Learner's Integrative Motivation to Language Learning and Literary Content – Based Instruction

Assis.Lecturer. Ghusoon Mahdi Mahlool
  College of Education / Al-Qadisiya University

Abstract

The learner's motivation to learn a foreign language is considerably emphasized in successful language teaching. Language learners are either integratively or instrumentally motivated , yet in both types of motivation, learners are directed by the desire to learn a language as well as a satisfaction in the learning process. Moreover , integratively motivated learners are distinguished by the desire to be similar to certain valued members of the community that speak the target language. This can be achieved by understanding the cultural and ideological aspects of this community , i.e. , by developing a cross-cultural awareness of the community that speak the target language.

The present study , investigating the linguistic and cultural needs of integratively motivated learners , adopts a literary content-based instruction. The employment of this kind of instruction supplies learners with the advantages of using content-based instruction including , motivating language learning , meeting the learner's needs , and integrating the learning of language skills to learning of a particular subject matter. At the same time, learners are supplied with the thematic and linguistic advantages of a literary content including , the availability of topics or themes for discussion , the illustration of how language is used in context , the enrichment of the learner's vocabulary, the development of language skills and importantly , the development of the learners' cross-cultural awareness of the target language.

The study concludes that studying a number of English short stories according to a content-based instruction can develop the learner's language skills and cross-cultural awareness.

1. Motivation in Language Learning

The importance of motivation in language learning should be well emphasized by both teachers and researchers. Davies and Pearse (2000:13) show that teachers must consider motivation essential for successful language learning. Researchers as well must highlighten the multi-dimentional influence of motivation on the learners of a foreign language. In this sense , language learning is viewed as an emotional activity envoling countless variables (Brown , 1987 : 116) . Nakanishi (2002:1) , asserts the same idea that motivation is a key element in successful language learning and students who are not well motivated to learn a new language will obviously not be able to do well in class.

Referring to the vital role that motivation plays in language learning , Ebata (2008 : 1-3) stresses the fact that motivation produces effective second language communicators by planting in them the seeds of self-confidence, and it makes learners positive about their learning process . It strengthens their will to acquire the target language and continuously engage themselves in learning even after they complete their study. Liuoliene and Metiuniene (2006:93) refer to the same point that motivation is an influential factor in any learner's achievement , and it is often attributed with the capacity to override other factors , such as language aptitude.

Although motivation is a very wide concept , researchers try their best to provide various definitions of the term. One of these definitions views motivation as a psychological trait which leads people to achieve some useful goals (Johnson and Johuson , 1999:219) . The motivation to learn a second language is seen itself as a goal which gets us to decide to learn a new language , to engage in learning activities , to tolerate the inevitable frustrations and to persevere in the face of impatience or bordom (McDonough , 2002 : 96) .

The study of the effect of motivation in second language learning was influenced by the work of Canadian psychologist, R. C. Gardner and his associates (Liuoliene and Metiuniene (2006:93) ; Brown (1987 : 116) ; Brown (2001:75) ; Cook (2001 :115)) . According to Gardner (1985 : 10) motivation refers to the combination of effort and desire to achieve the goal of learning a second language as well as favorable attitudes towards learning it . More specifically, he views motivation in second language learning context as "referring to the extent to which the individual works or strives to learn language because of a desire to do so and satisfaction experienced in this activity."

1.1 Types of Motivation

There are two types of motivation in language learning ; ' integrative ' and 'instrumental motivation'. These terms are introduced by Robert Gardner and Wallace Lambert (1972) . Cook (2001 : 114) reviewing Gardner and Lambert's, states that integrative motivation reflects whether the student identifies himself with the target culture and people in some sense , or he rejects them and that the more the student admires the target culture , reads its literature , visits it on holidays , looks for opportunities to practice the language and so on , the more successful the student will be in second language learning. Instrumental motivation , on the other hand , refers to learning the language for ulterior motive unrelated to its use by native speakers ; such as, to pass an examination , to get a certain kind of job , and the like examples (Ibid) .

Similar explanation is provided by krashen (1988 :22) , who identifies integrative motivation with the desire to be like a valued member of the community that speak the second language . Krashen indicates also that the presence of integrative motivation should encourage the learner to interact with speakers of the second language out of interest and thereby obtain it. Instrumental motivation is viewed by krashen as the desire to achieve proficiency in language for utilitarian or practical reasons. Thus , its presence , will encourage performers to interact with second language speakers in order to a chive certain ends (Ibid) .

Motivation to learn a language is influenced by group related and context related attitudes (Gardner , 1985 : 168) . Group-related reactions , for example result form integrativeness which involves the individual's orientation to language learning, focusing on communication with members of the other language group , a general interest in foreign language groups , especially through their language and favorable attitudes toward the target language group (Gardner , 2005:10) .

