

Globalization and EFL Learning Motivation: A New Perspective on Integrative VS. Instrumental Motivation among Jordanian Learners of English

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Abstract: Globalization has affected almost every part of the world. It has also changed the language learning pattern. The main aim of this study is to investigate the globalization impact on the motivation of Jordanian EFL learners. The critical review of literature shows that there are four important variables of globalization; Internet, satellite television programs, scientific purposes, and social issues including migration. Mainly, this study conducts questionnaire survey to analyze the impact of identified globalization variables on EFL learning motivation. The questionnaire data were collected from 295 English language learners in Al-Yarmouk University in Jordan. There were various analyses conducted to address the main aim of this study; descriptive analysis, correlation test, and regression test. The results of questionnaire analysis indicate that the students are instrumentally motivated; there are positive and strong effects of internet and migration variables on the EFL students' motivation. There are relations between Internet and migration, and between Internet and scientific purposes. TV is one of the important variables to learn English, but it has not affected on the motivation of EFL students' motivation. The contribution of this study represented by the identifying the importance and the effects of globalization variables on EFL learning motivation.

Keywords: *Globalization; Motivation; Instrumental; Integrative; Technological concepts.*

1.0 Introduction

Globalization has affected every aspect of human life and it has played an important role in the transition of language learning attitude. The old concepts and ideologies have been shattered and new thinking and attitude have emerged. Globalization has broken all the barriers of borders, language and culture. Giddens (1990) defined globalization as “the phenomenon of acceleration and intensification of worldwide social relation which links distant localities” (p. 64). Globalization focuses on a “borderless single society and culture” where the existence of all nationalities with different languages. This amount of interconnectedness and interdependencies requires a shared linguistic code, or an international language such as English for modern social life. Therefore, in our global era knowing English, as Kachru (1986) holds it, is “like possessing the fabled Aladdin’s lamp, which permits one to open the linguistic gates to international business, technology, science and travel” (p. 1). That is why De Swaan (2001) argues that English is a ‘hyper collective good’: The more speakers it has, the more people want to learn the language and the higher the language’s communication value for them. De Swaan looks at the concepts of economic theory which offer the study of language in the age of globalization. Like Bourdieu (1991), he finds that linguistic behavior is profit-driven and thus concludes that, concerning English, people seek to learn the language because it is perceived to be socially and economically useful to them. Acquiring English is a skill that is seen to lead to an increase of

both “symbol capital”—prestige and honor as well as “economic capital”— material wealth (Bourdieu, 1991). Indeed, the more globally the use of English becomes, the greater the motivation becomes to learn it. This ultra-function of English as the language of the world at large has had major consequences on L2 motivation especially in EFL contexts. Block and Cameron (2002) have noted that globalization changes the condition under which language learning takes place. Some of the most significant changes are economic. They believe that globalization has made a condition under which people are learning languages for more economic reasons. Some commentators like Heller (1999) have suggested that languages (and mainly English) are treated more and more as economic commodities. This com-modification of language affects both people’s motivations for language learning and their choices about which language to learn. Wee (2003) uses the term “linguistic instrumentalism” to refer to this recent ideological change due to globalization and capitalism. By the same token, Graddol (1997) predicts a forecasting model towards EFL demand around the world which suggests that patterns of English language usage will be determined by economic and technological development rather than cultural or political factors.

The critical review of literature shows that there are four important variables of globalization: Internet, satellite television programs, scientific purposes, and social issues including migration. These variables of globalization served as motivation of learning the global language. Here it is important to understand about the motivation. Motivation is a term that is extensively used in many domains including the domain of educational studies, psychology and applied linguistics. Gardner (1972) defines motivation in his social-psychological model as a combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Arnold and Brown (1999) define it as the learners’ reasons for attempting to acquire the foreign language. Almost all applied linguists are unanimous about the pivotal role of motivation in L2 learning. That is why many different kinds of motivation have been proposed so far. But the most widely known concepts associated with Gardner’s work in the field of second language are two orientations labeled as “integrative” and “instrumental” motivations. Gardner and Lambert (1972) differentiate between the two kinds of motivations. Integrative motivation occurs when the learner wishes to learn more about the cultural community because he or she is interested in it in an open-mind way. In contrast, if the purpose of the language learning reflects more utilitarian values of linguistic achievement such as getting ahead in one’s occupation, the motivation is said to be instrumental. Gardner’s Socio-psychological Model maintained that successful language learners must be integratively motivated, but the subsequent studies showed something else. Lukmani (1972), and Agnihotri and Khanna’s (1998) findings showed that there is hardly any integrativeness in Bombay, Japan and South Asia, respectively. It probably shows that EFL learners seem to have been more instrumentally motivated than their ESL peers. This utilitarian orientation to foreign language learning in EFL context seems to have been accelerated by “globalization process” and the development of global communication.

