

**MOTIVATION TOWARDS LANGUAGE LEARNING: A STUDY OF PAKISTANI ESL LEARNERS AT CERTIFICATE LEVEL****Mudassar Nazir**

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**Abstract:**

*Motivation is an abstract cognitive quality that enforces the ESL learners to acquire the language competence. The motivation in language learning has always been crucial for the ESL/EFL learners. There are two orientations of language learning motivation, viz. Instrumental motivation and Integrative motivation. The Instrumental motivation exhibits academic pursuits. On the other hand the Integrative motivation refers the individuals' desire to learn the target language in order to integrate with the culture and the natives of the target language. The present study intends to define, describe and examine the instrumental and integrative motivation among the Pakistani ESL learners at Certificate Level. The study revealed that Pakistani ESL learners at certificate level have a high level of instrumental motivation. The Pakistani ESL learners at certificate level are least bothered about integrative motivation.*

**Keywords:** *Instrumental motivation, Integrative motivation, language institutes, Certificate Level, Pakistan, ESL/EFL*

**INTRODUCTION:**

Motivation is a cognitive abstract quality which compels the language learners to acquire the language competence. Gardner (1985) stated that motivation is the degree to which the learner strives to learn the language, it is due to a desire to do so and the satisfaction experienced in the activity (Kitjaroonchai, 2012). Motivation is prerequisite for second language learning. Dornyei (1998) stated that neither learners' capabilities, nor appropriate curricula and good teaching accomplishes the long term goals of language learning without an adequate level of motivation (Dornyei, 1998). The learners with high level of motivation show better performance in second language learning. Brown (2000) stated that it is easy to assert in second language learning that a learner could successfully learn the language with proper motivation (Al-Tamimi & Shuib, 2009).

**Instrumental Motivation and Integrative Motivation:**

According to Gardner and Lambert (1972), there are mainly two types of learning, motivation, that is instrumental motivation and integrative motivation (Ahmadi, 2011). Instrumental motivation refers to achieve specific practical goals like seeking a better job or for academic purpose. Whereas integrative motivation refers the individuals' desire to learn L2 language in order to integrate with the culture and the people of the target language. Brown (2000) asserts that both instrumental and integrative motivation is not inevitably mutually exclusive (Ahmadi, 2011). He states that the learner selects combinations of both orientations rather than one orientation (Ahmadi, 2011). Brown cites an example of an international student who is residing in the united states, learning English for academic purpose while at the same time he desires to integrate himself with the culture and people of native speakers (Ahmadi, 2011).

Both orientations of motivation influence the second or foreign language learning. The instrumental motivation and integrative motivation. The instrumental motivation refers to language learning which is meant to accomplish specific goals like, getting a job or passing an examination. Whereas, integrative motivation refers to language learning which devotes the learner to learn the language in order to interact with speakers of other cultures. For example, A professional fashion designer who has just completed his graduation and seeking a good job. There may be different kinds of jobs for him, but one job will offer him special incentives and economical situation. But, there is one condition to get that job that is, he must have good English skills. The aforementioned example refers to instrumental motivation of language learning. This sort of condition that is, having a good job and incentives will compel the learner to learn the L2. On the other hand, there may be an individual who is residing in the United Kingdom and wishes to integrate with the culture and the people of the country. This sort of wish will force the learner to learn L2, hence, integrative motivation.

As for as the importance of the instrumental and integrative motivation is concerned, the researchers point out the importance of either of the two in the ESL or EFL context. Gass and Selinker (2001) asserted that some researchers consider integrative motivation superior for measuring the degree of success in ESL learning since the learner accept the culture, literature and lifestyle (Khan, Sultana, Naz, & Bughio, 2012). Whereas the proponents of instrumental motivation assert that it seems important that learners get benefited practically from target language rather than integrating into the culture of native speakers (Khan, Sultana, Naz, & Bughio, 2012). The studies of Gardner (1985), Qashoa (2006), Dornyei (2002), Ehrman et.al (2003) show that both orientations of motivation can be equally fruitful to enforce the ESL/EFL learners based on the social and cultural context of the learners (Khan, Sultana, Naz, & Bughio, 2012). However, instrumental motivation proves to be more appealing in the situation where the learners don't find any opportunity to interact in the target language or Virtual absence of native speakers whom they can interact (Khan, Sultana, Naz, & Bughio, 2012).

