportunities, satisfying employment, and traveling abroad (Akram & Ghani, 2013). However, compared to male students, female students tend to have higher integrative motivation toward the language, speakers of English, and greater receptivity to various cultures. They have more positive attitudes toward studying English for academic and social purposes, such as communicating with people and understanding and identifying various cultures (Al Harthy, 2017). Females' persistence and efforts to outperform men may be explained by their integrative and instrumental motivation, their skills that are supported by self-confidence, and the support they receive from both their social and academic environments (Al Harthy, 2017).

### ***Instructional Strategies and Motivation***

Teachers and instructors have an important role in directing and changing the learning environment, learning activities, course materials, and teaching strategies. The way they design and control the previous factors influences students' motivation, which in turn impacts student learning. Teachers who use effective instructional strategies

allow students to become active learners, adopt more positive attitudes in the learning process, and succeed academically in life (Bahous et al., 2011). For instance, students prefer interactive activities that use entertainment, oral presentations, and student interventions. These include debates, persuasive essays, PowerPoint presentations, and graphic presentations of comparisons and contrasts (Bahous et al., 2011). Moreover, cooperative learning (pair and group work), enhancing listening skills, introducing activities that boost students' self-confidence, and using technology shifts the focus from a teacher-centered approach to a student-centered approach and enhance students' engagement in the learning process (Al-Jarf 2004; Bahous et al., 2011; Ghaith, 2003). The strategies were categorized into two themes according to the literature: Using technology and the impact of learning content.

**Using Technology.** Using technology while teaching can enhance learning and increase students' motivation (Bahous et al., 2011; Komayha et al., 2018). Using visual and audio materials like YouTube videos in class keeps students alert and attracts their attention (Komayha et al., 2018). A study was done at King Saud University by Al-Jarf (2004) to investigate the impact of using technology in teaching and learning writing skills for EFL college students. There were two groups in the study and were exposed to the same traditional class writing instruction based on the textbook. The experimental group was encouraged to use the Internet and computers to check and improve their class essays. The results showed that the experimental group performed better in writing achievement, and this improved their motivation and self-esteem (Al-Jarf, 2004). Therefore, technology had a positive effect on students' attitudes toward writing and made it an enjoyable task. Moreover, using new forms of technology can encourage students to use the target language in language classes (Ramachaudran, 2004).

Furthermore, using online educational apps, online quizzes, online articles, videos, podcasts, and online discussion forums can help students overcome demotivation, improve their EFL level, increase their class participation, and make learning English more engaging and interactive for students (Komayha & Tarhini, 2020; Komayha et al., 2018).

**Impact of Learning Content.** One of the factors that reduced boredom and enhanced students' motivation to learn English was choosing the learning content that aligned with students' interests and needs (Richards & Renandya, 2002). Brophy (2005) believes that "relevant content or task succeeds in grasping the attention of students, and satisfies their needs for power, achievement, and affiliation" (p. 169). A study was done by Komayha et al. (2018) to investigate how EFL coordinators and teachers perceived the factors that influenced students' motivation and explore the teachers' instructional strategies applied in grade eleven EFL classes in Lebanon. Semi-structured interviews were conducted with English teachers and coordinators to understand their perceptions and observations of their students' motivation. The results revealed that the theme of learning content affected students' motivation and was repeated over and over by teachers and coordinators. All the teachers mentioned that when the topic was interesting and relevant to real life, students showed a high level of motivation (Komayha et al., 2018). One of the teachers stated that students get motivated and encouraged to speak and share their personal experiences when the topic is related to their real lives. Also, coordinators stress the importance of topics in boosting students' motivation, especially if it is related to real life. Therefore, when the content was related to real life, students found it interesting and were motivated to share and discuss how it is relevant to their personal experiences. Another study was done in Lebanon too by



Komayha and Tarhini (2020) to investigate the effect of “the learning content” on “secondary students’ motivation” in EFL learning. The study followed the mixed-methods design, where questionnaires were distributed to students, while interviews were conducted with teachers. According to the interview responses, the teachers stated that when the content was interesting and relevant, students were more motivated to participate; however, when it was boring and irrelevant, they were passive and didn’t participate. These findings were aligned with the findings of Amemori (2012), Dornyei (2005), Dornyei & Ushioda (2011), Hirvonen (2010), (Komayha et al., 2018), Muhonen (2004), and Sakai and Kikuchi (2009).

Two studies in Japan, one by Sakai and Kikuchi (2009), and another one by Kikuchi (2011) showed that secondary students were not motivated to learn English because of the uninteresting learning content they had to abide by. Moreover, a study conducted by Krishnan and Pathan (2013) in Pakistan found that the learning content was the fourth demotivating factor among 116 undergraduate students at the University of Balochistan. Students mentioned that the content given included boring topics that were not related to their majors, very long reading texts, and outdated teaching materials that were taught traditionally.

Therefore, when the content is interesting, relevant, and beneficial, students are motivated to participate in discussions and enjoy the sessions. Teachers need to explore the topics that attract students’ attention and arouse their interests, design their learning content that boosts students’ motivation and achievement, build students’ competence, and integrate technology while teaching.

# CHAPTER 3

## METHODOLOGY

### **Study Design**

The study was conducted at the American University of Beirut during the fall semester of the 2023-2024 academic year. The study employed a mixed methods design that combines qualitative and quantitative data collection to investigate the attitudes and motivations of undergraduate students toward learning English as a second language. The research involved administering a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) to a sample of undergraduate students and conducting semi-structured interviews with English instructors to gain more insights into how their instructional strategies affect students' motivation.

Before the main study, the questionnaire was piloted on a small number of undergraduate students (n=5) taking English 102 at one of the sections and were later excluded from the study. The participants were randomly chosen and were requested to ask any questions regarding the questionnaire. The participants didn't have any questions regarding the statements, and they stated that they were clear. The only clarification that students had was regarding the SAT verbal score, whether to include the SAT total score (Mathematics and English score) or only the English score. Since the researcher is interested in EFL proficiency, the expression (Evidence-reading and writing only) was added next to the SAT score to clarify that only the English score is required. Moreover, short columns between the degree of agreement words were added to avoid any possible confusion for participants. Two copies of the questionnaire before and after the pilot were included in Appendix A and B respectively.

Also, the interview protocol was pilot-tested by the researcher on one of the English instructors who teaches English 102 to refine the questions and ensure that they are clear and understandable.

### **Participants**

A total of 247 (113 males and 134 females) undergraduate students enrolled in one of the English communication skills courses, English 102 course, at the American University of Beirut participated in the study.

The language of instruction at the American University of Beirut is English, except for Arabic courses in the Department of Arabic and Near Eastern Languages. Both undergraduate and graduate applicants should prove that they have sufficient fluency in written and spoken English to cope with the language demands of the majors that they have been accepted into at the University. Therefore, the acceptance of students into these majors is usually determined based on their scholastic record and their scores on SAT I, TOEFL iBT, IELTS, or AUB-EN. However, students who do not get the required score are asked to join intensive English classes.

In general, EFL intensive courses help in improving students' English language proficiency so that they can pursue their studies at the university. Students start with English 100, which is designed along two tracks: A and B, and "is an integrated skills course that develops students' linguistic and communicative competence in preparation for a full-time university program. A broad range of activities and readings in various disciplines exposes students to campus culture and university-level discourse. Through regular practice in oral and written activities, students develop appropriate and effective expression in English." (American University of Beirut, n.d.). Once students are done with these two courses, they start with the communication skills course, the Enrichment

course “English 102” This course “is designed to develop critical thinking, fluency, and accuracy through reading analytically and responding to academic texts. Special attention is given to the application of appropriate conventions of grammar, mechanics, and usage.” (American University of Beirut, n.d.). The Communication Skills Program consists of three core courses (ENGL 102, ENGL 203, and ENGL 204) and two specialized courses (ENGL 206 and ENGL 208). Entry into the program is based on scores in the AUB-EN, TOEFL, or SAT Writing.

The participants were aged 18 and above, ranging between 18 and 28, with a mean average age of 18.18 and a standard deviation of 0.802. The majority of participants (234) identified Arabic as their native language. Additionally, 5 participants reported French, 3 reported English, and 3 reported Armenian as their native languages. Moreover, 1 participant each reported Spanish and Swahili as their native languages.

Participants were enrolled in different majors including business, engineering, biology, nursing, and other fields (education, health sciences, and agriculture), while 13 participants were freshmen.

As for the instructors who participated in the interviews, six instructors taught English 102 courses in different sections. Instructors’ names were not mentioned as they remained anonymous. Each instructor was given a number instead. Instructor 1 has been teaching for 18 years at various schools and universities. She has a BA in English education, a teaching diploma in TEFL, and an MBA degree in business administration. Instructor 2 has been teaching in the communication skills program at AUB for seven years. She is also a senior tutor at the writing center. She has a BA in English literature and a teaching diploma. She has taught different levels at schools and universities.

Instructor 3 has a BA in English language, a teaching diploma, and a master's degree in TEFL. She has been teaching at AUB for a long time. She taught different courses including intensive English, English 102, 203, and 204. Instructor 4 has a master's degree in English Language from AUB. She has been teaching English as a second language since 2011. She taught students between the ages of 7 and 19/20! She taught at AUB and is currently teaching at LAU and Haigazian University. Instructor 5 has a BA in Education and an MA in English Literature from AUB. She has two years of school teaching experience, two and a half years of professional writing tutoring at AUB and LAU writing centers, and two years of teaching experience at AUB and LAU. Instructor 6 has been teaching for 30 years at different levels. She has a BA in teaching English as a Foreign Language and a master's degree in Comparative literature. Her pending PhD has to do with feminist topics like feminism.

