

Motivation Intensity and Language Orientation to English Language Learning at the Age 10 -15

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Abstract This study measured the intensity of motivation and desire to learn English and found the factors which drive to language learning for a sample of 330 pupils aged from 10 to 15, studying English in a non - public foreign languages school. These attitudes were measured by four scales from the Attitude / Motivation Test Battery (AMTB). The scale of motivation and desire had a total score of 30 for the highest intensity and it resulted from the measures by the test of motivation that the pupils' answers reached the score 18, thus it revealed that pupils' motivation to learn English is slightly above the average score and they are moderately motivated to learn English. For the language orientation scales scored in total with a value of 70, they evaluated the integrative reasons for learning the language at a score of 51 and the instrumental reasons at a score 54. The integrative reasons included language usefulness; meeting people; culture; and social interaction; the instrumental reasons included career; education; employment; and feeling of respect. They estimated very highly education reasons 62 out of 70, usefulness of language at 58 out of 70 and employment at a score of 56 out of 70; they were little interested in a country culture or feeling respect gained from language knowledge at a score 44 and 40 out of 70, while were moderately oriented to learn English for career reasons, social interaction, and meeting people.

Introduction

Psychologists regard children as "innocent" and "uncorrupted" from the motivational point of view, for it seems that they have a genuine and natural curiosity towards the world and an innate desire to learn. This, is actually cited as a proof to the statement that motivation to learn, generally, and the skill to learn foreign languages is innate feature of human beings` Dörnyei (2001: 50).

Foreign language acquisition, especially English, facilitates the integration process of Albanian students to this reality, as well as it creates the basis for introducing and exposing our national values to the international culture of various people in the world. In the last few decades, everybody is aware to the great role English language has in the world, especially for communication, research and commercialism needs. English has now become 'lingua franca' of the 21st century in Albania. Naturally, it is not the only language applicable in educational environments in Albania; there are other languages too, like German and French as part of school curricula. However, what seems to be a very enhancing objective in the school system and educational policies of nowadays in Albania is learning English language conform to language levels presented by The Common European Framework of Reference (CEFR) and meeting international test standards for extended post – graduation studies. Another crucial factor contributing to such education policy is the Albanian people inspiration to adhere to the European Union

In the context of a multicultural education of our pupils and students, and in a very promoting social and political era for European integration, it is absolutely necessary to make a research about the attitudes and motivational degree of our students to learn English language. Furthermore it is claimed that: 'Social theory of acquisition makes the difference between knowledge and performance' Woolfolk A., : 222).

Another crucial reason for taking the research is the compatibility of students learning trend to the newly introduced educational reforms in the country, regarding the school curricula and academic syllabuses. This is supported by the fact that students are learning English since the elementary school starting from the third class; English language is expected to become a compulsory exam for the A - levels, for the incoming school year, since it has been long argued about the necessity of making English language a national priority.

The two main orientations to language learning are integrative and instrumental orientation, which are defined as external factors to motivation. Instrumental orientation is connected to reasons of study for example, language helps the student to find a job, thus the attention is on the subject, not the language itself, the latter is considered as a means to operate by student for achieving goals. It is mainly related to a low motivation factor. The next type of orientation is integrative orientation, which occurs when students are interested to be integrated in particular societies or communities for study reasons or culture, etc. this kind of motivation is especially high for emigrants in English speaking countries.

Furthermore, for the first time in Albania, is approved by law the taking of international exams such as TOEFL, IELTS, and FCE as a must for studies in the post - graduation studies, like Doctorate or Masters (withdrawn from www.mash.gov.al)

In such a linguistic revolution, it raises as a need to discover the students' expectancies and their attitudes, desire, and motivation to learn a foreign language. Motivation, which has been defined by Pintrich & Schunk, 2002 as "the process in which the attention is concentrated, urged and maintained a goal oriented activity" is considered as one of the most important factors for language learning.