By and large, the world has greatly changed since Gardner and Lambert first introduced the notion of integrative and instrumental motivation in the late 1950s. The last decade has seen what Gardner himself has called a “motivational renaissance” (Gardener & Tremblay, 1994) with new concepts, new needs and, consequently, new motivational attitudes toward language learning. It is increasingly recognized that Learner attributes and activities are strongly impacted

by economic environment generated by the forces of globalization and technology forces and this phenomenon is increasingly recognized. Within this context, certain aspects of globalization and modernism processes have instrumentally been motivating language learners in EFL. Jordan is not exceptional of these modern challenges.

2.0 The Status of English in Jordan

The cultural environment in Jordan today is marked by its extensive use of English language as a foreign/second language in the formal and informal settings although Arabic is the native language of the country. In Jordan, English is perceived as an educational and instrumental language to promote relations, understanding and cooperation at global level (Obaidat, 1997). It is believed that English language is crucial for Jordan's overall development. Within the education system of Jordan, English language is the only obligatory foreign language for all school students. Further, in order to be accepted in vocational training centers, intermediate colleges and also universities' students must pass the subject of English language in the General Secondary Certificate Examination. There are many public and private universities in Jordan which offer different programs in English.

In government schools, English language is a compulsory subject and students start learning English language in the first grade when they are 6 years old. The learning of English language ensues until these students are in the 12th grade. Generally, the English language classes are held for 45 minutes each for 4 or 5 times a week. However, with respect to the contact hours, some argue that the class duration of 45 minutes is not enough considering that students have almost no opportunity to engage in English language outside of the classroom. Additionally, the communicative textbooks used in Jordan (introduced in 1988) stresses the use of English language in the classroom as opposed to Arabic language (Khamis & Scharer, 1990). As such, teachers are pressured to be proficient speakers of English language in the classroom (Verhoeven & Vermeer, 2002; Yashima, 2002). In fact, similar to the audio-lingual, structural based approach, the communicative approach also necessitates teachers to prompt responses from students. At the same time, the communicative approach also expects teachers to elicit range of unpredictable input from students. Aside from that, when giving responses, teachers are expected to be natural and spontaneous. Therefore, teachers must always fine-tune their speech to fit the level of difficulty. Also, teachers must be equipped for any "linguistic emergency" (Marton, 1988).

In recent years, the number of language institution has considerably increased. In a survey, Badran (2014) compared the number of educational institutions and the learners in Jordan. In there is a partnership in providing higher education by both the public and private sectors. Higher Education institutions are spread through the demography and geography of Jordan. The total student enrollment in higher education is 310,606 students in community colleges and universities. There are 29 public community colleges and 21 private community colleges that is a total of 50 community colleges. Number of students enrolled in public colleges is 28265, while number of students enrolled in private colleges is 14191. So total number of students enrolled in all community colleges is 42,456. There are 10 public universities of 201,495 students enrollment, and 18 private universities of 66,655 students enrollment, that is a total of 28 universities of total enrollment 268,150 students (higher diplomas, BScs, Master and Ph.Ds.) So,

total enrollment in both public & private higher education is 310, 606 students. Since English is A compulsory subject in all these educational institution; this clearly shows that today more and more knowledge of English is needed in Jordan due to some globalization requirements and consequently new forms of motivation might be identified.

3.0 Literature review

A substantial number of studies have been done on motivation in foreign language learning in different part of the world, but to the best of the researchers' knowledge only a few of them actually consider the impacts of globalization aspects on EFL learner's motivation. However, none of these addresses learners' motivation in the modern perspective.

The earliest study showing the relation between motivation and language learning was done by Gardner and Lambert (1959) and Gardner (1960). They explored the linkage between learners' motivation and their linguistic performance and found two types of motivation: instrumental motivation and integrative motivation. Amongst the selected students in Connecticut, Hartford, Louisiana, Maine, Ontario and Quebec, Gardner and Lambert (1972) concluded that in all cases, motivation appears to be the top factor in students' success. The authors also found that students possessing integrative orientation appear to be more successful in comparison to those possessing instrumental motivation.