### **Instruments**

The data-collection instruments that were used in this study were a questionnaire and interviews. Questionnaires have become a staple method to collect data in L2 motivation research, being a favored method to investigate L2 learners' motivation (Dörnyei, 2001). The questionnaire is adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004) and used by Zanghar (2012), (Appendix B). It is designed on a six-point Likert scale, indicating *strongly disagree*, *moderately disagree*, *slightly disagree*, *slightly agree*, *moderately agree*, and *strongly agree*. As mentioned by Zanghar (2012), the even number scale was purposefully used to prevent the participants from giving random neutral responses when answering the motivation items. Revisions were made to make it concise and clear enough to suit the purpose of this study. As shown in the appendix, the questionnaire comprises 3 sections. Section A

included general information (11 items) regarding the participants' age, gender, intended field of study, first intensive English level, native language, first foreign language, the school they came from, entrance exam score (TOEFL OR AUB-EN), and SAT verbal score. Sections B and C included 14 statements representing the students' motivation to study English, which were used in earlier relevant studies, such as Wen (1997), Vaezi (2009), and Al-Tamimi & Shuib (2009), and they cover all the potential motivations participants may have to study English. However, the two instrumental items 4 and 5 are not included in Gardner's AMTB questionnaire (2004). Item 4 was taken from the previously mentioned studies and item 5 was created by the researcher Zanghar (2012).

Since the questionnaire is a measuring tool used to understand participants' thoughts and opinions on a specific concept, it must have substantial reliability that can be checked by the internal consistency of the questionnaire (Dörnyei, 2006). Therefore, a scale analysis was done, and Cronbach's alpha was calculated to assess the internal consistency of the instrumental motivation scale as well as the integrative motivation scale. The instrumental motivation scale consisted of a 6-point Likert scale and 7 items that focused on the importance of the English language in pursuing further education or obtaining a good job and had an internal consistency of 0.749. Similarly, the integrative motivation scale consisted of a 6-point Likert scale and 7 items that focused on appreciating the English language, its culture, art, and literature, and had an internal consistency of 0.834. Also, the overall motivation scale was estimated at 0.874 which indicates that the instrument is statistically reliable.

As for the semi-structured interviews, they are widely used as a data collection approach in various fields, including L2 learning research (Dörnyei, 2007). They allow

researchers to elicit their participants' opinions and subjective ideas through their own words, which results in more comprehensive and detailed information regarding the specific subjects that are being examined (Dörnyei, 2007). Semi-structured interviews consist of a blend of closed and open-ended questions between the respondent and the interviewer, followed by probes that are formulated according to what the interviewees have already said (Roulston & Choi, 2018). A researcher can discuss various topics with multiple themes due to their more open-ended nature, which provides more detail and richness to the interview (Roulston & Choi, 2018). For the present study, semi-structured interviews were conducted with six English instructors who teach “English 102” courses at the university to collect qualitative data. The purpose of these interviews is to explore the instructional strategies and teaching methods used by instructors and investigate if they are oriented toward students' integrative or instrumental motivation. Additionally, the interviews aim to understand how instructors perceive the English language while teaching students. The interview questions included 14 open-ended questions and were divided into 4 sections (as shown in Appendix C) to allow the participants to provide detailed responses. The first section asked the interviewees to gather background information about their experiences and qualifications, the second section included questions about the instructional strategies used by interviewees to explore the methods and techniques that they apply in their teaching practices, the third section asked about instrumental motivation and instructional strategies to know how pragmatic reasons influence the implementation of teaching methods., and finally the fourth is about integrative motivation and instructional strategies to examine how cultural integration or personal growth shapes the approach to teaching methods. The protocol was pilot-tested to refine the questions

and ensure that they were clear and understandable. The interviews lasted for a range of 30-40 min with the instructors and were conducted in English.

### **Data Collection**

Several steps were taken before starting the data collection process. In order to ensure the safety and ethical considerations of the data collection process, the researcher followed the required steps as provided by the Institutional Review Board (IRB).

As mentioned before, the research study involved using a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) to collect data from participants. The researcher asked for permission from the communication skills director via email before proceeding with the data collection. Moreover, an invitation email (included in Appendix D) was sent to instructors regarding the study since the researcher required the last 10-15 minutes of their class time to administer the questionnaire. As recommended by IRB, allocating this time at the end of the session minimized undue influence on participants and gave them the choice to stay and fill out the survey or leave the session.

Permission was granted and six instructors agreed to participate in the study. The researcher coordinated with the instructors and agreed on timings to conduct the study and distribute the questionnaires. Instructors informed their students orally about the study, but they didn't interfere while distributing the questionnaires.

The researcher introduced the questionnaire to the participants, explaining its purpose and content. The participants were informed that only students who are 18 years old and above were invited to participate in the study, that their participation in the study is voluntary, and that they should answer the questions honestly. Additionally,



they were assured that their responses were anonymous, and that no identifying information was collected.

Furthermore, English instructors who teach English 102 courses at the university were asked for their approval before conducting the semi-structured interviews. The participants signed the consent form (included in Appendix E) and were informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw from the study at any time. Additionally, the participants were assured that their responses were kept confidential, and their names were not mentioned in the study. The researcher introduced orally the concepts of integrative and instrumental motivation and their definitions to the instructors to gain a better understanding of each type.

Five interviews were conducted in person while one interview was conducted via video conferencing (Webex). The interviews were audio-recorded and transcribed verbatim for analysis. The data collected from the interviews were analyzed using thematic analysis to identify patterns and themes in the data. To ensure the quality of the data collected, the researcher followed a standardized protocol for each interview and asked follow-up questions to clarify and expand on the participants' responses.

Overall, the semi-structured interviews with English instructors provided valuable insights into their instructional activities, their orientation towards students' integrative or instrumental purposes, and their perceptions of the English language while teaching students.

### **Data Analysis**

The quantitative data were analyzed using Statistical Package for the Social Sciences (SPSS) version 27. First, the means of each student's responses to the instrumental motivation items and the integrative motivation items were calculated. A

paired samples t-test was used to see which kind of motivation the students were more motivated by. Then, the questionnaire motivation data and the students' grades on the SAT were run through a correlation to see if there was any relationship between the students' motivation and their EFL proficiency as measured by the SAT score. Finally, one multivariate analysis of variance (MANOVA) test was used to determine if there are statistically significant differences between males and females in their integrative and instrumental motivations to learn EFL, then a univariate analysis of variance was conducted.

As for the semi-structured interviews, they were audio recorded, transcribed, and coded for analysis. A thematic analysis approach was used to identify and analyze patterns and themes in the data. The transcripts were read multiple times to gain a deep understanding of the data. The data was organized into meaningful units, and codes were assigned to these units based on the research questions (as shown in Appendix F). Next, the codes were analyzed for common themes and patterns. The researcher also examined the relationships between the themes and categories and the research questions.

## CHAPTER 4

### RESULTS

This study aimed to determine if Lebanese students are integratively or instrumentally motivated toward English language learning, investigate the relationship between motivation, instrumental and integrative, and language proficiency, and examine if there is a difference between male and female learners in their motivation to learn EFL. Furthermore, the study examined if teachers' instructional activities purposefully intended to foster students' instrumental or integrative motivation.

This chapter reports the quantitative results of the statistical tests conducted in the study as well as the qualitative results of the instructors' interviews. The results are organized according to the order of the research questions. All statistical tests used to address the research questions in this study used 0.05 as the minimum alpha level of significance. Also, the themes and subthemes from the instructors' responses are presented.

#### **Quantitative Results**

First, descriptive statistics were computed, and then a paired samples t-test was employed to address the first question raised in the study "Are EFL students integratively or instrumentally motivated toward English language learning?" The paired sample t-test results, as shown in Table 1, indicated that there is a statistically significant difference between instrumental and integrative motivation scores among the students,  $t(246) = 3.49, p < .001$ . The mean score and standard deviation for instrumental motivation as presented in Table 1 are ( $M = 35.7, SD = 4.5$ ), while the mean score and standard deviation for integrative motivation are ( $M = 34.8, SD = 5.4$ ).

These results imply that instrumental and integrative motivation show distinct mean scores, with instrumental motivation scoring higher on average among the participants. Thus, the results suggest a significant preference for instrumental motivation over integrative motivation among the students.

**Table 1**

*Means, Standard Deviations, and Results of Paired Sample T-Test*

	M	SD	t (246)	Sig. (2-tailed)
Total Instrumental Motivation	35.7	4.5		
Total Integrative Motivation	34.8	5.4		
Total Instrum – Total Integ	.9	4.0	3.49	<.001

*Note.* M=Mean. SD=Standard Deviation. t=t-test

Second, to determine if there's a relationship between the students' motivation, instrumental and integrative, and the students' EFL proficiency as measured by the SAT score as addressed in questions 2 and 3, a Pearson Product-Moment correlation was conducted. As shown in Table 2, the findings show a weak negative between instrumental motivation and SAT scores ( $r = -0.17, p = .008$ ). The p-value associated with this correlation coefficient is  $p = .008$  which is  $<.05$ . Therefore, there is a significant relationship between instrumental motivation and SAT scores. This leads us to reject the first hypothesis: There will be no statistically significant relationship between instrumental motivation and students' EFL proficiency. Moreover, there is also a weak negative correlation between integrative motivation and SAT scores, but it is not statistically significant at  $p = .05$  level ( $r = -0.12, p = .071$ ). This leads us to accept the

second hypothesis: There will be no statistically significant relationship between integrative motivation and students' EFL proficiency. However, there is a strong positive correlation between instrumental motivation and integrative motivation ( $r = 0.68, p < .01$ ). This implies that highly motivated students instrumentally are also highly motivated integratively.