Motivation factors to learn foreign languages

Motivation is the desire to achieve a goal, combined with the energy to work towards that goal. Motivation is one of the crucial elements in defining success regarding the language learning as a foreign language or a second language: it defines personal involvement in its acquisition (Oxford & Shearin, 1994). Franken 1994 added the definition of motivation by denominating it as "the drive, orientation and persistence of behavior". Masgoret, Bernaus, and Gardner (2001) examined the attitudes and level of motivation in 499 Spanish pupils, at an age of 10-15, who studied Spanish and English. In their study, they applied a reduced version of the Attitude/Motivation Test Battery (AMTB), due to the fact that the items in the test and the mini scales of (AMTB), were rather difficult to understand, in addition, the test administration required a lot of time for administration.

Other important contributors to the language learning motivation are affective and cognitive needs, which reflect the process of learning by means of behavior and thinking. Such contributors are related to feelings of anxiety, problem solving, maintenance of affective dissonance or optimism, desire and willingness of successful performance, etc.

Psychological factors

Motivation, which is connected to the researcher's interest in language learning and the need to learn it. Teachers have a great responsibility to improve and maintain in high levels their pupils' motivation level.

Social and cultural factors

In some countries, the language learning is considered easy and normal, in some other countries it is considered a difficult task to do. In England only a few teenagers learn foreign languages, they consider it a very difficult task, and in the Netherlands, most of the students are expected to learn two languages at least and most of Dutch speak perfect English. (OU, UK, 2000, *Teaching and learning English, A Course for teachers*).

Pedagogic factors

These factors are related to teaching and learning process. The interaction between instructors and student in the class, language acquisition and teacher's explanation skills or methodology are closely related to the overall conduct of a language class and student's performance.

General Background of Research

The motivation is related to the attitudes and affective state of being which influence the degree of success in learning foreign languages. Motivation is a complex phenomenon which is internally or externally driven. Jeremy Harmer in his book, *the practice of English Language Teaching*, 1994, Longman External motivation includes instrumental orientation, reasons of study, such as language contributing to easy job finding. This means that the focus is on the subject not the language, which is actually considered an instrument to be used in the hands of the student.

Integrative orientation happens when students are interested in the language because of integration reasons, such as culture, education etc. This kind of motivation is frequently spotted in immigrant students whose inspiration is to be easily integrated.

According to Pintrich & Schunk, the difference between internal and external motivation, referring to the theory of being involved in the activity just for the activity's sake, is internal motivation, and 'motivation for activity involvement as a means to reach the goals', is external motivation, (2002 : 245). Brown (2000) suggests that internal and external factors can be easily identified in classrooms, where the foreign language is learnt despite teachers' or students' attitudes and changes in culture.

Harter in 1981 examined the factors of internal and external motivation for the study in general. 3000 pupils were tested in Connecticut, New York, Colorado, and California and he found that the internal motivation decreased in the third and ninth grade. Harter investigated with five subscales: the challenge, curiosity, professionalism, teachers' judgement and criteria, defined as a preference to challenges compared to the drive for easy tasks.

Harter found that the pupils' answers to the scales of measuring the challenge, curiosity, professionalism changed direction from internal to external motivation dependent on age. Another scenario occurred with the subscales of trust to

teachers' judgement and criteria, which resulted to be directed from external to internal motivation in the subscales of judgement and criteria.

It is important to be considered the fact of group age 10-15 in the study, by reference to Piaget Theory "Stages of Development", 1992, where it is explained that this group age extends in two stages, the concrete phase (11-12) and the phase of formal activity (12 and above) (<http://muskingum.edu/Epsychology/psycEeb/history/piaget.htm>).

