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## **GENERAL PERCEPTIONS OF ENGLISH LANGUAGE LEARNERS ABOUT INTEGRATIVE OR INSTRUMENTAL MOTIVATION: A STUDY OF UNIVERSITY STUDENTS IN FAISALABAD PAKISTAN**

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### **Abstract**

This study investigates the instrumental and integrative motivational factors behind student's urge to learn English language as a second language learners. The purpose of this study was to find the type of motivation students have during their studies and explored the relationship among types of motivation. The research was conducted on students enrolled in English departments in both public and private sector universities in Faisalabad, Pakistan. Total of nine motivational factors from each type of motivation were presented to respondents in the form of questionnaire. A total of 160 valid responses were received and the data was processed. Data reliability was assessed using the Cronbach's alpha method. It was found that the global status of English and achievement of higher grades were the key factors behind instrumental motivation of the students. For integrative motivation, the factors enhancing English language fluency, understanding foreigner's views about Pakistan and confidence to speak in English were the key ones. It is also inferred that an association exists between both types of motivations. This research will enhance understanding that will aid in cross-cultural communication and collaboration in academic and professional spheres.

**Keywords:** *ELT, Second Language Learners, Integrative Motivation, Instrumental Motivation*

## INTRODUCTION

In today's modern world, the importance of English language can't be ignored. Apart from being used in academic, English has emerged as the best language for international communication. Due to digital emergence and ongoing pandemic, its importance has increased further. Young graduates from all over the world now prefer adopting freelancing and digital marketing as career option. The ongoing pandemic has damaged the world-wide economy and lot of people have lost their jobs. Even those people who were used to be managers, have now started taking interest in online work. The best way to communicate with people all over the world is content marketing. No matter you're promoting your products via E-Commerce or publishing blog posts or doing social media marketing, you'll need some solid language that is understood globally. Although these fields are extremely beneficial in terms of monetary benefits but problems with your content can damage you a great deal.

In developing countries, English Language Teaching (ELT) has now started shifting trend towards skill-orientation. Different institutes have started short-courses and diploma certificates. Programs like English Access and English Works are being offered in different institutes from grooming students' skills in English language. Students having intention to improve their communication skills for migration to foreign countries are inclined towards programs like IELTS and TOFEL.

In Pakistan, English is taught as compulsory subject to undergraduate students in both private and public sector universities. English as subject is not limited to BS English programs. In fact, almost all educational institutes have included different flavors of English in their course curriculums. Basic English, Communication Skills and Technical Report Writing are offered to students in first three semesters of their undergraduate degree program.

English is used as common language for worldwide communication for sharing thoughts. Students all over developing countries are learning English as second language learners. However, students are unable to use it in their professional careers. To communicate with people on the internet, English is used in the form of text, videos, audio and infographics. In order to increase the professionalism, importance must be given to the overall fluency in writing, reading and listening of English. Additionally, proper focus on expressions and pronunciation can play a very vital role in successful communication (Unsworth and Mills, 2020).

In China, educational institutes are constantly making efforts for enhancing and improving language competences of second language learners. The core aim behind this is the professional growth of students. With improved communications skills, students are able to grab opportunities in a more

effective way. In Pakistan, well-directed efforts are being made to align curriculums with the changing needs of the world. English courses are being offered in almost every undergraduate programs. Due to increased enrollments in different disciplines in universities, affiliated colleges and schools, more job opportunities are being created for teachers to managing the workload and teaching English as Foreign Language (EFL) especially in the last ten years (Zhiyong et al., 2020).

Immense efforts are being made by the Higher Education Commission (HEC) and universities for the improvement of English Language Teaching (ELT). However, the overall outcome in communication fluency and capability in English language doesn't solely depend upon the teachers. Students' perception, motivation and mindset is a critical success factor for the improvement of English language communication skills. Students being the final output of any educational institute, have major contribution towards the overall perception of any institute. The professional growth of students as well as institute's perception among public heavily depend upon the language, behavior and academic excellence of the students.

In today's modern world, dynamics of business, industry and education have changed a lot especially during the past two years due to this ongoing pandemic. Previously, majority of university graduates opted for jobs within Pakistan. However, a huge number of populations have now shifted towards remote jobs online. Majority of university students are doing freelancing via different platforms like Upwork, Fiverr and Freelancer now a days. During the past few years, there is a dramatic increase in LinkedIn profiles signed up by Pakistani students and professionals. These factors are clearly suggestive of the fact that job paradigm has started to shift beyond our national boundaries.

Since last 7 to 8 years, digital marketing has attracted a huge number of undergraduate students to offer products or services to clients across the globe. Clear and understandable communication between seller and buyer is one of the key success factors in digital marketing. Freelance platforms like Fiverr offers a state-of-the-art built-in chat-based communication system to trading parties. Apart from this, both parties can also use social media, website forums, E-Mail and video conferencing for creating a conducive environment that ease out the communication process (Sathya, 2017).

Further, the prevailing condition of Covid-19 has forced students and professionals to search for new horizons like online jobs as well as abroad on-premise jobs. Regardless of job nature, high proficiency in English language is always necessary if a student wants to get success on off-country jobs. In Thailand, English proficiency of students was measured through various testing mechanisms

but the results were found to be unsatisfactory. Resulting progress in English speaking was hit badly which forced authorities to change course curriculums for the improvement of ELT (Khamkhien, 2021).

As discussed earlier, knowledge is not a process that can be handled single handedly. Both teachers and students are two vital entities in a quality education system. For the improvement of educational culture in any field including ELT, both these entities have to play their role. Hence, effectiveness of modern ELT methods and their outcomes can't be ignored at all.

Up to 2010, research contribution made by researches in the field of ELT was very less. However, during the past decade, educationists all over the world have started taking interest in this field, which is clearly reflected in the number of research publications produced every year (Nawaila et al., 2020).

Students' mindset is indicative of two motivational paradigms for learning: instrumental and integrative. Students who are on correct motivational track are capable of learning the English language more effectively and efficiently. Learning and progressing with the correct mindset keep a student motivated and helps in developing interest in self-learning and self-improvement process.