Integrativeness reflects an openness to other cultures in general , and the target culture in particular . So one can say that individuals who acquire integrativeness do not focus on their own ethno-linguistic community as part of their identity , rather they will be able to take features of another language group as part of their own behavioural repertoire (Ibid.) . The attitudinal foundation of integrative motivation makes it particularly important for facilitating language learning . Integrative motivation leads to favorable attitudes toward the other ethnic community , other groups in general , and the language learning context in particular (Gardner and MacIntyer,1991:70) . They suggest also that it is reasonable to expect

a continuing influence on language learning and use , in contrast to the instrumental motivation which is tied to a specific goal to the extent that its influence would tend to be maintained only till the achievement of certain ends (Ibid).

The above discussion presents obviously the influence of the learner's attitude on the shape that language learning process may take . Lightbown and Spada(1999:56) say: "depending on the learner's attitudes , learning can be either a source of enrichment or a source of resentment." If the learner's only reason for learning a language is external pressure , internal motivation will be minimal and this general attitude towards the learning process negative . Thus , integrative motivation is seen by Parker and Riley (2005: 229) as more important in second language learning than instrumental motivation .

1.2 Motivation and Orientation

Beside integrative and instrumental motivation, researchers refer to integrative and instrumental orientation. This section attempts to show the difference between motivation and orientation and how they are related to each other in second language learning .

Gardner and his colleagues focused on a hichotomy of orientation , not motivation . Orientation means a context or purpose for learning wherease motivation is the intensity of one's impetus to learn (Brown , 2001 : 75) . According to Gardner and MacIntyre (1991: 70) ,"there is a big difference between orientation and motivation" in learning French/English vocabulary. They propose also orientation as the major element which identifies and influences the learner's motivation to language learning and mention that language learners motivation is influenced by two orientations : integrative and instrumental .

An integrative orientation is typical of someone who values the target language and community and approaches language study with the intention of entering that community. Such individual is thought to have an internal , more enduring motivation for language study . Instrumentally oriented learners , on the other hand, are more likely to see language learning enabling them to do other useful things , but having no special significance in itself . This type of orientation will motivate learners if they see language learning as having beneficial careers, i.e. , instrumentally oriented learners associate language learning with potential pragmatic gains of second language proficiency , such as getting a better job or higher salary . The learner's motivation to attain that goal could be either high-ranged or low (Gardner : 1985) .

Instrumentally motivated learners may be handicapped by the fact that the linguistic responses of their learning are not rewarding to them. That is , the responses are not particularly liked for their own sake , while integratively oriented students enjoy the linguistic aspects of the foreign language because they have behavioral attributes for valued members of another language group (Gardner , 1960 : 13) .

Although some studies put emphasis upon the idea that the more effective orientation in Gardner's twin concepts of integrative and instrumental orientations is the integrative one (Brown , 2001 : 97) , both integrative and instrumental orientations are affective in motivating language learners. Later on , an accumulated research evidence indicates that both orientations work equally well (Steinberg , 1991 : 177) .

2. Content – Based Instruction

The study suggests that integratively motivated language learners can make use of content-based instruction(CBI) as an approach to language learning . Discussion of CBI provides a description of this approach as well as the advantages that it offers to integratively

motivated language learners. CBI refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire , rather than around a linguistic or other types of syllabus . Content , according to this approach, refers most frequently to the substance or subject matter that learners aim to communicate through (Richards and Rodgers , 2003 : 202) . Grabe and Stoller (1997:2) mention that CIB takes its major support from krashen's research in language acquisition and his comprehensible input hypotheses which provide an early rational support for the development of CBI in second language learning. Krashen (1987:167) hypothesizes that teaching will be of use for acquisition only if it is comprehensible . This refers to the fact that different subjects may be of more use to different students at different levels .

A number of approaches to CBI have been developed in different language teaching contexts , most of them suggest the integration of language and content (Williams , 2004 : 1) . Integration principle is labled as one of the principles on which CBI is grounded . It indicates that learner's will have more successful language learning when language is used as a means of acquiring information rather than as an end in itself. Language taught could be used to present any subject matter, and learners can acquire language as a by – product of learning about real world (Richards and Rodgers , 2003 : 203-207) . According to this principle , language is addressed as a vehicle for learning content.

Similarly , Stoller and Grabe (1997:1) present that all approaches to CBI uniformly view language as a medium for learning content enabiling the students to make use of the multiple benefits of integrating language and content . These approaches represent various contexts for instruction , different perspectives on the integration of content and language and different assumptions about language content. Duenas (2004:75) supports this argument, indicating that learning a second language occurs when both target language and some meaningful contents are integrated in the classroom, which means language represents both immediate object of study in itself and a medium for learning a particular subject matter.

Another principle is presented by Richards and Rodgers (2003:208) that language use presents integrated skills . CBI views language as involving several skills together , students are often involved in activities that link the skills because this is the way the skills are generally involved in real world. Hence , students can read and take notes , listen and write a summary or respond orally to things they have read or written .

Advocates of CBI have noticed the importance of implementation in applying this type of instruction . Stoller (2002 : 3) , for example , draws the attention to the fact that although CBI is founded on important principles , its real success depends on details of its implementation. Thus , some issues should be considered with special care by syllabus designers otherwise , they will constitute mere areas of useless difficulty to teachers and learners as well.

