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The Evaluation of the Influence of College Students' Integrative and Instrumental Motivations on Their English Learning

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Abstract: *The learning of English as a second language has been studied for several decades. In order to assist the learners in succeeding it, various teaching methodologies has been invented and developed as well as the research into the individual differences in second language learning. This paper critically discussed and analyzed Gardner's motivation theory and two kinds of motivations (integrative and instrumental) derived from it as well as the evaluation of their influence on college students' English learning by providing more empirical studies regarding this topic. It concludes that Gardner's Integrated Motivation theories could be applied to describe college students' motivations and furnishes some practical implications of English language teaching to college students based on the influence of these two kinds of motivations.*

Keywords: *Integrative motivation, Instrumental motivation, Evaluation*

1. Introduction

The learning of English as a second language has been studied for several decades. Dornyei (1994) [5] considered it as the principal determinants of second language learning achievement, so it is very beneficial to analyze college students. The scientists has discovered the variables such as: intelligence, aptitude, attitudes and motivation, etc. Among them, motivation is of great importance and has been frequently studied by the linguists. Dornyei (ibid.) [5] considered it as the principle determinants of second language learning achievement, so it is very beneficial to analyze college students（thereinafter refers to the students whose first language is not English for the purpose of assisting their English study. They usually have various reasons for English learning, such as: learning a foreign language, passing an examination, or simply an activity for entertainment.

2. Types and the theory of motivations and their influence on college students' English learning

The study of motivations has thrived over the past decades with books and articles systematically and multi-facetedly introducing motivation. Dornyei (2005a) [6] illustrates three phases of the development of motivational theories: (1) The social psychological period (1959-1990); (2) The cognitive-situated period (1990-2000); (3) The process-oriented period (2000-2004).

2.1 The Evaluation of Gardner's motivation theory

During the first period, Canadian psychologists Robert Gardner and Wallace Lambert as well as their associates conducted the second language research so as to search its initial stimulus. In their research (Gardner and Lambert, 1972) [10] , second language learning is viewed as a mediating process to reinforce or obstruct cross-cultural communication and connection between different ethnic communities of distinct languages. They (ibid.) point out that there is a positive correlation between students' language performance and their attitudes towards the target language group. They (ibid.) further propose that there are three elements in motivation: "(1) Motivational intensity; (2) Desire to learn the language; (3) Attitudes towards learning the language." Generally speaking, this essay recognizes Gardner and Lambert's contribution of his integrative motivation and deems that it is continuing to exert its influence in promoting college students' English learning, regardless of its limitations in certain areas illustrated as follows:

Firstly, in terms of the constituents of motivation, Gardner's theory is exclusively based on the

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quantifiable components, which include: motivational concentration; ambition to learn the language; and belief in learning the language (Gardner, 1985[11] ; Ushioda, 1996[17]). Though these components are essential to his theory, what has been reduced is the degree of qualitative discrepancy instead of the quality regarding these components (Dornyei ,2005b[7]). For instance, Gardner(ibid.) operationalizes qualitative measurement by letting the subjects choose one of four possible answers for learning French in the motivational questionnaire --- integrative answers 2 points each and instrumental answers 1 point each, thus the underlying presumption being that integrative orientations are more important that instrumental ones.

Secondly, from the aspect of temporal factor, Gardner's theory seems to overlook the fact that students' L2 motivation is dynamic (Dornyei,ibid. [7]). Therefore, some scholars have expressed their concern over Gardner's theory regarding this aspect and suggest their own understanding of the nature of motivation. Ushioda (ibid.) [17], for instance, in her research claims that L2 motivation should be represented via more qualitative research so as to display its changeability. Williams and Burden (1997) [18]further separate the motivation process into three stages. Later Dornyei and Otto (1998) [8]evolutionally formulate a new L2 motivational model based on Heckhausen and Kuhl's Action Control Theory (Heckhausen andKuhl,1985) [13], Dornyei (2005a) [6] states that students' motivation should be recognized as a dynamic continuum of oscillation when their motivation of behaviors is inspected in classroom process, for which a process-oriented paradigm can better illustrate.

Finally , in spite of the limitations of Gardner's motivation theory in observation of the fluctuation of learners' motivation in class mentioned above , this essay insists that his theory could be utilized in general categorization and analysis of college students' motivation at the outset and the end of learning process --- by conducting a comparison at the start and the end of students English learning process , thus the college English teachers can, to some extent, discern whether their teaching fashions effective or not in terms of spurring students or even the possible causal relationship between college students' attitudes of learning English and English academic achievement.(e.g. Al-Tamimi and Shuib, 2009) [1] .