In this research paper, we have tried to find out the answers for:

- 1) What are the key factors behind instrumental motivation of students?
- 2) What are the key factors behind integrative motivation of students?
- 3) Which type of motivation is more prominent among students?
- 4) Does any relationship exist between instrumental and integrative motivation?

Section 2 and section 3 of this paper explores various mindsets of undergraduate students and related literature in this area. In section 4 of this paper, we have described our detailed research methodology and research questions. We have provided detailed discussion and outcomes of this research article in section 5.

### **THE RIGHT MINDSET OF LEARNING**

The secret behind the success and academic excellence in studying EFL is dependent upon the mindset of students. Teachers can craft a highly effective strategy if they are aware of students' mindset with the aim to enhance students' motivation, enable the right mindset and educational excellence (Rashid and Rana, 2019). Apart from general behavior, classroom environment and concentration level, inherent motivation of a student's plays a vital role in formation or deformation

of a student's mindset.

## RESEARCH OBJECTIVES

The main objectives of this study were to get opinion from our respondents regarding the type of motivation they have for learning English as second language learners. Research objectives of this study are shown in Table 1.

RO #	Research Objectives
1.	Identification of key motivational factors for instrumental motivation
2.	Identification of key motivational factors for integrative motivation
3.	Investigation of the type of motivation student have during their studies in educational institutes
4.	Relationship between instrumental and integrative motivation

Table. 1 Research Objectives

## LITERATURE REVIEW

Milal et al. (2020) suggested that English language proficiency was extremely critical for professional skills development in any profession. Organizing targeted training programs was the only possible solution. These programs could improve the communication skills and made an individual more effective in managing different situations effectively. This also helped English language teachers and teachers were able to manage classrooms in a more effective way as compared to traditional ELT methods. This resulted in improving overall learning behavior of students. Students started learning English keenly and were more interested towards engaging themselves in integrative learning.

Nurhidayah (2020) explained motivation was found to be of chief importance in students' capacity building and language skills. Instrumental and integrative motivation were distinguished with the help of students' mindset towards learning English as second language learner. Instrumentally motivated second language learners' mindsets were focused towards increased chances of hiring or job appraisal. Students with integrative motivation were more inclined towards learning about history, culture and civilization of language speakers.

Entika and Ling (2019) described that keeping international communication needs, educationists in

Malaysian universities required a candidate to clear English language test in order to get enrolled in a university. Researchers studied the effect of constructive feedback on instrumental motivation of students and the results showed that the positive feedback of teachers helped students concentrating more on learning English with objective of improving communication skills. Students started attending classes regularly and class participation also improved.

Putri et al. (2021) conducted qualitative research on forty-three students in north Lampung to explore the type of motivation and reasons for the presence of a specific type of motivation in students. Students were sub-divided into three groups on the basis of their ability which was designated as low, medium and high. Integrative motivation was found to be affecting majority of students from all three sub-groups. Students with integrative motivation were more interested to become proficient in English in order to improve their communication skills including listening and understanding skills.

Rozmatovna (2020) investigated the effects of motivation on EFL and conducted research in Tashkent State University of Law in Uzbekistan. Respondent considered that learning English language to excel in academics and job was more important as compared to enhancing ability to communicate. Average motivation score for instrumental and integrative motivations were 3.83 and 3.3 respectively. Researchers suggested that curriculum developers should focus on curriculums and the language used in textbooks to overcome issues faced by students.

Al-Ta (2018) analyzed major motivational factors behind study of English as foreign language at Al-Jazeera university Dubai. This study was done via questionnaire on fifty respondents out of which 72% were male. Overall data reliability was 0.78 as determined with Cronbach Alpha method which suggested that data was consistent internally. A high percentage of students reported that English to be essential for good job, knowledge and skill development. On the other side, the percentage of students who were motivated with learning English as effective communication tool was on the down side. This research further elaborated that English proficiency was far essential for career achievements and success rather than social activities.

Kitjaroonchai and Kitjaroonchai (2012) studied the motivational levels of Thai students towards English language learning at Asia-Pacific International University. Like previous studies, mean instrumental motivation of students was significantly higher as compared to mean integrative motivation. English language could help students in their careers was the most important reason inferred through this study. On the other hand, studying English for effective communication was the major reason behind the integrative motivation of students. Further, listening and understanding

of English was one of the major issues faced by students in English language learning process. Organizing speech, creative writing and listening competitions could further motivate students in polishing their skills.

Radfar and Lengkanawati (2019) explained different factors that could help students' in improving their motivation levels towards English language. Inviting renowned speakers from different countries could assist students in understanding language and culture of any language including English. Adopting modern ELT methods could easily increase the motivational level of students. Students' motivation could easily be affected by study material, events and classroom environment.

Al-Qahtani (2013) conducted research on female students of medical science to explore the effects of English language learning techniques on students' motivation and academic performance. This study revealed that right strategy could improve students' educational performance. Moreover, students' behavior was found to be more positive towards English language and proficiency.

Hong and Ganapathy (2017) discovered the nature of motivation and problems faced by Malaysian EFL students. The research was conducted on 12 students. Further, students were chosen randomly by teachers with equal number of participants from each gender class. Data was collected and analyzed. Surprisingly, only two students responded in favor of integrative motivation, which was significantly low. Only 30% students showed interest in improving their knowledge of English literature and culture. 7 out of 12 students suggested that vocabulary issue was the most common hinderance faced as EFL students.

Daif-Allah and Aljumah (2020) investigated relationship between gender of Saudi students and their mindset towards learning of English as Second Language (ESL). Researchers discovered a total of six factors as a source of motivation behind EFL students. Employment, with a mean percentage of 85.37%, was reported to be the most important motivational factor for students. Furthermore, Internet and friends were second and third most important factors with average percentages of 77.82% and 72.18%. Moreover, females were found to be the one putting more energy in learning English language. Same like reviewed work, Saudi students were, once again, found to be instrumentally motivated.

Vakilifard and Khaleghizadeh (2021) described that literature was silent about Persian as foreign language. A study, comprising of forty questions, was conducted on 135 students to find insights into this untapped topic. Results were found to be quite different in comparison with English language. Statistical tests depicted that integrative motivation (3.03 mean rank) was the top most factor behind Persian language learners. Respondents were interested in learning Persian culture,

history and art.

