

The Shift of Motivation in English Language Learning

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Abstract

Studies on motivational orientation have mainly focused on discovering the causal relationship between Integrative and Instrumental motivation toward English learning outcomes. Some studies showed that Integrative motivation played a greater role while others unraveled Instrumental motivation promoting more success in language learning. However, motivation is changeable disregarding the motivational types. It should not be rigidly acclaimed that one motivational type is more contributing than the others. Thus, this present study aims to unravel the possible shifting mode of motivation toward English language learning and to probe the potentially stronger role of the two motivational types after the shifting occurs. A sequential mixed method was deployed examining 44 selected participants from university students majoring in English. They were administered a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB). 15 of them were selected for the interview section. The data from both employed instruments were holistically analyzed using a triangulation approach. The findings exhibited that motivation can be shifted which is mostly influenced by the surroundings and the respective needs. This indicates that one type of motivation cannot be rigidly perceived to have a more significant move toward language learning. Either instrumental or integrative motivation has an equal influence on language learning success. Besides, the data shows that the shift from Integrative to Instrumental motivation leads more to promote learning success than the reverse shifting, Instrumental to Integrative.

Keywords: *Motivational Shift, Instrumental Motivation, Integrative Motivation, English Language Learning.*

INTRODUCTION

Motivation has been profoundly evidenced to have an immensely prominent impact on English Language Studies (ELS). It is generally conceptualized as one's desire that encourages relevant action to reach learning goals. A theory on motivation established by Gardner and Lambert (1972) has been preferable for most studies striving to elucidate the two kinds of motivation, i.e., Integrative and Instrumental Motivation, in terms of their states in promoting language learning success.

In the ELS domain, Integrative motivation refers to internal triggers of an individual to learn English such as having genuine enticement to be part of an English-speaking community or being reasonably interested in the language itself. Whereas, Instrumental motivation entails particular goals that are mostly generated from outside motives like learning English for a better career or just simply wanting to pass a certain course (Sadik, 2021). Simply put, the foundational difference between these two motivations is the purposes that come from external or internal settings. According to some profound findings, these motivations have their role in stimulating language learning success. Most studies uncovered that they positively correlate with learning outcomes (e.g., Zanghar, 2012; Altasan, 2016; Hong & Malini Ganapathy, 2017). Some studies posited integrative

motivation promotes a greater contribution to English learning success (e.g., Kırkağaç and Hüseyin Öz: 2017; and Sadik, 2021) than Instrumental motivation; while some others proposed the opposite that instrumentally motivated learners performed better than those whose integrative motivation (e.g., Brown, 2000; and Elizabeth & Ena, 2019). These facts, furthermore, are conditioned by numerous factors such as social or cultural factors occupying one place.

However, most of the above studies were seemingly focused on identifying the most significant role of the two types of motivations in predicting one's learning success. Motivation is a situational state that can be changeable mostly aroused by outward factors. In other words, motivation itself cannot be ultimately identified only by concentrating on the present moment. There should be another profound exploration of how a certain motivation is formed. To support this idea, an essay on Motivation to Change proposed by Carleton University, Criminal Justice Decision Making Laboratory (2015) mentioned that motivation is highly possible to change that affects one person's belief which does not suddenly occur. It passes over variable events to change. Therefore, this study was presented to probe the shifting state of motivation and how it influences one's ability to mitigate their learning process in expecting a better outcome. The findings can propose a new insight into the shifting motivation phenomenon in the ELS setting; that motivation should not be detached from the formation as it can change gradually over time.