Instruments and procedures

The targeted population in this research is the group age 10-15 years old pupils of secondary schools in Tirana. A sample of $n = 330$ pupils is taken based on the convenience technique aiming at selecting group age 10-15 year old pupils in a non public foreign languages school. The sample was taken from the general subject list of enrollment in this school and the procedure lasted for two weeks. This sample with probability was considered crucial in order to operate with the data gathered on the SPSS, which actually analyses data deriving only from such samples of research. Gender did not become a factor in the sample, thus both girls and boys were participants beyond any gender interpretation. For a proper test conduct it was initially applied the piloting phase in a sample of 100 students so that the test was proved statistically valid and reliable. The reliability coefficient at this stage was 0.64 Alpha Cronbach, which was a very promising result. (See table 1)

Table 1 Reliability of test application in the pilot age, first stage of the students

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N of scales
0.64	0.892	18	3

The 330 participants in the study were taken from non public foreign languages school 'Wisdom 1' in Tirana, a selection procedure which lasted for two weeks. The test administration was facilitated by a peer group, who were previously trained for the test procedures. The official permission to school directors was asked and approved in the beginning of the study. The test time was from October to November and the pupils were tested in natural conditions, in the school environment on daily basis for each group as defined by the research agenda.

The whole study took three months time all phases included, since the sample selection, test administration, data gathering, data analysis tested in natural conditions

Test description and its validity

The measuring instrument used in this research is taken from AMTB (Attitude /Motivation Test Battery) and is applied only partly for three scales out of twelve that the full test has. The full test originates from Guilford 1954, applied by Gardner in 1985 and Gardner et. al, in 2003. The test items have six answer categories from total disagreement (at a 0 score) to full agreement (at a 70 score).

The scales selected for application were chosen to meet the study objective for measuring the intensity of motivation and the student's orientation to the language learning. The intensity of motivation scale comprises ten items, five of which are positively keyed and five are negatively keyed. The orientation scale is measured with the items of integration and functional use of language, five positively keyed for each of them.

In order to provide a concluding result and mean value (σ) for the whole scale of motivation and orientation the full scales were turned into subscales by means of data analysis on SPSS. The negative items of the motivation scale were recoded with opposite values, so that a statistical result could be provided when calculating the data for the final result of the scale. For the next two subscales, the integrative and instrumental orientation, the data gathered from the test application was analyzed by computing values of positive items.

Data Analysis and Results of the research

The first subscale 'Motivation Intensity'

The following data results for the subscale of Motivation Intensity, which is defined from test manual at a score of 30,

where the category Strongly Disagree is scored 0 and Strongly Agree is scored 30. There is no neutral value for the scale, but the scores below the category Slightly Agree are negative answers and the values above Slightly disagree are positive answers. The data was analysed and the mean value is $\sigma = 4$, which according to the answer categories corresponds to Slightly Agree and has a score of 18 out of 30 defined by the test manual. As it is noticed from the table there are 1.9 % or pupils that have answered slightly disagree, 291 or 97.3 % have answered slightly Agree and 6 pupils or 0.8 % have answered Moderately Agree. This result shows that majority of the pupils have stated that they are slightly motivated to learn English language, however in general the scale showed a moderate level of motivation.

Table 2. Data results for the Subscale 'Motivation Intensity'

Alternatives	No. of participants	%	Mean value	Average Scale Score
Slightly Disagree (3)	33	1.9	4	18
Slightly Agree (4)	291	97.3		
Moderately Agree (5)	6	0.8	4	

Chart 1 Score of Motivation Intensity Scale Items Out of 30

1	I try to understand all the English I hear and see	25 %
2	I keep in touch with the language by working with it on daily basis	18 %
3	Asking for help in case of language difficulties	20%
4	I work very hard with the language	17. %
5	I am totally concentrated on the language	22 %
6	Results in class performance are not important	4 %
7	I lack willingness to go through English tasks when going back home	17 %
8	I have a great desire for postponing the English tasks	16 %
9	I give up in case I do not understand the lesson	20 %
10	Complex English structures and language aspects are not a problem	18 %
11	Average score	18 %

