

The Cultural Aspect of Learning Environment in Foreign Languages as a Means of Empowering Social and Integrative Attitudes

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Abstract

Due to a rising demand for social and integrative interaction among nations, the cultural and educative role of foreign language learning compatible to a sustainable pedagogy learning environment is a priority to be investigated, especially in countries which are heading toward European integration, like Albania is. This paper addresses the enhancement of formal education curriculum with focus at foreign language in order to meet the needs of learning environment by employing an interactive pedagogy methodology. The instrument used in this research is the Socio-Educative Model, Gardner R.C. (2001) which measures the intensity of the impact that cultural and educative constructs have in students' social and integrative attitudes. On national basis, by a random selection technique the Socio-educative Model presented by Attitude Motivation Test Battery (AMTB) was conducted on a sample size of N=1500. The Likert scale of assessment at a range from (1-6) with code (1) indicating absolute disagreement and (6) absolute agreement to the test statements, was used for the instrument and the results of the data gathered indicated that: English learners have moderate positive attitudes toward foreigners speaking English; the language is marked as a high priority when integration is concerned, and they expressed a very strong interest to learn the English language. Overall, the cultural aspect of learning environment reflects the students' social and integrative attitudes to learning English as a foreign language.

Keywords: cultural and educative role, learning environment, socio education model, integrative attitudes, interest in foreign languages

1. Introduction

It is well-known worldwide that people who speak a foreign language have improved their memory, problem-solving or critical -thinking skills, can develop better abilities to multitasks, and can improve attitude and behavior towards different cultures. A person who speaks a foreign language has impressive opportunity to know and understand the culture of the other country. Generally, learning a foreign language has an impact on the learners, which might depend on several factors such as: age, gender, nationality, social and economic status, education background, and political system of its country. From another perspective, a foreign language goes through a process of teaching which is influenced by factors as: the attitude, methods, techniques, teachers and educators' motivation and environment, etc.

Learning a foreign language takes place in a certain context, in which the way the language works, the way it gives the sense: what we mean when we speak and others like these all

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happen in a certain context. In these contexts, culture plays a role as a form of interaction, social practice, and repetitive uses of the symbols, and as framework of values and beliefs. Culture is involved in every case of use of language. But if culture is a permanent background for everyday uses of language, what is the best way to equip people with cultural knowledge? Learning a foreign language is boundless and also an on-going process in which one moves from one set of linguistic and cultural context to another set. Each of these sets requires new efforts for translation and interpretation. The language learner moves between cultures and becomes an intercultural person, consequently needs a multicultural approach to foreign language learning. The approach helps the learner about the functioning of cultural differences, giving the techniques for comparison between cultures, and for better negotiation of the differences among the cultures. In this way, the person becomes much more skilled for speaking and listening of the foreign language, and definitely intermediary between cultures.

The historical, political and economic factors have determined the necessity of learning a foreign language in Albania, even though there are few studies and research about this issue in Albania. Albanian democratic governments aware of the importance of learning foreign languages, especially English, and have made very positive steps to improve the situation of foreign language teaching in Albania, by considering the “good models” of other Western foreign language teaching methods and strategies.

2. Literature Review

Robert Gardner's theory (1960) had showed that the process of learning a foreign language is related to individual differences, such as language aptitude or ability to learn a foreign language and variables of motivation and attitudes towards language, but in later studies (Gardner R.C. 2001, 2005, 2009), it was recommended studying the constructs of the Socio-Educational Model: motivation, attitudes towards the context in which the foreign language is taught, the integrative role and functional role of the foreign language in the individual, anxiety level and parental support. This new theory excluded individual factors for foreign language learning. Gardner recommends that, in addition to observing the relationship between socio-educational factors and language learners' outcomes, variances of the influence of these factors on motivation have to be observed to test the consistency of the model (Gardner R. C., 2009, p.6). R. Gardner's theory of Socioeducational Model for foreign language learning states that the cultural factor is involved and influences foreign language learning. Gardner R.C. (1985) hypothesized that: ‘If the individual does not like the language of the community that he is learning, then there will be no motivation to learn it. (Gardner, 2005, p.1).¹

