



# The Motivation of Non- Native Arabic Speakers to Learn Arabic Language: Beirzait University as a Model

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This study aims to investigate the level of motivation towards learning Arabic as a second language among international students at Beirzait University, and to explore if there are significant statistical differences at the level of ( $\alpha < 0.05$ ) for gender and major variables affecting their motivation to learn Arabic. The researcher developed a scale to measure motivation depended on (Manusak, 2010) within two domains: integrative motivation and instrumental motivation. The researcher administrated the scale on a sample of (134) male and female students. The findings showed that the level of students' motivation to learn Arabic language as a second language is (72.2%) as a whole, (70.2%) for interrogative motivation and (72.2%) for instrumental motivation. The findings showed that there were no significant statistical differences between means at the level of ( $\alpha < 0.05$ ) for students responses to learn Arabic as a second language attributed to gender in both domains, as a whole and on each domain. Moreover, there are differences attributable to the variable of major in favor of the of political science, followed by the social sciences major, and then humanities, so that the natural sciences come in the last rank in terms of their motivation towards learning Arabic language.

**Key words:** *Beirzait University. learning Arabic language. motivation. non-native speakers of Arabic.*



## **Introduction**

The increasing demand for learning the language as a foreign language comes in response to the requirements of the knowledge revolution taking place in the 21st century, and the resulting technological development that led to the unprecedented spread of knowledge in term of quantity and quality, in all different knowledge aspects, this development necessitated the creation of forms of communication between nations and societies. Since language - in its spoken and written form - is considered the most important tool for human communication, therefore the interest of educational institutions in teaching languages as foreign languages came in line with the requirements of the times and the interest of learners in them. In this context, educational psychology emphasizes that developing any behavior is a natural result of a motivation that drives it. Thus, motivation is a prerequisite for learning, without neglecting other influences (Taha, 2007).

The current study is built over three domains:

## **Theoretical Framework**

### ***Concept of Motivation***

To define and define the concept of Motivation, it generally refers to a group of incentives and stimuli that interact within the individual, that would motivate and direct it to a behavior or action; To achieve a goal or goals he/she seeks, and its importance appears in the extent of achieving the desired goal (Mohammed, 2017), as defined by Petri and Governor as the incentive that drives the individual to produce behavior in order to satisfy a need or achieve a goal, and the motive is considered one of the outcomes of urgent arousal that creates a kind of activity or desired activity (Banat, 2008).

As for the educational context; Motivation for learning is defined as "an internal state that evokes the learner and motivates him to learn in an educational situation, and increases his attention as well as readiness and improves enthusiasm and desire to achieve the desired goals" (Al-Ottom, Alawneh, Al-Jarrah & Abu Ghazaleh, 2005). The motivation to learn is also an educational goal in itself that educators and learners seek to achieve, by motivating students and developing their abilities to practice the desired skills and knowledge (Al-Khawaldah, Al-Jarrah, and Al-Rabi', 2014).

The issue of motivation to learn was an interest of the different educational approaches, so the cognitive trend assumed that the motivation is that the individual needs an internal knowledge balance, through acquiring new knowledge and skills that pollinate with his knowledge and skills, which he employs to understand what is going on and explain it, so it focuses on The internal motivation of the learner. It is also called within the statements of this

approach that it is motivated for the quantitative acquisition of knowledge, and it is measured by the extent of the individual's success in the mission, and by the value of his achievement in it (Nashwan, 1987, Santrock, 2008).

Therefore, motivation for the cognitive approach is based on the self-motivation of the learner; To meet his needs in order to reach the desired goal. Motivation with regard to the behavioral approach assumes that the behavior of the individual is necessarily the result of a motivation, whether it is an internal stimulus or an external stimulus, in order for the individual to achieve his desired goal, and that his process needs to be strengthened (Litchfield & Newman, 1999).

While Goal Setting Theory considers that if the individual defines a specific goal, he will push him to exert efforts to achieve it, as Locke believes - and he is one of the most prominent theorists of this theory - that the goals drive the individual to improve performance, And direct him towards the task, which is an incentive of effort, as it motivates him to insist on achieving the goal (Woolfolk, 2002), and thus setting goal at Locke, in itself is a motive for achieving it. Although the concept of motivation varies among those interested, and researchers in theories of teaching and learning, but they stress the importance of motivation as an essential component in the educational learning process, it is a mental process that energizes the learner and pushes him towards academic behavior, and positive attitudes that indicate good learning.

Gardner and Lambert are considered the pioneer researchers who studied the concept of motivation from its different aspects in learning and acquiring second language. They differentiate between (Functional motivation) which, means the an individual's objective of learning language is to achieve a certain person, such as; for getting a job or to achieve success in a certain test or for certain educational requirements, or to be used in traveling to another country, or even to be able to read a certain content in language or to benefit from certain elements of the culture. The other type is (integrative motivation) which, revolves around the individual's desire in learning second language in order to achieve complete integration with the culture of the second languages' society. In a same manner; other studies discussed other definitions of motivation such as (comprehension motivation) which; is different from integrative motivation that individuals are guided by the desire to be an integral part of the culture of the target language society, which may require the individual to spend a long time in the target language community in order to be able to identify with their culture. Often this assimilative motivation is one of the motivations associated with people who are learning a second language at a very early age and becoming an integral part of the second language (Quan, 2014).