Gardener and his colleagues performed another study in Philippines and they found that EFL learners are more instrumentally motivated and they attempted to learn English in order to obtain better job positions. Following this, a number of scholars (e.g., Lukmani, 1972; Dornyei, 1990; Shaaban & Ghaith, 2000; Warden& Lin, 2000) have pointed to the importance of instrumental or utilitarian dimension of L2 motivation which is mostly attributed to the contexts of EFL.

Later, Al-Atemi and Shuib (2009) studied motivation and attitudes of learners towards learning English in Yemen. The authors concentrated on three motivational constructs: instrumental motivation, integrative motivation, and personal motivation. Based on the outcomes, the authors concluded the importance of both instrumental and personal reasons as motives for learning English. Conversely, integrative motivation imparts the least amount of impact on language learning of learners.

Abdol Latif et al. (2011) studied the link between attitude, motivation, anxiety and instrumental orientation on group performance. In their work, the authors distributed questionnaire to 757 learners of English in Open University Malaysia (OUM). The obtained data were analyzed and the outcomes indicate that all variables excluding personal motivation significantly impact effect on performance. In this study, anxiety is shown to negatively impact while attitude and instrumental orientation are found to positively impact group performance.

Learners' perceptions of the linkage between English and globalization were scrutinized by Alqahtani (2011). The author interviewed 35 learners in Kuwait to obtain data and based on the outcomes, the author concluded that despite the recognition and appreciation towards the

establishment and identification of English as a global language, learners did not appear to possess clear and comprehensive knowledge of the gist of this global era.

In the context of the Arab world and Jordan during the last decade, some scholars have examined the motivational variables among the language learners. A study by Roohani (2001) examined the motivational variables namely the integrative and instrumental variables towards English language learning as a foreign language. Senior students at two state-run and private universities were selected as sample. Based on the outcomes, the author concluded that the state-run university students appear more integratively motivated in comparison with their private university counterparts.

Shaaban and Ghaith (2003) investigated the attitudes of college students in Lebanon towards Arabic, French and English. The results of the study showed that students perceived the foreign languages, French and English, as more useful than the native language, Arabic, in the domains of science, technology and business. The study had also shown how English is the language of future by most Lebanese, a language whose mastery would open wide the gates of education, global trade and communication.

An exploratory study was conducted by Dwaik and Shehadeh (2010) among Arab college learners in Southern Palestine in the context of EFL. The authors attempted to ascertain the learners' motivational orientations. In this study, 127 English-major and Engineering students from Hebron University and Palestine Polytechnic University were selected as sample. The influence of gender, English language proficiency, education level and the field majored by the respondents were determined in terms of their effect on the respondents' motivational orientations. The authors concluded that the subjects possessed strong extrinsic motivation for learning English. On the other hand, the respondents' intrinsic motivational orientation was not very positive and this included the respondents' attitude towards English and English speakers. Thus, the authors suggested the inculcation of intrinsic motivation by the English language faculty to assure learning that is sustained and long lasting.

A study conducted by Abu-Ghazaleh and Hijazi (2011) and Elsheikh, F. et al., (2014) the relationship between attitudes towards learning English and language proficiency of 200 university students in Jordan. The study reported entirely positive attitudes towards learning English. Moreover, no differences of gender, specialization, and academic level were found. An interesting finding of the study was that the science college students were found more motivated and having more positive attitude than those of Arts college students.

Ali Bani-Khaled (2014) reported the results of (250) female students in Jordan. The results showed the positive towards the role of English in their daily lives. The study also found that "these attitudes can be related to a number of intrinsic as well as instrumental factors, i.e. job market, personal development, cultural interaction, social status, travel, media, technology, and educational experience". Yousef et al (2013) conducted a study on 184 Jordanian Undergraduate students. They used stratified random sampling of data collection by using the AMTB. They found that learners had a highly positive attitude in learning English and they were more instrumentally motivated because of English language's utilitarian and academic value. The

study also indicated that learning English for integrative purposes had the least impact and poor influence in learner's language learning motivation.

Al-Khasawneh and Al-Omari (2015) conducted a study on Jordanian students' motivation toward learning English as a foreign language and the findings revealed that the students were highly motivated towards learning English language with higher scores reported for the sake of instrumental motivation. Female students reported higher level of motivation than male students with no statistically significant differences recorded concerning this. Based on the results, some of the implications were presented and discussed.

The literature review shows that the past researches in Jordan have focused on the classic concepts of integrative and instrumental motivation. However, there has been no study that addresses the impacts of globalization and also issues linked with EFL learners' motivation in the country in the 21 century. This research investigates the effect of globalization and its factors on the students; motivation to learn English as a foreign language at Al-Yarmouk University.

