The influence of Integrative Motivations in mastering English language learning.

Dissertation submitted in partial fulfillment of the requirement for B.A (Honor) degree in English language

by: Altayeb Alballa Babikir Ageeb.

Supervised by dr.

mohemmedein yousif

sept. 2013
The Contents

Acknowledgement ...................................................... v
Dedication ................................................................. vi
The abstract ............................................................... vi

Chapter 1

1.0. Introduction ....................................................... 1
1.1. The background of the study .................................. 2
1.2. Statement of the Problem ..................................... 3
1.3. The Rationale (significance) ................................. 4
1.4. The Objective of the Study .................................. 4
1.5. The research questions ...................................... 4
1.6. The hypothesis .................................................. 5

Chapter 2

1.0 literature review
2.1. The types of motivations ...................................... 6
   2.1.1. Integrative Motivation
   2.1.2. Instrumental Motivation
2.2. Integrative versus Instrumental Motivation .............. 8
2.3. Factors other than integrative motivation .................. 9
   2.3.1. Confidence, Anxiety
   2.3.2. Aptitude

V
acknowledgement

First and foremost thanks are due to Allah the sustainer of the heavens and the earth. Gloried and praised be He. His blessings are innumerable. By his grace this research sees the light. My gratitude to all those who support me in completing this research. I thank doctor mohammedein, my supervisor. My gratitude extended also to my family and friend who encourage me to complete this work.
Dedication

To the soul of my father, to my mother with deep love, to my sister Rugeya who always pushed me to be the best I can and whose love and support is indispensable to my success I dedicate this effort. To my beloved siblings. To my supportive friends.
The Abstract:

Several previous studies proved that there are many factors could influence in learning the foreign language. This study aim to know the role of integrative motivations on learning the foreign language and it is also aim to know the reasons that let some learner learn the language very fast while others confront many problems and difficulties and sometimes may fail to learn the language.

The subject of this study has drawn from Khartoum University, department of English, first year, upper intermediate.

This study consist of five chapters the first chapter gives general introduction to the study, the background and the purpose.

Chapter two is a literature review it talk about the previous studies that have been done in the field. Chapter three is theoretical background of the study; it gives general review to the theories which relate to this issue, their history and types.

Chapter four explores the methodology which uses in this research. And it gives analysis to the data. The fifth chapter is devoted to the summary, conclusion, the implication of study and recommendation for further study.
مستخلص البحث:

أثبتت عدد من الدراسات أن هناك عوامل تؤثر في تعلم اللغة الأجنبية، وأن هذه العوامل تختلف من بيئة لأخرى ومن دارس لأخر. وأما هذه الدراسة فهي تهدف إلى معرفة دور الدوافع التكوينية على تعلم اللغة الأجنبية، كما تهدف إلى معرفة الأسباب التي تجعل بعض دارسي اللغة الأجنبية يتواصلون إلى درجة عالية من النجاح في تعلم اللغة بينما تجد البعض الآخر بجد صعوبة كبيرة في التعلم اللغة الأجنبية وقد يصل أحياناً إلى درجة البأس والعجز التام عن تعلم اللغة.

العينة التي أجريت عليها الدراسة تتكون من ستون طالباً تم اختيارهم من جامعة الخرطوم قسم اللغة الإنجليزية، المستوى الأول.

تتكون هذه الدراسة من خمسة فصول، يشمل الفصل الأول على المقدمة، والتحية للدراسة، وخلفية عن العوامل المؤثرة على اللغة والهدف من الدراسة.

أما الفصل الثاني فيتناول الدراسات السابقة التي أجريت في هذا المجال كما يتحدث عن بعض العوامل التي يؤثر على تعلم اللغة من غير الدوافع.

أما الفصل الثالث فيتناول النظريات التي أجريت في هذا المجال وتاريخها وأنواعها.

أما الفصل الرابع يحتوي على طريقة عمل هذا البحث وتحليل البيانات التي تم التوصل إليها.

الفصل الخامس والأخير تم تخصيصه لكل من خاتمة الدراسة ووصفات الدراسة لمزيد من البحث.
Chapter one:

**Introduction**

1.1. The background of the study.
1.2. Statement of the Problem.
1.3. The Rationale (significance).
1.4. The Objective of the Study.
1.5. The research questions.
1.6. The hypothesis.
Chapter one

1.0. Introduction

Learning English language becomes an inevitable issue nowadays due to its importance mostly in all fields of education. So most of the people around the world would like learn this language. But learning any language other than the native one confronts many problems. Sometimes these problems would relate to the learner in other cases would relate to the policy in the country that the language is taught in or even to the situation: economic, social, political...etc of the learner. The problem of this study is centers on the Sudanese students' motivation toward English language learning and it's relation in mastering the learning of the language. It is believed that the standard of English has being deteriorating in Sudan through time. This drop of the standard of English is due to many reasons, which effect attitudes directly or in directly such as Arabicaization, instability in English language syllabuses, the exodus of many qualified Sudanese teachers to other professions (Sandell 1982), the unexpected departure of many very expatriates and the expansion of non-government education (Beshier 1969)

Most of previous efforts of the researches were centered on the curriculum, the textbook and the teacher-training. Many researchers such as Hurries, Sandell (1982) agree that the drop of English language standard clearly started as a result of Arabicization which formally took place in schools in 1965. Some other researchers
disagree with this opinion believing that it was not Arabicization to blame, and the drop started before that time. In this respect Al Busairi (1998) says, "Arabicization is not to blame since new university entrants low achievement in English had been observed before the implementation of Arabicization of general education in 1964". Studying learner's motivation is very important to know the best factor that students should follow to learn the language.