Motivation is a major condition and factor for a foreign language learner, as learning the foreign language is one of the windows through which the learner overlooks the civilization and culture of the language community. When the individual decides to learn a foreign language, and this decision constitutes the goal, which constitutes a motive towards achieving it, as indicated by Lifrieri, and Brown who stressed the importance of a minimum level of motivation for a foreign language learner, as motivation is one of the factors influencing its learning, and it is easy to claim that the learner's success in acquiring a foreign language is related to his level of motivation (Al-Khawalada, Al-Jarrah, Al-Rabi', 2014).

Motivation plays an active role in the success of the learning process represented by the learner acquiring the foreign language. Language learning is based on a set of skills (listening, speaking, reading, and writing) in addition to the culture of the language speakers as productive and incubating it, it represents the environment of the language. These skills require a high motivation for the learner to learn it, and considering that language learning is based on communicating primarily with native speakers, and because of this, communication in both forms: spoken and readable, is the primary goal of language learning. Learning a foreign language in its natural / indigenous environment increases the learner's motivation to acquire it by integrating it into the daily life of the language community. There is no doubt that there is a disparity that appears among learners to be able to learn a foreign language, which may be due to the nature of the goal and its type of learning, and this necessarily drives the learner's motivation (Al-Osaili, 2003).

### ***Previous Studies***

Due to the importance of learning motivation towards learning foreign language, we can find many studies that investigated this issue in general and in Arabic language in particular. Those studies are:

Obeidat (2005) explored Malaysian students' motivation towards learning Arabic as a second language in Jordan, and its relationship to gender, study level and parents educational level variables. The researcher administrated a scale consisted of (38) items, as the sample consisted of (105) Malaysian students in Yarmou and Al-Albeit Universities. The findings of the study showed that the integrative/internal motivation towards learning Arabic is in a high level. Further, there were no significant statistical differences in their motivation attributed to gender, study level and parents' educational level.

Al-Abddan (2005) investigated the motivation level among Saudi students in Saudi universities in learning foreign languages other than English language. The researcher developed a scale for this purpose, the sample consisted of (121) male and female students learning three Asian languages (Turkish, Persian and Japanese) and Three European languages (Italian, Spanish and German). The findings of the study showed that students'

awareness level of the importance of learning a foreign language was in an average level. Moreover, student's level towards foreign languages (variables of the study) inside the classroom was high relatively. Further, religious motivations to learn foreign languages was firsts, followed by economical motivations, then cultural motivations, while; personal and social motivations came in the fourth rank.

Banat (2008) studied the levels of motivation to learn English language among a sample of Jordanian University students. The sample of the study consisted of (412) male and female students, the researcher administrated a questionnaire of (66) items. The findings of the study showed that there is a variance in the level of motivation of learning English language is ranged between average and high levels. There are significant statistical differences due to gender in favor of males.

Chen (2008) investigated the motivation level among Chinese military. The sample of the study consisted of (61) students studying English course responded to a questionnaire of (22) items within seven types of motivation: integrative, instrumental, direct contact with English speakers, cultural interest, vital, environmental circumstances and language self-trust. The results showed that the level of motivation of the study sample came in a high degree in favor of motivation of self-confidence in the linguistic self, followed by direct contact with English speakers.

Manusak's (2010) study revealed the level of Thai students' motivation and patterns towards learning English as a foreign language (method, integrative). To achieve the goals of the study, the researcher used a scale of motivation, using the "Gardner" and "Leo" scale of motivation and attitudes. The study was conducted over a sample consisting of (50) students who were studying business administration in the English language at the third level at the University of "Medium". The results showed that the students had a high motivation towards learning the English language, as they showed motivational and integrative motives, but the students' responses towards the integrative motives were significantly higher than the instrumental motives.

Al-Khawaldeh; Al-Jarrah; Al-Rabi' (2014) conducted a study aimed at revealing the motivation of learning the Arabic language among non-native language speakers in Jordan, and its relationship to some variables. To achieve the study goals, the researchers adopted Manusak (2010) scale that consisted of 20 statements. Ten statements measure internal motivation, and ten statements measure external motivation. The questionnaire was applied to a sample consisting of (90) male and female students. The results showed that the level of students' motivation towards learning Arabic in general was high. The results showed that there were no statistical differences for gender variable in the total score of the students' motivation due to gender and nationality variables. As for the two domains of the scale (the

instrumental motivation and the integrative motivation), the results showed that there are statistically significant differences in the level of the instrumental motivation for the variable of nationality between Korean students on the one hand, and between both American and European students on the other hand, in favor of the Korean students. On the level of integrative motivation, there were statistically significant differences for the gender variable, in favor of American students.

Al-Rawhneh (2010) discussed the level of integrative and instrumental motivation to learn English as a foreign language. The sample of the study consisted of (400) male and female tenth graders from Zarqa governorate in Jordan. The findings of the study showed that the level of integrative and instrumental motivation was in an average level in general. There is a positive relationship between integrative and instrumental motivation and academic self-concept. There are significant statistical differences due to gender in favor of males.

