

Instrumental Role of Foreign Language Learning in Public and Non- Public Pre-University Education System in Albania

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Abstract

This paper addresses the role of instrumentality in foreign languages learning with focus English language, taught in public and non- public pre-university education system in Albania. By conducting the Attitude Motivation Test Battery, for the scale "Instrumental Orientation" with a measuring Likert scale ranging from 1-6, overall, high schools students have stated that learning English is important for many reasons like: career upgrading, with item mean value (M=5.6); Learning English makes them more educated (M=5.05) ; It will help them find a good job (M=5.8) ; And, learning English is important because other people will respect them more if they speak English (M=4.1). The one-way ANOVA procedure was conducted to examine the mean values for each group of school and differences for the dependent variable *instrumental orientation* of the foreign language between three groups of schools: 1.urban public high school with a sample size representation of 63.6%. 2. Rural public high school with a sample size representation of 23 %; 3. Non-public high school with a sample size representation of 13.4%. The ANOVAs descriptive statistics for the *instrumental orientation* according to groups of school found that mean value for urban public high school is (M= 4.3) ; For Rural public high school is (M= 5.6) ; For non-public high school is (M= 5.4). Post Tukey HSD procedure for comparisons of groups indicated that the difference between urban public and rural high schools is (-1.3) with a non significant value ($p = .1, p > .5$). The difference between urban public high schools and non-public is (-1.1), a non-significant result ($p = .87, p > .5$). A significant small difference (0.2) for *instrumental orientation* of foreign language ($p = .041, p < .5$) was found only for the groups of rural public high school and non - public schools. In formal education system in Albania, students attending rural high schools are more instrumentally oriented to learn English compared to their peers attending non public high schools.

Keywords: public and non- public pre-university education system, urban and rural high schools, instrumental role of the foreign language

Introduction

Actually, Albania is a country heading toward European integration and is completing tasks assigned by European Union to reach the status of full membership. Being also a country with continuous emigration drive abroad, Albanians have met many cultures and have faced the need to learn foreign languages, most commonly English language. Due to the rising need of meeting foreigners over the last three decades in different situations, learning English language became the passport to certain paths like, travelling abroad, meeting new people, making business, exchanging information, finding a better job, getting better education increasing promotion chances. Due to the advantages of learning English as a foreign language, grew the necessity to enhance its importance by upgrading the school curriculum in pre-university education system in Albania, which actually has undergone many significant changes dependent on a variety of formal educational policies and reforms over the last decades¹. An increasing number of English classes to three classes a week at school has emerged to the school curriculum, also by adding English language class to the curriculum since the first grade elementary school, as a pilot study for year 2021-2022. Since 2005 English subject is a mandatory foreign language state examination for high school education with objective to reach the required scores for the students` preference of a study program for university enrollment. Furthermore, admissions in the second and third cycle of studies in higher education are only possible by taking international exams from level B1-C1 (CFER)². Thus it is crucial to make researches on the importance of English language learning in formal education to examine whether the students performance and their orientations to language go in line with recent reforms and the country`s education strategies toward European integration.

Literature Review

Gardner R.C., Gardner and Lambert W. (1972), identified two motives why people learn another language: 1. Integrative motive, and, 2. Instrumental motive. A major distinction was made by Gardner (1985a), precisely between orientations, i.e. the set of reasons for learning a language, which represent a kind of purpose similar to what Gardner calls the driving force in any situation, (Gardner, 2001a, p. .6). Continuity of orientation (the purpose of language learning) can be instrumental (recognizing the practical benefits of language learning) or integrative (a sincere and positive interest in people and cultures that use a foreign language, (Gardner R.C., 2009). Gardner's theory does not belong to theories of orientation (Dörnyei Z., 2001c); consequently the focus of his theory is motivation rather than orientation. Instrumental role refers

¹ Source: Language Education Policy Profile: ALBANIA, Country Report, 2016
<https://rm.coe.int/language-education-policy-profile-albania-country-report/16807b3b2d>