According to Dornyei (2002) Motivation and its manifestations do not remain static day after day and in different tasks during the process of learning (Khan, Sultana, Naz, & Bughio, 2012). Ehrman, Leaver and Oxford (2003), highlighted in the research that there are several factors which influence the level of motivation like, age, aptitude, cognitive style, motivation and personality (Khan, Sultana, Naz, & Bughio, 2012). The above mentioned factors are also related to the learning situation that is, learning task in the formality and informality of learning-context. Qashoa (2006) asserted that the level of motivation of the learners may affect badly by the negative application of the aforementioned factors (Khan, Sultana, Naz, & Bughio, 2012).

### **Research Hypothesis:**

The Pakistani ESL Learners at Certificate level have more Instrumental motivation than Integrative motivation

### **Method:**

The participants were 100 ESL certificate students of recognized language Institutes in Rawalpindi, Pakistan. The list of Language Institutes is attached to Appendix C. The researcher selected randomly 10 participants from each recognized language institutes and administered the amended version of AMTB (Gardner 1985). The collected data were analyzed by using SPSS XVII. The data were presented in frequency chart and bar graphs.

### **Instruments:**

A questionnaire used by Akram (2007, who adapted from Gardner's AMTB 1985) was adapted and amended in the context to study the level of learners' instrumental and integrative motivation towards target language learning. The researcher analyzed its reliability by using Cronbach's alpha method in SPSS XIX which was 0.970. The questionnaire is attached to appendix A.

### **Procedure:**

All the participants were handed over the questionnaire in order to examine their instrumental and integrative motivation towards target language learning. They were given a brief instruction about the questionnaire and were also assured of their anonymity.

### **Findings:**

The collected data were analyzed by using SPSS XIX. The bar graphs were analyzed and attached to appendix C. Moreover, the frequency of responses to each item with mean were analyzed. The following chart Table shows the frequency and mean of each item.

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>SA</b>	<b>A</b>	<b>Mean</b>
<b>1. Studying English is important because it will enable me to be at more ease with people who speak English</b>	50	25	5	13	7	2.02
<b>2. Studying English is important because it will allow me to meet and converse with more and varied people</b>	54	29	2	9	8	1.90
<b>3. Studying English is important because it will enable me to better understand and appreciate the English culture</b>	43	44		7	6	1.89
<b>4. Studying English can be crucial for me because it allows me to meet and converse with people of another culture</b>	59	19	1	17	4	1.88
<b>5. Studying English is important because it will help me make many friends from other parts of the world</b>	65	24		2	9	1.66
<b>6. Studying English is important because it will allow me to learn about the social life of English speaking people</b>	39	32	6	15	8	1.90
<b>7. Studying English language is important because it will enable me to study other subjects in a better way</b>	17	8	4	29	32	3.61
<b>8. Studying English is important because other people will respect me more if I know English</b>	18	7	2	43	30	3.60
<b>9. Studying English is important because I will need it for my future career</b>	4	8	1	66	21	3.92
<b>10. Studying English is important because it will make me more knowledgeable and educated</b>	13	21	3	40	23	3.39
<b>11. Studying English is important because it will be useful in getting a good job with handsome salary</b>	5	9	2	53	31	3.96
<b>12. Studying English is important because it will enable me to search and access more reading materials</b>	20	8	13	36	23	3.44

**DISCUSSION:**

The findings of the study explicitly show that Pakistani ESL learners at certificate level have a strong motivation to learn English. The participants revealed that they have more instrumental motivation than integrative motivation towards target language learning. Similarly, the study of Qaiser Khan et.al (2012) that the University of the Malakand's Students in Pakistan shows a high level of instrumental motivation towards language learning (Khan, Sultana, Naz, & Bughio, 2012). The study of Muhammad Reza Ahmedi (2011) shows that the Iranian EFL learners have a strong instrumental motivation to learn English (Ahmadi, 2011). In this study the learners were found less interested in understanding the art, culture, and literature of English. Several suggestions have been offered for such low level of integrative motivation.

There could be several reasons behind such decreased level of integrative motivation. The factors like, respondents' National pride, lack of exposure to practice English with Native English speakers certainly effect the level of integrative motivation. Moreover, the level of language course (certificate of English) offers less flavor for integrative motivation. Likewise, Qaiser et. al (2011) suggest that most of the participants have their own distinct identity and National Pride and their Pakistani educational background which is conflicting with acceptance of foreign culture and literature (Khan, Sultana, Naz, & Bughio, 2012).