**Table 2**

*Correlation between SAT Scores and Types of Motivation*

	1	2	3
1. SAT	-	-	-
2. Instrumental motivation	-.17**	-	-
3. Integrative motivation	-.12	.68**	-
N	238	247	247

\*\* Correlation is significant at the 0.01 level (2-tailed).

Third, to address question four, descriptive analysis was computed to compare the means of instrumental motivation as well as integrative motivation for males and females. The results, as presented in Table 3, showed notable variations between the two groups, with females showing higher mean scores in instrumental motivation ( $M = 37.1, SD = 3.6$ ) than males ( $M = 33.9, SD = 4.9$ ). Similarly, with integrative motivation, females showed higher mean scores ( $M = 36.8, SD = 4.5$ ) than males ( $M = 32.4, SD = 5.4$ ). Subsequently, a MANOVA test was performed to evaluate the differences between females and males in their motivation to learn EFL. The results in Table 3 showed a statistically significant difference between males and females in their motivation to

learn EFL,  $F(2, 244) = 25.87, p < .001$ , and as indicated by Wilks' Lambda (0.825). To determine how instrumental and integrative motivation differed for the gender variable, a univariate analysis of variance was conducted. The results showed statistically significant differences between males and females in their instrumental motivation ( $F(1, 245) = 33.43, p < 0.001$ ; partial  $\eta^2 = .12$ ) and integrative motivation ( $F(1, 245) = 48.66, p < 0.001$ ; partial  $\eta^2 = .17$ ) as presented in Table 4. Therefore, the results of the MANOVA analysis for male and female students show that the third and fourth hypotheses are also rejected: There will be no statistically significant differences between male and female learners in their instrumental motivation to learn EFL, and there will be no statistically significant differences between male and female learners in their integrative motivation to learn EFL.

**Table 3**

*Descriptive Statistics and Multivariate Analysis Between Motivation and Gender*

Measure	Males (n = 113)		Females (n = 134)		<i>F</i> (2, 244)	<i>P</i> Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Instrumental motivation	33.9	4.9	37.1	3.6	25.80	<.001
Integrative motivation	32.4	5.4	36.8	4.5		

**Table 4***Results of Tests of Between-Subjects Effects (Gender and Motivation)*

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	<i>df</i>	<i>F</i>	$\eta_p^2$	<i>P</i>
Instrumental Motivation	1	33.43	.12	<.001
Integrative Motivation	1	48.66	.17	<.001

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**Qualitative Results**

To answer the research question of whether the teachers' instructional activities are purposefully intended to promote students' instrumental or integrative motivation orientations, the researcher interviewed English instructors and analyzed the answers. The results of the qualitative analysis revealed two main themes: Instructor's teaching strategies and Course objectives and design.

***Instructor's Teaching Activities and Strategies***

The main theme of the semi-structured interviews conducted tackled the instructional strategies used by instructors in their English classes. English 102 instructors used different types of strategies such as lecturing, cooperative learning, one-on-one conferences, peer revision, presentations, student-centered approach, and think-pair-share. According to them, many strategies can be applied to their English classes depending on the lesson's objectives, task, level of students, and students' needs. For example, as mentioned by Instructor 2, Miss Grace, "Cooperative learning is one of the most essential practices, whether it's jigsaw or group work. I actually use think-pair-share. I also use differentiated instruction, which sometimes is applicable

depending on the class and the level, of course. Another instructional strategy that I really like, and it is something that AUB also promotes is conferencing, the one-on-one conferencing sessions with the students to target their own individual needs.” Instructor 2 said: “I have a mix of many methodologies depending on the task. Sometimes, I would be lecturing something especially when it is grammar. Other times, it would be student-centered where I leave the exercises to students to work on them to come up with the rule in grammar or the technique in writing.”

This theme is divided into two sub-themes: Strategies used to promote students’ motivation and orientation of strategies toward instrumental and integrative motivation.

**Strategies Used to Promote Students’ Motivation.** Among the previously mentioned strategies, there are some approaches that instructors perceive as effective in promoting student motivation. For example, instructor 2 thinks that one-on-one conferences and cooperative learning promote students' motivation: “I would say one-on-one conferences, because not only have they worked miracles, but when the student realizes that they know how to write more than they realized, this tends to give them a sense of boost, even if their grades are not what they expected to be.” As for Instructor 3, she believes that grade is the best strategy that boosts students’ motivation: “I think the basic instructional strategy is giving a grade, honestly. If I give them anything to do or any task, the first question is: Is it graded?” She also thinks that YouTube videos motivate students. Instructor 6 agreed with the latter strategy and added debates. As for Instructor 5, she thinks that discussing relevant and interesting texts is an effective teaching strategy. When students find the texts relevant and interesting, they are more likely to be actively engaged in the learning process, and this can definitely enhance their motivation.



### **Orientation of strategies toward instrumental and integrative motivation.**

Instructional strategies may vary depending on instructors' pedagogical philosophies, teaching goals, and perceptions of students' needs. Some instructors focus on instrumental motivation to emphasize language proficiency for professional development or academic achievements. Others may focus on promoting integrative motivation by integrating cultural immersion activities and authentic language experiences. Instructors were asked whether their instructional strategies were oriented toward integrative or instrumental motivation. Three instructors out of the six, Instructors 1, 4, and 5, specified that their instructional strategies are instrumental because they think that English 102 is more academic and a university requirement, so the emphasis is mainly placed on practical benefits like passing this course and meeting graduation criteria. On the other hand, one instructor mentioned that her instruction strategies are more oriented toward integrative motivation. Interestingly, Instructors 2 and 3 indicated their orientations toward both instrumental and integrative motivation. They think that the nature of the curriculum and the goal of the course are more instrumental, but when it comes to the content and the critical thinking skills gained, there's a cultural element that consequently leads to integrative motivation.

Furthermore, when asked about the strategies and activities used to help students understand the practical uses of the English language in their future academic and professional careers (instrumental motivation), instructors mentioned that English 102 is an introductory course, and the nature of this course is not directly targeted toward this objective. However, some activities are applied to encourage students to see the practical application of English such as group work, pair work, presentations, writing responses, choosing readings that are authentic and up-to-date, debates, and argument

refutation, teaching ethos, pathos and logos, and peer review. For instance, instructor 1 mentioned that English 102 and 203 are more like training to use the language. Also, some of the assignments that instructors used were indirectly related to professional fields or instructors tried to relate to the students' majors. Instructors 2 and 6 try to connect the activities or assignments that they write to their major like when writing a response or analyzing a text. She reminds the students that they will encounter these critical thinking skills and rhetorical appeals in English 203 and 204 or even while analyzing an article related to their majors whether business, engineering, or biology.

When asked about the activities that incorporate target cultural elements that help students learn about the culture and history of English-speaking countries (integrative motivation), instructors claimed that this element can be found in the readings only, so it depends on the choice of readings. Moreover, they added that they don't focus on these objectives because these elements are related to English literature courses. English 102 is not about the culture and history of the language but rather a course that emphasizes critical analysis, rhetorical devices, and logical fallacies.

### ***Course Objectives and Design***

All the instructors emphasized the purpose and objectives of English 102 in the interviews, especially when talking about integrative motivation. According to them, English 102 is an academic prerequisite course that students need to pass to move to the next level, English 203. Moreover, it's considered a passing grade for students who are sophomores, but if they are Freshmen, the grade is counted into their GPA. English 102 focuses on specific academic requirements and requires students to respond critically to analytical responses.

To sum up, most of the instructors believe that their instructional activities are oriented toward instrumental motivation. These activities can help students understand the practical use of the English language in their future academic and professional careers. Some instructors used interactive activities and projects like debates and videos to stimulate engagement, while others may emphasize personalized feedback and individual conferences to boost student motivation. Moreover, instructors mentioned that English 102 is not directly tailored to help students see the practical application of English, it's rather an introductory language course that students should take to fulfill language requirements and move to the next level. Regardless, sometimes instructors use assignments and critical analysis skills that are helpful to their majors and careers later on. Moreover, when instructors were asked about integrative motivation, it was evident that this type is incorporated in the choice of reading that they choose as most of the readings selected may have a cultural element but of course not the whole course.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

This study explored the role of motivation in English language learning among EFL learners. The study mainly aimed to investigate whether Lebanese EFL students are instrumentally or integratively motivated toward English language learning, explore if there is a significant relationship between integrative-instrumental motivation and language proficiency among these students, examine if there is a difference between male and female students in their instrumental and integrative motivation to learn EFL and finally examine if the instructors' instructional activities are purposefully intended to foster students' motivation. Data were collected using quantitative and qualitative methods; a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) that was administered to students and semi-structured interviews that were conducted with English instructors. Data analyses were made through different tests like the paired sample t-test, Pearson Product-Moment correlation, and MANOVA test, as well as extracting the codes that were organized into themes to provide a comprehensive understanding of the data from the interviews. This chapter starts by discussing the results in light of the research questions posed in the study followed by a conclusion that sets the ground for recommendations for practice and further research.

#### **Quantitative Results Discussion**

The first research question dealt with the type of motivation that students have toward English language learning. The results showed that students are more instrumentally motivated than integratively motivated toward English language learning. Therefore, students learn English for practical reasons like passing an exam,

fulfilling university requirements, and getting a better job in the future. The results are consistent with many research studies done by (Al-Tamimi & Shuib, 2009; Choosri & Intharkasa, 2011; Hong & Ganapathy, 2017; Liu, 2011; Masum, 2016; Muftah & Galea, 2013; Qashoa, 2006; Wong, 2011). These studies showed that students' motivation to learn the English language was more instrumental than integrative. Instrumentally motivated students want to learn the English language for practical and pragmatic reasons such as getting a salary bonus, joining a university, or fulfilling a university language requirement. Instrumental motivation seems to be more prevalent in contexts involving foreign languages (Samimy & Tabuse, 1992).

