

# THE INFLUENCE OF INTEGRATIVE MOTIVATION AND INSTRUMENTAL MOTIVATION ON LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Received: 29.03.2020

Revised: 01.04.2020

Accepted: 10.05.2020

## Abstract

The issue regarding which motivation has greater influence among students has been a true concern for foreign language researchers over the past decades. The present article strived to identify and analyze whether instrumental or integrative motivation has greater influence on the process of learning the language for English as Foreign Language (EFL) students. According to this purpose, first, 20-item motivational questionnaire and open-ended questions concerning which language skills are challenging for students were developed. Second, two students studying at the Tashkent State University of Law were chosen as the subjects of the investigation. Third, the investigator administered the questionnaire to the selected participants and requested them to complete it. Finally, the researcher analyzed the collected data of the research. The findings of this article indicate that the altitude of instrumental motivation of EFL students is superior in comparison to integrative motivation and instrumental motivation mostly affects the students' foreign language learning process. According to these findings, certain recommendations are proposed to motivate students to learn English.

**Keywords:** instrumental motivation, integrative motivation, EFL, cognitive variables, goal-oriented strategies and motivational concepts.

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DOI: <http://dx.doi.org/10.31838/jcr.07.12.164>

## INTRODUCTION

Scrutinizes have indicated that motivation is one of the most significant and influential elements in language acquisition. Motivated students are considered to be more enthusiastic to learn the English and to allocate their time to this process, therefore, obtain excellent achievement. In this article, the researcher's main focus was on instrumental and integrative motivation forms. Norris-Holt (2001) claimed that for instrumental motivation language learner's main objective is more concrete, to illustrate, applying for a job, reaching higher social status, meeting the criteria of school graduation, requesting higher payment based on linguistic knowledge. Conversely, integratively motivated students desire to be integrated into the culture and social life of the target language.

The purpose of this article was to indicate and analyze whether EFL students are more instrumentally or integratively motivated to learn the English and to observe the problematic spheres in the process of English language learning.

The significance of the article was to gather the materials that are valuable for professors and instructors teaching high school students, by emphasizing the forms of motivation and difficulties faced by English language learners. The obtained results will enable educators to develop and design more appropriate teaching strategies and methods.

This research may has some limitations. Firstly, during the research, only two participants from the same University were investigated. Subsequently, the findings could not be generalized.

## LITERATURE REVIEW

According to Mackey (2014), the purposes of studying a foreign language can be unlimited. However, the motivation is a fundamental secret to success in the science of acquiring a language. Oxford and Shearin (1994) specified that the importance of motivation for learners can be noticed in view of the fact that it offers a fundamental aspiration to commence the learning process and insistency to advance the language skills. Only with the assistance of motivation, the progression of learning can be activated and learners can reach a level of active learning. In addition, students allege positive attitude towards language development and concentrate on knowledge mastering when they are highly encouraged. In 1972, Gardner and Lambert defined two significant motivational concepts by

scrutinizing the learners' approach of learning foreign languages. These motivational concepts were integrative and instrumental motivation. They intended to determine the correlation of these two motivation types with the successful acquisition of foreign language. Gardner and Lambert's research in the field of foreign language acquisition regarding the integrative and instrumental motivation occurred to be one of the fundamental studies in this field. Students who are instrumentally motivation learn a language for concrete purposes. Whereas, students who have integrative motivation acquire the language to be closer to native speakers and to the culture of learning language. Gardner (1985) stated that integrative motivation supplants instrumental motivation, due to the fact that it includes cognitive variables and goal-oriented strategies that are essential for the language learning practice. However, Dornyei (2001) contradicted to this idea and asserted that integrative and instrumental motivation are of the equal importance and positively affect the success of language learning.

Zhao (2012) did a research on the forms of motivation of 124 Chinese ESL students and he discovered that these learners were more instrumentally motivated. Zhao's assumptions were maintained by Chunmei, Zhu, and Liping's (2013) scrutiny. They observed 45 pupils in Gejiu, China in their case study. However, according to Engin's (2009) study among a group of 44 students in Turkey, in learning a foreign language integrative motivation was more influential than instrumental motivation. Taking into consideration all above-mentioned literature, there is no clear consensus or assumption that one form of motivation is superior to the other. The supremacy of one motivational concept to another may differ between the contexts under examination. Hence, there is a need for further investigation in this field to have various perspectives and reference points for expanding the knowledge about the influence of motivational factors towards learning English.