Based on these empirical research, this article will observe in Albania if the results that will emerge from the application of the Socio-Educational Model for foreign language learning, go in line with the findings of the classic Gardner study (1985), or with findings in later empirical research (Gardner R.C, 2001), which are also consistent with findings in other

¹Gardner Robert C., (2005). *Integrative motivation and second language acquisition* Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk - May 30, 2005, London, Canada <http://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf>

studies in Europe, where the integrative role of the foreign language is stronger than educational role.

2.1 Socio-cultural approach to the formal and non-formal educational environment

Gardner and Lambert (1972), who proposed the integrative role of foreign language with the hypothesis that individuals who enjoy an ethnolinguistic heritage, as a very important part of their identity, would reflect a low level of integration and vice versa, individuals, who do not consider ethnolinguistic heritage as a very important component, would have high levels of integration" (cited in Gardner R.C., 2005, p.7). In the case of Albania, this hypothesis can be proven, given that there are communities that speak English as a foreign language, but also as a mother tongue (due to increasing birth rates in UK of children from Albanian parents during immigration drive in three decades, who returned to Albania). The ethnocentric attitudes of Albanian youth in certain contexts are very evident, especially in national events.

A major factor in motivation to learn a language is the cultural context (Gardner, 2007), which refers to the individual's social context and has implications for language learning. Gardner states that "all these features are expressed in the attitudes of the individual, beliefs, ideals, expectations, etc., when related to language learning" (Cit. Ibid, p. 6).

The theory of Robert C. Gardner (1960), was firmly supported in the following years, since learning a language of another community, simply cannot be separated from the social predisposition to the community that speaks the language in question (Dörnyei Z., 1998). The starting point in Gardner's theory (1958) was based on the hypothesis that students' attitudes toward a specific language group are likely to influence how successful language learners will be in incorporating aspects of that language, it means that unlike other subjects, a foreign language is not a socially neutral field" (Gardner, 1985, p.6).

2.2 The integrative approach of the socio-educational model

Language learners' social identity is not fixed and can be a site of struggle as the interactions and power relations change and is mediated through institutions such as families, schools, and workplace (Pierce, 1995). Robert C. Gardner's theory of motivation and attitudes toward language learning has three well-developed directions over a period of five decades:

(1) The construct of motivation, Gardner R.C. (1960), integrative and instrumental orientation towards foreign language Gardner R.C., Lambert W. (1972), Clement, Gardner & Smythe (1977). Gardner's theory (1985) defines that: "Motivation is a very broad construct and carries cognitive, affective and personal characteristics. A motivated person demonstrates all these characteristics. Reason in itself is not enough to be called motivation" (Cit. at Gardner R.C. 2005, p.4).

(2) The international variant of the Test for Motivation and Behavior towards Learning English as a Foreign Language (Gardner R.C., 2004) is the revised version of the first test for Motivation and Behavior by Gardner R.C., Smythe (1975), and besides it is a standardized instrument equipped with well-compiled documents, showing psychometric

data (International Document on Test Articles and Scales², User Manual, Technical Report, Gardner R.C., 1985), also provides a comprehensive list of motivational factors, which have been discovered by empirical studies which significantly affect the achievements in the process of learning a foreign language, and

(3) The Socio-Educational Model, which is a general model for learning a foreign language, which puts at its center the construct of motivation and highlights the construct of *'integrativeness'* for the first time as the most importantly related to motivation to learn the foreign language, (Gardner R.C., 2001, 2005, 2009, f.6).

Gardner (2001) in a public lecture state that: "... learning a second language involves acquiring certain characteristics of the cultural group and this has an impact on the individual. Language is an integral part of the individual and a significant part of the self", (Gardner R. C. Public lecture, 2001, p.3).

