

# **MOTIVATIONAL FACTORS ON FOREIGN LANGUAGE LEARNING FROM PEDAGOGICAL POINT OF VIEW: A CASE OF ALBANIAN UNIVERSITIES**

Author: Lokman Coşkun

A dissertation Submitted to  
Doctoral School of European University of Tirana  
(UET)

PhD in Social Sciences with the profile of Psychology & Pedagogy

Supervisor's name: Prof. Dr. Theodhori Karaj, Dean of Faculty of Social  
Sciences, Tirana University

Number of words: 67,147

Tirana, May 2015

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## **DECLARATION**

I hereby declare that the present PhD thesis is based on my original work except for quotations and citations which are accepted as a mere formality. I also declare that the thesis has not been previously or concurrently submitted to any Universities or other institutions. The word count is 67,147 words.

## **ABSTRACT (English)**

*This study aimed to describe and examine Albanian's undergraduate & master students' motivation of language materials, motivation of language, language learning approaches, integrative and instrumental motivation towards learning a particular foreign language from pedagogical angle.*

*Students' motivation can be integrative, or instrumental. The motivation of Albanian university students was studied and 1222 students from various faculties at Albanian state universities throughout Albania were selected to complete a questionnaire reflecting their motivation for learning foreign language. A modified 13-item motivational survey adapted from Gardner's (1985, 2004) Attitude/Motivation Test Battery (AMTB) was administered accordingly. Both questionnaire and interview methodology were used.*

*The data obtained through questionnaire and interviews were analyzed by the statistical techniques of descriptive, ANOVA, paired sample T-Tests and Correlation tests. The interviews with well-known academicians were administered by judgment sampling in order to support the questionnaire. However, when compared to hypothesis, some findings in statistical analysis demonstrated opposing results.*

*The results reveal that university students are highly motivated both integratively and instrumentally. It could be said that the Albanian university students were slightly integratively motivated.*

*Also, a communicative pedagogy is seen a good option for teaching a particular foreign language at the universities, because it creates the desire and willingness to communicate and interact with people to satisfy their needs in daily life. This study makes a contribution towards deepening the conceptual understanding of both integrative and instrumental motivation of Albanian students.*

*Eventually, some suggestions related to findings have been highlighted for the lecturers at the end as well, since some pedagogical implications might help tap the students' motivation for better command of a particular foreign language.*

**Key words:** *Student, Pedagogy, University, Motivation, Motivational factors, Foreign language learning, Communicative pedagogy, , Integrative & Instrumental motivation*

## **ABSTRAKTI (Albanian)**

*Ky studim synon të përshkruajë dhe të shqyrtojë studentët dhe të studentët pasuniversitarë shqiptarë, motivimin e materialeve gjuhësore, motivimin gjuhësor, aftësitë gjuhësore, motivimin formues dhe të dobishëm gjatë mësimit nga një kënd pedagogjik veçanërisht të një gjuhe të huaj.*

*Motivimi i nxënësve mund të jetë formues ose i dobishëm. Motivimi i studentëve universitarë shqiptarë u studiua te 1222 studentë nga fakultete të ndryshme të universiteteve shtetërore shqiptare në të gjithë Shqipërinë. Janë përzgjedhur për të plotësuar një pyetësor që reflekton motivimin e tyre në mësimin e gjuhës së huaj. Modifikimi i pjesës 13 të sondazhit motivues Qëndrimi / Motivimi i Test Baterisë (AMTB) përshtatur nga Gardner (1985, 2004) u administrua në përputhje me rrethanat. U përdorën së bashku metodologjia e pyetësorit dhe intervista.*

*Të dhënat e marra përmes pyetësorit dhe intervistës u analizuan nga teknikat statistikore përshkruese, ANOVA, që çiftëzojnë kampionin T-Teste dhe analizat reciproke. Intervistat me pedagogë të njohur janë administruar mes gjykimit të kampioneve të marra për të mbështetur pyetësin. Megjithatë, kur krahasohet me hipoteza, disa gjetje në analiza statistikore demonstrated rezultate të kundërta. .*

*Rezultatet tregojnë se studentët universitarë janë shumë të motivuar bashkarisht për formim dhe dobi. Mund të thuhet se studentët e universiteteve shqiptare motivohen pak për formimin.*

*Gjithashtu, një pedagogji komunikuese është parë si një mundësi e mirë veçmas për mësimin e një gjuhe të huaj në universitet, sepse ajo krijon dëshirën dhe vullnetin për të komunikuar dhe ndërvepruar me njerëz, për të kënaqur nevojat e tyre në jetën e përditshme. Ky studim jep një ndihmesë drejt thellimit të kuptimit konceptual bashkarisht të motivimit formues dhe të dobishëm të studentëve shqiptarë.*

*Përfundimisht, disa sugjerime në lidhje me konstatimet janë theksuar për pedagogët, si dhe së fundi, pas disa ndërlikimeve pedagogjike mund të ndihmojë shkundjen në motivimin veçanërisht më të mirë të diktatit të studentëve të një gjuhe të huaj.*

*Sepse, pedagogjia komunikuese shkakton te studentët besim në detyrën për të arritur mënyrën e tyre të të nxënës dhe veçmas ndërmarrjen e ndërgjegjësimit të studentëve në progresin e tyre demonstruar në mësimin e gjuhës të huaj.*

**Fjalët kyçe:** *Student, Pedagogjisë, Universiteti, Motivimi, faktorët motivues, Pedagogjia komunikuese, mësuar gjuhë të huaj, motivimi instrumental, motivimi integruese*

## **DEDICATION**

*I dedicate my dissertation work to my family including my wife Ayşe and my beloved children;, Mustafa, SungurAlp, and Ridvan due to their spiritual support and kindness all the time which helped me too much to overcome the difficulties during my PhD study. In fact, our togetherness encouraged me to pass those hard and difficult days. Also, their patience made everything possible at home and their understanding filled my heart love towards them and also helped so much pass those hard periods smoothly.*

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*Firstly, my special thanks go to my supervisor Prof. Dr. Theodhori Karaj who has guided me in right and fruitful way to make my study a success. Secondly, my heartfelt thanks go to respected academics in UET, who have guided me in a promising way how to write a better academic conference paper and an academic journal paper very rigorously in order to make it a success as well.*

*My advisor contributed to the writing of this thesis and the writings of different academic papers made sense and became invaluable for my bright academic career. His positive ideas, various comments, and constructive criticism not only encouraged me but also enriched the overall contents of my present dissertation and I am sure his sincere considerations and his helpful guidance for my academic life became a model. He formed me a model of successful academician. I really appreciate him about his time, since he allocated time to meet and discuss with me about possible corrections and related comments in my thesis.*

*Lastly, my heartfelt gratitude goes to my wife who helped too much to keep expenses of the kitchen to some extent which made my yearly installments of PhD to the university possible throughout my course of study. I am sure without her frugal approach for kitchen expenses during the three years, it would be impossible for me to maintain it.*

*Tirana, May 2015*

*Lokman Coşkun*

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## **LIST OF ABBREVIATIONS**

LA (Language Aptitude)

ID (Individual Differences)

INTO (Integrative orientation)

PaL (Personality and Learning)

INSO (Instrumental orientation)

FLL (Foreign Language Learning)

L1 (Language one, mother tongue)

LDP (Development of Personality)

LLS (Language Learning Strategies)

LAD (Language Acquisition Device)

EFL (English as a Foreign Language)

ICT (International Communication Technology)

AMTB (The Attitude Motivation Test of Battery)

ARCS (Attention, Relevance, Confidence, Satisfaction)

21 century classroom (internet & computer based-classroom)

IISES (International Institute of Social and Economic Sciences)

INTCESS (International Conference on Education and Social Sciences)

## **CHAPTER 1: INTRODUCTION**

This research provides considerable amount of information regarding motivational factors on foreign language learning. Actually, different age groups, and environments for learning may require different motivational factors. Accordingly, this study presents many features of motivation regarding Foreign Language Learning (FLL) at Albanian public Universities.

Thus, it aims to discuss correlation of motivational factors with language learning in terms of pedagogy.

Therefore, this research involves brief information about pedagogical approaches and preferences regarding university students and the adult students in particular, since the learning process for adults appears differently, also should be set up in mind especially by a lecturer (teacher) through taking into account the learning needs of those particular students.

One of the differences is the age of the students, as differences in ages display different needs, cognitive skills and competences. When observed in terms of academic ability, children achieve learning through play, however adults learn through abstract thoughts in general. The present study employs the students with the age group of 18 to 25 who study in bachelor and master in the Albanian public universities.

Many students want to learn various foreign languages around the world. But, what makes them learn the languages, what causes them to pay considerable money for learning any particular language, and what makes them use effort & spend time for learning a particular language as well? To identify the factors that make the students learn a foreign language is essential for the present study.

To be successful and to reach learning outcomes; gender, achievement, and age play important role for learning a language as well. Not only these factors but also priorities and learning strategies of materials appear to be essential for the learning environment. This present study aims to offer a suitable pedagogy as well for better command of language learning. At the same time, this study takes into account female and male students equally in university environment.

From pedagogical point of view, lecturers (teachers) know how to take into account various features of both students' (learners) good performance and the lecturers' teaching performance during learning process, since lecturers' performance is known by their pedagogical approaches. If attention span of students is regarded, young learners can feel bored easily and definitely constant change in the activities is needed to attract their attention on the subject matter continuously. This study especially focuses on adult students in terms of foreign language learning.

Also, if the students are young, then, teachers should include extra activities in their annual plans, as many as possible, since their students are fast finishers. Whereas, attention span of adult students is longer and some activities are enough for them to understand subject matter. Accordingly, a right pedagogy appears to be a requirement for better learning environment at the university environment.

In addition, young students are physically inclined, and all their senses are stimulated with various stimuli in learning environment. Hence, their activities are needed to be movement-based for better performance; the adult students are stimulated with knowledge and information-based learning environment.

This research widely includes another important factor as motivation which really affects how to teach well and accelerate performance. So, both young students and adult students need to be motivated in FLL (Foreign Language Learning) environment. To teach successfully, it is imperative that all the students must perform their utmost in FLL environment. Of course, there are certain factors that increase performance of the students. As it is mentioned above, motivation is one of them and quite indispensable for higher performance of students.

To support the development of learning process, teachers need students who are motivated, and enthusiastic, however these students should recognize their needs and take responsibility for learning as well. Also, students are supported by the teacher in their various roles and at different levels in terms of pedagogical preferences. Furthermore, teachers recognize that student motivation is important for the continued growth of learning. Because, motivation stands for encouraging students to take more initiative and interest and responsibility in the activity assigned.

Motivation may stem from personal interest or from praise and reward. Lecturers know that a motivated student will work harder and achieve greater output in less time; He/she appears as an asset for creating a positive atmosphere in learning environment as well.

Therefore, motivated students help the lecturers to use time efficiently and reduce time-killing. The motivated students require less supervision and demonstrate more enthusiasm in his/her learning than the others. Also, the motivated students are likely to take more responsibility for their learning due to positive side effects of motivation.

Students are motivated by many non-financial factors other than rewards that motivate students in both their personal lives and in learning environment. Those factors cause students to improve and demonstrate student's skills for positive outcomes. One such factor may appear in learning environment to improve personal skills, or another factor may reveal itself in the society to serve people. For instance, a student may be motivated to be a professional writer not because of the money but because he/she loves to be an author. Here, contentedness plays a very important role for high level motivation in student learning.

From pedagogical point of view, teachers/lecturers know how to create a good teaching environment where students feel valued, most of the time through increased communication channels and also by being asked for their opinions. Student motivation is also likely to be higher if the school administration can contribute for the betterment of its teaching staff through training and development. Definitely, this enhances their knowledge, skills and their sense of satisfaction and enthusiasm for teaching as well.

Motivated students in FLL environment have greater concentration and are less likely to disturb class mates, or get involved in improper activities. Those students are also likely to take greater responsibility for learning and have less absenteeism and also they contribute too much to the learning process in terms of learning smoothly.

On the contrary, when an unmotivated student is considered, it will be the opposite; students can get dissatisfied with their role in the learning environment. Therefore, the side effect of this attitude can negatively affect not only the quality of the learning and his/her classmates in the learning environment, but also the efficiency of the lecturers might come down while carrying out their respective teachings.

Motivational factors can affect learning with both intrinsic and extrinsic motives that are essential in FLL environment. When intrinsic motives are considered, human beings demonstrate desire to do something internally. In relation to this; firstly, intrinsic motivation is defined as something that gives pleasure to students. Secondly, it is considered right thing morally, and also develops a certain skill due to desire stemming from inside as respective people. Others have also acknowledged that the intrinsic motivation is more effective than extrinsic one.

On the other hand, the extrinsic motives involve reward, money, good grades that can influence students to perform the task in a positive fashion. Therefore, external preferences must also be considered in terms of good performance in FLL environment.

These motivational factors can escalate performance of students. And, it is indispensable for the performance of particular students. This research delves around the phenomenon of motivation from pedagogical point of view. The core purpose of this research is to explore factors that motivate students in FLL environment at the university level and a correct pedagogy that can contribute this learning process fruitfully as well.

Actually, internal or external factors may motivate students to change or develop their actions. Thus, it is worth of considering those factors through inquiries of how and why those particular factors influence the whole learning process, then accordingly suggesting required and needed learning preferences for motivation of respective students for learning materials because of their needs and interests.

In foreign language learning process, it is essential to attract attention of the students who want to learn language through various motivational factors, and to know their needs and interests with the help of strategies stemming from true pedagogy. Thus,

lecturers can design their teaching materials in order to satisfy the particular expected needs.

In this study, the researcher treats the adult students who study at different faculties of the public universities. The students learn at least a particular foreign language which is likely to be necessary for their future. For that reason, they pay much money for educational fee, and they also spend ample time and effort for learning a particular target language. As a matter of fact, Albanian students must enter Matura exam in a foreign language before university entrance and the bachelor students must take internationally recognized tests before masters as well.

Therefore, this study investigates language learning motivation in Albanian public universities, it is a case study of adult language learners, and it is likely to be generalized for the whole Albanian adult students, since most of the students study in public universities. But not for the young students who study in primary and secondary schools. Actually, motivations of language learning vary due to the gender, age, and achievement approaches.

Day by day, foreign language learning, especially English language learning becomes compulsory for Albanian students by dint of global world. In addition to that, the governments put it in their school curriculum as being educational policy in order to prepare their future generation as language speaking in accordance with global change and requirement of future life expectations.

Especially, English language becomes the medium of instruction in many colleges and universities. Therefore, the students who study at the universities pay more attention to



learn not only English but also various foreign languages due to its necessity in their proficiency and academic career.

Particularly, students learn a foreign language because of integrative and instrumental orientations. Albanian adult students show positive approaches towards learning foreign languages due to instrumental motivation and integrative orientation. Many students choose at least one foreign language as compulsory subject at the universities. So, we need to clarify firstly, the motives of the adult students who wish to learn a particular foreign language and secondly the motivational factors which explain those reasons for learning languages.

Motivation of learning languages might be related to academic success that brings status in the society. Or, the students can go abroad to earn more money and to have a better life. Therefore, the adult students may wish to learn various foreign languages due to their utilitarian benefits to the lives of respective students in their future.

Learning preference is determined by two types of properties intrinsic elements and extrinsic symbolic content. Intrinsic elements pertain to yourself, since you want to do something, because of internal stimuli. Extrinsic symbols pertain to symbolic value, for example, the others make you do something. According to current study, the extrinsic symbols affected taste judgments to a restrained extent.

The present study indicates that both intrinsic and extrinsic factors are important in foreign language learning. In turn, in motivating students, communication plays an extremely important factor. So, it might be through various discussions with teachers, such as school intranet, newsletters, mails, face to face discussion or formal structures such as appraisals.

With the aid of a right pedagogy, teachers need to promote motivation through its many useful and beneficial promising opportunities. For that reason, FLL environment requires an atmosphere to gain the hearts of the students and to channelize them to success-oriented path which will be right decision to improve students and get learning done efficiently. Every student needs motivation to learn a foreign language well within the FLL environment.

To clarify motivation thoroughly, it is essential for lecturers (teachers) to know the following motivating and demotivating factors, since those factors guide the lecturers how to motivate the particular students in a positive way and to make them avoid any possible demotivating situation as well.

Firstly; Maslow (1943) states the basic needs for human motivation that are taken into consideration. As Abraham Maslow states that humans are motivated by five essential needs and demonstrate these needs through the pyramid 'hierarchy of needs'.

Secondly, Mayo (2014) expresses about the Mayo effect that stands for low motivation, because of boredom and repetitiveness of tasks. As lecturers, we can improve motivation through making students feel important, acknowledging their overall social needs, and imparting them a degree of freedom to make choices, but by which way and with which pedagogical approach we can overcome this problem?

Thirdly, lecturers take into consideration the Two-Factor theory of motivation developed by Herzberg. According to him, the factors were the true motivators or satisfiers and hygiene factors. He also demonstrated that students as human beings are motivated by many different factors, since every student is an individual, with different needs and aspirations. Motivation of the students will increase, provided that there is a personal

development plan which regards recognition of student abilities and success, as well as potential development during the learning process (Herzberg et al, 2011). Thus, which pedagogy can help more to satisfy the expected needs of the students?

Studies of motivational factors which include external reasons indicate that these extrinsic factors have less influence on students due to their short time effects for the performance of the students. On the other hand, because of personal enjoyments and desires, the students are motivated by internal and external reasons, since they enjoy and like to do those things and they would like to reach diploma or money related things. Mainly, their personality features are influential on those reasons. The students are motivated by both instrumental and integrative orientations for learning a foreign language. However, a correct pedagogy appears essential for designing teaching/learning materials for higher performance of the students.

Fourthly, to identify and develop motivation, it is definitely essential to recognize the nature of students. In this regard, McGregor (1944) called his theory as Theory X and Theory Y is helpful and beneficial to grasp the core reasons behind human behavior. According to Theory X, human beings are lazy and unreliable by nature, so, self-motivation is not possible for them.

That's why, a lecturer needs not only to show supervision on students but also to convince, punish or give rewards such students in order to reach educational objectives. But according to theory Y, human beings are not lazy and unreliable by nature; they can take responsibility and be creative at work. Then, it is related to teacher how to unleash the potential of the students through using pedagogical preferences in order to have motivated learners in FLL environment at the university.

Fifthly, Kovach (1995) mentions the importance of Mc Clelland's Manifest Need Theory of Motivation, for it is related to environment and its impacts on the individual. An individual has some certain needs which are acquired and learned socially when the individual interacts with an environment which requires communication between people. Those needs can be categorized as (a) Need for power, (b) Need for affiliation, and (c) Need for achievement. The first desires to control and influence the behavior of other individuals, and it can appear positive and negative use of power. The latter wants to establish close relationships, for it creates a sense of belonging to the environment and groups. The last desires to exhibit his superiority over other individuals in a competitive environment, therefore it can be used effectively for progress.

In this research, through the questionnaire, the students were invited to take part in a motivation survey and to determine their views on almost every aspect of FLL. Thus, the outcomes from the survey are likely to help lecturers make sure that they are offering the right things to their students to keep them motivated.

With the help of interview questions and discussions among various well-known academicians, we can give some details of the motivational factors that motivate the adult students for learning language. If the students learn a foreign language, it provides them more opportunities to meet and communicate with various people.

It stands for that the students are more motivated to learn language because of instrumental reasons such as; academic success, earning more money, finding better job, and social status. In language learning process, in case, the students demonstrate less motivation and interests that is related to their expectations, needs, and target reasons. So,

what kind of pedagogy the teacher needs to use to overcome this problem at the university level?

We cannot explain the whole factors of motivation, but the aim is to give ample explanation about motivational factors in general and to give due details about language learning motivation through quantitative and qualitative data that include instrumental and integrative orientation. We mainly focus on adult university students, partially on the factors of culture, society, and psychology that influence the students in language learning process.

So far, there has never been any investigation on the motivations of Albanian university students who learn foreign languages. Therefore, some questions are necessary to be answered for better understanding of the motivational factors of Albanian people. The questions might be as follows; what is the difference between motive and motivation? How do we explain motivational factors? What does it stand for? Which motivational factor is more effective on Albanian adult students for language learning? What pedagogical approach can help the lecturers for smooth foreign language learning at the university level?

The main reason behind choosing this topic is curiosity to know how a lecturer motivates his/her students for FLL. Today, FLL becomes a must and even a foreign language like English take place as the medium of academic teaching/learning in many universities around the world, and there must be some factors that motivate students in achieving the goals of FLL for better command of it at the universities.

This research will put forward detailed information and knowledge through the following topics: firstly, imparting enough information in relation with motivation.

Secondly, explaining the impact of learning theories. Thirdly, describing different motivational factors and overall view regarding those factors. Fourthly, discussing about why, how and when does appear and is needed the implications of motivational factors.

Fifthly, clarifying which components affect the implication of motivational factors. Lastly, main motivational factors such as; integrative and instrumental orientations through which students aim to learn a particular foreign language. Depending on the culture, some students might be “more open to other ethnic, cultural, and linguistic groups than others, and this openness could influence their motivation to learn the other language. Perhaps it is the case that some individuals do learn another language in order to integrate with another culture” Conversely, some students consider “their own ethnolinguistic heritage is a major part of their sense of identity would be low in integrativeness; those for whom their ethnicity is not a major component, and who are interested in other cultural communities would be high in integrativeness” (Gardner, 2005). Additionally, the present study offers a correct pedagogy for overcoming motivational problems of adult students.

The questionnaire was done through quota and randomly samplings in Albanian public universities concerning motivational factors, foreign language learning motivational orientations both instrumental & integrative, language skills, language materials and language motivation. It was also considered to find out a correct pedagogy that motivates university students for learning a foreign language better, clarifying motivational factors and giving more details in this regard. 1222 questionnaires were used for the analysis to make clear about the elements of foreign language learning in terms of integrative motivation & instrumental motivation.

This research contributes to the theoretical foundation of motivation regarding Albanian university students in terms of FLL and enriching this field through identifying and introducing the nature of Albanian university students, offering a favorable pedagogy of teaching Foreign language, and also to some extent, making known the features of Albanian culture and their language learning reasons and skills with the aid of this English-written dissertation to the world.

### **1.1. Theoretical framework**

In this study, the researcher treats the adult students who study at different faculties of the public universities. The students learn at least a particular foreign language which is likely to be necessary for their future. For that reason, they pay much money for educational fee, and they also spend ample time and effort for learning a particular target language. As a matter of fact, Albanian students must enter Matura exam in a foreign language before university entrance and the bachelor students must take internationally recognized tests before masters as well

This research contributes to the theoretical foundation of motivation regarding Albanian university students in terms of FLL and enriching this field through identifying and introducing the nature of Albanian university students, offering a favorable pedagogy of teaching Foreign language, and also to some extent, making known the features of Albanian culture and their language learning reasons and skills with the aid of this English-written dissertation to the world.

In the present study, the researcher aimed to investigate motivational factors in terms of foreign language learning in university environment. He used a theory of operant conditioning which is about an observable behavior and what stimulates & increases a

particular behavior. Because it is related to a reinforcement. Skinner calls it as “operant behavior” (Skinner, 2004). B. F. Skinner an American educator used rats and pigeons in order to make an experiment on extrinsic motivation and its relations with behavioral reasons. Operant conditioning causes learning with the aid of positive and negative reasons that are known as; external motivators (rewards) and negative incentives (punishments). When compared both of them, rewards are more effective in cultivating good behavior than negative incentives (punishments) (McLeod, 2015).

Also, the researcher used Gardner’s socio educational model that involves language learner differences (ability), attitudes, their social & cultural backgrounds and also their second language achievement taking place in classroom environment. He expresses the importance of integrative, instrumental motivation and attitudes towards learning environment and also individual abilities. Because, “integrativeness, reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community.” And “an openness to the other community” Also, “there may be instrumental factors contributing to motivation”. And “individuals might well want to learn a language for purely practical reasons” “Attitudes toward the Learning Situation, involves attitudes toward any aspect of the situation in which the language is learned.” “The bidirectional arrows linking integrativeness to Attitudes toward the Learning Situation and also to Instrumentality are meant to indicate that the two pairs of constructs are expected to be positively correlated with one another” Cultural background influences the attitudes of the learner towards a particular language as well. Actually, “some cultures accept learning more than one language as a simple fact of life; others consider it a relatively rare and difficult event” and “learning a second language involves taking on the behavioural



characteristics of another cultural group of people, and that this has implications for the individual” (Gardner, 2001, pp. 1-3).

Both familial and cultural background can also cause to learn a foreign language, for the particular culture itself expect everyone to learn it or “from a family where most other members have been successful in learning the language, it is likely that this background will foster greater levels of success” or vice versa. Because, these variables reflect social milieu (Gardner, 2001, p. 4).

According to Gardner (2005, 2007), “the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive effect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).” We should know various motivations in language learning described as ‘motivational constructs.’ which are “integrative-instrumental dichotomy (or even the intrinsic-extrinsic one)’ the latter is ‘language learning motivation and classroom learning motivation” (Gardner, 2005, 2007).

In this study, these two ‘motivational constructs’ are regarded in details to clarify the dissertation topic. But, language learning motivation in learning environment (classroom) is relevant to this study in particular with the aid of pedagogical preferences. In fact, “in a very real sense, one cannot distinguish between the two types of motivation. They operate on the individual at any given time, but it is meaningful to consider that both of them are operative” (Gardner, 2005, 2007). The approaches of Zoltan Dörnyei such as; “motivation is responsible for determining human behavior by energizing it and giving it direction” help the researcher identify the significant of motivation (Dörnyei, 1998).

In relation to both integrative and instrumental motivation, the Attitude/Motivation Test Battery was used by Gardner as a research instrument that involves “attitudinal/motivational characteristics, and the relation of attitudes and motivation to classroom behaviour”. According to Gardner, it gives “a reliable and valid index, however, of the various attitudinal/motivational characteristics which researchers may wish to investigate in many different contexts” (Gardner, 1985, 2004).

On the other hand, pedagogical procedures have considerable impacts on language learning achievement and motivation. Whenever an individual completes a foreign language learning process, that achievement of language will make him not only use of the particular language and also provokes the willingness to communicate (Gardner, 2001, p. 4).

Moreover, According Bandura, people have capability to demonstrate their thoughts and attitudes (behaviors), whenever it is needed for them. Thus, “through reflective self-consciousness, people evaluate their motivation, values, and the meaning of their life pursuits” (Bandura, 2001). Lastly, As Parikh (2000) states that “Communication is the mere transmission of information”. He emphasizes that “A communication is a special type of information flow between agents. Indeed, it is the type of flow that language makes relatively easy to accomplish.”

In order to have better communication with the particular student in university environment, it is a requirement to make a suitable distribution of motivation with the help of a correct pedagogy. Thus, the lecturers (teachers) can apply this correct pedagogy for solutions and at the same time with the help of strategies coming from that pedagogy are

likely to improve students' motivation in order to increase students' achievement and performance in a particular foreign language learning process.

For that reason, it can be said that communicative pedagogy enables “students to acquire second language comprehensively and to improve cognitive language proficiency profoundly.” When two effective instructional strategies are considered which are known as “teaching with cooperative learning and teaching with feedback, support the student-centered approaches as their goals are consistent with these approaches?” Eventually, it is lecturer's role how to motivate the students to learn a particular foreign language effectively and the motivations especially the “motivation in communicative approaches satisfies students' psychological needs” (Luo, 2013, p. 31).

## **1.2. The Research Problems**

Learning environment plays an important role in terms of information and education infrastructure of society. In fact, many such environments include public & private education, as part of their mission they make service for their respective students.

However, according to the research, how, what, and why Albanian university students learn a foreign language in this environment, and it is also definitely a mature stage of development. Because, first of all, for Matura students in Albania, three exams are a must and those students must take one of the “subjects of state graduation exams include(s): foreign language.” According to (Article 102 of the Constitution of Republic of Albania, the law NR. 69, dated 21.06.2012 “On university education system in the Republic of Albania” decision of the council of ministers NR. 78, dated 08.02.2006 “On the establishment of the test and examinations in public universities”, as amended, and the

Council of Ministers decision TD, NR. 1013, dated 10.12.2010 “On establishment of the National Agency Examination” (APK, 2012).

Secondly, for MA and doctoral studies in Albania, the “students of this study program must give the exam of English language on the basis of the internationally recognized tests”. According to (Article 26 of the higher Education Law, number 9741, 21.05.2007, amended, number 9832, dated 12.11.2007 and number 10307, dated 22.07.2010 (Mash, 2010).

Therefore, learning English as a foreign language is considered as a must for bachelor students who want to complete their studies at the universities, since three years of study at the universities may not be enough for finding jobs. Thirdly, in university curricula in Albania, the students must take English language as compulsory subjects for one year.

Motivation absolutely plays a very important role in a formal environment that influences choices of the students related to the effort they should give to their participation, learning, and to what extent they should attend to, and also whether they take pleasure from learning experiences. It is not easy to motivate students in a formal environment (university), since we do not know that students come to classroom with motivation or deliberate intention to learn.

Besides, motivation is an important factor that helps students to achieve objectives in future career. It is a robust incentive of the learning means through which students reach their educational aims and objectives. FLL Albanian students at the university level are various and we need to know what motivate them to learn a foreign language at university environment.

In contrast, if those factors affecting Albanian students' FLL success were identified in university environment, it would create possibility for lecturers to enhance students' FLL achievement in order to send more students to universities at home and abroad and to give contribution for the integration of Albania with Europe and the world.

Naturally, each student's success is different in FLL. To improve their language learning, it is better to identify which motivational factors: instrumental or integrative motivation encourage them to learn foreign language learning. So far, it is unknown whether this population is motivated instrumentally or integratively and also which pedagogy motivates better. Therefore, it is needed to be investigated among them.

Eventually, the present study focuses on the following factors such as; intrinsic & extrinsic motivation, integrative and instrumental motivation, then language materials, language skills, a correct pedagogy and also the motivation of foreign language learning. This study investigates which motivation has more influence on Albanian university students in terms of FLL language achievement in universities. For that reason, the following problems are considered for the present study.

1-Which ways (instrumentally or integratively) are the Albanian university students motivated while learning a foreign language?

2-Which language (English or Italian) motivates the Albanian university students while learning a foreign language?

3-Do the Albanian university students learn a foreign language more easily through Courses with Computer-Internet-based technology or courses with books while learning a foreign language?

4- Do Albanians have rather personal interests for language acquisition or parents set a good example of language acquisition?

5-Which pedagogy is more efficient at the university environment while learning a foreign language?

### **1.3. Purpose of the Study**

This study is important because it creates awareness for students, lecturers, teachers, and researchers in order to identify which motivational factor affects learning a foreign language. With the aid of this study, we learn that Albanian university students are motivated instrumentally or integratively and they join lectures to attain better proficiency in a target language.

If we know which motivation is more effective that enhances the students' attention in learning a foreign language, we can foster and arouse them to achieve successful foreign language proficiency? Then, the teaching approach of FLL can be suggested for teaching better command of a target language.

Besides, the study provides evidence related to meaning and importance of motivational factors on university students, thus, the research supports the need for further development of motivational factors in terms of pedagogy. It explores the features of Albanian university students and variations in motivation, and then contributes to the development of theoretical principles for FLL learning process.

The study investigates motivational process and its impact on students, so encourages students and facilitates learning for better command of a particular foreign language. Eventually, the research presents educational experiences in terms of pedagogy which meet the needs of university students in terms of language learning.

Eventually, this study focuses on mainly the external and internal reasons of motivation for learning a particular language. And, it finds out the main reasons & goals of students foreign language learning motivation such as integrative and instrumental. The main purpose of the Integrative & instrumental motivation towards foreign language learning is to learn feature of each motivation in order to encourage students to maintain their efforts & performance.

Lastly, the present study aims to study and enlighten the hidden reasons of foreign language learning in order to increase their efforts and performance towards it in university environment. It also aims to find out more motivating language (Italian, English or the other foreign languages), and more motivating materials (computer internet-based or book-based) and to find out more effective language learning approaches (personal or as parents set good example), and more effective pedagogy (communicative or others) in university environment, since a correct pedagogy can guide the lecturers in a positive way.

#### **1.4. Assumptions**

This study focuses on students who are mediocre learners of Italian and for that reason they have skills and experience in foreign language learning to some extent. Therefore, the study focuses on motivational factors not background of the students, and gives preferences and details how much those motivational factors contribute to learning a foreign language.

The study considers some assumptions as follows: firstly; the learners are motivated to learn a foreign language.

Secondly; the students are influenced by instrumental orientation. Thirdly; some students might be influenced by integrative orientation. Fourthly; the students enjoy

learning a foreign language. Fifthly; the students already have some experience for learning a foreign language like Italian.

### **1.5. Hypothesis**

H1-Albanian university students are motivated more instrumentally than integratively while learning a particular foreign language

H2-Albanian students are more motivated to learn English than Italian.

H3-Albanian university students learn a foreign language more easily through Courses with Computer-Internet-based technology than courses with books.

H4-Albanians students have rather personal interests for language acquisition than as parents set a good example of language acquisition.

H5-The communicative pedagogy is more efficient than other Pedagogies at the university environment in particular foreign language learning.

### **1.6. Limitations of the Study**

The present study was conducted in an appropriate time on the students of public universities in relation to motivational factors in Albania, when the students did not have any exams and mid-terms. The target participants were 1222 bachelor and master students enrolled in the state universities during spring season in 2014.

The findings reveal that the present study reflects the motivation of Albanian university students. It can be generalized for the whole university students of Albania, since % 90 students study at the state universities.

But, it cannot be generalized for primary and secondary school students. In this study, it was difficult for the researcher to find out the reasons of following factors such as;



intrinsic & extrinsic motivation, integrative and instrumental motivation, then language materials, language skills and also the motivation of foreign language itself.

However, the questionnaire conducted with the students and the interviews made with the academicians helped the researcher to understand thoroughly about what was happening during teaching/learning a particular foreign language and also the lecturer's overall judgments and perceptions regarding students' performance in this process.

Both the questionnaire and the interview helped too much for the study, but some answers did not help amply for this research in order to support the findings.

### **1.7. Overview of the Study**

This present study compares personal, cultural, or environmental factors of motivation, and investigates the motivational factors in general, the instrumental & the integrative motivation in particular among Albanian university students of FLL in university environment.

The study intends to see whether the Albanian university students are instrumentally or integratively motivated to learn a foreign language, and how those motivations and the students' achievement in foreign language learning are related in terms of pedagogical perspectives.

Besides, this study suggests a language teaching pedagogical approach for Albanian university students how to teach those students in an easy and fastest way.

The next chapter consists of reviews of relevant studies conducted over the last thirty years, and chapter 2 clarifies learning, learning theories, language learning, and learning environment in part 1. Also, in part 2, this chapter expounds motivation and motivational theories.

More than that, in part 3, it treats language learning in formal environment, motivation in formal environment, and different aspects of motivation. Lastly, chapter 2 in part 4 gives enough details about language and pedagogy relations for finding right pedagogy for language learning. Chapter three involves the historical context regarding integrative and instrumental motivational researches up to today.

Chapter four explains the methods & methodology used in the study. It illustrates the procedures, the participants, and the instrument of the study. Chapter four includes how the data was analyzed and presents the study findings.

Regarding chapter five; firstly, the whole descriptive & inferential statistics are treated. In chapter 6; discussions about each hypothesis are presented in order to clarify each research question to this end. Lastly, chapter 7 includes the outcomes of the study and the interpretations of the findings are suggested. Eventually, the study offers some implications of the present study and mentions some suggestions for further studies as well.

## **CHAPTER II: THEORETICAL STRUCTURE & ANALYTICAL MODEL OF THEM**

The literature related to motivational factors in respect of student participation in learning environment has been many. Many researches focus on factors that motivate students in second language learning, overall information in relation to motivational factors, learning theories, and pedagogical preferences that are required for emergency plans in case of different obstacles. So far, past researches have shown varying degrees of student motivation for participation in learning environment.

The literature in this chapter presents the motivational factors students possess in their desire to participate in FFL learning at the university. The existing literature consists of extensive knowledge and information concerning learners (students), motivation, learning environment, foreign language learning and pedagogical preferences. In relation with learners and motivation, Dörnyei (2005, p. xi) says that a “language learner characteristics, or individual differences (IDs). The “individual differences are characteristics or traits in respect of which individuals may be shown to differ from each other.” adds that those differences comprise sheer distractions to their efforts. Because, this difference is known through comparing natural sciences and social sciences and states that because of the existence of individual differences, these sciences differ from each other (Dörnyei, 2005, p. 1).

When learning takes place in learning environment, it is the teacher (lecturer) and students who fill in the classroom and create a social entity. We observe those differences not only in learning environment and physical appearance but also in personality. Apart from that, the “personality appears to play a major role in influencing our behavior.” In

fact, individual-difference variables” change from person to person and appears as “intelligence.” therefore, the importance of strengths, weaknesses, and preferences of the learners in terms of personality in educational psychology. And also “individual differences in psychology have been equated with personality and intelligence” (Dörnyei, 2005, pp. 4-7).

Regarding the relationship between mood and performance, “on the one hand, moods can interfere with task processing and can impair performance; on the other hand, moods can also energize and mobilize processing.” It is essential “to investigate the DP (development of personality) and “it is evident that the potential determinants of an adult’s personality include both environmental factors related to the nature of the home in which the person was raised as a child, and biological factors related to hereditary factors associated with the genetic make-up” determines (Dörnyei, 2005, pp. 6-14).

Apart from that, agreeable students go to learning environment (classroom) more regularly than less agreeable students, and also more demanding participation in the course element. Moreover, the “students relatively high on agreeableness should thrive when instruction and assessment occur within social interaction, while those lower in Agreeableness should fare better in educational settings where students are less socially interdependent (or are even negatively interdependent)” (Dörnyei, 2005, p. 22)

But there are also extraverted and introverted students. The introverts can face difficulties with increased pressure because the stimulation level goes over their optimal level, also reduces the automaticity of speech production. When their speech slows down, they start hesitating more often, they are liable to make more errors, and they cannot produce speeches of great length.

On the one hand, extraverted FFL speakers are inclined to use colloquial words generously whereas introverted are likely to avoid them. On the other hand, learning-by-doing or talking-to-learn seem to speak about more easily concerning the introvert (Dörnyei, 2005, pp. 26-27).

Besides, personality characteristics play important role to understand preferences of students of science from pedagogical angle, unconsciously language teachers and text writers can plan programs for students of their own kind. “First and foremost are the learners’ age and gender. Both variables have been shown to play a significant role in affecting language learning success and there is a considerable amount of literature on them” (Dörnyei, 2005, p. 8).

Learning environment (classroom) takes an important place for students through which they get information, share ideas, and prepare themselves for future of the existing society.

The issue is treated from a number of various theoretical angles, through the aid of different disciplines such as psychology, pedagogy, education, and language studies.

- Part one two focuses on the nature of learning, differences between formal and informal learning environment, types of learning, learning theories, language learning, role of language, different approaches to learning, necessity of communication, meaning and interpretation, and role of communication in learning, and also necessity of motivation in learning environment.
- Part two expounds motive & motivation, features of motivation, importance of motivation, needs of motivation, Gardner’s socio-educational model, theories of

motivation, the challenges of motivation, and importance of motivation in learning environment as well.

- Part three gives details about the role of motivation in learning environment, affective learning, importance of motivation at all stages of learning, cognition & learning, different aspects of learning such as; psychological aspects, situational aspects & pedagogical aspects, personal goals as motivational factors, and also capability beliefs as motivational factors in learning environment.
- Part four clarifies what is pedagogy, importance of pedagogy, important strategies to know the scope of pedagogy, developments of professional teaching, developments of the class culture from learning, needs of pedagogy, what is language, culture of language classroom, Importance of pedagogy in language teaching/learning, how to orchestrate all the different aspects of pedagogy, language pedagogy.

## **PART ONE: LEARNING IN FORMAL ENVIRONMENT**

### **2.1.1. Introduction to Part One**

The meaning of learning is that firstly, ‘knowledge acquired by systematic study; instruction or scholarship’, secondly, ‘the act of gaining knowledge’, and thirdly, ‘the modification of behavior through practice, training or experience’ (learning). The benefit of learning for future is undeniable. Because, the knowledge we have today is passed from generation to generation by cultures and the word of mouth. This knowledge becomes the basis for many activities in the society especially the education.

New generation will have a broad knowledge about life and for living sustainably with the aid of education. However, there are different types of learning, such as; Formal, Informal (incidental), Non-formal, Informal (media-based). Actually, informal learning is the original knowledge with the help of practical everyday life aspects, but formal learning is abstract knowledge through academic ways of learning.

This present study considers the formal learning as theoretical framework and encourages lecturers (teachers) to gain enhanced knowledge for formal learning environment, and also provides ways of foreign language teaching and learning formally by considering relevant knowledge and skills.

Lastly, it brings forth the benefits of motivational factors in formal language learning environment and demonstrates the importance of background knowledge of the students to be aware of their capabilities in terms of language learning, and also offers some implications concerning teaching and teachers in order to provide better command of language learning outcomes.

Formal learning takes place in a controlled and structured environment at any institution. The particular institution creates environments or situations where formal learning occurs between learners. The formal learning is related to training programs or written procedures.

Actually, the importance and benefits of formal learning environment makes itself felt, when a huge numbers of learners participate in the same learning process at the same time. The formal environment itself enables students to have knowledge and information which will be essential for their respective future job.

Moreover, the formal learning environment makes the ways how to use various methods in order to acquire all learning styles that comply with adult learning principles. So, firstly, it is necessary to know the details of the nature of learning environment in order to acquire a communicative environment.

The next section will examine the nature of educational (learning) environment. Because in it, pedagogical perspectives enable teachers to make the learning processes a success overall.

### **2.1.2. The nature of educational learning environment**

Learning occurs in various ways and especially environment has an influential role in it. But what kind of environment teachers need that creates a positive atmosphere for the good of the students.

Teachers know that their students learn in various ways which are partially dependent on different types of learning environments. The influence of learning environments may make itself felt in students' motivation and ability to learn. Every learning environment has its respective feature, and contributes to students' learning



accordingly. The learning environments are school classroom, outside setting, home schooling, and computer & internet-based (21 century) classroom. However, this study considers computer & internet-based (21 century) classroom. These classroom environments offer interactive and visual presentations. They facilitate networking, problem solving research and collaborative discussions. They also help teachers to bring the latest ideas and views related to their lessons (Robin, 2008).

Besides, classroom environments meet various needs of diverse learners, since they make way for a student-oriented approach. Thus, students show their tendency for learning/teaching materials more willingly than memorization. This environment can also motivate the uninterested learners.

On the other hand, communication plays a very important role. For useful communication, the classroom environments multiply opportunities for communicative activities. Except the classrooms, the students are able to communicate not only to local people but also native speakers around the world via internet. Thus, it is better to know the difference between formal and informal learning environment.

### **2.1.3. How formal learning environment differs from informal environment**

There are various differences between formal and informal learning. In a formal learning environment, the school sets the learning goals and objectives. Apart from that, service delivery, psychosocial and physical elements play important role.

Service delivery at schools quality school environment and gives various positive contributions, the appropriate health and education service can prevent inattention and absenteeism. In case the students are sick, many students cannot attend the schools. The

presence of the doctor can overcome this possible absenteeism at schools. The provision of nutrition items can also prevent absenteeism.

Psychosocial elements are known as follows; the school environment should have a climate that minimizes the discouraging attitudes in participation for each and every learner. On the other hand, the school environment needs to create an atmosphere that provides a safe environment for quality education. Besides, schools should prevent physical threats and assaults towards their respective students as well.

If physical elements are regarded, it is clear that facilities in school influence students indirectly. The school is need of offering outdoor and indoor activities in terms of learning and gathering. Both suitable buildings but quality class materials, textbooks and working conditions for learning are essential. Also, the location of school, presence of drinking water might affect the participation of the students.

Regarding the engagement of the students, the students' previous experiences, the context, the environment, and their learning styles are highly essential. But the engagement of the students is affected by relevance and individual motivation. The relevance of learning is associated with motivation, since it is related to future work, immediate needs, and getting a certificate. Whereas, motivation might be related to internal factors as intrinsic motivation that belongs to learner and external factors as extrinsic motivation that stems from external factors. In terms of extrinsic motivation, the assessments appear a strong extrinsic motivator. On the other hand, the previous experiences, relevance of the topic and the interest and desire to obtain are considered as intrinsic motivation (Wang & Han, 2001).

The lecturer (teacher) plays a very important role in motivation in terms of demonstrating interest & enthusiasm for the subject, considering experiences of the students for keeping students' attention. In order to have a fruitful lesson, learning theories are considered very helpful for creating a better formal learning environment.

#### **2.1.4. Theories of learning in formal environment**

Learning and teaching interact with each other, and related to behavior change in a learning environment and also it is understood through the results of practice.

The business dictionary reveals the meaning them as follows; “measurable and relatively permanent change in behavior through experience instruction, or study. Whereas individual learning is selective, group learning is essentially political its outcomes depend largely on power playing in the group. Learning itself cannot be measured, but its results can be” (Learning) (n.d).

