

ROLE OF INSTRUMENTAL AND INTEGRATED MOTIVATION IN LEARNING OF ENGLISH-THE SECOND LANGUAGE, AMONG THE ENGINEERING STUDENTS IN THE SOUTHERN TAMILNADU- A CASE STUDY

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ABSTRACT

Motivation plays an incredible role in learning and using a language with accuracy and proficiency. The English teachers strive hard to make the students get motivated and involved in the utilisation of the language beyond the teaching-learning scenario. Even after strenuous efforts put on by the teachers, the students many a time fail to interconnect in English leading to a little dejection on the part of the teachers as well as students. The failure to communicate in English lurks their next step towards progressive usage of the language. The language teachers are much worried about the second phase of motivating the students and rejuvenating their lost interest towards English. The teachers will miscarry their task if they fail to drag the students in the right track with some kind of incentives in the form of motivations like attainment of hidden goals and aspirations of the students. If these concealed motivations are linked with the objectives of learning English, the students are sure to get rid of their inhibition towards English and start learning English with inquisitiveness. The successful language teachers should know to connect the passion and the need. To make the students analyse or do introspection of their motivation pertaining to their learning English as well as to establish the true motivation factors for the teachers' understanding, the I year B.E/B.Tech students of Mepco Schlenk Engineering College, Sivakasi were asked to respond to a questionnaire consisting of 20 questions representing motivational factors propelling them to learn English. The "Statistical Package for Social Sciences" (SPSS) version 22 was used to analyse the feedback acquired. The analysis of the response given by 250 students have shown that the students learn English because it is a part of their education and their placement as well as career. The students high level of instrumental and integrated motivation.

Keywords: Motivation, instrumental motivation, and integrated motivation,

Introduction:

Motivation plays an incredible role in learning and using a language with accuracy and proficiency. The English teachers strive hard to make the students get motivated and involved in the utilisation of the language during and beyond the teaching-learning scenario. Even after strenuous efforts put on by the teachers, the students many a time fail to interconnect in English leading to a little dejection on the part of the teachers as well as students. The failure to communicate in English lurks their next step towards progressive usage of the language. The language teacher is much worried about the second phase of motivating the students and rejuvenating their lost interest towards English. The teachers always struggle to lay the students in the right track with some kind of motivation to love the language and recall incentives like attainment of hidden goals and aspirations of the students. Motivation to learn English has to be a combination of desire to acquire English with the desirable outcome towards learning the language. That is, motivation to absorb L2 refers to the degree to which the individual works or tries to learn the language and the contentment experienced in this task. Effort to learn alone does not indicate motivation. The motivated persons must be able to communicate in English to attain their goal through the practical application of English in life. Motivation is a driving force that propels English learners to utilize the language for their achievements. Only a proper motivation can lead students, specifically the budding Engineers, towards the involved English learning.

Gardner and Lambert are the pioneers in research on motivation. They affirm two major kinds of motivation that could be correlated to L2 learning: integrative and instrumental. Integrative motivation, reflects the learner's willingness or desire to be like a representative member of the other language community (Gardner & Lambert, 1972) with the desire to learn English. Instrumental motivation, on the other hand, is characterized by a desire to gain social recognition or economic advantages through knowing an L2 (Gardner & Lambert, 1972). It is also characterized by an interest in learning L2 for pragmatic and utilitarian benefits such as a high salary, power, or career (Johnson, 2001).

A) Statement of the Problem

Many features contribute to English language learning and delineating these factors is a complex task. One such factor is the right motivation. Globalization has now become a motivation for many individuals all over the

world to learn the English language. In India, the status of being able to communicate in English language has been acknowledged widely to the point that it is given a position as the second language. The world has become a global village (Barnett and Lee, 2003), thus there is a basic need for the people around the world to learn English to meet their cultural, political and economic needs. In other words, the English language currently enjoys the standing of an international language (Crystal, 2003). However, in the evolving situations, where English is predominant everywhere, the role of motivation in the English learning process deserves special attention. This is because learners' " motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning (McDonough, 1983; Ellis, 1994). English has become an intercontinental language of Science and Technology and the medium of learning in Anna University. So, students admitted under Anna University and its affiliated colleges in Tamilnadu are bound to use English for their academic and non-academic purpose. It is very obvious that students of Mepco Schlenk Engineering College, Sivakasi have to pleat their strength to use English fluently.

The current paper focuses on the factors that motivates the conscious learning of English by the Mepco Schlenk Engineering College students who are from various parts of southern Tamilnadu. The present paper does not aim to analyse the academic performance or the progress of the students, but ponders on the specific types of motivations that drives a student to use English. The authors are studying the level of the integrative motivation and the instrumental motivation in learning of English and the type of motivation which is predominant among the students. The paper analysis the data related to various motivation factors that lead 250 First year engineering students at Mepco Schlenk Engineering College, Sivakasi to show inclination towards English. The students are from various disciplines of engineering like Civil Engineering, Computer Science Engineering, Bio Technology and Mechanical Engineering. The students responded to the questions enthusiastically and willingly.