1.1. The background of the study

Studying the factors that influence in learning the foreign language is very important. Motivation is one of the most important factors that affect on learning the language. The motivations are divided into two types. Instrumental which means when the learner learn the language to get a job or to know the culture of the people who speak that language. Integrative when the learner study the language to be part of the community who speak that language. Also can be divided into other two types intrinsic and extrinsic. The problems which face the learner are whether inside the learner (intrinsic) e.g. the personality of the learner, self-esteem and the learner aptitude. Other problems are outside the learner (extrinsic), e.g. the society, the environment, the teacher, the language’s speakers culture ...etc. This research is going to discuss the influence of integrative motivation on English language learners. It is obviously noticed among the students who study English as a foreign language, there is a difference in the process of learning that language. These differences come as a result of many reasons.
So the problems which affect on English language learner are a lot. These problems could be social problems, economic problems, environmental problems, or even psychological problems may affect on the English language learner. One of the most factors that affect on English language learners who study English as a foreign language are the motivations. The motivations of the learners are divided into two categories, integrative motivation and instrumental motivations. The learners who are integratively motivated want to learn the language because they want to integrate with the community who speaks that language. They are also interested in the culture associated with that language. Instrumentally motivated learners want to learn the language to get a job or to improve their income. So the research is attempt to find out which category is more successful than the other one, are the learners who study English as a foreign language instrumentally more successful than the learners who study the language integratively.

1.2. Statement of the Problem

Foreign language learning is one of the most problematic issue faced the language learners. It's obviously noticed that there are some students learn the foreign language very fast while the rest of them are very slow. In the same time while they got similar exposure to the same language. So what are the reasons behind that?
1.3. The Rationale (significance)

This research is important to the students who would like to study English as a foreign language. Also it attempt to discover and shows the best way that the learners should follow to achieve their aims.

Moreover it’s significant for the teachers who teach English as a foreign language. Furthermore it is benefit to everyone in the field of linguistics.

1.4. The Objective of the Study.

The objective of this research is to see the factors that distinguish the integratively motivated learners from other learners through investigation and analyses their answers to certain question that given to them in the questionnaire then to find a solution for the difficulties that learners face in acquiring the second language successfully.

Furthermore is to show the best method that the learners should follow to master the language in quick, short and easy way.

1.5. The research questions:

This research is an attempt to answer the following questions:

1-why are integratively motivated students successful in acquiring the second language?
2-how does integrative motivation help in mastering the second language?

3-Why do some learners have problems in mastering a second language acquisition?

1.5. The hypothesis:

1-Integratively motivated students are faster and more successful in mastering the second language.

2-Integrative motivations help in mastering the second language.

3-instrumentaly motivated students have problems in mastering a second language.
Chapter tow:

Literature review

2.1. The types of motivations.
   2.1.1. Integrative Motivation.
   2.1.2 Instrumental Motivation.

2.2. Integrative vs Instrumental Motivation.

2.3. Factors other than integrative motivation.
   2.3.1. Confidence, Anxiety.
   2.3.2 Aptitude.

2.4. Definition of integrative motivation.
Chapter two

Literature review

2.1. The types of motivations

2.1.1. Integrative Motivation

Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation" (Finnegan 1999:568).
In an EFL setting such as Japan it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. As Japan is predominantly a monoculture society, opportunities to use the target (L2) language in daily verbal exchanges are relatively restricted. There is also limited potential for integrating into the target language community.

2.1.2 Instrumental Motivation

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.
2.2. Integrative versus Instrumental Motivation

While both integrative and instrumental motivation is essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Maynard and Renault 1977; Ellis 1997; Crookes et al 1991). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

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. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning. Braj Kachru (1977, cited in Brown 2000) also points
out that in India, where English has become an international language, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study.

Brown (2000) makes the point that both integrative and instrumental motivation is not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

2.2. Factors other than integrative motivation

2.2.1. Confidence, Anxiety

Dornyci claims that linguistic self-confidence, including language anxiety, which is a central component in the personal dimension of motivation. Learner who are less anxious have better pervious experiences with using the second language, who evaluate their own proficiency more
highly, and who consider the learning tasks less difficult, in short, who are more motivated to learn the second language than those who motivation is hindered by a lack of self-confidence. She also says that it should be noted that the emergence of self-confidence as a distinct factor was not unexpected. Clement and his colleagues have produced sufficient evidence that self-confidence is a powerful motivational process in multiethnic, multilingual settings, and their study showed that self-confidence is also a major motivational subsystem in foreign language learning situations. In addition, following Gardner and Lambert (1972), Clement argued that attitudinal factors were an important motivational basis for L2 acquisition and behavior. Upon noting the results obtained with groups of students who were in more direct contact with the L2 group, however, he suggested that in such contexts a self-confidence process becomes the most important determinant of attitude and effort expanded toward L2 learning.

On the contrary, Geen (1994) proposed social anxiety might serve as a warning signal that social disapproval would occur unless an ongoing course of action is modified. Any behavior that might make the person seem unattractive or useless to the group could invite social exclusion and thereby elicit the warning signal. Anxiety therefore interrupts behavior, focuses attention on what is being done wrong, and motivates the person to seek an alternative course of action. It is suggested, for example, that certain types of classroom activities may promote language anxiety, particularly those that expose the students to negative evaluations by the teacher or by peers.
Clement, Dornyei, and Noels (1994) concluded from their study that on the one hand, good classroom atmosphere promotes students involvement and activity while moderating anxiety and promoting self-confidence. On the other hand, the students bring into the classroom a level of self-confidence and anxiety related to extracurricular experiences with the language, the quality and quantity of which would then influence classroom behavior, achievement and anxiety. Accordingly, being active in class means believing that one is able to use English outside the classroom.

It is very true that if one is confident enough to speak up and have no hesitation to ask a question in class, one will get a lot of chances to use one’s language skill, and that leads to more improvement. If one is too anxious to speak up in class, one can’t have any opportunities to practice and improve one’s oral skills. It may also be true that even if one is anxious of a second language, one can improve reading or writing skill, but listening skill and speaking skill cannot be improved unless used through interaction.