First , the teacher has to teach content as well as language when learners do not have any prior information of the main subject matter (Wiliams , 2004 : 1) . Thus, the teacher , who is a language teaching specialist rather than an advanced lecturer, finds this task challenging . This can be less complex by making teachers operate independently when courses offer a strong language – oriented projection , and allow a high degree of flexibility in terms of content selection (Duenas , 2004 :84).

A second point to consider is that teachers and course designers need to keep language and content learning in balance. They should not overemphasize content nor underemphasize language learning. Another problem of balance exists , it is related to the question whether content learning or language learning do they evaluate. Both should be kept in mind , teachers

need to evaluate both content and language because excluding the assessment of one area to focus on the other does not serve the students at all (Stoller and Grabe , 1997 : 12) .

Finally , teachers should not lose the sight of content and language learning objectives as well as the time specified to achieve these objectives. They should know when to move on the next stage of curriculum , so that students maintain a level of excitement and engagement in content and language learning (Ibid.).

2.1 The Advantages of CBI

CBI offers language learners , particularly integratively motivated learners, with the following advantages. The first advantage that students can get from CBI results from the integration of language and content . Since they leave the class with more content knowledge and better language skills, as Stoller (2002 : 2) points out. Second , CBI allows great flexibility and adaptability to built the curriculum and activity sequences . Teachers have many opportunities to adjust the class to complement learners interests and needs (Grabe and Stoller , 1997 : 13) . This enables the teacher to provide whatever matches with learner's integrative orientation to language learning.

The third advantage is related to the fact that CBI is a learner centered instruction in which techniques focus on an account for learner's needs , styles and goals (Brown , 2001 : 46). CBI is considered particularly useful for integratively motivated learners because it best reflects the students' needs to learn a second language (Richards and Rodgers , 2003: 207). The need-assessment should distinguish whether the learners' motivation is integrative or instrumental . Consideration of motivation-type is specially important if the teacher introduces a language content based on learners interests and attitudes towards the target language .

The last advantage of CBI is that it develops and maintains learners intrinsic motivation which refers to the desire to learn language 'for its own sake' because it is somehow interesting as an object of study or because learners wish to interact with any community speak the language they wants to learn (Johnson and Johnson , 1999:177) .The learner's intrinsic motivation, as noticed by Brown (2001:46), is maintained because the behavior stems from needs , wants , or desires , so the behavior itself is self rewarding . At the same time , the teacher's focus on introducing relvent subject matter content makes the learners more linguistically involved with meaning and purposes and less with verbs and prepositions .

Furthermore , Stoller (2002:2) shows that CBI develops the learner's ability to apply knowledge to real world problems and provides them with enhanced self – confidence and motivation .

2.2 Theme-Based Instruction

Researchers have spacified different models of CBI ,such as immersion model , theme-based and sheltered models. These models are designed according to learner's level and purpose of language learning. Brinton , Snow , and Wesche (1989) describe three different organizing content based language teaching programs , as follows :
- Theme-based courses in which all or most language teaching is based on content derived from other substantial areas of knowledge .
- Ajunct programs in which language teaching supports the learning of students in a mainstream class.

- Sheltered programs in which a particular subject or discipline is taught in an English as second language informed and sensitive manner to deliver significant subject learning and language learning .

The study estimates the topic-based instruction as the most useful model for language courses that address the needs of integratively motivated learners. This estimation can be justified under the ground that theme-based model is a type of CBI in which selected topics or themes provide the content from which teachers extract language learning activities (Snow , 2002 : 306) . It constitutes probably the most popular and widely used prototype of CBI at all levels of instruction (Duenas , 2004 : 75) .

What makes theme-based courses important for integratively motivated and oriented learners is that they are autonomus and offer a strong language –oriented projection (Ibid : 84) . Having positive attitudes towards language , integratively motivated learners need to receive a language instruction that appreciates the value of content and language objectives equally .

This can be observed in theme-based courses in which curriculum is organized around a subject matter area , at the same time students and teachers are fully aware that language skills do not occupy a subordinate role. In other words , this model can serve the multiple interests of students in a classroom by offering a focus on content while still adhering to instructional needs of a language course (Brown 2001 : 236).

3. Needs Analysis

A variety of needs assessment or needs analysis procedures are conducted by teachers in order to serve students better. Assessment of learner's needs is used as a tool that helps instructors and program designers to discover learners interests and what they need to learn (Green , 2008:1). Hutchinson and Waters (1993:53-54) define needs analysis as "the ability to comprehend and / or produce the linguistic features of the target situation". At the same time they indicate that this process develops teachers' awareness of what will be accepted as a reasonable content in the language course (Ibid). So , needs analysis is viewed as a device to the learner's necessities , needs , and lacks of language in order to develop courses that have a reasonable   content for exploitation in the classroom (Chinasa , 2007: 50) .

It is mentioned in the previous section that CBI reflects language learners needs . Hence the selection and sequence of language items in CBI arise from learnerner's communicative needs not from a predetermined syllabus (Freeman , 2000 : 138) .