Being bilingual and bicultural means possessing the knowledge needed to communicate in both cultures, as well as coping with potential discrimination (Woolfolk A., Billing L., 1995, cited in Woolfolk A., 2010, p. 177.)

While over a period of more than two decades from 1985-2010, Gardner would comment on his line of study regarding the role of motivation and attitudes towards language learning that:

"...the socio-educational model of foreign language teaching assumes that the teaching of another language in school differs from other subjects in that foreign language learning makes it possible to include in the repertoire of the language researcher characteristics of the speaking community. The Socio-Educational Model claims that the individual's openness (willingness or ability) to borrow features of another community is considered an important part of the language learning process. This is the cultural component of second language learning and is presented in the conceptual block of 'integration', cited in (Gardner, 2010, p.3).

Thus, attitudes towards the language-learning context (school context) and towards the language-speaking community (cultural context) are related to achievement (Gardner, 2007). In her study of unsuccessful foreign language learners in Hungary, Nikolov M. (2001) showed that 'negative classroom experiences greatly influenced respondents' motivation.

The Socio-Educational Model highlights that the integrative role of language, attitudes towards the situation where language is taught and motivation (Gardner & Smythe (1981), are three separate constructs, but that correlate with each other and can be identified by correlation (Gardner & MacIntyre, 1993). Informal context is the process of language learning that occurs naturally in situations where the foreign language is used or serves as an experience (contacts with hearing the foreign language in the media, on the street, in bars, etc., (Gardner R.C., 2005). This definition is expressed in the social character of Robert C. Gardner's (1985a) theory of foreign language learning, which links students' success in learning a foreign language to positive attitudes towards speakers of foreign language as a mother tongue, raising the hypothesis that:

'... the more favorable attitudes towards foreign language speakers and the context of language learning, as well as the lower the level of anxiety in communicating with

²Gardner R.C., Attitude/Motivation Test Battery Items for Croatian, Japanese, Polish, Portuguese and Romanian Questionnaire, from <http://publish.uwo.ca/~gardner/docs/QuestionnaireKeys.pdf>

foreigners and in language learning class, the greater their success, and even more motivated from the integrative point of view they are '(cited in Gardner, 2009, pp. 4-5).

3. Methodology

3.1 Research questions

Do Albanian upper secondary students reflect social and integrative attitudes about English language in a culturally enhanced learning environment?

In order to find answers to the research question, the methodology used in this paper includes descriptive analysis. The international version of the 'Test of Attitudes and Motivation towards Foreign Language Learning' (AMTB, Attitude Motivation Test Battery, International Version, Gardner R.C., 2004) was used for the measurements in this research. In order that the results are highly representative, the data was gathered from five main districts in the country (from the north to the south and from the east to west part of the country): Tirana, Durrës, Vlorë, Korçë and Shkodër in public and non-public upper secondary schools urban and rural areas, during first semester of the school year 2019-2020. The students completed the test with their free will under very strict rules of anonymity. The data was processed with quantitative methods, by employing Statistical Program for Social Sciences, (SPSS 18) as it relied on the line of empirical research studies, in which the same research model was applied. The Socio-Educational Model, the revised version (Gardner R. C., 2005), is based on the measuring instrument '*Attitude Motivation Test Battery for Foreign Language Learning, International Version*',³ (Gardner R.C., 2004).

3.2 Sample size

The sample size target in this study was upper secondary students in Albania, who belong to the 'Secondary Education'⁴ cycle in the pre-university school system. This population includes all students who studied English as the first foreign language in public and non-public upper secondary schools. The main reference for determining the sample and then for the selection of the study sample was the Statistical Yearbook for Education. In the selection of the sample, was applied the technique based on the group, 'Stage' and 'Cluster Sampling'. The sample size was calculated using the Raosoft Sampling method, from which the sample N = 1500 individuals were selected.