Mohammed (2017) studied the role and importance of motivation and psychological aspects of learning Arabic language of non-natives. The study linked the focus on studying the psychological aspect of a foreign language learner and the level of achieving the goal of its learning, and the study came out with the need to work on developing the psychological motivation for foreign language learners by motivating them to practice the language, specifically the skill of speech, and the study also reached the need for learners to use self-linguistic activities; and the study required language teachers as a foreign language to pay attention - during the education process - the subject of the psychological aspect of learners, so that the learner achieves the desired goals of learning the foreign language.

Rushdy (2018) study stated the importance and role of motivation to learn Arabic language for non-native speakers. The study indicated that there are difficulties facing Arabic learners as a foreign language which, can be solved through motivating them to learn it, the study explained that Arabic language teachers are responsible for motivating their students.

Al-Hakim (2018) study aimed to explore the level of learning Arabic as a second language among (Islamic Public Malik Ibrahim) University. Moreover, aimed to reveal the relationship between self-motivation; and the development of speaking skill in Arabic. The study sample consisted of (302) first-level students. The results showed that the level of students' motivation to learn Arabic as a foreign language with an average degree, while the level of self/ integrative motivation and its relationship to speaking skill came in a very weak degree. Al-Hanaki (2020) studied the effectiveness of flipped classroom strategy in improving first intermediate class female students in Al-Riyadh city towards learning English language. The sample of the study consisted of (82) students, (41) of them are an experimental group and (41) are a control group; The researcher administrated (MSLQ) scale. The findings of the

study showed that there are significant statistical differences in favor of the experimental group.

It is noted through the researcher's review of previous studies that:

1. There are no previous studies - up to the researcher's knowledge - related to the issue of motivation to learn Arabic as a foreign language in Palestine. The researcher referred this to: first, the scarcity of Palestinian academic institutions concerned with teaching this specialization, and secondly, to the scarcity of specialists in the field.
2. Studies have confirmed that the issue of motivation in general occupies great importance in learning the language as a foreign language, considering that its learning is not easy.
3. There is diversity in previous studies in terms of the study population, some of which were performed over school students, and other was performed over the university students.
4. The studies varied in terms of the nationalities of the study community, which included students from different countries: America, Europe, Malaysia, and Korea, and this means the diversity of the cultures of the learners.
5. Most of the results of studies confirmed that the motives of language learners as a foreign language are distributed either towards integrative motives or towards instrumental motives, and each of them plays a role in the results of linguistic achievement, and affects teaching methods, teaching strategies and curricula, all of this would raise the level of motivation to learn the second/foreign language.

There is no doubt that the process of communication and interaction between peoples has become easier and more facilitated than ever before, due to the development in the means of communication and interaction by the favor of the unlimited technological development, and because communication is an inherent human feature, we hardly find a society that lives in isolation from other societies (Al-Hashim, 2005), and given that the language is one of the most important tools of communication, if not the most important, the countries and societies are interested in their children learning the foreign languages most prevalent in the world, as the countries are concerned with teaching their national language to other societies. The demand for learning the language as a foreign language comes from the importance of the countries that speak this language, for scientific, Cultural, economic, political, religious, or tourism purposes.

The Arabic language is one of the six appointed languages in the UN (Un. Org) as it is the formal communication language of (400) million individuals, and because it (Arabic language) lives and is used in a vital geographic region (Al-Najim, 2019), it is a region that possessing an important (vital) economy because of its natural resources, and it witnesses political conflicts with pivotal attractiveness, and having a great religious position, in addition



to that it is considered a consumer market for products of industrial societies that do not speak the Arabic language. For these and other reasons, the Arabic language has become one of the official languages approved in most international bodies and institutions. Hence, the interest in learning and teaching Arabic as a foreign language

To enhance the role and status of the Arabic language and in response to the increasing demand of foreign learners to learn it, many academic institutions worldwide have in general, and the Arab world in particular has developed centers and institutes to teach Arabic as a foreign language, adopting modern and advanced methods and strategies in education, where many universities have adopted programs that are concerned with teaching the Arabic language to non-native speakers, which has called for the interest of universities in preparing an academic staff specialized in teaching Arabic to non-native speakers at the level of the three degrees: Bachelor's, Master, Doctorate. (Haridi, 2003; Tuymeh 2010 ;Al-Nageh, 2002). The interest of Palestine in teaching Arabic as a foreign language is considered as a modern compared to the Arab countries, due to the modernity of its academic institutions, where Birzeit University, which was founded in (1974) is one of the first Palestinian universities, and this is due to the peculiarity of Palestine being under Israeli occupation. With the establishment of the Palestinian Authority in (1994) under the Oslo agreement in the West Bank and Gaza Strip, foreign institutions were allowed to be present in the territories of the Palestinian National Authority, and foreign individuals were allowed to come to the Palestinian territories for various purposes including university enrollment and studying the Arabic language. It was the first official experience in Palestine in the field of teaching Arabic to non-native speakers at Birzeit University, where in 1994 the university launched the "Palestinian and Arab Studies Program (PASP)" which deals with teaching Arabic to non-native speakers ([www.birzeit.edu-pas](http://www.birzeit.edu-pas))