Data collection related to the linguistic features that learners want to achieve can be done by following different ways. In most cases they are described as either formal or informal . Green (2008:2) indicates that needs analysis is either applied formally in a program-wide measurement to determine language proficiency of an individual student of English and appropriate placement within a program , or informally when the teacher can develop more about a student's perceived needs , expectations and abilities. Whether formal or informal , the most frequently used procedures for assessment of learners needs include: questionnaires , interviews , observation , data collection , informal consultations with learners and others (Hutchinson and Waters , 1993 : 58) . Teachers and program designers , however , do not agree with each other concerning the extent to which needs analysis process should be general or specific. Some of them held that this process involves far more than simply identifying the linguistic features of the target situation (Ibid).

Richards and Rodgers (1986:156) argue that developing learner's goal , objectives and content in a language program may involve addressing general and specific needs. Needs analysis sometimes focuses on general paratemeters of language programs like obtaining data

about who the learners are , the present level of language proficiency , teachers and learner's goals and expectations , and even constraints of time and budget .

Another type of needs analysis focuses on specific needs such as the kind of listening comprehension training need for foreign students attending graduate seminars in biology . Thus , teachers should distinguish between target needs which are understood as what learners need to do in the target situation and learning needs understood as what learners need to do to learn (Kavalianskiene and Uzpaliene , 2003 : 2) .

In a model of needs analysis process conducted in an English for specific purposes program , Huchinson and Waters (1993: 59) suggest that a needs analysis framework should identify the following :

- Why is the language needed?
- How will the language used ?
- What will the content area be ?
- Who will the learner use the language with ?
- Where will the language be used?

Needs analysis refers , among other things , to motivation . Ho (1998: 171-173) says that "motivation and need analysis are closely related" . Needs analysis serves as a tool to increase and maintain motivation among second language learners . Liuoliene and Metiuniene (2006:96) maintain that considerable attention should be given to information regarding students attitude held towards English and towards learning during the process of needs analysis. Richards and Rodgers (2003:167) assert that individual's motivation for studying the language can be measured by using a needs-assessment instrument in which students respond to a statement, like "I want to study English because …."

1. I think it will someday be useful in getting a job.
2. It will help me better understand English speaking people and their way of life .
3. One needs a good knowledge of English to gain other peoples' respect.

The researcher suggests that identifying studen's motivation to learn a language should decide whether the learner is integratively or instrumentally motivated . This can be done simply by following the table provided by Wei (2007 : 11-12) in which he studied motivational patterns and the number of integrative and instrumental factors in each motivational item depending on a number of statistical procedures , as follows :

Motivational Item	Factors	
Instrumental	Instrumental	Integrative
I want be able to use it with English speaking people	.71	.42
It will be helpful for my future	.87	.30
I may need it to be admitted to a high school	.72	.13
I need it to fulfill the university foreign language requirement	.58	.50
. Integrative .		
I would like to travel to an English – speaking area	.44	.61
I am interested in English culture , history or literature .	.20	.62
I need it for study abroad	.24	.54
I can get pleasure from learning English	.18	.57

Table (1) Motivation items and Integrative/ Instrumental factors
After (Wei , 2007 : 11-12)

According to the accurate statistical results that wei concluded, one can identify easily the kind of motivation that directs the students' learning process : whether instrumental or integrative . Sixty two factors responded to the motivational item , " I am interested in English culture , history or literature" , were motivated integratively rather than instrumentally which necessitates the concentration of this study on literary content-based instruction.

4. Literary Content – Based Instruction

Literary content is suggested by the researcher to provide learners with topics or themes to be discussed not only because of the benefits of collaborating literature and CBI , but also because of the different characteristics of literary texts which makes them very useful for integratively motivated language learners. Literature emphasizes the exploration of themes more than other courses so the students can learn more about how to express their ideas through language . The use of literary content in CBI can simultaneously increase students' knowledge of a content area as well as enhance their critical thinking ability and their foreign language fluency (Shange , 2006 :1)

Teaching language through literature has become the fashionable phenomenon when a literary piece is not viewed as an end in itself , but as a meas of beginning a creative process in the minds of the students (Turker , 1991 :300). Literature in a language classroom , as Hussain (n.d: 113) employs , provides enough space for the learners to comment , justify , and mirror themselves. This results in an interactive class that obviously improves the learner's communicative proficiency. Therefore , it is claimed that though language can be taught by quite a good number of methods , literature is one of the best tools of language teaching (Ibid). The first benefit that literary content provides learner's with is providing instances of language structures in use which can form the basis for instruction and language practice . Another benefit is that literature can draw on all available styles , from the most elevated to the most informal in order to gain its effects or give its representation of life. It distinguishes a conversational style for a dialogue , informative style for narrative as well as poetic style (Littlewood , 1999 : 178-179) . Moreover, Nasr (2001: 35) argues that when language activities are drawn from and built around a specific literary text , their components become thematically coherent in addition to their cohesion . " So , we no more" , Says Naser ," have a series of sentences in an exercise with a variety of nonrelated mental frameworks." In this respect , the literary text is used as a rich resource for a language lesson which would become less boring and more challenging.