3.3 The Instrument and Data Interpretation

The international version of the 'Test of Attitudes and Motivation towards Foreign Language Learning' (AMTB, Attitude Motivation Test Battery, International Version, Gardner R.C., 2004) was used for the measurements. The instrument is structured according to the Likert scale, with 6 alternatives. The AMTB scale items are presented according to this example: 'I would like to speak many foreign languages perfectly', followed by the alternatives: Absolutely disagree (1), Moderately disagree (2), Slightly disagree (3), Slightly Agree (4), Moderately Agree (5), Absolutely Agree (6). There was no

³ Gardner Robert C., (2004), Attitude/Motivation Test battery, International AMTB Research Project <http://publish.uwo.ca/~gardner/docs>

⁴ MAS, Strategjia e Zhvillimit të Arsimit Parauniversitar 2014-2020, p. 14.

neutral alternative on this scale. Codes from 1-3 have negative values, and indicate non-compliance with the item and codes from 4-6 indicate positive values and reflect compliance with the respective item.

AMTB is an instrument that contains negative worded items. "In some scales the wording of particular items has been reversed to help prevent response bias", (p. 102, Pallant J. 2016). Consequently, negative statements in the test were re-coded by SPSS processor before total data calculation, in order to be interpreted the same way as positive statements. This explains that a negative statement is interpreted the same way as positive statements, because it has been reversed and the variable is rescored. More concretely, by reversing the scores, for negative statements code (1) has value for absolute agreement and code (6) absolute disagreement. For example in the statements like: "I have no interest in foreign languages at all" or "It is not important for us to learn foreign languages" etc., code (1) means corresponds to "absolutely agree" this means that the student agrees and does not have interest in foreign languages or that it is not important to learn foreign languages; If they select code (5) or (6) it is moderate to full disagreement to the negative statement. This means that, on the contrary, they are very interested in foreign languages and learning foreign languages is highly important to them.

The scale of `integrative and social attitudes` in this instrument is composed of 3 subscales:

1. Integrative foreign language orientation (4 articles)
2. Interest in foreign languages (10 articles)
3. Attitudes towards foreigners (10 articles)

3.4 Internal reliability of scale: `Integrative and Social Attitudes` in the Socio-Educational Model for learning a foreign language

It was measured the internal reliability of the scale `The integrative and social attitudes` in the Socio-Educational Model, which was at the value 0.73, higher than 0.6 thus making it reliable to be used. These coefficients are acceptable at the level above 0.6 alpha Cronbach and normally suitable for large-scale studies (Dörnyei and Taugchi, 2010). (See table 1)

Table 1. Alfa Cronbach's coefficients for internal reliability for the scale `The integrative and social attitudes` in the Socio-Educational Model

Variables of the Socio-Educational Model for learning a foreign language	Alfa Cronbach coefficients
The integrative and social attitudes	.730

The Alpha Cronbach coefficients for each of the 3 subscales were measured. All of them reached the acceptable level of reliability, Alfa Cronbach ($\geq .7$). (See Table 2)

Table 2. Alpha Cronbach coefficients for 3 Subscales of `Integrative and social Attitudes`

TMS instrument subscales	Alfa Cronbach
Attitudes toward foreign language learning	.77
Attitudes towards English speakers	.78
Integrative orientation of English foreign language	.75

4. Results

4.1 Mean values, standard deviation and absolute frequencies in percentage for the scale: `Integrative and Social Attitudes`

At the national level, according to the rating range from 1-6, the average of the values for the scale `Integrative and Social Attitudes`, is $M = 5.23$. The standard deviation is: $DS = 0.663$. The results indicated that upper secondary students ($N = 1500$), are moderately interested in learning a foreign language due to the integrative role of English. (See Table 3)

Table 3. Descriptive data for the scale: `Integrative and Social Attitudes`

	N	Min	Max	Mean Values	SD
Integrative and Social Attitudes	1500	1.00	6.00	5.235	0.663