Since (1994), international students began arriving at Birzeit University to study the Arabic language from various nationalities, such as the United States of America, European countries and some other countries. The student numbers range between (150-180) male and female students in one academic year, divided into three semesters (fall, spring, summer). The Palestinian and Arab Studies Program offers two tracks for teaching Arabic: Classical Arabic at four levels, and the Palestinian colloquial dialect at three levels. The university has adopted its own courses and curricula in this field, where it has been prepared and written by specialists in teaching Arabic as a foreign language and the researcher is one of them, In addition to courses on the Palestinian case, the Arab community, women in the Arab community, and public lectures by Palestinian political figures, training sessions on Palestinian folklore are also held ([www.birzeit.edu-pas](http://www.birzeit.edu-pas)).

### ***Study Problem***

Due to the unlimited development in technology, the means of communication and interaction between societies and countries have become easier and more facilitated than ever, which contributes to bridging the communication gap between the societies of the world. Language is the most important means of communication, and the motives for this communication may be at several levels of them; Cultural, economic, industrial, political, etc. In this context, the demand to learn other people's languages comes in response to these requirements. Among these languages is the Arabic language, which, like the rest of the world's languages, was meant to teach and learn, and no academic institution in the world is almost free of adopting a program to teach Arabic as a foreign language, and Palestine is one of these countries that has been interested in teaching Arabic to non-native speakers. Students from across The whole world, representing diverse nationalities and cultural backgrounds, necessarily have diverse motivations and attitudes to learn them, and in this context, we find that studies have shown that the loss of motivation to learn a language as a foreign language constitutes a reason for the learner not to be able to language as desired, as confirmed by the results of previous studies, which indicated that there is a positive correlation between the learner's attitudes in learning the language as a foreign language, and the level of language proficiency (Dowaik & Shehadeh, 2010).

There is a positive controversial relationship between the types / forms of motivation and the level of language learning as a foreign language. The same applies to learning Arabic as a foreign language. Based on this hypothesis, it is necessary to study the level of motivation of learning the Arabic language for speakers of other languages, and to reveal the type of motivation of the learner supported by the variables of gender and specialization, with the aim of helping him to learn well through enabling him to master the language at the desired level.

In this context, this study attempts to reveal the level of motivation towards learning Arabic as a foreign language, the type of motivation (instrumental, integrative), and whether there are statistically significant differences in the learner's motivation due to gender and specialization variables.

The study seeks to answer the following main question: What is the level of non-native Arabic speakers to learn Arabic language in Beirzait University?. The sub questions are:

1. What is the level of non-native Arabic speakers to learn Arabic language as perceived by them?
2. What is the level of interrogative motivation among non-native Arabic speakers to learn Arabic language as perceived by them?.

3. What is the level of instrumental motivation among non-native Arabic speakers to learn Arabic language as perceived by them?.
4. Are there any significant statistical differences between the means at the level of ( $\alpha < 0.05$ ) between the means of non -native Arabic speakers students answers to learn Arabic language attributed to gender and major?.

### ***Study Hypotheses***

2. There aren't any significant statistical differences between the means at the level of ( $\alpha < 0.05$ ) between the means of non -native Arabic speakers students answers to learn Arabic language attributed to gender ( male, female).
3. There aren't any significant statistical differences between the means at the level of ( $\alpha < 0.05$ ) between the means of non -native Arabic speakers students answers to learn Arabic language attributed to major (Humanistic, political,, social and natural).

### ***Significance of the Study***

- The current study is the first study in Palestine - according to the researcher's knowledge - dealt with the issue of motivation of non- native Arabic language learners in Palestine.
- It explores the motivations of international students for learning Arabic language, which helps specialists in designing curricula that contain topics that simulate the nature of their motivations (integrative and instrumental), and it also helps faculty members in setting teaching and learning strategies that are appropriate to the motivations, and this positively affects their motivation and development, and motivates them to the process of learning.
- Investigating the cultural backgrounds of students through students' majors, and the degree of their academic achievement; which, in turn directs the teacher to meet the needs of students, and to identify extra-curricular activities; that suit their orientations; and also helps to choose the appropriate conversation partner?

### ***Limitations of the Study***

The limitations of this study are:

Time limitations: The study was conducted in the academic years (206/2017) and (2017/2018).

Place limitations: The study is limited to the Arabic and Palestinian studies program (PAS) in Beirzait University- Palestine.



Human limitations: The study contained only non- native Arabic international students who learn Arabic language in the Arabic and Palestinian studies program (PAS) in Beirzait University- Palestine.