2.2.2. Aptitude

Language aptitude has been suggested as “... one of the central individual differences in language learning.” (Skehan, 1989, pp. 25, 38 as cited by Harley & Hart, p.379). It has also been declared to be the most consistent predictor of one’s success in learning a foreign language (Skehan, 1989 as cited by Harley & Hart, p. 379 and Dörnyei, p. 61, 2005). Due to the conceptual issues involved, the matter of differentiating among ability aptitude and intelligence must be considered. These terms are commonly
used interchangeably in everyday parlance, and the scientific definition is lost because of the popular use (Dörnyei, 2005).

Ability Typically applies in psychology to various traits which involve thinking, reasoning and the processing of information. Scholars have distinguished a difference between ability and aptitude but in practical terms, and for the purpose of language learning, these terms are synonymous in meaning and pedagogical application (Dörnyei, 2005; Skehan, 1998). Whereas aptitude is commonly used in reference to a specific area of performance intelligence carries a broader meaning; it is not specific to a discipline, but rather entails all areas of learning. The meaning is also synonymous, to a degree, with abilities. Noticeably, the differences in meaning are minor in detail (Dörnyei, 2005). The research on language learning aptitude has primarily focused on the Modern Language Aptitude Test (MLAT), but researchers are now considering other factors; Sturgeon therefore, the emphasis has lessened, especially since the early 1990’s (Dörnyei, 2005; Gardner, 2001; Ehrman, M. E. & Oxford, R. L., 1995). Very few specialists in language learning can discard a tool that is distinctively designed for the purpose of measuring one’s aptitude, or ability, to learn a second or foreign language (Ehman, M.E., 1996; Ehrman, M. E. & Oxford, R. L. 1995). Research reveals that though aptitude is well established as a general measure, its equivalent determiner in language learning ability is motivation. This body of emerging research continues to strengthen as more scholars take this into consideration (Dörnyei, 2001a; 2005; Gardner, 2001). The controversy of aptitude versus attitude continues even when scholars are proclaiming motivation to be at least equivalent, instead of superior, to aptitude as a predictor of success in foreign language learning (Ehrman, M.E. 1996; Noels, Pelletier, Clément, & Vallerand, 2000).
2.3. The definition of integrative motivation

An integrative orientation is typical of someone who identifies with and values the target language and community, and who approaches language study with the intention of entering that community. Such an individual is thought to have an internal, more enduring motivation for language study. Gardner (1979, 1985; Gardner & Lambert, 1972).
Chapter three:

Theoretical background

3.1 The Birth of Modern Motivation Theories.
3.2 Types of Motivation: Intrinsic and Extrinsic.
3.3 Content Theories of Motivation.
3.4 Process Theories of Motivation.
3.5 Conclusion.
Chapter three

3.0. Theoretical background

Human motivation is a complex and well studied field that has broad roots in a diverse collection of academic disciplines including psychology, sociology, education, political science, and economics. In simplified terms, motivation can be defined as, “what causes people to behave as they do” (Denhardt et al., 2008, p. 146). Unfortunately, this simple definition hides the dynamic intricacies of the motivation literature.

There tends to be a general consensus as to the definition of motivation which reflects that: (1) motivation is goal directed (Lawler, 1994), (2) motivation outlines the achievement and pursuit of goals (Denhardt et al., 2008) and (3) motivation is environmentally dependent (Pettinger, 1996). Campbell and Pritchard (1976) define motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior.

Because motivation is so difficult to define, it may help in determining what motivation is not. Denhardt, Denhardt and Aristigueta (2008) outline four examples. Motivation is not: (1) directly observable, (2) the same as satisfaction, (3) always conscious, and (4) directly controllable.

Motivation is not directly observable. “Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself” (Denhardt et al., 2008, p. 147). For
instance, the acquisition of money may be an extrinsic motivator, but it is
simply the manifestation of the internal drive to meet intrinsic needs like
purchasing food, paying rent for shelter, or acquiring high social status.

Motivation is not the same as satisfaction. "Put simply, satisfaction is past
oriented, whereas motivation is future oriented" (Denhardt et al., 2008, p.
147). While a worker may be very satisfied by the compensation of their job,
there are countless instances where these workers are not entirely motivated
to continue doing what they (Igalens & Roussel, 1999).

Motivation is not always conscious. Unconscious motivation is quite central
to Sigmund Freud’s theories of human behavior. Freud posits that most
human behavior is the result of unconscious repressed memories, impulses,
and desires that influence and drive many human behaviors (Freud, 1976). A
manifestation of this idea is the “Freudian slip” where an accidental word
slip actually betrays true internal feelings and intentions.

Motivation is not directly controllable. “Motivation is not something that
people do to others. Motivation occurs within people’s minds and hearts.
Managers can influence the motivational process, but they cannot control it”
(Denhardt et al., 2008, p. 147).

The purpose of this paper is to give a detailed review of the literature of
motivation in a thematic and quasi-chronological fashion. This will permit
the reader to gain a thorough understanding of the many facets of motivation
theories in modern literature. A cursory view of the literature will show that
there are two central categories of motivation theories: content and process
theories.
Content theories are centered on the assumption that individuals all share a similar set of human needs and that we are all motivated to satisfy those needs (e.g., Maslow, 1946; McGregor, 1957; Herzberg, 1968; Alderfer, 1969; McClelland, 1988). Process theories are centered around the rational cognitive process and say that while most people may have similar needs, the importance and placement of those needs is different for everyone; that it is something highly subjective (e.g., Skinner, 1935; Festinger, 1957; Adams, 1963; Vroom, 1967; Porter & Lawler, 1968; Kahler, 1975; Locke et al., 1990).

3.1. The Birth of Modern Motivation Theories

Modern theories of motivation are considered to have grown out of the Elton Mayo-led study of worker output at the Western Electric Company's Hawthorn plant near Chicago. Famously referred to as the Hawthorn studies, Mayo and a previous team of researchers studied the productivity of workers under changing conditions in temperature, humidity, and illumination (Pennock, 1930). Conventional wisdom at the time was that external working conditions were directly responsible for worker productivity (Taylor, 2008). This principle, known as scientific management, was championed by Fredrick Taylor in 1911 and is still a powerful reference for modern managers.