The high level of instrumental motivation in this study shows that the inevitable requirement of English in commerce, Information Technology, Politics, Science and education compels the learners to have this sort of motivation (instrumental). It is evident that the medium of instruction in higher education in Pakistan is in English language, that's why the Pakistani respondents prefer instrumental motivation. Moreover, the competitive exams at higher levels also demands instrumental motivation in language learning. It is due to the prestigious status of the English language all over the world that the jobs offered by Pakistani well reputed organizations demand competency in English language, hence instrumental motivation becomes imminent. Thus, the findings correlate to the hypothetical statement of the study.

**Conclusion:**

Motivation is an integral part of the language learning process. The data of the study explicitly highlight that the ESL learners at certificate level in the recognized language institutes of Rawalpindi, Pakistan exhibit strong instrumental motivation. The ESL Pakistani learners have more concern about their better future, that is, finding better jobs in well reputed organizations. The findings of the study also favour the proponent of instrumental motivation in second or foreign language learning process. In comparison, the ESL Pakistani learners at certificate level are least bothered about integrative motivation, hence, show a strong tendency towards instrumental motivation.

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**Appendix A:**

**Motivation questionnaire**

**Name:**

**Institute:**

**Please read each statement and circle the number that appeals you.**

- 1. Studying English is important because it will enable me to be at more ease with people who speak English**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 2. Studying English is important because it will allow me to meet and converse with more and varied people**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 3. Studying English is important because it will enable me to better understand and appreciate the English culture**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 4. Studying English can be crucial for me because it allows me to meet and converse with people of another culture**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 5. Studying English is important because it will help me make many friends from other parts of the world**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 6. Studying English is important because it will allow me to learn about the social life of English speaking people**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 7. Studying English language is important because it will enable me to study other subjects in a better way**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 8. Studying English is important because other people will respect me more if I know English**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 9. Studying English is important because I will need it for my future career**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 10. Studying English is important because it will make me more knowledgeable and educated**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 11. Studying English is important because it will be useful in getting a good job with handsome salary**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree
- 12. Studying English is important because it will enable me to search and access more reading materials**  
1. Strongly disagree 2. Agree 3. Neutral 4. Strongly Agree 5. Agree

**Appendix B:**

<b><u>SERIAL</u></b> <b><u>no.</u></b>	<b><u>NAME OF LANGUAGE INSTITUTES</u></b>
1	<ul style="list-style-type: none"> <li>▪ Domino English, Above Soneri Bank, Chandni Chowk, Rawalpindi</li> </ul>
2	Maple English Language Center, Building No. 20-C, North Star Plaza, Above Bank Alfalah, Rehmanabad, Murree Road, Rawalpindi.
3	<ul style="list-style-type: none"> <li>▪ Learners INN Institute, Office no. 16, 3rd Floor, Crown Plaza, Chandni Chowk</li> </ul>
4	NICON College of Computer & Management Sciences, Dubai Plaza, 2 <sup>nd</sup> floor, Rawalpindi
5	Ophelia International
6	Pakistan Institute of Modern Languages, 2nd Floor, City Plaza, 5th Road, Rehmanabad, Satellite Town, Pakistan
7	AGT Institute of Technical & Professional Education, 55/1, First Floor, AGT Plaza, Upper National Bank, Near Italian Shoes, Bank Road, Saddar, Rawalpindi
8	Axiom institutes, Iran road, Sadakabad Mor, Rawalpindi
9	Galaxy institute of modern languages. Commercial Market road, Rawalpindi
10	Institute of Korean & English Languages, Flat# 10, 2nd Flr. Satellite Shopping Center, Rawalpindi