Nasr's argument directs the attention to other essential advantages of literary content in the language classroom , namely motivating learners and providing variable contexts in which language may be used . No one can ignore the fact that all elements of a literary text are directed towards making it motivating and interesting . Hence, it is indicated by Mckay (1999:193) that the extent that students enjoy reading literature may increase their motivation to interact with a text.

Furthermore , the creation of an authentic situation for language is seen by Littlewood (1999:179) as a major problem of language teaching in the classroom. A language classroom , especially one outside the community of native speakers , is isolated from the context of events and situations which produce natural language. However , Littlewood comments that in the case of literature language creats its own context. The events create a context of situation for the language of their book and enable it to transcend the artificial classroom situation .

Literary content is seen as providing an important factor in understanding linguistic messages in general , or the context of events (Short and Candlin , 1999 : 90). It allows the students to know how language works in context . Besides, it shows how language should be used, in what conditions and situations (Turker , 1991 : 304) .

Literature provides other important features that make it highly evaluated as a content of CBI . These features are specially important to integratively motivated learners who have the desire to learn language skills and at the same time maintain their positive attitudes towards the community that speaks the language by developing their cross-cultural awareness of this language . This can be presented in the following arguments.

5. Developing Learners Cross-Cultural Awareness

Studying English for purposes such as interest in English culture , history or literature , understanding English speaking people and their way of life or getting pleasure from English is directed by an integrative orientation . This refers to the learners' interest in meeting with and understanding more about members of the other community when development of learners cross-cultural awareness is essential .

Attaining linguistic proficiency is essential for learners , but it is not sufficient , second language learners need also to attain second language sociocultural knowledge in order to become proficient and effective communicators (Hinkel, 2001:443). The term "culture" in second language teaching includes different domains of people lives such as literature , arts , the architecture and history of a particular community . It could also include sociocultural norms , world –views , beliefs , assumptions and value systems . Awareness of the target culture norms helps learners to make their choices about what to say and how to say it (Ibid) .

Many researchers speak of literature as the best tool of language learning specially when development of learners cultural awareness is required . Brumfit and Carter (1999:27-28) , for example , claim that teaching culture is one of the reasons of including literary texts in language teaching . It enables learners to understand the foreign culture more clearly . In addition, this literature is known as one major aspect of culture which is described as more easily accessible than any other cultural phenomena.

The role of literary texts in increasing learners cross-cultural awareness have also been emphasized by Mckay (2001: 328-329) . He finds that a literary text frequently exemplifies several dimensions of culture. It provides an ideal context for exploring cultural differences . From this argument one can understand the extent to which literary texts are important to integrative language learning .

6. Development of Language Skills

In addition to addressing learner's need to develop cross-cultural awareness , literature addresses their need to develop the four language skills : listening , speaking , reading , and writing. When teaching a literary text , the teacher focuses on students comprehension of the meaning that the author tries to express . At the same time he focuses on expanding learners thinking and language abilities . Students can learn the four skills because of the literary , cultural , higher order thinking and motivation (Hussain , N.D : 115).

In an account of how literature develops learners' language skills , Macky(2001: 319) explains the way literature provides an ideal basis for integrating the four skills . First , he views it as an ideal content for extensive reading activities because it encourages the students to carefully examine a literary text and support their interpretation. This promotes the students

close reading of texts, a skill which will benefit their reading of other material . Second , Macky asserts that when read aloud , literature offers an excellent context for developing listening skills . Listening to literature read by professionals exposes learners to a variety of dialects and voice qualities. Moreover , developing students speaking skills , particularly their sociolinguistic and pragmatic knowledge is considered as the greatest benefit of using literature in the language classroom. Finally , Mckay talks about the possibility of using literature to develop the students' writing abilities by having them react in personal journals or formal essays to the literary texts they read . This helps learners to express their personal interpretation of the text and to learn how to support their opinions with relevant information (Ibid : 326-328).

7. Text Selection

Teachers and curriculum designers should take in to consideration the characteristics of the selected literary text. These characteristics were discussed by Turker (1991 : 304) who insists that literature should be seen simultaneously as an ideal vehicle for explaining the uses of language and introducing cultural assumptions . Turker presents that the use of literary content in language teaching is very successful when the selected texts are not difficult on either linguistic or conceptual level. Yet, it should not be forgotten , he adds , that many grammatical , linguistic and literal difficulties distract the learner's attention and should be challenged by any successful teacher or curriculum designer.

Mckay (1999 : 193) completely agrees with Turker's view , thinking that a text which is extremely difficult on either linguistic or cultural level will have few benefits to the learner's . Hence , Littlewood (1999 : 180) gives an important task to the teacher who should be sure that his students are linguistically intellectually , and motivationally ready to study the text before including it in a syllabus.

The benefits of literary texts in language teaching are manifested by any type of literary works , but it is useful to include short stories which provide variable topics or themes for discussion inside the classroom. A short story can be studied and analyzed in a relatively short time span, which enables the teacher to cover a number of short stories within the course. Moreover short stories motivate the learners in a special way because they do not have to keep discussing the same text for a long time.