Mayo's team, consisting of Fritz Roethlisberger, George Homans, and T.N Whitehead, found that contrary to scientific management principles, "interactional variables make the difference in motivating people – things like attention paid to workers as individuals, workers' control over their own work, differences between individuals' needs, the willingness of managers to
listen, group norms, and direct feedback” (Ott et al., 2007, pp. 132-133). The Mayo team’s findings directly challenged the principles of scientific management, suggesting that perhaps people could not be so easily fit to organizations (Roethlisberger, 1965). Rather, considering and understanding the personal and social needs of workers was just as influential, if not more so, than external working conditions. This opened the door to a flood of new ideas regarding motivation, organization theory, and human psychology.

3.2. Types of Motivation: Intrinsic and Extrinsic

By looking deeper into the multiple theories of motivation, one will find that there are two basic types of motivation: intrinsic and extrinsic motivation. Intrinsically motivated behaviors are seen when there is no other apparent reward except the activity itself (Deci, 1975). Malone and Lepper (1987) have defined it as “what people will do without external inducement.” Examples of intrinsic motivation are hunger, a sense of duty, altruism, and a desire to feel appreciated. Extrinsically motivated behaviors are those where the controlling mechanism is easily seen (Deci, 1975). Examples of extrinsic motivation are money, rules and laws, and the physical environment.

Deci and Ryan (1985) state that intrinsically motivated behaviors are innate and can result in creativity, flexibility, and spontaneity while extrinsically motivated behaviors are generally done as a consequence of pressure and result in low self-esteem and anxiety. However, even the mere identification of intrinsic/extrinsic behaviors has been a topic of debate (Scott, 1975; Guzzo, 1979). Despite this, the distinction between intrinsic
and extrinsic motivation is an important one given their impact upon each other.

There has been much research into the effects that intrinsic and extrinsic motivation have upon each other, especially in the field of education. It has been found that many students do not find studying to be intrinsically rewarding (Csikszentmihalyi & Larson, 1984) and that extrinsic motivation has the exact opposite effect on student achievement than is desired (Lepper & Hodell, 1989). In fact, Cameron and Pierce (1994) have shown that when individuals are asked to complete a task, mere verbal praise after successfully completing the task increases intrinsic motivation. Contrary to popular belief, the use of expected extrinsic rewards for completing the task actually produces a negative motivational effect for future task completion once the reward is removed. However, Cameron and Pierce also found that reinforcement, unlike reward, does not harm intrinsic motivation (Cameron & Pierce, 1994).

Taking these findings into the realm of motivation in organizations, we must now be cognizant of the fact that by simply applying extrinsic motivation methods without also addressing intrinsic factors, managers could be doing more harm than good. Also, managers must understand that by simply rewarding workers through extrinsic means, they are actually perpetuating a destructive cycle of continual reward and decreased intrinsic motivation. It is important to keep this in mind as we cover the myriad of theories and needs outlined below.
3.3. Content Theories of Motivation

Shortly after Fritz Roethlisberger published his 1941 book Management and Morale, outlining in detail the Hawthorn studies, Abraham Maslow published “A Theory of Human Motivation” in 1943. Maslow is considered the father of needs based motivation theory and his theory is “one of the best-known and most widely cited works on motivation” (Denhardt et al., 2008, p. 148).

Maslow (Maslow, 1946) proposed a five level hierarchy of needs which he outlined as necessary for the achievement of a completely satisfied individual; or in his terms, a self-actualized being. Those needs are: physiological, safety, love, esteem, and self-actualization.

Physiological needs can be described as the most basic of human needs; those needed for human survival. These include breathing, water, food, and shelter. Safety needs are those needs which create stability and predictability in our lives: personal and financial security, health and well-being, and employment and access to resources. Love/belonging needs are centered on social interactions and interpersonal relationships: friendship, family, and intimacy. Esteem needs reflect our desires for respect, self-esteem and the need to belong.

Finally, self-actualization is the state which the individual achieves when all other needs have been meet. Maslow identifies fifteen attributes that self-actualized individuals experience, and thus the exact definition of being “self-actualized” is difficult to summarize. Some of these characteristics
include: the acceptance of self, others and nature; spontaneity; autonomy independent of culture and environment; and the mystic experience:

Feelings of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before, the feeling of ecstasy and wonder and awe, the loss of placement in time and space with, finally, the conviction that something extremely important and valuable had happened, so that the subject was to some extent transformed and strengthened even in his daily life by such experiences.

Each need, or level, is fulfilled in sequence and serves as motivation until all the needs of the individual are meet in self-actualization. While Maslow emphasized that individuals will generally be motivated to seek each need in the order described, he also stated that the order of his hierarchy is "not nearly as rigid as we may have implied" (p. 386) and that in some individuals will seek needs in different order.

It is important to remember that Maslow himself realized that his hierarchy of needs was more theoretical than normative: The present theory then must be considered to be a suggested program or framework for future research and must stand or fall, not so much on facts available or evidence presented, as upon researches yet to be done, researches suggested perhaps, by the questions raised in this paper (p. 371). As such, a number of authors have expanded upon Maslow's work.

Douglas McGregor (1957) is perhaps the most well known scholar to evolve Maslow's needs hierarchy into a "cogent articulation of the basic assumptions of the organizational behavior perspective" (Ott et al., 2007. p.
McGregor outlined two theories of how managers view and hence treat employees. Each theory is a managerial assumption regarding employees. McGregor main point seem to be that depending on the accepted assumption, those beliefs tend to be a self-fulfilling prophesy.

Theory X holds that workers are viewed as lazy, self-interested, gullible, and thus predicating the assumption that they need to be guided and controlled. Managers who have these assumptions believe that it is their job to structure their subordinates work. These assumptions can lead to mistrust and eventually cause diseconomies of scale. This theory is well aligned with the works of Taylor (1911) and Simon (1997) as they focus on organizations as purely rational systems (Scott & Davis, 2007).