Motivational Intensity

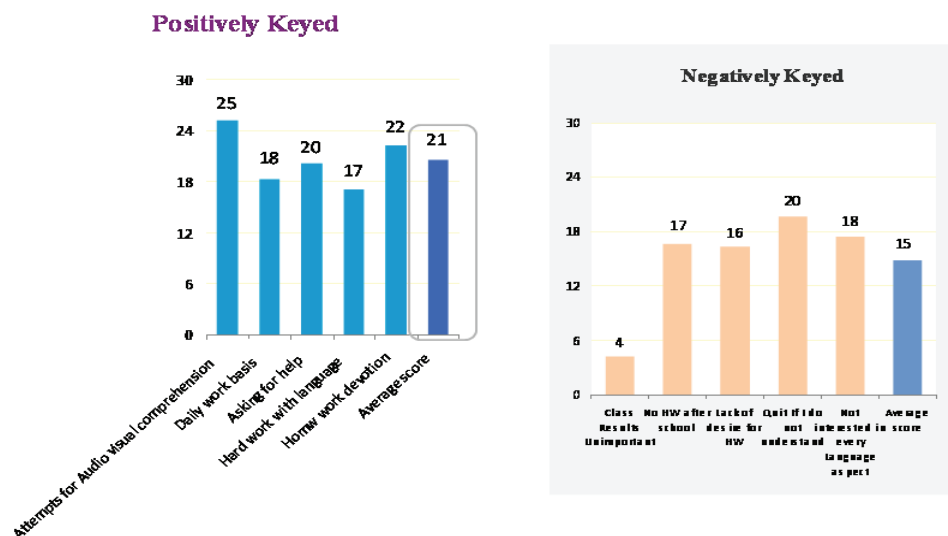


Figure 1 Motivational Intensity Scale

This graph shows the intensity of motivation measured by ten items, comprised in the scale of motivation intensity, scored in a total value of 30. Five items are positively keyed and five of them are negatively keyed. The five positive items that measured the desire for visual and audio comprehension of the language, daily work basis with the language, asking for help in case of language difficulties, Working hard with the language, and total concentration and devotion to home work. It results in the graph that the highest valuable item is the attempt for audio and visual language comprehension. The students showed that they made abundant attempts to understand all the English they listen and see, the score 25 out of 70. They moderately agreed with the facts that they asked for help when they encountered language difficulties and that they were totally devoted to homework, at scores 20 and 22. However they only slightly agreed that they work on daily basis and that they are totally devoted to English home work.

The negative items have lower values in the scale. The students only slightly agree that class results are unimportant, they have given the lowest value for this item 4 out of 30. They state that they slightly agree with the statement that they do not consider checking Home Work after school. They slightly agree to lack desire for HW. The students revealed that they are not very much interested in every in every language aspect. They also showed that they would consider quitting if they do not understand the lesson. The average value of the scale is 18 out of 30, which indicates that the students' motivation is only slightly above the average score, thus reflecting a moderate level of motivation for learning English.

Second Subscale 'Integrative Orientation'

This table reveals the statistical data for the integrative scale in the motivation test which has a score of 70. The scale comprises four positively items, where the category Strongly Disagree is scored 0 and Strongly Agree is scored 70. There is no neutral value for the scale, but the scores below the category Slightly Agree are negative answers and the values above Slightly disagree are positive answers. The data was analysed and the mean value is $\sigma = 4,63$ which according to the answer categories is located between Slightly Agree and Moderately Agree, though mostly weighs on the latter. The average score of this subscale is 54,2 out of 70 as defined by the test manual. As it is noticed from the table there are 256 or 77.3 % have answered moderately Agree and 74 pupils or 22, 7 % have answered strongly Agree. This result shows that majority of the pupils have stated that they are moderately driven to learn the language for integration needs and 22,7 % are highly totally driven from integration reasons to learn English language.