### ***Study Design***

The researcher adopted the descriptive analytical approach defined by Al-Jbouri (2012) as "an approach takes interest of the current status, including the description of the current phenomenon, its structure and processes. It is an accurate and systematic method to analyze the phenomenon or the research problem through scientific and authentic approach. This design was used as it suits the objectives of the current study

### **Practical Framework**

#### ***Study Population and Sample***

The study population consisted of non-Arabic speaking international students who enrolled in the Arab and Palestinian Studies Program at Birzeit University for the two academic years (2016-2017, 2017-2018) over six semesters, and they were (321) students, while the study sample consisted of (164) Male and female students, were chosen randomly, and divided into two samples, one of which was the study pilot sample, which consisted of (30) male and female students selected in order to ensure the validity and consistency of the study tool, and the actual study sample, which consisted of (134) male and female students.

#### ***Study Instrument***

The researcher designed a scale of motivation as a tool to achieve the goals of the study, taking advantage of the motivation scale for Manusak (2010) to measure the motivation towards learning English as a foreign language, and from its modified and translated version into Arabic by (Al-Khawaldah, Al-Jarrah, Al-Rabi', 2014), where the researcher developed this scale to be suitable for the nature of the Arabic language, the specificity of the Palestinian Arab community, and the nature of the Arab and Palestinian studies program at Birzeit University. The scale consists of (22) statements, distributed on two main dimensions, the integrative motivation that included (11) statements, and the instrumental motivation that included (11) statements.

#### ***Validity and Reliability Procedure***

##### ***Validity Procedure***

The validity procedures means that the study instrument measures what it was designed to measure, and the researcher has followed the following:

1. Content validity (apparent validity): In order to verify the validity of the content, the motivation scale was presented after its initial preparation to a group of educational experts and specialists from university professors in the field of education, with the aim of expressing an opinion on the clarity and formulation of the statements of the scale, and the linguistic formulation thereof, and the extent of language suitability of each statement to the domain to which it belongs, and the researcher made all amendments based on the opinion of the referees. Of these amendments; The researcher has to submit the questionnaire to students in Arabic and English.
2. The validity of the internal consistency: The researcher calculated the Pearson correlation coefficients between the scores of each statement of the scale, and the domains to which the statement belongs, as well as the Pearson correlation coefficients between the scores of each domain of the scale, and the overall score of the scale, and the following table shows that:

**Table 1:** Pearson correlation coefficients between the score of each statement of the scale and the domain to which the statement belongs and between the scores of each domain of the scale and the overall score of the scale

Domain	Statement	Correlation Coefficient	Statement	Correlation Coefficient	Statement	Correlation Coefficient
Integrative motivation	1	0.596**	.2	0.613**	.3	0.511**
	4	0.508**	.5	0.621**	.6	0.508**
	7	0.645**	.8	0.584**	.9	0.613**
	10	0.526**	.11	0.662**		
The whole scale	**0.727					
Instrumental motivation	12	0.490**	.13	0.475**	.14	0.467**
	15	0.557**	.16	0.421*	.17	0.482**
	18	0.557**	.19	0.698**	.20	0.755**
	21	0.781**	.22	0.698**		
The whole scale	**0.837					

\*\* significant at  $\alpha \leq 0.01$

\*significant at  $\alpha \leq 0.05$

It is clear from the previous table that the correlation coefficients between the score of each of the statements of the scale, and the domain to which the statement belongs, ranges between (0.421 - 0.781), and that the correlation coefficients between the scores of each domain of the scale domains, and the overall score of the scale reached (0.727, 0.837), These are high and acceptable correlation values. This makes the researcher assured that the questionnaire has a high degree of validity.

Second: reliability procedures: The reliability of the scale means that the scale is intended to give the same results if the it is reapplied to the same sample within similar conditions. The researcher has adopted the following methods to calculate the scale reliability.

1. Split-half method: the researcher calculated the reliability coefficients to each domain of the scale domains and for the whole scale.
2. Cronbach Alpha coefficient: the researcher calculated the reliability coefficient to each domain of the scale domains independently, then calculated the reliability coefficient for the whole scale. the following table shows that.

**Table 2:** Split-half and Cronbach's Alpha reliability coefficients to each domain of the scale domains

<b>Group</b>	<b>Domain</b>	<b>Split-Half Reliability Coefficient</b>	<b>Cronbach's Alpha Reliability Coefficient</b>
First	Integrative motivation	0.508	0.555
Second	Instrumental motivation	0.612	0.652
The whole scale		0.652	0.670

It is clear from the previous table that the reliability coefficients by the split-half method for the two domains were (0.508, 0.612), which are high reliability coefficients, and the reliability coefficient for the overall score of the scale was (0.652), which is a high value; this makes the researcher reassured that the questionnaire has a high degree of reliability.

In addition, the reliability coefficient values using Cronbach Alpha for the two domains were (0.555, 0.652); This leads to the judgment that the high Cronbach's Alpha coefficient indicates the level of homogeneity of responses, as it reflects the common denominator between them for each domain, and reflects the well comprehensiveness of the statements of the content, and thus a high validity of the content, while the calculated reliability coefficient for the total score of the scale indicates that it is high (0.670), which is Evidence of the extent to which the statements are homogeneous and a high reliability of the scale as a whole.

from the above, The researcher concludes that the study tool represented by the motivation scale has an appropriate degree of validity and reliability, and that it meets the purposes of the study. Thus, the scale in its final form becomes ready for administration to the actual study sample consisting of (22) statements, distributed on two basic domains, the integrative

motivation that includes (11) statements, and the instrumental motivation that includes (11) statements.