Therefore, despite its weakness mentioned previously and his presumable overstatement of the importance of integrative motivation, Gardner has contributed substantially to the development of the motivation theory and subsequent researchers and their theories were inspired by him. such as: intrinsic/extrinsic motivation (Ryan and Deci,2000) [15]; need for achievement (Murray, 1938) [14]. So, the author of this essay, in terms of how college students' English learning is affected by integrative /instrumental motivation, deems that it is appropriate to apply Gardner's theory into college students' motivation of learning English and analyzing their effect on college students.

2.2 Types of motivation

This essay will focus on two different types of motivations derived from Gardner's theory: integrative motivation and instrumental motivation.

2.2.1. Integrative motivation and the evaluation of its influence on undergraduates' English Learning (UEL)

According to the Gardner and Lambert's experiment (Gardner and Lambert, 1972) [10], they coined the term integrative motive, which was referred as a "motivation to learn a second language because of positive feeling towards the community that speaks that language." Besides Gardner and Lambert, Ellis (1997) [9] described it as a learner's need to resonate his/her identify with the culture derived from the second language community. Furthermore, Crookes and Schmidt (1991) [3] in their research considered motivation as the learner's goal for the purpose of learning L2. Gardner (1985) [11] mentioned that it was composed of three elements: "integrativeness, attitudes towards learning the language; the desire to learn the language". The following will concentrate on the evaluation of how integrativeness, the essence of integrative motivation, influence college students' English learning.

One the one hand, integrativeness, the core component of integrative motivation, is generally considered as a very important indicator regarding influencing learners' volition of language acquisition (Dornyei, 2005b) [7]. Gardner and MacIntyre (1993, ibid,) [12] stated that learners' interests in the society where the target language is used, their perspective of the target language and integrative orientation were all included in 'integrativeness'. It not only exists in the societies where the contact between L1 and L2 is very frequent, but also in the countries where the opportunities of speaking to the foreigners are very limited (Dornyei and Clement, 2000) [4]. 'It is believed to be the most powerful general component of the participants' generalized language-related affective disposition, determining language choice and the general level of efforts the students intended to invest in the

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learning process.'

However, Crookes and Schmidt (1991) [3] note the limitation of most of the psychometric studies of attitudes and motivation to include the fact that such sociopsychological researches have been too specific and too distant from teaching delivery issues and have thus failed to provide direction for teachers who often use the term motivation in a more inclusive way to cover challenges which their students face in actual class learning.

Nevertheless, the author of this essay argues that it could still be utilized as an indicator of the college students' willingness, attitudes and interests of learning English. Empirical studies have demonstrated that undergraduates, to some extent, positively showed integrativeness in their English acquisition. (e.g. Chalak and Kassaian, 2010[2]; Tahaineh and Daana, 2013[16]) Those who are integratively motivated (i.e. students who learn English for their personal interests and favorable attitude towards the target language community) are more likely to learn the target language and appreciate positively to that language group. For instance, Wimolmas (2012) [19] conducted a survey study of motivation in English language learning of first year undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. He adapted a modified Gardner's Attitude/ Motivation Test Battery (AMTB) and analyzed the results of the survey, which showed that the college students scored relatively high in terms of those statements indicating explicitly that they were integratively motivated (see table 1).

Table 1: Score first year undergraduate students regarding motivation in English language learning

Integrative Motivation	Mean	S.D	Rating of Motivational Level
11. Studying English enables me to understand English books, movies, pop music etc.	4.43	0.68	High
12. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	3.47	0.78	Moderate
13. Studying English enables me to keep in touch with foreign acquaintances.	3.80	0.85	High
14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	4.20	0.76	High
15 Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.	3.97	0.96	High
16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	4.27	0.91	High
17. Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	3.73	0.94	High
18. Studying English enables me to appreciate English arts and literature.	3.47	1.04	Moderate
19. Studying English helps me to be an open-minded, and sociable person like English speaking people.	3.63	1.10	Moderate
20. I am determined to study English as best as I can to achieve maximum proficiency.	4.40	0.72	High
Total	3.94	0.63	High

2.2.2. Instrumental motivation and its influence on UEL

The misleading conception that Gardner categorized motivation in his early experiment exclusively as instrumental/integrative is prevalent. It is known that instrumental motivation, in terms of language acquisition, is more utilitarian inclined, such as: passing an examination, getting a job promotion, advancing higher payment, accomplishing personal achievement because of the increased language proficiency. Instrumental motivation is often more conspicuous in the society, where little or even no target language takes place in the social communication.