It results that only 44 upper secondary students have absolutely no favorable integrative and social attitudes to English language learning, whereas, 527 students have absolutely positive integrative and social attitudes toward language learning. In total, only 20.7% of students have negative attitudes to foreign language the learning and 79.3% of them have positive attitudes. (See Table 4)

Table 4. Descriptive statistics and frequencies for scale: `Integrative and Social Attitudes`

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid percentage	Absolutely disagree	44	2.9	2.9	2.9
	Moderately disagree	89	5.8	5.2	8.1
	Slightly disagree	159	10.6	12.6	20.7
	Slightly agree	316	20.8	23.7	44.4
	Moderately agree	365	24.2	28.7	73.1
	Absolutely agree	527	35.7	26.9	100.0
	Total	1500	100.0	100.0	

4.2 Mean and standard deviation values of the integrative role of language according to measurement subscales

The mean value of the subscale `Attitudes towards English speakers`: $M = 4.83$; *Interest in foreign language learning*: $M = 5.53$ and *Integrative language orientation* subscale is: $M = 5.35$. (See Table 5)

According to these values, students express very favorable attitudes towards integrative language orientation and have a high interest in English language. They have moderate favorable attitudes towards foreign language speakers.

Table5. Descriptive data of the subscales: 1. Attitudes toward foreign language learning ` 2. Attitudes towards English speakers. 3. Integrative English Language Orientation `

	N	Min	Max	Average	DS
Attitudes towards English speakers	1500	1,00	6,00	4,837	0,8330
Interest in foreign language learning	1500	2,00	6,00	5,533	,81481
Integrative English Language Orientation	1500	1,00	5,00	5,357	,74247
N	1500				

4.3 Mean and standard deviation values of integrative role items according to measurement scales

Descriptive data for the items of the sub-scales: 1. `Attitudes towards English-speaking foreigners, 2. `Interest in foreign language learning` and, 3. Integrative foreign language orientation` are displayed in Tables 6, 7 and 8.

Table 6. Descriptive data for items of the subscale: Attitudes towards English-speaking foreigners

Attitudes towards English-speaking foreigners	N	Min	Max	Mean	SD
If Albania had no contact with English-speaking countries, it would be a great loss	1500	1,00	6,00	4,306	0,797
Many English-speaking people are so loving and communicative that it is fortunate to meet such people	1500	1,00	6,00	5,094	0,566
I would like to have a lot of English friends who speak English language as a native language	1500	1,00	6,00	5,4544	0,676
Englishspeakers are very communicative and loving	1500	1,00	6,00	4,3572	0,646
The English should be very proud because they have given so much value to the world with their language	1500	1,00	6,00	5,1411	0,770
I would like to know more people who speak English language as a native language	1500	1,00	6,00	4,6956	0,873
The more I know the native English speakers, the more I like them	1500	1,00	6,00	5,8783	0,844
You can always trust the native English speaker	1500	1,00	6,00	4,1444	0,581

Table 7. Descriptive data for sub-grade articles: Interest in foreign language learning

	N	Min	Max	Mean	SD
I would like to speak many foreign languages perfectly	1500	1,00	6,00	5,8933	0,73822
I would love to read magazines and newspapers in a foreign language	1500	1,00	6,00	5,5717	0,61300
I would really like to learn a lot of foreign languages	1500	1,00	6,00	5,7172	0,61239
If I were planning to stay in another country, I would try to learn their language	1500	1,00	6,00	5,6933	0,73822
I like to meet people who speak foreign languages	1500	1,00	6,00	5,7189	0,82884
Learning foreign languages is not enjoyable	1500	1,00	6,00	5,2172	0,81239
I have no interest in foreign languages at all	1500	1,00	6,00	5,5678	0,87865
It is not important for us to learn foreign languages	1500	1,00	6,00	5,2528	0,76180
Many foreign languages sound harsh	1500	1,00	6,00	5,5139	0,61800
I would rather watch a TV program dubbed in my own language than in a foreign language with subtitles	1500	1,00	6,00	5,0033	0,63739