4.0 Study Purpose

In this era of globalization, knowledge of English appears to be employed as an instrument for addressing their needs, particularly when these users are faced with modern technology or some social issues including migration to North America or Europe for obtaining better lifestyle and career. In this study, the motivation of EFL learners in learning English language as global language in Jordan from the viewpoint of globalization perspective is scrutinized. This study looks into the impacts of technological variables (i.e., the Internet and satellite television programs), social issues (i.e., migration and high inclination to study in universities overseas) on motivation for learning English among learners in Jordan. Grounded by the purpose of the study and the reviewed made, the research questions of this study are as follows:

- 1) Have globalization and its technological and social aspects impacted Jordanian EFL learners' type of motivation toward learning English?
- 2) If so, how has it been effective? Are learners more instrumentally or integratively motivated by these factors?

5.0 Research Method

In order to examine and investigate the possible effects of globalization on English learners' motivation, a questionnaire was adapted from Mehrpour and Vojdani (2012) which adesigned based on the operationalization of some aspects of globalization which were either related to instrumental or integrative motivation. The questionnaire included two types of items: 1) some items addressed technological advances such as the Internet and satellite TV programs; sociological issues like migration, and scientific issues which all have been intensified through process of globalization and seem to have instrumentally motivated Jordanian English learners to learn the global language with much greater interest. 2) Some other items had an integrative orientation and were basically designed by Laine (1982).

In order to conduct the study, 295 students of English (122 females and 173 males) were randomly selected from the department of English at Al-Yarmouk University - Jordan.

6.0 Data analysis

The analyses of the data collected for the purpose of this study were performed through the utilization of Statistical Package for Social Sciences (SPSS) version 15.0. In the analysis of the data the choices made by the language learners were given numerical values. The numerical value 1 was assigned to strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly disagree (5). After computing the means of the two motivational variables—instrumental and integrative for each questionnaire. The results appear in Tables 1, 2, and 3 below.

The results of this analysis show that regarding the first research question globalization and its different technological and sociological aspects have affected English learners motivation either instrumentally or integratively. Based on the mean of the two variables, it could be concluded that the Jordanian learners of English as a foreign language participating in the study have clear leaning toward instrumental motivation created under the influence of the globalization factors such as technology. Tables 1, 2, and 3 illustrate the classification of instrumental and integrative motivation variables introduced in this study and surveyed in the questionnaire along with the frequency distribution and their respective means.

7.0 Results and Discussion

The descriptive statistics of mean for motivation variables were analyzed. The responses were collected based on five Likert scales; 1 for Strongly Disagree (SD), 2 for Disagree (D), 3 for Neutral (N), 4 for Agree (A), and 5 for Strongly Agree (A).

Table 1 represents the descriptive analysis of the integrative variable. The respondents are totally agreed that learning English enables them to participate actively in academic, social, and professional among other cultural groups ,they learn English to be more at ease with other people who speak English ,they learn English to communicate with foreigners, The more they get to know native English speakers, the more they like them, they wish to have many English speaking friends, and they would like to practice speaking English with their course mates.

Table 1: Descriptive Analysis of Integrative Variable

Item	Item	SD	D	N	A	SA	Mean	Agreement Level
1	Learning English enables me to participate actively in academic, social, and professional among other cultural group.	0	5	20	155	115	4.29	Agree

2	I learn English to be more at ease with people who speak English.	3	44	80	116	52	3.58	Agree
3	I learn English to communicate with foreigners.	8	0	75	166	46	3.82	Agree
4	The more I get to know native English speakers the more I like them.	4	43	89	108	51	3.54	Agree
5	I wish to have many English speaking friends.	10	1	84	159	41	3.75	Agree
6	When I hear someone speaks English well I could speak like him.	2	47	85	103	58	3.57	Agree
7	I would like to practice speaking English with my course mates.	1	0	62	155	77	4.04	Agree

From the results in table 6, it could be noticed that the respondents are integratively motivated to learn English for many reason as represented on the above table.

Table 2 shows the descriptive analysis of the instrumental variable. The respondents are totally instrumentally motivated to learn English. Learning English is important for their career, Learning English is important for making them a knowledgeable persons, they learn English to get good position, Learning English is an advantage in life, An educated person is supposed to be able to be fluent in English, they learn English to broaden their knowledge, and they learn English to get good income.