Ahmadi (2011) conducted a study on Iranian EFL students to study the type of motivation. Additionally, opinion of different genders was analyzed in this study. Survey questionnaire was used as research instrument and a total of 60 respondents were involved in this study. Respondents were evenly divided as number of male and female students were equal. Results depicted that; female students were more in favor of integrative motivation whereas male students reported instrumental motivation as major driving force.

Kirkgöz (2005) emphasized that geographical location of Turkey was extremely significant. Hence, English language was crucial for politics and culture in Turkey and this was major reason behind the inclusion of English in academia. First English medium university started in 1912 and since then English medium university count had jumped to 26 by 2005.

Kalkoul and Hamitouche (2021) described that competency-based approach was used for ELT in Algerian school system. Researchers conducted a study on 50 students of third year. The comparisons of mean score for different types of motivations suggested that respondents showed encouraging predisposition towards the instrumental motivation. 66% percent of respondents had poor English vocabulary. 15 out of 21 students with good English vocabulary reported integrative motivation as EFL.

Shahzad et al. (2020) studied the effects of online teaching during Covid-19 pandemic on the attitude of postgraduate students in Pakistan. Despite of positives, online ELT in Pakistan was challenging and had a number of drawbacks. Lack of student monitoring, interaction and poor internet facility were the most common ones. 80% survey respondents reported physical ELT better as compared to online ELT and 70% felt that online teaching was tricky.

## **RESEARCH METHODOLOGY**

Keeping in view our research objectives, we conducted an exploratory study on different levels of students in both public and private sector universities. We provided our respondents an online survey questionnaire and the data was recorded in the form of Microsoft Excel worksheet. The collected data was pre-processed and evaluated for analysis.

## **RESEARCH INSTRUMENT AND DESIGN**

Although the research feels to be qualitative in nature yet for accurate analysis, we selected the quantitative research method. We designed survey questionnaire comprising of two sections. The



first section inquired respondents about their demographics while the other section included 5-point Likert scale-oriented questions related with different types of motivations for English language learners. In the second section, a total of 18 motivational factors were presented to the respondents with equal distribution between two categories of motivations.

## **PARTICIPANTS OF STUDY**

To be specific and objective, we shared the questionnaire with students enrolled in English department of all types of universities in Faisalabad. We received a total of 160 responses from research participants as sample of this study. As the main aim was to explore the motivational level among students, all the participants were students studying at undergraduate, graduate and postgraduate levels in these universities.

## **DATA COLLECTION**

Data was collected through an electronic questionnaire as research instrument that was generated using Google Forms. The link to this questionnaire was shared with sample participants by utilizing various online communication channels including electronic mail. We also visited various universities with printed questionnaires that were filled by the respondents. Our questionnaire contained two sections: one for demographics and the other one contained a total of 18 (equally distributed in instrumental and integrative motivation) motivational factors for the students. The type of motivation was not indicated to the respondents.

## **DATA PRE-PROCESSING**

Before data analysis, our main task was to pre-process the data to remove incongruities and inconsistencies. We also assessed the overall reliability of data using Cronbach's alpha method. Cronbach's alpha was used in historical research work mentioned in our work (Taber, 2018). The Cronbach's alpha value of our dataset was 93.55%.

## **DATA ANALYSIS**

Detailed exploratory data analysis was performed on the pre-processed data by utilizing different statistical techniques. The choice of statistical technique was absolutely in accordance with the aims and objectives of our research study. Details on methods employed, detailed findings and discussions are discussed in the next section.

## **RESULTS ANF DISCUSSION**

Before sharing the detailed analysis of our study, we find it significant to present respondent demographics with you. This helped us to derive a detailed correlation of respondent types with the motivational preferences. The demographics are depicted in both tabular and pictorial forms.

Respondent Parameter	Measure
Total	160
Level of Education	BS (147), MA (10), M.Phil. (1), PhD (2)
Semester of Study	1 <sup>st</sup> semester (1) 2 <sup>nd</sup> semester (60) 3 <sup>rd</sup> semester (19) 4 <sup>th</sup> semester (13) 5 <sup>th</sup> semester (0) 6 <sup>th</sup> semester (21) 7 <sup>th</sup> semester (19) 8 <sup>th</sup> semester (27)
Age (in years)	Below 20 (44) 20-23 (105) 24-26 (9) 27-29 (1) 30 or above (1)

Table. 2 Demographics of Respondents

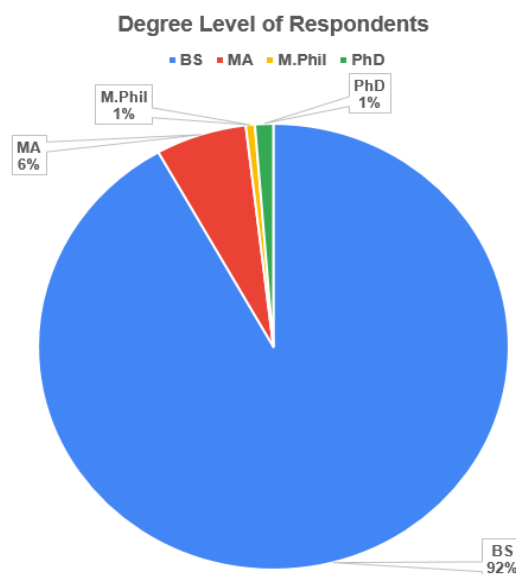


Fig. 1 Respondent’s level of education

Figure 1 shows the percentage measure of educational level of our respondents. 92% respondents

were enrolled in undergraduate program. This amazed us as the motivational level behind English language learning was gaining importance among undergrad students. However, the respondents on the higher end level of education i.e. PhD is relatively low, which is, again, quite interesting fact considering academia and promotional structure in universities of Pakistan.