Table 8. Descriptive data for sub-items: Integrative foreign language orientation

	N	Min	Max	Mean	SD
Learning English is important as it allows me to feel comfortable with people who speak English	1500	1,00	6,00	5,3822	0,6819
Learning English is important, as it will allow me to meet and talk to different people.	1500	1,00	6,00	5,7861	0,6705
Learning English is important as it will enable me to better understand and appreciate the English lifestyle	1500	1,00	6,00	5,1167	0,5913
Studying English is important because I will be able to interact more easily with English speakers	1500	1,00	6,00	5,3150	0,60924
N	1500				

5. Discussion

The Socio-educational model reflects the expectations of language scholars towards the cultural context, which he calls 'Socio-cultural milieu and Expectations' (cited in Gardner, 2005, p.5). Gardner and Lambert (1972), who proposed the integrative role of foreign language with the hypothesis that individuals who enjoy an ethno linguistic heritage, as a very important part of their identity, would reflect a low level of integration and vice versa, individuals, who do not consider ethno linguistic heritage as a very important component, would have high levels of integration" (cited in Gardner R.C., 2005, p.7). In the case of Albania this hypothesis can be proven, given that in Albania there are communities that speak English as a foreign language, but also as a mother tongue (high birth rates in UK of children from Albanian parents during immigration drive in three decades). The ethnocentric attitudes of Albanian youth in certain contexts are very evident, especially in national events. This attitude has its origin from the 45 years of communism system of Albania. Albania as a poor society, isolated for more than four decades during the communist regime, had experiences extremely little exchanges with other cultures. And this ethnocentric tendency makes it difficult to adapt to other cultures. After the fall of communism towards democracy, Albanian society turned to the appreciation of other cultures.

The average of the values for the integrative and social attitudes in this research is: $M = 5.2$, $DS = 0.663$, which reveal a moderate result (Table 3). 79.3% of Albanian students learn a foreign language due to its integrative role and 20.7% of them are not inclined to learn the language due to its integrative role (Table 4). This result goes in line with the findings of Gliskman, Gardner and Smythe (1982), which concluded that students who were interactively motivated to learn the language, showed more devotion and were more active in the English class, gave more accurate answers were most satisfied with the lesson at the end of the session. A lower

The English language textbooks in the high school curriculum in the country offer a variety of cultural factors, taking into account that they are publications from foreign publishing houses and contain interactive teaching materials where in some cases apply the virtual teaching system (MAS, 2015, p.54). Consequently, the factor of expectations for the cultural context where the foreign language is taught Gardner (2005) is important to study in Albanian high school students, in terms of learning the foreign language. Also, another reflection of the findings in this study that students have favorable and positive attitudes toward the integrative and social role of foreign language is found in the State Matura orientation program, where the level of foreign language according to CEFRL that states "Upper Secondary school students at level B1 of the language should be able to read and understand materials reading that pertains to the individual's daily life, such as newspaper and magazine articles or brochures, describing travel experiences, using the vocabulary and language of services, using words and expressions in foreign languages from everyday speech" (MAS, 2015, Orientation Program for the State Matura, p.5-7).

These findings are in line with research in Iran by Zahra V. (2008), who found that students' orientations towards foreigners are neutral, the integrative and functional role of language is moderate, and that the study of English allows them to interact and know the people and cultures of other countries. These findings go in line with Gardner (1985-2010)

research, where he confirms for his line of study regarding the role of motivation and attitudes towards language learning according to the Socio-Educational Model, that the individual's openness (will or ability) to the culture of another community and the desire to borrow its features, fosters the desire for language and is considered an important part of the language learning process (The integrative role of the foreign language).