² Udhëzim Nr. 52, datë 3.12.2015 Azhornuar me udhëzimin nr. 5, datë 16.02.2017, Udhëzimin nr. 11, datë 10.04.2017, Udhëzimin nr. 20, datë 22.09.2017
<https://arsimi.gov.al/wp-content/uploads/2019/01/Udhëzimi-nr.-52-dhe-ndryshimet-e-tij.pdf>

to language learning for pragmatic reasons and concrete benefits such as career, better education or high economic perspective, related to language perfection. If, for example, an individual is motivated to learn a foreign language for pragmatic reasons, then it is to be expected that he will be less motivated once he has achieved his objectives (Gardner & MacIntyre, 1991, cited in Gardner, 2005, p.12). In the research of Gardner et. al. (1972), (1985), (1991), (2006), the integrative role of the foreign language has dominated its functional role. Gardner R.C. (1985), states that: "despite the results in the studies of Gardner and Lambert (1959), it is possible that students oriented to the effect of the instrumental role of language may be more motivated, than those motivated by the integrative motive for them. The study conducted by Clément, Dornyei and Noels (1994), reinforced the issue of integrative and instrumental motivation. They observed the attitudes and motivations of 301 high school students in Hungary who learn English as a foreign language and concluded that Gardner R.C. (2000) integrative motivation was related to instrumental reasons among others. Integrative orientation is defined as "a sincere and personal interest in the people and culture represented by the other language group" (Lambert, 1974, p. 98), while instrumental orientation pertains to the potential pragmatic gains of L2 proficiency, such as to get a better job or to pass a required examination.

Methodology

Research Questions

At what degree are high school students instrumentally oriented to learn English language in formal education in Albania?

Are there any differences for the scale of instrumental orientation between the three groups of schools: urban public high schools, rural public high schools and non public high schools?

Sample size

The sample size in this research was calculated with the statistical method Raosoft Sample size Calculator with a confidence boundary 95% and error acceptance coefficient 5%. After calculating the data of total population, it resulted the sample size in this research was (N=400). Through the '*Stage and Cluster Sampling*', technique for sample distribution according to categorical variable group of school, the sample size for the urban public high school is 63.56 %, (N=252) students. Rural public high school is 23%, (N=92) students and non public high school is 13.44%, (N=54) students. (See Table 1)

Table 1: Descriptive statistics for the sample distribution of independent variable 'Group of Schools'

	Frequency	Percentage	Valid percentage	Cumulative percentage
valid Urban public high school	252	63.6	63.6	63.6
Rural public high school	92	23.0	23.0	86.6
Non public high school	54.	13.4	13.4	100.0
Total	440	100.0	100.0	

Instrument

The Attitude Motivation Test Battery, AMTB, (Gardner R.C., 2004), international version is used in this research for the scale: "Instrumental Orientation" of English language.

The scale is composed of four items: 1. Studying English is important because I need it for my career. 2. Studying English is important because it will make me more educated. 3. Studying English is important because it will be useful in finding a job. 4. Studying English is important because other people will respect me more if I know English.¹ The scoring system is based on a Likert scale ranging from 1-6. Codes (1-3) indicate negative values and 4-6 indicate positive values for the subscale.

Test reliability

Cronbach's internal reliability coefficients were analyzed as by recommendation for test application in Albania, which is the same analysis conducted in a broad research in other countries in Europe, where the Socio Educational Model was applied (Gardner R.C., 2005, p.18). The values of the Alpha Cronbach coefficients for the internal reliability for 'Instrumental Orientation' scale was above (.7), which meets the criteria that: "Ideally, the Cronbach alpha coefficient of a scale should be above (.7), (DeVellis 2012, cited in Pallant J., 2016, p. 116). In this research the instrumental

¹ Attitude/Motivation Test Battery AMTB item-key' document., Questionnaire Keys Master, <http://publish.uwo.ca/~gardner/docs/questionnaires> (Gardner R.C., 2004, Item key document). Gardner R.C.,1985, Test manual; Technical Report Gardner Robert C., (2005). *Integrative motivation and second language acquisition* Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk - May 30, 2005, London, Canada <http://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf>

orientation scale has good internal consistency, with a Cronbach alpha coefficient reported of (.76). (See Table 2)

Table 2. Alpha Cronbach coefficient for internal reliability of AMTB scale of `Instrumental

Orientation`

Subscale of AMTB	Alfa Cronbach
Instrumental Orientation`	.76

Preliminary analysis

The continuous variable of `Instrumental Orientation` was checked for normal distribution of values before conducting ANOVA procedure. Indicators of asymmetry, localization and variation for this variable showed that this variable did not meet the conditions for normal distribution as the asymmetry values were: (-, 253) and the extreme values: (kurtosis -, 127), thus indicating the distribution was not normal. Also Kolmogorov Smirnov test did not reach the level of significance ($p \leq .05$). The significant (p) value in this research was higher ($p > .08$). With reasonably large samples, skewness will not 'make a substantive difference in the analysis' (Tabachnick & Fidell 2013, p. 80). Kurtosis can result in an under-estimate of the variance, but this risk is also reduced with a large sample (200+ cases: see Tabachnick & Fidell 2013, p. 80, cited in Pallant J., 2016, p. 73).