Table 2: Descriptive Analysis of instrumental Variable

Item	Item	SD	D	N	A	SA	Mean	Agreement Level
1	Learning English is important for my career.	0	5	17	152	121	4.32	Agree
2	Learning English is important for making me a knowledgeable person.	1	30	76	115	73	3.78	Agree
3	I learn English to get good position.	2	0	68	171	54	3.93	Agree
4	Learning English is an advantage in life.	2	26	80	112	75	3.79	Agree
5	An educated person is supposed to be able to be fluent in English.	4	0	75	164	52	3.88	Agree
6	I learn English to broaden my knowledge.	1	40	77	97	80	3.73	Agree
7	I learn English to get good income.	0	0	58	142	95	4.13	Agree

From the above table, it can be noticed that the respondents are instrumentally motivated to learn English to achieve their n goals which called instrumental goals like finding careers, find good positions, and getting good income. In the same time, they learn English to broaden their knowledge or to be knowledgeable persons.

The descriptive statistics of mean for average motivation for learning English as a global and foreign language show that the students are instrumentally motivated (M=3.93) to learn

English language for different purposes as shown in the instrumental items, but the integrative ($M=3.79$) was less than the instrumental motivation. The students generally shown high motivation to learn English as a global language ($M=3.86$).

According to the above table, it can be concluded that the Jordanian students are instrumentally motivated toward learning English at Al-Yarmouk University, and the highest mean was for their instrumental motivation (3.93).

Table 3.

Variable	M	Agreement level
Integrative	3.79	Agree
Instrumental	3.93	Agree
Overall Motivation Variables	3.86	Agree

The quantitative findings of the study revealed that the Jordanian EFL students are instrumentally motivated toward learning English as a foreign language. As the findings reveal, the respondents were learning English for different purposes and to achieve different goals in their life.

Such a finding is in line with a research conducted by Mehrpur and Vojdani (2012) when they stated that Iranian students are motivated to learn English, but they are instrumentally motivated more than integrative and theirs is a relationship between the globalization and the students' motivations. Moreover, Vaezi (2008) conducted a study to describe and examine a group of undergraduate students; integrative and instrumental motivation toward learning English as a foreign language. He found that the participants had very high motivation toward learning English and they were more instrumentally motivated. In other words, he found that the globalization influenced Iranian EFL learners' motivation to learn English and that the participants were mainly instrumentally motivated.

In what follows, globalization aspects which seem to have recently influenced Iranian EFL learners' motivation to learn the global language and which have been identified in the re-search questions of the study will be discussed.

7.1 Descriptive Analysis of Globalization Variable

Since the students were instrumentally motivated to learn the English as a global language, it is necessary to analyze the impact of globalization on their instrumental motivation toward English language. This section investigates the globalization factors (satellite TV channels, internet, migration, and Scientific purposes) and how it is affected the students' motivation. These factors are the most important factors in our life nowadays which derived because of globalization, and investigating the effect of these factors on the students' motivation is needed since the students are directly facing these factors in their Daly life.

The descriptive statistics of mean for globalization variables of the questionnaire used in each of variable (TV, Internet, migration and scientific) and overall factors used were analyzed.

Table 4: Descriptive Analysis of T.V Variable

Item	Item	SD	D	N	A	SA	Mean
1	I learn English to watch movies	1	42	47	12 7	78	3.81
2	I learn English to listen to English programs broadcast over the radio	3	39	73	11 8	62	3.67
3	I learn English to watch world news in BBC and CNN	3	40	58	13 3	61	3.71
4	I study English through language program on TV	4	51	72	11 5	33	3.55
5	I Study English through language program on the radio	5	35	94	11 9	42	3.84

It can be noticed from the above Table 4 that, the importance of the TV variable is for two English learning directions. Firstly, the respondents learn English to understand the English program which shown on TV. Secondly, they watch the TV to learn new English concept or knew knowledge and it depends on the kind of programs they watch and listen.

Table 5 presents the descriptive analysis of Internet variable; according to means of this variable items, item 6 comes as the most important reason of learning English using internet, followed by item 10, item 7, item 8, and item 9 respectively.

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Table 5: Descriptive Analysis of Internet Variable

Item	Item	SD	D	N	A	SA	Mean	Agreement Level
6	I learn English to use the global internet	0	11	66	141	77	3.96	Agree
7	I learn English to use electronically stored information on the Net	8	44	70	120	53	3.56	Agree
8	I learn English to make friends and to exchange ideas with foreigners through discussion	7	43	78	122	45	3.53	Agree
9	I learn English to make friends and exchange ideas with foreigners through email	8	48	123	93	23	3.26	Agree
10	I use English to read online journals and magazine	6	37	71	133	48	3.61	Agree

Based on table 5, it can be noticed that the most important item for the students is learning English to use the global internet and to use electronically stored information on the Net which is one of the technological advancement in the globalized world; since the students wants to use internet whither for academic purposes or to use it for any other purpose, they should know English because it the international language for publishing or communicating with friends abroad.