The social and cultural character of the model is reflected in the orientation plans of foreign language programs and exams for high school students, which are based on two important and standardized documents for foreign languages, which are: Common European Framework of foreign language references and Foreign Language Portfolio. In both of these important documents, the social factor is foreseen in terms of the skills and competencies of the language researcher and this is expressed in the description criteria for the B2 level of the language where it is stated that:

"An independent user can communicate with a degree of spontaneity and ease with a native speaker, who does not contain tension for either of them, as well as to express opinions on topicality, to present arguments and to show priority in discussions in foreign language", (Haloçi A., Delija Sh., Tabaku E., Sula A. (2006), Common European Framework of Reference for Foreign Languages, (Council of Europe, CEFRFL, p.25). Also, the integrative and social attitudes of Albanian students reflect the theory of R. Gardner's Socio-Educational Model for foreign language learning, which states that, the cultural factor is involved in foreign language learning and influences it. Gardner R.C. (1985) hypothesized that:

'If the individual does not like the community whose language he is learning, then he will have no motivation to learn it' (Gardner, 2005, p.1).

This statement is closely related Albanian youth approach that reflects ego to integrate into other communities, such as the European Community. Albanian students encounter English-speaking foreigners very frequently, on the streets, in bars, in foreign language courses, or in entertainment and multicultural activities. It is reported in this research that students' integrative drive has been enhanced, which is explained with somewhat higher result for the *language integrative orientation*, (M=5.33), compared to results of the study in 2019 for the same scale which was only (M=5), (Softa V., 2019).

6. Conclusions

The integrative and social attitudes of upper secondary students toward English language learning were expressed through three subscales, measured with a Likert scale from (1-6), with respective mean value score: M = 4.8, DS = 0.85 for the '*Attitudes towards English foreigners*'; M = 5.5, DS = 0.8 for the '*Interest in foreign language learning*', and M = 5.3, DS = 0.7 for '*Integrative orientation of foreign language*'. This result implies that students have a great interest in language learning, have moderate positive attitudes toward foreigners who speak English and highly attracted to the integrative and social role of foreign language.

The mean value for the *integrative and social attitudes* in this research is: (M = 5.2, DS = 0.663) which implies that students have higher than the moderate degree positive attitudes toward language learning, according to integrative and social perspective. Overall, 79.3% of Albanian students have positive attitudes toward English language learning, of whom, 35.7

% were absolutely integratively oriented, and only 20.7% of them have negative attitudes in terms of integrative and social reasons.

Upper secondary school students in Albania, think that learning English is important, as it allows them to feel comfortable with people who speak English, ($M = 5.3$, $DS = 0.6$) and will enable them to meet new different people ($M = 5.7$, $DS = 0.6$). Students agree that they would like to have more foreign friends who speak English as a native language ($M = 5.4$ and $DS = 0.6$) and want to know more people who speak English as a mother tongue ($M = 4.6$ and $DS = 0.8$). Students state that they want to speak many foreign languages perfectly ($M = 5.9$ and $DS = 0.7$). They plan to learn English if they go to live in English-speaking countries, ($M = 5.6$ and $DS = 0.6$).

This study is limited to the empirical research in this field in Albania. There are conducted several studies, such as foreign language learning, European integration and foreign cultures, but they are only performed separately, not interweaving the subjects of research and consequently not deriving with complex results in the country. Only a couple of researches can be referred to and this stands for a lack of literature references. Further researches in this area of study are recommended in Albania.

Language and culture are linked together and language learners' socio-cultural identities and understandings are subject of transformation as time goes by. Also, the understanding of the world is shaped by their lived experiences and social interactions in both languages and cultures. The principle of inter-culturalism requires that foreign language education takes into account the interests and expectations of learners in their own cultural context, decided by the Council of Europe's principles of plurilingualism and multiculturalism. Albania has made progressive work in the Europeanization of foreign language education, framed by the Council of Europe's language education policies.

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