### 3. Procedural steps of the study

1. Reviewing literature and previous studies related to the study topics.
2. Preparing the study instrument represented by the first version of the motivation scale.
3. Submitting the scale to a panel of referees, where it was modified based on their suggestions.
4. Selecting the pilot study sample from the original study population.
5. Administering the scale over the pilot study sample in order to ensure its validity and reliability.
6. Ensuring the validity and reliability of the study instrument.
7. Preparing the final version of the study instrument
8. Recruiting the actual study sample, and administering the final version of the study instrument over the actual sample.
9. Analyzing data, obtaining outcomes, interpreting them and producing suitable recommendations.

### **Statistical Processing**

The researcher used the statistical package of Social sciences (SPSS) to process the participants' responses

- Pearson correlation factor to find the internal consistency validity of the study scale
- Cronbach's Alpha coefficient to ensure the reliability of the study scale.
- Means, standard deviation and relative weights.
- Independent samples t-test to find out the statistically significant differences related to gender variable.
- One Way ANOVA test to find out the statistically significant differences related to specialization variable.

### **Results and Discussion**

To answer the first study question stating that: what is the level of integrative motivation to learn Arabic language by Arabic non-speakers from their perspectives?

The researcher calculated the mean, the standard deviations and the relative weight of the first domain (integrative motivation) items, and for the whole first domain, as shown in the following table:

**Table 3:** Means, standard deviation and relative weights of the statements in the first domain of the scale (integrative motivation) and the whole domain

NUMBER	STATEMENT	Mean	Standard deviation	Relative weight	Rank
1.	I study the Arabic language, in order to communicate with my Arabic friends	2.93	1.17	58.6%	Ninth
2.	I study the Arabic language; Because of my interest in Arab culture in general.	3.81	0.78	76.2%	Fourth
3.	I study the Arabic language; Because of my interest in Arabic literature and art.	3.25	0.84	65%	Eighth
4.	I study Arabic as part of my hobby in learning languages.	3.84	0.55	76.8%	Third
5.	I study the Arabic language; For my interest in the Arab region news.	4.01	0.64	80.2%	Second
6.	I study the Arabic language; Because I visited an Arab country.	2.78	1.12	55.6%	Eleventh
7.	I study the Arabic language; Because I am interested in Arab and Islamic history.	2.81	0.73	56.2%	Tenth
8.	I study Arabic language in order to get acquainted with the human reality of the Palestinian people.	3.78	0.65	75.6%	Fifth
9.	I study Arabic at Birzeit University, as Arabic is the language of communication. the basic.	4.48	0.54	89.6%	First
10.	I study Arabic as a form of solidarity with the Palestinian people.	3.68	0.63	73.6%	Sixth
11.	Study the Arabic language to learn about the heritage of the Palestinian Arab community.	3.34	0.84	66.8%	Seventh
<b>The whole scale</b>		3.51	3.98	<b>%70.2</b>	-

It is clear from the previous table that the domain of (integrative motivation) as a whole came with a relative weight (70.2%) which is a high level, which indicates that the study sample members of international male and female students speaking in a language other than Arabic have a high degree of integrative motivation, while its items relative weight was limited and ranged between (55.6% - 89.6%), the order of the statements was as follows:

Statement number (9) which states (I study Arabic at Birzeit University, as the Arabic is the primary language of communication) came first among the items with a relative weight (89.6%), followed by statement (5) which states (I study the Arabic language; For my interest

in the Arab region news) is ranked second among the statements with a relative weight (80.2%)

Paragraph (6) which states (I study Arabic because I visited an Arab country) came in the last place among the items with a relative weight (55.6%), preceded by statement (7) which states (I study Arabic because I am interested in Arab and Islamic history) among the statements with relative weight (56.2%).

To answer the second study question stating that: what is the level of instrumental motivation to learn Arabic among Arabic non-speakers, from their perspectives?

The researcher calculated the mean, the standard deviations and the relative weight of the second domain (instrumental motivation) items, and for the whole second domain, as shown in the following table:

**Table 4:** Means, standard deviation and relative weights of the statements in the second domain of the scale instrumental motivation and the whole domain

NU MB ER	STATEENT	Mean	Standa rd deviati on	Relativ e weight	Rank
1.	I study Arabic as a requirement for my university studies.	3.86	1.33	%73.6	Ninth
2.	Study Arabic In order to get a job in an Arab country.	3.82	0.77	%76.4	Sixth
3.	I study the Arabic language; To get a job in my country.	4.22	0.55	%84.4	Second
4.	I study the Arabic language; In order to get a job in an international organization.	4.49	0.62	%89.6	First
5.	I study Arabic for tourism purposes.	2.75	1.01	%55	Tenth
6.	I study the Arabic language for the economic and commercial importance of the Arab	4.05	0.59	%81	Fourth
7.	I study the Arabic language for the political importance of the Arab region.	4.13	0.65	%82.6	Third