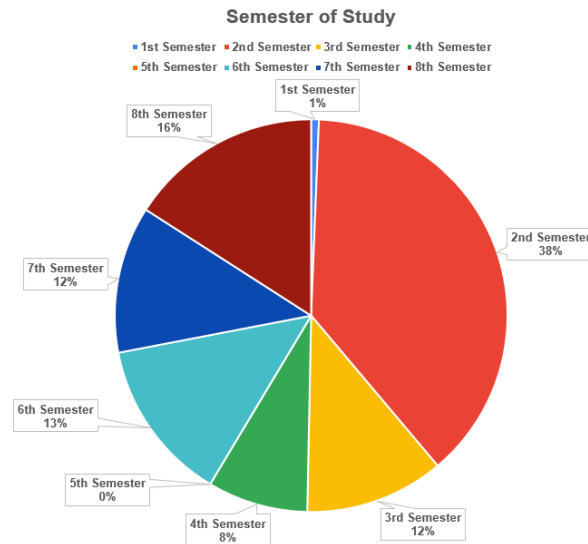


Fig. 2 Currently enrolled semester of respondents

Now, the Figure 2 shows some interesting things. The percentage of respondents enrolled in 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 8<sup>th</sup> showed considerable interest in filling out the survey. This is another good sign for our educational system implying that students of 2<sup>nd</sup> semester also have motivational awareness regarding learning of English language. The students of 1<sup>st</sup> and 5<sup>th</sup> semester showed less interest in filling out the survey indicating that there is always a dynamic shift in the motivational interest of students from 4<sup>th</sup> semester to 5<sup>th</sup> semester.

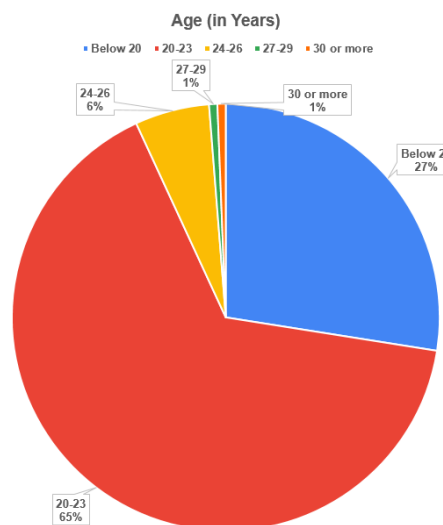


Fig. 3 Age group of respondents

A total of 92% of our respondents were up to age 23. These are good signs for our educational sector. We can easily infer that the awareness, interest and understanding of motivation behind learning English is improving in young students having age in early 20’s. Figure 3 depicts that the respondents above 30 tend to be far less motivated in comparison with younger ones.

***F1: Learning English is important because of its global status (Instrumental Motivation)***

The response of respondents in response to importance of English because of its global status are presented in Table 3.

<b>Learning English is important because of its global status.</b>	
Strongly Agree	88
Agree	63
Neutral	6
Disagree	1
Strongly Disagree	2

Table. 3 Global statuses of English as motivation

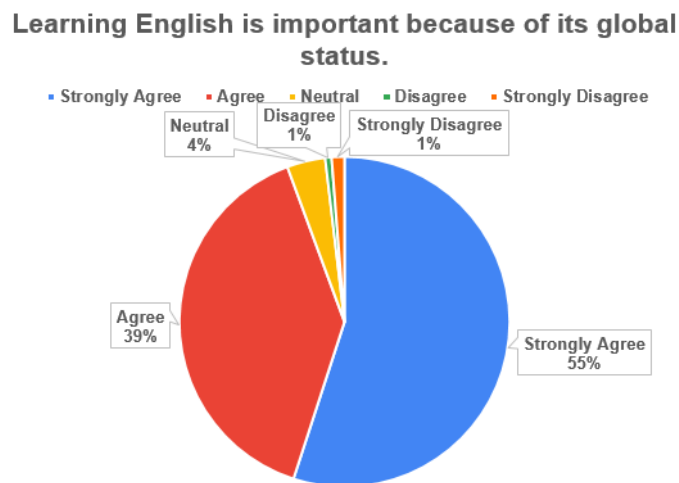


Fig. 4 Global status of English as motivation

The percentage of respondents of the opinions strongly agree and agree considering English language learning important because of its global status are 55% and 39% respectively. This clearly depicts that majority of the respondents have integrative motivation towards learning of English language. The percentages of respondents not agreeing with this were 2% (1% disagree, 1% strongly disagree). On the other hand, 4% respondents were found to be neutral. All the percentages are shown in Figure 4.

***F2: English language will enable me to capture good job opportunities worldwide. (Instrumental Motivation)***

Due to current economic situation and inflation in Pakistan, a large population of students have started to show attention in finding job opportunities worldwide. Table 4 presents the opinion of people in response to motivation of English language in enabling students finding good job opportunities worldwide.

<b>English language will enable me to capture good job opportunities worldwide.</b>	
Strongly Agree	78
Agree	65
Neutral	10
Disagree	5
Strongly Disagree	2

Table. 4 Worldwide job opportunities as motivation

**English language will enable me to capture good job opportunities worldwide.**

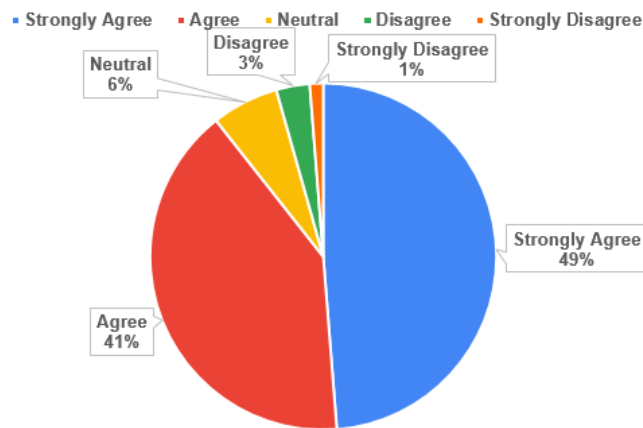


Fig. 5 Worldwide job opportunities as motivation

According to Figure 5, the percentage of respondents who are not motivated to learn English because its role in enabling them finding job opportunities across the globe is only 2%. However, 90% of respondents believed that learning English will enable them in capturing good job opportunities worldwide. This is quite encouraging and it equally supports the fact that English is one of the most widely used language for conducting online interviews on different platforms like LinkedIn and Skype.