Studies that were conducted on Arab learners revealed the same results. For example, a study done by Alam et al. (1988) examined the purpose of learning English in Saudi Arabian public schools and showed that most of the students were instrumentally motivated and considered English as the language of business and higher education. Another study done by Al-Shalabi (1982) investigated students' motivation for studying EFL at a Kuwaiti university. The results revealed that students had higher instrumental motivation for language learning. Furthermore, a study was done in the UAE to explore the students' attitudes toward studying English showed that 75 % of the students mentioned that they studied English because of its importance as an international language and because it enables them to pursue their postgraduate studies and to keep them in contact with a high-status foreign culture (Musa, 1985). Therefore, most of the attitudinal studies that were conducted on Arab students (Zughoul & Taminian, 1984; Harrison et al, 1975) revealed that Arab students are instrumentally motivated to learn English, and even if some learners were integratively motivated, but they were a minority. Furthermore, the findings of the present study are aligned with

Wong's (2011) study which found that the majority of Chinese students learn the language for utilitarian and practical goals. Most of them learn English for the following reasons: passing an exam, getting a better career in the future, and realizing the importance of the English language to their success and achievements.

In most of the countries where English is taught as a second language, learners are more instrumentally motivated rather than integratively (Al-Ta'ani, 2018). Learning English for instrumental purposes has been more prevalent in the context of foreign language learning due to its unique status as a global language and lingua franca, where practical and utilitarian purposes are rationalized in the case of the English language. (Ishaq, 2022). Therefore, the instrumental motivation among Lebanese students could be contextualized within these study findings, which have consistently revealed that students most often learn English as a second language for instrumental purposes.

The second research question asked whether there is any significant relationship between instrumental motivation and EFL proficiency, while the third research question asked whether there is any significant relationship between integrative motivation and EFL proficiency. The findings revealed a negative statistically significant relationship between instrumental motivation and students' EFL proficiency. This suggests that as instrumental motivation decreases, EFL proficiency increases and vice versa. Thus, students who are less motivated by practical goals may perform better in terms of EFL proficiency. Instrumentally motivated students may not engage effectively in the language learning process, or they may be influenced by other factors. These factors may include the instructional strategies used by instructors, the cultural background of the students, and the nature of the English course that they are enrolled in, which can all influence the relationship between motivation and proficiency. Since the semi-

structured interviews were conducted with instructors to examine if their activities intentionally targeted students' instrumental motivation, the results showed that their activities were not purposefully designed to help students understand the practical use of the English language in their future academic and professional careers. Using the language itself helps them later on to be able to express themselves in other courses and their future careers, but instructors don't have anything specifically targeted toward this objective, especially in English 102. Some research studies showed a statistically significant relationship between instrumental motivation and EFL proficiency, but it was a positive relationship (Al Tamimi & Shuib, 2009; Choosri & Intharkasa, 2011).

However, there was no statistically significant relationship between integrative motivation and students' EFL proficiency. This indicates that the variations in students' integrative motivation levels do not appear to correspond to differences in their EFL proficiency. The results suggest that other factors may have a stronger influence on language learning outcomes among the students such as instructional methodologies, individual differences, language exposure outside the classroom, and students' learning styles (Salem, 2006; Samad et al., 2012; Shaaban & Ghaith, 2000). These results were consistent with previous research in which no significant relationship was established between integrative motivation and second language learning (Jones, 2006; Qashoa, 2006; Samad et al., 2012; Vaezi, 2008). However, other research studies showed a significant relationship between integrative motivation and EFL proficiency, which contradicted the findings of the current study (Hernandez, 2006; Samad et al., 2012).

Moreover, the findings revealed a strong positive correlation between instrumental and integrative motivation. This suggests that students who are highly motivated by instrumental motivation are also likely to be motivated by integrative

motivation. The results are consistent with a study done by Shaaban and Ghaith (2000) where instrumental motivation was found to correlate only with integrative motivation and valence. Instrumental motivation may have contributed to the enhancement of integrative motivation and the development of positive affective orientation towards particular learning outcomes. This correlation suggests integrative and instrumental motivation are complementary aspects of motivation for language learning (Al-Qahtani, 2013). Students might have various motivations that can affect their learning behaviors as they consider English as a college prerequisite that encourages them to learn and master the language not only for short-term and utilitarian goals to accomplish their undergraduate studies but also as a means of pursuing their life –long learning and achieving intrinsic goals (Al-Qahtani, 2013; Shaaban & Ghaith, 2000). Thus, some situations might involve both types of motivations. Second language learning motivation shouldn't be considered a forced choice between integrative and instrumental motivation since both types are important. A student may learn a second language well with an integrative motivation, an instrumental motivation, or both, as one does not preclude the other. Both integrative and instrumental motivation can contribute to success, but the absence of either might cause some problems (Ghanea et al., 2011).

As for the fourth and fifth research questions regarding the difference between male and female learners in their instrumental and integrative motivation to learn EFL, the results revealed statistically significant differences between males and females in their instrumental motivation and integrative motivation. Therefore, female students proved to be more integratively and instrumentally oriented in learning English than males. These gender differences among Lebanese students regarding their level and



type of motivation are aligned with most empirical studies on gender differences concerning second/foreign language learning (Abu-Rabia, 1997; Daif-Allah & Jumah, 2020; Ishaq, 2022). The results are consistent with many studies in many countries in the Arab world and non-Arab world, where female students were found more motivated not only instrumentally, but they showed a higher level of integrative motivation to learn English than males (Komayha & Tarhini, 2020). Gender is considered an important factor in learning a second or foreign language. Many studies revealed that there are differences between males and females in L2 learning with the superiority of female learners (Al-Khasawneh & Al-Omari, 2015). In general, female students tend to have higher levels of motivation and more positive attitudes toward studying English for academic and social purposes, like communicating with people and understanding and identifying various cultures (Al Harthy, 2017; Csizer & Dörnyei, 2005; Gardner & Lambert, 1972). This has been proven in several empirical studies related to second language motivation. For instance, in a study done by Ellis (1994), female students had positive attitudes toward second language acquisition compared to male students. They were found to allocate more time and money to buy and access reading materials in English. Another study by Williams et al. (2002) showed that girls had a higher level of motivation to learn foreign languages than boys, regardless of the language learned. Furthermore, a study done in Lebanon showed that Lebanese female students were more motivated to learn English than their male colleagues (Shabaan, 2000). Females' determination and efforts to outperform males in their integrative and instrumental motivation can be explained by their skills that are supported by self-confidence, and the support received from their social and academic environments like family or friends (Al Harthy, 2017).

## **Qualitative Results Discussion**

Finally, to answer the last research question of whether the teachers' instructional activities are purposefully intended to foster students' instrumental or integrative motivation orientations, semi-structured interviews were conducted with six English instructors teaching English 102 at the American University of Beirut. Based on these interviews, instructors' perspectives were discussed while comparing them with other research studies in the literature. These perspectives were categorized into two themes: *Instructors' teaching strategies, and Course objectives and design.*

### ***Instructors' Teaching Activities and Strategies***

Teaching strategies refer to “the methods, techniques, procedures, and processes that a teacher uses during instruction” (Edith Cowan University, Perth, Western Australia, 2021). Each instructor applies unique strategies and activities tailored to his/her teaching style, the lessons or tasks he/she has, and the students' needs and abilities. All the instructors who were interviewed apply a student-centered approach in their classrooms and use different methodologies depending on the task given and the lesson's objectives. For instance, Instructors 2, 3, and 6 mentioned cooperative learning as an important strategy in the course. Also, Instructors 2, 4, and 5 stated that they use lecturing and presentations. Instructors may apply the same strategies when teaching similar skills, but they may discover that alternative approaches are more effective for their students. What may be effective for one instructor may not yield the same results for the other since teaching strategies are personalized and influenced by different factors. This theme is divided into two sub-themes: Strategies used to promote students' motivation and orientation of strategies toward instrumental and integrative motivation.

**Strategies used to promote students' motivation.** Teaching strategies have a major influence on students' motivation. Strategies may vary according to the instructors' perspectives, often influenced by the unique needs and characteristics of their students. Each instructor in the study mentioned a different strategy that she uses with her students to promote students' motivation including one-on-one conferences, cooperative learning, using YouTube videos, giving a grade, discussing relevant and interesting texts, and debates. Most of these strategies were mentioned in the literature and they proved to be effective in promoting students' motivation.

A study by Komayha et al (2018) investigated the factors that affected secondary students' motivation in EFL learning from teachers' perspective and their teaching instructional strategies in Lebanon. The researchers took 2 public schools as case studies and used semi-structured interviews with 6 teachers. Based on the interviews and class observations, many factors have contributed to shaping students' motivation like the learning content, the use of technology, the learner's level of English, and the teachers' instructional strategies. The six teachers agreed that when the topic or text was interesting and relevant to real-life experiences, students were actively engaged in discussions, showed a high level of motivation, and related the topic to their everyday lives. However, when the teachers didn't use interactive techniques, introduced a dull topic, or didn't integrate technology, students were bored and didn't participate in any discussions, and therefore that caused behavioral problems like talking or getting distracted away from the lesson. Moreover, 2 teachers mentioned that they encouraged students' participation by applying interactive lecturing methods, think-pair-share strategy, and using class discussions. They also divided the students into groups and used constructive feedback to enhance students' self-esteem and

motivation. Another study done by Komayha & Tarhini (2020) investigated the effect of “learning content” on “students’ motivation” in learning English as a foreign language in three public schools in Lebanon. Interviews and observations showed that students displayed a high level of motivation when the content was interesting, relevant, and beneficial. Teachers mentioned that students get more enthusiastic and motivated to participate, but they would be passive when the content is boring. These findings are aligned with the findings of other research studies by Muhonen (2004), Hirvonen (2010), Dornyei & Ushioda (2011), and Amemori (2012).