According to operant conditioning, learning occurs through positive and negative reinforcement as defined by Skinner. Also, stimuli gives a boost to a certain behavior. If the behavior is strengthened in the process, most probably the reinforcement is likely to occur again. Because of Positive Reinforcement, the behavior becomes stronger that stems from pleasant stimuli.

On the other hand, in negative reinforcement, the behavior becomes stronger, in case the negative stimuli are removed. Skinner made an experiment and observed negative and positive reinforcement on rats and pigeons while giving food & electric shock. The operant conditioning can guide teachers, when teaching and learning take place. Teaching and learning are closely related with each other.

Teaching & learning appears integral and require methodology. Because, teachers' "experiences, beliefs, ethical values, motivations and commitments are part of their framework of knowledge and contribute to their stance and identity as a teacher" and the teacher's interaction with particular students might cause to improve new understanding, s'nce they work together (Scarino & Liddicoat, 2009).

Role of teachers appears as guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning. Teachers are known as facilitators that cause a student-centered environment.

On the other hand, the students are mainly taught through theoretical frameworks. But when they put them in practice, it appears as challenging way for most of the students. They need to interact with communication and culture. In language learning, communication takes the role of practice for better command of the target language.

Besides, students need competences in learning a target language, since a language is learnt at least for some communicative competence. Also, students need to have the ability to use the language accurately and suitably to realize communication objectives.

For language competence, students need to give enough attention and care to the grammar, vocabulary and syntax of a respective language, since they play important roles in language acquisition and needed to be taken into account in teaching and learning.

If the students know grammar of a target language, they feel themselves comfortable to communicate with people at least to some extent. Because communication among people not only plays very important role in case of making the setting, the topic, and relationships, but also gives more opportunities for students in order to put into practice whatever they learnt theoretically. Actually, learning grammar makes the ways for better

command of the target language. Then, through communication the students consolidate the acquisition the of that language.

Moreover, discourse competence is required while making up coherence in larger context and stretches of language. Strategic competence is necessary while recognizing and repairing communication breakdowns, and learning how to bridge the gaps in our knowledge of the language, and how to increase the knowledge of language in the context (NCLRC) (n.d.).

#### **2.1.4.1. General learning theories**

There are various learning theories, but the following theories are considered valuable in order to explain the hidden reasons of learning behaviors. Actually, not only learning theories, but also observing the learning theories in practice is very important for fruitful outcomes in learning process. The next learning theories provide enough knowledge and information for the present study.

#### **2.1.4.2. Behaviorist**

Behavior can be formed by its consequences, according to Kite (2006); behaviorism and structuralism are available and dominant theories in linguistics. They are interrelated and regarded essential to clarify language learning. Firstly, structuralism stands for a system and each language has its particular system.

Therefore, in language learning, the learners should master a system of language. Each language has a system that is autonomous, and has its sub-system such as a system, syntax, morphology and phonology. As a language has its own special features and also looks like a compilation of blocks; the learning aim is to master all the blocks by one at a

time. Knowing system of the language makes ways for comprehending that language better than before.

Secondly, Kite (2006) adds that language learning is related to behaviorism, since learning arises as a response to a stimulus. So, learning is considered as a formation of habit. He says more, in case of an incorrect response; it is corrected directly, for a learner may form a wrong structure. “Therefore, it is extremely important that a correct and good input (stimulus) was provided. For example, a teacher should be or provide a perfect model, thus his/her native-like pronunciation was a prerequisite”.

#### **2.1.4.3. Cognitive**

The free dictionary defines the word cognition as; “the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment” McLeod (2009) states that Piaget’ s theory includes “a theory of cognitive child development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.”

There are four different stages in cognitive development of children. Wood et al. (2001) expounds those stages such as:

*In studying the cognitive development of children and adolescents, Piaget identified four major stages: sensorimotor, preoperational, concrete operational and formal operational. Piaget believed all children pass through these phases to advance to the next level of cognitive development. In each stage, children demonstrate new intellectual abilities and increasingly complex understanding of the world. Stages cannot be "skipped"; intellectual development always follows this sequence. The ages at which children progress through the stages are averages--they vary with the environment and background of individual children. At any given time a child may exhibit behaviors characteristic of more than one stage.*

McLeod (2009) states the strength of Piaget and adds that Piaget’s ideas altered the views of people about the child’s world in order to study children. Herein, it gave an

inspiration for studying the child's world and the methodology of studying it. As a result, Piaget's ideas made the way for many researchers to understand cognitive development. Cognitive approach gives more importance to the learners, and in this regard Wilson et al. (2000) explains human behavior as an internal process and mechanism which takes place in an environment.

#### **2.1.4.4. Situative**

Motivation can appear from within us and require a social environment. Unless we are in a social environment, we are not motivated. Because, we will be motivated, when we feel loved and have a feeling of belonging. Actually, we are social beings and a particular environment is vital for learning for us. The side effects of being in a particular school will lead to a sense of belonging and accordingly the students will be encouraged to take part in the learning process.

The learning environment is equipped and located in a fashion that encourages students to take part and contribute in order to be successful in this setting. Since it occurs in a community, then, teachers are needed to guide the particular learners in this community, in case those learners may face problems during the lesson.

Firstly, Greeno (1997) explains the learning environment as follows; "in the situative perspective, learning by individuals is considered as progress along trajectories of participation, which can involve acting more effectively in contributing more centrally to the functions of communities and in developing their identities as learners and knowledgeable people" (Greeno, 1997).

Secondly, according to Cole and Denzine (2004) and based on (Paris & Turner, 1994; Turner et al., 1998), there are four characteristics of situated motivation. They are

such as; the first feature is that motivation occurs due to cognitive consideration of the environment and event. This consideration is related to rewards, beliefs, values, goals, and satisfaction of the students. The second feature appears according to student cognitive interpretation, for the student constructs the event in relation with his/her respective cognitive understanding. The third feature demonstrates motivation, in case everybody has a unique cognitive interpretation depending on each event. The fourth feature involves that how the motivation is changeable because of expectations, values, goals and other elements.

Besides, Cole & Denzine (2004) expresses the importance of contextual and situational factors and adds that “our understanding of college student motivation by contextualizing the situation to one in which the student is dissatisfied with his or her performance. While situational motivation is important to understand”, because “we cannot ignore the personality characteristics of the individual”.

Apart from that, Adler et al. (2001) states that course design in learning environment motivate students more than others. Actually, each course has different aims and learning outcomes and also the teacher needs to have a broad perspective for that particular course for a better design in relation with aimed goals.

As the learning goals, the students need to obtain those expected outcomes. Besides, not only the outcomes will help the teacher to evaluate the aims and outcomes to determine the teaching approaches but also the learning environment. Adler et al. (2001) expresses the importance of classroom setting. Because, learning & teaching takes place in social environment where social skills are necessary for students to join together into the setting.



So, each school needs to teach its respective students the due skills how to behave towards teachers and in classroom setting, since each school has its particular system.

The respectful behavior towards teachers might create a positive classroom environment for better learning and reduce the risk of conflict. In this regard, teachers can help the respective students how to develop expected behavior for creating positive atmosphere.

On the other hand, Adler et al. (2001) emphasizes that the amount of autonomy is necessary for motivating in learning context. Because, if the teacher gives more autonomy to students in terms of listening to student, and allowing students to understand instructions and ideas, then these positive approaches create a student-centered atmosphere and make the learning environment loved by students.

Besides, Adler et al. (2001) adds that students need to find the learning setting interesting and worthwhile. Actually, learners show good behaviors and ability in a learning environment, in case of considering and finding that place valuable and meaningful. Also, the students spend most their time in this learning environment.

So, the nature of the classroom plays a very important role and there are physical and cognitive elements for an interesting learning environment, the first is related to the teacher, the latter is connected with decorating the classroom and arranging the desks.

Adler et al. (2001) adds more and states that the feedback in learning environment is needed to be timely and relevant. Learning is the center and to encourage students, feedback is essential for positive outcome. Because, feedback gives the learners an idea what they learnt and obtained outcomes. Feedback draws the attention of the learners towards learning process and then motivates students more towards learning.

#### **2.1.4.5. Communication theory**

Communication is an important factor in social interaction. Therefore, people get in touch with each other and learn knowledge, information, ideas, manners, behaviors, and attitudes through it. Then, the developments of society occur. Communications stands for “the mere transmission of information”. Also, “a communication is a special type of information flow between agents. Indeed, it is the type of flow that language makes relatively easy to accomplish, but that is not exclusive to language” (Parikh, 2000)

Actually, communication appears a joint act which is between two or more people doing a work. It is clear that, the effectiveness of communication causes the development of the country. That’s why; we need to consider the importance appropriate conditions for communication, meaning, and interpretation. So that, there will be interactions between agents and information flow from one to another. Actaully, interaction “requires a number of assumptions involving rationality, the agents’ intentions, and their knowledge and beliefs. These assumptions will be our sufficient conditions” (Parikh, 2000).

#### **2.1.4.6. Socio-cognitive conflict theory**

According to Bandura (1989), many theories explain the developmental changes people go through in their lives. Those theories are related to the basic causes and mechanisms of human motivation and behavior, because the development is a life- long process. Also, human development involves various types and models of changes. But, in diverse social environment, capabilities appear as cultivated and underdeveloped due to individual differences.

Therefore, we can clearly say that “The social cognition approach deals with how people interpret and create a social environment. It studies the social behavior and mental

processes present while individuals interact”. Because, the social processes involves “as a whole in information acquisition, storage, transmission and use, with the purpose of creating intellectual products” expresses Castañeda et al. (2007, p. 366).

Because, behaviors are shaped and developed by environmental influences: firstly; social environment shapes a cognitive perspective, and social factors cause cognitive development. Secondly; the importance of language appears as a must in daily activities of everybody for cognitive development. Because, “socially-guided learning also encourages self-directed learning by providing children with the conceptual tools needed to gain new knowledge and to deal intelligently with the varied situations they encounter in their everyday life” (Bandura, 1989).

#### **2.1.4.7. Constructivist learning theory**

As time goes away rapidly, new ideas and views go into educational field in terms of learning and teaching. Firstly, both of them seem to be complex. Learning is related to inquiring alone or with the company of somebody in order to reflect views and ideas. “It also requires the development of new knowledge and skill”. Because, teachers are born, not made, we believe that good teaching requires teachers to create and use, expand and reject, construct and reconstruct theories of learning and teaching (Wilson et al., 2006, pp. 1-14).

Also, constructivism seems to be a theory of learning, and a theory of knowing by Walker & Lambert (1995, p. 1). Firstly, it involves neither what is learned nor how it is learned. Particularly, the following functions such as; content, context, goal and activity of the learner are essential for constructional process (Savery et al., 2001, pp. 1-2).

Secondly, a learning environment causes not only some stimulus but also goal for learning, since the particular learner has his/her a purpose for learning there. That goal requires not only the stimulus, but knowing the main factor that makes learner busy handling with the learning material in learning environment (Savery et al., 2001, pp. 1-2).

Thirdly, the social environment appears as key factor for individual development in knowledge acquiring. Because, it provides a scope for each individual and individuals for testing understanding (Savery et al., 2001, pp. 1-2).

Overall, we can summarize the constructivism as follows; “the constructivist approach has important implications for teaching and for the role of the teacher in student learning” And, “instead, teaching focuses on designing activities and assignments – many of them framed as problem solving – that engage students in constructing important knowledge” (Danielson, 1996).

#### **2.1.5. Language learning**

Lately, people would like to learn a foreign language. In Albania, most of the people learn English language as foreign language, since you know a foreign language and you can get a well-paid job.

At the same time, the respective students not only face problems while communicating with foreigners but also they are not able to visit various countries in the world. Albanian people learn English as a foreign language at schools or universities. In fact, the official language is Albanian. They do not use English in daily life.

Therefore, they need a lot of time to learn English. But it is not enough. Besides, there should be English practice on TV or radio for better communication.

Otherwise, it is essential to travel a country there English is the medium of language at teaching & learning in education and people communicate with each other through it.

#### **2.1.6. Socio-cognitive conflict**

Each individual has his/her personal cognitive structure and experiences and they are not at the same level in terms of cognition as well. This disequilibrium makes itself felt in learning environment. In addition, the particular learning environment offers a competitive process for the whole students.

“Cognitive conflict is a psychological state involving a discrepancy between cognitive structures and experience or between various cognitive structures (i.e., mental representations that organize knowledge, beliefs, values, motives, and needs)”. It plays a significant role for rational thinking and intellectual development, in order to have positive cognitive adaptation. It occurs in a competitive process through which a single response that stems from discrepancy, but “synchronized active, reciprocal contrary representations” “This process is fueled by conflict or “disequilibrium,” either between cognitive structures and experience or between various cognitive structures. Disequilibrium then motivates an individual to resolve the conflict and attain a new state of equilibrium” (Waxer et al, 2012).

#### **2.1.7. Nature versus Nurture**

In existing literature, various approaches are available in relation with language acquisition. But both nature and nurture views of language are considered interrelated in language acquisition. To clarify nature and nurture, verbal behavior and environment of the speaker are required.

In this regard, B.F Skinner would like to “provide a way to predict and control verbal behavior by observing and manipulating the physical environment of the speaker.”

in relation with verbal behavior, Skinner is of the opinion that “all behavior is externally controlled and that behavior is a function of genetic environmental conditions” (Chomsky, 1971).

Thus, we can say everything we learn as knowledge is the result of our experience. Chomsky is of the belief that nature is related to contributions of genetic inheritance in the development of human life. Chomsky (1986) speaks about “language acquisition device” LAD and adds that it is “an innate component of the human mind that yields a particular language through interaction with presented experience, a device that converts experience into a system of knowledge attained: knowledge of one or another language.” Actually, his view is about our capability to be creative and having the freedom to express it.

According to universal grammar, Noam Chomsky considers genetics more important than the learning process. Since the child has inborn ability to understand and learn language. The language learning process starts with life and continuous up to puberty. We can say that language learning/teaching is likely to be easier at adolescent periods. LAD seems as computer program, and it comes with born and meets our needs.

According to Skinner, nurture is regarded as the contributions of environmental factors in the development of human life. Skinner (1987) explains verbal behaviors and environments such as:

*A better understanding of verbal contingencies has also brought two important fields of psychology within range of an open analysis. One is self-observation. The analysis neither “ignores consciousness” nor brings it back into a behavioral science; it simply analyzes the way in which verbal contingencies of reinforcement bring private events into control of the behavior called introspecting. Only when we are asked about what we have done, are doing, or are about to do, and why, have we any reason to observe or recall our behavior or its controlling variables. All behavior, human and nonhuman, is unconscious; it becomes “conscious” when verbal environments provide the contingencies necessary for self-observation. (It is*

*the person, of course, who is “conscious” or “unconscious,” not the behavior.) Other verbal contingencies generate the behavior called self-management or thinking, in which problems are solved by manipulating either contingencies (as in practical problem solving) or rules (as in “reasoning” (Skinner, 1987).*

#### **2.1.8. Role and nature of language learning from a teacher’s perspective**

Language plays a very important role for communication, comprehension and usage of knowledge. Actually, each language has sounds and symbols to communicate with other people. In case of learning a foreign language, learners benefit from various cultures, social aspects, and scientific knowledge.

Besides, we live in a global world, for that reason it is very important to speak more than one language. Knowing a foreign language can help learners progress in their career, and apart from that it makes an awareness of various cultures, and it gives a scope to know more about the details and knowledge of our own language.

Whenever a student wants to learn a language, it is better to learn the detailed grammar and essential to know knowledge of the particular language in depth. As a result, knowing a foreign language can help people learn more than one language as well.

While learning language, teachers can face problems and feel disappointed, in case the students fail to understand the instruction and learning materials. Teachers expect more from the learners to comprehend everything in learning process; but it is not possible for each learner.

Effective learning occurs, when there is a student-centered approach from the teacher and also if the learners get involved in the process. Teachers’ role is to transfer the knowledge to the students the teachers know. But the teachers need to explain the systems

and patterns of the particular language they teach. Eventually, it is in the hand of the teacher how to transfer the knowledge with the help of the motivation.

#### **2.1.9. Are the students motivated as expected?**

There are many reasons to motivate students in learning a foreign language. Firstly, it is helpful to have access to information and knowledge around the world. Secondly, you can communicate with the people around the world. Thirdly, it can help you get a well-paid job. Fourthly, you can use English wherever you are.

Besides, students' attitudes towards learning appear essential. For example; the students show tendency to learn English language, because of the social value of English, the international role of English, the importance of English for the development of the country, and the language of technology & science.

Students are motivated towards learning English, due to extrinsic and intrinsic motivation or instrumental and integrative motivation. Regarding extrinsic and intrinsic motivation; learning preference is determined by two types of properties intrinsic elements and extrinsic elements.

Intrinsic elements pertain to yourself, since you want to do something, because of internal stimuli. Extrinsic symbols pertain to symbolic value, for example, the others make you do something. According to current study, the extrinsic symbols affected taste judgments to a restrained extent.

In relation with instrumental and integrative motivation; Learners consider various reasons for learning a foreign language; sometimes learners learn a language for realistic reasons, the others learn a language due to integration, sympathy, and attraction of the particular language, culture and its people (Gardner & Lambert, 1972).



In instrumental motivation, learners want to learn a language as a consequence of realistic reasons such as getting a well-paid job, awards, diploma, and certificate. Actually, many learners are of the belief that because of instrumental reasons they are learning a foreign language. In integrative motivation, learners want to learn a particular language. Because the learners like to get acquainted with the people who speak that language (Gardner & Lambert, 1972).

#### **2.1.10. What the research and theories provide?**

“In the situative perspective, both learning to participate in the discourse of conceptual meanings and learning basic routines of symbol manipulation can both be seen as significant assets for student participation, rather than being orthogonal objectives” (Greeno et al., 1998, p. 17).

By dint of globalism, each country wants to increase its relations with other countries, and it is clear that an international language like English plays an essential role for improving those relations with the world. Therefore, many learners want to learn this particular language, and of course motivation of those learners is necessary while teaching that language as well.

Motivation of the students might change over time. The learners maintain their respective motivation in learning process, if the instructional materials match their goals and also the learners can keep having positive feelings for that particular language, if there is relevance.

Motivation might be instrumental and integrative, and necessary in teaching environment where the latest demands in relation with learning English language augmented and also private schools try to meet the demands for learning that language.

Teachers try to find ways how to increase the motivation of the learners and how to make learning process easy. Otherwise, this learning process is likely to be challenging for teachers.

If the learners have a specific goal, their motivation appears stronger in learning language. In case, the teachers channelize their learners to particular outcomes for learning a foreign language, then the students demonstrate more motivation. Otherwise, the learners will focus on their grades with a bit motivation.

Sometimes, the learners' motivation for learning a foreign language can be reduced due to the learners' negative attitudes or prejudices towards the particular target language. Or, the learners can demonstrate positive attitudes and feelings towards that particular language.

The researches demonstrate that the language learners are motivated towards learning foreign language instrumentally. On the other hand, girls show more motivation when compared to boys. On account of instrumental motivation, the learners are able to attain their academic goals and it increases the participation of the learners by dint of practical value of the foreign language, and its contribution to the learners' lives as well.

Besides, the learners have a better realization of foreign Language, its opportunities, benefits, and relevance to their lives. In case, the learners make future plan, a foreign language appears a must, since it seems essential for going abroad to get international education. That's why, the learners chose English as a foreign language, since it is the medium of communication and medium of academic language at many universities around the world.

### **2.1.11. The role of behaviorist approach to language learning**

The outcomes cause the behavior; both satisfying and discomforting outcomes appear according to the situation. Actually, the behaviorist theory involves observable human behavior and its analysis and also the relations & interactions between stimulus-response (Demirezen, 1988).

Teachers need to know what motivates students to learn a particular language and accordingly they design learning materials in order to arrange the learning reactions of the students. Because, language learning is a process and the respective students demonstrate behaviors that are changeable. But the teacher need to find a way for consequences of the students' behavior for making the students have constant motivation.

Spoken language and its importance are helpful for behaviors, since there are many languages lack of written forms and it can said that speech represents language itself. Actually, we learn how to write and read later on. Also, spoken language is considered as preference in language teaching and learning. Because, language learning involves “the information and performance of habits”, besides that “language learning is a mechanical process leading the learners to habit formation whose underlying scheme is the conditioned reflex”, and the “language is controlled by the consequences of behavior”. Actually, “each person can learn equally if the conditions in which the learning takes place are the same for each person” in a particular learning environment (Demirezen, 1988).

Therefore, “behaviorism brings the individual in close association with the environment. In fact, environment and behavior mutually define one another with action as the principal unit of analysis” (Wilson et al, 2000).

### **2.1.12. The role of cognitive approach to language learning**

Learning occurs with the aid of cognition, since the mental process of knowing something happens through awareness, reasoning, perception, and judgment. Also, teacher never forget that each child has different cognitive abilities. In case of learning a language, it is related to thinking, remembering, learning, and using that particular language.

The world is understood in terms of its differences and similarities. Actually, learning occurs by coding information in a general category before a more specific one. Because, similar objects are coded in the similar category and therefore people can predict about events or objects on account of which category they belong to. Categorization is related to either information processing or decision making.

Children are capable of interpretation their world and relevant adaptations responses with the help knowledge and skills they gained in learning process. They “construct models of their world: through action, through imagery, and through language. A second concern is with integration, the means whereby acts are organized into higher-order ensembles, making possible the use of larger and larger units of information” in order not only transfer and retain information, but also motivation for learning more and problem solving in their lives (Bruner, 1964).

Concerning motivation, Adhakari (2013) states that cognitive drive stems from a student desire on account of knowledge, understanding and learning better of that knowledge and demonstrations and at the same time, the need to solve the problem. The reason for this driving force is the curiosity of the particular student for exploring, manipulating, understanding and coping with psychological environment and for stable learning, the tendency is a must and important in terms of motivation.

Vosniadou (2007) expresses that “the cognitive system is flexible and capable of utilizing a variety of external and internal representations to adapt to the needs of the situation”. Also, he says that it is better to bridge “the cognitive and situative approaches an effort should be made to address adequately the contribution of individuals’ in the process of understanding and producing new knowledge”.

It “may induce motivation for students to check for the inconsistencies in their understanding but it may not be strong enough. By providing students with socio-cultural and cognitive support, such motivation for deeper understanding may be amplified” (Lee et al, 2006).

#### **2.1.13. The role of situative approach to language learning**

Learners are social beings and it takes place in a particular environment. Each learning environment has its particular features and leads to a sense of belonging and accordingly the learners are encouraged to take part in the learning process. Also, the teachers take their role how to teach and transfer the knowledge.

Also, teachers’ knowledge and experiences are taking place in actual classroom practice. But also, knowledge and learning are situated thereby. According to situative perspective, various settings give rise to different kinds of knowing. Because of that “the classroom is a powerful environment for shaping and constraining how practicing teachers think and act. Many of their patterns of thought and action have become automatic-resistant to reflection or change” (Putnam and Borko, 2000).

Eventually, in relation to different goals and purposes, different situations require various tools, models, methods, etc. Also, the instructional methods are needed to be appropriate as well. Actually; methods are needed to be suitable for the students in learning

environment. “While learning goals and purposes should always be examined critically” Thus, goals and activities might be put into practice thoroughly in a particular environment (Wilson et al, 2000).

#### **2.1.14. The role of communication, meaning and interpretation in language learning**

Language teaching is needed to be considered as a tool of communication among people, for it is seen as a social tool through which people speak to make meaning; people communicate about something with other people for any purpose, both oral fashion and written fashion (Savignon 2002, p. 6). Also, some controversial issues might occur “in written laws, agreements and treaties, correct interpretation often becomes an issue itself when new situations or differences arise” (Priddy, 2015).

Through various communicative activities in the classroom, teachers aim to prepare learners to use the second language in the classroom and world beyond. The classroom takes important place for the development of learners’ communicative competence. Since, “the classroom is but a rehearsal” (Savignon, 2002).

Another important process for communication of language is interpretation, it takes place at the level of individual and group, and the “the explaining through words and/or actions, of an insight or idea to one’s self and to others. This process goes from the pre-verbal to the verbal, resulting in the development of language”, and also “individuals think about their intuitions and share them with others, thus transferring them to individual and collective interpretation” (Castañeda et al., 2007, p. 364).

### **2.1.15. Language learning happens via perspectives; behaviorist, cognitive, and situative (BCS)**

Concerning view points about three perspectives, firstly, the behaviorist view is that mind is considered as a black box. No need to take care what is inside it. Secondly, the cognitive view is that mind is known as information processing machine. Thirdly, the situative view is that no need to talk about a single mind, but talk about a network of minds (Chua, M. 2015).

Learning is a social behavior and situated in a learning environment. Behavior is moulded, controlled by environmental influences or personal internal natures. Since, personal expectations and beliefs have relations with social influences and people observe social and emotional actions, reactions with the help of “modeling, instruction and social persuasion” (Bandura, 1989).

The social environment gives a scope for each individual “how to develop behaviors to understand new information. Knowledge takes place situated within a social community where people demonstrate themselves through their behaviors and artifacts” (Chua, 2015).

Learning is situated. Because, the learner is influenced by the social and cultural setting where knowledge distribution takes place socially. Besides, if there is interaction between new learning structure and the experiences, there will be knowledge acquisition in a particular environment. Therefore, to build a framework appears a must as key cognitive challenge for the learner. Also individuals show successful abilities to participate in social practices in order to obtain the outcomes of learning (Mayes et al., 2004, p. 9).

Eventually, “individuals are not only reactive to situations, but also proactive and anticipative, and, in addition, function as regulators and self-evaluators of motivations and actions” (Castañeda et al., 2007, p. 366).

#### **2.1.16. Necessity of communication**

When the individuals want to engage in a social activity, the individuals demonstrate their ideas, personal feelings, and concerns. Whenever, they are mature, they use communication for solving their personal needs and wants in a particular society with the help of language. If they are good at language, they will have opportunities to show their abilities. And, language learning requires the skills of reading, speaking, and writing (NCCA, 2002, pp. 3-4).

Actually, language is very significant for communication, since it creates “an ethos of communication in the school that regards all teachers, all students, and other personnel as communicators”. Also, communication encourages students to use the language more for lively and colorful environment. Because, if the students are more successful in all learning, step by step they will show more confidence, and later on they participate in the learning process overall. For that reason, communication gives an incentive to the students to learn with the help of better language for positive outcomes (NCCA, 2002, pp. 7-13).

#### **2.1.17. Difference of formal learning environment from informal learning environment**

Learning in formal environment appears as organized and structured fashion. There everything is prepared for the good of learning and planned in terms of objectives and outcomes. So, the classrooms are available for both teachers and students for various interactions (Hofstein et al., 1996, p. 5).



Actually, the particular learners attend in this environment intentionally. Besides, this environment requires and imparts official recognition. In fact, the classrooms create a learning environment for physical and intellectual interaction for the good of teachers and students in order to instruct learning materials (Hofstein et al., 1996, p. 1).

On the hand, teacher's role appears important whenever the teachers use various instructional strategies and learning materials in order to develop the effectiveness of their teaching. Because, teachers know that there is a strong relationship between a student's motivational reasons and teacher's instructional techniques (Hofstein et al., 1996, p. 20). More or less, the learners are aware of requirements and preferences for being in the context of the formal environment.

When informal learning environment is considered, it looks rarely intentional and mostly unintentional and also occurs in our day-to-day activities, but also it is known as unstructured learning environment. Informal learning involves daily activities on the base taking pleasures from those activities. Most of the time, the informal learning is unintentional from the angle of the learners.

Because, with the help of informal learning, the learners can have opportunity to clearly differentiate them and comprehend the benefits of each learning environment through experience. Secondly, it is suggested that “life-long learning largely depends on stimulation and encouragement which originates outside the formal school system” stated by (Hofstein et al., 1996, pp. 18-19). Because, it supports the idea that the learners can benefit more from internet based technology and learn better than before.

#### **2.1.18. Necessity of motivation in learning environment**

Motivation plays important role for taking attention of the students to the learning materials. But also it increases the eagerness and interests of the students towards particular learning environment. Actually, motivation towards learning materials and learning environment help the particular students in terms of energizing, maintaining, and directing their behaviors. Thus, they are engaged in learning process to demonstrate their personal cognitive and behavioral engagement in learning activities.

However, motivation of each student appears in different ways due to his/her personal interests and needs. The first is keen on extra activities. The latter shows interest for challenging course activities. For that reason, the teacher should know those interests and needs for the betterment of the learning process.

Therefore, the teacher takes due strategies to keep higher the motivation of the respective students, since the motivation supports the followings in the learning. Firstly, motivation makes the students show necessary behavior to reach their goal. Secondly, motivation makes the students show continuous persistence in learning materials. Thirdly, motivation makes the students be aware that in the end they will have success or punishment. Fourthly, motivation makes the students see their performance in the learning. Fifthly, motivation makes the students see the contributions of learning to their cognitive skills.

#### **2.1.19. Necessity of ICT in learning environment**

In today's society, educational systems are considered very important and get enough demands from all walks of life, since education is a good option to produce good citizens for every fields and different situation in the society. Also, society needs various

individuals who have different skills to solve problems and occupy different level of employments (Harper et al., 1997).

Besides, learning is known as lifelong activity and the students seek knowledge according to their expectations which stem from their traditional approaches. Also, previous knowledge requires new sources of knowledge. Especially, ICT appears very essential for as prerequisite for these students in this process (Fu 2013, p. 112). With the help of technology, education gains speed in everything.

For that reason, in our society, new generation is currently get involved “in the meaningful use of computers. They build new knowledge through accessing, selecting, organizing, and interpreting information and data” (Fu, 2013). Also, there are “significant correlations between studying with ICT and the acquisition of” foreign language, and “A longer exposure in the ICT environment can foster students’ higher critical thinking skills. Thus, schools are strongly advised to integrate technology across all of the learning areas and among all learning levels” states Fu (2013, p. 113).

#### **2.1.20. The role of behaviorism and cognitive science in learning environment**

Both behaviorism and cognitivism offers us important suggestions for better understanding of learning process. Behaviorism is related to the study of behavior to find out the reasons for their determinants. According to behaviorism, behavior is governed by a fixed set of physical laws.

Cognitivism appears as a reaction to behaviorism. It concerns the mental processes with the help of the scientific method and abstractions from behavior. Cognitivism opens the ways for interpreting findings.

Behaviorism and cognitivism differ in their research subjects such as; the first considers the behavior of animals which are treated in terms of environmental stimuli which “is this tentative map, indicating routes and paths and environmental relationships, which finally determines what responses, if any, the animal will finally make” (Hauser, 2006).

But, the latter is treated the behavior of humans due to the mental processes behind the behavior. Actually, memory is known as learning, language is known as verbal behavior (Miller 2003, p. 141). For that reason, we take into consideration not only learning but also verbal behavior in this study.

Actually, the difference between learning and language might appear in humans and in other animals. For that reason, the researchers consider both the behaviours of animals as well as humans. But, the behaviours of them are needed to be observable, “as opposed to internal events like thinking and emotion”. So, “we are all constantly learning new behaviors and how to modify our existing behavior” in daily lives. In fact, “operant conditioning can be used to explain a wide variety of behavior, from the process of learning, to addiction and language acquisition. It also has practical application which can be applied in classrooms” (McLeod, 2007).

As a result, cognitivism considers information processing to figure out the world around students and learn the information for the good of their lives all the time.

#### **2.1.21. The role of Comprehensive theory in learning in learning environment**

Learning covers all processes which lead continuous changes of capacity, the processes might be cognitive, motivational, emotional and attitudinal. Also, it appears

complex including biological, psychological and social elements which “work together in a complex interaction” (Illeris 2003, pp. 397-398).

On the one hand, learning involves external and external interaction. External ones involve the interactions between the learners and their cultural, material and social environment. This study is related to adult learning that stands for that the adult students who know and take responsibility for themselves; they desire to learn or not to learn even consciously or less consciously as it is their wish. Moreover, we can say that “adult education and lifelong learning are to be fulfilled, measures other than administrative and financial incentives must be utilized—measures that understand and take into account the psychological situation of the learners” (Illeris 2003, p. 405).

Apart from that, learning requires attention and motivation. Because, “most teaching and learning situations are more immediate; in them, motivation really means paying attention”. “Motivation is the term often used to describe why we do what we do” and “Motivation is the process whereby goal directed behavior is instigated and sustained” and also the “motivation is the conscious or subconscious allocation of working memory to a learning task” (Brooks, 2014).

#### **2.1.22. The role of lecturer (teacher) in learning environment**

When we treat the role of the teacher in learning, firstly, a teacher causes neutral change in the student. Secondly, the teacher helps the learner how to “build chunks”. Thirdly, the teacher helps the learner how to learn a very tricky thing. On the contrary, it is also challenging and very difficult for the lecturers to make students believe that the other students consider them unsuccessful and incapable of the learning. But, a lecturer never forgets the importance of the instruction, since instruction related “skills that lead to

performance differences are amenable to change through instruction. This suggests that a great deal more instructional effort needs to be placed in the area of equipping all learners with those skills that lead to success in learning” (Brooks, 2014).

#### **2.1.23. Mindfulness in learning environment**

In education, mindfulness is a familiarized term. Firstly, we need to focus on the impact of mindfulness in education. We also need to consider the knowledge, and related skills which are necessary for 21st century and fast-changing global world. Because, “other life skills that can contribute to well-being, resilience, and academic and life success” (Tilahun et al., 2014, pp. 3-4).

Apart from that, mindfulness requires “the systematic exercises that elevate a person’s base level of mindful awareness. Once again, in careful usage we should refer to these as mindfulness practices or, more fully, mindful awareness practices” adds Young (2013, 6).

Mindfulness is necessary in learning environment, because “schools where the chief aim is to establish mechanical habit and instill uniformity of conduct and the conditions that stimulate wonder and keep it energetic and vital are necessarily ruled out” states (Ritchhart et al., 2000, p. 28).

Mindfulness makes the students aware of meaningful language environment, invites students to use the language as a communication tool in daily life. It makes the students benefit from “practical ways to apply the language towards tasks such as asking and giving directions, planning, and making requests” (Hollenback 2012, pp. 9-12).

Also, it is essential to draw the attention of the students with the aid of guiding questions and scaffolding in relation to the particular language. Actually, it encourages

collaborative activities for problem solving, and allows them to learn both “strategic processes as well as grammatical aspects of the language. Thus challenging their minds to develop and grow in both language and cognitive skills” (Hollenback 2012, pp. 9-12).

## **PART TWO: MOTIVATION**

### **2.2.1. Introduction to Part Two**

This present study is based on Personal goals, Capability beliefs, Context beliefs, and Situational incentives as theoretical framework. Firstly; B. F. Skinner's operant conditioning in terms of motivational factors and Gardner's integrative and instrumental orientations provide theoretical background for the present study. Secondly; Maslow's approaches to human needs shed light to motivation itself as well. They are as follows;

#### **2.2.1.1. Physiological needs.**

These are needed to ensure physical survival that involve food, water, air, shelter, and clothing. Otherwise, people are not motivated for other needs, since the physiological needs are main needs in our lives.

#### **2.2.1.2. Safety needs.**

After satisfying physiological needs, so that people seek safety and security for their survival. Because, the safety needs make the ways for social needs.

#### **2.2.1.3. Social needs.**

Each human being needs love, belongingness, affection, and acceptance, since they have these senses naturally. They are require to have relationships with other people.

#### **2.2.1.4. Esteem needs.**

It decides the place of the person in the society and self-esteem takes place in the ciety mutually. People have the desire for success, freedom, power, confidence, reputation, recognition, and dignity.



#### **2.2.1.5. Need for self-actualization.**

After satisfying the above-mentioned needs, then people are likely to demonstrate the potential for other needs. Actually, the first four needs are regarded as deficiency needs of human beings. It can be said that deficiency needs are the things the humanbeings are lacking.

As a matter of fact, self-actualization opens ways for various opportunities for personal development and growth. In addition, intrinsic motivation appears as side effects of self-actualization in order to get personal enjoyment. In this regard, teachers need to consider the deficiency needs of students in order to motivate them in learning process. Until those needs are met, the students cannot demonstrate not only the intrinsic motivation, but also respect and love to the teachers and their respective friends.

#### **2.2.2. What is motive and motivation?**

Motivation stands for making someone moving. In order to motivate students, teachers build up incentives or conditions that initiate or stop behavior, since motivation appears as requirement to set up conditions, so students can demonstrate high performance in learning environment where the teachers' expectation from the students is to participate in instructional experience.

According to Oxford dictionary, motivation stands for “a reason or reasons for acting or behaving in a particular way” or “desire or willingness to do something”. Also, it is known as energy which directs a person towards doing a desired goal (Motivation) (n.d).

Except that, we need to expound motive and motivation in details. We perform a specific action due to a specific reason, so that is called motive. It appears as “activities

take their particular form when a basic human need can be met by a specific object in the material world” (Wells 2011, p. 5).

Also, it is needed to know the reasons in motivation; one reason triggers actions, another “reason produces the motives that lead to action”. Because, “That reason influences actions directly implies that realization of facts is sufficient for action” (Radcliffe 1999, p. 103). And, “motives are what drive activity systems, independently of the specific individuals who enact the necessary roles on any particular occasion” (Wells 2011, pp. 5-6). Actually, motivated students not only know their responsibility to learn seriously but also they try to benefit from learning process and do maximum amount of work necessary (McMillan et al., 1991, pp. 39-40).

In case, we explain the difference between motive and motivation. We can say that they are not similar words, they are definitely different. For instance, my motive may be to have a comfortable car. My motivation maybe will be that my friend is not giving me a lift to my work. So, motivation seems as a tendency to perform an act. Also, it moves the person to action. But, motive appears as a temper which affects a process of action.

However, there are various motives we should know as follows; the fun in the class, intellectual stimulation, altruism and reciprocity that causes in ideas communities (Bretschneider et al., 2011, pp. 5-6).

### **2.2.3. Interest, motivation and learning**

Personal interests of students appear essential as motivational factors in learning process. Interest is related to personal interaction with his or her environment. In case, a person wants to show interest for any relevant topic or content. He/she makes herself/himself felt through behaviors.

Interest involves a person's disposition, psychological mood and the effect of learning environment. For that reason, interestingness of learning environment creates a positive atmosphere for positive outcomes. Interest is the key factor that might be available within the learner and that might also affect psychological mood of the learner.

“In Boekaerts’ (1996) theory of “Personality and Learning” (PaL) this optimal learning situation is referred to with the term “learning episode”. With the aid of learning opportunities, appraising the learning situation and experiencing personal meaningfulness might prompt students to be engaged in the learning activities during learning process. As a result, we can expound such as the “relations between interest, learning and achievement indicate that interest-based motivation has favorable effects on both the process and the outcome of learning” (Krapp 1999, pp. 23-32).

#### **2.2.4. Motivation and learning environment**

Motivation is an important means to fruitful language learning. So, achieving high level motivation of learners in learning environment is absolutely dependent on the whole process of learning.

Because, each learner is motivated in various ways; it is better to make the right balance of incentives, disincentives, encouragement, and environment where learning process is going on. Those are associated with external and internal reasons in terms of motivational factors.

Apart from above-mentioned reasons, to direct learning process well, we need to consider demotivating factors as well and try to minimize the effects of them and other obstacles. For instance, power cuts, accommodation problems, illness, idleness, power cuts

can occur outside your power. Therefore, emergency plans that require pedagogical preferences might help to overcome, in case of those impediments and consequences.

#### **2.2.5. Features of Motivation**

There should be some features of motivated learners. It is also necessary to know that “the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive effect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)” (Gardner, 2005).

#### **2.2.6. Importance of motivation**

In fact, motivation stems from individual needs and language appears as one of the essential needs of human beings. Thus, we learn language to communicate with people, through which we satisfy our needs. Anyway, as necessity of life, we are obliged to learn first language.

When the second language is considered, not only language itself but also motivation seems to be very comple and most of the people around world want to learn it. But, “there are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation (as well as ability) can play an important role in learning a second language” (Gardner, 2005).

Therefore, it is necessary to know various motivations in language learning described as ‘motivational constructs.’ which are “integrative-instrumental dichotomy (or even the intrinsic-extrinsic one)’ the latter is ‘language learning motivation and classroom learning motivation”. In this study, these two ‘motivational constructs’ are regarded in details to clarify the dissertation topic. But, language learning motivation in learning environment (classroom) is relevant to this study in particular with the aid of pedagogical

preferences. In fact, “in a very real sense, one cannot distinguish between the two types of motivation. They operate on the individual at any given time, but it is meaningful to consider that both of them are operative” (Gardner, 2005).

### **2.2.7. Model of motivation**

Also, firstly motivation is described as internal and external which are external and internal attribute. External attribute occurs due to external force or reward. Internal attribute occurs because of internal liking and pleasure (MacIntyre et al., 2001, p. 463).

Gardner's model includes four basic factors as follows; the first considers socio-cultural environment that is related to intergroup relations in language learning society. Secondly, the individual differences regarding language learning students that is considered a very important factor by Gardner.

The approach is thought as integrative orientation concerning individual differences for a target language. Thirdly, acquisition of language takes place in a formal environment or in an informal environment. Fourthly, the outcome of language learning might be linguistic or non-linguistic and it is also dynamic process and changeable due language learning experience. Additionally, he adds that “The socio-educational model makes a distinction between instrumental and integrative orientation and not motivation” (MacIntyre et al., 2001, pp. 462-463).

Eventually, motivation includes ability which considers what a student can do or will do. More than that, it includes attitudes of the students to show due efforts to obtain the target learning. Also Tuckman (1999) suggests that “the value of an outcome to the student affects that student's motivation, and motivation leads to cognitive engagement, such engagement manifesting itself in the use or application of various learning strategies”.

#### **2.2.8. Gardner's socio-educational model**

Gardner's socio-educational model is a good example for finding out important factors of motivation in language learning. Students' motivation is related to students' goal of learning language. In language learning process, integrative and instrumental motivation play very important roles for learning that particular target language. We need to know the correlation between those motivational factors and through which the students are more motivated and obtain a successful outcome. Motivation of Albanian students is considered in the context of foreign language learning and in this regard, a survey appears essential to be conducted to identify the motivational factors in this learning process.

Gardner firstly focused on first language learning; later on he switched his investigation on second language learning to identify the influences of motivational factors. There are many factors which affect language learning process. But, Gardner (1982) focused on classroom setting environment that requires individual differences, the learning environment, cultural, and social environment.

The individual differences in motivation are known as aptitude, anxiety, intelligence. Their interrelations make themselves felt in a learning setting. The settings might be formal or natural. In formal setting, the aptitude and intelligence are seen essential in learning and they are not that much effective in natural environment. However, the anxiety and motivation affect both of the learning environments.

When we consider the cultural and social environment, those are associated with students' culture, language, and beliefs. They all have important influence on language learning process. In this environment, the dominant language forces the individuals to learn that particular language.

Motivation involves the followings; the affect, desire, and effort play important roles. And, each of them takes a role and gives contribution to a particular language learning process.

Also, affect is related to student's emotional behaviors towards the target language. Desire is associated with how much the student wishes to learn and through the force of the desire students would like to reach their target goal.

Before speaking about motivation, we need to explain four important stages related to language learning process, Gardner (2005) hypothesizes as Elemental, Consolidation, Conscious Expression, and the last one as Automaticity and Thought stages. Actually, each stage has its own characteristics.

#### **2.2.8.1. Elemental**

It comprehensively requires learning basics of the language, such as grammar, pronunciation, and vocabulary. According to Gardner (2005), it happens in the development of first language learning (acquisition) process, when babies start using words, putting words together, mispronouncing words or correcting them. We observe same process in the second language acquisition such as; vocabulary is learned, easy declarative sentences are memorized.

#### **2.2.8.2. Consolidation**

In this stage, young child recognizes the system of the language, and is aware of any corrections, idioms, sentence structure. Gardner (2005) states that “a similar pattern occurs for the student learning a second language, when they find that some of the structures and elements can be like those in their native language while others can be very different, when they learn that some expressions are meaningful, others not, etc...”

#### **2.2.8.3. Conscious Expression**

In case, the particular students know that why and how they use a particular foreign language. It stands for that he/she is aware of the use of that language. Actually, awareness is related to consciousness. Consciousness considers external and internal benefits of anything. In this study, consciousness is about language.

Therefore, as an individual we can communicate with the aid of ideas, and thoughts. Also, we need to use right words in right place to be understood by the others. When the foreign language is considered, unfortunately there is not enough word to express views and ideas (Gardner, 2005). That's why, vocabulary plays very important role to express ideas and thoughts in foreign language learning.

#### **2.2.8.4. Automaticity and Thought**

Automaticity is related to an automatic response which stems from repetition and practice in language learning. In this level, students need to start thinking in any particular language. Also, they should make that language a part of their lives. Thus, “it is with this general view where the concept of motivation becomes important” (Gardner, 2005) and this study treats language learning motivation in formal environment

#### **2.2.9. Motivation theories**

Motivation is necessary to encourage student in education system. In the educational setting, motivation might be internal or external factors which affect student's behavior. Firstly, the “motivation might come from within an individual without any thought to the external reward. Students receive their own internal reward through an increase in self-esteem and sense of achievement when they reach their desired goal” (McDaniel, 2015).