***F3: My aim is to get higher education abroad so English language can give me edge in competing for these scholarships. (Instrumental Motivation)***

With the passage of time, the scholarship offerings from different countries have also increased. Most of these scholarships have IELTS and TOFEL as basic requirement. A large number of students consider improving proficiency in English before going for the trainings and examinations of IELTS and TOFEL. Table 5 contains the data obtained from respondents who consider foreign scholarship competitiveness as one of the major motivational factors.

<b>My aim is to get higher education abroad so English language can give me edge in competing for these scholarships.</b>	
Strongly Agree	80
Agree	51
Neutral	17
Disagree	10
Strongly Disagree	2

Table. 5 Foreign scholarships as motivation

**My aim is to get higher education abroad so English language can give me edge in competing for these scholarships.**

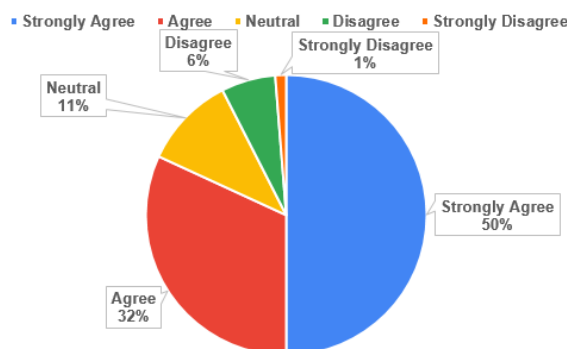


Fig. 6 Foreign scholarships as motivation

A total of 82% (131) of respondents strongly that foreign scholarship hunting was the major motivation factor behind their intents to learn English language during academics. On the other hand, 7% (12) respondents didn't consider foreign scholarship hunting as major motivation behind learning of English language. 11% (17) respondents were neutral in response to this statement.

***F4: I love to watch English movies and I want to increase my understanding of dialogues. (Instrumental Motivation)***

Students love to watch movies in Pakistani and Hindi languages. Due to better screenplay and storyline, student’s preference paradigm has shifted towards watching English language-based movies in the past 15 years. One of the major issues faced by people in watching English movies is the problem of understanding the dialogues due to vocabulary and accent issues. Table 6 shows the relative count of respondents in response to this motivational factor.

<b>I love to watch English movies and I want to increase my understanding of dialogues.</b>	
Strongly Agree	65
Agree	67
Neutral	17
Disagree	8
Strongly Disagree	3

Table. 6 Understanding movie dialogues as motivation

**I love to watch English movies and I want to increase my understanding of dialogues.**

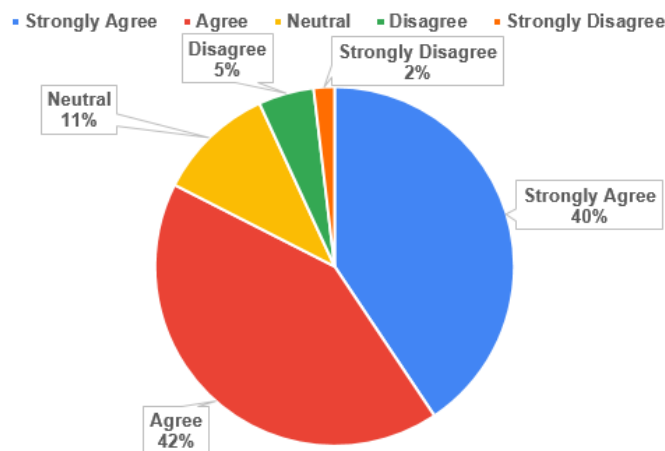


Fig. 7 Understanding movie dialogues as motivation

Figure 7 graphically depicts the relative distribution of respondents according to their response opinion. A total of 7% (11) respondents were not of the opinion that understanding of English movie

dialogues was the motivational factor behind learning English language. However, the percentages of respondents with ‘strongly agreed’ and ‘agreed’ opinion were 40% (65) and 42% (67) respectively. On the other hand, 11% (17) of respondents were reported to have a neutral response. The results are indicative of the fact that majority of university students had instrumental motivation behind their intent for learning English as second language learners.

***F5: By learning English language, I can get useful insights about the latest technology being used in modern digital era through blogs and website. (Instrumental Motivation)***

With the advancement of technology in the past few years, the number of web and mobile applications have increased rapidly. Similarly, new models of smartphones, laptops and other electronic products are launching with less time to market. Due to that much advancement, people now a days love to be a tech geek. People want to have updated information on latest technological advancements by reading blogs and websites. The respondent statistics in response to this motivational factor are presented in Table 7.

<b>By learning English language, I can get useful insights about the latest technology being used in modern digital era through blogs and website.</b>	
Strongly Agree	66
Agree	71
Neutral	18
Disagree	3
Strongly Disagree	2

Table. 7 Latest tech insights as motivation

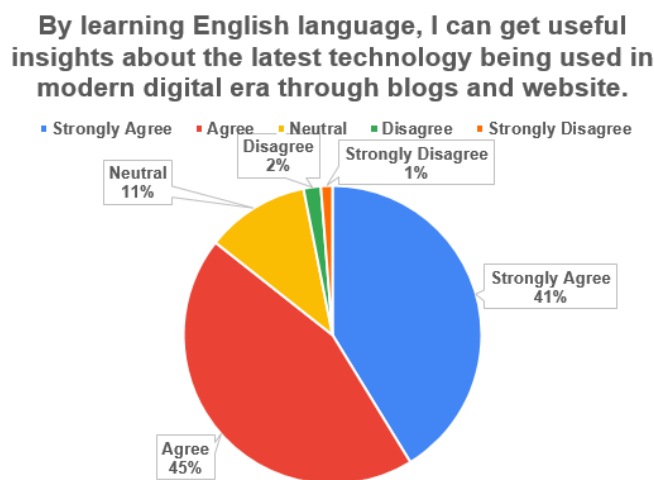


Fig. 8 Latest tech insights as motivation



According to Figure 8, the total percentage of respondents reported instrumental motivation as the major driving force behind their interest in learning English was 86% (137). Only a small number of respondents 3% (5) didn't had instrumental motivation towards this factor. Once again, the percentage of neutral respondents was found to be 11% (18).