Table 3. Data results for the Subscale 'Integrative Orientation'

Alternatives	No. of participants	%	Mean value	Average Scale Score
Moderately Agree (5)	256	77,3	4.73	51
Strongly Agree(6)	74	22,7		

Chart 2 Values of Integrative Orientation Scale items out of 70

No.	Individual items for the Scale	Individual values out of 70
1	Learning English is important for it makes me feel at ease when I speak to people	58
2	Studying English is important because it will allow me to meet and converse with more and varied people.	52
3	Studying English is important because it will enable me to better understand and appreciate the English way of life	41
4	Studying English is important because I will be able to interact more easily with speakers of English	48
5	Average Score	51

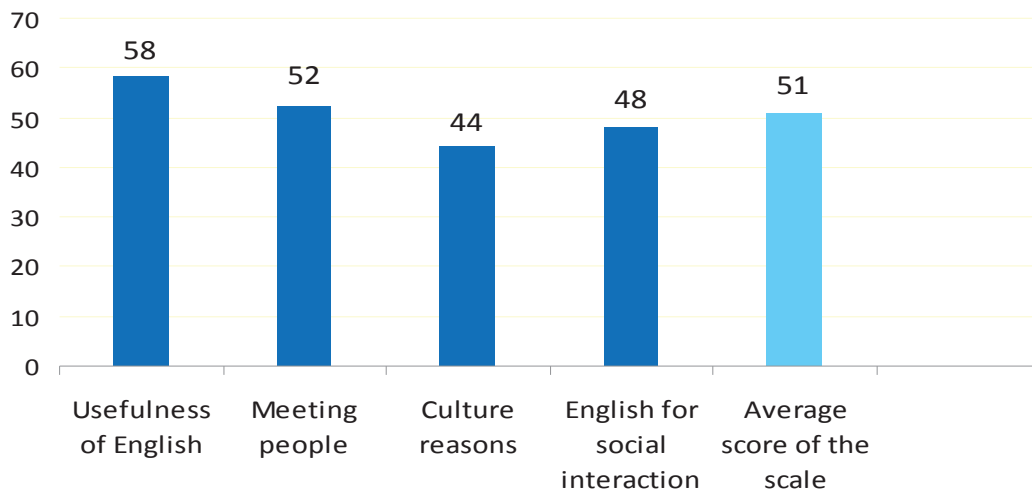


Figure 2 Integrative Orientation`Scale

This graph shows the ranking of four items in Integrative Orientation` Scale, scored in total at a value of 70. The items measured the importance of English language for its usefulness, meeting people, culture reasons, and social interaction. According to the graph, the students revealed that English language is relatively highly important for its usefulness, at a value of 58 out of 70. the students stated they english makes them feel comfortable and comod becaius of being able to speak the language. They moderately agreed that English helps them for meeting people at a valu 52 out 70. They only agreed that English helps for social interaction on a approximate moderate level , 48 out of 70. In a lower score students have rated culture reasons, 44 out of 70, which shows a slight agreement of students with the statements that English language helps them to know better the English culture. This graph shows an average total score of 51 for the whole scale. Thus students have stated that they learn English for integrative reasons such as meeting people, social interaction, learning about the culture of the target language and its usefulness.