When the students are intrinsically motivated, they feel personal success, fun, and excitement. For instance, the students show interest for writing a story just “for fun of learning, curiosity and sharing experience” (Sincero, 2012).

B.F. Skinner thinks about reward and punishment within motivation. The external motivation that causes a drive in order to behave positively or vice versa (McDaniel, 2015). Actually, positive reinforcement is related to the “probability of the response's occurring again in similar conditions”, On the contrary, negative reinforcement requires the avoidance of the a particular behaviour. Therefore, “punishment is similar to reinforcement in that both are defined by its effects. The main difference between the two, however, is that the effect of punishment involves the suppression of a behavior rather than the strengthening of it as in reinforcement” (Kristinhricko.weebly).

Expectancy and value is interrelated to individual success, choice, persistence, and expectancies/task-value beliefs (Öztürk 2012, p. 34). Also, individual experiences and student good performance involve achievement motivation (Öztürk 2012, p. 34). And, achievement motivation requires certain behavior which aims to obtain certain goals (Kaplan, 2009).

On the other hand, self-efficacy theory defines the individuals' confidence to show their ability in order to achieve a task or to solve a problem (Öztürk 2012, p. 34). “The stronger the people's belief in their capabilities the higher the goal challenges they set for themselves and the firmer their commitment to them” (Bandura, 2000).

### **2.2.9.1. Extrinsic and Intrinsic Motivation**

Motivational factors are various and have been used for many years in order to motivate students. Mainly, motivational factors are known as extrinsic and intrinsic motivations. We need to clarify each of them separately.

When the motivations are compared, intrinsic motivation is seen significant in educational activities, due to “individual interest, enjoyment and satisfaction of human being.” Also, extrinsic motivation is considered important. Because, the students would like to attain some rewards such as prizes, money, and other benefits or “intangible rewards such as social approval, a sense of worthiness, and a sense of conscientiousness and also the avoidance of tangible and intangible punishments such as time-out, scolding, rejection and a sense of low self-worth” (Coşkun & Öztürk 2012, p. 141).

Intrinsically motivated students show “personal success, competency, development, and excitement and have fun. For example, they like to write a story for fun of learning, curiosity and sharing experience”. Actually, “it excites them, makes them feel better or relieves their stress and helps them improve their personal time. Hence, they are intrinsically motivated”. Moreover, it “depends on inner pressure, intrinsic motivation emerges from an individual’s enjoyment or interest in the task at hand. Intrinsic motivation does not involve working on activities for the sake on an external reward; rather, it involves the feeling of inner pleasure in the activity itself” (Sincero, 2012).

Students show extrinsic motivation due to highly regarded outcome. For instance, “if they like grades, money, medals, discount of school fee and trophies. Actually, all are extrinsic motivators” (Coşkun & Öztürk 2012, p. 141). Also, “extrinsic motivation is from

an individual's physical environment. For instance, bigger salary, more job benefits and high grades are rewards that lead to extrinsic motivation" (Sincero, 2012).

In fact, teaching thoroughly requires motivation in learning environment; it takes place when the students are ready for learning process with rigor and without objection. Therefore, "teachers should treat their students with "caring is sharing" policy and support them and also open their horizons for the betterment of the lessons". Because, usefulness of motivational factors play very important for positive results such as; the students who are motivated with rewards show more efficient and positive performance and also cultivate good behavior. However, the students who are motivated with punishment demonstrate less positive performance (Coşkun & Öztürk 2012, pp. 143-144).

Besides that, B. F. Skinner an American educator made an experiment on rats and pigeons concerning extrinsic motivation and behavior to find out the reasons for particular behavior. The reason "is based upon the key concept of reward. According to this experiment, learning process is known as operant conditioning. He observes that positive external motivators (reward) are more productive and efficient then negative incentives (punishment) in cultivating good behavior". But, we should consider the following as well; "What deter students from giving ears to learning lessons is called distractions. Teachers observe distractions in different forms. Especially, on account of technology such as laptops, cell phones, iPod, iPad. The students try to text each other while in class" (Coşkun & Öztürk 2012, pp. 141-142).

#### **2.2.9.2. Integrative Motivation & Instrumental Motivation**

A student's motivation is important for a particular foreign language learning, for it is related to his goal of learning. In this regard, the engine (intensity) is compared to the

steering wheel (direction) of a car. Motivation is related to intensity and the steering wheel and they arouse behavior and give it direction (Matsumoto & Obana 2001, p. 59).

Actually, the motivation makes the student show successful performance. In language learning, there are two types of orientation. If a student likes the culture, people of that target language, then he learns that language. Actually, that student wants to integrate with that culture. Thus, it appears as integrative motivation. In fact, many students around the world would like to learn a particular foreign language. So that, they wish to be part of new culture or social group in order to learn that language. This type of wish appears as integration with that culture in foreign language learning. In case, the students would like to learn a particular foreign language due to instrumental factors. In relation to that, it requires the desire to get practical or concrete benefits from learning the target language, for it brings utilitarian outcomes such as; high salary, diploma, and social status. Therefore, the student “may wish to use the language only as a way of furthering their careers, for reading original publications rather than translations, for trade purposes, for travel, etc. The language is acquired as an instrument to help them attain these goals” (Lukmani 1972, p. 261). Because, “Motivation in education is generally understood as a trigger of students' thought of engaging in a particular subject, and maintains the intensity of acquiring the knowledge of the subject” (Matsumoto & Obana 2001, p. 59).

Both of the orientations are necessary for fruitful outcomes. Integrative motivation is observed important and effective in formal environment and also provides long term positive outcomes. The integratively motivated students learn better than the instrumentally motivated students in language learning. Since, “motivation affects the way you practice,

what you observe and what you do. And there are what you learn” expresses Matsumoto & Obana (2001, p. 59).

Both the instrumental and integrative motivations were not investigated among Albanian population yet, and we do not know which types of motivational orientation can motivate the Albanian students to learn a foreign language. If it is known in details, then it would be possible to find out main orientation that affects Albanian students to learn language and also according to a particular orientation, it would be possible to promote and enhance students’ participation in learning process in order to develop their language proficiency level.

But the researcher would like to know which orientation is more helpful and fruitful for Albanian language students at the university level. According to Lukmani (1972), the female students are more motivated instrumentally than integratively in India where the student respected students come from “average to lower-middle class families and belonged to a comparatively non-westernized section of Bombay society.”

For that reason, if instrumental motivation is successful in a certain place, it stands for that the students have no chance to integrate with the target language in this society. Therefore, the students consider instrumental reasons and show instrumental approaches towards the target language (Norris-Holt, 2001). For instance, the Iranian undergraduate students demonstrated positive attitude and orientation towards language learning and they were more motivated instrumentally than integratively during language learning process (Vaezi, 2008)

Eventually, the social environment affects the learners to choose the kind of orientation and why it is significant for learning a foreign language in terms of motivation.

Also, “both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations” (Norris-Holt, 2001)

#### **2.2.9.3. Instinct Theory of Motivation**

According to this theory, people have innate behavior for motivation in case of any needs and show it in positive ways accordingly. Because, “biological or genetic programming as the cause of motivation”. They do not learn it, but they have inborn feature for motivation. For instance, it is observed during the migration of the animals, even though they have not any experience for it. Such as; “a human mother will attempt to provide comfort to a baby who has been crying all night and will not sleep until she sees that the baby is calm and asleep”, for “human mothers behave in this way because they were biologically programmed to do so; it is a mother’s instinct to provide comfort to her child” (Sincero, 2012).

#### **2.2.9.4. Incentive Theory of Motivation**

The theory contains external reasons, which motivate people to do any work due to money, rewards etc. Extrinsic reasons create the situations for behavioral learning and reinforcement in terms of motivation. Incentives are known as positive and negative.

Firstly, incentives provide optimism through which students fulfill psychological requirements in order to give a positive guarantee for meeting student’s needs and wants. Secondly, “negative incentives are provided in order to rectify an individual’s mistakes and errors for the sake of achieving satisfying results. More often than not, negative incentives are given if the positive incentives do not work, conditioning a person to act to avoid such negative incentives” (Sincero, 2012).

#### **2.2.9.5. Drive Theory of Motivation**

“A “drive” is relating to a person’s physiological or biological needs which are triggered by “hunger, thirst, need for warmth, etc”. Because, when a drive appears, a person will be tense and not in good mood, so that the person will show a suitable behaviour to reduce the tension in order to be in good mood. Then, he will find ways to meet the particular needs. For instance, when the person is thirsty, the above-mentioned matters occur to this end (Sincero, 2012).

#### **2.2.9.6. Arousal Theory of Motivation**

The theory considers readiness of the human organism to get involved in any activity. People engage in an activity at either a very low or a very high level. But the optimal learning can occur at a medium level of arousal. Higher arousal can happen in panicking, lower arousal can occur in case of sleeping or relaxing. Motivation occurs in optimal level of arousal that depends on individual or the situation.

#### **2.2.9.7. Humanistic Theory of Motivation**

The theory includes cognitive reasons in order to do a variety of actions. It is related to the hierarchy of needs from which motivations appear depending on the level of needs. If the need for lower level is satisfied, there will be opportunity for an individual to demonstrate potential for doing anything he/she likes.

#### **2.2.10. What are the hidden questions of motivation?**

We need to know the three fundamental questions about motivation: “What originates or initiates students’ arousal or activity? What causes a student to move toward a goal? What causes a student to persist in striving toward a goal? Theories of motivation may be concerned with one or all three questions.” Also, motivational theories are likely to

show the factors within individuals which appear as different features such as; firstly, the students might bring some fear or anxiety in failure and in success. Or, the learning environment requires respective manners in the lectures and competitiveness for grading that stems from the leacturers.

Moreover, the motivational theories mainly focus on student's cognition and needs. The needs appear as deficiencies within students and also might be influenced considerably from external sources and there is a strong relation between acticity and personal needs. Also, the particular needs channelize the students in order to satisfy those needs or to avoid negative incentives that come from personal feelings and beliefs and accordingly affect them. All of them makes the ways for the students how to engage in the learning/teaching process.

#### **2.2.11. Motivation looks challenging, but, why?**

Motivation is known as driving force and stems from personal inner incentive and as the side effects of this incentive the particular person behaves in a particular way. And also, motivating the students is very difficult, since each student does not demonstrate inner love towards learning. The learning process looks challenging. Some students attend classes under protest or behave such in a way that student think they enjoy or they suffer in learning environment. Therefore, teachers should consider these challenging students and find some ways how to motivate the respective students.

Moreover, it is better to consider some demotivating factors such as; what frustrates students in learning process? Or what bores students in learning? And What distracts students in learning as well? Thus, the teachers take into considerations those factors and



try to find out the ways in order to encourage and motivate the particular students for better performance.

To overcome the above-mentioned negative situations, a teacher can use intrinsic and extrinsic to overcome this problem. In fact, intrinsic motivation is related to personal interest and wants regarding a specific topic. The teachers need to give positive feedback frequently that requires intrinsic motivation. Extrinsic motivation stem from external factors. Particular teachers find a way how to arrange reward systems in order to motivate the particular students internally or externally for creating a smooth learning environment.

#### **2.2.12. Importance of motivation at universities**

There are three things concerning education; the first is motivation, the second is motivation, and the third is motivation (Covington 2000; Maehr & Meyer 1997). For that reason, motivation plays a very important role in the whole process of learning. It can be useful for encouraging learners to obtain fruitful contribution in educational objectives.

Naturally, motivation is required in case of incentive, encouragement for better performance. Student's motivation affects not only teachers but also learning process itself. Thus, motivation is accounted as strategy or a technique for enhancing the performance of students at language learning process.

Teachers should take into account the role of motivator in terms of student's best motivation. They need to have close-knit relation with their students for better motivation, and act as a friend of the students as well. Motivation is necessary and regarded as very important stimuli.

There is a strong relation between attention and eagerness of the students in terms of their learning goal. Herein, motivation takes the role of a stimulus that boosts, directs, and maintains behavior to learning, and also increases student performance.

Actually all students are motivated according to their interest and concern. Some of them demonstrate enthusiasm to subject matter and participate in class activities to obtain marks. Some of them are interested in sports and participate in physical education classes to show their motor skills. The others maybe are incapable of showing their abilities because of shy temperament, learning disability or social matters.

Students might come to school with full interest and motivation or vice versa. But, Teachers need to consider both of the situation in order to do many things to motivate or to increase their students' motivation in the classroom environment to make them show better success and performance.

As mentioned in social cognitive theory, because of motivation, firstly, people set goals for themselves and plan to attain the desired outcomes (Bandura, 1991). Thus, in this endeavor, the students try to deal with challenging assignments or activities to reach the aimed goals. It is clear that motivation sets up the behavior in the direction of respective goals. Secondly, the learners increase their effort and energy regarding their needs and goals. Thus, they sustain their efforts on a certain task willingly.

Thirdly, persistence in activities will go on as the side effect of motivation, and then the learners are likely to keep working on their respective task until finishing it (Maehr, 1984). Motivation and cognition have a dynamic relation with each other, thus the learners demonstrate a continuous attention for learning process (Locke & Braver, 2008). They understand the importance of learning and the learning appears meaningful for learners.

Motivation is reinforcing (Perez, 1997). The reward gives stimuli to the learners to do their best to reach it. As the side effect of the environment, most of the learners are motivated to obtain academic success, since they will be happy when they get good marks. In fact, the classmates will show respect to successful students for better performance in the learning environment.

Motivation is punishing (Potts, 2011). On the other hand, the learners might be ridiculed and teased by their classmates in case they obtain bad marks, thus the learners do not want to be ashamed of themselves in the learning environment, as a result they try to show interest for learning process.

Motivation increases performance (Clark, 2003). When the motivated students learn something in the class and tend to be better than before. Because of the side effects of setting goals, persistence, cognition, the learners are channelized to develop performance.

Motivation is a powerful aspect in learning environment. If there is no motivation, learning process will be disrupted for various reasons. With the help of it, the learners will take responsibility and show interest & enthusiasm in learning process.

Actually, the motivation appears as stimuli in learning environment overall. Therefore, motivation is considered as significant factor and desire towards learning. If there is no desire to learn language, it will be very hard to teach the respective language.

## **PART THREE: MOTIVATION FOR LANGUAGE LEARNING IN FORMAL ENVIRONMENT & MOTIVATIONAL ASPECTS**

### **2.3.1. Introduction to Part Three**

Motivation appears as a driving force in order to achieve something in life. When it is treated in a formal learning environment, there are certain factors the teacher should take into account to motivate respective students in terms of providing better performance in learning process.

Because, not only motivation itself affects the students for better performance, but also the learning environment itself and motivational aspects affect the students to demonstrate more efforts and performance in learning process. Actually, the motivational aspects plays important role to find out a suitable pedagogy towards particular students for fruitful results.

The next section will examine the importance of motivation in formal learning environment and various motivational aspects in order to figure out the motivational factors from different angles to apply the feasible pedagogy in a foreign language learning environment, since motivational aspects enable teachers to make effective strategies in the learning processes.

### **2.3.2. The role of Motivation in learning environment**

In learning environment, teachers need a driving force to learn better. In this regard, motivation appears as effective factor. Each learner needs to have motivation in this learning process. It is also important to know that students are likely to have various goals. To reach those goals, motivation is known as requirement and driving force that stems from

intrinsic motivation and extrinsic factors. So, the motivation appears as stimulus for learners, and then the desired goal of learning might be attained with no trouble.

The respective teachers need to know low and high motivation that affects the learning process. In case the learners do not have motivation for learning, they are likely to be lazy to learn, because there is no any driving force for learning. But, if the learners have high motivation, they are willing and likely to learn better.

### **2.3.3. Cognition and learning in learning environment**

The factors such as reasoning, remembering, and perceiving are considered as tools and artifacts of cognition in order to participate in learning process. So, it can be said that “thinking is situated in a particular context of intentions, social partners, and tools”. Thus, learning and cognition has a very close relation, and learning happens in human beings life if conditioning, training, and habituation concur and help each other. And, the “cognition and learning that includes individual, social, and environmental factors in a coherent theoretical and practical understanding” (Greeno et al., 1997, pp. 15-20).

For instance, a baby sees a bird for the first time in his life and unfortunately, cannot recognize it, because of not having cognitive experience to identify it. In case the baby recognizes the bird, it means that he has the cognitive experience of the bird. In the course of time, the baby sees the other birds and not only recognizes, but also this experience helps him practice and strengthen recognition because of the side effect of previous cognitive experience.

### **2.3.4. Affective learning in learning environment**

After the computer technology enters our lives, we observe many dramatic changes in relation with the practice of learning. And, the field of artificial intelligence started

playing important role in human learning, thinking, and information processing. Thus, “human and machine learning research have benefited from this exchange of ideas between psychology and computation”. The benefits from them contributed too much to the cognitive and affective learning. But the teachers never forget the importance of motivation, emotion, interest, and attention in learning process as well (Picard et al., 2004, p. 253).

Learning well depends on how the learners feel better in learning environment. Because, if there are no “the emotive stimuli in the affective dimension, learners become bored, and may abdicate from sustained learning endeavors”. Especially, emotions and feelings are considered important in learning and making the learning itself very meaningful. Also, emotions and feelings cause critical reflection. Actually, the feelings can trigger various reflections as well. And, whenever there are suitable learning environment which cause suitable learning experiences for the students, after that affective behaviors are developed for the good of the students. Therefore, the relationships find a place in the classroom not only between the particular students and the teacher, but also among the particular students (Tooman, 2006).

#### **2.3.5. Importance of motivation during learning process**

Motivation appears essential in learning environment that has strong impact on fruitful outcomes in learning process. Herein, the side impacts of learning environment and its positive contribution to learning process are well known by the respective teacher. Thus, the teacher firstly gives importance to learning environment and does his/her best in order to design the lesson as fruitful as possible for the good of the students.

Then, the teacher needs to know how to promote responsibility, because it helps students to find out their efforts and ability through which the students can overcome their failures in learning process. Moreover, the teacher considers various ways to make students get involved in the learning activities for promoting their abilities as well. If the abilities of the students are known by the teacher then the teacher needs to pay attention in order to notice their abilities and interest in order to motivate for positive outcomes better than before.

On the other hand, starting the lesson with objectives, clarifying it how and when to do, giving an instruction, and supporting it with relevant examples and also enriching it with various activities demonstrate that the respective teacher is a responsible person. With the help of responsibility, it is in the hand of the teacher to have constant motivation through doing minor challenges, some humors, or relevant examples including stories, anecdotes and lastly the teacher needs to consider due recess for the good of the students as well. For that reason, the teacher is considered successful, if he/she is very careful for giving more details, instructions, and explanations from the perspective of the students.

Actually, the teacher knows to keep the motivation of the students through delivering relevant instruction, and giving relevant examples keeping in mind that the students need to have various interests and needs. Then, the instruction is needed to be connected with future activities of the students.

Learning occurs for students, if a learning environment is established properly where the teacher needs to know how to make this environment very attractive. In the learning environment, the teacher considers enthusiasm, interests, desires and expectations of the students. The more students have enthusiasm, the more they show desire to learn and

the more they have desire, the more they show interest for learning. In order to motivate the students constantly, the teacher gives importance to students' motivation, learning environment and students' responsibility. The teachers always aim to improve the enthusiasm of the students, to facilitate students' participation, to cultivate cooperative learning and to encourage students work hard to obtain successful outcomes.

Eventually, the teacher considers a mature level responsibility for improving better strategies in learning. The students need to know their responsibility how to motivate themselves during the learning process. Because more engagement increases the motivation of the students, and opens the ways to conscious learning. For fruitful lesson, the teacher needs to try the improvement in responsibility for better motivation. Because the responsibility prompts reasons to find relevance in personal goals and makes the students more motivated in learning process. The more relevance students find in learning environment in relation to their goals, the more they are going to be responsible for their learning and the more they are going to be motivated in learning process as well. It shows that there is a strong relation between relevance and motivation.

#### **2.3.6. Personal goals as motivational factors in learning environment**

Motivation has a strong relation with personal goals, and togetherness of them increases success as a result. Regarding goal, it is said "It should answer who, what, when, where, why, and how of the expectations of the goal. Specificity and measurability provide an external referent (such as time, space, increment, etc.) to gauge progress, whereas vague "do better" goals are ambiguous and often have little effect on motivation" (Redmond, 2014).



We can improve our success, if the goals are known and considered very important for us in terms of outcomes. To reach the outcomes, we need to have continuous motivation not to fail to develop our abilities. But we need to know that in case, the personal goals are doable and realistic, they might be achieved. Then, “before a goal can be motivating to an individual, one must accept the goal. Accepting a goal is the first step in creating motivation” (Redmond, 2014).

Actually, we ought to know our whys and our goals. Thus, we will be able to head towards our goals to accomplish it. Then we need to have an action plan towards our goals. We also should keep in our mind the success is the results of due preparations, continuous hard work, and taking lessons from errors.

#### **2.3.7. Capability beliefs as motivational factors in learning environment**

Self-efficacy stands for the exercise of control. It involves personal beliefs and their relations with personal motivation in order to obtain academic performances and achievement. Every individual has a self-system that helps them to control and put into practice their thoughts, feelings, motivation, and actions. The system includes cognitive and affective structures and also some sub functions such as; perceiving, regulating, and evaluating behaviors that take the role between this system and environmental sources in terms of influence. Apart from that, the system has regulatory function for the individual through using the capability and affects individual’s cognitive processes and actions for altering their environments (Pajares, 1997).

Actually, self-efficacy beliefs are needed because of following reasons; firstly, students’ self-beliefs pay less attention to the role of environmental influences. Secondly, the level of self-efficacy is dependent on the difficulty of a certain task. Thirdly, the focus

in self-efficacy is more on performance capabilities not on personal qualities. Fourthly, those beliefs provide “students with a sense of agency to motivate their learning through use of such self-regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy.” Fifthly, self efficacy is also related to students’ motivation and learning that has its role as a potent mediator of students’ learning and motivation with the help of teacher for better academic capabilities which play an essential role in students’ motivation to achieve (Zimmerman 2000, pp. 82-89).

### **2.3.8. Psychological aspects of motivation in learning environment**

Motivation itself is an important feature for an organism and psychologically stimulates the particular organism to channelize “towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a driving force; a psychological one that compels or reinforces an action toward a desired goal”. (Motivation. n.d.). For instance, thirst is a reason for motivation which causes a desire to drink. Therefore, psychological reason causes an action. Here, the relationship between learning motivation and learning outcomes appear important for better results.

There are some factors such as; stress and psychological strain which affect students’ ability to be productive or unfruitful. Firstly, stress might cause personal strain and satisfaction secondly, when the psychological stress is considered, it is known as a potential problem for all professions, including students. On the one hand, if the students face stress which can cause experience disruptions in learning process and affect not only cognitive functioning negatively, but also the whole academic life. By the way, academic life and achievement appear stressful for many students as well. Unfortunately, this stress might make learning process and achievement more difficult. Moreover, “students’

hardiness attitudes in the relationship between learning motivation and learning outcomes” play important role (Cole et al., 2004, pp. 64-65).

Actually, each student is different in ability and motivation which show their success or effectiveness in the learning. The ability shows what a student can do, and motivation to learn affects many things in overall learning process. Therefore, the hardy and motivated students are inclined to give importance to “their learning experiences more positively than other students” (Cole et al., 2004, pp. 67-69).

### **2.3.9. Situational aspects of motivation in learning environment**

Wherever the learning takes place, the motivation appears as requirement, since motivation provides “psychological needs of competence, autonomy, and relatedness”. And the learning environment itself can cause motivation where the students have intrinsic motivation that requires personal pleasure and satisfaction in participation. And autonomous behaviors are observed when the students believe that learning materials are for the good of them (Standage et al., 2003, pp. 20-22).

On the one hand, the intrinsic motivation speaks about fully self-regulated behaviors which take place without external factors and the students think that they are motivated intrinsically, if “their basic psychological needs for autonomy, competence and relatedness are satisfied to become intrinsically motivated”. Moreover; the participation in learning activities makes the ways for the students how to choose freely for engaging in “positive behavioral, cognitive, and affective experiences” which increase “autonomy-supportive environments, particularly those where individuals are given choices in selecting specific learning activities” (Erwin et al., 2013, pp. 322-323).

### **2.3.10. Pedagogical aspects of motivation in learning environment**

Pedagogy is known as the science of teaching, instruction, or training. It gives ample response and question about how people learn positively. Therefore, teaching or training positively stands for how people learn well. This approach helps us understand “the ways we present, communicate and offer information, knowledge, concepts, ideas and even practical skills”. We need to have three aspects of motivation for better understanding of pedagogy in learning environment. Firstly, some motivators about thinking are known as “control, wealth and expertise” which are seen as planning elements. We observe them in learning environment. Secondly, three other motivators for motivating students are as follows; “security, belonging and recognition are known as highly geared to feeling” (Sale, 2011).

Thirdly, there are three motivators about knowing as follows; “creativity, freedom and meaning” that are intuitive and direct, and are considered as high level self-actualization motivators in Maslow’s Hierarchy. Therefore, classroom strategies appear an important tool to balance it and it is definitely clear that “an appropriate pedagogy for classroom strategies is essential” as well (Sale, 2011).

### **2.3.11. Motivation and its relation with instructional design in learning environment**

The students who are intrinsically motivated have aims for developing life-long learning in order to demonstrate intellectual curiosity and to try to reach the target learning outcomes. Then, instructional design is done in a workplace to find positive ways to motivate students to work harder, faster, and better. Because, instruction needs to be presented in a way that engage students meaningfully and meet students expectations for fruitful outcomes of learning objectives (Small, 2000).

According to the ARCS Model of Motivational Design (Keller, 1987), it is accepted as a model of instructional design, since it supports the ideas of motivational theories in learning the target learning materials. It has a strong relation with expectancy-value theory. The reason is that, effort is considered a very important factor to measure the motivational learning outcomes. Thus, the students need to know the value of learning materials and also believe themselves that they can achieve the learning materials, if they interest and show due efforts for learning the target learning materials.

Keller states about four important components of the ARCS model as follows; attention, relevance, confidence, and satisfaction. Attention is known through its opposite boredom, and it involves how to capture the students in order to increase their curiosity towards learning materials. Relevance is associated with instrumental factors which satisfy the needs, personal desires, and obtaining personal goals. The students are likely to learn, if the learning materials are relevant to their life expectations and learning needs. Confidence is considered as fear of failure and attraction of achievement, both of which affect the students towards a learning goal.

As a conclusion, (Keller, 1987) expresses that the ARCS model looks like a typology for helping designers and teachers in order to organize their knowledge in relation to students' motivation and relevant motivational strategies. Attention requires positive feedbacks for satisfying sense of achievements. Relevance has a strong relation with attention because of the side effects of each other and the students' attention, if the learning materials meet their needs and desires for the target learning outcomes. Confidence appears, when fear and anxiety go away and also the students feel the experience of success. Satisfaction is known as the last component of the instructional model which causes the continuity of learning materials. If the

above mentioned components are taken into account for better motivation of the in instructional design, to some extent the teachers are likely achieve not temporary motivation of the students, but also for continued motivation of the students in order to reach the learning goals.

#### **2.3.12. Teacher considers students for better instructional design in learning environment**

Creating a positive learning environment is in the hand of the teachers. The teacher is in need of finding some techniques in order to create the curiosity and interests of the students with the aid of some questions relevant to learning materials. The students can show interests for learning due their needs, desire, and learning expectations. Also, the students are likely to demonstrate interests and attention because of personalized and concrete materials in the learning materials.

The teachers can increase relevance of students through knowing their needs, desires, and learning goals in learning process, and then accordingly they can treat those needs of the students to address them in order to increase relevance in the learning materials. The teacher might be successful in helping students gain self-confidence through making the requirements of the learning materials very clear. Because, the students are likely to show interests and desire for learning materials, if the learning materials are not challenging, but helping them increase control over outcomes and also the students become aware of the learning outcomes with the help of their respective efforts.

The feedback is important regarding an individual for the purpose of increasing the performance in learning. Feedback is used for evaluating and developing aims. Outcome from the feed-backs shed light for increasing not only performance of individuals, but also

they increase performance of the group like classroom environment. Actually, feedback includes task-related information. The feedback also contains actions, motivation, behavior, and strategies. Because, feed-backs provide necessary behaviors, communication and collaboration strategies in order to increase not only motivation, satisfaction, communication, and cooperation of the individual, but also the groups or classroom environment for better performance (Geister et al, 2006). Feedback helps to figure out purpose, effects, and types of the feedback through which we clarify the distinction between “a continuum of instruction and feedback” (Hattie et al, 2007).

As a matter of fact, the feedback takes the role of corrective approach that helps teachers not to make same mistakes in the same topics. Feedback appears very fruitful, while teaching the same topic again. The feedback is beneficial for increasing success that causes motivation as well. Actually, with the help of feedback, motivating and demotivating factors are understood, then due strategies are suggested for enhancing motivation of the students in language learning.

## **PART FOUR: PEDAGOGY AND LANGUAGE**

### **2.4.1. Introduction to part four**

Pedagogy is known as science of education for designing instructional materials in order to increase motivation of the students for better performance in learning process. But according to each age group, different pedagogy appears as a requirement for fruitful outcomes in learning process. For that reason, the correct pedagogy at university environment requires a communicative approach towards students, in case a particular language is taught in this formal environment.

The next section gives knowledge and information about language and pedagogy in order to clarify a better pedagogy for university environment for providing better performance from the students. Because, if the lecturer applies a correct pedagogy, then the students are motivated more, since the particular pedagogy satisfies the needs of the students in learning process.

### **2.4.2. What is Pedagogy?**

Firstly, Merriam-Webster dictionary says that it is “the art, science, or profession of teaching” Pedagogy (n.d). Besides, Pedagogy is termed differently such as; “paid,” meaning child plus “agogos,” meaning leading” coming from Greek language. In short, it is known as art of teaching children. The teacher`s role appears as responsibility for decision making about how to teach, what to teach, how it will be learnt regarding overall teaching and learning materials. On the other hand, pedagogy is known as instruction done by the teacher and instruction received by the obedient students in learning environment. Actually, what the teacher teaches should be learned by the students. Here, learning depends on an instructor and takes place in an environment (Maniscalco, 2013).



In learning environment, if there is one-way teacher-student relationship, namely makes the students submissive beings not critical thinkers. Strictness of teacher creates an atmosphere where the students respect the teachers unwillingly. If the fear is dominant in the classroom, this is really unfortunate for the students in the classroom where they cannot remodel teachers in terms teaching and learning. In this changing world, the teachers should adopt the role of “trans-formative intellectuals” which is described in critical pedagogy by Giroux. Thus, the teachers will be able to help their students prepare themselves as useful individuals for the future of the society, and also through trans-formative approaches, teachers will teach students how to be critical and creative, then those students will contribute to the development of the society overall. Actually, the teacher’s strategy should be ‘sharing is caring’. With the aid of positive communication and that strategy in the classroom, both parts exchange views and ideas, then the students start thinking creatively and critically. As a result, active participation of the students is done.

#### **2.4.3. The importance of Pedagogy**

With the aid of pedagogy, teachers find out ways how to coordinate classroom learning, and use instructions to make learners engage in learning process. So, teachers need to be aware of the potential of pedagogy in the classrooms.

Pedagogy is known as the art of teaching. Teachers use various effective teaching strategies, since there is no only one way, and worldwide approach that goes with all situations. Actually, various strategies used in various combinations suit student groups to develop their learning performance. Teaching strategies are needed to go with environment and certain skills. Therefore, teachers should consider student backgrounds, abilities, and

learning methods. Teacher can put into practice the correct pedagogy, in case of cooperating with teaching strategies, recognizing the difference of the students, and having a supportive classroom environment.

The side effects of pedagogical practice make itself felt in the wellbeing of teachers and students, it encourages students and teachers to attend the school, gives them confidence, makes them understand the purpose of being in learning environment at least to some extent. Thus they become aware of learning and teaching.

Pedagogical approaches suggest that teachers are in need of teaching skills to impart due instructions to students. Successful teachers demonstrate various skills and abilities which create a comfortable learning environment, thus, students can have fruitful achievements. Whereas, the teacher must know not only syllabus, subject matter, various assessments and appreciation, but also the ability of making useful planning of the lesson and the ability of engaging the particular students in learning materials. Thus, the teacher will be able to make suitable instructional decisions (Entz, 2007).

On the other hand, pedagogy offers some strategies, and teachers should equip themselves how to run the classroom and teach each learner according to their expectations. Therefore, those strategies are useful for explaining the significance and scope of pedagogy. Thus, “it is through pedagogy, the science of teaching, that the skillful teacher ties these elements together. The ways in which a teacher interacts with students and organizes instruction are critically important aspects of helping each child (students) learn” (Entz, 2007).

According to McKenzie (2003), some suggestions appear very effective in teaching/learning from pedagogical angle. These suggestions are considered necessary tools

for teachers, since the teachers should know effective tools to increase student learning with the help of “orchestrating all of the other aspects of daily classroom practice.” He adds that “the role of pedagogy takes a very important place in case of designing programs and training teachers to impart those curricula effectively. These tools as strategic approaches help teachers to maintain effective classroom practice in terms of designing adult learning” and for the good of designing a suitable instruction.

On the other hand, what the lecturer is doing in learning environment is considerably important “and has a profound impact on the quality of the educational experience for children’ (students) in learning environment” (Entz, 2007). In relation to this, several categories which help to explain the scope of pedagogy will be explained in the followings.

#### **2.4.4. Some important tools as strategies to know the scope of pedagogy**

McKenzie (2003) suggests very important tools in order to understand well the scope of pedagogy, each of which plays very essential role to give enough details to clarify overall learning process and gives ways how to find a correct pedagogy depending on the needs of the particular students. For that reason, the following strategies are very helpful for the lecturers and teachers to understand the chemistry of the learning environment and apply the learning materials accordingly.

- Needs Assessment - What is needed for learning?
- Professional Growth - How can I develop the teaching?
- Classroom Culture - How do I improve the class culture for learning?
- Strategy - How do I teach to increase results?
- Resource Management - How do I benefit from the resources that we have?

- Problem Solving – How can I cope with problem?
- Orchestration - How do I put into practice various aspects of pedagogy?

(McKenzie, 2003).

#### **2.4.4.1. What is needed for learning?**

The free dictionary says “a condition or situation in which something is required or wanted”. Here, there is a service provider and a service receiver, each part knows the duty of himself. It occurs inside a system and for a target group. It is required “to determine the needs of the people (i.e., service receivers) for whom the organization or system exists (e.g., students).”

Besides, “a needs assessment might include the concerns of the “service providers” (e.g. teachers, guidance counselors, or school principals—the people who have a direct relationship with the service receivers) “system issues” (e.g., availability of programs, services, and personnel” (Comprehensive Needs Assessment, 2001).

Teachers mainly focus on student needs and strategies through which they are able to change student performance and to find out which patterns work or vice versa. And, good teachers “keep checking for understanding and they keep searching for the intervention that will enable each student to succeed” (McKenzie, 2003).

Each student needs individualized help for effective learning, the need should be consistent with their individual needs. Teachers meet those needs. In fact, in learning environment, the duty of the teachers is the transfer of information to the student. But, the learning is a long process and needed improvements in each year. That’s why professional growth appears as an important strategy.

#### **2.4.4.2. How is it possible to develop the professional teaching?**

Teacher should be lifelong learners. If they increase their knowledge, they improve student performance as well. Sometimes, “what worked with some students last year may fail this year?” Effective teachers are aware of the school environment and its expectations from the teachers. Then, the students bring “a remarkable new set of challenges into the classroom each day.” Therefore, teachers should renew and improve themselves each year successively (McKenzie, 2003).

Professional growth or development occurs when the teachers are open to new ideas about teaching and learning. This growth appears as theoretical, practical, and pedagogical issues. It should be hand in hand with technology too. Teachers need to enrich themselves with it.

Besides, they need to integrate the technology into their teaching environment, since professional growth requires professional improvement in classroom environment as the roles of the teachers. It also requires a systematic growth and development for effective performance in the teaching profession. Professional development gives importance to figure out the culture and chemistry of the learning environment.

#### **2.4.4.3. What is the best way to develop the class culture for learning?**

Teachers aim to reach out to students in various ways after considering students’ culture and language. Actually, “if a teacher does not create a culture that is safe, comfortable, encouraging and supportive, learning may not occur.” Thus, teachers overcome this issue through culturally responsive pedagogy. Actually, “the art of teaching includes the nurturing of group norms that allow learning to thrive” (McKenzie, 2003).

Cultural differences and language play a very important role in the classroom. With the aid of culture, students are aware of everything that their teachers reflect them and how their teachers see the world and what they think of others.

With the help of language, teachers communicate to the students to transfer the knowledge and information. In this regard, classroom culture expects from the teachers to learn about the other cultures. These differences represent different behaviors, for each culture includes various rules that comply with this particular culture.

For that reason, to some extent, teachers need to learn those cultural differences then address the students accordingly. Because, taking into consideration the cultural differences might help to assess teacher performance, student success, and effectiveness of learning.

#### **2.4.4.4. How is it possible to improve positive results with the help of strategy?**

The goal of teachers is to make students learn a particular lesson which will provide students peculiarities regarding competency, self-development, and personal decisions. In this regard, teachers are keen on maximizing capabilities of students.

Besides, they should give various examples in relation with real lives and see what the world is. So, the teaching strategies should comply with the course objectives. “If you want your students to be capable of applying course material, you will not only have to present factual material through readings and lectures, but also show them how to develop generalizations from the background knowledge (discussion, study problems, assignments)” (McKenzie, 2003).

Teaching strategies are necessary elements for teachers to facilitate the learning and make students comprehend the detailed information. Pedagogy suggests a careful designing

curriculum that consists of teacher, school, students, and educational instructions. For that reason, strategies are useful for encouraging students to observe, identify, analyze, and find solution.

Actually, effective teachers have rich experiences about instructions and techniques. They also know how to arrange time to match the strategy to situation. Also, the teachers know how to use “the trial-and-error aspects of helping students untangle patterns of failure and frustration.” Eventually, “strong teachers make sure their efforts to match technique to student are guided by intuition, empathy and some of the softer aspects of human knowing” (McKenzie, 2003).

#### **2.4.4.5. How is it possible to benefit from the resources which we have?**

Teachers are aware of the factors that affect learning and behavior problem; these factors are under control of school administration and teachers. If the factors are related to class, teachers can modify and reduce problem behavior. Effective teachers are good at making difference in the classrooms even in some shortages of resources.

The “shortages of resources are endemic in many classrooms and are often worse in poorly performing schools. Time is always in short supply. But there are many other important resources that can frustrate a teacher's good intentions.” As the teachers are facilitators of learning process so, good teachers know how to design a classroom environment and make fruitful learning happen for the good of the students, despite there are some “shortages, distractions or threats” (McKenzie, 2003).

#### **2.4.4.6. If something goes wrong and how do I solve the problem?**

Good teachers encourage the students to express their views, ideas, and concerns in relation with particular topic. But, in the classroom, many things occur spontaneously and

the teachers enrich themselves probable happenings and also possible & relevant solution in this regard.

Actually, the “life in the classrooms is ripe with surprises, but not all of these surprises need to stall forward progress.” He adds that they “try to anticipate what might go wrong and have backup plans ready just in case” (McKenzie, 2003).

Teacher’s role in the classroom is not only to transfer information but also make students aware of the importance of learning, because of that, behavior problem of the students will be solved to more extent. At the same time, teachers should help students find solutions not only emotional obstacles but also cognitive ones for learning.

#### **2.4.4.7. How is it possible to orchestrate all the different aspects of pedagogy?**

We need to speak about the importance of the “classroom ZONE”. The reason is that, “some classrooms actually hum with a purposeful, productive energy. The teacher of such classes knows how to combine all of the elements of pedagogy mentioned here so that harmony, resonance and synergy result” (McKenzie, 2003).

Classroom ZONE is needed for better performance to reach the target goal. If the above-mentioned categories are put into practice, then the required pedagogy makes itself felt in the classroom environment. And, as a result, the students are likely to demonstrate high performance in learning process.

When the pedagogy of the teacher is considered, the respective teacher needs training in pedagogy in order to create a ZONE for obtaining remarkable performance. But only a right pedagogy has power to create a classroom ZONE that makes remarkable performance likely.



#### **2.4.5. The Needs for Pedagogy**

Since pedagogy is the science of teaching, and it is a big umbrella for designing plan which consists of instructional strategies, equipments, instructions in relation with objectives, and done by a teacher.

Teacher puts on the table; the expectations of the students, the instructions related to objectives, and suitable activities to determine teaching and learning. When it is time to teach, teacher takes into consideration the followings; the strategies, the equipments, the instructional objectives, and taking into account every learning condition.

Through pedagogy, teacher finds out the experience of various factors go with suitable conditions in various learning environment, and step by step, he learns how to create positive environment in case of facing various factors in different conditions, and he becomes experienced at finding appropriate solutions for the good of teaching and learning. In fact, with the help of pedagogy, teachers determine suitable strategies and objectives for different instructional situations and also evaluate the learning outcomes at the end. The effective teaching can occur, if teacher considers an all-inclusive plan that includes strategies, objectives, equipments, learning conditions, environment, and instructions for realization of teaching and learning.

As a result, pedagogy proposes enormous potential for developing the delivery of information and transfer of knowledge in various educational environments. It also requires various rational considerations to obtain rational outcomes and makes learning and teaching easier in terms of understanding the ideas, objectives, and learning outcomes.

#### **2.4.6. What is language?**

Language is known as a complex system of communication which is seen in human activities. Language takes a very important place in life. Since, communication is the main factor that brings people together not only for understanding each other but also improving relationships and letting us communicate regarding our matters, problems, and plans. It is clear that language is essential for activities of daily life.

For that reason, apart from first language acquisition, the foreign language acquisition also plays a very important role in the life of human beings in order to recognize and communicate with the other people around the world.

#### **2.4.7. Personality types in language learning**

Language learning styles and strategies are very important factors which influence students' ability to learn the target learning materials in order to determine how and how well the students learn a target language. Language styles involve global or analytic, auditory or visual language learning approaches and patterns channelize the students how to behave and also they are "biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Oxford, 2003).

Students demonstrate individual differences in language learning styles. Some students who are visual and auditory or extraverted and introverted or closure-oriented and open-oriented or kinesthetic and tactile demonstrate involvement in learning language according to their respective feature. Because, depending on sensory preferences; visual students prefer to benefit from visual stimulation, but conversations, lectures and oral directions are likely to be very confusing. On the contrary, auditory students are happy with

visual input and they take pleasure from conversations, lectures, and oral directions. Also, they are motivated to learn language through role-plays and similar activities, but they face difficulties with written work. If the kinesthetic and tactile students are treated, they are keen on lots of movement and show more interests to do exercise with the aid of tangible objects, flashcards and collages. But also, they cannot help sitting at a desk for a long time, those students are fidgeting here and there and would like move around (Oxford, 2003).

The personality types are as follows; they “consists of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential thinking vs. feeling; and closure-oriented/judging vs. open/perceiving.” In relation to extraverted vs. introverted in a fashion such as; the first obtains lots of energy from the external world. Those students are good at interaction with people and they can easily make many friendships deeply or not. But, the latter gets energy from the internal world, asking for solitude and would like to have some friendships often deeply. Both personality types are likely to learn better with the aid of the teacher. Because of time limit, the extraverts might come to a manageable level and introverts are inclined to get involved in learning materials equally with extraverts (Oxford, 2003).

Moreover, regarding thinking vs. feeling: Thinking students are truth-centered, “even if it hurts some people’s feelings. They want to be viewed as competent and do not tend to offer praise easily –even though they might secretly desire to be praised themselves. Sometimes they seem detached.” But, feeling students value the other students in very personal fashion. They consider empathy and compassion with the help of the words, not through behaviors for smoothing over difficult situations. Language teachers can find ways

for making thinking students work with thinking learning in harmonizing manner (Oxford, 2003).

Apart from that, “closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines.” But, open students would like to stay available for permanent new perceptions. They take language learning less seriously, considering the learning like a game not a serious task. These students do not like deadlines. They like to spend time with that target language and they seem to obtain information in a flexible fashion not by hard effort. Open students are better than closure-oriented students in improving fluency, unfortunately, they are considered disadvantageous in a traditional classroom environment. Both of them provide a good balance for each other in the language learning classroom. Closure-oriented students focus on tasks, but open students like to have fun. Experienced teachers know how to create a cooperative learning environment, so collaboration appears beneficial for both of language students (Oxford, 2003).

Eventually, these types of learning students pay attention on main idea or details. They are called as global and analytic students. The former consider interactive and communicative events and keep distance from grammatical details. But, the latter likes to handle with grammatical points and avoid communicative activities. The analytic students do not put them in “risks for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and the analytic student have much to learn from each other. A balance (that is required) between generality and specificity is very useful” in terms of foreign language learning (Oxford, 2003).