***F6: I can learn exciting things from video tutorials and online lectures. (Instrumental Motivation)***

While on one side the Covid-19 shifted educational sector to online mode and in some universities the medium of instructions was English. On the other side of it, due to the economic conditions and inflation, students have started to look for ways to earn money online that requires skill building. Video platforms like YouTube have tons of video tutorials on skill development on variety of topics. The language barrier is one of the major hurdles in learning these skills. Tutorials in Urdu and Hindi languages are available on the internet but the numbers of tutorials in English languages are multiplying day by day. So, naturally people prefer English language-based tutorials. The respondent's data in response to this motivational factor is shown in Table 8.

<b>I can learn exciting things from video tutorials and online lectures.</b>	
Strongly Agree	64
Agree	74
Neutral	17
Disagree	3
Strongly Disagree	2

Table. 8 Video tutorials and lectures as motivation

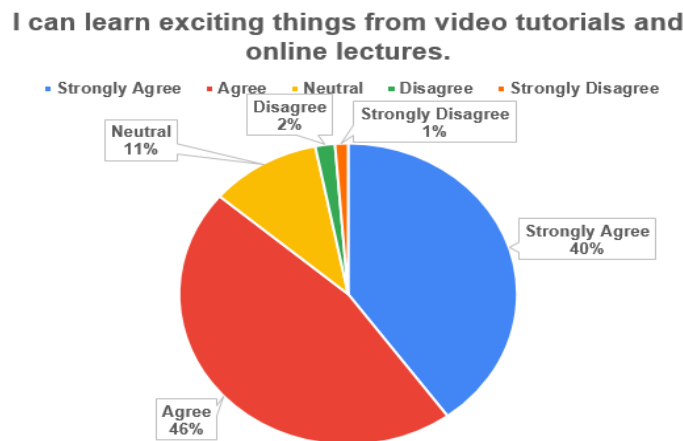


Fig. 9 Video tutorials and lectures as motivation

A total of 5 (3%) reported that they don't have instrumental motivation in response to this factor. On the other hand, the number of respondents who considered this motivational factor instrumentals were 138 (86%). Neutral respondents were 17 (11%) in total.

***F7: I can learn to do freelancing in future because it will help me in establishing my E-business. (Instrumental Motivation)***

Freelancing has a bright future and when it comes to monetary benefits then there is no profession that is as attractive as freelancing. As a general observation, a lot of university graduates have started their entrepreneurial setups during their academic sessions while others have started doing online business after doing jobs for some amount of time. According to freelancing gurus, communication with the client is a key to success. With effective communication, freelancers can quickly turn the deals in their favors. One bad communication can ruin the E-business that uses freelancing as a model. In response to that, a lot of students have started thinking critically to learn effective techniques for communication in English language. Based on this motivational factor, the responses of respondents are presented in the following table.

<b>I can learn to do freelancing in future because it will help me in establishing my E-business.</b>	
Strongly Agree	66
Agree	67
Neutral	19
Disagree	7
Strongly Disagree	1

Table. 9 Establishing E-business as motivation

**I can learn to do freelancing in future because it will help me in establishing my E-business.**

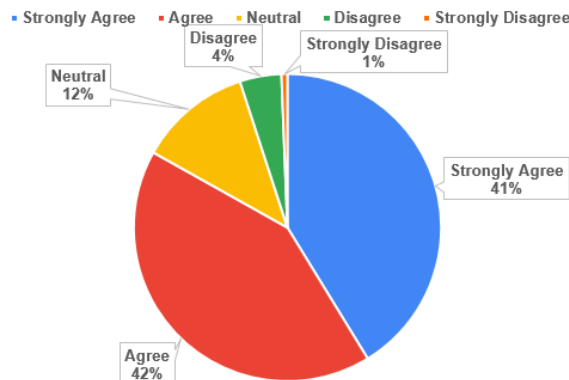


Fig. 10 Establishing E-business as motivation

The overall percentages of respondents who had instrumental motivation in response to establishment of freelancing-based E-business were 41% (strongly agree) and 42% (agree) respectively. The percentages of respondents who were either neutral or collectively negative about this factor were 12% (neutral) and 5% (strongly disagree and disagree) respectively. As an inference, it's clear that majority of respondents were instrumentally motivated towards learning English as second language learners.

***F8: English enables me to read fictions, novels and improves my creative writing skills.  
(Instrumental Motivation)***

As per HEC criteria, the course work of different programs in both English literature and linguistics discipline comprises of subjects like fiction, novels, poetry and linguistics. On average, an undergraduate student has to study a course work of 130 credit hours or more. Students go through examination process where they have to answer logical and analytical questions. In addition to this, students can improve creative writing skills by reading novels and fictions. We collected data from respondents on the basis of this motivational factor, which is shown in Table 10.

<b>English enables me to read fictions, novels and improves my creative writing skills.</b>	
Strongly Agree	73
Agree	72
Neutral	13
Disagree	0
Strongly Disagree	2

Table. 10 Improvement in writing skills as motivation

**English enables me to read fictions, novels and improves my creative writing skills.**

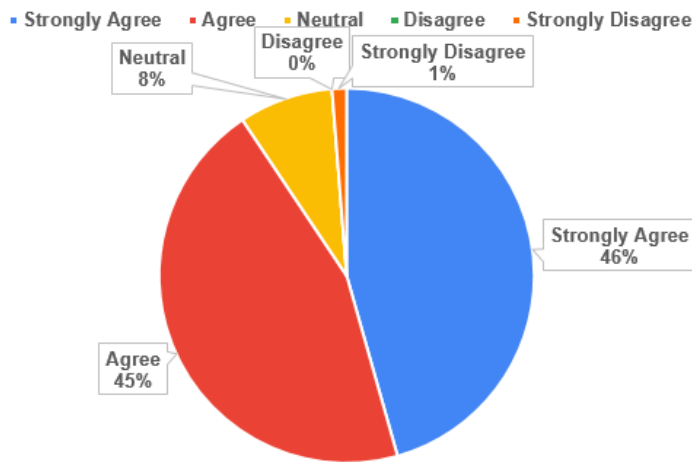


Fig. 11 Improvement in writing skills as motivation

The statistics show that more than 90% respondents are in favor of the fact that reading novels and fictions can improve their creative writing skills, which is, again an instrumental motivation factor. So, out of 160 respondents 145 consider this motivational factor to be extremely important. The respondents who don't consider it as an important factor were just 1% (2) while 8% (13) were neutral.