Thus, the above-mentioned strategies were aligned with the strategies used by the instructors of the current study and were effective in promoting students’ motivation. Consequently, having group work and pair work, enhancing listening skills, using technology, introducing argumentative topics and debates, choosing interesting and relevant content, and presenting activities that boost students’ self-confidence are considered effective strategies to enhance students’ motivation and participation in EFL classes.

#### **Orientation of activities toward instrumental and integrative motivation.**

All instructors agreed that their instructional strategies are not directed toward helping students understand the practical use of the English language in their future academic and professional careers. The process of using the language itself helps them later on to be able to express themselves in other courses and their future careers, but instructors don't have anything specifically targeted toward this objective, especially in English 102. Some instructors mentioned that the skills that students acquire in English 102 like critical thinking, analysis, using logos, pathos, and ethos to convince the audience of their ideas, and writing responses are beneficial for the students’ academic and

professional careers. For instance, according to Instructor 2, a business major student might read a business article in one of the major courses, and he/she will need critical thinking and analysis skills to be able to analyze it or respond to it; therefore, English 102 equips the students with the basics to enter the professional world. Also, when instructors use presentations and group work, students exchange ideas and learn to develop them in both presentations and written reports, or other forms of communication required in academic or professional settings. For example, students will be seeking a career later on and might be asked to write technical reports, communicate with others efficiently, and present their points of view critically to others (Bahous & Nabhani, 2011). Thus, they use the skills gained in the English courses.

Furthermore, integrative orientation occurs when students study English because of their interest in English culture, history, or literature, or to understand English-speaking people and their way of life (Mahloul, 2009). This orientation leads to positive attitudes toward other ethnic communities, other groups in general, and the language learning context (Gardner & MacIntyer, 1991). Many researchers consider literature as the best tool to develop learners' cultural awareness. Brumfit & Carter (1999) state that teaching culture is one of the reasons for including literary texts in teaching the language. These literary texts allow learners to understand foreign cultures more clearly, increase their cross-cultural awareness, and provide an ideal context for exploring cultural differences McKay (1999). Therefore, these texts are important for integrative language learning. When instructors were asked about the activities that incorporate target cultural elements that promote integrative motivation and help students learn about the culture and history of English-speaking countries, instructors claimed that this element can be found in the readings only, so it depends on the choice of readings. This

is consistent with what was mentioned in the literature regarding the importance of texts or reading in promoting integrative motivation. However, the nature of the English 102 course doesn't stress the importance of foreign cultural content. The genre or the texts chosen by English instructors might have a cultural or social element but not the whole course.

### ***Course Objectives and Design***

After conducting the semi-structured interviews and answering the questions related to integrative and instrumental motivation, all instructors mentioned the purpose of the English 102 course. This course “develops critical thinking and oral and written fluency through close reading, analysis, and responses to academic texts. Special attention is given to identifying arguments and rhetorical devices as well as applying appropriate conventions of grammar, mechanics, and usage.” (English 102 syllabus). The structure and purpose of the course are more oriented toward instrumental motivation because it is an academic course and a prerequisite course that students need to pass to the next level, English 203. There is nothing in the course that helps students learn about the culture and history of English-speaking countries except the choice of reading that instructors select from the book. Some of the readings have a cultural element or a historical event which depends on the context and that's where the course is related to integrative motivation. As stated by (Bahous & Nabhani, 2011), the purpose of English academic courses is to help students improve their academic writing skills, follow process writing, support their writing with resources, and equip them with knowledge of the grammatical structure of the target language so that they can write better.

## **Conclusion**

In summary, as mentioned before, studies that were conducted on motivation in the Lebanese context were very few and didn't include the two types of motivation (integrative and instrumental) and how they affect students' language proficiency (Itani, 2013; Komayha & Tarhini, 2020; Komayha et al., 2018; Salem, 2006; Shaaban & Ghaith, 2000). Therefore, since there is a lack of empirical studies on this topic, especially in Lebanon, the current study attempted to bridge the gap and investigate the motivational orientations of Lebanese undergraduate students, specifically instrumental and integrative motivation toward learning the English language. Also, it examined the relationship between motivation, instrumental and integrative, and language proficiency. It explored if there is a difference between male and female learners in their motivation to learn EFL and examined if teachers' instructional strategies are aligned with students' instrumental or integrative motivation.

First, the results and discussions of the current study showed that the majority of the students are instrumentally motivated. Instrumentally motivated students learn the English language for practical reasons like joining a university, finding jobs, higher status in the community, and getting a salary bonus. They also want to fulfill a university language requirement, and in this study, students want to succeed in English 102 to move to the next level which is English 203. Having an international language as a means of communication has become essential in the age of globalization (Omar, 2019). The English language is more predominant in foreign language contexts because of its special status as a global language, where utilitarian purposes seem to be more rationalized in the case of Lebanese students taking English 102. Moreover, it has become the lingua franca used to promote communication among people from all over

the world. Arab countries have seen a sharp increase in development and internationalization which made them realize the importance of English as an international language (Omar, 2019). The current study is based on Gardner's socio-educational model (1985). According to Gardner, the whole concept of L2 motivation is characterized by integrative motivation in this model. The importance of integrative motivation in predicting the proficiency level and success in learning a second/foreign language has been emphasized more than that of instrumental motivation (Gardner, 1985). However, the current study as well as other studies challenged Gardner's assumption of integrative motivation, by highlighting that this type of motivation is not applicable in foreign language learning settings and arguing that no direct contact exists with the target language community. So, the results of the current study contradicted Gardner's assumption and proved that instrumental motivation was predominant in foreign language contexts. Many scholars studying L2 motivation, including Dörnyei (1994), Z. Dörnyei & Clement (2001), Lamb (2004), Rebecca Oxford & Shearin (1994), have criticized the overemphasis placed on integrative motivation and pointed out the inapplicability of this concept in a foreign language context.

Second, the results showed a positive correlation between instrumental and integrative motivation. This implied that students may be driven by a combination of practical goals (instrumental motivation) and an interest in the target language and culture (integrative motivation). Students may be more engaged and dedicated to the language learning process when they are driven by both instrumental and integrative factors. Therefore, both instrumental and integrative motivation are equally important in learning a second language, suggesting that both types are complementary and not contradictory. This is consistent with many studies that were done on motivation (Al-



Qahtani, 2013; Al-Quyadi, 2000; Al-Zubeiry, 2012; Ishaq, 2022). Based on these results, ESL instructors or teachers should design their courses to encourage all forms of motivation in the classroom and assist students in reaching their goals. For example, instrumental motivation encourages students to acquire a language for academic and practical purposes, while integrative motivation encourages students to learn a language and communicate with the community. By relating this to the semi-structured interviews that were conducted with English instructors, it can be said that instructors use different types of strategies and creative ideas that make the course enjoyable like debates and choosing topics related to students' interests for discussions. These techniques tend to motivate and encourage students toward the positive side of learning English. However, with the objectives of English 102, the instructors' strategies are more oriented toward instrumental motivation.

Third, gender differences were also identified in this study, where female students had a higher level of motivation than their male counterparts in both types, instrumental and integrative. Female students have more positive attitudes toward the foreign language and language-speaking community than male students. They learn the language not only for instrumental and practical reasons but also for their integration and interest in the target language, community, and culture (Ishaq, 2022). Females may be inspired to learn English for professional and communication purposes if they understand how crucial it is for navigating globalized environments. Learning a language can improve one's intercultural competency, cognitive abilities, and self-esteem, all of which support personal development and fulfillment. Females' desire for personal development and empowerment, along with easier access to education,

encourages them to pursue academic excellence, which includes mastering the English language.

Male and female EFL learners in Lebanon are expected to be instrumentally motivated to learn English, however, this study showed that female students were more instrumentally motivated than males since more females nowadays are enrolled in higher education and entering the workforce more than before (Diab, 2000). Also, females might be interested in learning English to show a higher level of education and higher social status or because most of the women in Lebanon admire certain Western cultural values that provide women with more social freedom and choices than in the majority of Arab countries, which explains the findings of the current study (Diab, 2000). Furthermore, the instructor's gender may affect the student's attitudes, achievements, and motivations toward learning the second language (Cross, 1983). Most EFL teachers in Lebanon are females. Although various factors influence EFL learning and instruction in Lebanon, it is reasonable to predict that female EFL learners will outperform males in terms of achievement, motivation, and favorable attitudes toward EFL learning (Diab, 2000)

Finally, teachers' instructional activities were not purposefully intended to promote students' instrumental or integrative motivation. Instructors used different strategies that promoted students' motivation like using group work, integrating technology in explanation, matching the topics with students' interests, and using one-on-one conferences. All the instructors in the interviews mentioned that the purpose and nature of English 102 are not oriented toward promoting integrative motivation because it's an academic course. The objectives of the course don't include learning about the culture and history of English-speaking countries except for the choice of readings and

the topics that instructors select from the book. In English 102, students acquire skills like critical thinking, analysis, using logos, pathos, and ethos to convince the audience of their ideas, and writing responses. Most of the instructors recommended conducting the questionnaire on English 203 and 204 students because the nature of these courses is different from English 102, and according to them, their instructional strategies and topics are more advanced and enhance integrative and instrumental motivation.