From the previous respective explanation of the effect of integrative/instrumental motivation on undergraduates English learning, it is evident that the influence of both integrative motivation and instrumental shared some similarities despite of their discrepancy:

Firstly, college students are generally motivated by a certain orientation/goals in the process of English learning, whether integrative or instrumental as evidenced by the cased mentioned above. Although instrumental motivation may sometimes hold more authority compared with integrative ones in English learning, the sustainment of the success of language learning requires college students to be more integratively motivated (Ellis 1997) [9].

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Secondly, college students' integrative/instrumental motivation is not separated from each other, but interwound for achieving the goal of better language learning. As Ellis (ibid.) [9] proposes that both these two motivations could be mutually inclusive to some extent, college students rarely choose solely one motivation when learning English, but rather a merging of both orientations.

Thirdly, both motivations exert certain effect on college students' English acquisition, but from different perspectives. The integrative motivation concentrates more on cultivating the students' favorable attitudes towards the people, the society of the target language and it is usually the students with high proficiency of English are very likely to be integratively motivated. However, instrumental motivation is more utilitarian-inclined, which means that the college students with such motivation is not likely to develop a positive attitude towards English.

3. The Implications of Motivation in English Language Teaching

After analyzing Gardner's motivation theory and evaluating the influences evoked by college students' integrative/instrumental motivation, the author in the following paragraphs intends to provide several strategies, with regard to promote college students' integrative/instrumental motivations, on account of the analysis of the validity and practicality of these tactics of English teaching.

According to Dornyei (2005b) [7], a majority of students' motivation is very likely to be propelled under teachers' appropriate instruction. He proposed that there were five dimensions where a teacher could encourage the students in teaching so as to stimulate their motivation. The followings would attempt to employ three strategies which are salient in generating and/or stimulating college students' integrative and instrumental motivation.

3.1. Creating the basic motivational conditions

On account of Dornyei's statement (ibid.) [7], effective motivational conditions need to be constructed from several coherent aspects so as to stimulate students' motivation: the teacher is supposed to build up benign relationship with the students via his/her apropos teaching manners. This essay recognizes this idea and suggests that a qualified college English teacher should be positive, patient, accessible, professional, organized, resourceful and accountable. If a college English teacher ignites the students' motivation integratively or instrumentally with his/her student-attracted charisma and personality, they probably would realize or at least have a better understanding of their purpose of learning English, thus keep their attitude positive towards English learning.

3.2. Generating initial motivation

College English teachers should realize that their students ideally have innate curiosity to assist their English study. With a view to coping with the challenges derived from the limited instructional resources, Dornyei (2005a) [6] suggested the following strategies. Then the author attempts to apply them into the college English teaching for the enhancing students' positive attitudes towards English leaning. Firstly, Integrativeness, which is a general term for all the students' attitudes and interests towards the second language and the communities where that language is used. Secondly, Instrumentality which refers to the utilitarian goal stemmed from the accomplishment of learning the second language and making the curriculum relevant for the learners

3.3. Maintaining and protecting motivation

College students' enthusiasm of learning English is very likely to abate when they realize they have very limited chances of contacting with native English speakers or even feel embarrassed when communicating in English instead of their mother tongue. Dornyei (ibid,) proposed that there are five dimensions: '1. Setting 'proximal subgoals; 2. improving the quality of the learning experience; 3. increasing the learner's self-confidence; 4. creating learner autonomy;5. Promoting self-motivating learner strategies.' They are salient factors to the influence of class arrangement. College English teachers could inform their students the importance of goal setting in language learning, which has been attested by Jones and Jones (1995, cited in Dornyei,2005b) [7]. Moreover, they stated that his theory could be implemented under educational field. Thus, while teaching English, college English teachers could facilitate the students in analyzing their goal of learning English both integratively or instrumentally. After attaining a general understanding of their goals of English study, the students

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could develop their own learning English schema even when the English courses are finished.

4. Conclusion

In conclusion, motivation, as a significant factor in the L2 learning, whether integrative or instrumental, has been studied and attested from different perspectives concerning its correlation with the learner's attitudes and their language achievement. Therefore, it is important to classify the type and influence of motivation that benefit college students' English acquisition. At the same time, it is necessary for the college English teachers to develop a keen awareness of their students integrative and instrumental motivation so as to assist them in cultivating the positive attitude towards English study.

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