***F9: By learning English, I can attempt my exams in a better way to get results in high grades. (Instrumental Motivation)***

In Pakistan, all the universities have opted for English language as mode of instruction and examinations. For students enrolled in English department, writing correct English is equally important with the material to be written. To get higher grades, students need to write English which is grammatically, syntactically and semantically correct besides true concepts. So, we included this as motivational factor in our survey. Table 11 consists of the opinion of survey respondents.

<b>By learning English, I can attempt my exams in a better way to get results in high grades.</b>	
Strongly Agree	83
Agree	60
Neutral	11
Disagree	1
Strongly Disagree	5

Table. 11 Achievement of higher grades as motivation

**By learning English, I can attempt my exams in a better way to get results in high grades.**

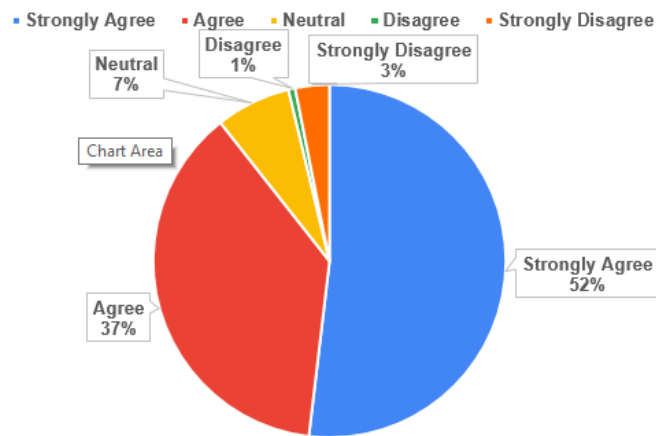


Fig. 12 Achievement of higher grades as motivation

The Figure 12 depicts that 89% (143) sample respondents have the opinion that by learning English they can attempt their exams in a much better way and get higher grades. This simply infers that, a huge number of respondents have instrumental motivation towards learning of English with respect to this factor. However, 6 out 160 don't have this sort of motivation behind learning of English language.

***F1: In modern era of social media, English language can create bright opportunities to establish and strengthen social relations globally. (Integrative Motivation)***

Social media has brought people of the whole world close to each other. Creating and strengthening social relationships has now become a matter of few clicks. You can easily search someone on the Internet and establish relationships (friends, followers) on the social media platforms like Facebook. The higher-level view of responses recorded with respect to this motivational factor are presented in Table 12.

<b>In modern era of social media, English language can create bright opportunities to establish and strengthen social relations globally.</b>	
Strongly Agree	78
Agree	66
Neutral	11
Disagree	4
Strongly Disagree	1

Table. 12 Building and strengthening social media relations as motivation

**In modern era of social media, English language can create bright opportunities to establish and strengthen social relations globally.**

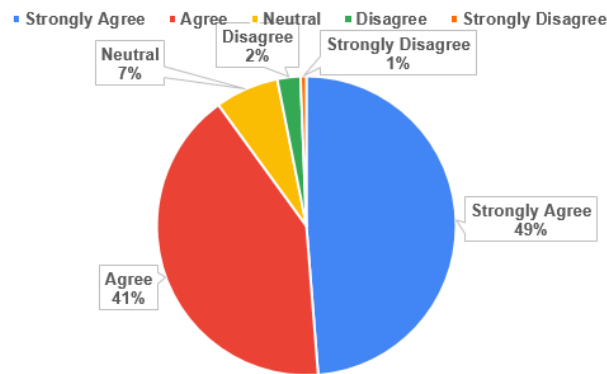


Fig. 13 Building and strengthening social media relations as motivation

We were quite stunned by the results as 90% of all the responses were positive that English language provides excellent way to establish and strengthen social medical relationships worldwide. This is clearly indicative of the fact that 144 out of 160 respondents have integrative motivation towards this factor. The respective percentages of respondents who are either neutral or don't have integrative motivation are 7% and 3%.

***F2: English will help me to mix up with foreigners by understanding their cultural norms. (Integrative Motivation)***

When it comes to mixing up with foreigners for developing understanding to their cultural norms, English language plays an important role. Table 13 shows the responses obtained from the respondents of this study.

<b>English will help me to mix up with foreigners by understanding their cultural norms.</b>	
Strongly Agree	71
Agree	76
Neutral	8
Disagree	2
Strongly Disagree	3

Table. 13 Understanding foreign cultural norms as motivation

**English will help me to mix up with foreigners by understanding their cultural norms.**

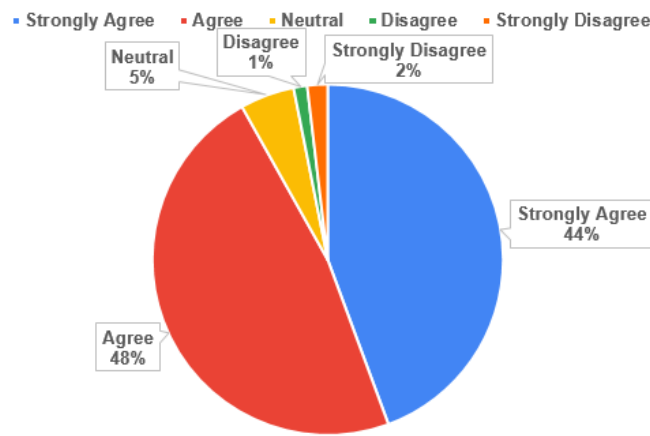


Fig. 14 Understanding foreign cultural norms as motivation

Figure 14 shows that about 92% (147) respondents considered this motivational factor to be major driving force behind learning English language. However, merely 3% (5) respondents didn't consider it to be a motivational factor. On the other hand, 5% (8) respondents were neutral about it.