## PARTICIPANT'S PROFILE

Two learners studying at the Tashkent State University of Law were chosen as the participants of this research. The selected subjects are studying in the same class, educated by one English professor, and use the identical learning resources. It has been done to simplify the process of assessment. The personal information of the students under investigation kept confidential to reassure them to be involved in the research

fairly and liberally. The first subject is Max (the name has been changed for privacy issues) who was born in 1998. He grew up in a family that speaks Uzbek and Russian. Between 2005 and 2014, he went to gymnasium and continued his study in the college of Economy. He responded that he started learning English in 2017 for entering the University, when he was an applicant. Recently, he is motivated to acquire the language, for the reason that he discovered its significance in creating new job opportunities in his future career.

The second participant of this case study is Maryam (name has been changed for confidentiality), she is 20years-old. Maryam started her education by going to a comprehensive school in 2005. She became a student of the College of Art in 2014 and studied there until 2017. In 2017, she became the student of TSUL. Her first language is Uzbek, but in her family Russian is a bit predominant. Her mother is an English teacher and her elder brother has an advanced level of English language. She started learning English when she was six years old and occasionally practiced English with her elder brother. She also admitted that she loves listening to Christina Aguilera, watching movies in English, especially "Friends", and video blogs in English on YouTube in her free time.

### RESEARCH DESIGN

The investigation was designed to be conducted in three stages. During the first stage, the background information of learners' was gathered in a written form. They answered to the questions prepared by the researcher. In the second section of the study related information regarding the type of motivation influencing learning the English language, a five-point Likert Scale motivational questionnaire that was adopted from Gardner's (1985) Attitude, Motivation Test Battery was used. The questionnaire was modified with some alterations in order to gather information that is more detailed.

The questionnaire contained 20 items to measure students' motivation. The first ten items include questions on measuring the instrumental motivation of learners and the rest ten items were considered to examine the level of integrative motivation. Participants rate them from 5 to 1, which indicated the level of their agreement to the questions. Lastly, for analyzing the difficulties in language learning process an open-ended questions were used. Students were provided with detailed instructions and the questionnaire list during their usual class sessions. They had approximately an hour to answer the questions and the process was controlled by the researcher. The answers were collected straight after completion process. The participants of the research were ensured to preserve their personal information confidential and the outcomes of research would not affect their grades.

### DATA COLLECTION AND FINDINGS

The process of collecting the data started from obtaining the background information of subjects under scrutiny. The script is provided in the Appendix II to prove the learners' profile. The second part of the research involved 20-item questionnaire with a five-point Likert Scale that interpreted the attitude and type of motivation of participants. According to this scale, the higher score illustrated high level of motivation, whereas the lower average score indicated that participants are slightly motivated. The learners' answers to motivational questionnaire can be observed in Appendix III.

Table 1.

Nº	Instrumental Motivation	Average result
1	Learning English is essential to have a respectable profession.	4.5
2	Advancing higher education is more important than learning English Language.	3.5

3	I do not read other English books beside the English textbooks for my University study.	2.9
4	English is primarily used for exams and assignments.	3.6
5	I do not really communicate in English during class sessions	2.2
6	Learning English plays an essential role in travelling to foreign countries.	4.15
7	Other people respect me for acquiring a good level of English.	4.55
8	I will be more educated and skilled person by acquiring English.	5.35
9	In order to be an educated person one should learn English.	3.5
10	Learning English language is advantageous for being successful in life.	4.1

Table 1 showed that for participants of this research, learning the English is extremely important in terms of being well-educated and respected person and in creating good career opportunities. These items of the questionnaire got the highest mean score. According to the results, learning English for traveling abroad is also significant for learners. Items 3 and 5 had low totals that indicated that participants are communicating in English during the lessons and reading only English textbooks were not motivational factors for them by illustrating 2.2 and 2.9 averages.

Table 2.