#### **2.4.8. Biological differences in language learning**

The factors of biological differences are called as follows; biorhythms, sustenance, and location. The first factor is related to the time whenever the students are in good mood and do their utmost. Because, some language students prefer and like to be in morning shift, but some language students prefer the afternoon shift, even there are some more students who like evening time to learn language. The second factor, the sustenance involves the needs of eating or drinking during the learning process. Because, some students are more motivated with candy in their mouth, a can of drink, and a cup of coffee, but some students feel themselves uncomfortable when they have drink or food in their hand. The third factor, “location involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs.” The language learning students differ from each other in terms of environmental factors. The experienced teachers keep in mind the biological aspects of language learning students in order to create a congenial atmosphere for language learning process (Oxford, 2003).

#### **2.4.9. Learning strategies in language learning**

Learning strategies are essential for making learning environment fruitful and positive in terms of productive outcomes. The strategies are useful for the language students, if the following conditions are available. Firstly, relevant strategy is essential for the learning materials. Secondly, the strategy should be in tune with the understanding level of the language students. Thirdly, the students are likely to use the strategies better and to link the strategies “with other relevant strategies. Strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” Also, learning strategies can make the ways for creating an

independent, autonomous learning environment and to be a lifelong learning student (Oxford, 2003).

If the students are faced to use a certain set of strategies, they put into practice their learning strategies, for those strategies involve their actual learning styles. Besides students' primary learning styles, the teachers assist their particular students in order to attempt some alternative strategies for better performance. Good language learners are aware of using some types learning strategies in order to guess meaning from the context. On the other hand, "Less able learners used strategies in a random, unconnected, and uncontrolled manner, while more effective learners showed careful orchestration of strategies, targeted in a relevant, systematic way at specific" language learning materials (Oxford, 2003).

Actually, there are six major groups of language learning strategies: Firstly, cognitive strategies help language learning students to learn learning materials in direct ways, with the help "reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally." Secondly, Metacognitive strategies help the students to monitor overall language learning process. Thirdly, memory-related strategies enable the language students to link one language learning "item or concept with another." Fourthly, compensatory strategies help the students to remember the missing knowledge. Fifthly, affective strategies are related to "identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to" language proficiency. Sixthly, social strategies are necessary for helping the language

students through “doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language” (Oxford, 2003).

On the other hand, task-based language teaching involves instructional processes which include communicative tasks through which the students get involved in all types of activities that facilitate language achievement through benefitting from various references of theoretical and empirical insights and processes of social and psycholinguistic environment. Actually, “communicative task has evolved as an important component within curriculum planning, implementation and evaluation” (Nunan, 1991).

Teachers know the importance of communication and activities related to communication; they might be like films, videos, pair work, pictures, vocabulary development, error corrections, pronunciation practice, and self-correction. If the students are satisfied in communicative activities through these methods, they are about to be motivated to show more performance.

The students are likely to demonstrate interests to communicative approaches, if they are motivated integratively. But, instructional activities help the students be more motivated in learning language. Also, cooperative learning environment can create a congenial learning atmosphere.

We need to identify motivational factors for adult students at university level and the students’ preferences for learning languages which require relevant activities and practices. Besides, as mentioned above, the learning strategies are useful for better command of language and for identifying the differences between instrumental and

integrative motivation and their relationships between them, and then due strategies and methods for better command of languages.

As a result, the students demonstrate positive approaches to the learning activities when they consider that the learning materials which seem relevant and valuable to their future expectations are likely to meet their personal targets. In fact, the students would like to figure out the outcomes of the learning materials for better outcomes or any other success in the learning process.

#### **2.4.10. Language learning motivation**

There is a strong relation between motivation and the learning goal. Also, individual differences require different needs and motivation styles; therefore a relevant pedagogy is necessary for it because of various learning styles in learning process.

Also, each student demonstrates different approaches to learn a foreign language. At the same time, there are some factors which affect motivation of the students. In relation with language learning motivation, there are two important factors as; instrumental and integrative orientations in language learning.

An instrumental orientation considers utilitarian reasons as follows; money, awards, grades, and social status. Actually, instrumental motivation might affect students effectively, particularly whenever the students treasure the return of learning outcomes. On the other hand, the integrative orientation includes loving culture, and people of a target language and also showing a desire for integration with target language society (Chen et al., 2005, p. 612).

Both motivational factors such as, integrative and instrumental seem opposite to each other. Integratively motivated students are likely to demonstrate more success than



instrumentally motivated students. Because, integratively motivated students are more active learners than instrumentally motivated students. But, instrumentally motivated students cannot be active as integratively motivated students because of limited interaction in the target language within the classroom environment.

Therefore, not only instrumental and integrative motivation for language learning but also the other motivational factors are important to be considered for better motivation in language learning. At the same time, the intrinsic and extrinsic motivation is required for strong motivation as well. The distinction between extrinsic-intrinsic motivations is known as follows; intrinsic motivation is associated with activities that include internal enjoyment. Extrinsic motivation is related to external awards, diploma, money, and better future.

When the distinction between instrumental-integrative motivations is treated, both of them have a strong relation extrinsic motivation due to their external outcomes. Instrumentally motivated students would like to master a language by dint of external awards such as; achievements, social status, finding job, and better future.

Integratively motivated students consider enjoyment in studying and learning the language and also see language learning interesting and pleasurable for themselves. The students like the culture and people of that target language. For the sake of learning the target language, they enjoy language related activities. More enjoyments add more motivation in order to learn the respective language.

Psychological states play important role in motivational process, because the process looks complex. At the same time, the following factors; affect, arousal, and concentration are very important for clarifying the motivation.

There are positive and negative effects in motivation. They are explained as follows; in quadrant I, the students show positive affect in order to construct knowledge. They work easily with learning materials and everything looks O.K, nothing looks puzzling. If there are discrepancies between the information and the student's schemata, then they are directed to quadrant II, where the students demonstrate negative effect in order to construct knowledge. Here the students can consider affective states as confusion. Later on, they put away their misconceptions about the learning material, after that, they consider quadrant III. This quadrant is known as unlearning and negative effect, here the student experience frustration. After they discard the misconceptions, the students pass into quadrant IV, which is known as unlearning and positive affect. The students still are not sure how to go forward. But, "they do acquire new insights, search for new ideas and have a eureka (Ah hah!) Experience when the insights are profound. Once they develop new ideas, they are propelled back into quadrant I" (Craig et al., 2004, p. 242).

Arousal is related to being awake and reactive to stimuli regarding a physiological and psychological state of being awake or reactive to stimuli. Arousal appears significant for regulating attention, consciousness, in the information processing. Arousal is essential for motivating certain behaviors. (Arousal. n.d).

There is an interrelation between skill and challenge which affects psychological state. Actually, challenge is associated with learning material and skill is thought as a desire for learning. If there the first and the latter are equal and high, motivation and concentration for learning will be high. If they are low or one of them is low, there will be anxiety.

The balance is necessary for fruitful outcomes. So, "the balance is intrinsically fragile. If challenges exceed skills, one first becomes vigilant and then anxious. If skills

begin to exceed challenges, one first relaxes and then becomes bored” (Nakamura et al., 2002, p. 90).

Whenever the particular students show meta-skill, it stands for that they are not only individually developed and are coming from cultured environment, but also they are capable of enjoying challenges. On the other hand, “the challenges this presents promise almost infinite opportunities for enjoyment to those who are willing to develop the skills necessary to master them” (Csikszentmihalyi et al., 2005, p. 606).

Language learning is associated with input regarding a target language’s grammar, since the structure of grammar helps students figure out the system of that particular language and to some extent knowing the structure increases the competence of the students. Because, as much as the structure is known, the students are likely to demonstrate intrinsic motivation for learning the language and if the structure is not known, challenges of the learning materials might increase the anxiety and hinders the learning process.

Whenever the motivational factors are considered, it can be said that “integrative motivation reflects how a particular person value a language community and show a high level of enthusiasm “in order to facilitate communication with that group”. But, in instrumental motivation, the students show utilitarian approaches such as; money, diploma, high salary, and a lucrative job, if they have the particular language proficiency (Dörnyei 1990, pp. 46-48)

Except both integrative or instrumental, the communication factor has strong influence on the students of language learning, since communication makes the way for the students to communicate with native speakers or nonnative speakers in other countries and also in other parts of the world, more than that they would like communicate with their

classmates and their teacher. As the side effect of communication, integrative motivation cultivates through communicational activities.

With the aid of communication, the students start learning about various people, sharing ideas and views with different people, getting to know the other cultures, cultivating ideas and thoughts. According to instrumental or integrative motivations, the students demonstrate their language learning attitudes towards a target language. Firstly, the computer & internet-based classroom environment can create a scope for learning better and faster. Also, through computer, they have more opportunities to do practice in English, feel free to have more learning activities.

Motivation is changeable in relation to competence of students and individual attitudes towards the target language in the course of time. In case, the students do not succeed in the learning process time to time or as the side effect of the learning environment. If the students are good at communicative activities, these activities mount not only instrumental, but also cognitive, and integrative motivation. In case, the students are not good at learning, then anxiety falls on the learning environment and hinders the learning process.

#### **2.4.11. Culture of language classroom**

Students' interests for the learning materials are associated with aptitude, motivation, and family background, and it requires a negotiation between students and teachers about learning materials as well. Because, teachers need to know to make sure about what is going on in the classroom regarding students individual needs & interests and also cultural & external preferences, since culture has a role to make awareness in terms of teaching/learning. Given all of this, "teachers need to be aware not only of the cultures of

their students and their environment, but also of the cultures that they themselves bring to the classroom, whether they are nationals or expatriates” (Sowden 2007, pp. 304-305).

Besides, culture of the language classroom is related to the students, since each student demonstrates different attitudes towards learning language due to their language learning motivational approaches such as; instrumental and integrative orientation. Some students show more interests to the target language, but the others do not show that much because of their utilitarian approaches. That’s why, it might be necessary to consider “that culture can be separated from language, that culture is something that needs to be introduced into the language classroom and to the learner, and that learner and teacher have some sort of a choice as to whether “cultural integration” is to be included in the “syllabus” or not.” Because, “integrative motivation simply acknowledges that he or she is actively seeking to know about the culture, whereas the person with instrumental motivation does not want to add anything on to his or her knowledge of the language” (Tang, 1999).

Actually, the particular culture provides a scope for communicating with each other “about debates, role-plays, skits, simulations, “culture capsules,” games, discussions, cultural attitude checklists, use of pictures and objects, stories, songs, poetry, cultural treasure hunts, projects”, since all the activities make the students engage “for using the language interactively and communicatively for meaning” (Oxford 1994, pp. 34-35).

It is accepted by many teachers that the more the students are motivated to learn, the more the students achieve in learning process. Apart from that, the culture appears very influential on motivation as well. Because, according to each culture: the students of respective culture are likely to demonstrate different interests, approach, and consideration towards learning a target language.

Cultural differences cause motivational approaches, considerations, and interests differently in relation with cultural perception. Each culture consists of various people who have similar practices and understanding. Those practices and understanding differ from culture to culture. Since, cultural norms also differ from culture to culture as well. Therefore, the differences and norms give shapes not only world views but also motivations towards a learning target in learning process. The reason is that, the cultural differences make the way differently for personal improvement, control, and achievement for certain outcomes.

On the other hand, motivation has a strong relation not only with culture but also with psychology. Firstly, people reflect different cultural features and motivated according to their cultural differences. Even though, people as human beings are same creatures, but cultural differences make them different from each other. When the human psychology is considered, we observe that psychological motivations are approximately same for the whole culture due to humane needs such as; earning money, rewards, respect, getting good job, having a bright future, and considering better relations with people.

In each culture, people have got more or less same beliefs, views, and values through which they would like to achieve the target outcomes in relation with their expectations. Actually, according to various outcomes, they demonstrate actions and behaviors regarding those target outcomes. Thereby, cultural understanding shapes how to behave and demonstrate upon some actions depending on the outcomes. Thus, culture plays an important role to make people act and behave in certain ways and in this regard, the motivation is shaped according to cultural context.

Motivation theories are needed to be expounded for giving ample details step by step as follows; the theory of achievement and the attribution theory. Achievement motivation is related to “people’s choice of achievement tasks, persistence on those tasks, vigor in carrying them out and performance on them.” Because of students personal beliefs about and abilities, the students can show how they are good at different activities, “the attributions made to ability (and lack of ability) have important motivational consequences. Attributing success to ability has positive motivational consequences, whereas attributing failure to lack of ability has negative consequences.” Actually, particular beliefs engender particular behaviors (Wigfield et al., 2000, pp. 68-71).

As it is known people’s values and belief are associated with cultural characteristics. Actually, motivation is related to culture. Also, people’s beliefs are related to abilities. Then, the students are motivated intrinsically or extrinsically with the help of one’s ability skills. The intrinsic motivation reflects psychological states of the students. The intrinsic motivation does not depend on culture, but it is considered a universal matter.

#### **2.4.12. Importance of pedagogy in language teaching/learning**

Teaching can be conducted through in three functional ways. The first way is known as the behavioral view “teaching as doing”. Herein, the teacher needs to demonstrate the adequacy of certain teaching behaviors and actions. “The role of modified input in vocabulary learning” might be seen a good example, since the input variables affect learning process to improve better “input conditions for learning” (Ellis 1997, pp. 78-79).

The second “is “teaching as cognition.” This is related to knowledge the teachers have while teaching. Also, the teaching requires thinking and doing. Also, it is in the hand

of the teacher how to make the decision of teaching style and decision making process seems to be very complex. Sometimes, it can be implicit or explicit. Teaching as cognition is “as the driving force of practice, professionals possess tacit knowledge that is reflected in their real-time actions and that is organized into theories. These theories can be in use (i.e., they cannot be articulated and reveal themselves only in practice) or espoused (i.e., they can be described)” (Ellis 1997, pp. 79-82).

The third view is the “teaching as knowing what to do” that is related to the interpretivist view. Actually, here the teachers’ behaviors and thinking are based on the specific context through which they work. Teachers’ role is to make decisions regarding a particular context of action which is considered as “a fabric of interpretation”. Because, interpretative research looks practical and also supplies enough documentary reference in order to help for the discussion of practice and to match “with the teacher’s own particular case, thus affording “an interpretation or a theory of one’s own case”. So, teaching is regarded as “art” that combines “technical proficiency with the ability to analyze classroom situations, identify which options may be relevant to a specific context, and select the most effective for the particular moment” (Ellis 1997, pp. 81-83).

Also, teachers are considered as part of the situation where they are working as objective observers. And, a good teacher always considers “the needs and possibilities of a situation and creates and uses practices that have promise for that situation”. The teachers never forget that, every teaching environment appears different from each other due to the facts that the students have different “backgrounds, personalities, and abilities of its members.” By knowing these factors, the teachers make up a special classroom



environment which reflects its own respective potentials and problems (Ellis 1997, pp. 81-83).

#### **2.4.13. Language pedagogy**

In language learning, an appropriate pedagogy is essential for making the language students motivate more to obtain the target language. In language pedagogy, firstly, behavioral view is suggested, since it is associated with teaching as doing in order to provide “a set of behaviors and actions.” It involves classroom environment which makes the way for learning. Also, it has positive and negative role in language learning. Learning occurs with the aid of the relationship between stimuli and response. Here, teacher’s experiences can lead to the target outcome. Behavioral approach gives the teacher a role monitoring the learning materials. Teacher’s stance can cause a fruitful performance (Ellis, 1997).

Ellis (1997) states that lack of practical knowledge in language teaching requires new development in teaching like new medicine such as new antibiotics and the language teaching method is different according to age of the students and also adds that “teaching is an applied science.” New developments in teaching methods are likely to yield meaningful outcomes.

Therefore, except pedagogical knowledge, practical knowledge is required for sound decision making. Also, except on-going classroom observation, multiple methods are essential for gaining students’ feed backs. Apart from that, practical knowledge enables teachers “to accommodate student needs and tailor activities to the specific classroom context”. Thus, “it is important to try to better understand the nature of change in the expert teacher’s knowledge, self-awareness, and teaching practices” (Chiang 2006, pp. 39-40).

#### **2.4.14. Communicative Pedagogy**

Pedagogy plays a very important role in learning/teaching a foreign language, since it influences the attitudes and approaches of both lecturers (teachers) and students towards a particular language in the learning process. In this regard, CLT communicative language teaching appears very fruitful due to the following reasons.

The lecturers are considered to have several roles such as; “facilitator, participant, researcher, learner, analyst, counselor and teacher”, Therefore, they know how to facilitate the communication through which they get in the process of communication. They are considered that they should show enough communicative approach to “understand students’ intentions and to give feedback to them.” And, also they should know how to organize the learning environment for better communication, since this environment creates a “student-centered classroom” (Luo 2013, pp. 15-16).

Recently, “pedagogical approaches have shifted from a linguistic structure-centered approach to a communicative approach.” Actually, communicative approach stands for using a particular foreign language to learn it, and communicative teaching requires communicative competence which includes “organizational, pragmatic, strategic, and psycho-motor competence.” Most of the time, the lecturers’ “responsibilities are to establish situations” towards learning a particular foreign language in the learning environment to improve students’ communication. Whenever the lecturers plan to apply the CLT pedagogy, they use some strategies to help students understand “the communicative functions of the linguistic forms that students use, through connecting sentences in a

meaningful manner to comply with social and cultural rules of’ this particular language learning environment (Luo 2013, pp. 15-16)

Actually, “by using the CLT approach to teach students” a particular language, the lecturers “in universities can create one class as an academic class because it enhances cooperative interactions. Reading, writing, listening, speaking, and grammar are all practiced in the CLT approach.” Application of CLT is successful due to several reasons; firstly, the lecturers “use the nature of learning and organizational capability to acquire knowledge.” Secondly, If students are not satisfied with the activities of the teaching approach,” the lecturers “are ready to determine and respond to learner language needs.” Thirdly, the lecturers “are expected to be effective communicators to understand students’ intentions and to give feedback” to the respective students in the academic class (Luo 2013, pp. 15-16).

In relation to communicative pedagogy, a cognitive view of a foreign language learning appears important, since “language input, interaction, and output are united to make gains in” that particular language. The reason is that, “the three communicative pedagogical approaches emphasize language input, interaction, and output, so that”, “students can develop their understanding of English (Luo 2013, pp. 15-16).

When the lecturers want to put into practice the three communicative pedagogical approaches, then more or less they take the roles of “facilitator, monitor, and participant.” through which they start to give input to the language students regarding the target language in the classroom. This creates a classroom interaction and it is in the hand of teacher to arrange the rate of teaching/learning so that students can comprehend language better. Then, the students move aimed learning outcomes step by step. The teachers never

forget that each student has different learning needs. What” lecturers “should do is to adjust language input to the level of students. Input should be just beyond the” FLL “students’ language ability, so as to motivate them to stretch their language skills. The focus of the three communicative pedagogical approaches is communication that directs” lecturers “to process appropriate inputs for” FLL “students. Moreover,” FLL “students in the three communicative pedagogical approaches have many opportunities to learn from” lecturers “and classmates by negotiating classroom content, extending knowledge to related topics, and reviewing previous knowledge” (Luo 2013, pp. 22-23).

The three communicative pedagogical approaches consist of the input hypothesis which requires “the act of receiving language (reading or listening).” In case, we speak about the output hypothesis which claims “the act of producing language (speaking or writing).” “Interaction hypothesis is placed on negotiation for meaning. In other words, classroom interaction promotes students to recognize the mismatch between input and output so as to fill in the gap” (Luo 2013, pp. 22-23).

For that reason, these communicative approaches “are based on the understanding that there are three basic language skills in language teaching: grammar skills, reading and writing skills, and speaking and listening skills. The hypotheses assume that each of these skills is different in acquisition, and each hypothesis addresses different aspects of the three skills” (Luo 2013, p. 24).

### **CHAPTER III: THE HISTORICAL CONTEXT**

The study investigates instrumental and integrative motivations in terms of foreign language learning (FLL) among Albanian students at public universities. The study also examines language motivation, language materials, and motivational reasons. Most of those studies regarding students' instrumental and integrative motivations concluded as follows;

Lukmani (1972) found out the results such as; instrumental motivation was more effective than integrative motivation in Bombay among the non-Westernized female students. The studies done by (Gardner & Lambert 1972; Lambert 1974) demonstrated that integrative motivation is more essential than instrumental motivation. Lambert (1974) stated that integrative motivation appears more essential in classroom environment than instrumental motivation. Falk (1978) also was in the idea of integrative motivation more effective than instrumental motivation in formal environment as well. According to Fu & Lee (1980); Chinese students in Hong Kong showed more instrumental motivation for language achievements. Also Al-Shalabi (1982) examined the university students' motivation in Kuwait and the study demonstrated the students have more instrumental motivation for FLL. Later on, the study of Alam et al., (1988) demonstrated that the students in public school in Saudi Arabia were motivated more instrumentally.

Dörnyei (1990) considered instrumental motivation is more important than the integrative motivation. According to Oxford (1994); integrative motivation did not look a powerful predictor and the motivation issue is not an easy issue such as the dichotomy of integrative-instrumental motivation. In the study of Dörnyei (1996); the secondary school students in Hungary showed more instrumental motivation. Wen (1997) examined the students who are studying Chinese as a foreign language in America and found out that,

both motivating factors caused the students to study FLL. Whereas, Brown (2000) thought that a combination both instrumental motivation and integrative motivation are needed for foreign language learning and added that instrumental orientation might be for academic purposes and integrative orientation invoke a moderate desire to socialize with various speakers.

On the other hand, Brown (2000) stated that the students rarely chose one of the motivational factors. Ushida (2005) examined French and Spanish classes in America and the study revealed that there is important relation between the students' motivation in both integrative & instrumental orientation and then their learning outcomes.

Rahman (2005) investigated Bangladeshi university students' motivation towards learning foreign language and the study revealed that they show more instrumental motivation than integrative motivation. Qashoa (2006) took into account the Emirati students' motivation towards learning English and found out that the students are motivated more instrumentally than integratively.

Vaezi (2009) did an investigation about Iranian university students' motivation towards learning foreign language and the result showed that the Iranian students are more instrumentally motivated. Al-Tamimi & Shuib (2009) examined Yemeni university students' motivation towards learning foreign language and the result revealed that they are more motivated instrumentally than integratively. According to the study of Choosri (2014), Thai students at Hatyai Technical College in Thailand showed more instrumental motivated when compared to integrative motivation. Kurum (2011) investigated Turkish military students' motivation towards learning English as foreign language and the result

demonstrated that the instrumental motivation appears more effective than integrative motivation in their achievement while learning FLL.

The studies done by Gardner & Lambert (1972) and Lambert (1974) demonstrated that integrative motivation is more essential than instrumental motivation. Also, according to Zanghar (2012), the result was different as well. Actually the researcher did a study in Libyan university on students' motivation towards learning foreign language in terms of both motivation and then the researcher found out that the students showed high instrumental motivation and high integrative motivation. When compared both of the motivations; students' integrative motivation were seen to be a little higher than instrumental motivation. Also, Jin (2014) found the result as; Chinese university students showed strong integrative motivation toward English language learning.

The findings reveal that majority of Albanian university students are motivated both integratively and instrumentally to learn foreign languages. Even though, some research findings (Lukmani, 1972); Al-Shalabi, 1982; Wen, 1997; Rahman, 2005; Qashoa, 2006; Vaezi, 2009; Al-Tamimi & Shuib, 2009; and Choosri & Intharaksa, 2011) showed that instrumental motivation was higher than integrative motivation. But the studies done by (Gardner, 1972; Lambert, 1974; Zanghar, 2012; Jin, 2014) demonstrated that integrative motivation is more essential than instrumental motivation. These results support the present study in terms of integrative motivation.

## **CHAPTER IV: EMPIRICAL ANALYSIS 1**

### **4.1. Introduction to chapter four**

The researcher aims to develop a research study in a particular country scale, in order to contribute important knowledge to the field of foreign language learning motivation in education. The present study appeared both a challenging and rewarding experience, but it enabled the researcher to present an in-depth original study of FLL motivational orientations.

This chapter involves different sections as follows; the second section gives knowledge and information about research objectives, the third section presents data sources. The fourth section indicates research methodology. The fifth section expounds research instruments including questionnaires and interviews. The sixth section presents participants in the questionnaire and in the interviews. The seventh section presents procedure. The eighth section gives information about data collection. The ninth samplings include sample population, sample frame, sample size, and sample techniques. The tenth section presents variables.

### **4.2. Research objectives**

The present study indicates that there are various motivational factors in order to demonstrate the efforts and performance of the students for learning foreign languages at Albanian universities. There are four main objectives of this study: Firstly, this study as first objective includes a theoretical framework in relation to the basic concepts and theories regarding motivational factors which influence effort and performance of the students in language learning process.



There are two main motivational factors; integrative orientation and instrumental orientation which affect foreign language learning of the particular students. Those motivational factors are most powerful factors in Albanian Universities. For that reason, it is necessary to find out the motives and motivational factors in order to increase efforts and performance of the foreign language learning of students in the universities.

The second objective is related to the questionnaire. With the aid of the questionnaire, the research presents the hidden reasons for learning a foreign language in Albanian universities. Because, university students would like to learn a foreign language due to some reasons such as; intrinsic motives like to satisfy internal pleasure of the students.

On the other hand, the extrinsic motives, such as reward, money, good grades that can influence students to perform the task as external motives. If the lecturers use those motivational factors according to the needs of the particular students at the university, it may lead to high performance and efforts of foreign language learning at the universities. The third objective talks about the knowledge and information from well-known Professors and Doctors at the Albanian universities regarding motivation and motivational factors overall with the aid of interview methodology.

Additionally, these knowledgeable people currently work at the university and they have ample experience about learning foreign languages, and also these people are considered very important for the reliability of this study, because of their valuable knowledge and information they gave through the interview.

The fourth objective gives details and reasons of foreign language learning in order to explain the motivational factors which cause high performance and efforts, and as a

result encourage the students to maintain foreign language learning in Albanian universities.

Because, learning a foreign language requires a continuous, long-term performance and efforts for fruitful outcomes, and also lecturers need to take into account those motivational factors to satisfy the needs of the students for better command of a particular foreign language.

#### **4.3. Data sources**

This present study involves both secondary and primary data in order to meet the objectives of study. Because, due information and knowledge are needed from both of them for reliable and accurate result.

Primary data might be defined as “the individuals who collect the data also analyze it” and “an investigator quantitatively combines the statistical results from multiple studies of a phenomenon to reach a conclusion.” Also, “the investigator must select particular summary measures to report in the text, figures, tables, and short appendices. The decision about how to summarize the data is an important one, because it is irreversible.” Here, it is duty of the researcher to find out due information for the study from primary data. In this study, these data are collected with the aid of questionnaire and interviews. Those data are very valuable and reliable and also requires more time (Church, 2002).

Secondary data are “based on the published data or it may be based on the original data.” And in apart from that “the original data may be in notebooks, in stacks of data forms and, increasingly, in computer files” (Church, 2002).

For data collection, the questionnaires and the interviews are the main methods for gathering reliable and accurate data for this study. Both the interview questions and the

statements in the questionnaires are designed in both Albanian & English and also in understandable precise fashion in order to gather accurate responses from the particular students throughout the Albanian universities. Using both methods can appear as time consuming, but the researcher aimed to gather accurate data for reliability of the study, and the researcher also did not avoid visiting each university and academician across Albania for the good of the study.

#### **4.4. Research method**

In this study, both qualitative and quantitative methods were used. Questionnaire was utilized to conduct quantitative research, which was given to the university students and interview was used to do qualitative research, which was asked to the knowledgeable professors and doctors at the Albanian universities. For collecting primary data, the case study method was used. Actually, it is widely used and appears very suitable. Also, for gathering secondary data, especially Google scholar and the other electronic libraries were used.

#### **4.5. Research instruments**

The universities were randomly selected and a 13-item questionnaire was constructed, on which the Albanian students demonstrated their agreement or disagreement with the help five-point Likert scales about integrative & instrumental orientations including three more statements such as; a statement about what language more motivates the Albanian students more when compared to the other languages.

Another statement that considers the Albanian students have motivation to learn languages due to the following reasons; my parents spoke different languages and they

showed interest for various languages and that affected me to learn languages or the students just wanted to learn languages, not because of other reasons.

Also, two more statements about demographic include nationality and gender. The questionnaire was administered in Albanian and English at a time. Also, a questionnaire was asked to experienced professors and doctors who work currently at Albanian universities.

Firstly, the orientation statements were adapted as in English, and then the statements of orientations were professionally translated into Albanian in order to ensure that the whole statements are translated accurately.

Literature attracts people to learn a particular language, for it consists of best parts of the language. Literature contains the whole expressions, phrases, and words, people use for communication. Literature might be written and verbal.

Today, students learn a particular language mainly from written documents that are called literature and they observe beauties of the language in the written documents. Then, if the students like the language, they are likely to read more materials than before.

In fact, because of beauties of Shakespeare's materials, many students would like to learn English. The more the students enjoy reading English literature, the more they learn English and this enhances their competence, enthusiasm, and interests for continuous improvement of the particular language.

In integrative orientation, the whole 4 items deal with integrative motivation, four of which are positively worded as follows: Firstly, "*learning language can be important for me because Language will allow me to be more at ease with people around the world.*" Secondly, "*learning language can be important for me because Language will allow me to*

*meet and make conversation with more and various people.” Thirdly “learning language can be important for me because Language will enable me to better understand and appreciate art and literature.” Fourthly, “learning language can be important for me because Language will help me to participate more freely in the activities of other cultural groups” (Gardner, 1985, 2004).*

Here, the statements are associated with integrativeness of the languages which provide the students various communicative opportunities with different people around the world. At the same time, the statements involve not only liking the cultures of a particular language, but also appreciation of the art and literature of the particular language.

Besides, the integrative approach channelizes the students to learn the particular language due to personal likes and interests for the language. Therefore, the students like everything of the particular, since they take care and like the language and more than that they take pleasure from speaking that particular language, so, they appreciate whatever the language has such as; culture, art, literature, and etc.

Learning language opens the way to various important opportunities to get in touch with culture, art, literature etc. Also, learning language stands for studying a culture, a people. Language is important for the people to communicate. It makes the way for people to communicate and appears complex which involves culture and society.

Communication helps people to convey their feelings and emotions, people are the creatures that think, talk, feel, and communicate with the other people, since this is the requirement of being a human being. The communication occurs reciprocally and everyone has a say in the communication and also emotional communication makes each person have similar feelings.

Language appears as a tool for communication. It affects our ways of thinking, thoughts, ideas, and culture. The abstractness of language makes it very difficult to keep it alive in the society, in this regard; culture helps the language live and also keeps it very dynamics. What is available in the culture that reflects richness of the language, the first influences the latter and vice verse?

Culture involves shared understanding, values, customs, beliefs, rituals, and expectations. Also, to make the culture available in a society, a language is required that contains symbols and sounds for communication. Because, the shared values help to shape the ways we behave, think, and consider the world. Besides, shared culture makes a scope for creating a sense of belongingness in the society.

In language learning, we need to consider that behind each language, there is a culture that has strong relations with the particular language. Actually, knowing a language creates many opportunities for learning language related culture. Also, the culture of the particular language makes the learning enjoyable, since some students would like to learn languages due to liking the particular language. To some extent, language students learn the culture, even though they do not want to learn the culture of the language but just language. In instrumental orientation, the whole 4 items deal with instrumental motivation, four of which are positively worded as follows: Firstly, *“learning language can be important for me only because Language is necessary and needed for my future career.”* Secondly, *“learning language can be important for me because Language will make me a more knowledgeable person.”* Thirdly, *“learning language can be important for me because, one day in the future, I think Language will help me to get a good job.”* Fourthly, *“learning*

*language can be important for me because other people will show respect to me more if I have knowledge of a foreign language” (Gardner, 2004).*

Regarding instrumental orientation, the statements involve pragmatic approaches as follows; the students learn a particular language, since the language provides opportunities for future career of the students. The particular language not only makes the way for the students to bring a valuable social status, but also help the students find lucrative jobs in the future.

Besides, that particular language creates a scope for going abroad to find job and academic career. Instrumental orientation also makes the students gain social respect and makes the students look knowledgeable in the existing society. In fact, the students benefit from the particular language, because of utilitarian approaches of the students and those approaches include awards, diploma, lucrative jobs, academic careers, and social status.

On the other hand, firstly, the researcher aimed to find out what language more motivates the Albanian students more when compared the languages such as; English, Italian and the other languages. The statement is worded as “*What language more motivates you to learn?*” Secondly, the researcher aimed to demonstrate through which sources the Albanian students learn languages as worded in the statements “*Learning Foreign language is easy with the help of*” as follows; “*Courses through Computer-Internet-based technology*” or “*Courses through books-based.*” Thirdly, the researcher aimed to clarify that the Albanian students have motivation to learn languages due to the following reasons as worded in the statements like “*I have motivation to learn languages, because*” and there two options to know that as follows; “*My parents spoke different languages and they*

*showed interest for various languages and that affected me to learn languages.” or “I just wanted to learn languages, not because of other reasons.”*

At the end of the questionnaire, the researcher put two statements about demographic structure as worded as follows; “*what is your nationality?*” and “*what is your gender?*” in order to enrich this present study for providing fruitful outcomes and reliable data overall.

Regarding interview, the researcher asked the open-ended questions to the professors and doctors in relation with the questionnaire. The questions are relevant to hypotheses and help the researcher to support the hypotheses to some extent.

Interview included the questions as follows, firstly, the researcher wanted to find out the reasons of learning foreign languages in terms of motivational factors such as; integrative and instrumental. Secondly, which foreign language more motivates the Albanian students to learn? English or Italian?

Thirdly, do family members show interest for various languages that affect and motivate the new generation more for learning other languages? Fourthly, do Albanians have talent and skills for learning foreign languages? Fifthly, do Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?

#### **4.5.1. Questionnaire**

In the study, the questions in the questionnaire are designed to test four hypotheses in relation the thesis theme. Actually, the university students are considered as a unique entity and they are known as responsible learners and they also take personal initiatives to demonstrate their effort and performance for foreign language learning. The Motivation test



as known; the Attitude/Motivation Test Battery (AMTB) was adapted from Gardner (1985), (2004), (2005) & (2006). Thus, with the help of the questionnaire, the researcher wanted to find out the motivational factors of adult students for learning a particular foreign language. The questionnaire is designed as one pattern shown in the Appendix: for students who currently study at the Albanian universities.

The questionnaire part-1 both includes 4 main questions about integrative orientation to check whether students are motivated integratively while learning a particular foreign language, and 4 main questions about instrumental orientation to check whether students are motivated instrumentally while learning a particular foreign language.

The questionnaire part-2 involves 5 main questions; three of them aim to find answer for hypotheses, and two of them are demographic questions as follows: Firstly, What language more motivates you to learn? English or Italian? Secondly, foreign language Learning is easy with the help of which course?

Thirdly, courses through Computer-Internet-based technology or Courses through books-based? Fourthly, students have motivation to learn a foreign language, because; students parents spoke different languages and they showed interest for various languages and that affected them to learn foreign languages or they just wanted to learn languages, not because of other reasons.

#### **4.5.2. Interview**

The interview was carried out with experienced, knowledgeable professors and doctors who speak several foreign languages and both currently work at the Albanian universities and also have administrative position at the respective universities.

Eleven questions were asked for the interview to explore the reasons of foreign language learning and which reasons motivate the Albanian students to demonstrate more efforts and performance for learning a particular foreign language in Albania. The interview is designed as one pattern shown in the Appendix: for twelve academicians (professors, doctors, and lecturers) who currently work for the Albanian universities as full-time. The interviews are done through mailing system.

#### **4.6. Participants**

The participants for this study were 1222 adult students at Albanian public universities across Albania and the questionnaire involved a 13-item statement in terms of integrative & instrumental orientation, language motivation, motivation of language learning materials, motivational reasons for language learning and demographic structure.

#### **4.7. Procedures**

Students selected appropriate statements from the questionnaire in spring semester in a single lecture that took around 10 minutes. The statements are compiled in limited numbers in order to obtain reliable data and not to make the students get bored while answering. The statements are put in relation with instrumental & integrative orientation, motivation towards several languages, language learning reasons, and demographic statements.

#### **4.8. Data collection**

In the study, the primary data were major for overall results. The questionnaire was asked to the students in the Albanian universities as follows;

The total number of the universities are twelve as public universities, but five of them work as branches of University of Tiranë as from 2-6, (Universiteti i Tiranës), and

also number of bachelor & master students in those universities as follows; 1-Universiteti i Tiranës; bachelor (26618), master (13893). 2-Universiteti Politeknik; bachelor (7827), master (3519). 3-Universiteti Bujqësor Tiranë; bachelor (10605), master (2352). 4-Universiteti i Arteve Tiranë; bachelor (732), master (128). 5-Universiteti i Sporteve; bachelor (1011), master (230). 6-Qendra e Studimeve Albanologjike; bachelor (245). 7-Universiteti "Aleksandër Xhuvani"Elbasan; bachelor (11058), master (1640). 8-Universiteti "Fan S.Noli" Korçë; bachelor (6545), master (703). 9-Universiteti "Luigj Gurakuqi" Shkodër; bachelor (13319), master (1205). 10-Universiteti "Eqrem Çabej" Gjirokastrë; bachelor (3765), master (542). 11-Universiteti "Ismail Qemali" i Vlorës; bachelor (6702), master (1086). 12-Universiteti "Aleksandër Moisiu"Durrës; bachelor (7425), master (817). The total number of the students in Tiranë Universities are 47038 bachelor and 20122 master. The total number of bachelor & master students in public universities are 95852 bachelor and 26115 master. All together they consist of 121.967 students (Instat, 2012). The data were collected from bachelor and master students of above-mentioned universities. University of Tiranë was considered a main questionnaire area for its branches.

Regarding the interview, the researcher visited the above-mentioned universities and requested experienced professors and doctors to respond the relevant questions related to interview. Six of them gave due answers for the interview and sent back through e-mail, the other five of them answered in the paper and the researcher revisited respected academicians and then took the due answers for the interview.

Thus, the researcher conducted the questionnaire and interview in seven different universities which stands for the whole public universities across Albania. Mostly, the

researcher visited the respective universities in person to do conduct the questionnaire, sometimes with the help colleagues who work at the particular universities.

The questionnaire lasted for two months including April and May during spring semester. The researcher considered a convenient time for gathering reliable and suitable answers from the students, so selected above-mentioned months in spring semester.

## **4.9. Sampling**

### **4.9.1. Sample population**

The target population is the citizens of Albania; the rests are the other nationalities. In fact, ninety nine percent of the students are Albanian citizens; the rests are the other nationalities.

### **4.9.2. Sample frame**

The sample frame is the university students who study at twelve different Albanian public universities across Albania. Actually, ninety percent of the students study at Albanian public universities and all of them have the homogeneous structure.

### **4.9.3. Sample size**

A 13-item questionnaire patterns have been given to the students to select suitable statements in the questionnaire for 1222 respondents. Also, there are 11 requested interview questions, which were asked to the academicians such as professors, doctors, and lecturers who are currently working at the public universities and who know several foreign languages and at the same time, all of them work for the public universities except one.

### **4.9.4. Sample techniques**

In this study, three different sampling techniques were utilized: quota sampling and random sampling for the questionnaire. Because, “quota sampling involves getting

participants wherever you can find them and typically wherever is convenient; however, the members of the sample group have certain common characteristics” (Quota sampling, 2014).

In relation to random sampling, it is said that “in random sampling each member of population is equally likely to be chosen as part of the sample. It has been stated that “the logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples” (Random sampling, 2014).

For the interview, judgment sampling is used for interviewing academicians including professors, doctors, and lecturers at the Albanian universities. Actually, a “judgment sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money” (Judgement sampling, 2014). And, “a judgment sample is obtained according to the discretion of someone who is familiar with the relevant characteristics of the population” (Fridah, 2004). Also, the judgment sampling is “technically and conceptually the most appropriate approach” (Perla and Provost, 2012).

#### **4.10. Variables**

In this study, there are 13 variables, eight of them are dependent and the remaining 5 of them are independent variables. When the independent variables are considered, they are divided into two groups as integrative orientation and instrumental orientation. Because, the students’ current motivational reasons for learning a particular foreign language is important to find out their attitude towards this foreign language, thus the researcher aimed to suggest a reliable pedagogy for teaching/learning a foreign language.

Moreover, dependent variables of the study are considered as statements of motivating languages, language learning materials, motivational reasons for language learning, and demographic statements. Table 3.6 presents some characteristics of these variables.

## **CHAPTER V: ANALYSIS 2**

### **5.1. Introduction to chapter five**

This chapter presents the results of the study in four sections. The first section presents reliability and validity of the study. Second section emphasizes the missing data analysis. Third section presents descriptive statistics regarding integrative & instrumental orientation, language motivation, language materials, motivational reasons, and demographic structure. The fourth section presents inferential statistics in relation to integrative & instrumental orientation, language motivation, language materials, motivational reasons, and demographic structure as well. The fifth section presents the results of analysis in order to explain each hypothesis in the present study.

### **5.2. Reliability and Validity of the Study**

In qualitative and quantitative research, reliability and validity require trustworthiness and rigor which are defined parallel concepts with “credibility, transferability, dependability, and confirmability” (Morse et al., 2002, p. 5). The researcher made the survey through considering above-mentioned reasons in order to do reliable and valid research.

Regarding reliability of this research, the research is based on the fact that 1250 questionnaire were distributed to the respondents at the universities in total, in case there would be unanswered questionnaire paper. Thus, during the survey, 17 questionnaires had missing answers, so the researcher did not take into account those participants' answers.

Later on, from remaining out 1234 questionnaire, the researcher has taken 1222 questionnaire randomly due to the quota sampling of this study. Also, during the questionnaire, the researcher made sure that the respondents actually understand the

questions well and answered without any pressure and anxiety. The survey questionnaire was directly linked to both problem questions and the theoretical frame work of the present study in order to acquire an adequate answer for both of them. To check out reliability of the questionnaire, Cronbach's Alpha was done through SPSS.

Table 5.2 Cronbach's Alpha Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,619	,513	13

Internal consistency is measured by Cronbach Alpha. It is .619 and it means that the value is more than 0.60. For that reason, the questionnaire has high reliability. Actually, “if the value is 0.60 or less that means that the questionnaire has low reliability” (Pathan, 2012).

### 5.3. Missing data analysis

Missing data analysis was done before starting the descriptive and inferential statistics. 1222 students' responses were taken into account from the whole questionnaire.

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
N	1222	1222	1222	1222	1222	1222	1222	1222	1222	1222	1222	1222	1222
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0

First of all, the responses of each student were put into SPSS 20 version one by one in the computer. Secondly, each response of the student was checked again one by one thoroughly in order not have any missing data. Later on, with the help of frequency analysis, the missing data in the questionnaire was checked and presented in the following table.

Table 5.3: Variables, subjects (number of the students) and missing numbers for the whole questionnaire of the study.



## 5.4. Descriptive statistics

Descriptive statistics is related to integrative orientation statements, instrumental orientation statements, statements of motivating languages, language learning materials, motivational reasons for language learning, and demographic statements.

### 5.4.1. Integrative orientation

Table 5.4.1 displays some descriptive statistics for integrative orientation statistics. The descriptive study indicated that the minimum score was 1 and the maximum score was 5 on the likert scale among whole students. The whole 4 statements aim to find out the integrative approaches of the students towards learning a particular language.

After the study was completed, the researcher found that the attitude of the students to learn a foreign language in terms of integrative orientation was from 3,88 to 4,56 among all students as mean score and standard error was between ,019 to ,026 that is acceptable. The average of mean score is 4,26, and it shows that Albanian students show high integrative motivation towards learning foreign language.

When four statements are compared in Table 5.4.1-A & Chart 5.4.1-A, it demonstrates that *“Learning language can be important for me because Language will allow me to be more at ease with people around the world.”* Nearly all the students agree with this statement with 97,8 percent that means 1195 students out of 1222, since foreign language will provide communication facilities everywhere in the world. Second statement in Table 5.4.1-B & Chart 5.4.1-B says that *“Learning language can be important for me because Language will allow me to meet and make conversation with more and various people.”* Almost all students agree with the second statement with 98, 2 percent that stands

for 1200 students out of 1222 and it shows that Albanian student would like to meet with different people and they are ready to have conversation with many people around the world. Regarding the third statement in Table 5.4.1-C & Chart 5.4.1-C: *“Learning language can be important for me because Language will enable me to better understand and appreciate art and literature.”* Again more students agree with that statement with 92,8 percent which means 1134 students out of 1222, since the Albanian students would like to learn a foreign language as side effects of less literature in Albanian language. Last statement in Table 5.4.1-D && Chart 5.4.1-D, *“Learning language can be important for me because Language will help me to participate more freely in the activities of other cultural groups”* with 96,6 percent that means 1182 students out of 1222 requires that Albanian students learn a foreign language easily, since they socialize easily with various cultural groups and they are not against for learning other cultural activities and participation in different cultural activities (Gardner, 2004).

Except that, 52, 95 percent of the students strongly agree with this statement, for that reason Albanian students show desire to learn a particular language due to cultural activities which stands for that they like are motivated integratively. Overall, it can be said that Albanian students like to have chat with different people, because when the four statements are compared, the second statement with 98,2 percent that means 1200 students agree with the idea that *“Learning language can be important for me because Language will allow me to meet and make conversation with more and various people.”* As a result, all related tables 5.4.1, data and pie charts 5.4.1 are presented in Appendices.