8.	I study Arabic for the purpose of religious study.	2.20	0.58	%44	Eleventh
9.	I study Arabic language in order to learn about the political reality in Palestine.	3.82	0.68	%76.4	Sixth
10.	I study Arabic with the aim of conducting research on the Arab or Palestinian community.	3.83	0.96	%76.6	Fifth
11.	I study Arabic with the aim of conducting research on the Palestinian issue.	3.69	1.16	%73.8	Eighth
<b>The whole scale</b>		3.61	4.17	%72.2	-

It is clear from the previous table that: the domain (instrumental motivation) as a whole came with a relative weight (72.2%), which is a high level, which indicates that the study sample members of international male and female students speaking in a language other than Arabic have a high degree of instrumental motivation, and its items had a relative weight ranged between (44% - 89.6%), and the statements were arranged as follows:

statement (4) which states (I study the Arabic language; In order to get a job in an international organization) came first among the statements with a relative weight (89.6%), followed by statement (3) which states (I study the Arabic language; To get a job in my country) ranked second among the statements with a relative weight (84.4%).

statement (8) which states (I study Arabic for the purpose of religious study) came in the last rank among the statements with a relative weight (44%), preceded by statement (5) which states (I study Arabic for tourism purposes) in the penultimate place among the statements with a relative weight (55%).

The researcher attributes the above to the increasing demand of foreign students to learn Arabic as a foreign language and with a high motivation, due to its importance as the language of a region that enjoys political, economic and social importance at the world level, and this demand comes in response to the requirements of the 21st century, and what it imposes on the necessity of communication between societies, Language is the only communication tool, and the matter here applies to the Arabic language as one of the important languages. This is reinforced by the speech of the Austrian Minister of Foreign Affairs, Karen Kneissel, in her speech in Arabic before the United Nations General Assembly on 9/29/2018, justifying her use of the Arabic language, because it is one Six languages are supported by United Nations organizations (<https://news.un.org>).

The researcher also attributes the international students' appetite for learning Arabic at Birzeit University to the prestigious international position the university enjoys, its openness to the world, and the academic quality enjoyed by the Palestinian and Arab Studies Program (PAS), at the level of academic courses based on meeting the needs of learners, Educational strategies based on the fact that the learner is the primary objective of the education process, and it also provides a community environment incubating and stimulating the acquisition of the Arabic language in a society characterized by acceptance of the other.

Those results are consistent with the study (Al-Khawalada, Al-Jarrah, Al-Rabi', 2014) that showed a high level of student motivation, whether integrative or instrumental towards learning Arabic as a foreign language, as agreed with the study (Manusak, 2010) that revealed a high level of motivation among students towards learning English as a foreign language. The results are consistent with the study (Taha, 2007) which; showed that most of the students emphasized the importance of learning the Arabic language, and the results of the study also showed that the goal of learning the Arabic language was motivated by benefits / instrumentally, and that mastery of the Arabic language helps them in their future jobs,. The results differed about the students 'awareness towards the culture of the Arabic language. However, differs from (chen, 2008) which indicated that that the level of motivation of the study sample came in a high degree in favor of motivation of self-confidence in the linguistic self, followed by direct contact with English speakers.

To answer the third study question that states: "Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean scores non-native Arabic language learners referred to the variables of (gender, specialization) ?, and test the validity of the hypotheses (first and second) related to it is as follows:

First: testing the validity of the first hypothesis stating that: "there is no significant statistical difference at significance level ( $\alpha \leq 0.05$ ) between the mean scores of the international students learning Arabic as a foreign language referred to gender (male, female). To test the validity of the hypothesis, the researcher used independent samples t-test to find the significance of the statistical differences, the following table shows that:

**Table 5:** T-test for the gender variable among study participants

Domain	Gender	N	Mean	Standard deviation	t-test value	Sig
Integrative motivation	Male	58	39.21	3.54	1.55	Non significant at significance level (0.05)
	Female	76	38.24	4.46		
Instrumental motivation	Male	58	39.28	4.21	0.95	Non significant at significance level (0.05)
	Female	76	39.97	4.14		
The whole scale	Male	58	78.59	6.26	0.34	Non significant at significance level (0.05)
	Female	76	78.21	6.25		

It is clear from the table that: The calculated (T) value of the motivation scale as a whole amounted to (0.34), which is less than the tabulated (T) value of the scale as a whole, as well as the calculated (T) value of for each domain of the scale independently less than the tabulated (T) value of the domain; This indicates that there is no statistically significant difference between the mean scores at the significance level ( $\alpha \leq 0.05$ ) for the responses of international students who are learning Arabic as a foreign language due to the gender variable (male, female) for the two domains of the motivation scale independently and the scale as a whole.

The researcher attributes this result to that learning Arabic as a foreign language that is not entrusted to males without females, because they are subject to an educational learning environment itself, as the researcher attributes that Birzeit University has an enlightened interactive social environment for women, which may not be available in some other Palestinian universities.

This result is consistent with the study (Al-Khawalada, Al-Jarrah, Al-Rabi', 2014), and the study (Obaidat, 2005), that showed no statistically significant differences in the level of student responses due to the gender variable. While, it differs from Al-Rawhneh (2010) which showed that there are significant statistical differences due to gender in favor of males.