Furthermore, the Levene Test for homogeneity of variance in scores is the same for each of the three groups because the assumption of homogeneity of variance is not violated. The significance p value in this research is reported $p = .>09$, thus $p > .05$. (See Table 3)

Table 3. Homogeneity test of the variable of `Instrumental Orientation`

	Levene Statistic	df1	df2	Sig.
Instrumental Orientation	2.818	2	380	.090

Data Analysis and Variables

The variables included in this reach are: 1. the categorical independent variable (group of school) and 2. Dependent continuous variable (instrumental orientation) presented in a Likert measuring scale (1-6).

The data gathered for (N=400) were examined for mean values (minimum and maximum values), standard deviations, frequencies in percentages for the whole scale of instrumental orientation. One-way ANOVA procedure was conducted to check if there were significant differences in the mean scores on the dependent variable across the three groups. Post-hoc comparisons using the Tukey HSD test was

processed to check where exactly the differences between the groups existed and there was significance of result.

Results

1. First Research Question Results

The descriptive data for overall level of 'Instrumental Orientation' includes a total sample of N=400 students. Scores from 1-3 indicate negative motivation values and scores from 4-6 indicate increasing positive values of "Instrumental Orientation". In a Likert scale from 1-6, the mean value of the Motivation scale is: M = 5.14 and SD = .16. The minimum value of the scale is (1) and its maximum value is (6). High school students (N = 400) are moderately oriented to learn English for instrumental reasons. (See Table 4)

Table 4. Descriptive data for the scale: Instrumental Orientation

	N	Minimum value	Maximum value	Mean	SD
Instrumental Orientation	400	1.00	6.00	5.14	0.16372

Overall, 21.4 % of students have expressed negative instrumental language orientation and a majority of 78.6%; have been positive to the scale. The most frequent answer code selected was "Absolutely Agree (6)" with N=180 respondents. Only 11 students have shown absolutely no indication for instrumental language orientation. (See Table 5)

Table 5. Frequencies for scale: Instrumental Orientation

Instrumental Orientation		Frequencies	Percentages	Valid percentages	Cumulative percentages
Valid	Absolutely disagree` (1),	11	2.8	2.8	2.8
	Moderately disagree (2),	23	5.8	5.8	8.6
	Slightly disagree (3)	51	12.8	12,8	21.4
	Slightly Agree (4),	90	22.6	22.6	44.0
	Moderately Agree (5),	45	10.8	10.8	54.8
	Absolutely Agree (6)	180	45.2	45.2	100.0
	Total	400	100.0	100.0	

2. Second Research Question Results

The ANOVAs descriptive statistics for the *instrumental role* according to groups of school found that mean value for urban public high school is (M= 4.3, SD=.033) ; For Rural public high school is (M= 5.6, SD=.059) ; And, for Non-public high school is (M= 5.4, SD=.076). (See Table 6)

Table 6. Descriptive data for the independent variable "Instrumental Orientation" according to school groups

		N	Mean	Standard Deviation	Std. Error	95% Mean Confidence Interval	
						Lower Bound	Upper Bound
Instrumental Orientation	Urban public high school	252	4,3470	0,1368	,03361	4,1811	4,3130
	Rural public high school	92	5,6195	0,2181	,05987	4,1818	5,6172
	Non-public high school	54	5,4339	0,1937	,07674	5,1827	5,4850
	Total	400	4,3478	0,1637	,02743	4,2940	4,4016

One-way ANOVA procedure indicated there are significant differences in the mean scores on the dependent variable across the three groups: $p = .036$, $p < .05$, $F(2,348) = 4.019$. $df=400$. The result is statistically significant, $p = .036$. However with very large samples, in this case ($N = 400$), even the smallest differences can be significant, despite the fact that this difference has little practical significance (Pallant J., 2010, p.219). (See table 7)

Table 7. ANOVA sum of squares within the groups and between the groups, degrees of freedom and significance p value for Instrumental Orientation

	Sum of squares	degrees of freedom	Mean square	F	Sig.
Between groups	2.759	2	1.380	4.019	.0361
Within groups	2433.532	348	1.354		
Total	2436.291	400			

Post-hoc comparisons using the Tukey HSD test indicated that the difference between urban public and rural high schools is (-1.3) with a non significant value ($p = .1$, $p > .5$). The difference between urban public high schools and non- public is (-1.1), non-

significant result ($p=.87$, $p>.5$). A significant small difference (0.2^*) for *instrumental role of foreign language* ($p=.041$, $p<.5$) was found only for the comparison of rural public high school and non - public schools. (See Table 8)

Table 8. Results of the Post Hoc procedure for `Instrumental Orientation` differences between the three groups