The difference between integrative orientation and instrumental orientation will be described later. Thus, the values are within acceptable ranges, overall distributions of the scores are though as normal and suitable.

#### **5.4.2. Instrumental orientation**

Table 5.4.2 displays some descriptive statistics for instrumental orientation statistics. The descriptive study indicated that the minimum score was 1 and the maximum score was 5 on the likert scale among whole students.

The whole 4 statements aim to find out the instrumental approaches of the students towards learning a particular language. After the study was completed, the researcher found that the attitude of the students to learn a foreign language in terms of instrumental orientation was from 3,18 to 4,63 among all students as mean score and standard error was between ,019 to ,032 that is acceptable. When four statements are compared, the first statement in Table 5.4.2-A & & Chart 5.4.2-A “Language is necessary and needed for my future career.” expounds that Albanian students agree with the 97.4 percent that stands for 1191 students out of 1222. Actually, they show instrumental motivation towards learning foreign language, whenever they consider their future career. The second statement in Table 5.4.2-B & & Chart 5.4.2-B, “Language will make me a more knowledgeable person” with 95 percent and 1156 students out of 1222 shows that Albanian students demonstrate instrumental approach towards learning a particular foreign language, since the people give a status in the society. Regarding third statement in Table 5.4.2-C & & Chart 5.4.2-C “Language will help me to get a good job” with 98.4 percent and 1202 out of 1222 demonstrate that Albanian student mostly learn a foreign language for finding lucrative jobs at home and abroad. The last statement in Table 5.4.2-D & & Chart 5.4.2-D, “Other people

will show respect to me more if I have a knowledge of a foreign language” with 70.9 percent and 867 students out of 1222 stands for that Albanian students learn a foreign language instrumentally a bit more, since the other people will show respect if they know a particular language. However, when we compare all instrumental motivational statements, the third statement “Language will help me to get a good job” with 98.4 percent and 1202 out of 1222 is seen very high as instrumental motivation. For that reason, it can be said that Albanian students learn a particular foreign language by dint of finding lucrative jobs at home and abroad. Thus, the values are within acceptable ranges, overall distributions of the scores are thought as normal and suitable. The difference between integrative orientation and instrumental orientation as mean score was from 3.88 to 4.56 and 3.17 to 4.63 among all students, and as standard deviation was from .657 to .904 and .678 to 1.102. The average of mean score is 4.14, and it shows that Albanian students show high instrumental motivation towards learning foreign language. All related tables 5.4.2, data and pie charts 5.4.2 are presented in Appendices.

#### **5.4.3. Which language more motivates you?**

Table 5.4.3 demonstrates some descriptive statistics for language motivation. The minimum score was 1 and the maximum score was 5 among whole students. The whole 3 statements aim to find out towards which language, the students show more motivation to learn as a foreign language. According to the study, the researcher found that the attitude of the students to learn a foreign language in terms of more motivation was from 1,31 among all students as mean score and standard error was ,018 which is suitable. Table 5.4.3 & Chart 5.4.3 show that Albanian students are inclined to learn English more with 78.2 percent and 955 out of 1222 students. They want to learn Italian with 13 percent and 159

students out of 1222. Regarding the other foreign languages, they show desire with 8.8 percent and 108 students out of 1222 to learn foreign languages. Therefore, Albanian students mainly learn English as a foreign language then They want to learn Italian language. For the LANG motivation, the values are within acceptable ranges, overall distributions of the scores are thought as normal and suitable. all related tables 5.4.3, data and pie charts 5.4.3 are presented in Appendix.

#### **5.4.4. Language learning materials motivation**

Table 5.4.4 indicates some descriptive statistics for language learning materials. The minimum score was 1 and the maximum score was 2 among whole students. Both 2 statements aim to find out thorough which learning materials; the students learn a particular foreign language. The present study shows that the attitude of the students to learn a foreign language in terms of language learning materials was from 1,61 among all students as mean score and standard error was ,014. The statement includes that Learning “Foreign language is easy with the help of .....” and A-Courses through Computer-Internet-based technology, B-Courses through books-based” The results show that 60,6 percent and 741 out of 1222 students prefer books based learning, but 39,4 percent and 481 students out 1222 would like to use internet based learning. Actually, it stands for that not all Albanian students have personal computer and computer access at home and university, and also it reflects to familial economic status in Albania. For the LANG MAT motivation, the values are considered acceptable and normal. All related tables 5.4.4, data and pie charts 5.4.4 are presented in Appendices.

#### **5.4.5. Motivational reasons of language learning**

Table 4.4.5 is related to some descriptive statistics for motivational reasons of language learning. The minimum score was 1 and the maximum score was 2 among whole students. Both 2 statements aim to find out the reasons of language learning motivation. The results indicate that the attitude of the students to learn a foreign language in terms of motivation of language learning reasons was from 1,83 among all students as mean score and standard error was ,011.

The statement includes that “I have motivation to learn languages, because A-My parents spoke different languages and they showed interest for various languages and that affected me to learn languages and B-I just wanted to learn languages, not because of other reasons”. The results show that 83 percent and 1014 out of 1222 students prefer that they want to learn languages because of their personal desires not because of other reasons. However, 17 percent students and 208 out of 1222 consider familial motivation. 17 percent of the students cannot be underestimated; therefore Albanian students are motivated by familial language related interests. For the MOT reasons of language learning, the values are considered feasible and normal. All related tables 5.4.5, data and pie charts 5.4.5 are presented in Appendices.

#### **5.4.6. Demographic structures**

Table 5.4.6-A is related to some descriptive statistics for demographic structures in terms of nationalities participated in the present study. The minimum score was 1 and the maximum score was 2 among whole students. The first is related to nationality and the second gives information about gender. The results indicate that for nationality, the score was 1.01 among all students as mean score and standard error was .003. Regarding the

other basic descriptive statistics such as; standard deviation was .114, the variance score was .013. The results show that 98.7 students and 1206 students out of 1222 were Albanian. Only 1.3 students were from other nationalities. Table 5.4.6-B indicates that 80.7 students were female students and as frequency data they were 986 out of 1222 student. The male students were 19.3 percent and as frequency data, they were 236 students out of 1222. The descriptive statistics appeared acceptable and normal.

Table 5.4.6-B demonstrates that for gender, the score was 1.19 among all students as mean score and standard error was .011. Regarding the other basic descriptive statistics such as; standard deviation was .395, the variance score was .156. All related tables 5.4.6-A & B, data and pie charts 5.4.6-A & B are presented in Appendix.

## **5.5. Inferential statistics**

### **5.5.1. Integrative orientation & Instrumental orientation**

The data obtained through application of descriptive statistics with the help of frequency variables were entered to SPSS 20. Version data file. Later, score of each variable was calculated.

Also, missing data analysis was conducted and inspected to find out possible missing data. Then, the variables of integrative orientation were grouped in the SPSS to observe the attitude of the students towards learning a foreign language. So, necessary information about the distribution of each variable was obtained. Actually, considerable amount of students were available in the questionnaire for obtaining sound data.

Following descriptive statistics, frequency statistics were used on the data, because the researcher aimed to generalize results in terms of integrative orientation. Through frequency statistics, it is easy to find out that the integrative orientation may be superior to

the instrumental orientation in this case. For that reason, it is valuable and reliable to evaluate group by group.

Firstly, frequency statistics were conducted with four dependent variables of integrative orientation and the data are presented in Appendix B as in Table-5.5.1-A, B, and C. When the data were examined, the researcher found that the frequency statistics regarding integrative orientation appeared 301 to 768. The percentage appeared in between 24.6 to 62.8. Also, observed data were demonstrated by the help of pie charts-5.5.1-A, B, C. Secondly, frequency statistics were conducted with four dependent variables of instrumental orientation and the data are presented in Appendix B as in Table-5.5.2-A, B, C, and D. When the data were examined, the researcher found that the frequency regarding instrumental orientation appeared 135 to 868. The percentage appeared in between 11 to 71. Also, observed data were interpreted by the help of charts-5.5.2-A, B, C.

The analysis was done through self-evaluation form. The aim was to investigate the approaches of the students towards foreign languages in terms of integrative orientation and from students' point of view.

That's why; two groups were decided in terms of integrative and instrumental orientation. Each statement in each group was worded for considering students' point of view. All data were examined so carefully again in order to find out the final form of categories. Table 5.5.1.2-A,B,C presents important correlations between each statement shown through pair samples statistics, so it is worthy to mention some characteristics of these statistics.

As descriptive statistics, the researcher found that the attitude of the students to learn a foreign language in terms of instrumental orientation was from 3.18 to 4.63 among



all students as mean score and standard error was between .019 to .032 that is acceptable and overall the average of instrumental results shows that mean score is 4,14.

On the other hand, In Table 5.4.2 as descriptive statistics, the researcher found that the attitude of the students to learn a foreign language in terms of instrumental orientation was from 3.18 to 4.63 among all students as mean score and that is acceptable. Also, the overall the average of integrative results shows that mean score is 4.26.

For that reason, the mean of the instrumental motivation (M= 4.14) and the mean of the integrative motivation (M= 4.26) appear to be close to each other. Secondly, a five points Likert scale was used in the questionnaire. It can be said that both of the motivation means are considered to be high.

According to these results, The Albanian university students participated in the study demonstrated both highly instrumentally as well as highly integratively motivation to learn a foreign language. But, they showed a slightly bigger integrative motivation. Unfortunately, this result contradicts the first hypothesis. Because, the researcher expected that the Albanian university students are motivated more instrumentally than integratively. Table 5.5.1-A: Means and standard deviation for the student's instrumental and integrative motivation.

Types of Motivation	N	Mean	Std. Deviation
Instrumental motivation	1222	4,14	0.82
Integrative motivation	1222	4,26	0.75

When compared the standard deviation values to each motivation, the values are 0.82 for instrumental orientation and 0.75 for integrative motivation, it is observed that that the students had homogeneity of variance in terms of rating on a 5-point Likert scale, since

most students selected the same value in the questionnaire to demonstrate their degree of agreement or disagreement with each item according to their personal judgments.

According to table 5.5.1-B & table 5.5.1-C: the t-test results reveal that there is really a significant difference between the instrumental motivation and the integrative motivation among the Albanian university students. The mean difference between the instrumental and integrative motivation appear as follows; For integrative motivation m value was between 3.88 - 4.56, df value = 1221, and p value = 0.00.

And for integrative motivation m value was 3.17 – 4.62, df value = 1221 and p value = 0.00. Because, the p value is smaller than 0.05, and the average of m value is seen as 4.26 for integrative motivation, the average of m value is seen as 4.14 for instrumental motivation.

For that reason, it can be said that the difference between the two types of motivation is statistically significant and noteworthy. Also, the results stand for that Albanian students are highly motivated integratively and instrumentally. However, they demonstrate more integrative motivation than instrumental motivation.

#### **5.5.2. Instrumental & Integrative motivation in terms of gender**

Table 5.5.2-A: Subjects, means and standard deviation for the student's instrumental and integrative motivation in terms of gender.

Variables	Gender	Subjects	Mean	Std. Deviation
Instrumental motivation	Female	986	4,16	0,796
	Male	236	4,03	0,928
Integrative motivation	Female	986	4,14	0,725
	Male	236	4,13	0,832

The present study demonstrated that Albanian university students had a stronger instrumental motivation and integrative motivation towards learning a particular foreign language. The table 5.5.2-A shows the gender differences between instrumental and integrative motivation. According to the statistics, Albanian female university students have both a stronger instrumental and integrative motivation to learn a foreign language than Albanian male university students. Because, mean value was 4.16 for instrumental motivation of the female students, but mean value was 4.03 for instrumental motivation of the male students. Also, the mean value in terms of integrative motivation was 4.14 for female students; however, the mean value was 4.13 for male students. It can be said that the female students are keen on integration with various social

Table 5.5.2-B reveals that only “*Language will allow me to be more at ease with people around the world*” as integrative orientation1 (INTO-1) has statistically significance with instrumental orientations such as; instrumental orientation 1 (INSO-1) “*Language is necessary and needed for my future career.*” and instrumental orientation 3 (INSO-3) “*I think Language will help me to get a good job.*” The reason is that, the significant values are seen as .000 in INTO-1, INSO-1 and INSO-3. However, in INTO-2, INTO-3, INTO-4, INSO-2 and INSO-4, the significant values are seen over .005. That’s why; they do not have significance with each other.

Levene’s test of INTO-1 is seen .017 that indicates that that we need to assume equal variances. The Levene’s test of INTO-2 is seen .000 that indicates that that we do not need to assume equal variances. The Levene’s test of INTO-3 is seen .223 that indicates that we need to assume equal variances. The Levene’s test of INTO-4 is seen .217 that indicates that we do need to assume equal variances.

Table 5.5.2-D Levene's Test for Equality of Variances for Instrumental & Integrative motivation in terms of gender (INTO-1)

(INTO-1)	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed	24,604	,000
Equal variances not assumed		

Table 5.5.2-E T-test for Equality of Means for Instrumental & Integrative motivation in terms of gender (INTO-1)

INTO-1	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Assumed	4,937	1220	,000	,237	,048	,143	,331
Not assumed	4,260	307,706	,000	,237	,056	,127	,346

Table 5.5.2-F Levene's Test for Equality of Variances for Instrumental & Integrative motivation in terms of gender (INSO-1)

career(INSO-1)	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed	39,030	,000
Equal variances not assumed		

Table 5.5.2-G Levene's Test for Equality of Variances for Instrumental & Integrative motivation in terms of gender (INSO-1)

INSO-1	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Assumed	5,431	1220	,000	,264	,049	,169	,360
Not assumed	4,571	301,540	,000	,264	,058	,150	,378

Table 5.5.2-C shows that in relation to t-test for equality of means, there are statistically significance between integrative and instrumental orientation. Especially, in INTO-1, INTO-2, and INTO-4, the p values are seen less than .005, but only in INTO-3 the p value is seen over .005. Therefore, INTO-3 has no significance with the other statements as integrative orientation. The t-test significance is .000, so there is a difference in means. The null hypothesis is not supported INTO-1. The t-test significance is .000 and .001, so there appears to be difference in means. The null hypothesis is not supported INTO-2. The t-test significance is .723, so there does not appear to be a difference in means. The null hypothesis is supported INTO-3. The t-test significance is .001 and .002, so there appears to be a difference in means. The null hypothesis is not supported INTO-4. As a result, it can be said that there is statistically significance between instrumental and integrative orientation when female and male students are compared.

### 5.5.3. Instrumental & Integrative motivation in terms of languages

The data obtained through application of descriptive statistics with the help of frequency variables were entered to SPSS 20. Version data file. When the researcher compared the integrative variables which consist of four variables with which language more motivates you to learn; English, Italian, or the other languages?”

For that reason, descriptive statistics were conducted with four dependent variables of integrative orientation with independent variable “which language more motivates you to learn?” When the data were examined, the researcher found that 955 out of 1222 students selected English that also consists of 78,2 percent of the students, 159 out of 1222 students selected Italian which contains 13,0 percent of the students, and only 108 out of 1222 students that includes 8,8 percent of the students selected the other languages. It appeared that most of the students prefer to learn English as a foreign language in Albanian universities.

Table 5.5.3-C: Subjects, Means, Percentages and majority for the student’s instrumental and integrative motivation in terms of languages.

Languages	N	Percentages	Integrative Means	Instrumental means	Majority
English	955	78	4,28	4,16	Integrative
Italian	159	13	4,13	4,03	Integrative
The other languages	108	9	4,25	4,13	Integrative

The relationship between the numbers of the students and the type of motivation appears as they belonged to in choosing a foreign language while learning at the university level. According to the data collected, out of 1222 students 955 students from English

languages as appeared 78 percent, out of 1222 students 159 students from Italian languages as appeared 13 percent, and out of 1222 students 108 students from the other languages as appeared 9 percent.

When compared the means of both instrumental and integrative motivations, it was observed that integrative motivation for all the languages were higher. Eventually, majority of the students from each language did not fall into the instrumental motivation category; all of the students were motivated more integratively than instrumentally.

In both motivation categories, English language appears higher in both integrative and instrumental motivation. Therefore, it can be said the Albanian students are motivated both integratively and instrumentally in English language learning; however they are a bit more motivated inetgratively.

According to table 5.5.3-A, table 5.5.3-B, table 5.5.3-G & table 5.5.3-H: Independent sample tests; the Levene's test of INTO-1 is seen .000 that indicates that that we need to assume equal variances. For INTO-2, INTO-3, and INTO-4 we do not need to assume equal variances.

In case, we need to assume equal variances. The t-test significance in INSO-3 indicates that the significance is .002. So, there is a difference in means. The null hypothesis is not supported INTO-3.

<b>Table 5.5.3-D</b>		<b>ANOVA</b>				
		Sum of Squares	df	Mean Square	F	Sig.
(INSO-3)	Between Groups	5,458	2	2,729	5,985	,003
	Within Groups	555,832	1219	,456		
	Total	561,291	1221			

<b>Table 5.5.3-E</b>		<b>ANOVA</b>				
		Sum of Squares	df	Mean Square	F	Sig.
(INTO-2)	Between Groups	5,152	2	2,576	6,014	,003
	Within Groups	522,168	1219	,428		
	Total	527,320	1221			

<b>Table 5.5.3-F</b>		<b>Test of Homogeneity of Variances in terms of Languages</b>			
		Levene Statistic	df1	df2	Sig.
(INTO-1)		8,265	2	1219	,000

(INSO-3) * What language more motivates you to learn?			
<b>Table 5.5.3-I</b>		<b>Chi-Square Tests</b>	
	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	29,617a	8	,000
Likelihood Ratio	24,913	8	,002
Linear-by-Linear Association	8,221	1	,004
N of Valid Cases	1222		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is .53.



According to Table 5.5.3-I, Chi-Square Tests shows that Albanian students are motivated to learn foreign languages, especially for finding jobs. Actually, the p value appears as .000 for Pearson Chi-Square, .002 for Likelihood Ratio, and .004 for Linear-by-Linear Association. It can be said that for finding jobs, the students get motivated to learning languages instrumentally.

As a result, it can be said that there is statistically significance between instrumental and integrative orientation when English and Italian languages are compared and the students are learning the foreign languages, since they need to find jobs and the particular language will allow them to be more at ease with people around the world. (All related tables are presented at the appendix)

#### **5.5.4. Instrumental & Integrative motivation in terms of nationalities**

Table 5.5.4-A: Subjects, Means, Percentages and majority for the student's instrumental and integrative motivation in terms of nationalities

Nationalities	N	Percentages	Integrative Means	Instrumental means	Majority
Albanian	1206	98,70	4,27	4,09	Integrative
The other nationalities	16	1,30	4,26	3,62	Integrative

As it is observed in Table 5.5.4-A, the relationship between the numbers of the students and the type of motivation they belonged to in choosing a foreign language while learning at the university level. The collected data shows that, out of 1222 students 1206

students from Albanian nationalities as appeared 98.70 percent, and out of 1222 students 16 students from the other nationalities as appeared 1.30 percent.

When compared the means of both instrumental and integrative motivations, the collected data reflected that integrative motivation for all the nationalities were higher and also it seems same for Albanian and the other nationalities, since the mean values are 4.27 for Albanians and 4.26 for the other nationalities.

**Table 5.5.4-B Levene's Test for Equality of Variances**

		F	Sig.
INTO-1	Equal variances assumed	42,835	,000
	Equal variances not assumed		

**Table 5.5.4-C Levene's Test for Equality of Variances**

		F	Sig.
INSO-1	Equal variances assumed	28,246	,000
	Equal variances not assumed		

**Table 5.5.4-D Levene's Test for Equality of Variances**

		F	Sig.
INSO-3	Equal variances assumed	9,686	,002
	Equal variances not assumed		

According to table 5.5.4-E: Levene's Test for Equality of Variances are seen as in INTO-1, INSO-1, and INSO-3. Therein, the p values are under .05, therefore there is

statistically significance between them. But, the other statements are over .05, so, we need to check out t-test for Equality of Means.

The result shows that INTO-1, INTO-, INTO-3, INSO-1, and INSO-3 are seen as statistically significant due to the p values which are under .05 and it can be said that both Albanian and other nationalities are both integratively and instrumentally motivated, especially they are more integratively motivated.

As a result, majority of the students from each nationality did fall into the integrative motivation category. Thus, it can be said that all of the students were motivated more integratively than instrumentally. (All related tables are presented at the appendices)

#### **5.5.5. Motivational approaches for learning a foreign language**

Table 5.5.5: Motivational approaches, Frequency, Percentages, Integrative & Instrumental orientation and majority for the student's motivational reasons to learn a foreign language

<b>Motivational approaches, such as; I have motivation to learn languages, because.....</b>	<b>N</b>	<b>Percentages</b>	<b>Integrative Means</b>	<b>Instrumental means</b>	<b>Majority</b>
My parents spoke different languages and they showed interest for various languages and that affected me to learn languages	208	17,0	4,22	4,07	Integrative
I just wanted to learn languages, not because of other reasons	1014	83,0	4,27	4,15	Integrative

As it is observed in Table 5.5.5; the relationship between the numbers of the students and the motivational reasons, Frequency and Percentages, Integrative & Instrumental and majority for the students who belonged to in choosing a motivational reason while learning a particular foreign language are presented. The collected data shows

that, out of 1222 students, 208 students as appeared 17 percent selected “My parents spoke different languages and they showed interest for various languages and that affected me to learn languages.” But, out of 1222 students, 1014 students as appeared 83 percent selected “I just wanted to learn languages, not because of other reasons.”

**Table 5.5.5-D Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,609a	4	,000
Likelihood Ratio	17,719	4	,001
Linear-by-Linear Association	8,970	1	,003
N of Valid Cases	1222		

a. 3 cells (30,0%) have expected count less than 5. The minimum expected count is 1.36.

Table 5.5.5-D for Chi-Square Tests shows that Language will allow them to be more at ease with people around the world. So, they are integratively motivated, whenever they are motivated in terms of parents’ effects and personal approaches. More details are presented in table 5.5.5-E.

**Table 5.5.5-G Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,425a	4	,000
Likelihood Ratio	19,122	4	,001
Linear-by-Linear Association	5,493	1	,019
N of Valid Cases	1222		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is .51.

Table 5.5.5-G in Chi-Square Tests demonstrates that Albanian students would like to learn foreign languages; since languages allow them to meet and make conversation with

more and various people and that stands for that they are motivated integratively by their personal expectations and familial effects. More details are presented in table 5.5.5-H.

**Table 5.5.5-J Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18,668a	4	,001
Likelihood Ratio	17,578	4	,001
Linear-by-Linear Association	,347	1	,556
N of Valid Cases	1222		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.09.

Table 5.5.5-J demonstrates that Albanian student are integratively motivated, since they would like to learn a particular foreign language because of art and literature and they are motivated by their personal expectation and familial effects. More details are presented in table 5.5.5-K.

**Table 5.5.5-M Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38,650a	4	,000
Likelihood Ratio	29,013	4	,000
Linear-by-Linear Association	16,084	1	,000
N of Valid Cases	1222		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.02.

Table 5.5.5-M shows that Albanian students are motivated instrumentally in terms of their personal expectation and familial effects, since they would like to find jobs through the particular language.

Because, chi-squares shows that there is statistically significance between students' personal expectations, familial effects and students' integrative approaches towards

learning foreign languages. Actually, the p values in table 5.5.5-M shows that Pearson Chi-Square, Linear-by-Linear Association, and Linear-by-Linear Association are seen .000.

**Table 5.5.5-N Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,825a	4	,001
Likelihood Ratio	16,368	4	,003
Linear-by-Linear Association	2,121	1	,145
N of Valid Cases	1222		

Table 5.5.5-N about Chi-Square Tests shows that the p value is seen less than .0005, therefore, there is statistically significance and the students are motivated instrumentally, because other people show respect if they know a particular foreign language that is the result of parents and their personal desires.

According to table 5.5.5-A: Levene's Test for Equality of Variances shows that the whole statements have strong relations with motivational approaches, since the p vales are under .05 in all the integrative and instrumental motivations except INSO-2 which speaks about “Language will make me a more knowledgeable person” It stands for that Albanian students do not care about been a person like that they care about jobs and money and also the ways of integration with other nationalities. But mainly they are integratively motivated more.

When compared both motivational approaches to learn foreign languages, according to the collected data, Albanian university students showed motivational approaches to not other reasons, just personal reasons to learn languages. However, 17 percent regarding parental reason cannot be underestimated. For that reason, it can be said that the Albanian students are likely to be affected to learn a foreign language, since the parents know or

show interests towards other foreign languages, thus, the Albanian students are also motivated to learn a foreign language due to their parents.

Eventually, the Albanian students showed integrative motivation towards foreign language learning in both parental approach and personal approach. Also, when compared to parental approach, it is observed that the Albanian students demonstrated more instrumental motivation towards foreign language learning in their personal approach. (All related tables are presented at the appendices)

#### **5.5.6. Motivational materials for learning a foreign language**

Table 5.5.6: Motivational materials, Frequency, Percentages, Integrative & Instrumental and majority for the student's motivational materials to learn a foreign language

Learning Foreign Language is easy with the help of.....	N	Percentages	Integrative Means	Instrumental means	Majority
Internet/computer-based tech	481	39,4	4,28	4,13	Integrative
Book-based tech	741	60,6	4,24	4,15	Integrative

As it is observed, the relationship between the numbers of the students and the motivational materials, Frequency and Percentages, Integrative & Instrumental and majority for the students who belonged to in choosing a motivational materials while learning a particular foreign language. The collected data shows that, out of 1222 students, 481 students as appeared 39.4 percent selected "Courses through internet & computer-based technology." But, out of 1222 students, 741 students as appeared 60.6 percent selected "Courses book-based."

According to Table 5.5.6-A: Independent Samples Test in terms of both integrative & instrumental orientation for motivational materials. When compared both motivational

materials to learn foreign languages, according to the collected data, Albanian university students showed integrative motivation to Courses through internet & computer-based technology and courses through book-based, since the mean values for both learning materials appeared such as; 4,28 for the courses through internet & computer-based technology and 4,24 for the courses through book-based. However, the Albanian students showed instrumental motivation to the courses through book-based than the courses through internet & computer-based technology, since the mean values appeared such as; 4,15 as mean value for courses through book-based and 4,13 for courses through internet & computer-based technology. Concisely, the Albanian university student showed both integrative and instrumental motivation towards foreign language learning materials, because the mean values for both motivation is higher and very close to each other. Therefore, it can be said that the Albanian students are more integratively than instrumentally towards foreign language learning materials, but they prefer courses through internet & computer-based technology than courses through book-based a bit more.

According to Table 5.5.6-B: Independent Samples Test in terms of both integrative & instrumental orientation for motivational materials and the results demonstrate that in Levene's Test for Equality of Variances, only INTO-3 has suitable p value as .003, but the other do not have statistical significance. Therefore we need to check out t-test for Equality of Means. Therein, it is seen as INTO-1, INTO-2, INTO-4, INSO-1, INSO-2, and INSO-3 have the p values under .05, for that reason there is statistically significance between them. As a result, it can be said that instructional materials in foreign language learning/teaching should be prepared in both integratively and instrumentally through computer & internet-based way and book-based way. Actually, instructional materials are needed to be prepared



through considering integrative and instrumental points of view. The Albanian students show integrative approach for material designing in both book-based learning and computer& internet based learning foreign language. (All related tables are presented at the appendices)

### **5.6. Responses from the academicians through interviews**

Academicians were interviewed about the students' motivation overall in foreign language learning process. They were asked eleven questions (see Appendix). Academicians were responded the first question, 1-“*What is the reason for Albanian People to learn Italian Language?*” as follows.

Albanian people learn Italian because of the following reasons; firstly, out of twelve academicians, seven academicians responded mainly due to neighbourness (nearness). Secondly, five academicians responded that it stems from mass media, economic and cultural reasons. Thirdly, 4 academicians responded that it stems from political reasons. Interestingly, just an academician gave the response that it stems from phonetical system of both languages. Eventually, it can be said that the reason for Albanian People to learn Italian Language stem mainly from nearness, then from Tv, economic and cultural reasons, and lastly from political reasons. (see Table 5.6.1)

Academicians were responded the second question, 2-“*How many languages do you know and what are the levels of them?*”, as follows;

Academicians responded the interview know many languages such as; firstly, out of twelve academicians, nine academicians responded as English. Secondly, eight academicians responded as Italian. Thirdly, four academicians responded as French. Fouthly, three academicians responded as Turkish. Lastly, the orther foreign languages are

known only by just an academician, those languages are Romanina, Russian, Greek, Latin, and German. To sum up, most academicians know English and Italian. Some academicians know French and Turkish. (see Table 5.6.2)

Regarding the third question, 3- *“What are the factors affecting Albanian people to learn foreign languages?”*, the academicians responded as follows;

Firstly, out of twelve, four academicians responded the factors affecting Albanian people to learn a foreign language as lack of Albanian literature. Secondly, out of twelve, four academicians responded as TV & related factors. Thirdly, four academicians responded as travel & communicative factors affecting Albanian people to learn a particular foreign language. Fourthly, just three academicians gave the response for economic factor. Fifthly, just two academicians responded the factors of family motivation, immigration, needs for future, and cultural factors. Therefore, it can be said that main factors affecting Albanian people to learn a foreign language appear as; lack of Albanian literature, TV & related factors, travel & communicative factors. (See Table 5.6.3)

In relation to question four, 4- *“What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?”* the academician gave the responses as follows; firstly, five academicians support the idea that Albanians speak that particular language where they live. Secondly, three academicians say that Albanians speak that particular language due to work related matters. Thirdly, two academicians responded that Albanians speak that particular language because of practical needs; it means that they speak the foreign language for utilitarian reasons. (See Table 5.6.4)

About question five, *“Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?”* as follows; first of all, seven academicians responded and supported the job finding and practical reasons for learning Turkish language. Three academicians gave the response for the cultural relations. On the other hand, two academicians responded that Albanians show sympathy towards Turkish language, both emotional point of view and not emotional point of view, and also they learn Turkish because of economic reasons. Lastly, only an academician gave the answer that the Albanians learn Turkish language because of Turkish universities and Turkish schools. As a result, the Albanians mainly learn Turkish language, because of job finding & practical reasons, cultural relations and economic reasons, but they learn Turkish language a bit of sympathy towards Turkish language, Turkish schools and universities. (See Table 5.6.5)

For question number 6- *“What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?”*, the academicians responded as follows; eight academicians gave the response of individual efforts for learning a particular foreign language. But just three academicians support the inherent skills. Four academicians responded that due to Albanian language grammar & phonetics they learn a particular foreign language. An academician responded as literature access. Eventually, it can be said that Albanians learn foreign languages because of individual efforts and due to Albanian language grammar phonetics and also inherent skills. (see Table 5.6.6)

About question number 7- *“As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign*

*languages or they do not have and if they have, what are the reasons?''*. Academicians gave responses as follows; four academicians gave the responses that the Albanians have talent and skills for learning foreign languages, the Albanians have talent and skills for learning foreign languages due to Albanian grammar & phonetic system, and four academicians responded that the Albanians do not have talent and skills for learning foreign languages. Three academicians responded that integration and communicative reasons affects the Albanians to learn foreign languages. Only an academician supports the idea of immigration and educational reasons.

Concisely, it can be said that the Albanians learn foreign languages easily due their language grammar & phonetic system. Because of their language side effects, more or less they have talent and skills for learning foreign languages. (See Table 5.6.7)

Regarding question 8- *“Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.? ,* Academicians responded such as; twelve academicians support instrumental reasons and eight academicians support integrative reasons. As a result, it can be said that The Albanians learn foreign languages more instrumentally than integratively. (See Table 5.6.8)

In relation to question 9- *“What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?''*, the responses are shown and described as follows; six academicians responded and supported the idea that the effect of less population causes the Albanians to learn foreign languages. Four of the academicians do not support the idea that the effect of less population causes the Albanians to learn foreign

languages. An academician supports the need to contact with other culture and another academician supports the educational reasons. Eventually, it can be said that the effect of less population causes the Albanians to learn foreign languages. (See Table: 5.6.9).

For question; 10- *“Do you think that The Albanians learn foreign languages because of the following reasons; -the influence of Greek culture in the south and living with Greek people, -the influence of Italian culture through Italian televisions, -the influence of English language taught in public schools as compulsory lesson, and English is the language of technology, -the influence of Turkish culture through Turkish schools and Turkish TV serials, Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?”*, the academicians gave almost same responses as follows; about the influence of Italian culture, the influence of Turkish culture, and the the influence of English language, eleven academicians agreed with the idea except an academician, in fact one academician responded both yes or no for the influences of the cultures on Albanian people. Thus, it can said that Albanians are under the influnce of many cultures which affect and motivate them to learn foreign languages.(see Table 5.6.10).

As a last, regarding question; 11- *“Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?”*, the academicians responded such as; eleven academicians responded as “Yes” except one. Therefore, it can be clearly said that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages. (See Table: 5.6.11).

As the results of the whole interview of the academicians,

Regarding the first question; 1- *“What is the reason for Albanian People to learn Italian Language?”*, Eventually, it can be said that the reason for Albanian People to learn Italian Language which stems mainly from nearness, then from TV, economic and cultural reasons, and lastly from political reasons.

About question two; 2- *“How many languages do you know and what are the levels of them?”*, Most academicians know English and Italian. Some academicians know French and Turkish.

In relation to question three; 3- *“What are the factors affecting Albanian people to learn foreign languages?”*; It can be said that main factors affecting Albanian people to learn a foreign language appear as; lack of Albanian literature, TV & related factors, travel & communicative factors.

With the help of question four; 4- *“What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?”*. Albanians speak the foreign language where they live because of utilitarian reasons.

The question five expounds that; 5- *“Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?”*

As a result, the Albanians mainly learn Turkish language, because of job finding & practical reasons, cultural relations and economic reasons, but they learn Turkish language a bit of sympathy towards Turkish language, Turkish schools and universities.

About question six; 6- *“What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?”*,

Eventually, it can be said that Albanians learn foreign languages because of individual efforts and due to Albanian language grammar phonetics and also inherent skills. In relation to question seven; 7- *“As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?”*.

Concisely, it can be said that the Albanians learn foreign languages easily due their language grammar & phonetic system. Because of their language side effects, more or less they have talent and skills for learning foreign languages.

About question eight; 8- *“Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?”*,

Academicians responded such as; twelve academicians support instrumental reasons and eight academicians support integrative reasons. As a result, it can be said that The Albanians learn foreign languages more instrumentally than integratively.

Regarding question nine; 9- *“What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?”*,

Eventually, it can be said that the effect of less population causes the Albanians to learn foreign languages.

About question ten; 10- *“Do you think that The Albanians learn foreign languages because of the following reasons; -the influence of Greek culture in the south and living with Greek people in that place, -the influence of Italian culture through Italian televisions, -the influence of English language taught in public schools as compulsory lesson, and*

*English is the language of technology, -the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?”,*

Thus, it can be said that Albanians are under the influence of many cultures which affect and motivate them to learn foreign languages.

As a last question, 11- *“Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?”*

Therefore, it can be clearly said that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages. (See Table 5.6.12 & 13).



## CHAPTER VI: ANALYSIS 3

### 6.1. Discussion and findings about the hypothesis

#### *H1-Albanian university students are motivated more instrumentally than integratively while learning a foreign language*

The researcher thought that Albanian university students are more motivated instrumentally than integratively. That is partially correct, since the results reveal that the university students are motivated both integratively and instrumentally, but a bit more integratively. According to the academicians, Albanian students are motivated more instrumentally. Actually, Albanian female students are motivated both integratively and instrumentally more than male student.

According to Lukmani (1972), the female students are more motivated instrumentally than integratively in India where the respective students come from “average to lower-middle class families and belonged to a comparatively non-westernized section of Bombay society.” In Albania, most female students come from lower-middle class families as well. The Iranian undergraduate students demonstrated positive attitude and orientation towards language learning and they were more motivated instrumentally than integratively during language learning process (Vaezi, 2009). Also, the “one area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group” (Norris-Holt, 2001)

Eventually, “the social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning.” Also, he adds that “both integrative and instrumental motivations are not necessarily mutually exclusive.

Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations” (Norris-Holt, 2001).

University students have different needs and because of this, they behave in different ways. Majority of the students show both integrative and instrumental motivation, but a bit more integrative motivation towards learning foreign language. Also, to make the students work for better performance, these two motivational factors are seen essential in this learning process. In material designing, those motivational factors are needed to be considered in order to make the students more motivated and keep them closer with the learning process continuously.

Accordingly, the studies done by (Gardner, 1972; Lambert, 1974; Zanghar, 2012, Jin, 2014) demonstrated that integrative motivation is more essential than instrumental motivation. These results support the present study in terms of integrative motivation.

### ***H2-Albanian students are more motivated to learn English than Italian.***

Even though most Albanians know Italian, Albanian university students are more motivated to learn English than Italian due to side effects of globalization. Actually, if they know English they will have more opportunities to go to various countries for job finding, university, immigration, and travel. According to the academicians, it can be said that the reason for Albanian People to learn Italian Language stem mainly from nearness, then from TV, economic and cultural reasons, and lastly from political reasons.

### ***H3-Albanian university students learn a foreign language more easily through Courses with Computer-Internet-based technology than courses with books.***

The researcher thought that Albanian university students learn a foreign language more easily through Courses with Computer-Internet-based technology than courses with

books. The result reveals that Albanian students are more integratively than instrumentally towards foreign language learning materials, also they prefer courses through internet & computer-based technology than courses through book-based a bit more, even though more students prefer book-based courses. The reason might be that most of the Albanian university students do not have personal computer and internet access in their houses. Also, maybe 21 century classroom is not widespread in Albania while teaching foreign languages at the university level.

***H4- Albanians students have rather personal interests for language acquisition than as parents set a good example of language acquisition.***

According to the academicians, it can be clearly said that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages. Also, the Albanians learn foreign languages easily due their language grammar & phonetic system. Because of Albanian language grammar & phonetics system, individual efforts, and interests shown by the parents, more or less affects the Albanian students to demonstrate talent and skills for learning foreign languages. Eventually, family's approach triggers another dimension of thinking to realize a particular language learning. Also, the Albanian students showed integrative motivation towards foreign language learning in both parental approach and personal approach. Also, when compared to parental approach, it is observed that the Albanian students demonstrated more instrumental motivation towards foreign language learning in their personal approach.

***H5-The communicative pedagogy is more efficient than other Pedagogies at the university environment in particular foreign language learning.***

First and foremost, lecturers and “teachers play a crucial role because their pedagogy can influence student learning”. Also, “an effective pedagogy is vital to improve their language proficiency”, since “the pedagogy used impacts students’ achievement and attitude. (Luo. L. 2013, pp. 1-2).

Additionally, communication is a must in teaching/learning between students and teacher, and it is teacher’s role not only to “facilitate the communication process in the classroom by being involved in the communication”, but also “teachers are expected to be effective communicators to understand students’ intentions and to give feedback to them.” Because, communicative approach aims student-centered classroom, thus “teachers organize the classroom as a setting for communication.” With the aid of CLT, the lecturers feel themselves powerful how to teach students a particular foreign language, therefore, the lecturers “in universities can create one class as an academic class, because it enhances cooperative interactions. Reading, writing, listening, speaking, and grammar are all practiced in the CLT approach” (Luo 2013, pp. 15-16).

Furthermore, the three communicative theoretical pedagogical approaches which are input, interaction, and output are seen very vital for foreign language learning students. The reason is that, those approaches “bridge the gap between appropriate theoretical pedagogical approaches and practical ones”. For example, with the help of the input hypothesis, students show “the act of receiving language (reading or listening)”. Through the output hypothesis, the students demonstrate “the act of producing language (speaking or writing)”. Also, “through classroom interaction, teachers slow down the rate of teaching

reading and listening so that learners can comprehend foreign language better.” The three communicative pedagogical approaches aim to have a fruitful communication which helps lecturers to manage appropriate inputs for FLL students, and regarding the students, the communication creates “many opportunities to learn from teachers and classmates by negotiating classroom content, extending knowledge to related topics, and reviewing previous knowledge.” Actually, the three communicative pedagogical approaches supplement each other well. Because, “language output supplements language input to trigger” FLL learn foreign language well (Luo 2013, pp. 19-23).

In case, the three communicative pedagogical approaches are in practice, the learning environment itself creates opportunities for FLL students to produce the target foreign language; so that “students get a better understanding of their linguistic deficiency and function.” Also, classroom interaction makes awareness of “mismatch between input and output so as to fill in the gap” and the lecturers communicate “with students to provide models and continual feedback; students communicate with each other to exchange information; hence, students can build communicative competence to improve their” FLL proficiency (Luo 2013, pp. 23-24).

Communicative pedagogy makes the students aware of the fact that in their daily lives, they will use the particular foreign language in order express themselves and they will maintain a strong contact with that language through communication at home and abroad. When English as foreign language is considered, “people need to know English as the language of international communication, which will help them to find a job, study and use the vast information provided by technology in foreign languages, travel abroad or immigrate” (Kromidha & Tabaku 2011, p. 1).

Therefore, the students are more motivated to increase their motivation for higher performance. Because, through communicative approaches, the students satisfy their needs, and these approaches will enable students to have more additional motivation and confidence and also these approaches trigger the desire to realize self-actualization which is put forward by Maslow as one of the hierarchy of needs.

## **CHAPTER VII: CONCLUSIONS**

As previously mentioned, the sample of the study was chosen as quota and randomly from the accessible population at the public universities throughout Albania. The conclusions are likely to be generalized at all universities including private ones, since more than % 90 university students study at the public universities.

Due to side effects of globalization, nowadays foreign language learning is seen very important in Albania. Because, foreign language spoken students have more chances for finding expected jobs in the future and their motivation for learning any particular language is increased accordingly.

Therefore, both motivational factors and a correct pedagogy play a significant role for continuous students' achievement and performance in a particular foreign language learning process.

For that reason, this study requires a suitable distribution of motivation with the help of a correct pedagogy. Thus, the lecturers (teachers) can apply this correct pedagogy for solutions and at the same time with the help of strategies coming from that pedagogy are likely to improve students' motivation in order to increase students' achievement and performance in a particular foreign language learning process.

Student motivation and performance appear very crucial in particular foreign language learning. Actually, it has a direct relation for fruitful teaching of the lecturer and correct pedagogy. Thus, a continuous motivation and performance are likely to stem from suitable pedagogical approaches in language teaching.

When the communicative pedagogy (approach) is considered, it shows that there is a strong relation between the pedagogical assumptions and the practical reality on how

students can be motivated for higher performance at the universities. In fact, realistic pedagogical approach and behavior channelize the students how to show positive attitude to motivation and performance in foreign language learning process.

For that reason, it can be said that communicative pedagogy enables “students to acquire second language comprehensively and to improve cognitive language proficiency profoundly.” When two effective instructional strategies are considered which are known as “teaching with cooperative learning and teaching with feedback, support the student-centered approaches as their goals are consistent with these approaches?” Eventually, it is lecturer’s role how to motivate the students to learn a particular foreign language effectively and the motivations especially the “motivation in communicative approaches satisfies students’ psychological needs.” (Luo 2013, p. 31).

Due to the importance of a correct pedagogy on student’s performance while learning/teaching a foreign language; especially, communicative pedagogy seems to be very productive for university students, because it is supported by the researcher such as; with the aid of “communicative pedagogical approaches, teachers encourage students to speak their own thoughts in control of their actions, so these approaches foster students’ sense of autonomy; teachers communicate with students to inspire them and give them suggestions for improvement so as to make students feel confident in their abilities, so these approaches promote students’ sense of competence; teachers spur students to work as a team to complete a task, so these approaches give students a sense of relatedness” (Luo 2013, p. 30).

Because, communicative pedagogy satisfies students' language learning needs at the university level, since they are adults and are ready to communicate with people around



them in order to realize their autonomy overall through communicative activities. Also, the students satisfy their needs, and these activities will enable students to have more additional motivation and confidence and also these approaches trigger the desire to realize self-actualization which is put forward by Maslow as one of the hierarchy of needs.

The findings reveal that majority of Albanian university students are motivated both integratively and instrumentally to learn foreign languages. Even though, some research findings (Lukmani, 1972; Al-Shalabi, 1982; Wen, 1997; Rahman, 2005; Qashoa, 2006; Vaezi, 2009; and Al-Tamimi 2009, Choosri & Intharaksa, 2011) showed that instrumental motivation was higher than integrative motivation. But the studies done by (Gardner, 1972; Lambert, 1974; Zanghar, 2012, Jin, 2014) demonstrated that integrative motivation is more essential than instrumental motivation. These results support the present study in terms of integrative motivation.

Firstly; this can provide enough information on the motivation and behavior of Albanian students towards learning foreign languages. Secondly; the students who have intrinsic value showed integrative motivation, and the students who have extrinsic value showed instrumental motivation towards learning foreign languages.

Thirdly; the Albanian students show interests for learning languages due to communicative approaches and literature requirements that stand for that Albanian language has less literature for any relevant research. Thus, it can be said that the students show both intrinsic and extrinsic motivation for languages. Also, the lecturers (teachers) should stick to a both motivational factors while designing teaching materials in order to achieve greater performance from the respective students.