Table 5 presents the descriptive analysis of migration variable; the respondents are totally agreed that they learn English because they want to study and travel abroad (item 11 and item 12). Additionally, the Learning of English enables them to work in Multi-international companies (item 14). According to item 13, the respondents are agreed that learning English is essential because they want work overseas.

Table 6: Descriptive Analysis of migration Variable

Item #	Item	SD	D	N	A	SA	Mean	Agreement Level
11	I learn English because I want to study abroad.	1	29	53	139	73	3.86	Agree
12	I learn English because I want travel abroad.	1	19	73	137	65	3.83	Agree
13	Learning English is essential because I want work overseas.	5	33	55	141	61	3.76	Agree
14	Learning English will enable me to work in Multi-international companies.	4	22	72	114	83	3.85	Agree

Based on the above table 6, migration variable is essential for the students and motivates them to learn English. The students looking forward to traveling abroad for studying and working overseas and this is considering as the main target here for learning English.

Table 6 summarizes the descriptive analysis of the scientific variable. Totally, the respondents are agreed with item #15 (I learn English to pass international exams), and item 16 (Learning English will enable me to further my education). On the other hand, the respondents are agreed that Learning English will enable them to understand better and appreciate more English art and literature (item17). Moreover, the respondents are agreed with item 18 (I am interested in reading only English textbooks for my University study) and item 19 (English should be a compulsory course/subject in primary and secondary school in Jordan.).

Table 7: Descriptive Analysis of scientific Variable

Item	Item	SD	D	N	A	SA	Mean	Agreement Level
15	I learn English to pass international exams	1	33	67	132	62	3.75	Agree
16	Learning English will enable me to further my education	3	48	44	148	52	3.67	Agree
17	Learning English will enable me to understand better and appreciate more English art and literature	3	41	86	106	59	3.60	Agree
18	I am interested in reading only English textbooks for my University study	5	45	93	114	38	3.46	Agree
19	English should be a compulsory course/subject in primary and secondary school in Jordan.	3	44	63	121	64	3.67	Agree

Based on the above table 7, it can be concluded that the scientific is important globalization variable due to many reasons such as learning English to pass the international exams, and the students will be able to further their studies. In addition, according to the scientific variable, the students would like to have compulsory English courses at the university and the schools as well, and they are interesting in reading the English books.

8.0 Discussion

The findings of the current study show that Jordanian students were highly motivated (either instrumentally or integratively motivated) towards learning English as a foreign language. This result is in line with some other studies' findings (Mhhrpour and Vojdani (2012), Roohani (2001), Vaezi (2008), and Dwaik and Shehadeh (2010), Al-Khasawneh and Al-Omari (2015), and Al Othman & Shuqair (2013). These studies found that students were highly motivated towards learning English language. It is apparent that the students are aware of the importance of English language, so they desire to learn and master their proficiency in English to succeed in all

life fields. The results also revealed that the students reported higher instrumental motivation than the integrative one. This result confirms other researches results Dwaik and Shehadeh (2010), Ali Bani-Khaled (2014), Yousef et al (2013), and Al-Khasawneh and Al-Omari (2015). One of the possible reasons for such results might be related to the students' preference to maintain their identity. They may fear of losing their values and inherited traditions through integrating with foreign English societies. Another reason for this result might be attributed to the importance of learning English to get better job. The students reported learning English for several practical reasons such as getting better job, improving future career, and furthering higher study.

With respect to the relationship between globalization and motivation to learn English as a foreign language, the findings of the present study are in line with those conducted by Dornyei, et al. (2006), Lamb (2004), and Raham (2005) which reveal that the students' motivation toward learning English has impacted by the globalization and its factors.

The findings of this study show that the globalization variables; TV, Internet, Migration, and Scientific, are important in English learning in Jordan universities. These findings are matched with various studies in other countries as mentioned above.