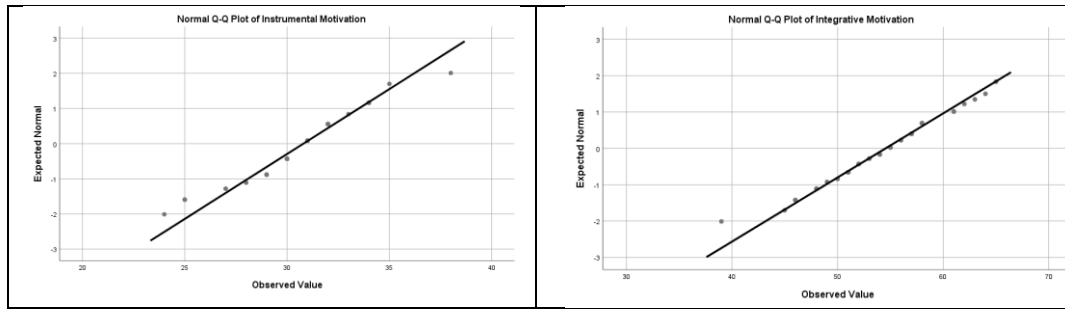
METHOD

A mixed method was employed using a Sequential Exploratory design. This design allowed the research to focus on Qualitative Analysis, Creswell (2013:15). Besides, a triangulation approach was employed to obtain a holistic result from the qualitative and quantitative data. The motivation questionnaire from Gardner's Attitude/Motivation Test Battery (AMTB) was adapted and distributed to 44 selected participants with the criteria of having a 2-year valid TOEFL score. These two instruments were programmed on SPSS Ver.25 to indicate the correlative relationship. Next, an in-depth interview was conducted with 15 participant representatives using the questions extracted from the questionnaire.

RESULTS AND DISCUSSION

Based on the calculation in SPSS Ver.25, the questionnaire distributed was proved reliable. Instrumental motivation obtained a sig. value of 0.745, and Integrative motivation showed 0.698. These values were higher than the conf. level of 0.05 indicating the contents postulated in the questionnaires were normally distributed to all engaged participants. It can also be strengthened by the clustered straight line displayed in the plot diagram as follows:

Table 1. Normal Distribution Test of Motivational Orientations



Regarding the motivation level, the participants defined themselves as strongly integrative motivated with values of 54.5 and 30.8 for Instrumental motivation categorized as moderately motivated. The whole data can be reviewed in the following table:

Table 2. The Overall Level of Motivational Orientations

Motivational Orientations	Conf. Level	Sig. Value	Overall Mean	Overall Level	Standard Deviations (SD)	Total Participants
INT	0.05	0.698	54.5	Strongly Motivated	5.7	44
INS		0.074	30.8	Motivated	2.7	44

Moreover, the correlation analysis proved that the two motivations negatively correlated with English achievement which was against the previous finding showing the significance of motivation in depicting learning success. The current data denotes that motivation can no longer be rigidly identified as a notable factor in verifying one’s learning outcomes. The data showed -0.215 for instrumental motivation and integrative motivation as much as -0.111 as below table:

Table 3. Correlation Test of Motivational Orientations and English Achievement

Independent Variable (X)	Dependent Variable (Y)	Correlation coefficient (r)	Category
Instrumental Motivation	English Achievement (TOEFL Score)	-0.215	No correlation
Integrative Motivation		-0.111	No correlation

In the table, majority of the participants were motivated integratively with a value level of 54.5 dominating over the participants with the instrumental motivation of 30.3. Even though the motivation is approvable significant, the data appeared to be negatively correlated with the learning outcomes, that is, the English test score, showing -0.215 for integrative motivation and instrumental motivation as much as -0.111. These data findings conflict with the profound discoveries on the prominent role of motivation toward learning outcomes (e.g., Eren et al., 2020, & Lou et al., 2017) as motivation moves an individual to exert relevant actions to reach the learning expectancy has the potential to encounter certain hindrances throughout the learning process to keep on leading to the goals, Keller (1983).

The contradictory relation between the two motivational types and learning achievement was basically due to the hardly identified stand of the motivation level hired by the participants. The data uncovered that the participants were notably motivated regardless of their English achievement level. This situation proves that motivation can go to any individual as it roots in mind states. The underpinned reasons are variable as per the below explanation.

Participants classified as high intermediate English achievers validated themselves as integratively motivated learners. They have been exposed to English and managed to speak the language on dailies since they were a kid. The interest to be engaged with the English-speaking community has been built internally, including the interest in the arts, cultures, literature, or simply the language itself. In practice, they emphasized that using English in thinking and expressing ideas is preferable.

Another appealing finding happened to the high achiever participants who identified themselves as instrumentally motivated learners through the distributed questionnaire but were captured to be more likely integrated in the interview section. Holistically, these participants have a similar history of learning English to the previously mentioned participants. Their interest in English has been developed since a young age and preferred to speak the language in daily conversation (Integrative Motivation). However, due to the undeniable facts of the importance of English for pragmatic domains such as pursuing a better future career or enlarging their opportunities worldwide, they deliberately shifted their basic interest ideas to the externals (Instrumental Motivation). They are more likely enticed to subject English for gaining external goals such as enrolling in college, passing tests with flying colours, or simply pursuing a better career in life. Consequently, they were confused in identifying their motivational state whether being integratively or instrumentally motivated.