Theory Y holds that employees are capable, self-controlled, and self-directed. They accept and desire responsibility and are receptive to change and organizational and self-improvement. Managers under the Theory Y assumption believe that good work itself is motivating. Managers are also more likely to develop positive interpersonal relationships with their workers (McGregor, 1957).

Hersberg (1968), influenced by both Maslow and McGregor, posited his own theory of motivation called the motivation-hygiene theory. In this, he describes two dimensions of conditions: motivators and hygiene factors. Motivators, akin to Maslow's higher-level needs, are what lead to job satisfaction and are associated with the nature of the work itself: achievement, recognition, responsibility and growth. Motivators are intrinsic factors which lead to job satisfaction. On the other hand, hygiene factors, associated with Maslow's lower-level needs, do not lead necessarily to
motivation or satisfaction, but rather are extrinsic and simply reduce job dissatisfaction. Examples of hygiene factors include: company policy and administration, supervision, relationships with supervisors, and work conditions.

So for instance, a worker can have a high salary (extrinsic hygiene factor) and great work conditions, leaving her not dissatisfied. However, if her work is not rewarding and she does not feel challenged in the tasks she does, then she may not be very satisfied and thus not motivated in her work.

Clayton Alderfer (1972), influenced by Gordon Allport (1960, 1964) was an American psychologist who simplified Maslow’s hierarchy of needs into three categories: existence, which included Maslow’s physiological and safety needs; relatedness, which included love and esteem; and growth, which included self-actualization. Abbreviated simply as ERG, Alderfer saw his three categories more as a continuum rather than a strict hierarchy (Alderfer, 1969). The ERG theory allows for different people to pursue their needs in a subjective order and possibly simultaneously.

Another important principle of Alderfer’s ERG theory is the notion that if a higher-level need goes unsatisfied, due to the difficulty in achieving it, then the individual may regress into a lower-level need that is easier to satisfy. This is known as the frustration-regression principle and can be seen in organizations where a worker meets frustration in growth opportunities, they may then regress towards meeting a lower level need like socialization with coworkers.
Contrary to theorists who believe that individuals have identical innate needs, David McClelland (1988) argues that certain needs differ from individual to individual and that they are often learned needs; with some people having higher levels of one need than others. McClelland proposes that individuals are motivated based on three needs: achievement (NAch), power (NPow), and affiliation (NAff). Each person has a certain level of each need and in combination they describe what types of motivation influences would suit them best.

A worker with high achievement needs seeks to excel in their work and appreciates recognition of their efforts. They tend to avoid situations where there is only a small gain while also avoiding high risk situations where failure is a possibility. High affiliation need workers are more concerned about social relationships. They would rather fit in than stand out. Finally, high power need individuals desire to control others for the achievement of goals. They are less concerned with recognition or approval from others.

Despite the great number of need based theories, the determination of exactly what constitutes a human need is far from settled. There have been a number of scholars that have tried to identify the many different types of human needs and while many theories share similar needs, there seem to be simply too many for absolute consensus. In addition to the needs (and associated theories) I have outlined above, there are many others.

Ryan and Deci (2000) outlined three: autonomy, competence and relatedness. Nohria, Lawrence, and Wilson (2002) have borrowed from sociobiological theory and outlined four basic needs: (1) acquire objects and
experiences, (2) long-term bonding with others, (3) learning and understanding of the world, and (4) defense from harm. Psychologist Steven Reiss (2004) has even outlined a model of motivation that includes 16 motivating desires: power, independence, curiosity, acceptance, order, saving, honor, idealism, social contact, family, status, vengeance, romance, eating, physical exercise, and tranquility.

3.4. Process Theories of Motivation

While content theories focused on the needs that all individuals share, process theories focus on the cognitive differences between individuals.

While not exactly a direct motivation theory in the contexts of work or organizations, Festinger's (1957) theory of cognitive dissonance says that a person feels discomfort holding two contradictory ideas, beliefs, or feelings simultaneously. This motivates the individual to, "try to reduce the dissonance and achieve consonance" while also trying to, "actively avoid situations and information which would likely increase the dissonance" (Festinger, 1957, p. 3).

The theory of cognitive dissonance can be used as a powerful motivating force and has frequently been used in politics and public opinion (Whittaker, 1964; Regan & Kilduff, 1988) and has been likened to other human need states (Festinger, 1964).

Shortly after Festinger, Victor Vroom (1964) wrote about what has become known as expectancy theory. According to Vroom, individuals are constantly trying predict the future. We create probable futures for ourselves about events and strive to meet them. Yet before acting, we internally
calculate the value of the reward and the probability of achieving it. Vroom’s theory of cognitive decision making and behavior outlines three attributes of motivation: valence, instrumentality, and expectancy. Valence is simply the strength of desire for the perceived outcome; the want of the reward, if you will. Instrumentality is the belief that by completing certain steps, the desired outcome will be achieved. Expectancy is the belief that you can actually achieve the desired outcomes. Taking all three measures into account leads to the level of motivation a person may experience.

To put it more simply:

...expectancy theory claims that people are motivated by calculating how much they want something, how much of it they think they will get, how likely it is that their actions will cause them to get it, and how much others in similar circumstances have received (Ott et al., 2007, p. 135).

Social equity theory was introduced by John S. Adams (1963) and is an extension of Festinger’s cognitive dissonance theory and also appears to rely on the concept of the looking-glass self (Cooley, 1983). Equity theory is based on the notion that people are most satisfied in relationships, both personal and professional (Mowday, 1991), when the “give and take” are equal. In terms of work, this can mean that a person judges equity by measuring their input to outcome ratio against that of other workers. Adams suggested that we gain our sense of equity through the process of socialization.
Thus under equity theory, perceived inequity creates tension which is proportionate to the inequity, and this tension is what serves to motivate individuals to change.