This could be attributed to the fact that the Albanian students consider that learning a particular foreign language would help them integrate with various cultures, finding useful literature, providing future career, diploma, lucrative work opportunity, and communication in this global world. Albanian students are aware of the importance of the foreign languages, especially English language for integration with Europe. They also demonstrate positive approaches that a particular foreign language would be an important means to communicate with various people and cultures around the world. Students demonstrate higher integrative and instrumental motivation. But female university students showed higher motivation. If there is “no opportunity to use the target language, no chance to interact with members of the target group” (Norris-Holt, 2001). That shows the instrumental orientation. Regarding integrative motivation, it is observed important and effective in formal environment and also provides long term positive outcomes (Matsumoto et al. (2001, p. 59).

Eventually, “the social situation helps to determine both what kind of orientation (motivation) learners have and what kind is most important for language learning.”

“Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations” (Norris-Holt, 2001).

As a result, the following factors as the Albanians have such as: willingness and global needs to communicate with various people, showing integrativeness with various cultural groups, and eagerness to interact with various people, and also national educational strategy, are seen significant factors which give influence on the Albanian students to be more motivated to learn a particular foreign language.

### **7.1. Implications**

According to the findings of the present study, the researcher suggests the followings:

- Different age groups of students have their personal interests and thoughts, whenever they participate in foreign language learning classes. Therefore, the lecturers should consider their students' thoughts and interests and accordingly the lecturers are in need of designing the instructions of the lectures which satisfy the students' needs.
- Curriculum developers, textbooks authors and lecturers at the universities should take into consideration the students' needs which include integrative and instrumental motivation in foreign language learning. Thus, the respective lecturers can motivate the students in foreign language learning/teaching with the aid of giving examples from real life situations such as; diploma, lucrative jobs, and career, etc.
- Integrative and instrumental motivations have strong relation in language learning motivation, the lecturers in the universities should spend time to motivate the respective students in both ways, and they should make the students believe that the particular student can learn the foreign language well. The lecturers should not demotivate their respective students.
- According to the study, the Albanian students are motivated highly integratively than instrumentally. It stands for that The Albanian students might be eager for integration with other cultural groups.
- To improve students' foreign language learning achievement by using a right pedagogy, one should especially pay attention to communicative pedagogy, since it has more directly and closely relation with foreign language learning motivation in order to enhance students' language achievement as positive approach. Thus, the researcher believes

that language lecturers might increase particular students' motivation to some extent, if they put into practice the three communicative theories; input, interaction, and output. Because of a right pedagogical practice, the students can demonstrate high achievement; however calibration of students' interests and personal performance might be a crucial issue.

- According to the study, Albanian students are motivated integratively and instrumentally towards learning foreign languages and also communicative pedagogy is seen useful for better performance of the students. Therefore, The Ministry of Education in Albania should consider that it is necessary to change method of instruction from the traditional to student-centered instruction which is possible through communicative pedagogy in foreign language learning, since it is easy to implement with less money, less time for preparing the respective lecturers (teachers), so that, easy way of teaching will occur.
- Motivating the students in both ways; integratively and instrumentally seem to be a useful way to improve students' foreign language learning achievement, since the Albanian students show both highly integrative and instrumental motivation in foreign language learning.
- Lecturers (teachers) need to know that Albanian students demonstrate integrative and instrumental motivation towards foreign language learning, Therefore they should consider student' above-mentioned needs in order to enhance students' interests, curiosity, knowledge, expectations, alertness, and inquisitiveness in the particular foreign language classes. Thus, the lecturers can uphold and maintain students' motivation accordingly.

- This study suggests that it would likely help to design a motivating language learning environment which possible with a communicative pedagogy in the universities, since the Albanian students learn particularly English to have better professions, to find jobs, to have better future career.
- This study suggests that communicative pedagogy encourages students both integratively and instrumentally in order to satisfy their external and internal interests, expectations, and competence.

## **7.2. Suggestions for Further Research**

- With the help this study, the researcher found foreign language learning motivations in terms of integrative and instrumental orientation and also, their relations in order to improve students' foreign language learning achievement by using a right pedagogy. It cannot be generalized for all age groups; therefore, the other researchers might investigate the motivation of the different age groups to see the similarities and differences of the students in Albania, since it is still the very beginning of developing in terms of motivation related investigation.
- AMTB test battery might be tested for other educational institutions which include pre schools, primary schools, secondary schools, and tertiary educations in Albania. More than that, this present study can be replicated to confirm the results of it. Also, the results of the study can be used without hesitation.
- In this study, a 13-statement questionnaire was done regarding motivation. But for further studies, more statements might be considered to investigate about Albanian students' motivation towards learning a foreign language in order to get more details in Albania.

- In addition, interviews with academicians definitely gave significant information, but if there were more academicians, there would be more details about motivations. Therefore, for further studies, it would be better to make interview not only academicians, but also parents and graduated students in order to get more reliable data for any research.

## **GLOSSARY (Definition of Terms)**

Motivation is close to channelizing. Teachers can guide their students with the aid of motivation. Through motivation, students are encouraged to take more initiative and interest in learning environment. It is an art of asking things done willingly from students. Lecturers have to work as motivators of their students for fruitful outcomes from learning process.

Therefore, efficient communication, appropriate appreciations are necessary and useful for positive encouragement. Motivation inspires and encourages students to learn more and also contributes for achieving the objectives of the lesson. Motivation engenders the creation of the desire and willingness to make the learning efficiently.

Motivation-1: it is treated in many ways such as; human behavior or human relations. Thus, “it is a psychological and sociological concept. It is the most fundamental and all pervasive concept of psychology. For motivation, sweet words are useful but are certainly not adequate. Motivation basically relates to human needs, desires and expectations” (Akrani, 2010).

Motivation-2: According to Zoltan Dörnyei “motivation is responsible for determining human behavior by energizing it and giving it direction” (Dörnyei, 1998).

Instrumental motivation: “This motivation is characterized by optimizing self-interests, but with the recognition that everything or want has its tangible price” (Barbuto, 2005). Because, Those interests might be some concrete goals such as; diploma, awards, job finding, money, and academic career.

Integrative motivation: It “reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community”, and

those students have “a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively” (Gardner, 2001)

Ope-rant behavior: Skinner's observation is on observable behavior and what stimulates & increases a particular behavior. Because it is related to a reinforce r. He calls it as ope-rant behavior (Skinner, 1963).

Self-consciousness: According Bandura, people have capability to demonstrate their thoughts and attitudes (behaviors), whenever it is needed for them. Thus, “through reflective self-consciousness, people evaluate their motivation, values, and the meaning of their life pursuits” (Bandura, 2001).

Individual differences: According to Dörnyei they are “characteristics or traits in respect of which individuals may be shown to differ from each other”(Dörnyei, 2005).

Extravert and introvert: According to Dörnyei, “extraverts are more talkative and use fewer pauses than introverts, while the latter tend to use more formal speech with more careful grammatical constructions” (Dörnyei, 2005).

21 century classroom: It offers interactive and visual presentations. Also it facilitates networking, problem solving research and collaborative discussions. Lastly, it also helps teachers (lecturers) to bring the latest ideas and views related to their lessons with the help of internet and computer.

Cognition: The free dictionary defines the word cognition as; “the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.”

Communication: As Parikh (2000) states that “Communication is the mere transmission of information”. He emphasizes that “A communication is a special type of



information flow between agents. Indeed, it is the type of flow that language makes relatively easy to accomplish, but that is not exclusive to language”.

Language: It “is a special kind of tool. It is in fact a complex social institution. All social institutions are of course tools that enable us to organize different aspects of social life. It seems plausible that the primary function of language is communication. Indeed, it is possible to see language, in particular, meanings, as arising from the interactions of a group of agents” (Parikh, 2000).

Socio-cognitive conflict: It occurs among the respective peer students in order to make “it possible for different ideas to emerge and for onto surface. This conflict has external, social aspects and internal, cognitive ones.” In case, the students work on a problem together at different cognitive levels. “They approach a problem from different cognitive stances or perspectives, and use different strategies. As children disagree, discuss, explain, and persuade one another, new positions, new ideas, and deeper thinking emerge.” Therefore, this situation leads to intellectual disequilibrium as a result cognitive conflict (Ben-Ari, 1997)

## APPENDICES

### QUESTIONNAIRE (ENGLISH & ALBANIAN)

*The Attitude Motivation Test Battery (AMTB) In the following questionnaire, there are no right and wrong answers, because everybody has different opinions. We kindly request you to indicate your opinion about each statement. Now, it is your time to give your immediate reactions to each of the following numbers. Try to give your immediate feeling after reading each statement. On the other hand, show enough care, as it is important that we get your true feelings (Gardner, 2004).*

#### PART -1

*Circle or Tick the alternative below the statement which best indicates your feeling.*

*(Rrethi ose Tick alternativë më poshtë pasqyrën e cila tregon më së miri ndjenjën tuaj.)*

#### **Integrative Orientation (Orientimi Integrativ)**

*1. Learning language can be important for me because Language will allow me to be more at ease with people around the world INSO-1 (Gardner, 2004).*

*(Të Mësuarit e gjuhës së huaj mund të jetë i rëndësishëm për mua, sepse gjuha e huaj do të më japë mundësinë të jemë më i afërt me njerëzit që flasin gjuhë të huaj në mbarë botën.)*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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*2. Learning language can be important for me because Language will allow me to meet and make conversation with more and various people INSO-2 (Gardner, 2004).*

*(Të Mësuarit e gjuhës së huaj mund të jetë e rëndësishme për mua, sepse gjuha do të më japë mundësinë të takohem dhe të bisedoj me më shumë njerëz të ndryshëm).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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3. Learning language can be important for me because Language will enable me to better understand and appreciate art and literature INSO-3 (Gardner, 2004).

*(Të Mësuarit e gjuhës së huaj mund të jetë e rëndësishëme për mua, sepse gjuha do të më japë mundësinë të kuptoj dhe vlerësoj më mire artin dhe letërsinë).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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4. Learning language can be important for me because Language will help me to participate more freely in the activities of other cultural groups INSO-4 (Gardner, 2004).

*(Të Mësuarit e gjuhës së huaj mund të jetë e rëndësishëme për mua, sepse gjuha do të më ndihmoj për të marrë pjesë në aktivitete të grupeve të tjera kulturore).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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#### **Instrumental Orientation (orientim ndihmues)**

1. Learning language can be important for me only because Language is necessary and needed for my future career INTO-1(Gardner, 2004).

*(Të Mësuarit e gjuhës së huaj mund të jetë e rëndësishëme për mua, sepse gjuha është e nevojshme për karrierën time në të ardhmen).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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2. Learning language can be important for me because Language will make me a more knowledgeable person INTO-2 (Gardner, 2004).

*(Të Mësuarit e gjuhës mund të jetë e rëndësishme për mua, sepse gjuha do të më bëjë një person më të ditur).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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3. Learning language can be important for me because, one day in the future, I think

Language will help me to get a good job INTO-3 (Gardner, 2004).

*(Të Mësuarit e gjuhës së huaj mund të jetë e rëndësishme për mua, sepse mendoj se një ditë në të ardhmen, gjuha do të më ndihmojë për të gjetur një punë të mirë).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
-----------------------------------	----------------------------	---------------------------	-----------------	-------------------------------------

4. Learning language can be important for me because other people will show respect to

me more if I have a knowledge of a foreign language INTO-4 (Gardner, 2004).

*(Të Mësuarit e gjuhës së huaj mund të jetë i rëndësishëm për mua, sepse njerëzit do të tregojnë më shumë respekt për mua në qoftë se unë kam njohuri të një gjuhe të huaj).*

Strongly Disagree Aspak Dakord	Disagree nuk Jam Dakord	Neutral Nuk Di Te Them	Agree Dakord	Strongly Agree Plotesisht Dakord
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PART-2

PLEASE ANSWER THE FOLLOWING TWO QUESTIONS AS WELL.

*(Ju lutemi përgjigjuni edhe dy pyetjeve të mëposhtme).*

Circle or Tick the alternative below the statement which best indicates your feeling.

*(Rrethi ose Tick alternativë më poshtë pasqyrën e cila tregon më së miri ndjenjën tuaj.)*

Questions of motivations towards language

*(Pyetje për motivimet ndaj gjuhës)*

5-What language more motivates you to learn?

***(Cila gjuhe ju motivon më shumë për ta mësuar ?)***

A- English                      B-Italian                      C-Other

***Anglisht                      Italian                      tjetër***

6-Learning Foreign language is easy with the help of .....

***( Të Mësuarit e gjuhës së huaj është e lehtë me ndihmën e.....)?***

A-Courses through Computer-Internet-based technology

***(Teknologjia Computer-bazuar në Internet nëpërmjet kurseve)***

B-Courses through books-based

***(Libra të bazuara kurse përmes)***

7-I have motivation to learn languages, because.....

***(Jam i motivuar të mësojë gjuhët, sepse..... )***

A-My parents spoke different languages and they showed interest for various languages

and that affected me to learn languages    ***(Prinderit e mi flisnin shumë gjuhë dhe kishin interes në shumë gjuhë dhe kjo ndikoi te unë në mësimin e gjuhëve.)***

B-I just wanted to learn languages, not because of other reasons

***(Thjesht dua të mësojë gjuhët, jo për arsye të tjera.)***

8- What is your nationality?

***Cila është kombësia juaj***

•                      Albanian                      b) others

***Shqiptar                      tjetër***

9- What is your gender?

***Cila është gjinia juaj***

•                      a)Female (***Femer***)                      b) male (***Mashkull***)

## ***INTERVIEW QUESTIONS WITH ACADEMICIANS (ENGLISH)***

*Name of the Professor:.....*

*University:.....*

*Faculty:.....*

*1-What is the reason for Albanian People to learn Italian Language?*

*2-How many languages do you know and what are the levels of them?*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*-the influence of Italian culture through Italian televisions,*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

## ***INTERVIEW QUESTIONS WITH ACADEMICIANS (ALBANIAN)***

*Name of the Professor:.....*

*University:.....*

*Faculty:.....*

*1- Cila është arsyeja që shqiptarët mësojnë gjuhën italiane?*

*2- Sa gjuhë të huaja dini dhe në çfarë nivel i zotëroni ato?*

*3- Çfarë faktorësh ndikojnë te shqiptarët në mësimin e gjuhëve të huaja?*

*4- Cila është lidhja midis gjuhëve që shqiptarët zotërojnë me gjuhët e vendeve ku shqiptarët punojnë si emigrantë?*

*5- A mendoni se shqiptarët e mësojnë turqishten për shkak të simpatisë që kanë për turqit, për mundësi punësimi apo për ndonjë arsye tjetër?*

*6- Çfarë mendoni në lidhje me njohjen e kaq shumë gjuhëve, a mendoni se shqiptarët i mësojnë gjuhët e huaja për shkak të aftësive të trashëguara apo sepse përpiqen shumë individualisht të mësojnë gjuhë të huaja?*

*7- Thuhet se shqiptarët kanë aftësi për të mësuar gjuhët e huaja, a mendoni se shqiptarët kanë talent dhe aftësi për të mësuar gjuhët e huaja ose e kundërta nuk kanë dhe nëse kanë cilat janë arsyet e këtyre aftësive?*

*8- A mendoni se shqiptarët mësojnë një gjuhë të huaj për arsye integruese si për shembull: dashurojnë kulturën, njerëzit apo gjuhën apo për arsye përfituese, si për shembull: gjetja e një punë, diploma, paratë etj.?*

*9- Çfarë mendimi keni për efektin që numri i vogël i popullsisë ka në mësimin e gjuhëve të huaja, a mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të numrit të vogël të banorëve në Shqipëri?*



*10- A mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të arsyeve të mëposhtme;*

*- ndikimi i gjuhës greke në Jug dhe bashkëjetesa me grekët aty,*

*- ndikimi i kulturës italiane përmes televizioneve italiane,*

*- ndikimi i gjuhës angleze e cila mësohet në shkollat shtetërore si lëndë me deturim dhe se anglishtja është gjuha e teknologjisë,*

*- ndikimi i gjuhës turke përmes shkollave turke dhe telenovelave Turke,*

*A mendoni se shqiptarët janë nën ndikimin e shumë kulturave, për këtë shkak arsyet e përmendura më lart ndikojnë dhe i motivojnë shqiptarët të mësojnë gjuhë të huaja?*

*11- A jeni dakord me mendimin se shqiptarët familjarisht shfaqin interes për shumë gjuhë dhe kjo ndikon dhe motivon më shumë gjeneratën e re për të mësuar gjuhët e tjera?*

### ***Interview-1***

*Interview with Dr. Ferdinand Gjana, Rector of Hena e Plote Beder University, Tirana, Albania - (Academician-1)*

*1-What is the reason for Albanian People to learn Italian Language?*

*The main reason is being neighbor and big country.*

*2-How many languages do you know and what are the levels of them?*

*English-Advanced*

*French-Advanced*

*Turkish- Advanced*

*Italian-Poor*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*Need for their future*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*The majority they learn the language of the country they work and live.*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*Job opportunities*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*Not absolutely.*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*More than talent and skill the reason might be the Albanian language, which is grammatically a bit complicated. So who speaks Albanian can learn more easily another language.*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*Instrumental reason mostly.*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*Being a small nation means less opportunities so learning other languages is a need.*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*-the influence of Italian culture through Italian televisions,*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*The Albanians are in near relationships with all the countries in the region. The influence is in both directions.*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes, the family is an important reason in motivating learning foreign language.*

## ***Interview-2***

*Interview with Prof. Assoc. Dr. Kseanela Sotirofski, Dean of Educational Sciences,*

*Aleksander Moisiu University (UAMD), Durrës, Albania - (Academician-2)*

*1- Cila është arsyeja që shqiptarët mësojnë gjuhën italiane?*

*Per mendimin tim nuk ka asnje arsye dhe e mesojne ate nga TV.*

*I think there is no reason and they learn it from TV.*

*2- Sa gjuhë të huaja dini dhe në çfarë nivel i zotëroni ato?*

*Turqisht Sh mire. Anglisht Sh. Mire. Italisht Sh. Mire. Shqip Gjuha e nenes*

*Very good Turkish, English and Italian. Mother tongue Albanian.*

*3- Çfarë faktorësh ndikojnë te shqiptarët në mësimin e gjuhëve të huaja?*

*Trendi per te ditur gjuhe te huaja. Familja qe ngul kembe se cdo femije duhet te dije*

*anglisht/ TV*

*The trends in learning foreign languages. The family insisting that every child should learn*

*English/ TV.*

*4- Cila është lidhja midis gjuhëve që shqiptarët zotërojnë me gjuhët e vendeve ku shqiptarët punojnë si emigrantë?*

*Mendoj se nuk ka lidhje emocionale. Thjesht mesohet per srsye pune dhe jetese.*

*I think there is no emotional relation. They learn it just for living and working.*

*5- A mendoni se shqiptarët e mësojnë turqishten për shkak të simpatisë që kanë për turqit,*

*për mundësi punësimi apo për ndonjë arsye tjetër?*

*Varet. Ka shqiptare qe e mesojne ate prej simpatise. Ka nga ata qe e mesojne se I duhet per studime ose pune.*

*It depends. Some of them learn it due to their sympathy. The others need it for studying or working.*

*6- Çfarë mendoni në lidhje me njohjen e kaq shumë gjuhëve, a mendoni se shqiptarët i mësojnë gjuhët e huaja për shkak të aftësive të trashëguara apo sepse përpiqen shumë individualisht të mësojnë gjuhë të huaja?*

*Perpiqen individualisht. Ne kohen e regjimit komunist nuk ka pasur tendence per mesimin e gjuheve te huaja.*

*They try individually. During communism there was no tendency in learning foreign languages.*

*7- Thuhet se shqiptarët kanë aftësi për të mësuar gjuhët e huaja, a mendoni se shqiptarët kanë talent dhe aftësi për të mësuar gjuhët e huaja ose e kundërta nuk kanë dhe nëse kanë cilat janë arsyet e këtyre aftësive?*

*Nuk mund te them talent. Per ta thene kete duhen studime specifike. Por mendoj se mesojne per shkak te emigrimit te tyre. Per shkak se cdo familje ka dike qe punon, studion ose jeton jashte, per shkak se shikojne TV ne gjuhe te huaj.*

*I can not say talent. We need specific studies in order to say that. I think they learn them due to emigration. Each family has somebody who works, studies or lives abroad and because the watch foreign TV channels.*

*8- A mendoni se shqiptarët mësojnë një gjuhë të huaj për arsye integruese si për shembull: dashurojnë kulturën, njerëzit apo gjuhën apo për arsye përfituese, si për shembull: gjetja e një punë, diploma, paratë etj.?*

*Per arsye perfituese*

*For profiting.*

9- Çfarë mendimi keni për efektin që numri i vogël i popullsisë ka në mësimin e gjuhëve të huaja, a mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të numrit të vogël të banorëve në Shqipëri?

Jo. nuk mendoj se ka lidhje me numrin e banoreve.

*I do not think there is any correlation with the population of the country.*

10- A mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të arsyeve të mëposhtme;

- ndikimi i gjuhës greke në Jug dhe bashkëjetesa me grekët aty,

- ndikimi i kulturës italiane përmes televizioneve italiane,

- ndikimi i gjuhës angleze e cila mësohet në shkollat shtetërore si lëndë me deturim dhe se anglishtja është gjuha e teknologjisë,

- ndikimi i gjuhës turke përmes shkollave turke dhe telenovelave Turke,

A mendoni se shqiptarët janë nën ndikimin e shumë kulturave, për këtë shkak arsyet e përmendura më lart ndikojnë dhe i motivojnë shqiptarët të mësojnë gjuhë të huaja?

Po arsyet e sipërpermendura qendrojnë.

*Yes the reasons given above are correct.*

11- A jeni dakord me mendimin se shqiptarët familjarisht shfaqin interes për shumë gjuhë dhe kjo ndikon dhe motivon më shumë gjeneratën e re për të mësuar gjuhët e tjera?

Po. mendoj se familjarisht ka interes për të mësuar shumë gjuhë. Dhe ky faktor është motivues për gjeneratën e re.

*Yes. I think the whole family is interested to learn many languages. This motivates the new generation.*

### ***Interview-3***

*Interview with Prof. Dr. Mit'hat MEMA, Rector of Aleksander Moisiu University (UAMD),*

*Durres, Albania - (Academician-3)*

*1- Cila është arsyeja që shqiptarët mësojnë gjuhën italiane?*

*Nearness and TV impacts*

*2- Sa gjuhë të huaja dini dhe në çfarë nivel i zotëroni ato?*

*Anglisht Mire. Italisht Shume Mire. Shqip Gjuha e nenes, Spanjisht Shume mire*

*Good English, very good Italian and Spanish. Mother tongue Albanian.*

*3- Çfarë faktorësh ndikojnë te shqiptarët në mësimin e gjuhëve të huaja?*

*Faktoret e emigrimit. Telenovelat. Mungesa e literatures ne shqip.*

*Emmigration, soap operas, the lack of Albanian Literature.*

*4- Cila është lidhja midis gjuhëve që shqiptarët zotërojnë me gjuhët e vendeve ku shqiptarët punojnë si emigrantë?*

*Lidhje shkakore pune dhe kulture e fituar me vone.*

*Causal work and culture relation*

*5- A mendoni se shqiptarët e mësojnë turqishten për shkak të simpatisë që kanë për turqit, për mundësi punësimi apo për ndonjë arsye tjetër?*

*Kane simpati per turqit por edhe per shkaqe te tjera si studime.*

*They have sympathy for turks but there are other reasons such as studies.*

*6- Çfarë mendoni në lidhje me njohjen e kaq shumë gjuhëve, a mendoni se shqiptarët i mësojnë gjuhët e huaja për shkak të aftësive të trashëguara apo sepse përpiqen shumë individualisht të mësojnë gjuhë të huaja?*

*Eshte individuale*



*It is individual*

*7- Thuhet se shqiptarët kanë aftësi për të mësuar gjuhët e huaja, a mendoni se shqiptarët kanë talent dhe aftësi për të mësuar gjuhët e huaja ose e kundërta nuk kanë dhe nëse kanë cilat janë arsyet e këtyre aftësive?*

*Jo nuk mendoj se kane talent te vecante*

*I do not think they have a special talent.*

*8- A mendoni se shqiptarët mësojnë një gjuhë të huaj për arsye integruese si për shembull: dashurojnë kulturën, njerëzit apo gjuhën apo për arsye përfituese, si për shembull: gjetja e një punë, diploma, paratë etj.?*

*Per arsye perfituese*

*For profiting reasons*

*9- Çfarë mendimi keni për efektin që numri i vogël i popullsisë ka në mësimin e gjuhëve të huaja, a mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të numrit të vogël të banorëve në Shqipëri?*

*Mendoj se nuk ndikon*

*I do not think it has an impact.*

*10- A mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të arsyeve të mëposhtme;*

*- ndikimi i gjuhës greke në Jug dhe bashkëjetesa me grekët aty,*

*- ndikimi i kulturës italiane përmes televizioneve italiane,*

*- ndikimi i gjuhës angleze e cila mësohet në shkollat shtetërore si lëndë me deturim dhe se anglishtja është gjuha e teknologjisë,*

*- ndikimi i gjuhës turke përmes shkollave turke dhe telenovelave Turke,*

*A mendoni se shqiptarët janë nën ndikimin e shumë kulturave, për këtë shkak arsytet e përmendura më lart ndikojnë dhe i motivojnë shqiptarët të mësojnë gjuhë të huaja?*

*Po keto janë disa nga arsytet.*

*Yes. They are some of the reasons.*

*11- A jeni dakord me mendimin se shqiptarët familjarisht shfaqin interes për shumë gjuhë dhe kjo ndikon dhe motivon më shumë gjeneratën e re për të mësuar gjuhët e tjera?*

*Mendoj se familjarisht I jepet rendesi gjuhëve të huaja dhe ky është një faktor motivues.*

*I think that the family as a whole regards foreign languages as important and this is a motivating factor.*

#### ***Interview-4***

*Interview with Prof. Dr. Ardian Marashi, Rector of Center for Albanological Studies,*

*Tirana, Albania - (Academician-4)*

*1- Cila është arsyeja që shqiptarët mësojnë gjuhën italiane?*

*Ndikimi ekonomik, politik, kulturor; fqinjësia; sistemi fonetik i përafërt me shqipen.*

*Economic, political, cultural, neighbourhood, phonetic system close to Albanian.*

*2- Sa gjuhë të huaja dini dhe në çfarë nivel i zotëroni ato?*

*Frëngjisht, italisht, anglisht*

*French, Italian and English.*

*3- Çfarë faktorësh ndikojnë te shqiptarët në mësimin e gjuhëve të huaja?*

*Faktori ekonomik (për jetesë dhe tregti) dhe ai kulturor (për studime).*

*Economic and Cultural*

*4- Cila është lidhja midis gjuhëve që shqiptarët zotërojnë me gjuhët e vendeve ku shqiptarët punojnë si emigrantë?*

*Të gjithë emigrantët kanë prirjen që të integrohen pikësëpari përmes zotërimit të gjuhës së vendit.*

*All the emigrants want to be integrated primarily through the language.*

*5- A mendoni se shqiptarët e mësojnë turqishten për shkak të simpatisë që kanë për turqit, pse mundësi punësimi apo për ndonjë arsye tjetër?*

*Zotërimi i një gjuhe të huaj është një impenjim i interesuar shumëvjeçar, për të mos thënë i gjithë jetës; nuk është çështje simpatie.*

*I do not think it is a case of Sympathy. Learning a foreign language is a long commitment maybe a lifetime commitment.*

6- Çfarë mendoni në lidhje me njohjen e kaq shumë gjuhëve, a mendoni se shqiptarët i mësojnë gjuhët e huaja për shkak të aftësive të trashëguara apo sepse përpiqen shumë individualisht të mësojnë gjuhë të huaja?

*Për shkak se sistemi fonetik i shqipes, me shumë tinguj, është i përshtatshëm për përvetësimin e gjuhëve të huaja, si dhe për arsye të shpirtit inisiator të shqiptarit, apo edhe të sedrës vetjake për t'u integruar në vendin pritës.*

*That is due to the Albanian phonetic system which is convenient for learning foreign languages and because of the initiative spirit of Albanian send their self-respect to be integrated.*

7- Thuhet se shqiptarët kanë aftësi për të mësuar gjuhët e huaja, a mendoni se shqiptarët kanë talent dhe aftësi për të mësuar gjuhët e huaja ose e kundërta nuk kanë dhe nëse kanë cilat janë arsyet e këtyre aftësive?

*Shih më sipër.*

*Look above.*

8- A mendoni se shqiptarët mësojnë një gjuhë të huaj për arsye integruese si për shembull: dashurojnë kulturën, njerëzit apo gjuhën apo për arsye përfituese, si për shembull: gjetja e një punë, diploma, paratë etj.?

*Interesi vetjak (ekonomik, kulturor, arsimor, etj.) vjen në plan të parë.*

*Individual interest (economic, cultural, educational) comes first.*

9- Çfarë mendimi keni për efektin që numri i vogël i popullsisë ka në mësimin e gjuhëve të huaja, a mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të numrit të vogël të banorëve në Shqipëri?

*Shqipja është gjuhë e izoluar, përdoret vetëm ndër shqiptarë dhe nuk ka afinitet me “gjuhë-motra”; njohja e një gjuhe të huaj shpreh përpjekjen individuale për të dalë nga izolimi i shqipes, përdorimi i së cilës është shumë i kufizuar.*

*Albanian is an isolated language it is used only between Albanians and it is different from other languages. Learning another language is an individual effort to escape from Albanian language isolation, the usage of which is very isolated.*

*10- A mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të arsyeve të mëposhtme;*

*- ndikimi i gjuhës greke në Jug dhe bashkëjetesa me grekët aty,*

*- ndikimi i kulturës italiane përmes televizioneve italiane,*

*- ndikimi i gjuhës angleze e cila mësohet në shkollat shtetërore si lëndë me deturim dhe se anglishtja është gjuha e teknologjisë,*

*- ndikimi i gjuhës turke përmes shkollave turke dhe telenovelave Turke,*

*A mendoni se shqiptarët janë nën ndikimin e shumë kulturave, për këtë shkak arsyet e përmendura më lart ndikojnë dhe i motivojnë shqiptarët të mësojnë gjuhë të huaja?*

*Shqiptarët e kapërcejnë izolimin gjeo-kulturor përmes zotërimit të gjuhëve të huaja.*

*Albanians overcome the going-cultural isolation through learning foreign languages.*

*11- A jeni dakord me mendimin se shqiptarët familjarisht shfaqin interes për shumë gjuhë*

*dhe kjo ndikon dhe motivon më shumë gjeneratën e re për të mësuar gjuhët e tjera?*

*Shqiptarët aktualisht kanë një emigracion të lartë, çka i detyrohen ta mësojnë gjuhën e tjetrit, por gjithashtu kanë afinitet kulturor, fetar, etj., si edhe lidhje familjare / martesore, sidomos me popujt fqinj.*

*Albanians emigrate in large numbers and that force them to learn other languages but they also have cultural and religious vicinity, and family relations/marriages especially with the neighbouring countries.*

### ***Interview-5***

*Interview with Academician Kolec Topalli, Center for Albanological Studies, Tirana, Albania - (Academician-5)*

*1- Cila është arsyeja që shqiptarët mësojnë gjuhën italiane?*

*Është gjuha e shtetit me të cilin shqiptarët kanë pasur historikisht marrëdhëniet më të ngushta në çdo fushë të jetës.*

*It is the language of the country that Albania has always had close relations in all aspects of life.*

*2- Sa gjuhë të huaja dini dhe në çfarë nivel i zotëroni ato? Di frëngjisht, italisht, anglisht, gjermanisht.*

*Kam njohuri për rumanishten, rusishten, greqishten e vjetër, latinishten.*

*Romanian, Russian, old Greek and Latin.*

*3- Çfarë faktorësh ndikojnë te shqiptarët në mësimin e gjuhëve të huaja?*

*Kryesisht faktori i marrjes së njohurive prej një gjuhe të huaj.*

*Mainly the factor of receiving knowledge from a foreign language.*

*4- Cila është lidhja midis gjuhëve që shqiptarët zotërojnë me gjuhët e vendeve ku shqiptarët punojnë si emigrantë?*

*Përgjithësisht, shqiptarët e mësojnë lehtësisht gjuhën e vendit ku punojnë.*

*Overall, Albanians easily learn the language of the country where they work.*

*5- A mendoni se shqiptarët e mësojnë turqishten për shkak të simpatisë që kanë për turqit, për mundësi punësimi apo për ndonjë arsye tjetër?*

*Kryesisht për t'u njohur me kulturën orientale, një pjesë edhe për simpati.*

*Mainly to know the oriental culture, some of them for sympathy.*

6- Çfarë mendoni në lidhje me njohjen e kaq shumë gjuhëve, a mendoni se shqiptarët i mësojnë gjuhët e huaja për shkak të aftësive të trashëguara apo sepse përpiqen shumë individualisht të mësojnë gjuhë të huaja?

Gjithmonë shqiptarët kanë qenë të detyruar të mësojnë gjuhë të huaja, sepse prej tyre kanë marrë të rejtat e shkencës, artit etj.

Albanian have always had to learn foreign languages because through them they have access to developments in science and art.

7- Thuhet se shqiptarët kanë aftësi për të mësuar gjuhët e huaja, a mendoni se shqiptarët kanë talent dhe aftësi për të mësuar gjuhët e huaja ose e kundërta nuk kanë dhe nëse kanë cilat janë arsyet e këtyre aftësive?

Aftësitë e të mësuarit të gjuhëve të huaja janë të njëjta tek të gjithë popujt. Shqiptarët i detyron nevoja e përhershme e komunikimit me jashtë të mësojnë gjuhë të huaja.

The skills to learn a foreign language are same to all nations. Albanians are forced to learn foreign languages due to the need to communicate with others.

8- A mendoni se shqiptarët mësojnë një gjuhë të huaj për arsye integruese si për shembull: dashurojnë kulturën, njerëzit apo gjuhën apo për arsye përfituese, si për shembull: gjetja e një punë, diploma, paratë etj.?

Kryesisht për të marrë dije e kulturë prej vendeve të tjera.

Mainly to get knowledge and culture from other countries.

9- Çfarë mendimi keni për efektin që numri i vogël i popullsisë ka në mësimin e gjuhëve të huaja, a mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të numrit të vogël të banorëve në Shqipëri?



*Shqiptarët mësojnë gjuhë të huaja për të plotësuar edukimin e kulturën e tyre me arritjet e shteteve të tjera.*

*Albanians learn to complete their education and culture with the development in other countries.*

*10- A mendoni se shqiptarët mësojnë gjuhë të huaja për shkak të arsyeve të mëposhtme;*

*- ndikimi i gjuhës greke në Jug dhe bashkëjetesa me grekët aty,*

*- ndikimi i kulturës italiane përmes televizioneve italiane,*

*- ndikimi i gjuhës angleze e cila mësohet në shkollat shtetërore si lëndë me deturim dhe se anglishtja është gjuha e teknologjisë,*

*- ndikimi i gjuhës turke përmes shkollave turke dhe telenovelave Turke,*

*A mendoni se shqiptarët janë nën ndikimin e shumë kulturave, për këtë shkak arsyet e përmendura më lart ndikojnë dhe i motivojnë shqiptarët të mësojnë gjuhë të huaja?*

*Të gjitha këto kanë ndikuar. Por mbi të gjitha, nevoja për kulturë.*

*All of them had an impact but first comes the need for culture.*

*11- A jeni dakord me mendimin se shqiptarët familjarisht shfaqin interes për shumë gjuhë dhe kjo ndikon dhe motivon më shumë gjeneratën e re për të mësuar gjuhët e tjera?*

*Po, ashtu është.*

*Yes. It is true.*

### ***Interview-6***

*Interview with Prof. Dr. Elida Tabaku, Head of English Department, University of Tirana, Albania - (Academician-6)*

*1-What is the reason for Albanian People to learn Italian Language?*

*Albanians learn foreign languages for having chances to find a better job abroad and for cultural reasons (to see a film, to listen to music or news)*

*2-How many languages do you know and what are the levels of them?*

*I know three languages as follows; English is fluent, Italian is very well, and French is pre-intermediate level*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*-their own language*

*-motivation*

*- close geographical distance*

*- access to language input*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*It is good*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*Both of them. Albanians like and respect the Turkish people and the second is for economic reasons.*

6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?

Having inherent skills is a myth, it has not been proved scientifically, as far as I know, but our grammar and the many sounds we have can help us. The most important factor is the need to know a certain language and the personal efforts.

7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?

I explained it in the previous question

8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?

Both of them are true. There are many people who do not intend to live or study abroad but they still learn it.

9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?

I do not think it is connected with the number of the people living in a country, it is connected to the need to survive.

10-Do you think that The Albanians learn foreign languages because of the following reasons;

-the influence of Greek culture in the south and living with Greek people

*-the influence of Italian culture through Italian televisions,*

*-the influence of English language taught in state schools as compulsory lesson, and*

*English is the language of technology,*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*I think the above mentioned reasons stand.*

*But the fact that many foreign languages are taught in Albanian schools, both state and private ones, prepare people for being more open to foreign language and gives them the skills to learn other languages.*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*I do not think so.*

### ***Interview-7***

*Interview with Lecturer Miranda Pica, Lecturer of English Language, University of*

*Aleksandër Xhuvani, Elbasan, Albania - (Academician-7)*

*1-What is the reason for Albanian People to learn Italian Language?*

*We are both neighboring countries*

*2-How many languages do you know and what are the levels of them?*

*English, Italian, French*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*Immigration, business, travel*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*Wherever they are as immigrants they have the respective language*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*For job opportunities*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*For showing individual efforts*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*We are known for our abilities to learn foreign languages*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*For both integrative and instrumental*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*No, I do not think so*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*-the influence of Italian culture through Italian televisions,*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*Yes, They are true so*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes*

### ***Interview-8***

*Interview with Prof. Cassock. Dr. Fehmi Xhemo, University of Fan S. Noli, Korçë, Albania*

*- (Academician-8)*

*1-What is the reason for Albanian People to learn Italian Language?*

*Italian TV is seen in the coastal part of Albania*

*2-How many languages do you know and what are the levels of them?*

*Several foreign languages at intermediate*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*Linguistic, utilitarian and the need for communication*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*About the practical needs*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*Ancient cultural ties and that are going*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*Because the Albanian language is suitable for learning other language in terms of phonetics, Albanian people have linguistic intuition, they are devoted*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*Albanians have linguistic skills, but also linguistic talent*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*We see this in many more reasons*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*The need to be in contact with Greek cultures*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*No*

*-the influence of Italian culture through Italian televisions,*

*Yes*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*Yes*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Yes*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*



*Yes*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes*

### ***Interview-9***

*Interview with Prof. Dr. Spiro Grazhdoni, Bugqësor University, Kamëz, Albania -*

*(Academician-9)*

*1-What is the reason for Albanian People to learn Italian Language?*

*Geographical proximity, mass media (TV, radio, etc.)*

*2-How many languages do you know and what are the levels of them?*

*Several languages, good level*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*Communication and various needs*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*In countries where they work, the need for lifestyle promotes language learning*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*Ancient culture those are ongoing*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*Personal effort helps more positive than legacy*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*Because, it is related to the need for contact and communication between languages and cultures*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*First in the integration, for tuition, and adding the need for asylum*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*Being less in number, learning language as compensation*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*No*

*-the influence of Italian culture through Italian televisions,*

*Yes*

*-the influence of English language taught in state schools as compulsory lesson, and*

*English is the language of technology,*

*Yes*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Yes*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*Yes*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes*

### ***Interview-10***

*Interview with Prof. Dr. Kristaq Toneqexhiu, University of Fan S. Noli, Korçë, Albania -*

*(Academician-10)*

*1-What is the reason for Albanian People to learn Italian Language?*

*The first important reason is that Albania is near Italy*

*2-How many languages do you know and what are the levels of them?*

*Italian is excellent, English is mediocre*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*The principal factor is translation of the movies with subtitles and not with audio*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*Because of work, they must learn a particular foreign language*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*Most Albanian people learn because of studying in a Turkish school*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*Both of them*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*The most important reason is Albanian alphabet*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*I think those are some of the reasons*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*So, so but not for all*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*Partially*

*-the influence of Italian culture through Italian televisions,*

*Yes*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*Yes agree*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Partially*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*Yes agree*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes I agree*

### ***Interview-11***

*Interview with Prof. Cassock. Dr. Rahim Ombashi, Bedër University, Tirana, Albania -*

*(Academician-11)*

*1-What is the reason for Albanian People to learn Italian Language?*

*Firstly, I think the nearness with this country, economical exchanges, different needs and also TV*

*2-How many languages do you know and what are the levels of them?*

*I can speak three languages: Turkish, German, and English. I know a little French and I can understand Italian.*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*The economic needs, cultural needs and the impact of movies, soap operas, documentaries.*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*It is a motivation by those relatives to be near their cousins, friends in other countries.*

*Because, life standards are higher, attractive and maybe due to curiosity etc.*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*I have learned Turkish in my high school. Mostly because Turkish universities are cheaper and have high academics standards like most well-known universities in other countries, also trade from Turkey is very developed.*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*



*I think both of them. Our alphabet allows us to learn and spell different letters also individual efforts for individual reasons.*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*Our parents motivate us to learn particular foreign languages, because Albania is a small country and our people learn foreign languages in order to have better education or other services.*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*In my case, it appears instrumental, even though some people love culture, language etc., of a certain foreign language.*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*Yes, I think Americans and English people do not have such great needs as we do.*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*Yes*

*-the influence of Italian culture through Italian televisions,*

*Yes*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*Yes*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Yes*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*Yes, we are.*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes, I went to English course, when I was 9 years old. The same thing happened for French language.*

## ***Interview-12***

*Interview with Prof. Cassock. Dr. Josef Manga, University of Fan S. Noli, Korçë, Albania -*

*(Academician-12)*

*1-What is the reason for Albanian People to learn Italian Language?*

*Because of relations between them*

*2-How many languages do you know and what are the levels of them?*

*I know 3 languages: English, Italian and Greek. The level of three of them is advanced.*

*3-What are the factors affecting Albanian people to learn foreign languages?*

*When factors are considered, Albanian people are more sociable*

*4-What is the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant?*

*When Albanian goes to a foreign country, they know more words than other immigrants due to richness of words available in Albanian language*

*5-Do you think that Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons?*

*I think Albanian learn Turkish for job finding opportunities.*

*6-What do you think about knowing so many languages, do you think that Albanian people learn foreign languages because of having inherent skills or showing individual efforts for learning language?*

*I think that Albanian people learn foreign languages because of showing individual efforts for learning language.*

*7-As it is said that Albanians have skills for learning foreign languages, do think that Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?*

*I think that Albanians have talents for learning foreign languages.*

*8-Do you think that The Albanians learn a foreign language for integrative reasons such as; loving the culture, people or language or instrumental reasons such as; job finding, diploma, money etc.?*

*I think that Albanians learn foreign languages for job finding.*

*9-What do you think about the effect of less population causes to learn foreign languages, do you think that Albanian people learn the foreign languages because of their less population?*

*It is true that people learn foreign languages due to their less population.*

*10-Do you think that The Albanians learn foreign languages because of the following reasons;*

*-the influence of Greek culture in the south and living with Greek people in that place,*

*Yes*

*-the influence of Italian culture through Italian televisions,*

*Yes*

*-the influence of English language taught in state schools as compulsory lesson, and English is the language of technology,*

*Yes*

*-the influence of Turkish culture through Turkish schools and Turkish TV serials,*

*Yes*

*Eventually, do you think that the Albanians are under the influence of many cultures, for that reason the above-mentioned reasons affect and motivate them for learning foreign languages?*

*Yes, we are.*

*11-Do you agree with the idea that the Albanians as family members show interest for various languages that affects and motivates the new generation more for learning other languages?*

*Yes, I agree with this idea.*

### ***Names of Academicians***

*Prof. Dr. Ardian Marashi, Rector of Center for Albanological Studies, Tirana, Albania Dr.*

*Prof. Dr. Elida Tabaku, Head of English Department, University of Tirana, Albania*

*Dr. Ferdinand Gjana, Rector of Hena e Plote Beder University, Tirana, Albania*

*Prof. Assoc. Dr. Kseanela Sotirofski, Dean of Educational Sciences, Aleksander Moisiu University (UAMD), Durrës, Albania*

*Prof. Dr. Mit'hat MEMA, Rector of Aleksander Moisiu University (UAMD), Durrës, Albania*

*Prof. Dr. Kolec Topalli, Center for Albanological Studies, Tirana, Albania*

*Lecturer Miranda Pica, Lecturer of English Language, University of Aleksandër Xhuvani, Elbasan, Albania*