Undoubtedly globalization has promoted the extended and domination of English via technological development in the current decades (such as the Internet and Satellite TV channels) all over the EFL countries and has urged the people in these countries to learn English as a gateway to modernity. In the developed world of information technology and globalization, using the Internet, as an essential feature of modern life, strongly motivates students to learn and use English effectively if they want to deal properly with the huge amount of information appearing on it. The Internet has by far created high levels of motivation among the EFL learners to study English in our globalizing era. The majority of the students ($M = 3.96$) agreed on the first item of the questionnaire which dealt with studying English in order to have the linguistic ability to use the global Net (I learn English to use the global internet). In addition, it could be notice that the students believe that they learn English to have access to some materials in their fields of study or interest on the net, read online magazines, have access to the breaking news, communicate and exchange ideas with foreign people from different countries through chat rooms or emails, participate in Net Work Marketing or E-business and have the ability to search in English.

Although the presence of other languages such as Persian and Arabic have been greatly increasing in EFL contexts in recent years, according to Crystal (2004), more than 50% of web pages are still in English. The majorities of Jordanian first go into the cyber cafes or buy a cheap Internet card to have access to the Internet since they see it as a trendy and useful tool enabling them to establish relationship with the outside world. But as they go a bit further to take more advantage of it, they find out that there is only one real way to do it that is, learning English. A widely reported statistic is that about 80 per cent of electronically stored information is currently in English (Crystal, 2003). Today learning English language for graduate and Ph.D. students in Iran is a must if they want to take full advantage of internet sources, E-journals, and E-books which are steadily increasing in number. Publications in English are often cited and discussed at

length owing to the fact that there is no other language in which as much is published as in English (Drbseh 2013).

EFL learners' motivation to learn English just because it is the unique language of computer and the internet is sometimes so instrumental that one would think that everybody would learn Chinese if Bill Gates had been born in China.

The third millennium is truly known as "the era of satellites" which have accelerated broadcasting of foreign media especially Western television and radio programs and which have motivated people all over the world, to lean English in order to take full advantage of their amusing programs including both world news and exciting movies. The result of a study done by El-Omari (2016) showed that the students who watch English TV programs report greater achievement of English language learning by the two student categories of good and poor than those who do not and they are motivated to watch more English TV programs and it is very important according to this study and Mehrpour and Vojdani (2012) stated that TV is one of the globalization factor which effect the students motivation to learn English as well.

In our globalizing world, more people than ever before think of migration especially in developing countries in EFL contexts and they begin to learn English for that reason Mehrpour and Vojdani (2012). The majority of the students stated that they learn English because they want to study abroad (M=3.86) and they Learn English to enable them to work in Multi-international companies (M=3.85) in table 6. Having a modern lifestyle and better job positions are the main incentives among many Jordanians who wish to migrate to English-speaking countries such as Australia or Canada and specially to the United States of America (63,334 Jordanians in USA). They hold careers in education, business, engineering, and science. The male-female breakdown in the Jordanian American work force is similar. Many Jordanians come to the United States to pursue advanced degrees in medicine and engineering. Most of the Jordanian students in Western Europe and the United States receive financing from their families, but some obtain assistance from the government of Jordan. Students from Western European and American schools tend to gain the more desirable and prestigious positions on their return home. The perceived higher quality of education in the West helps them make more competitive in the job market (Wikipedia, 2014). The finding of this variable shows that the students are instrumentally motivated to learn English to achieve their own life goals as.

Globalization has undeniably created a condition in which English has proved to be the first and the main language in scientific domains. The high-pace scientific development of English-speaking countries such as the United States, the UK and (recently) Canada has been among the major factors for English ubiquity. As it was mentioned before, learning English has turned out to be a must-learn for graduate and post graduate students in Jordan and the use of English has become more and more of a necessity, at least for publishing articles in English journals or participating in international academic conferences; English is getting to compete Arabic language and many sectors English is first, for instance, tourism sector, ministry of foreign affairs, higher scientific study, business, airport, etc. This has given English language a unique position in Jordan, and this also increased the spread of English cross the country and the number of University graduates in English increases, the Jordanian secondary school teaching staff grew steadily and A natural development of this state of affairs led to parallel increase in

the number of departments of English throughout the country. In the early 1962 there was only one English department in Jordan (at the city of Amman). In 1976 – 1985 the number of English departments in Jordan reached 3. Then, in 1986 – 2013 the number of English departments reached 30 departments (Drbseh 2013). The use of English is not merely transitional; its link with education, a major field and force also constitutes a significant guarantee for its future spread. English operates like any other academic school subject and the factors which promote general academic success also promote success in English. Education being an ever-dynamic domain, will always enhance the role of English because it places individuals at points of entry to many cultures and countries cross the world, a major force in the spread of any language.