Adams outlines six methods to reduce the tension of inequity: (1) altering effort, (2) altering outcomes, (3) changing how people think about effort or outcomes, (4) “leave the field” (p. 428), (5) try to change the outcomes for others, and (6) change the comparison standards. However, Adams cautions that, “Not all means of reducing inequity that have been listed will be equally satisfactory, and the adoption of some may result in very unsteady states” (p. 429).

In 1968, Edwin Locke proposed that the mere setting of goals can serve as a form of motivation (Wofford et al., 1992) and tested Atkinson’s (1958) notion that performance and task difficulty were related in a curvilinear, inverse function (Locke & Latham, 2002). Locke’s idea, a seemingly natural outgrowth of Aristotle’s telos (Barker, 1958), have been supported in a number of studies (Latham & Baldes, 1975; Rothkopf & Billington, 1979; Locke et al., 1990).

Locke’s core principle in his goal-setting theory states that by setting moderately difficult, self-assigned, and specific goals, individuals are challenged to increase performance towards those goals. Setting goals also allows workers to judge their own performance against that needed to reach the goal. Goal setting is also an important attribute for teams. Specific and measurable performance goals in teams can solidify cohesion, increase performance, and reaffirm purpose (Katzenbach & Smith, 2003).
In 1975, Taibi Kahler identified five common motivational drivers which have the potential to cause dysfunctional behaviors. These "transactional drivers" are the need to: (1) be perfect, (2) be strong, (3) hurry up, (4) please others, and (5) try hard. Kahler suggests that we are all guided to be socially functional adults through these drivers. However, when individuals focus too much on any or all of these drivers, dysfunction can set in, causing stress (Kahler, 1975).

Kahler’s drivers, in the context of work, seem to be situationally dependent. Managers may be able to capitalize on the intrinsic drivers of their workers to suit the organization’s needs but they could also be used in assisting stressed workers identify the sources of their stress.

3.5. Conclusion

Despite the copious amount of literature and research into the most effective methods of motivating people, true human motivation will always be a subjective matter. So long as there is freewill, it is highly unlikely that any theory of motivation will work for all people. The sheer number of theories, needs, and methods of motivation are a testament to this fact. However, the vast body of literature, only partially touched upon in the preceding text, makes tremendous efforts to define and propose the means by which managers, leaders, and authority figures can attempt to shape human behavior.

If organizations, and more specifically, managers, are seeking to motivate their workers without adhering to the positivist and dehumanizing management theories of old, then it would seem that the best approach is to
use all of the theories within the contexts they seem best suited for. There is no grand motivation theory that can be applied to every person or situation and as such, the only way to truly motivate someone is to simply treat them individuals.
Chapter four:

Methodology and data analysis

4.1. The methodology.
4.2. Measuring instruments.
4.3. Data analysis.
Chapter four

Methodology and data analysis

This chapter is explaining the methodology that was used to explore the influence of integrative motivations on learning achievement. And also give analysis to the data which has been provided.

4.1. The methodology

The sample for the present study was drawn from Khartoutoum University, faculty of arts, department of English language. The sample consisted of a total of 60 students from English department first year, upper intermediate

4.1.1. Measuring instruments

The measuring instruments used for collecting data for this study is a questionnaire plus a test. To test the hypothesis the researcher used a questionnaire. The questionnaire has two sections the first section is about the motive that drive the students to study the language. And the second is a language test to judge their standard. In the questionnaire the students should answer the question: why would you like to learn English language. This question is to know their motivation, is it instrumental or integrative? Then they have to answer a measurement test in the same paper. At the end the researcher would have two sections of students. Those who gave instrumental reasons for their study and those who gave integrative reasons. Then an analysis would be done in order to see which section of the students
answer the test more perfect than the other. E.g. are the answers of the students who have integrative motivation more perfect than those who have instrumental motivation? Are there any effects on the type of motivation that students have chosen on their learning process? Is there a certain type of motivation if the learner has will be more successful? At the end the result of the test will show which section is better than the other. And will answer the research hypothesis which suggest that integratively motivated students are more successful in learning foreign language(English) than instrumentally motivated students.

Here is the questionnaire which is given to the student

Why do you want to learn English?

1- I love English culture and I'd like to live in an English speaking country.......................................................... (  )
2- I need it for study and to get a job ........................................(  )
3- I want to be able to read English books and magazines..... (  )
4- Other reasons ............................................................

**Table 1.1**

The number of the students who answer the questionnaire were sixty. The choices which have given to them in the questionnaire are clarified below.
<table>
<thead>
<tr>
<th>The choice</th>
<th>The student’s number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- I love English culture and I’d like to live in an</td>
<td>27</td>
</tr>
<tr>
<td>English speaking country.</td>
<td></td>
</tr>
<tr>
<td>2- I need it for study and to get a job.</td>
<td>12</td>
</tr>
<tr>
<td>3- I want to be able to read English books and</td>
<td>13</td>
</tr>
<tr>
<td>magazines.</td>
<td></td>
</tr>
<tr>
<td>4-</td>
<td></td>
</tr>
<tr>
<td>Other reasons</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 1.1 shows the choices which have given to the students in the questionnaire. The number of the students was 60. The students have to take one choice. 45% chose the first choice (I love English culture and I’d like to live in an English speaking country). 20% chose the second choice (I need it for study and to get a job). 21% chose the third choice (I want to be able to read English books and magazines). 13% have other reasons.
Table 1.2

Classification of the students according to their motivation:

<table>
<thead>
<tr>
<th>The type of motivation</th>
<th>The number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental</td>
<td>30 students 50%</td>
</tr>
<tr>
<td>Integrative</td>
<td>22 students 37%</td>
</tr>
<tr>
<td>Instrumental-integrative</td>
<td>8 students 13%</td>
</tr>
</tbody>
</table>

Table 1.2 classified the students in terms of motivation. After the students have answered the questionnaire and chose their reasons toward learning English, I have classified the reasons into groups of motivations according to their answers. The students who chose choice two or three in table 1.1 their motivation can be classified as instrumental. According to Hudson (2000) instrumental motivations are generally characterised by the desire to obtain something practical or concrete from the study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher
social status. 50% of the students who answer the questionnaire their motivations were instrumental.