Second: Testing the validity of the second hypothesis which states: "There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean scores of the responses of the international students learning Arabic as a foreign language referred to the variable of specialization (humanities - political sciences - social sciences - sciences Natural). To test the validity of the hypothesis, the researcher used One Way ANOVA test, the next two tables illustrate that:

**Table 6:** F-test based on specialization variable

Domain	Source of variation	Sum of squares	Df	Sum of squares	f-test value	Sig
<b>Integrative motivation</b>	Between groups	293.995	3	97.998	6.42	Significant at sig. level of (0.01)
	Within groups	1981.833	130	15.245		
	Total	2275.828	133			
<b>Instrumental motivation</b>	Between groups	511.745	3	170.582	13.15	Significant at sig. level of (0.01)
	Within groups	1685.815	130	12.968		
	Total	2197.560	133			
<b>The whole scale</b>	Between groups	1346.789	3	44893	9.67	Significant at sig. level of (0.01)
	Within groups	6034.107	130	46.416		
	<b>Total</b>	<b>380.896</b>	133			

**Table 7:** LSD test results to identify the direction of the differences of the scale domains and the scale as a whole with regard to the specialization variable

Sample size	Nationality		Integrative motivation	Instrumental motivation	The whole scale
50	humanities	Political sciences	*2.608	*2.182	*2.790
		Social sciences	0.275	0.104	0.829
		Natural sciences	*3.460	*6.340	*12.800
44	Political sciences	Social sciences	*2.332	*2.460	*3.620
		Natural sciences	*6.068	*9.522	*15.590
34	Social sciences	Natural sciences	*3.735	*8.235	*11.970
6	Natural sciences	-	-	-	-

It is clear from Table (7) that: The calculated (F) value for the motivation scale as a whole with two domains was (9.67), which is statistically significant at the level of significance (0.01), and the calculated (F) value for each of the two domains of the scale independently is statistically significant at significance level (0.01), which indicates the presence of statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the mean scores for the responses of international students learning Arabic as a foreign language, due to the variable of specialization (humanities - political sciences - social sciences - natural sciences) Through Table (7) illustrating the LSD results of differences direction, it is clear that:

1. The first dimension (integrative motivation): differences emerged between the specialization of the humanities, which had a mean score of (37.46), and the specialization of political science, which had a mean score of (40.06) in favor of the specialization of political science, as well as differences emerged between the specialization of political science, which had a mean score of (40.06), and a specialization in social sciences, which had a mean score of (37.73) in favor of the specialization of

political science, while no differences appeared between the specialization of humanities, which had a mean score of (37.46), which had a mean score of (37.73), and also there were differences between the specialization of political science, which had a mean score of (40.06), and the specialization of natural science, which had a mean score of (34) in favor of the specialization of political science.

2. Second: The second domain (instrumental motivation): Differences emerged between the specialization of the humanities, which had a mean score of (38.04), and the specialization of political science, which had a mean score of (40.02) in favor of the specialization of political science, as well as differences emerged between the specialization of political science, which It had a mean score of (40.02), and a specialization in social sciences, which had a mean score of (37.71) in favor of the specialization of political science, while no differences emerged between the specialization of humanities, which had a mean score of (38.04), and a specialization in social science, which had a mean score of (37.71) Also, differences emerged between the political science major, which had a mean score of (40.02), and the natural sciences specialization, which had a mean score of (30.5) in favor of the political science major.

Third: The scale as a whole: differences emerged between the specialty of the humanities, which had a mean score of (74.5), and the specialization of political science, which had a mean score of (80.09) in favor of the specialization of political science, as well as differences between the specialization of political science, which had a mean score of ( 80.09), and the specialization of social sciences, which had a mean score of (75.44) in favor of the specialization of political science, while no differences emerged between the specialization of humanities, which had a mean score of (74.5), and the specialization of social sciences, which had a mean score of (75.44), and also there were differences between the political science major, which had a mean score of (80.09), and the natural sciences major, which had a mean score of (64.5) in favor of the political science major.

Because the results showed that students with a specialization in political science have a motivation that surpassed students with other specializations, the researcher attributes these results to the fact that these students have interests in studying the Arabic language, due to the importance of the Arabic region (Arabic speaking), and its political events, And in Palestine as a priority, affecting the course of global politics, whether on the economic or political level, as the researcher points to the scarcity of studies that dealt with the variable of specialization.



## **Recommendations**

Based on the findings the researcher recommends the following:

1. Educational institutions must pay attention to conducting studies related to the motivation of learning Arabic for non-native speakers.
2. Arab educational institutions must prepare a scale of the motivation for learning Arabic for non-native speakers.
3. Arabic educational institutions must apply in Arabic language teaching programs to speakers of other languages a measure of motivation for students before starting school, so that teachers can define education strategies that are appropriate to the motivation of learners, and the same measure is repeated at the end of the study, to know the extent of the degree of achieving their motivation. The same applies to the Arab and Palestinian Studies Program (PAS) at Beirzait University.
4. The authors of the curricula of teaching Arabic to speakers of other languages take into account the motivation of learners, so that the learning objectives are achieved.

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