A short story supplies language learners with many skills and activities. Kasper (2000 : 3) observes the students , enjoyment and interest in the topics introduced by a short story. They are supposed to comprehend , speak , and write about these topics as they acquire relevant vocabulary and identify important issues surrounding them.

Hussain (N.D. 115-116) finds that a short story can in many ways expand the process of language learning ; such as providing learners with background information about a particular text before reading it. This background information is mainly concerned with socioeconomic and cultural issues related to the literary text. This makes short stories very effective in teaching culture as well as the language of the people about whom the stories were written. The short story introduces the sutents into the history of people , their present life , their customs and traditions , and how they can understand and respect the cultural differences between nations speaking different languages (Erkaya , 2005 : 44).

This study concentrates on Hilaire Belloc's "The Honest Man and the Devil" in particular because it introduces learners into foreign cultural content which is very useful in their comprehension of variable linguistic elements and structures. The first thing that attracts the reader's attention is the context of this short story. Understanding the context is very

useful for language learners showing them how linguistic structures are used in relation to certain cultural references. The main context in " The Honest Man and the Devil" is an ironical modernization of Dr. Faustus' myth. We have an honest man tempted to sell his soul to the Devil. The author ridiculed his Honest Man lightly saying :

This extract can teach the learners of English certain cultural idiosyncrasies concerning man in the modern age : the egocentric temper of modern man in relation to a more civilized society that tempts him to violate his 'moral principles' and betray his 'love of truth' the Devil can be nothing but the modern complexities that force man to wake up at three o'clock in the morning and disturb his sound sleep. All these ideas are suggested by the author in a simple and straightforward language that draws the reader's attention immediately to make a direct contrast between the modern "Honest man and the Devil and the Elizabethan copy of <u>Dr. Faustus</u>.

Marlowe's blank verse was a very grand language of reflecting an Elizabethan tragic drama , very much different from the prosaic and ironical treatment of the modern age. This modern cultural presentation is very much clear in the humorous conversations between the Honest Man and the Devil . These conversations are very brief , opposite Marlowe's long blank verse speeches , and somehow led in a style nearer child-like quarrels than suggesting the serious matter of selling one's soul to the Devil. In one of these conversations , one reads :
The Honest Man – " I will do nothing of the kind"
The Devil – " Very well , " you shall go your way , but I warn you , if you will have nothing
                  to do with me , I will have nothing to do with you"
The Honest Man – " I ask for nothing better"   (Ibid)

Interaction inside the classroom can be developed if the teacher ventures to make his students act the roles of the Honest Man and the Devil.

Another dimension that the teacher can speak about to his students in this story is the typical routine relationship between the Honest Man and his secretary that leads them to use very formal language structures, as in the following sentences :
" I fear , sir , that there must be some mistake about your correspondence".
" pleas read them carefully , and advise me as soon as possible".

These linguistic structures can be very useful for students teaching them the art of letter-writing . The Honest Man's correspondence was written down and posted daily by his secretary , so six letters were dictated in this short story into the phonograph. While he uses the informal address , " My dear Alice" in letter number V written to his sister , the formal "Dear Lady whernside" in letter I , " Dear Doctor Burton" in letter II , and "Dear Doctor Mills" in letter III are dedicated to people in postitions either higher or equal to him .
The students can also practice the use of important grammatical structures such as the present perfect tense used by the secretary , saying :
-    " I have taken it down exactly".
-    " I have therefore not signed then in your name".
-    " and have kept them to show you upon your return".
    The same tense is used by the Honest Man in letter IV as follows:
-    " I have received your estimate for the new conservatory".
-    " I have figured it out".
    Students have also the chance to practice the use of " will" to refer to future events as it is used by the Honest Man in the following places:
-    " I will come to Whernside House next Thursday".

- " One thing I beg of you , which is that you will not ask me a number of private questions."
- " I will not send the small sum which you asked me as a brother to give you."

The teacher should ask the students to find other instances in the story if available.

Students vocabulary could be enriched by providing them with a list of synonymous of words or phrases used in the story as well as asking them , as suggested by Sachs (1994: 130) to find expressions in the story that have the same meaning as :

disadvantage , two pounds ten pence , writing down , calculation of the cost , I know quite well , I care nothing for ….etc.

Finally , the teacher can use the short story to develop student's critical thinking by appreciating the story itself. Erkaya (2005:45) mentions that of all the benefits of short stories , "higher order thinking is the most exciting one". When the students can analyze what they read , they start thinking critically. That is why Martin and Hill (2000: 14) suggest a number of questions to be asked by the teacher after reading a story . These questions can be used to stimulate the students critical thinking . Some questions can be asked to the students who deal with "The Honest Man and the Devil", like :

- Do you find the story amusing , or not ? Why?
- How do you feel at the end of the story ?
- How would you change the plot?

Conclusion

The advantages that integratively motivated learners can achieve from the collaboration of CBI and literary content are clearly observed by the researcher and the following points are concluded:

1- It is important to include assessment of foreign language learner's motivation in need assessment instruments or interviews which would necessarily decide whether the learner is instrumentally or integratively motivated.