The students who chose choice number one in table 1.1 their motivations can be classified as integrative. Integratively motivated learners admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978).

So, as it shown in table 1.2, the numbers of the students who answer the questionnaire were sixty. Fifty percent of the students their motivation toward learning English was instrumental. 37% of them were integratively motivated. 13% they have mix motivation integrative and instrumental.

Then the three groups have given a test. A number of sixty papers have distributed to these groups. The test consists of two sections, grammar and vocabulary. The purpose of the test is to see whether there are any differences in the standard between these groups. If yes why? Are the differences has any relation to the motivation that the students to learn the foreign language.

The test which the students have answered composed of two sections; grammar and vocabulary. In each section there are fifteen questions. The number of test’s papers which distributed to the students was sixty. To decide whether there are any differences between the groups I’m going to count the number of the mistakes that each group has committed. Then according to the result of the test I’ll decide which group is better. Therefore the motive that the superior group belong to consider the best one.
4.2. Data analysis

The table below shows the result of the test which I have given to the students. I divided it into four columns: column one tell the type of motivation that the student has toward learning the foreign language. Column two explain the number of the mistakes that the student has committed in grammar section and it’s percentage. Column three show the mistakes that the student has committed vocabulary section and it’s percentage. The last column shows the total mistakes that have been committed by the student.

Table 1.3

<table>
<thead>
<tr>
<th>The motive which drive the student to study the language.</th>
<th>The number of mistakes that has committed in grammar.</th>
<th>The number of mistakes that has committed in vocabulary.</th>
<th>The total number of mistakes which has committed in the test by each group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>172 mistakes 19%</td>
<td>162 mistakes 18%</td>
<td>334 mistakes 37%</td>
</tr>
<tr>
<td>Integrative</td>
<td>138 mistakes 15%</td>
<td>102 mistakes 11%</td>
<td>240 mistakes</td>
</tr>
<tr>
<td></td>
<td>32 mistakes 3.5%</td>
<td>32 mistakes 3.5%</td>
<td>64 mistakes 7%</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Integrative-instrumental</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it shown above in table 1.3 the mistakes which the integratively motivated students have committed are less than the mistakes that has been committed by the instrumentally motivated one. The numbers of the papers were sixty, in each paper there are 30 questions. So the total numbers of the questions in the whole papers were 1800, 900 questions in grammar and the same number in vocabulary. The instrumentally motivated students commit 172, 19% mistakes in grammar section. And 162 mistakes 18% in vocabulary. The total numbers of mistakes that they have done are 334, 37%. The integratively motivated students did 138, 15% in the field of grammar. And 102, 11% in vocabulary. The total numbers of mistakes that they have committed are 240, 26%.

Thus this means that the integratively motivated learners did very well in the test. And gained more marks than the instrumentally motivated learners. As a result of result the integratively motivated learners are more successful than instrumentally motivated learners in learning the foreign language. Because they have achieved higher marks in the test. Hence this result supports the research hypothesis which has suggested that the integratively motivated students are more successful in learning the foreign language. And also gave an answer to the question which rose in this research: why some learners are more successful in learning the foreign language than others? What are the reasons behind the success of some
learners and the failure of others? The result of this research has shown that the type of the motive that the learner has got toward learning the language has a big effect in mastering the language that the learner wants to learn.

In other side the result shows that the two groups did more mistakes in the field grammar and less in the field of vocabulary. Table 1.4 explores the mistakes that the two groups has committed in both grammar and vocabulary.

**Table 1.4**

<table>
<thead>
<tr>
<th>The type of motivations.</th>
<th>The number of mistakes that has committed in grammar.</th>
<th>The number of mistakes that has committed in vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>172 mistakes 19%</td>
<td>162 mistakes 18%</td>
</tr>
<tr>
<td>Integrative</td>
<td>138 mistakes 15%</td>
<td>102 mistakes 11%</td>
</tr>
<tr>
<td>Integrative-instrumental</td>
<td>32 mistakes 3,5%</td>
<td>32 mistakes 3,5%</td>
</tr>
</tbody>
</table>

It's obvious from the table above the mistakes that has been committed in grammar are more. The instrumental learners commit 172,19% in grammar and 162,18 in vocabulary while the integrative learners did 138,15% and 102,11% in vocabulary. The researcher sees this stems from the methods that uses in teaching the foreign language. Because most of the
teachers do not use the up-to-dated methods. And the strategies that the learners follow in learning the foreign language, because most of the learners are obsessed by memorizing words individually. This may cause a problem to the learner when he comes to link these words together. Furthermore this problem may attribute to the environment in which the language is taught, the learning of the language is through lessons and the only chance to practice it inside the classroom. So after long period being away from speak you only remember the word and lose the way that the language is spoken by.
Chapter five:

Summary

5.1. Summary.
5.2. Conclusion.
5.3. Implications of the study.
5.4. Recommendations.
5.6. Directions for further research.
Chapter five

Summary, conclusion, implications, recommendations and directions for further research.

5.1. Summary

This study is proposed to investigate the role of integrative motivation in learning English as a foreign language. The purpose of the study is to check the influence of this factor (integrative motivation) on learning achievement. The subject of this study is questionnaire. The questionnaire is composed from two parts. Part one is a question proposed to check or to see the type of motive that the learners have followed to learn English language. Then the same learners have given a test to see whether their standard in the foreign language that they are studying is different or not.

The questionnaire showed most of the learners who study English as a foreign language has a utilitarian purposes for studying the language. Therefore most of the learners their motivations were instrumental. 50% of the learners their motivations were instrumental. 37% their motivations were integrative. The rest of them have chosen both integrative and instrumental motivations. The result of the test which the learners have answered showed that the integratively motivated learners are more successful. Because the numbers of mistakes that they have committed are less than instrumentally motivated learners.

results in terms of hypothesis.
hypothesis 1: Integratively motivated students are faster and more successful in mastering the second language.

