

The Role of Motivation in Learning English Language for Pakistani Learners

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Abstract

This research paper aims to explore the role of motivation in learning English language for Pakistani learners. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females. Finally on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for Pakistani learners

Key words: Motivation, English Language learning, Likert scale, Quantitative, Pakistani learners.

Introduction

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Woolfolk (1998) defines "Motivation as an internal state that arouses, directs and maintains behavior" (P.372).

Salvin (2001) defines, "Motivation as an internal process that activates, guides and maintains behavior over time". (P.345)

In the light of these definitions motivation can be considered a process that influences the success of L2 learning. Mower (1950) was the pioneer who focused on first language acquisition. He was of the view that a child learns his first language in order to fulfill his desire to interact with his family and society at large. Robert Gardner (1982) was largely influenced by Mower's idea. Gardner presented Mower's idea as the basis for his research. Gardner's model tends to reflect four basic features of L2 learning. These features are:

- Social and cultural environment
- Learner's individual differences.
- The setting in which learning takes place.
- Linguistics out comes.

In the light of this model, it can be seen that motivation works on three levels.

- **Efforts:** refers to the drive of learner.
- **Desire:** refers to the want of learner.
- **Affect:** refers to learner's emotional reaction.

On the basis of these elements, the learner can be categorized into two levels of motivations that are.

1.Integrative Motivation.

2.Instrumental Motivation.

Integrative Motivation:

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture.

Integrative motivation refers to “an openness to identify at least in part with another language community “ Gardner and Masgoret, (2003, P.126)

Ellis (1997) explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

Instrumental Motivation:

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus or getting into college. Gardner and Lambert (1992) considered instrumental motivation as a means to get social and economic reward through L2 Learning.

Motivation is an important factor in L2 learning. Some researchers are of the view that both types are important to fulfill the purpose of learning. Therefore, it is necessary to know the combination of both the types.

Brown (2000) suggested that for learning target language learners prefer the combination of these two types.

Wong. Fillmore (1991) viewed three conditions necessary for learning L2.

- a) the need of motivated students to learn target language.
- b) native speaker’s support to learn L2.
- c) contact between native speaker of target language and learners.

(Cited in Qashoa, 2006)

Clement and Kruideniet (1983) stated that L2 learners who want to make friends among the target language people can be either instrumentally or integratively motivated.

On the contrary, some researchers such as Au (1988) suggested that both types are not easy to distinguish into different categories. One important aspect we should keep in mind regarding this dichotomy of motivation is that can be seen in the words of Ellis (1997:76) “as complementary rather than as distinct and oppositional”.

Ellis (1997:76) pointed that motivation varies from person to person depending on learning context and task.

Through previous studies it has been revealed that dichotomy of integrative and instrumental motivation has been the focus of many researchers. Baily and Garratt (2002 p.49) have classified motivation as.

- **Intrinsic**
- **Extrinsic**

Woolfolk (1998) defines **Intrinsic** motivation as , “ Motivation that stems from factors such as interest or curiosity “(P.374)

According to Santrock (2004) “**Extrinsic** motivation involves doing something to obtain something else (a means to an end)” (P.418)

Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation.

As it has been discussed earlier that the types of motivation vary from context to context as viewed by Ellis (1997) Now the question arises that which type would be more effective in our Pakistani context. So the purpose of this study is to investigate the type of motivation that is more popular among the Pakistani students in learning English as a second Language. Furthermore, the study will possibly provide a sufficient insight in understanding the students priorities and will discuss some innovations and improvements regarding ELT and L2 learning.

Literature Review

Ditaul R.C (2012) was of the opinion that the learners with positive attitude towards English Language learning are highly motivated both instrumentally and integratively. He further claimed that learners motivation is not affected by external factors.

Christo Moskovsky and Fakieh Alrabai (2009) opined that EFL learning is more influenced by instrumental motivation where as ESL learning is more dependent on integrative motivation.

Engin (2009) concluded through a research on the types of motivation necessary to learn a foreign language that instrumental motivation is based on a pragmatic approach where as integrative motivation depends on personal willingness & desire to achieve something.

Moiinvaziri. M (2009) gave a different view from the researchers who considered instrumental motivation important for EFL learning. He concluded that in English Language learning both instrumental & integrative motivation are important.

Al-Otaibi (2004) explored that motivated learners can learn foreign language more effectively & can bear high expenses and make sacrifices in order to achieve their goals in leaning L2.

Brown (2001) stated that motivation refers to the intensity of one's inner drive to learn. An integrative orientation means that the learner is learning L2 for social and cultural goals. The motivation to get the goal can be high or low.

Al – Hazemi H. (2000) argued that the strong desire for L2 learning contributes a lot to gain high degree of competence to be successful in the accomplishment of learners' language learning goals.

Lai (1999), after the findings of four studies about L2 achievement concluded that Chinese student in Hong Kong were more career oriented and instrumentally motivated.

Dornyei (1994) stated that the nature of social and pragmatic dimensions of target language depends on who, what and where i.e who learns the language, what language and where.

Oller et al (1977) identified the importance of motivation in L2 acquisition. Through research he concluded that Chinese learner were integratively motivated while learning English where as Mexican American were instrumentally motivation.

Oxford and Shearin (1974) stated that motivation directly influences how students use L2 learning strategies, how much leaners interact with native speaker, input they receive in the target language, how well they do on curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language study is over.

Grittner (1974) was of the view that students must know that the language they learn makes them creative so in this way their level of interest and motivation can be increased among L2 learners.

Aim of Study

The aim of study is to draw a comparison between two types of motivation that are integrated and instrumental and it would be observed that which kind of motivation is most popular among our Pakistani students.

Methodology

In this study a quantitative method of research was adopted in the form of questionnaire. The collected data were used to analyse in order to explain the role of motivation in L2 learning.

Participants

In this study 50 students from intermediate level (25 males and 25 females) were taken from a private college of Sargodha.

Instruments

A questionnaire based on Likert scale that is comprised on 5 scales from strongly disagree to strongly agree was designed in order to get data. There were 20 questions total in number. Question 1 to 10 were based on integrative motivation and 11 to 20 were based on instrumental motivation.

Data Analysis

50 students were given questionnaire comprised of 20 questions. 47 out of 50 students responded on questionnaire whereas 3 returned the questionnaire without solving it. Questionnaire showed the following results.

70 % students agreed that they are learning English because

1. they are interested to get good marks and good job.
2. they want to apply for higher education
3. it would benefit them in their future career

24% students agreed that they are learning English language because

1. they love English language.
2. it is the language of upper class
3. they want to go abroad

6% students did not show their consent

Conclusion

From the result it can be concluded that the percentage of instrumentally motivated students is higher (i.e 70%) than integratively motivated students (i.e 24%) so in our Pakistan context, students are highly instrumentally motivated in learning English language.

Suggestion for Teachers

In order to make L2 learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal. Instructors need to plan and create interesting lesson in which students, become fully attentive.

The use of interesting text along with activities can help to increase the motivation level of students. It is suggested that Pakistani teachers should acquire strategies that help students to learn English to benefit them in their future career.

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