**Appendix C:**

**Studying English is important because it will enable me to be at more ease with people who speak English**

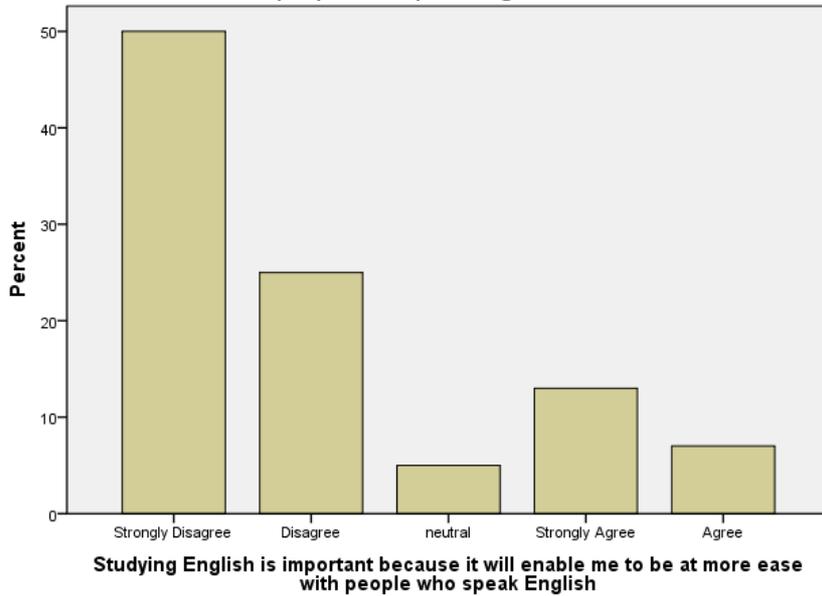


Fig.1

**Studying English is important because it will allow me to meet and converse with more and varied people**

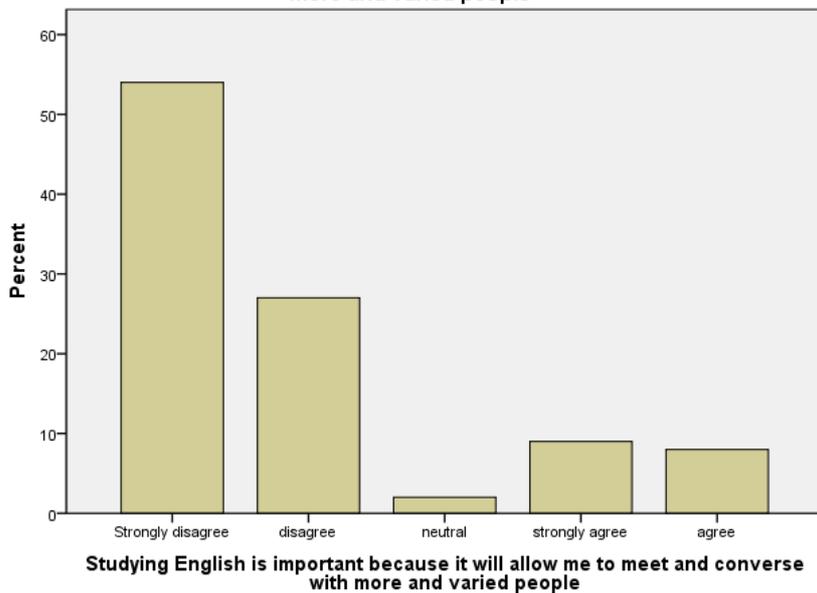


Fig.2

**Studying English is important because it will enable me to better understand and appreciate the English culture**

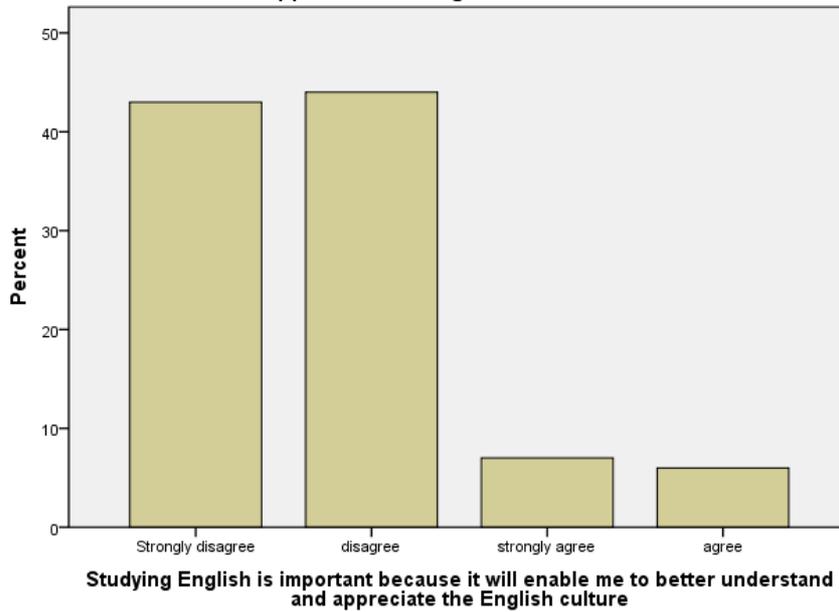