### **Study Limitations**

This study was limited to participants studying at an American university with a high tuition. The students' educational background and socioeconomic status are not the ideal representatives of the Lebanese students (Salem, 2006). Thus, the present study's findings cannot be generalized to the whole Lebanese population.

Moreover, participants were 247 students, and they were enrolled in the English 102 course. Because the sample size is large, the Pearson correlation coefficients (R-values) were statistically significant although they are small values ( $r = -0.17$  and  $r = -0.12$ ). Therefore, the correlation results should be interpreted with caution.

Furthermore, students were asked to self-report their SAT verbal score (Evidence-reading and writing only) in the questionnaire. Self-reported scores may not always be reliable or accurate. Students may forget their scores or intentionally misreport them for various reasons, like reporting higher scores to look more favorable or avoid embarrassment.

The SAT, known as the Scholastic Assessment Test, is one of the most popular accepted tests that students take to pursue undergraduate courses at colleges and universities. "The SAT measures how well test-takers can analyze and solve problems which are skills that are typically learned while in school and will be needed in college.

It serves as an entrance test for students aspiring to admit to undergraduate courses at colleges and universities.” (AECC, 2008)

### **Recommendations**

First, the study recommends exploring students' perceptions of instructors' teaching strategies and activities and their effects on student motivation by conducting semi-structured interviews with them.

Second, since the study was done on students taking English 102 only, it is recommended to conduct the study on students taking English 203 and English 204 to understand better the relationship between motivation and language proficiency and to explore if the other courses promote the two types of motivations.

Third, the results of the second research question revealed a negative statistically significant relationship between instrumental motivation and students' EFL proficiency, which was inconsistent with most of the studies. This suggested that instrumentally motivated students may not engage effectively in the language learning process, or they are influenced by other factors. It is recommended that future researchers focus on finding out the reason for this negative correlation or find out the factors that influenced this negative correlation.

Furthermore, it is recommended to follow a more objective approach when asking the instructors about their perception of their instructional strategies in terms of integrative or instrumental motivation during the interview. Direct questioning may introduce bias or rely on subjective analysis. Thus, observing teaching activities and strategies and/or listening to instructors' responses can help in assessing instructors' orientations toward integrative or instrumental motivation.

Also, it is recommended to take into consideration the demographic information of instructors when analyzing their responses. Understanding the varied backgrounds and experiences of instructors can provide valuable context for interpreting their perspectives and gaining deeper insights into the factors that affect instructional practices and motivation.

### **Implications**

The results of the current study suggested some implications that are important to instructors, researchers, course designers, and policymakers.

The current study assists teachers in improving their teaching plans and instructions and consequently helps them in planning effective strategies for teaching the English language. As indicated by the results, Lebanese undergraduate students enrolled in the English 102 course were instrumentally motivated toward English language learning. Instructors and course designers should consider the students' motivation by recognizing their instrumentality. Enhancing students' instrumental motivation can be achieved by focusing on practical skills like communicating with others fluently and expressing oneself properly (Qashoa, 2006). Since most students learn English to pass an exam or to get a job, it's important to include activities or strategies that help them write professional emails and do well in an interview. Moreover, raising students' integrative motivation is also significant as both instrumental and integrative types contribute to language acquisition and learning (Qashoa, 2006). Students' integrative motivation can be fostered by enhancing their positive attitudes toward English-speaking communities and arousing their interest in English culture and literature by exposing them to more literary texts that suit the Lebanese context (Qashoa, 2006). For instance, including English poems, stories, or

short plays that reflect English culture and traditions might increase the students' motivation toward English literature. Thus, these activities and strategies for stimulating both types of motivations can be applied by English instructors.

Furthermore, the lack of Arab and Lebanese studies that address the role and types of motivation in learning the English language, triggered the researcher to conduct the study because of the significance of this factor in EFL. The study attempted to fill in the gap in the literature about the types of motivation that students are motivated by, the relationship between integrative-instrumental motivation and language proficiency, the difference between male and female learners in their motivation to learn EFL and the role of teachers' instructional activities in promoting students' instrumental or integrative motivation.

APPENDIX A  
QUESTIONNAIRE

**A. General Information**

1. Give your age in years: \_\_\_\_\_ (Example: 18 years old)
2. Indicate your gender: Female  Male
3. Major: \_\_\_\_\_
4. First Intensive English level: Engl 100A  Engl 100B  Engl 102
5. Native language: \_\_\_\_\_
6. First foreign language: \_\_\_\_\_
7. Name of the school you came from: \_\_\_\_\_
8. Did you take the TOEFL OR AUB-EN? Yes  No 
  - a. If yes, circle what applies: TOEFL AUB-EN
9. When did you take the TOEFL or AUB-EN (Date)? \_\_\_\_\_
10. TOEFL or AUB-EN score: \_\_\_\_\_
11. SAT verbal score: \_\_\_\_\_

The following are statements with which some people will agree and others will disagree. There are no right or wrong answers since many people have different opinions. Please give your immediate reactions to each of the items. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item.

**B. Instrumental Motivation**

1-Studying English is important because I will need it for my future career.

Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
Disagree	Disagree	Disagree	Agree	Agree	Agree

2-Studying English is important because it will make me more knowledgeable and educated.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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3-Studying English is important because it will be useful in getting a good job with a hefty salary.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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4-Studying English is important because I will need to use it on my overseas trips.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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5-Studying English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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6-Studying English is important because other people will respect me more if I know English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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7-Studying English is important because I will be able to read newspapers, magazines, and books published in English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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### C. Integrative Motivation

1-Studying English is important because it will allow me to be more at ease with people who speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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2-Studying English is important because it will allow me to meet and converse with more and varied people.



Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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**3-**Studying English is important because it will enable me to better understand and appreciate English art and literature.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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**4-** Studying English is important because I will be able to participate more freely in the activities of other cultural groups.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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**5-**Studying English is important because it will help me make many friends from many parts of the world.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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**6-**Studying English is important because it will allow me to learn about the culture and social life of English-speaking people.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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**7-** I study English because it is enjoyable

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
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## APPENDIX B

### EDITED QUESTIONNAIRE

#### D. General Information

12. Give your age in years: \_\_\_\_\_ (Example: 18 years old)
13. Indicate your gender: Female  Male
14. Major: \_\_\_\_\_
15. First Intensive English level: Engl 100A  Engl 100B  Engl 102
16. Native language: \_\_\_\_\_
17. First foreign language: \_\_\_\_\_
18. Name of the school you came from: \_\_\_\_\_
19. Did you take the TOEFL OR AUB-EN? Yes  No
- a. If **yes**, circle what applies: TOEFL AUB-EN
20. When did you take the TOEFL or AUB-EN (Date)? \_\_\_\_\_
21. TOEFL or AUB-EN score: \_\_\_\_\_
22. SAT verbal score (Evidence-reading and writing only): \_\_\_\_\_

The following are statements with which some people will agree and others will disagree. There are no right or wrong answers since many people have different opinions. Please give your immediate reactions to each of the items. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item.

#### E. Instrumental Motivation

1-Studying English is important because I will need it for my future career.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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2-Studying English is important because it will make me more knowledgeable and educated.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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3-Studying English is important because it will be useful in getting a good job with a hefty salary.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly Agree
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4-Studying English is important because I will need to use it on my overseas trips.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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5-Studying English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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6-Studying English is important because other people will respect me more if I know English.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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7-Studying English is important because I will be able to read newspapers, magazines, and books published in English.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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## F. Integrative Motivation

1-Studying English is important because it will allow me to be more at ease with people who speak English.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
-------------------	---------------------	-------------------	----------------	------------------	----------------

2-Studying English is important because it will allow me to meet and converse with more and varied people.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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**3-** Studying English is important because it will enable me to better understand and appreciate English art and literature.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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**4-** Studying English is important because I will be able to participate more freely in the activities of other cultural groups.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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**5-** Studying English is important because it will help me make many friends from many parts of the world.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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**6-** Studying English is important because it will allow me to learn about the culture and social life of English-speaking people.

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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**7-** I study English because it is enjoyable

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
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## APPENDIX C

### INTERVIEW QUESTIONS

#### **Section 1: Interviewee's background**

- 1- Can you please introduce yourself? Qualifications? Teaching experience?
- 2- Can you describe your teaching philosophy and approach to language teaching?

#### **Section 2: Instructional strategies used by Interviewees.**

- 1- What instructional methodologies do you use in your intensive EFL classes?
- 2- Do you believe that your instructional strategies are more oriented toward integrative or instrumental motivation? Why?
- 3- In your experience, which instructional strategies have been most effective in promoting student motivation?

#### **Section 3: Instrumental Motivation and Instructional Strategies**

1. Can you describe any strategies you use to help students understand the practical uses of the English language in their future academic or professional careers?
2. How do you encourage your students to see the practical applications of the English language skills they are learning?
3. Can you describe any projects or assignments that help students apply their English language skills in a practical and relevant context?
4. How do you use assessments to help students track their progress in acquiring the language skills they need to achieve their academic or career goals?

#### **Section 4: Integrative Motivation and Instructional Strategies**

- 1- How do you incorporate target cultural elements and context into your English language lessons?
- 2- How do you encourage students to interact with native speakers and experience English language use in real-life situations?
- 3- Can you describe any classroom activities that help students learn about the culture and history of English-speaking countries?
- 4- How do you facilitate opportunities for students to practice English language skills with peers from different linguistic and cultural backgrounds?
- 5- How do you help students develop an interest in and appreciation for English-language literature, media, and art?