2- Integratively motivated learners can best learn a foreign language according to a literary content-based instruction.

3- Short stories can represent an ideal sources of language learning content for integratively motivated learners providing them with interesting activities that develop their language skills , exemplify how language is used in context , illustrate different styles , motivate learners and develop their cross-cultural awareness of the target language.

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APPENDEX

The Honest Man and the Devil

HILAIRE BELLOC

A MAN who was justly proud of his uncompromising temper and love of truth had the misfortune the other night to wake at about three o'clock in the morning and to see the Devil standing by his bedside, who begged him that he (the Honest Man) should sell him (the Devil) his soul.

'I will do nothing of the kind,' said the Honest Man in a mixture of sleepiness and alarm.

'Very well,' said the Devil, obviously annoyed, 'you shall go your way; but I warn you, if you will have nothing to do with me I will have nothing to do with you!'   10

'I ask for nothing better,' said the Honest Man, turning over on his right side to get to sleep again, 'I desire to follow Truth in all her ways, and to have nothing more to do with you.' With these words he began a sort of regular and mechanical breathing which warned the Devil that the interview was now at an end. The Devil, therefore, with a grunt, went out of the bedroom and shut the door loudly behind him, shaking all the furniture; which was a rude thing to do, but he was very much annoyed.

Next morning the Honest Man, before going out to business,   20 dictated his letters, as he always did, into a phonograph; this little instrument (which, by the way, had been invented by the Devil though he did not know it) is commonly used in the houses of the busy for the reception of dictated correspondence, comic verse, love sonnets, and so forth. The Honest Man of whom I speak used the phonograph for his daily correspondence, which was enormous; he dictated his answers into it before

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leaving his private house, and during the forenoon his secretary would take down those answers by reversing the machine
30 and putting it at a slower pace so that what it said could easily go down upon the typewriter.

At about half past five the Honest Man came back from his business, and was met by his secretary in a very nervous fashion.

'I fear, sir,' said the secretary, 'that there must be some mistake about your correspondence. I have taken it down exactly, as was my duty, and certainly the voice sounded like yours, but the letters are hardly such as I would post without your first reading them. I have therefore not signed them in
40 your name, and have kept them to show you upon your return. Here they are. Please read them carefully, and advise me as soon as possible.' With these words the secretary handed the documents to his bewildered employer, and went out of the room with his eyes full of nervous tears.

The Honest Man put on a pair of gold spectacles, hummed twice, then began to read. This is what he read:

I.

The Laurels,
Putney Heath, S.W.
November 9.

50
Dear Lady Whernside,

Yes, I will come to Whernside House next Thursday. I do not know you well, and shall feel out of place among your friends, but I need not stop long. I think that to be seen at such a gathering, even for but a few moments, is of general advantage to my business; otherwise I should certainly not come. One thing I beg of you, which is that you will not ask me a number of private questions under the illusion that you are doing me a favour. The habit is very unpleasant to me, and it
60 is the chief drawback I feel in visiting your house. I may add that though I am of the middle classes, like your late father, I

The Honest Man and the Devil

have very good taste in furniture, and the inside of your house simply makes me sick.

> I am,
> > Very faithfully yours,
> > > John Roe.

II.
> The Laurels,
> > Putney Heath, S.W.
> > > November 9.   70

Dear Doctor Burton,

I wish you would come round this afternoon or tomorrow morning and see my oldest child, James. There is nothing whatever the matter with him, but his mother is very nervous because some children with whom he went out to a party the other evening have developed mumps, and his voice is hoarse, which she idiotically believes to a be a symptom of that disease. Your visit will cost me two guineas; but it is well worth my while to spend that sum if only to avoid her unbearable fussing. My advice to you as a man is, to look at the child's tongue, give   80 him some plain water by way of medicine, and go off again as quick as you can. Your fee will be the same in any case, and it is ridiculous to waste time over such business.

> I am,
> > Your sincere friend,
> > > John Roe.

III.
> The Laurels,
> > Putney Heath, S.W.
> > > November 9.   90

Dear Doctor Mills,

I enclose five guineas as a subscription for your new church. I confess that I do not clearly see what advantage this expenditure will do me, and I should have some difficulty in setting down in black and white my reasons for sending you

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the money at all. Your style of preaching is monotonous, your doctrines (if they are really your doctrines) are particularly annoying to me; and after all we could get along perfectly well with the old church. Actually I think this kind of thing is a sort
100 of blackmail; you know I cannot afford to have my name left out of your subscription list, and probably the same reason is causing many another sensible neighbour of mine to part most unwillingly with a part of his property. Perhaps the best way out of it would be to form a sort of union and to strike all together against your demands; but I cannot bother to waste any more time upon the matter, so here's your five guineas and be hanged to you!

> Very faithfully and respectfully yours,
>
> John Roe.