Fig.3

**Studying English can be crucial for me because it allows me to meet and converse with people of another culture**

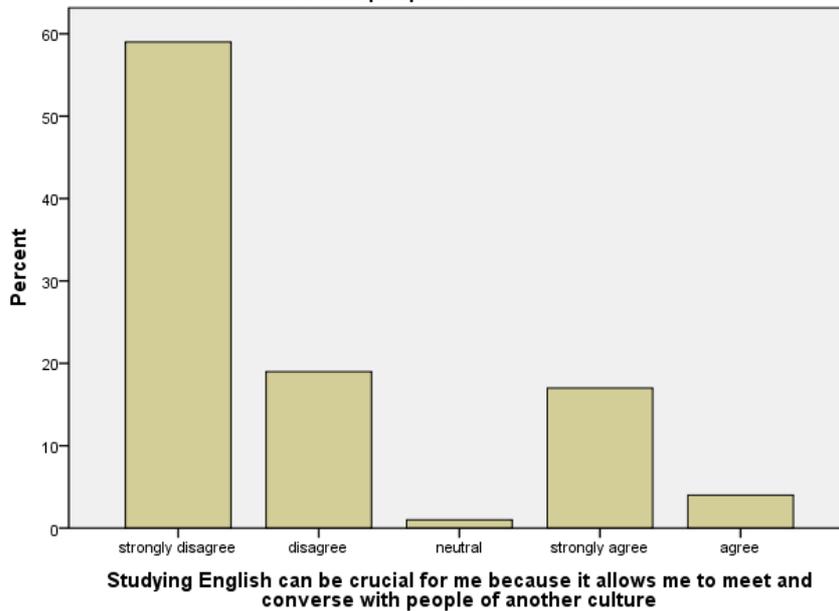


Fig.4

Studying English is important because it will help me make many friends from other parts of the world

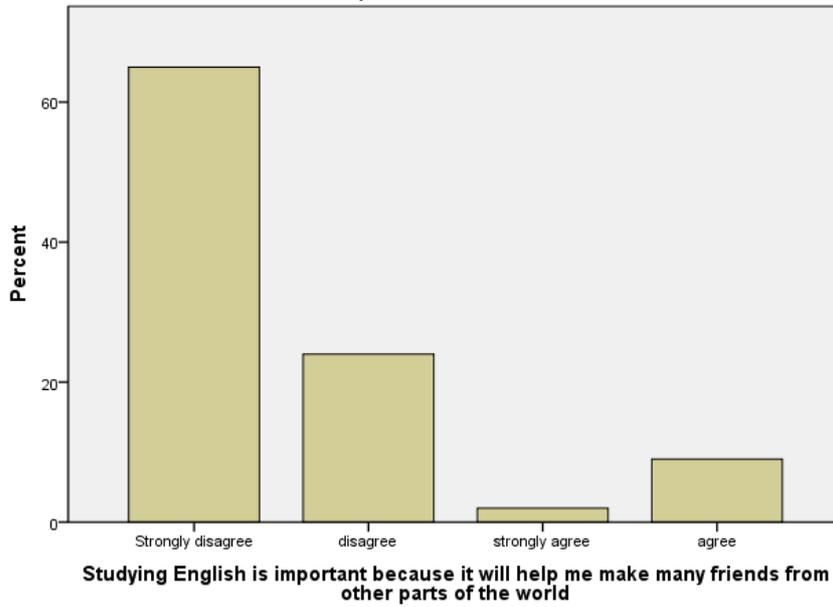


Fig.5

Studying English is important because it will allow me to learn about the social life of English speaking people