## APPENDIX D

### INVITATION EMAIL TO ENGLISH INSTRUCTORS

Dear Dr.,

I hope this message finds you well. I am Maryam Dabdoub, a master's student in Teaching English as a Foreign Language, currently undertaking a research study for my thesis. My research focuses on understanding the role of motivation in English language learning, particularly among university-bound students enrolled in English 102 courses.

The primary aim of this study is to investigate the relationship between integrative and instrumental motivation and its impact on language proficiency among English as a Foreign Language (EFL) learners. Additionally, I am exploring potential variations in motivation between male and female learners.

To collect data for this research, I will be administering a **questionnaire** adapted from Gardner's Attitude/Motivation Test Battery (AMTB). I kindly request the **last 10-15 minutes** of your class time to distribute consent forms and introduce the questionnaire to the participants. To ensure minimal disruption to your class time, I can send you the invitation scripts to inform the students about the study in advance, or you can choose to inform them orally one day before conducting the questionnaire. With this approach, students have the choice to stay and complete the survey or leave the session. The questionnaire will take an estimated 5-6 minutes to complete, and I assure you that it will be administered in a non-disruptive manner while maintaining the participants' anonymity and confidentiality.

In addition, I am seeking to gain valuable insights from English instructors through **semi-structured interviews**. These interviews will provide a deeper understanding of how instructional strategies influence student motivation. Your participation in the interview, lasting approximately 30-40 minutes, would be immensely valuable. I understand the importance of your time, and I will make every effort to accommodate your schedule.

Please take a moment to read the consent form, and I would greatly appreciate it if you could reply to this email if you are interested in participating in the study. By contributing to this study, you can help enhance teaching methods, increase student engagement, and ultimately promote academic success. Kindly find all the necessary documents attached to this email.

Your time and consideration are greatly appreciated. If you have any questions or concerns regarding this study, please do not hesitate to reach out.

Sincerely,  
Maryam Dabdoub

## APPENDIX E

### PARTICIPANT CONSENT FORM FOR THE INTERVIEW

Relationship Between University-Bound EFL Learners' Integrative and Instrumental  
Motivation and Their Language Proficiency

Prof. Ghazi Ghaith

Maryam Dabdoub

Hello! My name is Maryam Dabdoub, and I am a graduate student in the Department of Education at AUB. I would like to invite you to participate in a research study about the relationship between motivation and language proficiency. The purpose of this study is to identify whether instrumental or integrative motivation plays a more important role in promoting university-bound students toward English language learning and to explore the relationship between integrative-instrumental motivation and language proficiency among a cohort of university-bound EFL learners. Furthermore, it examines if there is a difference between male and female learners in their motivation to learn EFL.

Before we begin, I would like to take a few minutes to explain why I am inviting you to participate and what will be done with the information you provide. You will be asked to participate in a short interview. Please feel free to stop me at any time if you have any questions about the study.

I am conducting this study as part of my thesis at AUB. I will administer a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) to a sample of undergraduate students and conduct semi-structured interviews with English instructors to gain more insight into how their instructional strategies affect students' motivation. I will use this information to complete my master's thesis and possibly present it in front of the committee members for publication. Your privacy and confidentiality of the information you provide will be maintained in all published and written data analyses resulting from the study. Your identity will not be revealed in the written materials resulting from this study, and pseudonyms or numbers will be used with any quotes attributed to an individual.

Participating in this study should take approximately 30-40 minutes. Your participation is entirely voluntary, and you have the right to withdraw your consent or discontinue participation at any time without penalty. This study presents minimal risks to participants as the main potential risk associated with the study procedures is the time commitment required. Interviews may take between 30-40 minutes to complete; however, I will make every effort to minimize this inconvenience by working around your schedule.

The benefits that may reasonably be expected to result from knowing the types of motivation in this study are the proper understanding of learners' needs by teachers and educators, which can ultimately impact the practical and theoretical styles of teaching. By highlighting the role of motivation in language proficiency and classifying the two types of



motivation, instrumental and integrative, you can enhance your strategies and methods of teaching to boost students' interest in learning the English language, resulting in increased student engagement and academic success. Please note that there is no payment or compensation for participating in this study. I truly appreciate your willingness to volunteer your time and effort to help me advance my knowledge in this field, and your contributions are invaluable to the success of this study.

If at any time and for any reason, you would prefer not to answer any questions, please feel free not to. If at any time you would like to stop participating, please tell me. We can take a break, stop and continue at a later date, or stop altogether. You will not be penalized in any way for deciding to stop participation at any time.

I would like to record this interview to ensure that I remember accurately all the information you provide. The recording will be limited to audio recording, and I will keep the recordings of the interviews on a password-protected computer, and they will only be used by me. Only the aggregated data from the interviews (which will have no identifiers) will be shared. You may still participate in the interview if you do not want to be taped.

If you have any questions, you are free to ask them now. If you have questions later, you may contact me at Maryam Dabdoub, Phone number: 70/659589, or email at mod05@mail.aub.edu. If you have questions about your rights as a participant in this research, you can contact the IRB office at AUB:

**Email:** irb@aub.edu.lb

**Telephone:** 00961 -1-350000 or 1 374374, ext. 5445

**Fax:** +961 1 738025

• **Are you interested in participating in this study?** Yes  No

• **Consent to Record Interview**

May I record this interview? Yes  No

• **Consent to Quote from Interview**

I may wish to quote from this interview either in the presentations or articles resulting from this work. A pseudonym or a number will be used to protect your identity unless you specifically request that you be identified by your true name.

**Do you allow me to quote from this interview?** Yes  No

• **Please sign below to confirm your choices:**

**Consent for participation:** \_\_\_\_\_

**Consent for recording the interview:** \_\_\_\_\_

**Consent for quoting from the interview:** \_\_\_\_\_

## APPENDIX F

### ORGANIZATION OF INTERVIEWS INTO MEANINGFUL UNITS

#### Interview Questions

##### Section 2: Instructional strategies used by Interviewees.

4- What instructional methodologies do you use in your intensive EFL classes?

Instructor 1	Writing, reading techniques: pre- and post-reading, thinking critically. Reading, annotating, and exchanging the annotations together. Coming up with a summary
Instructor 2 Dr. Grace	Cooperative learning, group work or jigsaw, think-pair-share, one-on-one conferencing, individualized instruction, lecturing, discussions, presentations, process writing
Instructor 3	Combination of methodologies, analytical responses, critical reading, responses, writing in groups or pairs, collaborative, peer editing
Instructor 4	A mix of many methodologies, lecturing, student-centered, presentation
Instructor 5	“I do, we do, you do” approach, lecturing, peer review, individual conferences, writing assignments, class discussions
Instructor 6	Group work, pair work, peer revision, oral presentations, debates, responses

5- Do you believe that your instructional strategies are more oriented toward integrative or instrumental motivation? Why?

Instructor 1	They're more academic, so instrumental, In 102 and 203 they are purely academic
Instructor 2 Dr. Grace	It's a combination of both. In English 102 it's more about reading and analyzing. The nature of the content and the curriculum itself is more tailored towards instrumental, it's more academic. It's a prerequisite course, it's not like a major course and even the GPA will not be affected. 203 is more integrative and 102 is more instrumental. In English 203, we start to discuss more advanced topics, but in English 102 it's more about reading and analyzing.

Instructor 3	I feel it would be both. Every day they are critically thinking on a limited daily level. It becomes instrumental because they want to pass their courses, for example. And at the same time, it's more integrative because of their major courses, and students love their careers. So, it's two ways. There's always a combination of both integrative and instrumental.
Instructor 4	All students are instrumentally motivated. They just need good grades to keep their scholarships or high GPA
Instructor 5	They are more oriented towards instrumental motivation because English 102 is a university requirement and so the students do not take it out of interest. The emphasis is mainly placed on practical benefits such as passing this course, meeting graduation criteria, and achieving academic goals
Instructor 6	Integrative, the students should be part of the teaching method, whether they are working in groups, pairs, or even in individual work. I always tell my students that I know that your first target is to get a good grade. However, this is going to make your class very boring.

6- In your experience, which instructional strategies have been most effective in promoting student motivation?

Instructor 1	Writing, reading techniques: pre- and post-reading, thinking critically. Reading, annotating, and exchanging the annotations together. Coming up with a summary
Instructor 2	One-on-one conferences, because not only have they worked miracles, but when the student realizes that they know how to write more than they realized. This tends to give them a sense of boost, even if their grades are not what they expected to be. Reviewing the paper one-on-one. Cooperative learning.
Instructor 3	Giving a grade honestly. This is a major Instrumental element, the grade. A YouTube video, everybody loves it
Instructor 4	Working in pairs, working individually.
Instructor 5	Discussing relevant and interesting texts. When students find the texts relevant and interesting, they are more likely to be actively engaged. This can motivate the students to practice critical

	thinking and analysis skills as they delve into the content and check the themes
Instructor 6	Watching a video. Relating to experience after watching the video. Debates

### Section 3: Instrumental Motivation and Instructional Strategies.

5. Can you describe any strategies you use to help students understand the practical uses of the English language in their future academic or professional careers?

Instructor 1	102 and 203 are basically more like training to use the language. We teach writing in the discipline. Research papers in 203. Choosing sources and using databases from AUB library.
Instructor 2 Dr. Grace	Lecturing. Asking the students to follow the instructions and this rubric. English 102 has a final exam that's 30% of their grade. Everything we do from the beginning of the semester up until the end leads to the final exam.  For example, you will read a business article, aren't you going to analyze it? So, I relate it to their major whether engineering, business, or biology. Like for example the articles. Sometimes the articles have a social aspect to them or something related to convincing, like advertising.  Teaching ethos, pathos, and logos. There are presentations.  For 203 and 204, I'm more critical about how it relates to their professional life. In English 102, it's more about knowing the basics in order to enter the academic world. Like knowing how to read and write effectively and analytically
Instructor 3	The strategies are a combination. There isn't one specific. It is always the content that is integrative and the content leads to the type of genre which is instrumental.
Instructor 4	Spoken English is different from written English. Showing the differences between formal and informal language.
Instructor 5	Practicing oral analysis and transitioning to written analysis. Students learn to develop their ideas in both presentations and written reports or other forms of communication required in academic or professional settings.