The result which stemmed from the research support this hypothesis. Table 1.3 explores the mistakes the two groups have done. And it's obvious the mistakes the integratively motivated students have done are less than the mistakes which have been committed by the instrumentally motivated learners. So since they committed less mistakes this indicate that they are more successful.

Hypothesis 2: Integrative motivations help in mastering the second language.

Since the learners who have this type of motive answered the test more perfectly than the other this proved that they are more successful and the type of motive they have followed support them to master the learning more than other learners.

Hypothesis 3: Instrumentally motivated students have problems in mastering the foreign language.

The result demonstrates that instrumentally motivated learners have got lower marks in the test. This may relate to the type of motive that they have followed which affect on their learning. Their problem stem from the kind of openness they lack.

5.2. Conclusion

The study proved that there are certain factors could affect in the process of learning the foreign language. Integrative motivations play essential role in foreign language learning achievement. And this due to the openness that the
integratively motivated learners demonstrate when they come to learn the foreign language e.g. interested in the foreign culture, they don't have negative sense toward the foreign language speakers (their believes). The instrumental motivation have got many problems e.g. lack the advantage of integrity with the language speakers. Their motivation namely utilitarian. They may have negative sense toward the foreign language speakers (believes and culture). Yet they would like to learn the language because they have material benefits.

Implication of the study

The findings of this study are mainly concentrate in motivations factors and how does it affect on English language learning. It came out as the following:

1- Integrative motivation influence on learning English as a foreign language positively.
2- Integratively motivated learners are more successful than instrumentally motivated learners.
3- The standard of the students in vocabulary is better than grammar.

Recommendations

In the light of the findings the following are possible recommendations for the role of motivations in learning achievement.
The findings indicated that much concern should be devoted to the integrative motivation because the learners who have got this type demonstrate much more success in language learning.

**Suggestion for further studies**

The study was an attempt to investigate the influence of integrative motivation in foreign language learning. We recommend that further studies are needed in this field first because there is no sufficient studies done on this field and secondly because this factor though it’s important yet, it’s neglected.

The study was limited to Khartoum University, first year students, the study could extend to give more comprehensible results and discuss more factors.
References


Appendixes
Motivation measurement test

Why do you want to learn English?
Please, tick JUST one answer.
1. I love English culture and I'd like to live in an English speaking country (✔)
2. I need it for study and to get a job ( )
3. I want to be able to read English books and magazines ( )
4. Other reasons

Put a circle round the correct answer

Part one:

1) Adam can't . . . . . . . . . to you now. He's busy.
   a) talked       b) to talk       c) talking       d) talk

2) Have they finished working yet? I don't think . . . . . . . .
   a) it       b) this       c) so       d) that

3) Somebody stole his wallet so he . . . . . . . . money from a friend.
   a) lent       b) earned       c) borrowed       d) lended

4) We must go now. Call the waitress and ask for the . . . . . . . .
   a) bill       b) invoice       c) price       d) cost

5) He's a friend of . . . . . . . .
   a) them       b) there's       c) theirs       d) their

6) Have you had . . . . . . . . To eat
   a) too many       b) some more       c) to many       d) enough

7) I . . . . . . . . . My friend since Ramadan.
   a) didn't see       b) haven't seen       c) don't see       d) hasn't seen

8) Who was the woman . . . . . . . .
   a) spoke to you       b) that you were speaking to       c) that you spoke       d) that you were spoken to

9) Is . . . . . . . . . Than his father?
   a) Ahmed taller       b) taller Ahmed       c) Ahmed more tall       d) Ahmed as tall

10) She was 29 on her birthday . . . . . . . . . She?
    a) didn't       b) hadn't       c) hasn't       d) wasn't

11) . . . . . . . . . Is from here to Juba?
    a) How long way       b) how long       c) how far       d) how many

12) Good . . . . . . . I hope you get the job.
    a) Chance       b) fortune       c) luck       d) wish

13) The doctor has told her that she must give . . . . . . . . Drinking
    a) from       b) to       c) off       d) up
PART TOW: VOCABULARY
1) He is ............... He works in a daily newspaper.
   a) tourist       b) teacher       c) footballer  d) journalist
2) SAWSAN has a hamburger for ............... At 8 in the morning.
   a) lunch        b) dinner        c) supper      d) breakfast
3) ............... travel or visit places for pleasure.
   a) travel agent b) agency        c) factory     d) shop
4) I visit Kenya sugar ............... last year.
   a) house       b) agency        c) factory     d) shop
5) Almost all my students are in their teenage. They are ............
   a) between the ages of 10 and 19 inclusive b) under 20
   c) between the ages of 13 and 19 inclusive d) above 20
6) They have been married for 12 years, but they don’t have children. They
   ............... a) man and woman  b) husband and wife
c) father and mother d) boy and girl
7) He drives ............... He always exceeds the speed limit.
   a) slow        b) fast          c) carefully   d) carelessly
8) The lesson was so ............... That most students went to sleep.
   a) interesting b) boring       c) difficult    d) easy
9) The children are very ............... Although they have colds.
   a) healthy    b) sick          c) tired       d) weak
10) He climbed up the tree and hid among the ............... 
    a) branches    b) leaves       c) bushes     d) twigs
11) he is very ............... With women he hardly speaks and feels uncomfortable in
    a) bold       b) lazy         c) silent     d) shy
12) It is impossible to ............... water without having oxygen with you
    a) breathe     b) see          c) sleep      d) hear
13) the ............... Went to Italy for their honeymoon.
    a) footballer b) niece        c) cousin     d) couple
14) your ............... is your uncle or aunt's daughter.
    a) nephew      b) niece        c) cousin     d) brother
15) When it rained we took ............... from the rain under a tree.
    a) shelter     b) protection   c) dover      d) safety