B. Objectives:

- An analysis on the level of intrinsic motivation
- Study on the impact of the extrinsic motivation.
- Comparative study of the influence of the intrinsic and extrinsic motivation

C. Research Design:

- Literature survey
- Data collection through questionnaires and feedbacks on the motivation factors leading to English.
- Data Analysis of the student' motivating factors towards English.
- Conclusion
- Suggestions for future.

II. Literature Survey:

Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin, 1994, as cited in Huang 2007). Dornyei argues that "So much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity ... Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives." (Dornyei, 2001a).

The motivational energy that thrusts the learners towards L2 is well defined and established to a good extent and yet researches are still in progress. Gardner (1985; 50) informed the following (as cited by Majed. **M.H. Drbseh**): The type of motivation answers the question of why the individual is studying the language. It refers to the goal set by the learner in knowing English. Many reasons could be listed: to speak with members of that language community, to get a job, to progress in one's education, to be able to travel, to please parents and others, to satisfy a language requirement, to gain social power, etc. As individuals, there are as many reasons for studying a second language. However, the core of discourses on various approaches to motivation falls into the broader category of intrinsic and extrinsic motivation. The intrinsic motivation is defined as —the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activityl [R. C. Gardner, as cited by Chiew Fen Ng and Poh Kiat Ng]. They find intrinsically motivating tasks interesting and challenging; the reward is the enjoyment of the activity itself or a feeling of competence (self-efficacy) in doing the task [4 A. Bandura, as cited by Chiew Fen Ng and Poh Kiat Ng]. Extrinsic motivation is a trigger that flows from outside the individual. Learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards.(Chiew Fen Ng and Poh Kiat Ng,2015).

There are yet another representation of the concepts with more interesting terminologies like integrated motivation and instrumental motivation which are going to be the centre of discussion in this paper. Krashen (1988, p.22) has mentioned the following factors related to integrative motivation. *Integrative motivation* is defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (as cited by Saville-Troike, 2006, p. 86) It also reflects the learner's high level of effort to learn the language of a valued L2 community in order to communicate with the group. Moreover, integrative motivation reflects an interest in L2, a desire to learn the target language and an attitude toward the learning situation, and the target language community (Gardner, 1982). *Instrumental motivation* involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (as cited in Saville-Troike, 2006, p. 86) An instrumental orientation emphasizes 'the practical value and advantages of learning a new language'.

The integrative orientation thus stresses an emotional involvement with other community, while the instrumental orientation does not necessarily. (Gardner & Lambert, 1972). Furthermore, Brown (1987: 115) and Ellis (1986: 300) have indicated out that "instrumental motivation", which is believed to occur when the learner's aim is function (e.g. to get a job or pass an examination) and integrative motivation happens when the learner hopes to identify with culture of the L2 group". Ellis (1985), and Young (1987: 87), (as cited in Majed. M.H. Drbseh)

III. METHODOLOGY

A. Data Analysis:

The "Statistical Package for Social Sciences" (SPSS) version 22 was used to analyse the feedback acquired. The data concerning subjects' general background as well as their comments were calculated and presented in percentage. A five-point Likert scale was used to measure the level and type of subjects' learning motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table.1.

Mean Range	Interpretation
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

The following Table 2 contains 10 instrumentally motivated related items.

Instrumental Motivation	Mean	Median	Standard Deviation	Motivational Level
1. I need to know English to enter best university	4.416	4	0.629706	High
2. English will broaden my future options	4.176	4	0.826897	High
3. I learn English for practical purposes.	4.004	4	0.852579	High
4. I learn English to pass my Degree to get a good job in the future.	3.848	4	1.11619	High
5. I learn English language just because I am interested in furthering my higher education.	3.688	4	0.989227	High
6. I learn English because it is important for travelling overseas.	4.116	4	0.785501	High
7. I learn English to look more sophisticated and knowledgeable.	3.82	4	0.950375	High
8. I learn English to have a better career in the future.	4.368	4	0.744846	High
9. I learn English because it can lead to more success and achievements in life.	4.124	4	0.84495	High
10. I learn English because being proficient in English makes other people respect me.	3.844	4	0.946174	High
	3.99756	3.5	0.877568	High

(Table 2 instrumental motivation Data)

(Questions Courtesy: <http://penerbit.uthm.edu.my/ojs/index.php/JTS/article/view/1421/963>)

Interpretation for The table 2 on Instrumental Motivation Data:

The table 2 on instrumental motivation Data presents overall details of the students' instrumental motivational level. The Table 2 sketches all the 10 questioned items, their resulting itemized mean scores, using descriptive statistics of Mean scores and Standard Deviation (S.D.) and their parallel motivation levels, which pledges the interpretation of data and the related implications. It shows that the respondents possessed a high level of instrumental motivation on the whole. The statement 1(I need to know English to enter best university) has the highest mean of 4.416 and is followed by the statement 8 (I learn English because I am interested about the culture of people around the world.) has the highest mean of 4.36. The students prefer English as it partly ensures the best career for future. This category is followed by the statements 6 and 9. On the whole, the students have appreciable level of instrumental motivation.

The following Table 3 contains 10 Integrative motivation related items.