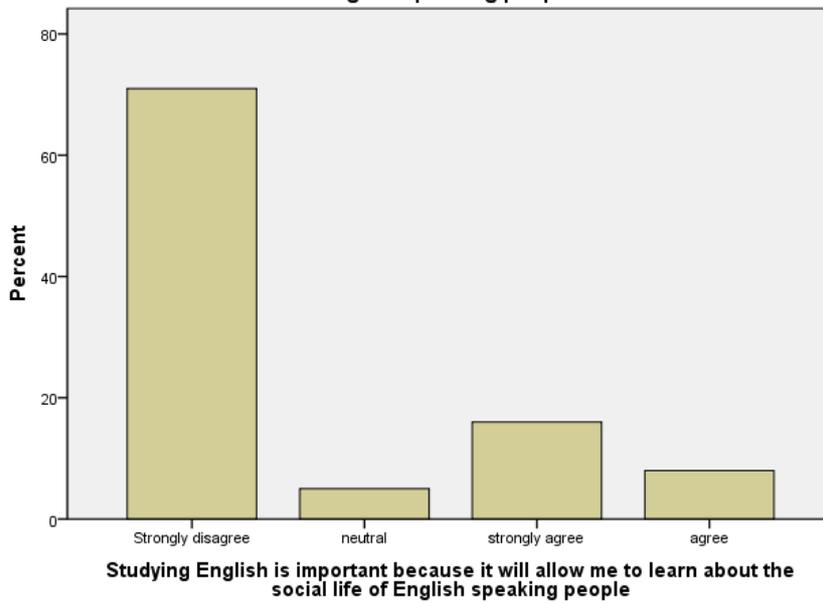


Fig.6

**Studying English language is important because it will enable me to study other subjects in a better way**

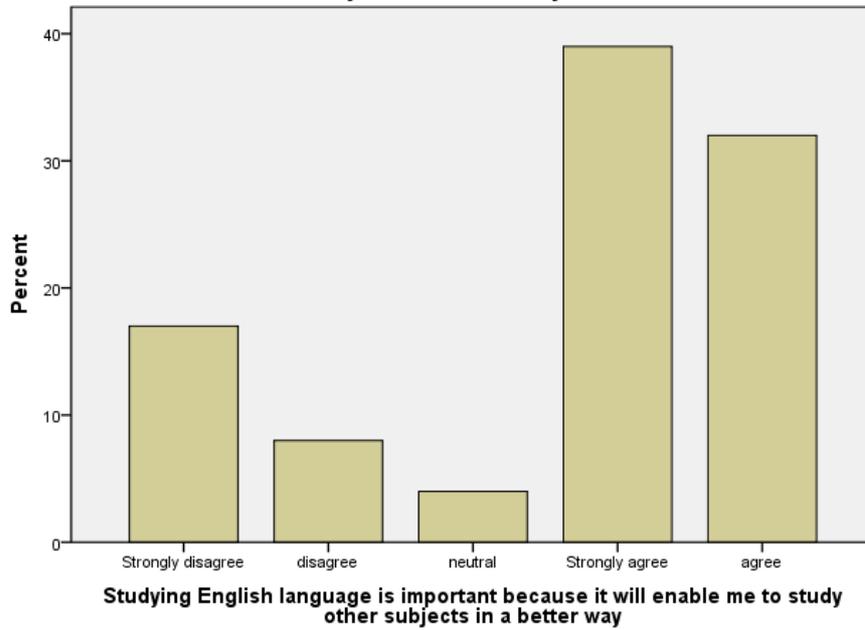