110   IV.
> The Laurels,
> Putney Heath, S.W.
> November 9.

Dear Sir,
   I have received your estimate for the new conservatory; I have figured it out and undoubtedly you will lose upon the contract. I therefore accept it completely and beg you to begin work as soon as possible. I fully understand your reason for making so extraordinary a bargain: you know that I shall make
120 further alterations to the house, and you hope by throwing away a sprat to catch a whale. Do not imagine that I shall make this mistake. For the next alteration I have to make I will accept the offer of some other builder as foolish as yourself, and so forth to the end of the chapter. And I am,

> Your obedient servant,
>
> John Roe.

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V.

The Laurels,
Putney Heath, S.W.
November 9.   130

My dear Alice,

I will not send the small sum which you asked me as a brother to give you, though I am well aware that it would save you great worry. My reason for acting thus is that a little annoyance is caused me when I have to pay even a small sum without the chance of any possible return, and especially when I have to do it for someone who cannot make things uncomfortable for me if I refuse. I have a sort of sentimental feeling about you, because you are my sister, and therefore my refusal does give me a slight, though a passing, sense of 140 discomfort. But that will very soon disappear, and when I balance it against the definite sacrifice of a sum of money, however small, I do not hesitate for a moment. Please do not write to me again.

Your affectionate brother,
John Roe.

VI.

The Laurels,
Putney Heath, S.W.
November 9.   150

Dear Sir,

I enclose a cheque for £250, my annual subscription to the local War Chest of the Party. I beg you particularly to note that this subscription makes me the creditor of the Party to the extent of over £3,000, counting interest at one above bank rate from the first subscription. I have carefully gone into this and there can be no error. I would further have you know that I desire no reward or recognition for my payment of this sum beyond the baronetcy of which we spoke the last time I visited you, in the presence of a third party. You need not fear my 160 attitude in the approaching election; I am quite indifferent to

The Honest Man and the Devil

parliamentary honours, I will take the chair five times and no more; I am prepared to attend one large garden party, three dinners, and a set of fireworks. I will have absolutely nothing to do with the printing, and I am,

<div align="right">

Always at your service,

John Roe.

</div>

When the Honest Man had read these letters he decided that they should not be posted in their present form; but upon 170 attempting to change them he found himself unable to find those phrases which he could usually discover so readily for the purpose of his correspondence.

He sent, therefore, for his secretary, and told him to re-write the letters himself according to his own judgment, which that gentleman did with great skill and speed, leaving the cheques as prepared and putting every matter in its proper light.

That night the Honest Man, who was sleeping soundly, was more annoyed than ever at the re-appearance of the Devil at 180 his bedside in the middle of the night.

'Now,' said the Devil, 'have I brought you to your senses?'

'No,' said the Honest Man, preparing for sleep as before, 'you have not. You should have remembered that I have a secretary.'

'Oh, the devil!' said the Devil impatiently, 'one cannot be thinking of everything!' And he went out even more noisily than the night before.

In this way the Honest Man saved his soul and at the same time his face, which, if it were the less valuable of the two 190 organs, was none the less of great importance to him in this worldly sphere.

الخلاصة :

لقد تم تأكيد اهمية دافعية المتعلم لتعلم اللغة الاجنبية بصورة واضحة في تعلم اللغة الناجح. ان دافعية متعلمي اللغة تكون اما اندماجية او منفعية . وفي كلا النوعين يتم توجيه المتعلم بواسطة الرغبة لتعلم اللغة وكذلك الاقتناع بعملية التعلم ، فضلا عن ذلك انَّ المتعلمين ذوي الدافعية الاندماجية مع المجتمع يتميزون بالرغبة بأن يكونوا مشابهين لبعض الافراد ذوي التقدير في المجتمع الذي يتكلم اللغة المتعلمة وهذا يمكن الحصول عليه من خلال فهم الجوانب الثقافية والايدلوجية لهذا المجتمع ، أي من خلال تنمية الوعي الثقافي المشترك في المجتمع الذي يتكلم اللغة المتعلّمة .

تهدف الدراسة الى تحري الإحتياجات اللغوية والثقافية لمتعلمي اللغة ذوي الدافعية الاندماجية عن طريق تبني التعليم المستند الى المحتوى الادبي(Literary content-based instruction) .

ان تطبيق هذا النوع من التعليم يزود المتعلم بأيجابيات استعمال التعلم المستند الى المحتوى بما فيها تطوير الدافعية لتعلم اللغة ، وتوفر الاحتياجات اللغوية للطالب ودمج تعلم المهارات اللغوية مع تعلم موضوع معين . وفي الوقت نفسه انه يزود المتعلمون بالموضوعات (themes) والفوائد اللغوية للمحتوى الادبي بما يتضمن تنوع المواضيع المعروضة للمناقشة ، وتمثيل كيفية استعمال اللغة في سياقات معينة ، واغناء مفردات المتعلم المعجمية ، وتطوير المهارات اللغوية وبأهمية بالغة تنمية الوعي الثقافي للمجتمع الذي يتحدث اللغة المتعلمة .

وقد خلص البحث الى نتائج تمثلت بأنَّ دراسة عدد من القصص القصيرة بأستعمال التعلم المستند الى المحتوى يمثل عاملاً مهماً في تنمية كل من المهارات اللغوية والوعي الثقافي المشترك للمتعلمين .