*Prof. Cassock. Dr. Fehmi Xhemo, University of Fan S. Noli, Korçë, Albania*

*Prof. Dr. Spiro Grazhdoni, Bugqësor University, Kamëz, Albania*

*Prof. Dr. Kristaq Toneqexhiu, University of Fan S. Noli, Korçë, Albania*

*Prof. Assoc. Dr. Rahim Ombashi, Bedër University, Tirana, Albania*

*Prof. Cassock. Dr. Josif Minga, University of Fan S. Noli, Korçë, Albania*

## LIST OF TABLES & CHARTS

**Table 5.6.1: Academicians and Italian language learning reasons of the Albanian people**

<i>Academicians</i>	<i>Neighbor</i>	<i>TV</i>	<i>Economic</i>	<i>Cultural</i>	<i>Political</i>	<i>Phonetic system</i>	<i>Finding job</i>
<i>Academician-1</i>	*						
<i>Academician-2</i>		*					
<i>Academician-3</i>	*	*					
<i>Academician-4</i>	*		*	*	*	*	
<i>Academician-5</i>			*	*	*		
<i>Academician-6</i>		*		*			*
<i>Academician-7</i>	*						
<i>Academician-8</i>		*					
<i>Academician-9</i>	*	*					
<i>Academician-10</i>	*						
<i>Academician-11</i>	*		*				
<i>Academician-12</i>			*	*	*		

**Table 5.6.2: Academicians and the foreign languages they know**

<i>Academicians</i>	<i>Italian</i>	<i>English</i>	<i>Turkish</i>	<i>Spanish</i>	<i>French</i>	<i>Russian</i>	<i>Romanian</i>	<i>Greek</i>	<i>Latin</i>	<i>German</i>
<i>Academician-1</i>	*	*	*		*					
<i>Academician-2</i>	*	*	*							
<i>Academician-3</i>	*	*		*						
<i>Academician-4</i>	*	*			*					
<i>Academician-5</i>						*	*	*	*	
<i>Academician-6</i>	*	*			*					
<i>Academician-7</i>	*	*			*					
<i>Academician-8</i>										
<i>Academician-9</i>										
<i>Academician-10</i>	*	*								
<i>Academician-11</i>		*	*							*
<i>Academician-12</i>	*	*						*		



**Table 5.6.3: The factors affecting Albanian people to learn a particular foreign language**

<i>Academicians</i>	<i>Trend for foreign</i>	<i>Family motivation</i>	<i>Needs for future</i>	<i>Immigration</i>	<i>Lack of Albanian</i>	<i>TV &amp; related reasons</i>	<i>Economic</i>	<i>Cultural</i>	<i>Language itself</i>	<i>Travel &amp;</i>	<i>Neighboring country</i>
<i>Academician-1</i>			*								
<i>Academician-2</i>	*	*				*					
<i>Academician-3</i>				*	*	*					
<i>Academician-4</i>							*	*			
<i>Academician-5</i>					*						
<i>Academician-6</i>		*			*				*		*
<i>Academician-7</i>				*			*			*	
<i>Academician-8</i>			*		*					*	
<i>Academician-9</i>										*	
<i>Academician-10</i>						*					
<i>Academician-11</i>						*	*	*			
<i>Academician-12</i>										*	

**Table 5.6.4: the correlation between the languages Albanians know and the languages of the countries where the Albanians work as immigrant.**

<i>Academicians</i>	<i>Albanians speak that particular language</i>	<i>There is no emotional reason</i>	<i>Causal Work</i>	<i>Culture</i>	<i>Practical needs</i>	<i>Life standards</i>	<i>Richness of Albanian language</i>
<i>Academician-1</i>	*						
<i>Academician-2</i>	*	*					
<i>Academician-3</i>			*	*			
<i>Academician-4</i>			*	*			
<i>Academician-5</i>	*						
<i>Academician-6</i>	*						
<i>Academician-7</i>	*						
<i>Academician-8</i>					*		
<i>Academician-9</i>					*		
<i>Academician-10</i>			*				
<i>Academician-11</i>						*	
<i>Academician-12</i>							*

**Table 5.6.5: Albanians learn Turkish because of sympathy towards Turkish or for job finding opportunities or other reasons**

<i>Academicians</i>	<i>Job , practical needs</i>	<i>No emotional reason</i>	<i>Cultural relation For future aspects</i>	<i>Emotional reason</i>	<i>Economic</i>	<i>Turkish schools</i>	<i>Turkish universities</i>
<i>Academician-1</i>	*						
<i>Academician-2</i>	*	*					
<i>Academician-3</i>	*		*				
<i>Academician-4</i>		*		*			
<i>Academician-5</i>			*	*			
<i>Academician-6</i>	*			*	*		
<i>Academician-7</i>	*						
<i>Academician-8</i>	*						
<i>Academician-9</i>			*				
<i>Academician-10</i>						*	
<i>Academician-11</i>					*		*
<i>Academician-12</i>	*						

**Table 5.6.6: Albanians learn foreign languages due to inherent skills and showing individual efforts**

<i>Academicians</i>	<i>Having inherent skills</i>	<i>Individual efforts</i>	<i>Due to Albanian phonetic system</i>	<i>Literature access</i>
<i>Academician-1</i>	---	---		
<i>Academician-2</i>		*		
<i>Academician-3</i>		*		
<i>Academician-4</i>			*	
<i>Academician-5</i>				*
<i>Academician-6</i>		*	*	
<i>Academician-7</i>		*		
<i>Academician-8</i>	*		*	
<i>Academician-9</i>		*		
<i>Academician-10</i>	*	*		
<i>Academician-11</i>	*	*	*	
<i>Academician-12</i>		*		

**Table 5.6.7: Albanians have talent and skills for learning foreign languages or they do not have and if they have, what are the reasons?**

<i>Academicians</i>	<i>Yes , they have skills &amp; talents</i>	<i>Due to Albanian grammar * phonetic</i>	<i>Immigration</i>	<i>Integration &amp; communication</i>	<i>Educational reasons</i>	<i>TV</i>	<i>No, they do not have skills &amp; talents</i>
<i>Academician-1</i>	*	*					
<i>Academician-2</i>			*			*	*
<i>Academician-3</i>							*
<i>Academician-4</i>		*		*			
<i>Academician-5</i>				*			*
<i>Academician-6</i>		*					*
<i>Academician-7</i>	*						
<i>Academician-8</i>	*						
<i>Academician-9</i>				*			
<i>Academician-10</i>		*					
<i>Academician-11</i>					*		
<i>Academician-12</i>	*						

**Table 5.6.8: The Albanians learn a foreign language for integrative or instrumental reasons**

<i>Academicians</i>	<i>Integrative reasons</i>	<i>Instrumental reasons</i>
<i>Academician-1</i>		*
<i>Academician-2</i>		*
<i>Academician-3</i>		*
<i>Academician-4</i>	*	*
<i>Academician-5</i>	*	*
<i>Academician-6</i>	*	*
<i>Academician-7</i>	*	*
<i>Academician-8</i>	*	*
<i>Academician-9</i>	*	*
<i>Academician-10</i>	*	*
<i>Academician-11</i>	*	*
<i>Academician-12</i>		*

**Table 5.6.9: The effect of less population causes the Albanians to learn foreign languages or not?**

<i>Academicians</i>	<i>The effect of less population</i>	<i>No relation with less population</i>	<i>The need to be in contact with other culture</i>	<i>Educational reasons</i>
<i>Academician-1</i>	*			
<i>Academician-2</i>		*		
<i>Academician-3</i>		*		
<i>Academician-4</i>	*			
<i>Academician-5</i>				*
<i>Academician-6</i>		*		
<i>Academician-7</i>		*		
<i>Academician-8</i>			*	
<i>Academician-9</i>	*			
<i>Academician-10</i>	*			
<i>Academician-11</i>	*			
<i>Academician-12</i>	*			

***Table 5.6.10: Albanians are under the influence of many cultures & the results of their effects and motivation for learning foreign languages.***

<i>Academicians</i>	<i>the influence of Greek culture in the south and living with Greek people</i>	<i>the influence of Italian culture through Italian televisions</i>	<i>the influence of English language taught in state schools as compulsory lesson, and English is the language of technology</i>	<i>the influence of Turkish culture through Turkish schools and Turkish TV serials</i>
<i>Academician-1</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>
<i>Academician-2</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-3</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-4</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-5</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-6</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-7</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-8</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-9</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-10</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-11</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Academician-12</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>



**Table 5.6.11: The Albanian family members' motivation for new generation towards learning various languages**

<i>Academicians</i>	<i>Yes, family members show interest for various languages that affects and motivates the new generation more for learning other languages</i>	<i>No, family members show interest for various languages that affects and motivates the new generation more for learning other languages</i>
<i>Academician-1</i>	<i>Yes</i>	
<i>Academician-2</i>	<i>Yes</i>	
<i>Academician-3</i>	<i>Yes</i>	
<i>Academician-4</i>	<i>Yes</i>	
<i>Academician-5</i>	<i>Yes</i>	
<i>Academician-6</i>		<i>No</i>
<i>Academician-7</i>	<i>Yes</i>	
<i>Academician-8</i>	<i>Yes</i>	
<i>Academician-9</i>	<i>Yes</i>	
<i>Academician-10</i>	<i>Yes</i>	
<i>Academician-11</i>	<i>Yes</i>	
<i>Academician-12</i>	<i>Yes</i>	

**Table 5.6.12: The overall summary for the interview of the academicians-1**

<b>Academician-4</b>		<b>Academician-3</b>	<b>Academician-2</b>	<b>Academician-1</b>	<b>Academicians</b>
<i>Neighbor/TV/Economic/Cultural/Political</i>	<i>Neighbor/TV</i>		<i>TV</i>	<i>Neighbor</i>	<i>The reasons for learning Italian</i>
<i>Italian/English/French</i>	<i>Italian/English/Spanish</i>	<i>Italian/English/Turkish</i>	<i>Italian/English/Turkish</i>	<i>Italian/English/Turkish/French</i>	<i>Known languages by academicians</i>
<i>Economic/Cultural</i>	<i>Immigration/Lack of Albanian literature/TV related reasons</i>	<i>Trends/Family motivation/lack of Albanian literature</i>		<i>Needs for future</i>	<i>Language learning factors</i>
<i>Causal work/Culture</i>	<i>Causal work/Culture</i>	<i>Albanians speak/No emotional reason</i>	<i>Albanians speak/No emotional reason</i>	<i>Albanians speak</i>	<i>Correlation between the languages and immigrant Albanians</i>
<i>No emotional reason/For future aspects</i>	<i>Job &amp; practical needs/Cultural relation</i>	<i>Job &amp; practical needs/No emotional reason</i>	<i>Job &amp; practical needs/No emotional reason</i>	<i>Job &amp; practical needs</i>	<i>Learning Turkish due to sympathy or other reasons</i>
<i>Due to Albanian phonetic system</i>	<i>Individual efforts</i>	<i>Individual efforts</i>	<i>Individual efforts</i>	-----	<i>Albanians show inherent skills or individual efforts</i>

<i>Academician-8</i>	<i>Academician-7</i>	<i>Academician-6</i>	<i>Academician-5</i>
<i>TV</i>	<i>Neighbor</i>	<i>TV</i>	<i>Economic/Cultural/Political</i>
<i>-----</i>	<i>Italian/English/French</i>	<i>Italian/English/French</i>	<i>Russian/Rumanian/Greek/Latin</i>
<i>Needs for future/lack of Albanian literature/travel communication</i>	<i>Immigration/Economic/Travel communication</i>	<i>Family motivation/Lack of Albanian literature</i>	<i>Lack of Albanian literature</i>
<i>Practical needs</i>	<i>Albanians speak</i>	<i>Albanians speak</i>	<i>Albanians speak</i>
<i>Job &amp; practical needs</i>	<i>Job &amp; practical needs</i>	<i>Job &amp; practical needs/Emotional reason/Economic</i>	<i>Cultural relation/Emotional reason</i>
<i>Having inherent skills/Due to Albanian phonetic system</i>	<i>Individual efforts</i>	<i>Individual efforts/Due to Albanian phonetic system</i>	<i>Literature access</i>

<i>Academician-12</i>	<i>Academician-11</i>	<i>Academician-10</i>	<i>Academician-9</i>
<i>Economic/Cultural/Political</i>	<i>Neighbor/economic</i>	<i>Neighbor</i>	<i>Neighbor/TV</i>
<i>Italian/English/Greek</i>	<i>English/Turkish/ German</i>	<i>Italian/English</i>	-----
<i>TV related reasons</i>	<i>TV related reasons/Economic/C ultural</i>	<i>TV related reasons</i>	<i>travel communication</i>
<i>Richness of Albanian language</i>	<i>Life standards</i>	<i>Causal work</i>	<i>Practical needs</i>
<i>Job &amp; practical needs</i>	<i>Economic/Turkish universities</i>	<i>Turkish schools</i>	<i>Cultural relation</i>
<i>Individual efforts</i>	<i>Individual efforts/Due to Albanian phonetic</i>	<i>Having inherent skills/Individual efforts</i>	<i>Having inherent skills/Individual efforts</i>

**Table 5.6.13: The overall summary for the interview of the academicians-2**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Academicians</b>
Albanian grammar phonetics/Integrati on communication	Albanians do or have talents skills	Albanians do or have talents skills/immigration/ TV	Albanians have talents skills/Albanian grammar phonetics	Having talents & skills or reasons for learning languages
Integrative/ instrumental	instrumental	instrumental	instrumental	Having motivation integrative or instrumentally
The effect of less population	No relation with less population	No relation with less population	The effect of less population	The effect less population causes Albanians speak various languages
Greek/Turkish/ Italian/English language	Greek/Turkish/It alian/English language	Greek/Turkish/ Italian/English language	Yes/No	Albanians are under the influence of many cultures & the results of their effects
Yes, Family members show	Yes, Family members show	Yes, Family members show	Yes, Family members show	The Albanian family members' motivation

8	7	6	5
<i>Albanians have talents skills</i>	<i>Albanians have talents skills</i>	<i>Albanians do or have talents skills/Albanian grammar phonetics</i>	<i>Integration communication</i>
<i>Integrative/instrumental</i>	<i>Integrative/instrumental</i>	<i>Integrative/instrumental</i>	<i>Integrative/instrumental</i>
<i>To be in contact with other cultures</i>	<i>No relation with less population</i>	<i>No relation with less population</i>	<i>Educational reasons</i>
<i>Turkish/Italian/English language</i>	<i>Greek/Turkish/Italian/English language</i>	<i>Greek/Turkish/Italian/English language</i>	<i>Greek/Turkish/Italian/English language</i>
<i>Yes, Family members show interest for various</i>	<i>Yes, Family members show</i>	<i>No, Family do not members show interest for</i>	<i>Yes, Family members show interest for various</i>

<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>
<i>Albanians have talents skills</i>	<i>Educational</i>	<i>Albanian grammar phonetics</i>	<i>Integration communication</i>
<i>instrumental</i>	<i>instrumental</i>	<i>instrumental</i>	<i>instrumental</i>
<i>The effect of less population</i>	<i>The effect of less population</i>	<i>The effect of less population</i>	<i>The effect of less population</i>
<i>Greek/Turkish/Italian/English language</i>	<i>Greek/Turkish/Italian/English language</i>	<i>Greek/Turkish/Italian/English language</i>	<i>Turkish/Italian/English language</i>
<i>Yes, Family members show interest for various</i>	<i>Yes, Family members show</i>	<i>Yes, Family members show interest for</i>	<i>Yes, Family members show interest for</i>

**Table 5.4.1****Descriptive Statistics**

		<i>INTO-1</i>	<i>INTO-2</i>	<i>INTO-3</i>	<i>INTO-4</i>
<i>N</i>	<i>Valid</i>	1222	1222	1222	1222
	<i>Missing</i>	0	0	0	0
<i>Mean</i>		4,56	4,40	3,88	4,18
<i>Std. Deviation</i>		,668	,657	,904	,772
<i>Variance</i>		,446	,432	,818	,596
<i>Minimum</i>		1	1	1	1
<i>Maximum</i>		5	5	5	5

**Frequency Table****Table 5.4.1-A****INTO-1**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	8	,7	,7	,7
<i>Disagree</i>	19	1,6	1,6	2,2
<i>Neutral</i>	17	1,4	1,4	3,6
<i>Agree</i>	410	33,6	33,6	37,2
<i>Strongly Agree</i>	768	62,8	62,8	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.1-B****INTO-2**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	3	,2	,2	,2
<i>Disagree</i>	19	1,6	1,6	1,8
<i>Neutral</i>	42	3,4	3,4	5,2
<i>Agree</i>	580	47,5	47,5	52,7
<i>Strongly Agree</i>	578	47,3	47,3	100,0
<i>Total</i>	1222	100,0	100,0	



**Table 5.4.1-C****INTO-3**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	24	2,0	2,0	2,0
<i>Disagree</i>	64	5,2	5,2	7,2
<i>Neutral</i>	242	19,8	19,8	27,0
<i>Agree</i>	591	48,4	48,4	75,4
<i>Strongly Agree</i>	301	24,6	24,6	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.1-D****INTO-4**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	14	1,1	1,1	1,1
<i>Disagree</i>	26	2,1	2,1	3,3
<i>Neutral</i>	113	9,2	9,2	12,5
<i>Agree</i>	647	52,9	52,9	65,5
<i>Strongly Agree</i>	422	34,5	34,5	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.2****Frequency Statistics**

	<i>INSO-1</i>	<i>INSO-2</i>	<i>INSO-3</i>	<i>INSO-4</i>
<i>N</i> <i>Valid</i>	1222	1222	1222	1222
<i>Missing</i>	0	0	0	0
<i>Mean</i>	4,63	4,24	4,51	3,18
<i>Std. Deviation</i>	,679	,853	,678	1,104
<i>Variance</i>	,461	,728	,460	1,220
<i>Minimum</i>	1	1	1	1
<i>Maximum</i>	5	5	5	5

**Frequency Table**

**Table 5.4.2-A** **INSO-1**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	4	,3	,3	,3
<i>Disagree</i>	27	2,2	2,2	2,5
<i>Neutral</i>	34	2,8	2,8	5,3
<i>Agree</i>	289	23,6	23,6	29,0
<i>Strongly Agree</i>	868	71,0	71,0	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.2-B** **INSO-2**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	14	1,1	1,1	1,1
<i>Disagree</i>	52	4,3	4,3	5,4
<i>Neutral</i>	94	7,7	7,7	13,1
<i>Agree</i>	532	43,5	43,5	56,6
<i>Strongly Agree</i>	530	43,4	43,4	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.2-C** **INSO-3**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	6	,5	,5	,5
<i>Disagree</i>	14	1,1	1,1	1,6
<i>Neutral</i>	50	4,1	4,1	5,7
<i>Agree</i>	429	35,1	35,1	40,8
<i>Strongly Agree</i>	723	59,2	59,2	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.2-D** **INSO-4**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Strongly Disagree</i>	83	6,8	6,8	6,8
<i>Disagree</i>	272	22,3	22,3	29,1
<i>Neutral</i>	349	28,6	28,6	57,6
<i>Agree</i>	383	31,3	31,3	89,0
<i>Strongly Agree</i>	135	11,0	11,0	100,0
<i>Total</i>	1222	100,0	100,0	

**Table 5.4.3** *What language more motivates you to learn?*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English	955	78,2	78,2	78,2
Italian	159	13,0	13,0	91,2
The other Languages	108	8,8	8,8	100,0
Total	1222	100,0	100,0	

**Table 5.4.4** *Learning Foreign language is easy with the help of....*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Courses through Computer-Internet-based technology	481	39,4	39,4	39,4
Courses through books-based	741	60,6	60,6	100,0
Total	1222	100,0	100,0	

**Table 5.4.5** *I have motivation to learn languages, because.....*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid My parents spoke different languages & showed interest for various languages and that affected me to learn languages	208	17,0	17,0	17,0
I just wanted to learn languages, not because of other reasons	1014	83,0	83,0	100,0
Total	1222	100,0	100,0	

**Table 5.4.6-A** *What is your nationality?*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Albanian	1206	98,7	98,7	98,7
The other nationalities	16	1,3	1,3	100,0
Total	1222	100,0	100,0	

**Table 5.4.6-B****What is your gender?**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	<i>Female</i>	986	80,7	80,7	80,7
	<i>Male</i>	236	19,3	19,3	100,0
	<i>Total</i>	1222	100,0	100,0	

**Table 5.5.1.2- A****Paired Samples Statistics**

		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Pair 1</i>	<i>INTO-1</i>	4,56	1222	,668	,019
	<i>INSO-1</i>	4,63	1222	,679	,019
<i>Pair 2</i>	<i>INTO-1</i>	4,56	1222	,668	,019
	<i>INSO-2</i>	4,24	1222	,853	,024
<i>Pair 3</i>	<i>INTO-1</i>	4,56	1222	,668	,019
	<i>INSO-3</i>	4,51	1222	,678	,019
<i>Pair 4</i>	<i>INTO-2</i>	4,40	1222	,657	,019
	<i>INSO-1</i>	4,63	1222	,679	,019
<i>Pair 5</i>	<i>INTO-2</i>	4,40	1222	,657	,019
	<i>INSO-2</i>	4,24	1222	,853	,024
<i>Pair 6</i>	<i>INTO-2</i>	4,40	1222	,657	,019
	<i>INSO-3</i>	4,51	1222	,678	,019
<i>Pair 7</i>	<i>INTO-2</i>	4,40	1222	,657	,019
	<i>INSO-4</i>	3,17	1222	1,102	,032
<i>Pair 8</i>	<i>INTO-3</i>	3,88	1222	,904	,026
	<i>INSO-1</i>	4,63	1222	,679	,019
<i>Pair 9</i>	<i>INTO-3</i>	3,88	1222	,904	,026
	<i>INTO-2</i>	4,24	1222	,853	,024
<i>Pair 10</i>	<i>INTO-3</i>	3,88	1222	,904	,026
	<i>INTO-3</i>	4,51	1222	,678	,019
<i>Pair 11</i>	<i>INTO-3</i>	3,88	1222	,904	,026
	<i>INSO-4</i>	3,17	1222	1,102	,032
<i>Pair 12</i>	<i>INTO-4</i>	4,18	1222	,772	,022
	<i>INSO-1</i>	4,63	1222	,679	,019
<i>Pair 13</i>	<i>INTO-4</i>	4,18	1222	,772	,022
	<i>INSO-2</i>	4,24	1222	,853	,024
<i>Pair 14</i>	<i>INTO-4</i>	4,18	1222	,772	,022
	<i>INSO-3</i>	4,51	1222	,678	,019
<i>Pair 15</i>	<i>INTO-4</i>	4,18	1222	,772	,022
	<i>INSO-4</i>	3,17	1222	1,102	,032

<b>Table 5.5.1.2-B</b>		<b>Paired Samples Correlations</b>		
		<i>N</i>	<i>Correlation</i>	<i>Sig.</i>
<i>Pair 1</i>	<i>INTO-1 &amp; INSO-1</i>	1222	,273	,000
<i>Pair 2</i>	<i>INTO-1 &amp; INSO-2</i>	1222	,235	,000
<i>Pair 3</i>	<i>INTO-1 &amp; INSO-3</i>	1222	,288	,000
<i>Pair 4</i>	<i>INTO-2 &amp; INSO-1</i>	1222	,212	,000
<i>Pair 5</i>	<i>INTO-2 &amp; INSO-2</i>	1222	,239	,000
<i>Pair 6</i>	<i>INTO-2 &amp; INSO-3</i>	1222	,274	,000
<i>Pair 7</i>	<i>INTO-2 &amp; INSO-4</i>	1222	,201	,000
<i>Pair 8</i>	<i>INTO-3 &amp; INSO-1</i>	1222	,150	,000
<i>Pair 9</i>	<i>INTO-3 &amp; INSO-2</i>	1222	,222	,000
<i>Pair 10</i>	<i>INTO-3 &amp; INSO-3</i>	1222	,166	,000
<i>Pair 11</i>	<i>INTO-3 &amp; INSO-4</i>	1222	,230	,000
<i>Pair 12</i>	<i>INTO-4 &amp; INSO-1</i>	1222	,270	,000
<i>Pair 13</i>	<i>INTO-4 &amp; INSO-2</i>	1222	,275	,000
<i>Pair 14</i>	<i>INTO-4 &amp; INSO-3</i>	1222	,278	,000
<i>Pair 15</i>	<i>INTO-4 &amp; INSO-4</i>	1222	,219	,000

<i>Table 5.5.1.2-C</i>		<i>Paired Samples Test</i>							
		<i>Paired Differences</i>					<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
		<i>Mean</i>	<i>Std. Dev.</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
					<i>Lower</i>	<i>Upper</i>			
<i>Pair 1</i>	<i>INTO-1 &amp; INSO-1</i>	-,065	,812	,023	-,110	-,019	-2,782	1221	,005
<i>Pair 2</i>	<i>INTO-1 &amp; INSO-2</i>	,327	,952	,027	,273	,380	11,989	1221	,000
<i>Pair 3</i>	<i>INTO-1 &amp; INSO-3</i>	,051	,803	,023	,006	,096	2,209	1221	,027
<i>Pair 4</i>	<i>INTO-2 &amp; INSO-1</i>	-,228	,839	,024	-,275	-,181	-9,514	1221	,000
<i>Pair 5</i>	<i>INTO-2 &amp; INSO-2</i>	,163	,944	,027	,110	,216	6,029	1221	,000
<i>Pair 6</i>	<i>INTO-2 &amp; INSO-3</i>	-,113	,805	,023	-,158	-,068	-4,907	1221	,000
<i>Pair 7</i>	<i>INTO-2 &amp; INSO-4</i>	1,227	1,164	,033	1,162	1,293	36,859	1221	,000
<i>Pair 8</i>	<i>INTO-3 &amp; INSO-1</i>	-,744	1,046	,030	-,803	-,685	-24,851	1221	,000

Pair 9	INTO-3 & INSO-2	-,353	1,097	,031	-,414	-,291	-11,241	1221,000
Pair 10	INTO-3 & INSO-3	-,628	1,036	,030	-,687	-,570	-21,200	1221,000
Pair 11	INTO-3 & INSO-4	,712	1,254	,036	,642	,782	19,844	1221,000
Pair 12	INTO-4 & INSO-1	-,453	,880	,025	-,502	-,403	-17,984	1221,000
Pair 13	INTO-4 & INSO2	-,061	,981	,028	-,116	-,006	-2,188	1221,029
Pair 14	INTO-4 & INSO-3	-,337	,874	,025	-,386	-,288	-13,482	1221,000
Pair 15	INTO-4 & INSO-4	1,003	1,199	,034	,936	1,071	29,262	1221,000

<b>Table 5.5.1-B T-test One-Sample Statistics</b>				
	N	Mean	Std. Deviation	Std. Error Mean
(INTO-1)	1222	4,56	,668	,019
(INTO-2)	1222	4,40	,657	,019
(INTO-3)	1222	3,88	,904	,026
(INTO-4)	1222	4,18	,772	,022
(INSO-1)	1222	4,63	,679	,019
(INSO-2)	1222	4,24	,853	,024
(INSO-3)	1222	4,51	,678	,019
(INSO-4)	1222	3,17	1,102	,032

<b>Table 5.5.1-C</b>						
<b>One-Sample Test</b>						
	<i>Test Value = 0</i>					
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>95% Confidence Interval of the Difference</i>	
					<i>Lower</i>	<i>Upper</i>
<i>(INTO-1)</i>	238,900	1221	,000	4,564	4,53	4,60
<i>(INTO-2)</i>	234,059	1221	,000	4,400	4,36	4,44
<i>(INTO-3)</i>	150,147	1221	,000	3,885	3,83	3,94
<i>(INTO-4)</i>	189,160	1221	,000	4,176	4,13	4,22
<i>(INSO-1)</i>	238,205	1221	,000	4,628	4,59	4,67
<i>(INSO-2)</i>	173,576	1221	,000	4,237	4,19	4,29
<i>(INSO-3)</i>	232,688	1221	,000	4,513	4,48	4,55
<i>(INSO-4)</i>	100,649	1221	,000	3,173	3,11	3,23

*Table 5.5.2-A**Group Statistics*

<i>What is your gender?</i>		<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Std. Error</i>
<i>INTO-1</i>	<i>Female</i>	986	4,61	,625	,020
	<i>Male</i>	236	4,37	,797	,052
<i>INTO-2</i>	<i>Female</i>	986	4,43	,625	,020
	<i>Male</i>	236	4,26	,764	,050
<i>INTO-3</i>	<i>Female</i>	986	3,89	,892	,028
	<i>Male</i>	236	3,86	,958	,062
<i>INTO-4</i>	<i>Female</i>	986	4,21	,758	,024
	<i>Male</i>	236	4,03	,812	,053
<i>INSO-1</i>	<i>Female</i>	986	4,68	,627	,020
	<i>Male</i>	236	4,42	,834	,054
<i>INSO-2</i>	<i>Female</i>	986	4,27	,827	,026
	<i>Male</i>	236	4,11	,946	,062
<i>INSO-3</i>	<i>Female</i>	986	4,56	,639	,020
	<i>Male</i>	236	4,30	,786	,051
<i>INSO-4</i>	<i>Female</i>	986	3,14	1,089	,035
	<i>Male</i>	236	3,30	1,147	,075



**Table 5.5.2-B** *Independent Samples Test*

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>
		<i>F</i>	<i>Sig.</i>	<i>t</i>
<i>INTO-1</i>	<i>Equal variances assumed</i>	24,604	,000	4,937
	<i>Equal variances not assumed</i>			4,260
<i>INTO-2</i>	<i>Equal variances assumed</i>	5,750	,017	3,706
	<i>Equal variances not assumed</i>			3,278
<i>INTO-3</i>	<i>Equal variances assumed</i>	1,484	,223	,382
	<i>Equal variances not assumed</i>			,366
<i>INTO-4</i>	<i>Equal variances assumed</i>	1,526	,217	3,254
	<i>Equal variances not assumed</i>			3,121
<i>INSO-1</i>	<i>Equal variances assumed</i>	39,030	,000	5,431
	<i>Equal variances not assumed</i>			4,571
<i>INSO-2</i>	<i>Equal variances assumed</i>	1,478	,224	2,639
	<i>Equal variances not assumed</i>			2,431
<i>INSO-3</i>	<i>Equal variances assumed</i>	14,882	,000	5,526
	<i>Equal variances not assumed</i>			4,872
<i>INSO-4</i>	<i>Equal variances assumed</i>	2,972	,085	-1,926
	<i>Equal variances not assumed</i>			-1,866

<b>Table 5.5.2-C</b>		<b>Independent Samples Test</b>								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df.	Sig. (2- tailed)	Mean Diff.	Std. Err. Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
INTO-1	Equal var. assumed	24,604	,000	4,937	1220	,000	,237	,048	,143	,331
	Equal var. not assumed			4,260	307,706	,000	,237	,056	,127	,346
INTO-2	Equal var. assumed	5,750	,017	3,706	1220	,000	,176	,047	,083	,269
	Equal var. not assumed			3,278	314,232	,001	,176	,054	,070	,281
INTO-3	Equal var. assumed	1,484	,223	,382	1220	,703	,025	,066	-,104	,154
	Equal var. not assumed			,366	339,061	,715	,025	,069	-,110	,160
INTO-4	Equal var. assumed	1,526	,217	3,254	1220	,001	,181	,056	,072	,291
	Equal var. not assumed			3,121	339,871	,002	,181	,058	,067	,296
INSO-1	Equal var. assumed	39,030	,000	5,431	1220	,000	,264	,049	,169	,360
	Equal var. not assumed			4,571	301,540	,000	,264	,058	,150	,378
INSO-2	Equal var. assumed	1,478	,224	2,639	1220	,008	,163	,062	,042	,284
	Equal var. not assumed			2,431	326,226	,016	,163	,067	,031	,295
INSO-3	Equal var. assumed	14,882	,000	5,526	1220	,000	,268	,049	,173	,364
	Equal var. not assumed			4,872	313,361	,000	,268	,055	,160	,377
INSO-4	Equal var. assumed	2,972	,085	-1,926	1220	,054	-,154	,080	-,310	,003
	Equal var. not assumed			-1,866	343,573	,063	-,154	,082	-,316	,008

<b>Table 5.5.3-A</b>		<b>Independent Group Statistics</b>			
	<i>What language more motivates you to learn?</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>INTO-1</i>	<i>English</i>	955	4,59	,630	,020
	<i>Italian</i>	159	4,44	,816	,065
<i>INTO-2</i>	<i>English</i>	955	4,43	,646	,021
	<i>Italian</i>	159	4,31	,665	,053
<i>INTO-3</i>	<i>English</i>	955	3,91	,901	,029
	<i>Italian</i>	159	3,77	,927	,074
<i>INTO-4</i>	<i>English</i>	955	4,20	,757	,025
	<i>Italian</i>	159	4,03	,791	,063
<i>INSO-1</i>	<i>English</i>	955	4,64	,677	,022
	<i>Italian</i>	159	4,58	,659	,052
<i>INSO-2</i>	<i>English</i>	955	4,25	,860	,028
	<i>Italian</i>	159	4,22	,839	,067
<i>INSO-3</i>	<i>English</i>	955	4,55	,654	,021
	<i>Italian</i>	159	4,36	,767	,061
<i>INSO-4</i>	<i>English</i>	955	3,21	1,090	,035
	<i>Italian</i>	159	2,99	1,164	,092

<b>Table 5.5.3-B</b>		<b>Independent Samples Test</b>								
		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
<i>INTO-1</i>	<i>Equal variances assumed</i>	15,066	,000	2,679	1112	,007	,151	,057	,041	,262
	<i>Equal variances not assumed</i>			2,231	190,621	,027	,151	,068	,018	,285
<i>INTO-2</i>	<i>Equal variances assumed</i>	,354	,552	2,254	1112	,024	,125	,056	,016	,234
	<i>Equal variances not assumed</i>			2,209	210,722	,028	,125	,057	,013	,237
<i>INTO-3</i>	<i>Equal variances assumed</i>	2,936	,087	1,719	1112	,086	,133	,078	-,019	,285
	<i>Equal variances not assumed</i>			1,684	210,734	,094	,133	,079	-,023	,289
<i>INTO-4</i>	<i>Equal variances assumed</i>	,938	,333	2,646	1112	,008	,173	,065	,045	,301
	<i>Equal variances not assumed</i>			2,565	209,111	,011	,173	,067	,040	,306
<i>INSO-1</i>	<i>Equal variances assumed</i>	,459	,498	,986	1112	,324	,057	,058	-,056	,170
	<i>Equal variances not assumed</i>			1,006	217,343	,316	,057	,057	-,055	,169

INSO-2	Equal variances assumed	,022	,882	,411	1112	,681	,030	,073	-,114	,174
	Equal variances not assumed			,418	216,936	,677	,030	,072	-,112	,172
INSO-3	Equal variances assumed	6,103	,014	3,179	1112	,002	,183	,058	,070	,296
	Equal variances not assumed			2,841	198,189	,005	,183	,064	,056	,310
INSO-4	Equal variances assumed	,140	,708	2,354	1112	,019	,222	,094	,037	,407
	Equal variances not assumed			2,247	206,826	,026	,222	,099	,027	,417

Table 5.5.3-D		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
(INSO-1)	Between Groups	1,066	2	,533	,731	,481
	Within Groups	888,113	1219	,729		
	Total	889,178	1221			
(INSO-2)	Between Groups	5,458	2	2,729	5,985	,003
	Within Groups	555,832	1219	,456		
	Total	561,291	1221			
(INSO-3)	Between Groups	7,042	2	3,521	2,909	,055
	Within Groups	1475,525	1219	1,210		
	Total	1482,567	1221			
(INSO-4)	Between Groups	,793	2	,397	,859	,424
	Within Groups	562,536	1219	,461		
	Total	563,329	1221			

**Table 5.5.3-G Test of Homogeneity of Variances in terms of Languages**

	<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
<i>INTO-1</i>	8,265	2	1219	,000
<i>INTO-2</i>	,250	2	1219	,779
<i>INTO-3</i>	1,475	2	1219	,229
<i>INTO-4</i>	1,142	2	1219	,319

**Table 5.5.3-H****ANOVA**

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>INTO-1</i>	<i>Between Groups</i>	3,606	2	1,803	4,063	,017
	<i>Within Groups</i>	540,915	1219	,444		
	<i>Total</i>	544,521	1221			
<i>INTO-2</i>	<i>Between Groups</i>	5,152	2	2,576	6,014	,003
	<i>Within Groups</i>	522,168	1219	,428		
	<i>Total</i>	527,320	1221			
<i>INTO-3</i>	<i>Between Groups</i>	2,546	2	1,273	1,558	,211
	<i>Within Groups</i>	996,184	1219	,817		
	<i>Total</i>	998,731	1221			
<i>INTO-4</i>	<i>Between Groups</i>	4,230	2	2,115	3,566	,029
	<i>Within Groups</i>	722,943	1219	,593		
	<i>Total</i>	727,173	1221			

<i>Table 5.5.3-J</i>						
			<i>Crosstab</i>			
			What language more motivates you to learn?			Total
			English	Italian	The other Languages	
INSO-3	Strongly Disagree	Count	6	0	0	6
		Expected				
		Count	4,7	,8	,5	6,0
	Disagree	Count	5	7	2	14
		Expected				
		Count	10,9	1,8	1,2	14,0
	Neutral	Count	35	7	8	50
		Expected				
		Count	39,1	6,5	4,4	50,0
	Agree	Count	323	66	40	429
		Expected				
		Count	335,3	55,8	37,9	429,0
	Strongly Agree	Count	586	79	58	723
		Expected				
		Count	565,0	94,1	63,9	723,0
Total	Count	955	159	108	1222	
	Expected					
	Count	955,0	159,0	108,0	1222,0	

Language will allow me to be more at ease with people around the world

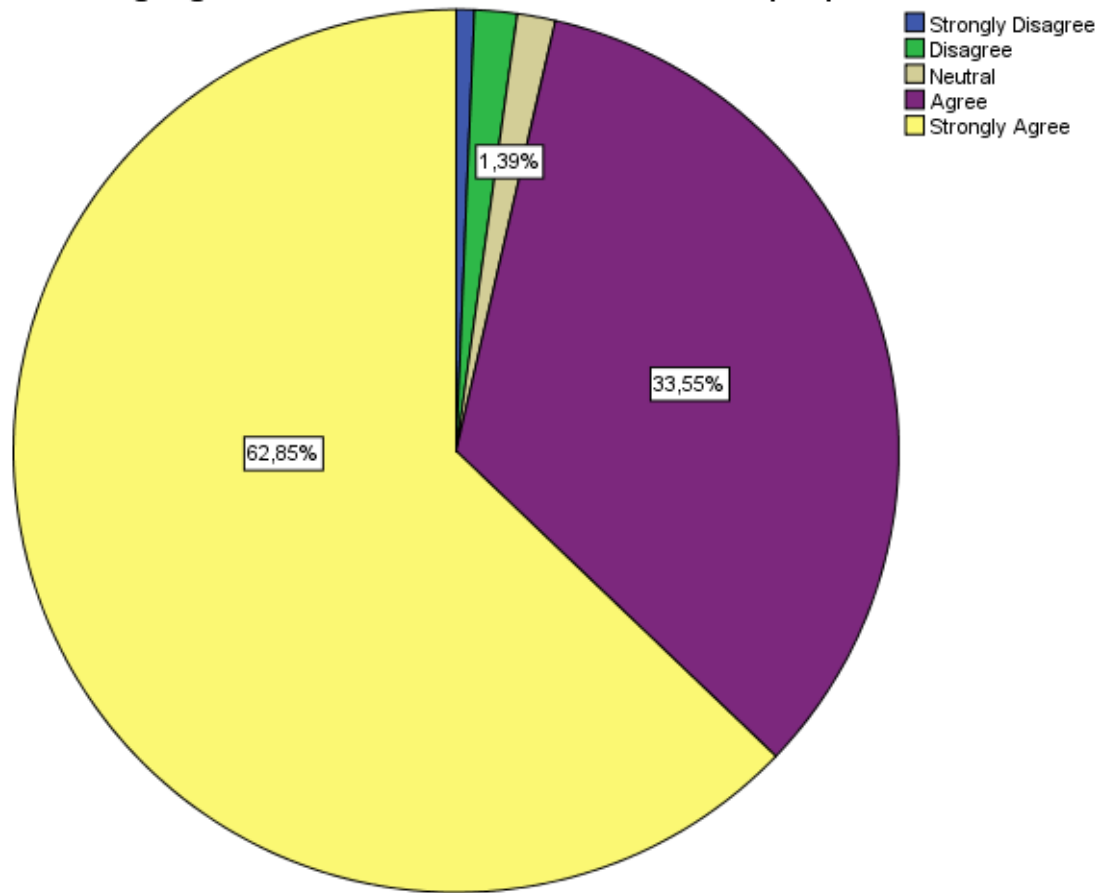


Chart 5.4.1-A



Language will allow me to meet and make conversation with more and various people

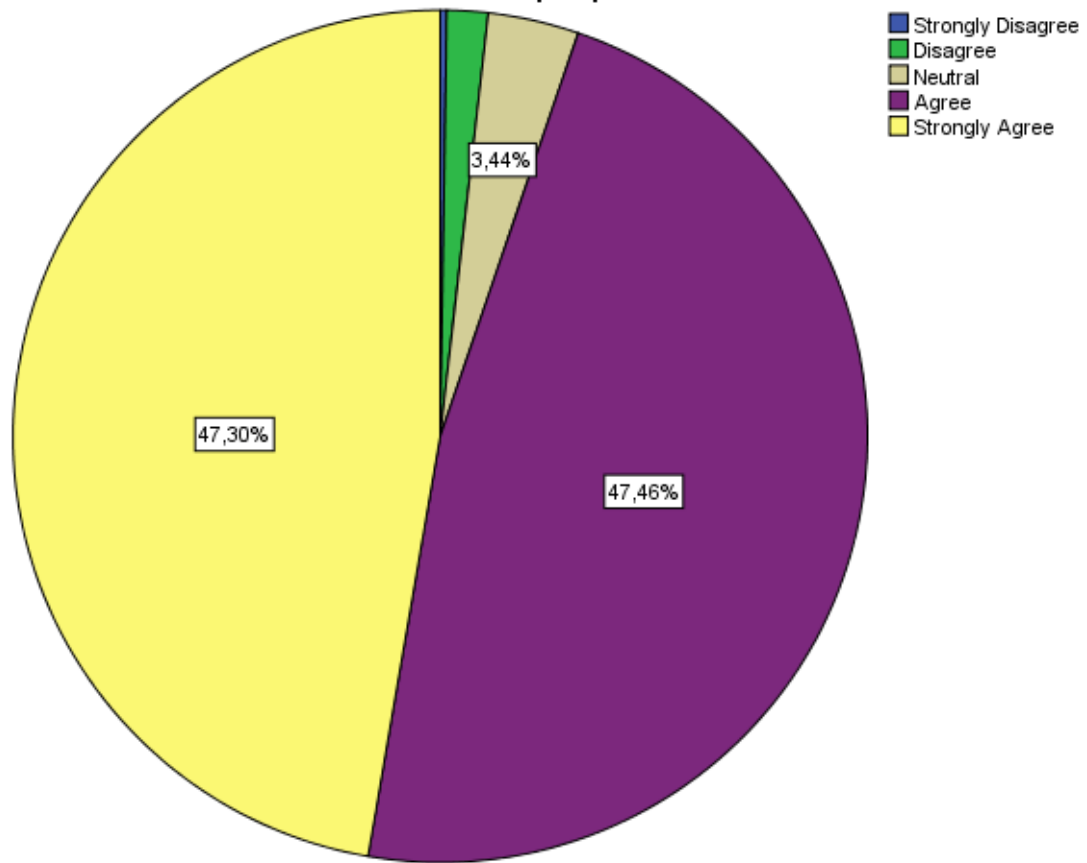
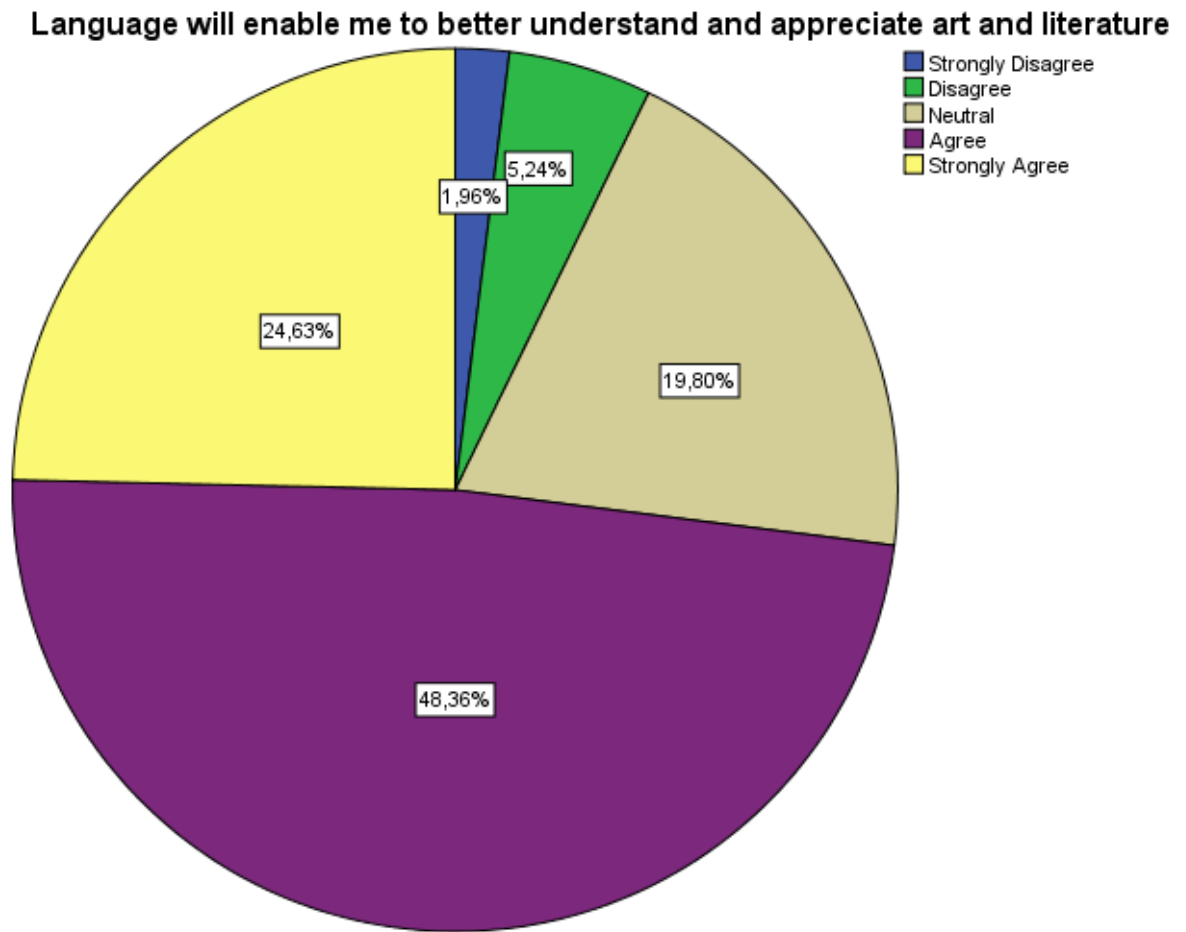
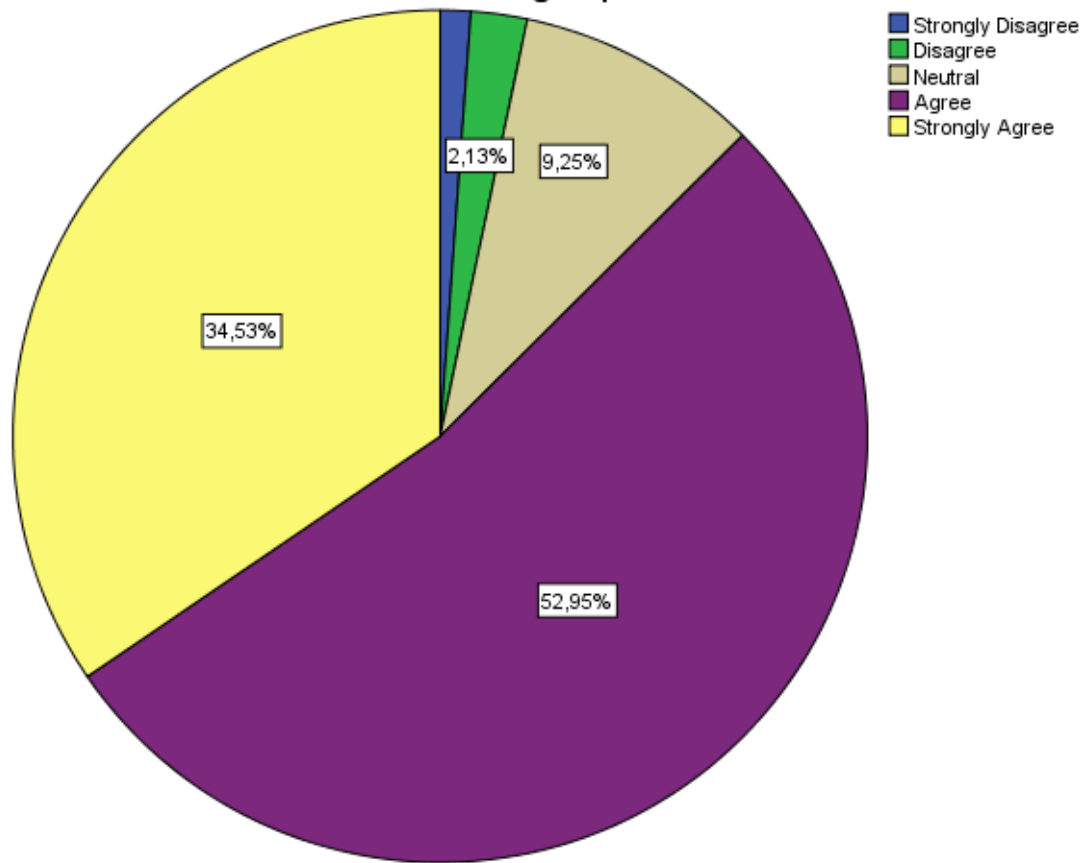