Fig.7

**Studying English is important because other people will respect me more if I know English**

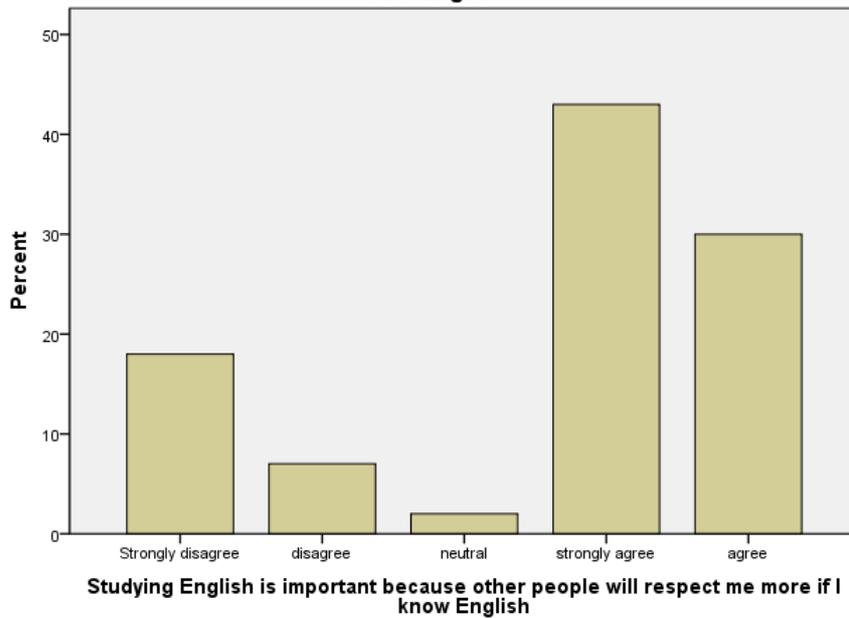


Fig.8