Nº	Integrative Motivation	Average result
11	Learning English facilitates the discussion of various topics in English with people from other countries.	3.5
12	Studying English allows me to attain supreme aptitude.	3.2
13	Learning English supports me to be an easy-going and tolerant person.	3
14	Learning English allows me to have knowledge of the lifestyle of English people.	3.6
15	In order to understand movies, stories, songs in English, I need to study English.	3.85
16	Studying English allows me to take part in social activities of other cultures.	3
17	Studying English helps me to gain the nativelikeness.	3
18	Studying English assists me to recognize the value of English culture.	3.15
19	By studying English, I can help to other people.	3.5
20	Studying English is essential for finding new foreign friends.	3.35

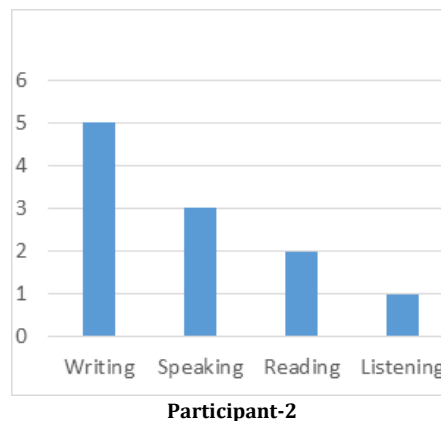
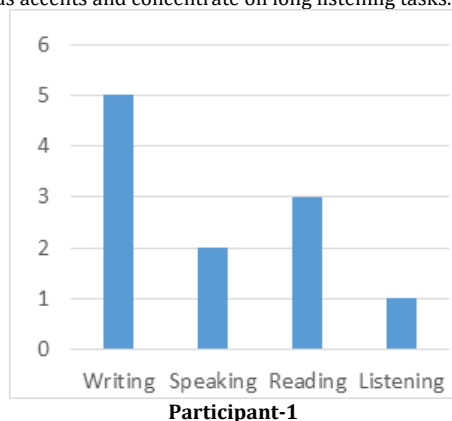
As illustrated in the second table, the participants rate the items- 15, 11, and 14 with high average scores, which indicated that understanding movies and songs in English is important for learners and communicating with foreigners and native speakers is highly essential for them too. Moreover, being closer to the life-styles of native speakers is also pointed as an important. However, taking part in social activities and gaining

nativelikehood are considered to be less affective factor for them in the process of learning the language. Based on calculations done by the researcher, participants are more motivated instrumentally with the average mean score of 3.83, whereas the mean score for integrative motivation is 3.3. Taking these results into consideration, the researcher can state that students' general attitude of motivation is high to learn the language with 3.56 mean score. This conclusion was made by adding two mean scores of integrative and instrumental motivation and dividing it into 2 that gave us 3.56. These results are illustrated in the third table.

Table 3.

Instrumental Motivation	3.83-total
Integrative Motivation	3.3-total
Overall Motivation	3.56-total

The findings of open-ended questions highlighted that the major difficult sphere of English language learning process for participants is writing skill. In Appendix IV, the answers to open-ended questions were illustrated. They stated that this skill is problematic for them due to the fact that they are not able to think in English, they translate their thoughts from Uzbek into English. Moreover, they also specified that lack of related vocabulary and not having a good comprehension of the essay structures were another reasons for this factor. For the first participant reading skill is the second most challenging skill. He responded that due to the deficiency of practicing reading passages and unsatisfactory linguistic proficiency he found reading skill difficult. The second participant claimed that speaking is the second most difficult competence to be learnt. This was owing to the reason that the respondent had low self-confident in her speaking abilities. The first participant rated speaking as the third challenging skill, for the reason that he had little chance to communicate in English during class sessions and that his teachers are not native speakers. Reading skill occurred to be the third difficult skill for second participant, because she stated that she did not have good reading subskills. However, listening was rated as the least challenging skill. The respondents specified that it is difficult for them to understand various accents and concentrate on long listening tasks.



## CONCLUSION

This research provided important observations about the models of motivation that affects language learning course the most. It was found that EFL learners' overall attitude of motivation to learn English language is high. The participants of the survey mostly motivated by instrumental factors comparing to be integratively motivated. Learners with instrumental motivation acquire English for concrete and practical purposes whereas, integratively motivated learners want to be closer to native speakers. However, it was found that both instrumental and integrative motivation play significant role in the process of learning the English. Additionally, having the high motivation level, learners rated that writing is the most problematic skill in the process of acquiring English.

Based on the results of the investigation, it is suggested that educators ought to study the challenges that EFL learners are facing more deeply and select related English textbooks in order to help students to overcome these difficulties. In addition, it is recommended that instructors of English language should increase the motivation of students towards the English language by creating more student-centered classes, create encouraging atmosphere for learners of English language, and develop free language courses for non-educated children from poor families. In order to increase the level of integrative motivation among students, lessons about the cultural background of English language ought to be improved. The findings of this investigation could not be completely generalized, due to the fact that in this research only two participants were involved. For that reason, the results of this research could be investigated further by observing large-scale population from various educational background.

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