Instructor 6	<p>In 102, they write responses. They are using citations in order to support their argument.</p> <p>English 102 is a little bit very introductory course.</p> <p><b>Professional careers:</b> It depends on the topics that we discuss in class. Then we relate it to different majors. I try to ask students, what's your major? Actually, we think of critical thinking and rhetorical appeals</p>
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6. How do you encourage your students to see the practical applications of the English language skills they are learning?

Instructor 1	<p>Work collaboratively. Collaborative activities. Group work. Pair work. Analyze a certain text. Practice their critical skills and exchange ideas. They present and this boosts their writing and oral communication skills.</p>
Instructor 2	<p>Same as question 1. Lecturing. Asking the students to follow the instructions and this rubric. English 102 has a final exam that's 30% of their grade. Everything we do from the beginning of the semester up until the end leads to the final exam.</p> <p>For example, you will read a business article, aren't you going to analyze it? So, I relate it to their major whether engineering, business, or biology. Like for example the articles. Sometimes the articles have a social aspect to them or something related to convincing, like advertising.</p> <p>Teaching ethos, pathos, and logos. There are presentations.</p>
Instructor 3	<p>Explain the thinking critical skills to everybody. The process of writing, explaining, being clear, and relating ideas.</p>
Instructor 4	<p>English 102 is the first course students take at AUB. It is a zero-credit course. Honestly speaking, most students are not motivated to do a lot of effort in class. I just tell them that mastering this course will make their lives easier in Eng 203</p>
Instructor 5	<p>Through grades.</p> <p>I explain how each skill and concept can be used in their future studies.</p>
Instructor 6	<p>Applying this maybe to vlogs, and blogs.</p>

7. Can you describe any projects or assignments that help students apply their English language skills in a practical and relevant context?

Instructor 1	Using logos, pathos, and ethos to convince the audience of their ideas. Exploratory research papers in 203. Oral presentations by using PowerPoint.
Instructor 2	In one of the assignments, they have to visit the New York Times, and they have to find articles that they are interested in. And that could be part of their major or not. And then they have to identify what the author is trying to do to convince the readers of their argument and whether it's effective or not. These are popular sources. Readings are authentic and up to date. In 102, it's all about analytical and critical analysis.
Instructor 3	Debates, arguments, and arguments refutation. Give a speech that takes one minute. Free writing.
Instructor 4	Writing responses. Students learn how to evaluate how an author presented their information and if the latter is supported by evidence. Thinking critically. Debates.
Instructor 5	Group work. Peer review. Summary writing which will be useful for annotated bibliographies. Practicing annotating which is a useful skill for almost every course they take
Instructor 6	In English 102, we think of responses. Presentations. It has to do with analyzing the text, using the appeals, and thinking of the logical fallacies. Understand a certain concept through a critical lens rather than just accepting what is being presented. Think outside the box.

8. How do you use assessments to help students track their progress in acquiring the language skills they need to achieve their academic or career goals?

Instructor 1	Rubrics. It's like a checklist for the students and instructors. Peer revision. Constructive feedback and evaluation.
Instructor 2	SAT rubric. We go over the guidelines. Peer revision. One-on-One conferencing.
Instructor 3	Rubrics or grades. Revise the checklist.

	<p>This is where you feel they are not integrated. Their motivation is not integrative. They're only interested in the grade. They have instrumental motivation.</p> <p>Sometimes in our courses, you might sense instrumental motivation, and even if you try to have integrative, you have a group or maybe two groups that are interested and they want to do well. They have both instrumental and integrative motivation</p>
Instructor 4	Follow what is on the syllabus. Leave comments to students.
Instructor 5	Formal assessments. Conferencing, and comparing between their drafts before conferencing and after conferencing.
Instructor 6	In 102, students write a draft, and we give them feedback. Giving constructive feedback. Individual conferences. Peer revision. Rubric.

**Section 4: Integrative Motivation and Instructional Strategies.**

- 6- How do you incorporate target cultural elements and context into your English language lessons?

Instructor 1	<p>Not that much. It depends on the content. Since 102 is purely academic. We discuss various types of topics. Maybe one of the readings is related to culture but not the whole course.</p>
Instructor 2	In most of the texts, there is a cultural element. I tend to choose texts that have minorities in them.
Instructor 3	<p>In the readings sometimes. It depends on the text that you choose. many of the readings had this cultural element. Sometimes, it's a metaphor used a lot. Sometimes it's a historical event. It depends on the context.</p> <p>It could be an actual incident, historical, or related to art, to psychology, or even an old song, poem, or Shakespeare.</p>
Instructor 4	The essays I choose from the textbook are about social issues
Instructor 5	Choice of readings. I choose readings that are relevant and up-to-date and can attract the students' attention.
Instructor 6	Choice of selection, the readings. They should be up-to-date and relevant to their interests and cultures.

7- How do you encourage students to interact with native speakers and experience English language use in real-life situations?

Instructor 1	The course is not really designed for this.
Instructor 2	I've never come across this, especially as an objective.
Instructor 3	<p>I encourage them because if they don't have anybody from abroad in class, we can't do anything.</p> <p>Number one, I encourage them to speak in English, especially when they sit in groups. Number two. I encourage them because all of them love songs. They enjoy listening to music and songs in English. I encourage them to watch movies, and when we have time, we might watch something on YouTube.</p> <p>I feel if I make the students feel that I'm motivated, they become motivated too. It's contagious, especially with the lower levels and intensive because they feel they need so many things. They need vocabulary and they want to improve. I teach them techniques and vocabulary.</p> <p>Listening to the BBC, listening to News or YouTube videos is very helpful.</p>
Instructor 4	Not applicable, all students were Arabs.
Instructor 5	Not applicable. When we have discussions in class, some students tend to participate in Arabic, so I ask them to repeat what they said but in English.
Instructor 6	Maybe it doesn't apply. I don't have native speakers in my classes

8- Can you describe any classroom activities that help students learn about the culture and history of English-speaking countries?

Instructor 1	<p>There are no activities. It's more systematic. Maybe in literature courses.</p> <p>It depends on the instructors' approach and whether they come from a literature background.</p>
Instructor 2	<p>There are no activities done especially in English 102 and even in 203 and 204.</p> <p>I think these are related to courses in literature and those who take the literature in the English department.</p>



Instructor 3	We used to do this in intensive English a lot. They can role-play a certain play. You can get any play that is modern or any short story or a short drama. You give them roles and they can read it out as a drama. In intensive English, you can do all this a lot because they need to. In 102, 203, and 204, you don't have time for these activities, and the learning outcomes are different.
Instructor 4	Motivating students to learn English has and will always be just to get grades. I think because of social media, teachers do not need to talk about English poets, kings, or traditions to encourage students to like the language. They learn it because it is the language of business, sciences, and computers. Simply, it is the language of money
Instructor 5	Through the readings.
Instructor 6	It does not apply to me. Because it's not about the culture and history of the English language. The nature of the course is not like that. It's more of a response, critical analysis, rhetorical devices, and logical fallacies.

9- How do you facilitate opportunities for students to practice English language skills with peers from different linguistic and cultural backgrounds?

Instructor 1	Since the revolution and the COVID-19 pandemic, we are not having a lot of students from various cultures or diverse backgrounds. They work in class and collaborate with others. Pair work. Exchange annotations.
Instructor 2	We don't have that. There are peer revisions all the time of course but not with peers from different linguistic and cultural backgrounds. They give both written and oral feedback.
Instructor 3	You cannot have. In class, most of them come from similar backgrounds unless you have 1 or 2 international students, otherwise, it doesn't work this way.
Instructor 4	Working in pairs or groups
Instructor 5	This is not applicable to my sections
Instructor 6	We don't have it.

10- How do you help students develop an interest in and appreciation for English-language literature, media, and art?

Instructor 1	<p>Some of them are really interested and motivated, but the majority are not, because they always have the same excuse, which is “We are working on our major” and they don't get good grades on language courses.</p> <p>I think in my opinion that once they start taking English-related courses, related to their major, they will be more interested in them.</p>
Instructor 2 Dr. Grace	<p>It's not an objective.</p> <p>The focus in English 102 is more like instrumental. In 204 for example we have an objective of students entering the discourse community or whatever topic or even the academic discourse.</p>
Instructor 3	<p>Like the media, they have appreciation. They love. They love songs, movies, they love issues in the media, and newspapers. If you get them something interesting, a discovery, especially with AI and, especially nowadays. Even in sports, they love all these things.</p> <p>You might share with them or ask them to get a poem when they are reading in the beginning, to get poems they love.</p>
Instructor 4	<p>Students are just motivated to learn the language because it is the language of business. They do listen to music in English language, and they do watch American movies. However, how many students are interested in knowing who Charles Dickens is?</p> <p>You can validate their non-interest in English-language literature by the low number of students majoring in English Language/Literature at AUB or LAU.</p>
Instructor 5	<p>This is limited in English 102 especially given the level of the students and the focus of the course. English 102 focuses on specific academic requirements and the proficiency level of the students is taken into consideration. this goes back again the readings mostly.</p>
Instructor 6	<p>Through the selection of texts. It should be relevant to their interests.</p> <p><b>Media and art:</b> More in the selection of reading texts, videos and sometimes TEDx I choose them.</p>

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