In a similar reign, the beginner-level participants indicated themselves as integratively motivated learners but discovered different situations in the interview. They explained that they started learning English due to the pressure of external forces such as learning English to pass a test enrolment. However, later, they started to like the language and became more interested in engaging with English works like reading English books or watching English movies. Alternatively, some low achievers verified themselves as being instrumentally motivated, and the data shown in the questionnaire and interview was aligned. They explained that they learned English mainly for external forces, that is, the world's demands for better future career attainment. However, they showed poor performance both in their English test score and speaking ability during the interview. They further explained in the interview that this happened because they were rarely exposed to English in their dailies; they learn the language only for occasional purposes such as having an English test either for educational purposes or for job application.

The above explanation showed the ground reason behind the negative correlation between the examined variables. There is no rigid standard that could define someone's state of motivation. Motivation can be hired by learners disrespecting their English levels conditioned by the environment. Knowing this, it can be denoted from the obtained data that motivation can be shifted from Integrative to Instrumental or vice versa. The shifting itself based on the findings is exceedingly personal depending on the situation experienced by the learners.

Besides, these findings verified the scholarly discoveries of the important discrepancies between these two types of motivation in predicting language learning outcomes. Those studies showed that having more exposure to English from a young age has a strong potential to be a successful English achiever compared to those commencing the learning process in adolescence. The reasons are grounded by the distinctive motives raised by the two motivational types. Integrative motivation hires learners to be internally interested in the language, which allows them to create a livelier learning environment and speak the language in dailies. To support this, Lenneberg (1967) posited in his article that children will be more proficient in the second language sounding native-speaker alike if they get earlier exposure to the language. Similarly, Morford and Mayberry (2000:111) stated that the earlier the language is learned, the faster the language competence will be owned.

Corresponding to the above explanation, disregarding the negative correlation between variables, this study discovered that successful English learners are those whose long exposures to English have developed an internal interest in the language and most of them have been using the language since a young age and engaged with the language in daily basis. On the other hand, the unsuccessful learners proved themselves to be motivated instrumentally and have just started learning the language later in their adolescence due to particular external demands. The learning desires highly rely on instant outcomes. These types of learners are easily satisfied and barely willing to continue the learning progress. Masgoret and Gardner (2003) said in their studies that integratively motivated learners have more positive and favorable attitudes in encountering learning situations and are more resilient and persistent than instrumentally motivated learners.

Disrespecting the learning result, all participants involved in this research stated that they were motivated to learn English grounded by variable goals to achieve. This verified the ideas developed by Choubsaz (2014) through his study ideating that motivation is a state of mind that can be effortlessly hired. However, as motivation can be shifted, he added that it cannot be deliberately sentenced which one of two types of motivation contributes more to learning success; it highly depends on the relevant actions to achieve the goals.

To emphasize, the findings of this current study are against the previous findings probing the significant role of motivation toward learning achievement, and most of them showed more contributing aspects of Integrative motivation in learning success than Instrumental motivation. It occurred due to the positive attitudes in encountering the learning progress. Nevertheless, this study discovered the contradictory facts; that both integrative and instrumental motivation do not correlate with English achievement. This happens due to the shifting possibility from integrative to instrumental motivation or vice versa as motivation to some point only covers the state of mind developed personally based on the surroundings where the learner experiences. Some people can be initially integratively motivated due to the earlier exposure created by the environment which later leads them to change to be instrumentally motivated due to the external demands they experience; it can also be the reverse. People can be formerly instrumentally motivated owing to the forces coming from the outside, but owing to being intensively exposed during the learning setting, they have the potential to develop their internal interest in the language to be accordingly integratively motivated. Therefore, it cannot be rigorously determined which of them plays more role in detecting learning outcomes.

CONCLUSION

This present study found another aspect of the motivational place on predicting language learning achievement. The data showed that motivation to some degree has no fundamental impact on English achievement indicated by the negative correlation found in the examined variables. This data is apposite to the previous studies exhibiting the contributing roles of two motivational types, instrumental and integrative motivation, on learning outcomes. It is rooted in the fairly distributed states of motivation, all levels of English achievers were captured to be motivated, both instrumentally and integratively. Motivation is a state of mind which can happen to all learners regardless of their English level. Besides, the data captured a strong indication of shifting motivation, either from integrative to instrumental motivation or vice versa which the occurrence depends on the learners' personal experiences.

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