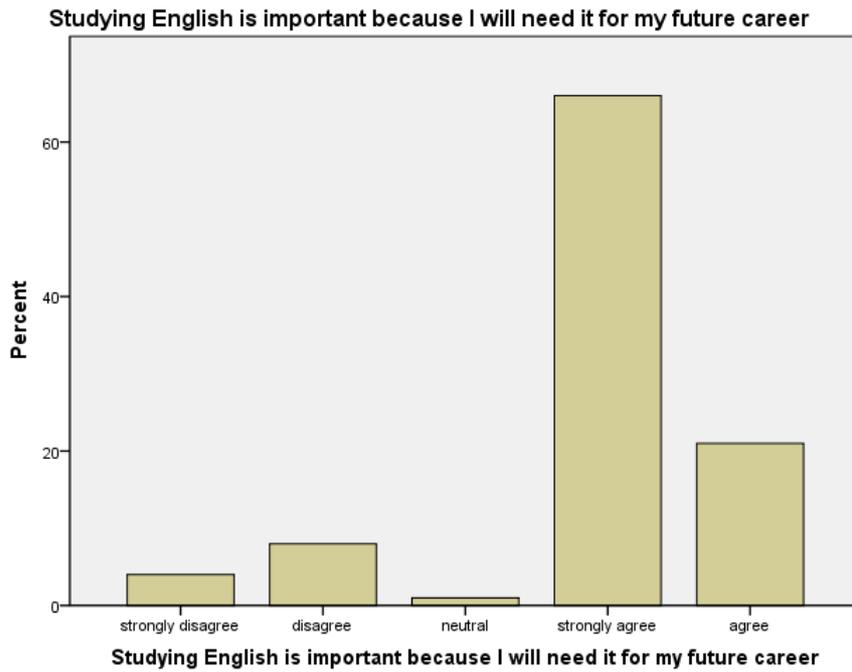


Fig.9

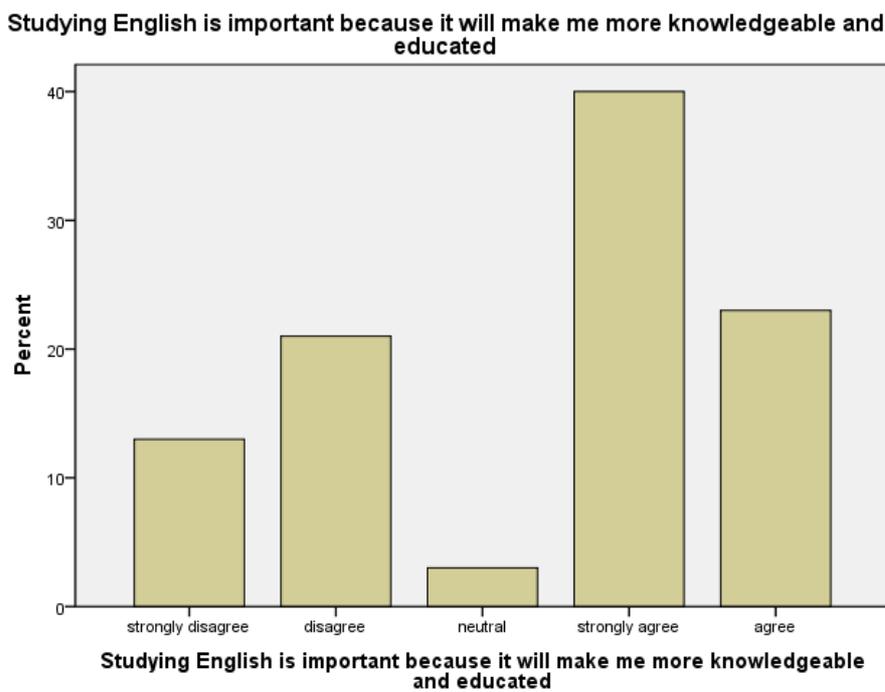


Fig.10

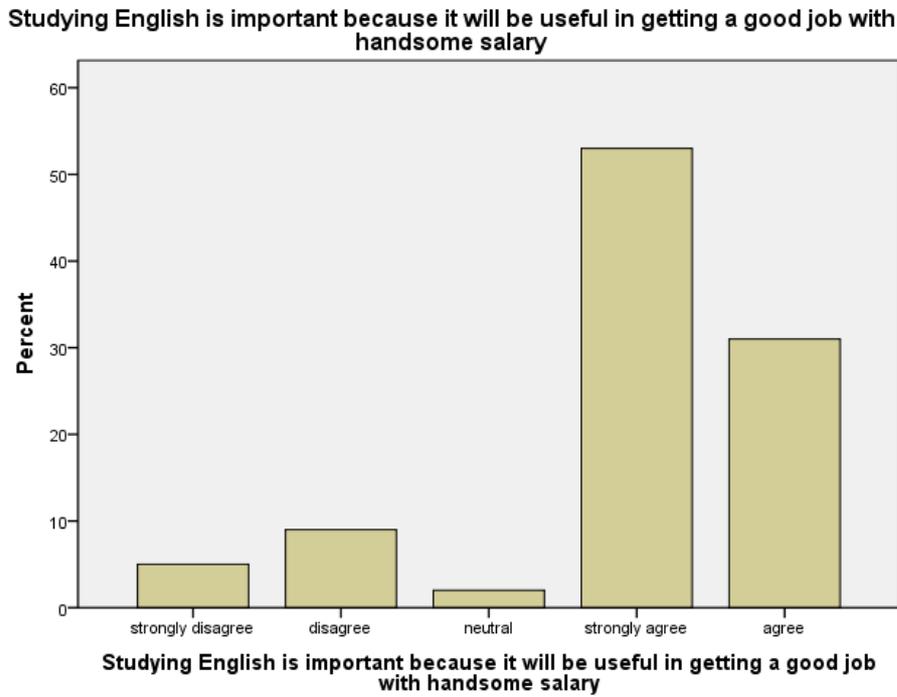


Fig.11

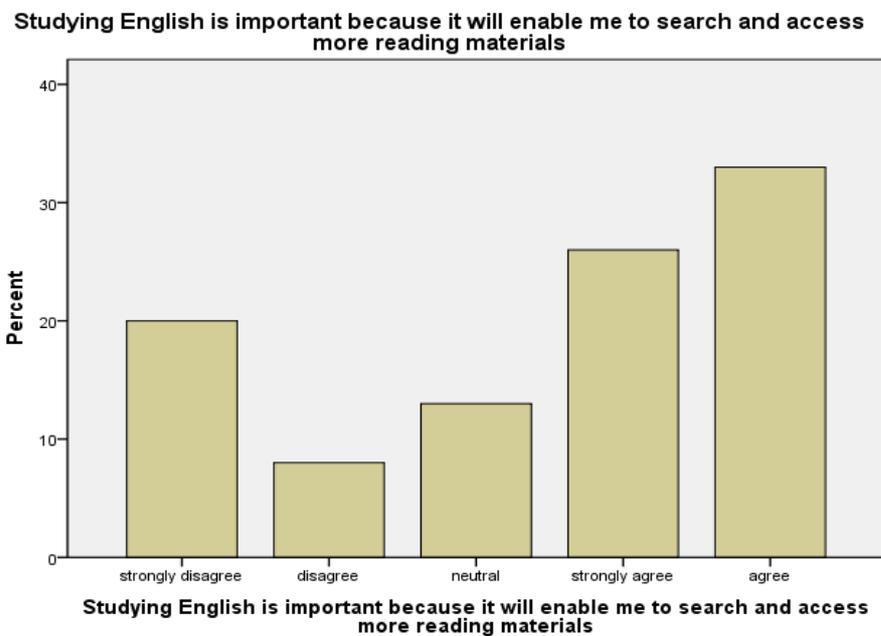


Fig.12