Third Scale Instrumental orientation

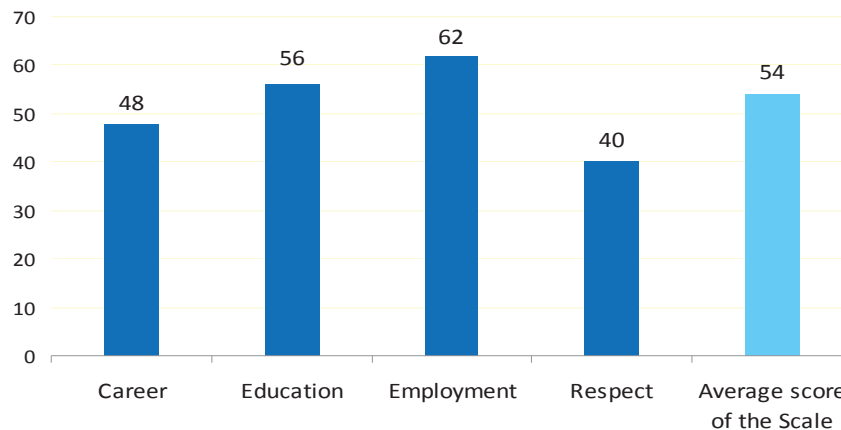
This table reveals the statistical data for the instrumental scale in the motivation test which has a score of 70. The scale comprises four positively items, where the category Strongly Disagree is scored 0 and Strongly Agree is scored 70. There is no neutral value for the scale, but the scores below the category Slightly Agree are negative answers and the values above Slightly disagree are positive answers. The data was analysed and the mean value is $\sigma = 5$ which according to the answer categories is located in the fifth answer Moderately Agree. As it can be noticed the mean value $\sigma = 5$, corresponds to the score 54 out of 70. In this table is shown that there are 298 or 90.09 % pupils who have answered moderately Agree and 34 pupils or 10.01 % who have answered slightly Agree. This result shows that majority of the pupils have stated that they moderately agree with the statement of being oriented by instrumental factors and only 10.01% of them have stated they slightly agree with it.

Table 3. Data results for the Subscale 'Instrumental Orientation`

Alternatives	No. of participants	%	Mean value	Average Scale Score
Slightly Agree (4)	34	10,01	5	54
Moderately Agree (5)	298	90,09		

Chart 2 Values of Instrumental Orientation Scale items out of 70

No.	Individual items for the Scale	Individual values out of 70
1	Studying English is important because I will need it for my career	48
2	Studying English is important because it will make me more educated	56
3	Studying English is important because it will be useful to find a job	62
4	Studying English is important because other people will respect me more if I know English	40
5	Average Score	54

**Figure 3 Instrumental Orientation Scale**

This graph shows the ranking of four items in the Instrumental Orientation scale scored at a value of 70. The items measured the importance of English language for career, education, employment and feeling of respect. According to the graph, the students revealed that the English language is almost highly important for employment reasons, at a value of 62 out of 70. They moderately agreed that English helps them for education reasons. In a lower score students have rated the career reasons and the feeling of respect, which shows a slight agreement of students with the statements that English language helps them to gain respect in social contexts and that it helps to have a good career. The average score of the scale is 54, which stands for a considerable agreement to the fact that students are oriented to English language for functional reasons, such as career, education, employment and feeling of respect.

Conclusions

This study concludes that the level of motivation in English language learning is above average score, 18 out of 30, which stands for a moderate intensity of motivation. The students have stated they are partly motivated in learning English. They have agreed that they are slightly devoted to English tasks and assignments; their work to the language has a low intensity; they prefer to learn only the basics of the language mostly.

The students' interest in learning English for integrative and instrumental reasons is at almost at equal values. They moderately agreed that they are interested to learn the language because of integrative and instrumental orientation. In these two scales, which scored with a value of 70, they have estimated the integrative reasons for learning the language at a value of 51 and the instrumental reasons at a score 54.

They have stated that:

- ❖ Their devotion to english home work is not highly intensive
- ❖ They want to learn only the basics of English
- ❖ They partly agree that English language is their main focus
- ❖ They only slightly agree that English is their only subject of interest
- ❖ They rarely address to friends for vague language constructions

- ❖ They lack the interest for thorough and full English language knowledge
- ❖ They consider giving up if they do not understand the language
- ❖ The feeling of respect is not stimulated by being able to speak English

They have moderately estimated English language for:

- ❖ *Career reasons*
- ❖ *Social interaction*
- ❖ *Meeting people*
- ❖ *Usefulness*
- ❖ *Social importance*

The students have stated that language instrumental orientation is highly important for the following reasons:

- ❖ *Employment*
- ❖ *Education reasons*

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