HSD Tukey							
Dependent Variable	(I) School group	(J) School group	Mean Differences (I-J)	Std Error	Sig.	Confidence Interval 95%	
						Lower Bound	Upper Bound
Instrumental Orientation	Urban public high schools	Non-public schools	-1.301	.06674	1.000	-.1124	.2074
		Rural public high schools	-1.143	.08234	.875	-.2842	.1104
	Non-public schools	Non-public schools	1.301	.06674	1.000	-.2074	.1124
		Urban public high schools	.0267*	.09416	.041	-.3600	.0913
	Rural public high schools	Rural public high schools	1.143	.08234	.875	-.1104	.2842
		Rural public high school	-.0267*	.09416	.041	-.0913	.3600

* $p<.05$.

Discussions

The results in this research go in line with researches featured by two dimensions: 1. Time (mostly with studies at the beginning of Socio education Model agenda during eighties and nineties). And: 2. Research location (mostly with studies in countries in the Middle and Far East, like Libya, Sudan, India, Japan, Taiwan, Arabia, Iran, etc.), basically not European countries. For example, in this study, the moderate values for

instrumental orientation $M=5,1$ and the fact that 78.6%, have been positive to the scale match mainly with findings in the studies of R. C. Gardner and P. D. MacIntyre (1991) who demonstrated that both integrative motivation and instrumental motivation facilitated learning. Other results indicated that instrumentally motivated students studied longer than non instrumentally motivated students when there was an opportunity to profit from learning, Gardner R.C., (1985), (2001). Gardner (1985) illustrates that, this was possible in a study that Lukman conducted in Mumbai with 60 Marathi-speaking high school students, using the scale of attitudes towards the English-speaking community and integrative and instrumental reasons for language learning, it turned out that instrumental reasons had a stronger correlation with language perfection. The findings, in Albania about the very low impact that public high schools, in urban and rural areas, and non-public high schools have on students for the instrumental role of foreign language, coincide with the stable theory and empirical research of (Gliksman , Gardner & Smythe, 1982), (Clément, Smythe & Gardner, 1978), (Gardner, Moorcroft & Metford, 1989), (Gardner, Lalonde, Moorcroft & Evers, 1987), (Robert Gardner, (1985, 2001, 2005), that the learning process of foreign language, also relates to individual differences, cognitive, affective and personal aspects.

The most recent researches have found that the instrumental orientation had a positive mild and significant correlation between the instrumental correlation and achievement in foreign language of high school students in Albania ($r=.305$), Softa V. (2016). In another study it was found that the majority of the participants (Taiwanese university students' learning English) were mostly oriented for travel, instrumental, integrative reasons and intrinsic motivation and these motives have a strong correlation with the ideal L2 self. "To a large extent, I believe these EFL learners have the view that if they speak English fluently, they will be able to travel around the world, explore various countries and cultures, and be successful in their future studies and career" (cited in Hsuan-Yau Tony Lai, 2013. p.97.) Gökhan Öztürk, NurdanGürbüz, (2013) found that instrumentality is more important than integration for male students. Few significant differences were found between learners of French and Spanish, which were both, deemed to have continued instrumental value despite the dominance of English in the world today, (Leigh Oakes, 2013). This finding goes in line with the result in this research that 45.2% of high students in Albania are absolutely oriented to instrumental reasons for learning English.

Conclusions

A one-way between-groups analysis of variance was conducted to explore the impact of groups of schools on student's instrumental orientation as measured by the Attitude motivation Test Battery, Gardner, R.C 2004. Participants, (N=400) were divided into three groups according to the type of school they attended (urban public high school, rural public high school, non public high school). Despite reaching statistical significance, the actual difference in mean scores between the groups was

quite small. In a Likert measuring scale from (1-6), the overall foreign language instrumental orientation was moderate ($M=5.1$). High school students stated that learning English is important for many reasons like: career upgrading, mean value ($M=5.6$) ; Learning English makes them more educated ($M=5.05$) ; It helps them find a good job ($M=5.8$) ; Learning English is important because other people will respect them more if they speak English ($M=4.1$). Post-hoc comparison procedure using the Tukey HSD test indicated that the difference between urban public and rural high schools is (-1.3) with a non significant value ($p= .1, p>.5$). The difference between urban public high schools and non- public is (-1.1), non-significant result ($p=.87, p>.5$). A significant small difference (0.2^*) for *instrumental role of foreign language* ($p=.041, p<.5$) was found only for the comparison of rural public high school and non - public schools. Students attending rural high schools were more instrumentally oriented to learn English than the students in urban areas and their peers in non public high schools.

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