9.0 Conclusion

This study investigated the Jordanian University students' attitudes and motivation toward learning English as a foreign language, and the effect of globalization and its technological factors on the students' motivation and attitudes toward learning English as a global language and the international language nowadays. However, as the researcher has demonstrated in the discussions of the findings of this study in this chapter, at least two salient points were identified.

Research findings show significant differences between the student's instrumental and integrative motivation scores based on the 0.05 level (cognitive, behavioral and emotions aspects) of students' attitude towards learning English is positive, and that globalization (internet, T.V, Migration, and scientific) has been found to positively and significantly correlate with motivation, attitude, instrumental motivation, and integrative motivation. Also, internet and scientific factors were the strongest and significant predictors of student motivation. And internet factor was the strongest and significant predictor of student's instrumental motivation, scientific factor were the strongest and significant predictor of student's integrative motivation. Moreover, internet and watching T.V factors were the strongest and significant predictors of student's attitude.

The study's findings consistently demonstrate that there are new waves of motivational variables among EFL learners in Jordan. Similar to issues, language and language learning motivation also appear to be impacted by the growing connectedness of the world today owing to globalization alongside its technological improvements. In the context of Jordan, the official statistics are showing that English is not merely a foreign language and more and more individuals from diverse scientific and social backgrounds are motivated in learning it. With the expansion of technological contraptions for the purpose of science and entertainment (e.g., computer software and games, the internet and cyber communication, satellite TV channels, etc.) and other factors including motivation to migrate to English speaking nations, Jordanians, the young generation particularly, became tempted to learn English.

From the results, it appears that through the globalization process, the technological, sociological and scientific aspects have generated or intensified the motivation of Jordanian EFL learners to learn English. This finding is in agreement with that of Block and Cameron (2002) who reported that language learning and communication skills that globalization and new technologies require have impacted the motivation of learners toward more instrumental orientations, while language has become a marketable commodity, not so much a cultural identity anymore. Also it appears that in Jordan today, many learn English for many reasons such

as to have a good job with significant pay, to have access to scientific and technological information, to travel, and so forth, not just to be bilingual.

Through the qualitative and quantitative information, researcher attains the awareness that participants have positive emotional, behavioral, and cognitive attitudes toward English learning. What can be inferred from this information is that the participants have adequate knowledge that English is an important language to master. This is evidenced by the higher mean value of cognitive attitude among. Furthermore, these participants scored a high mean in behavior and emotional aspects of attitude, which implies what these participants think regarding learning a language in their receiving and comprehending of the aspect of language learning-cognitivism process and in affective teacher-student interaction-humanistic aspect. Hence, being a basic component, attitude has the capacity to improve or impede language learning.

Moreover, the students and their teacher were taking different measures to improve their language. The measures taken by the students to improve their English language were by using technological tools and social media, Practicing English language, and using satellite TV channels. In addition, the measures taken by the teachers to improve their students' language were by using technological tools, Cultural motivation, Practicing English language, and administrative decisions.

This study has implications. First of all, all through the world, technology has immensely advanced. In the context of language learning, technological devices have been employed in teaching language all over the world. Somehow, in the context of Jordan, such usage is still very little, particularly in the context English language teaching. As evidence, the outdated styles of teaching English (e.g., grammar translation method and the audio-lingual method) are still in practice in some junior and senior high schools in this country. As such, the curriculum designers and material developers in the Ministry of Education as well as those responsible for the educational boards of language teaching institutes in the country must take immediate action to counter these outdated methods.

Among the ways to address the aforementioned problem is through equipping schools with technological facilities for teaching English. This would increase the interest of students as well in language learning. Preparation of materials or the use of materials created based on advances in technology as well as the application of technology for language learning and teaching purposes could also address the aforementioned problem. An example is the use of text messages in daily conversation or the use of e-mails contents for reading lessons. The use of the aforementioned materials can motivate language learners in improving their English. In fact, the application of these materials has generated success in the institutes of language teaching in Jordan.

Taking into account the sociological facets of globalization, it is crucial that Jordanian students are exposed to the importance of globalization alongside its great impact on all society members. Meanwhile, English language is the medium of globalization and this being said, having the mastery of the language will assure that students will not fall behind. Furthermore, scientific problems and its linkage with globalization are undeniable. Considering that globalization encompasses a multi-faceted enterprise, significant amount of scientific

background is crucial in gaining a foothold in the process and stabilizing the stance. It also well noted that scientific publications are predominantly in English, and the same can also be said for other electronic materials including e-journals and e-books. Hence, for those who wish to be part of the globalization process, gaining sound knowledge of English is a requisite.

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