<i>Integrative motivation:</i>	Mean	Median	Standard Deviation	Motivational Level
1. I learn English because it can help me to understand English books, movies, pop music etc.	3.848	4	0.961558	High
2. I learn English because I want to know and learn about the native English speakers' ways of life.	3.42	4	0.94614	High
3. I learn English because it allows me to discuss interesting topics with people all around the world.	3.976	4	0.796216	High
4. I learn English because I am very interested to join activities organized by local and international institution.	3.952	4	0.853587	High
5. I learn English because it allows me to transfer my knowledge to other people. For example, giving directions to tourists.	4.08	4	0.706823	High
6. I learn English because it makes me more open-minded, and friendly like English native speakers.	3.908	4	0.875558	High
7. I learn English because it allows me to behave like native English speakers. For example, the accent and using English expressions.	3.668	4	0.951524	High
8. I learn English because I am interested about the culture of people around the world.	3.716	4	0.906992	High
9. I learn English because I am interested to get to know other people from other cultures.	3.792	4	0.916261	High
10. I want to learn English as best as I can so that I can have better proficiency and understanding of the language.	4.256	4	0.681411	High
	3.8616	4	0.859607	High

(Questions Courtesy: <http://penerbit.uthm.edu.my/ojs/index.php/JTS/article/view/1421/963>)

(The table 3 on Integrated Motivation Data)

Interpretation for The table 3 on Integrated Motivation:

The table 3 presents overall details of the students' integrated motivational level. The Table 3 sketches all the 10 questioned items, and their mean scores and Standard Deviation (S.D.). It shows that the respondents possessed a high level of integrated motivation also. The statement 10 (I want to learn English as best as I can so that I can have better proficiency and understanding of the language.) has the highest mean of 4.25 whereas the statement 2 (I learn English because I want to know and learn about the native English speakers' ways of life.) has the lowest mean of 3.4. On the whole, the students have appreciable level of instrumental motivation. On the whole, the mean score of integrated motivation also shows a higher level of motivation.

B. Findings:

Table 4: The Comparison between Integrative and Instrumental Motivation and Integrative Motivation

Type of Motivation	Mean	S.D.	Meaning
Instrumental Motivation	3.997564	0.877568	High
Integrative Motivation	3.8616	0.859607	High
Total	3.929582	0.868588	High

Table 4 represents the comparison between instrumental and integrative motivation. It discloses that the mean score of instrumental motivation (3.997) is a little higher than the mean score of integrative motivation (3.861). However, the inclusive mean scores of both categories of motivation of 3.9 is considered as a high degree of motivation. So, it is obvious from the above table 4 that students have high level of instrumental and integrative motivation and they have to be channelized with right choice of teaching methodology and the good content to learn English. The analysis of the response given by 250 students have shown that the students learn English because it is a part of their education and their passion as well as career.

V. Suggestion for Future:

An elaborate study on the motivation has validated that the students of Mepco Schlenk Engineering College has high level of instrumental and integrative motivation. Their readiness of I year Engineering students are to be appreciated and care must be taken to make them to learn English. The pedagogy has a tremendous impact on the learning of English. The teachers' words of inspiration and the well-planned models of teaching English will make the students shake off their inhibition and come forward to learn the language with enthusiasm. The students should be provided ample space for self-learning as well as peer group learning in the lecture schedule itself so that the students can gain confidence regarding their usage of English. The teachers in engineering college must motivate students to use English language make the students use without hesitation. They have to focus on each criteria related to intrinsic motivation and instrumental motivation and keep motivating the students. The students should be made to know the avenues on job opportunities that English could create for them.

In the field of research, further study can be made on comparing the test scores of the individual students before and after the implementation of pedagogy blended with definite motivational strategies to learn English. This is a baggy task and the dissertation can be prepared after a wide study on motivation and its impact on language learning.

IV. Conclusion:

Numbers of observations steered in the past have proved that student's "instrumental motivation was higher than their integrative motivation in learning second language (Qashoa, 2006; Vaezi 2009; Al-Tamimi & Shuib 2009; Wong 2011; Adila 2012). A number of researchers and theorists [6 A. Walqui. As cited by Chiew Fen Ng and Poh Kiat Ng] have contended that intrinsic motivation correlates more closely with language learning success than extrinsic motivation, but a learner's total motivation is most frequently a combination of instrumental and integrative motivation. External rewards can either increase or decrease intrinsic motivation, depending on how they affect self-efficacy [7 P. Pintrich and D. Schunk, as cited by Chiew Fen Ng and Poh Kiat Ng]. The "Learning Situation Level is associated with classroom specific motivational factors: Course-specific, Teacher-specific, and Group-specific motivational components." (Leila Anjomshoa & Firooz Sadighi, 2015). L2 motivation does not necessitate choosing either integrative or instrumental motivation. Both types are important. A learner might learn an L2 well with an integrative motivation or with an instrumental one, or indeed with both (Cook, 1991). If concealed motivations are linked with the objectives of learning English, the students are sure to get rid of their inhibition towards English and start learning English with inquisitiveness. The successful language teacher knows to connect the passion and the need.

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