Chart 5.4.1-B

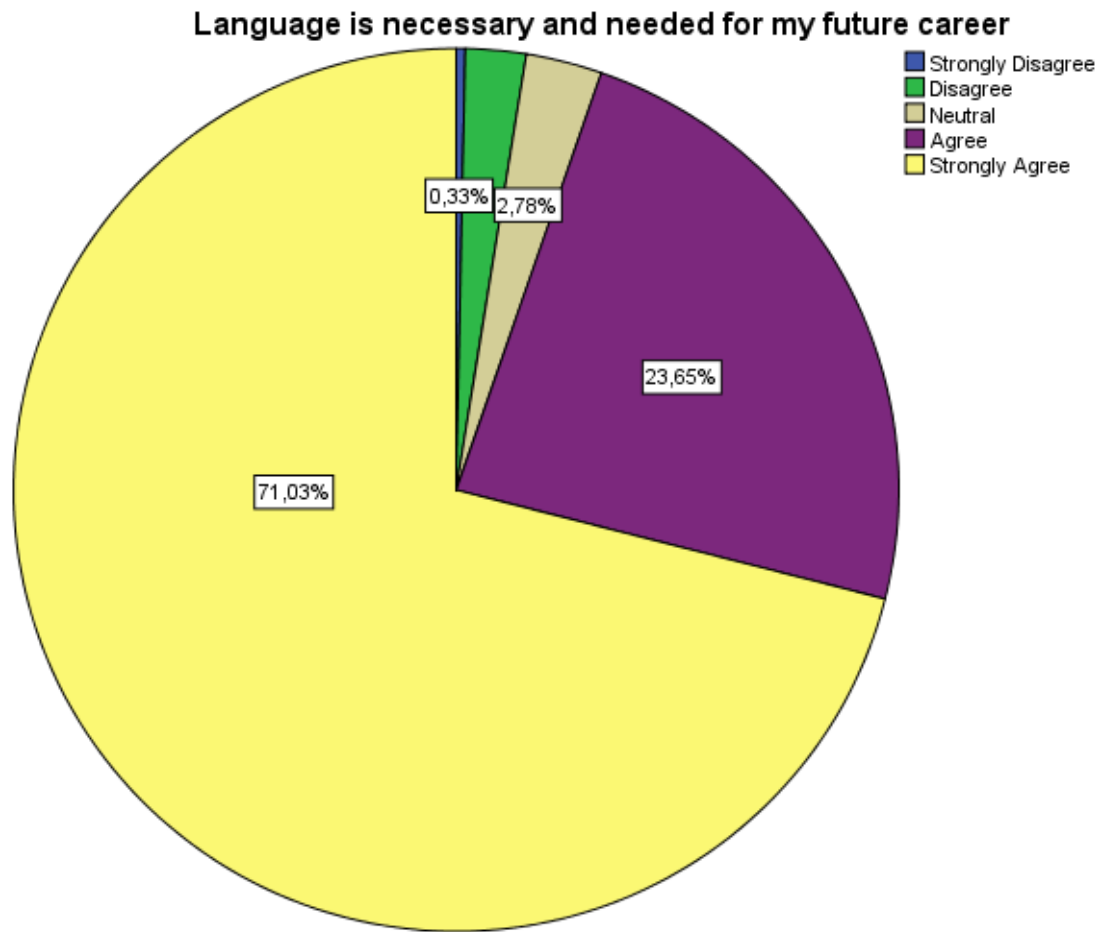


**Chart 5.4.1-C**

**Language will help me to participate more freely in the activities of other cultural groups**



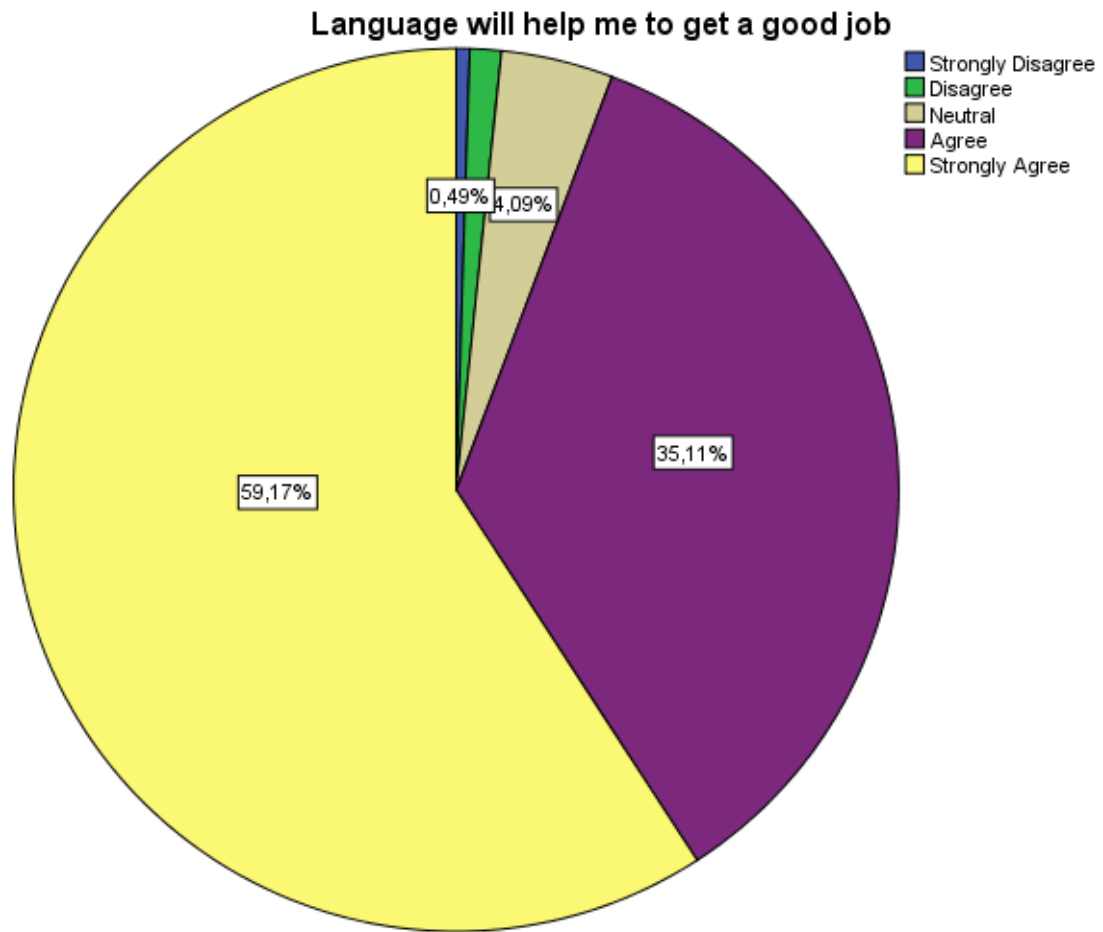
**Chart 5.4.1-D**



**Chart 5.4.2-A**



**Chart 5.4.2-B**



**Chart 5.4.2-C**

other people will show respect to me more if I have a knowledge of a foreign language

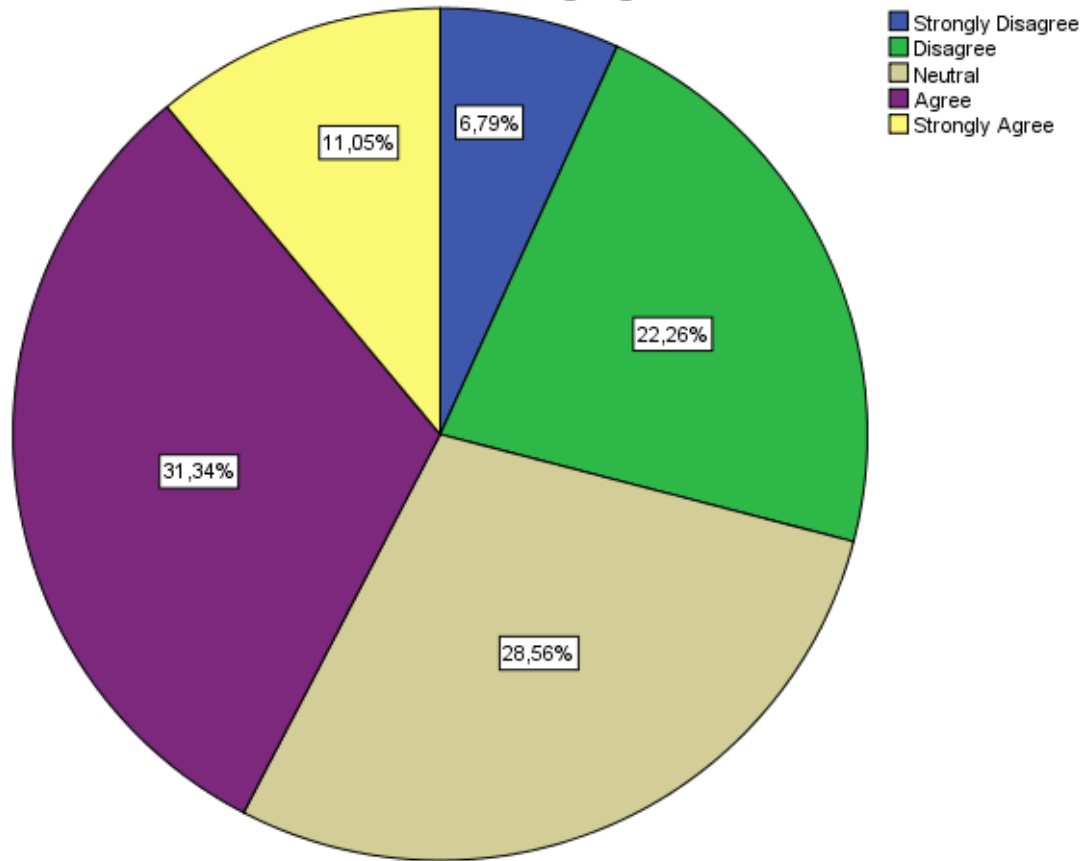
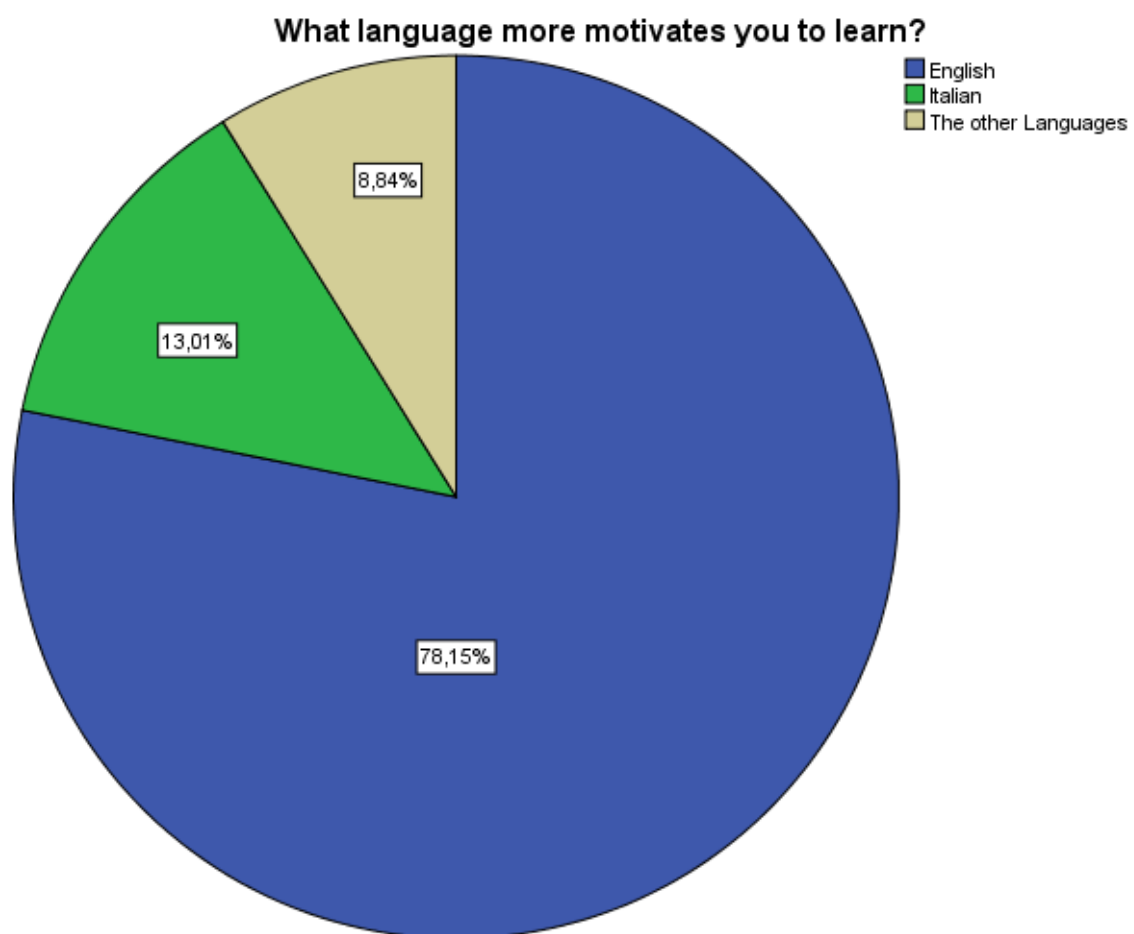
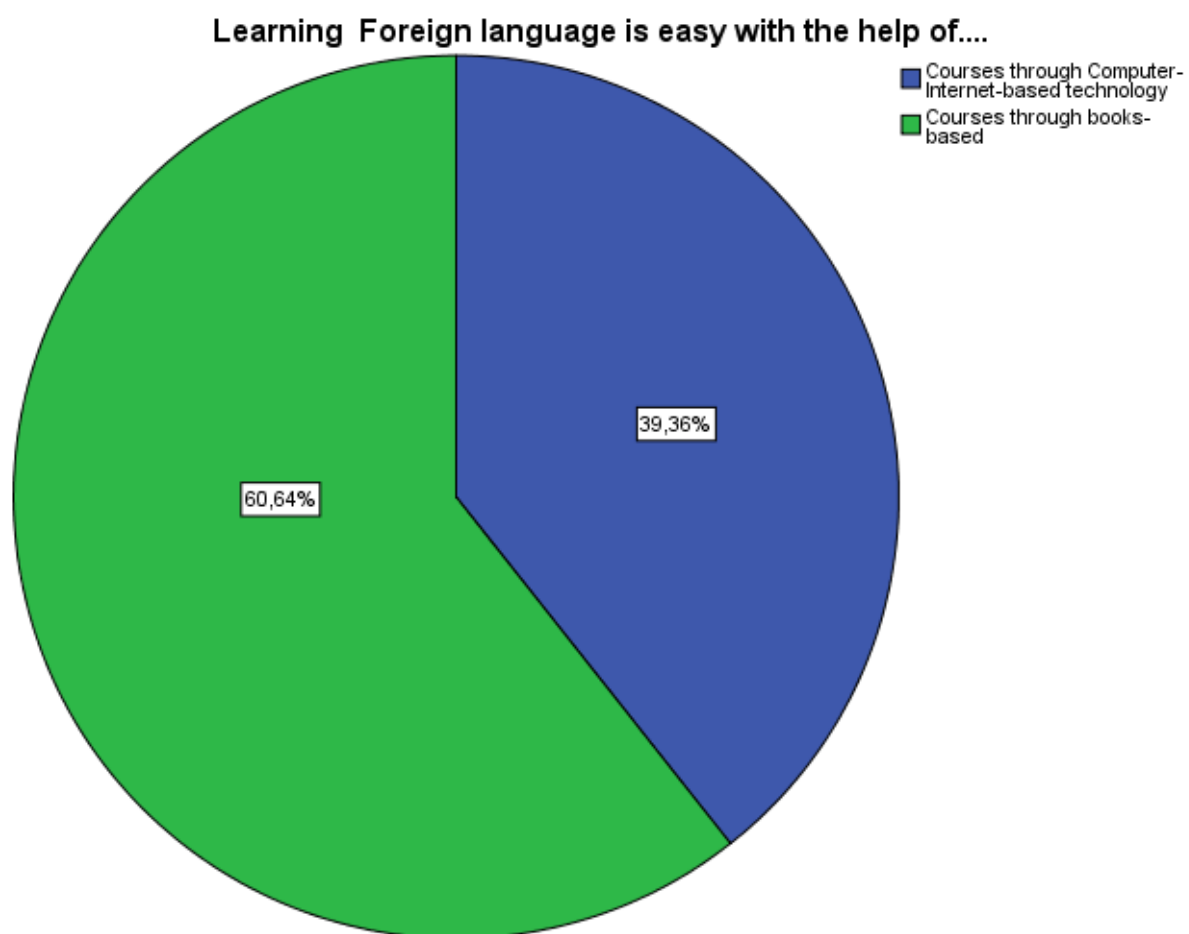


Chart 5.4.2-D

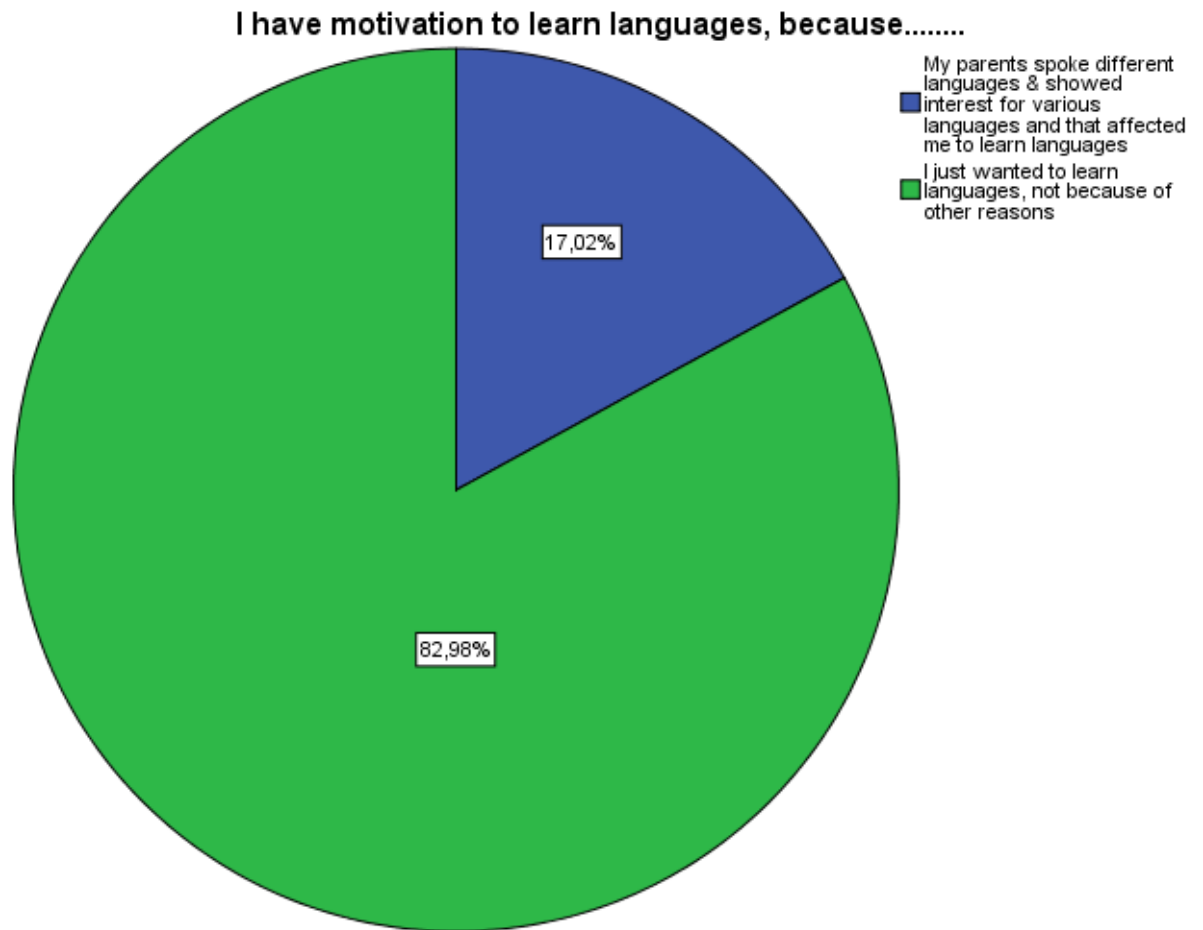


**Chart 5.4.3**





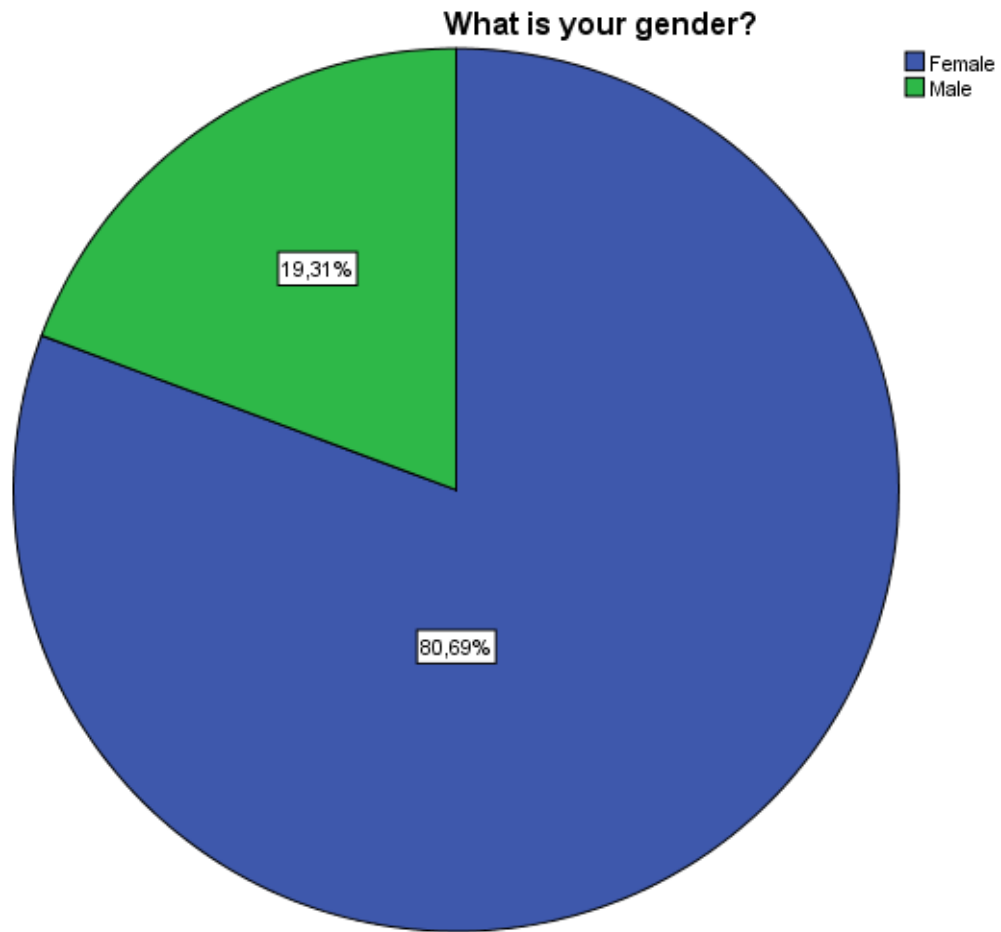
**Chart 5.4.4**



**Pie Chart 5.4.5**

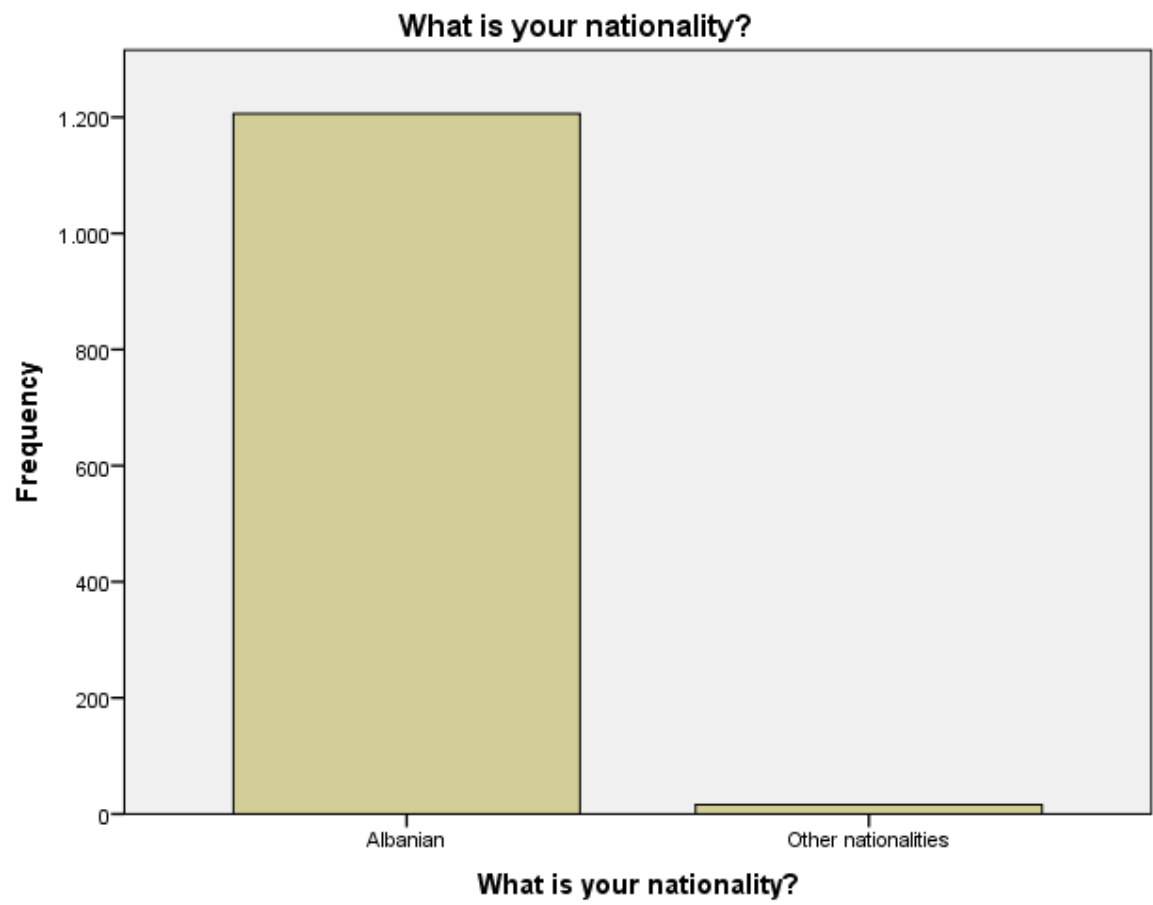
**Bar Chart 5.4.5**



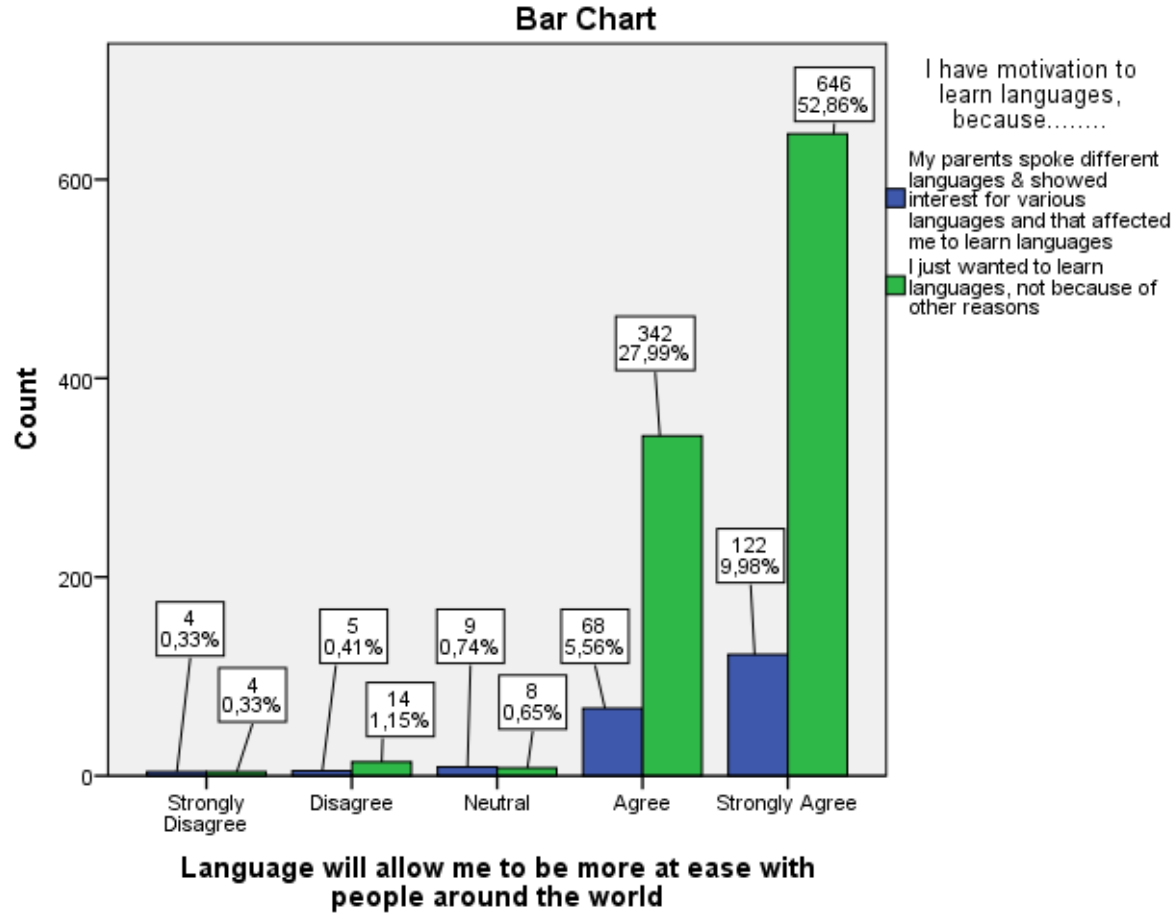


**Pie Chart 5.4.6-B**

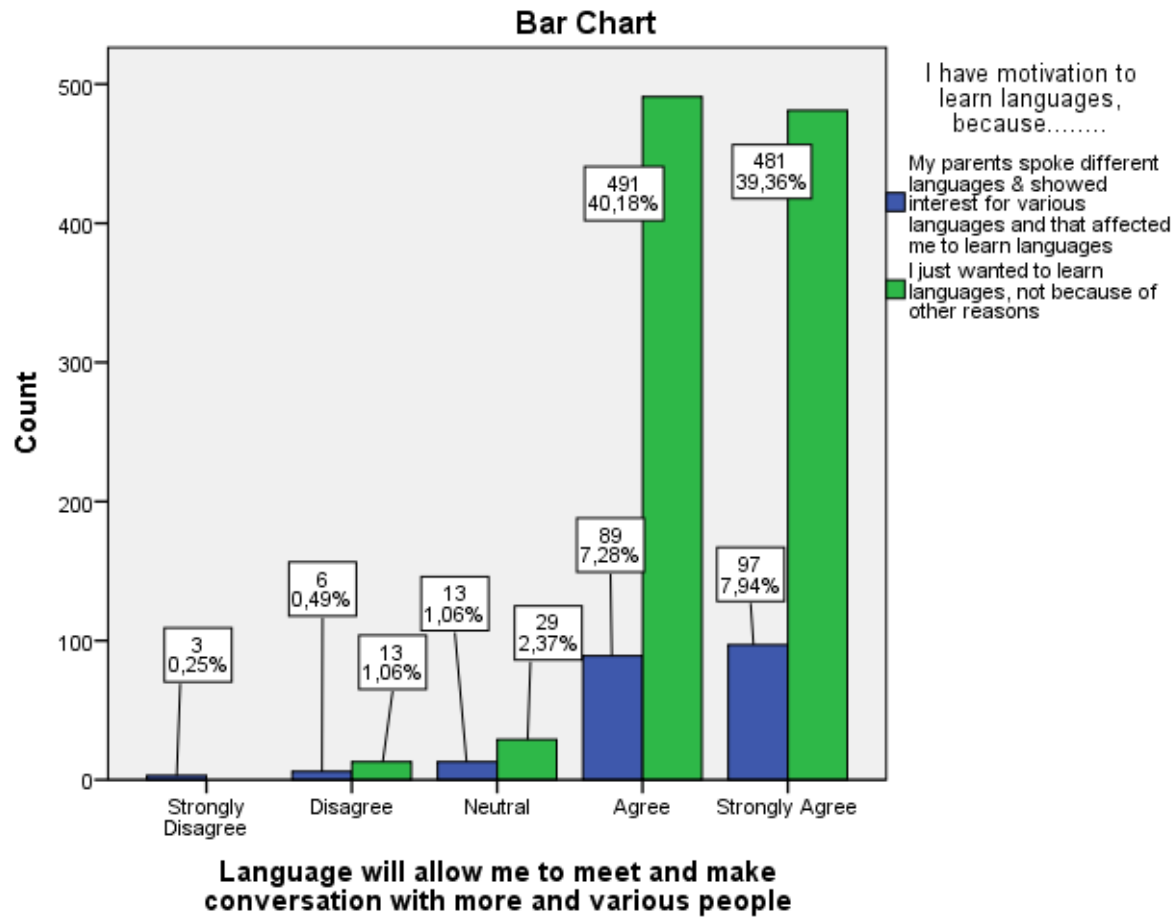
**Bar Chart 5.4.6-A-2**



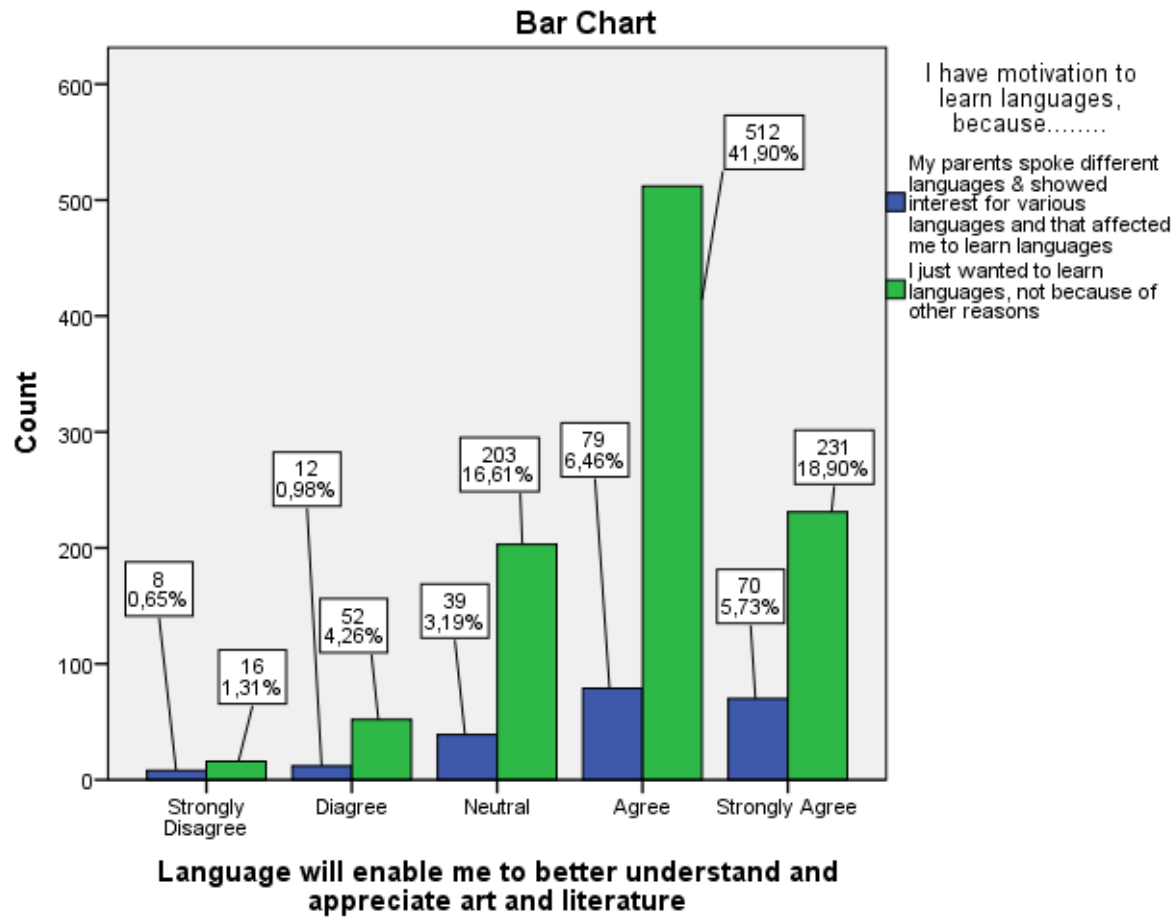
**Bar Chart 5.5.5-F**



**Bar Chart 5.5.5-I**

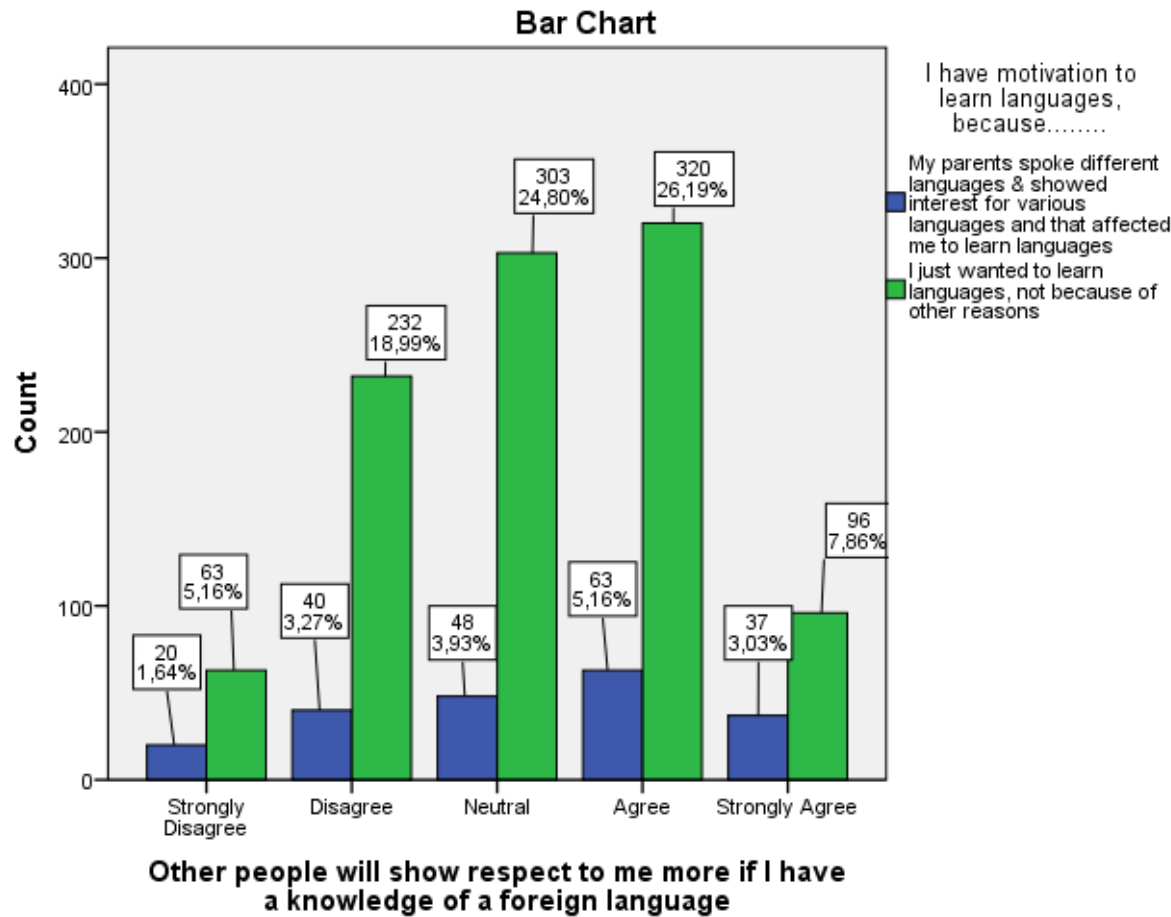


**Bar Chart 5.5.5-L**





**Bar Chart 5.5.5-P**



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