***F3: I want to enhance my English fluency to have effective communication with people. (Integrative Motivation)***

For effective communication with people across the world, learning English language is very important. So, we added this as another motivational factor in our research questionnaire and recorded responses that are presented in Table 14.

<b>I want to enhance my English fluency to have effective communication with people.</b>	
Strongly Agree	80
Agree	71
Neutral	6
Disagree	1
Strongly Disagree	2

Table. 14 Enhancing English language fluency as motivation

**I want to enhance my English fluency to have effective communication with people.**

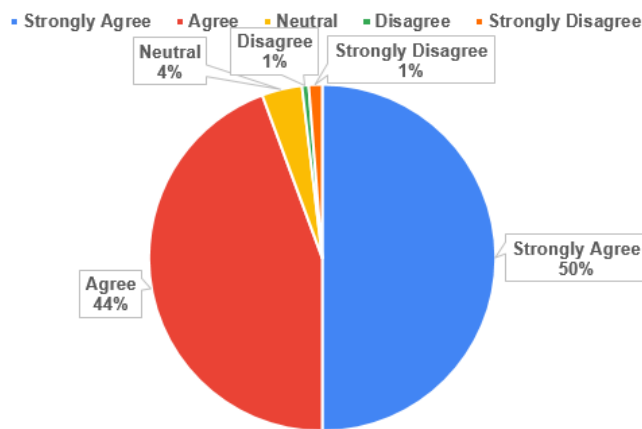


Fig. 15 Enhancing English language fluency as motivation

The results were quite amazing as depicted in Figure 15. Nearly, 94% respondents considered enhancing English language fluency as major motivational factor and objectively 151 out of 160 respondents had integrative motivation towards learning of English language. This perfectly correlates with instrumental motivational factor: freelancing and E-business establishment. Only 3 (2%) out of 160 didn't had this sort of motivation while 6 (4%) were absolutely neutral.

***F4: Learning English will help me to understand the views of people from other countries about Pakistan on the social media. (Integrative Motivation)***

Now a days, a lot of students have interest in international politics and cross-country opinion sharing is quite common on the social media platforms. The way that foreigners see, observe and comment on anything is quite different from the way we do the same. So, in order to have deep understanding of other people's view about Pakistan, one has to be proficient in listening, reading and understanding skills in English language. Table 15 shows the data of our respondents.

<b>Learning English will help me to understand the views of people from other countries about Pakistan on the social media.</b>	
Strongly Agree	82
Agree	67
Neutral	7
Disagree	1
Strongly Disagree	3



Table. 15 Understanding foreigner’s views about Pakistan as motivation

**Learning English will help me to understand the views of people from other countries about Pakistan on the social media.**

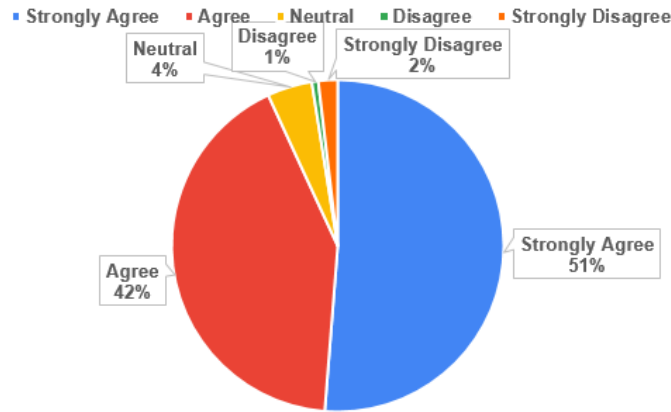


Fig. 16 Understanding foreigner’s views about Pakistan as motivation

Once again, the results were quite amazing to see. According to Figure 16, 149 out of 160 (93%) respondents had integrative motivation as majority agreed that for understanding foreigner’s views about Pakistan is a motivational factor behind English language learning. The relative percentages of respondents who were either neutral or didn’t agree were 4% and 3% respectively.

***F5: English language gives me confidence to speak with people all over the world. (Integrative Motivation)***

Table 16 contains the respondent data regarding an important motivational factor: confidence to speak with people all over the world. For effective speaking skills, confidence is a must. Without confidence, you simply can’t cope with your audience and lack of confidence will affect your delivery of words, sequencing and accent. These issues can easily create trouble situation and you’ll not be able to communicate properly.

<b>English language gives me confidence to speak with people all over the world.</b>	
Strongly Agree	80
Agree	63
Neutral	13
Disagree	1
Strongly Disagree	3

Table. 16 Confidence to speak in English as motivation

**English language gives me confidence to speak with people all over the world.**

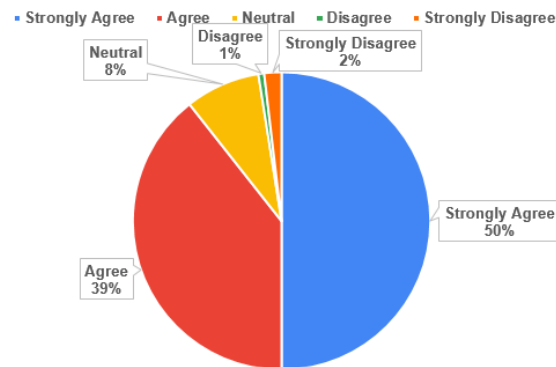


Fig. 17 Confidence to speak in English as motivation

According to Figure 17, the relative percentages of respondents who either agreed or strongly agreed were 39% and 50% respectively. In total, 143 out of 160 respondents had integrative motivation while 3% (4) didn't have the integrative motivation. 13 respondents were found to be neutral about this motivational factor.

***F6: English is a common language and learning it is good for having effective dialogue with people on different issues. (Integrative Motivation)***

To get into a dialog stream, you'll definitely need a huge bag of words in your mind. That's the only way you can decide the best words that suits a dialog situation. In response to this motivational factor, the data of respondents is presented in Table 17.

<b>English is a common language and learning it is good for having effective dialogue with people on different issues.</b>	
Strongly Agree	65
Agree	75
Neutral	17
Disagree	2
Strongly Disagree	1

Table. 17 Effective dialoging as motivation

**English is a common language and learning it is good for having effective dialogue with people on different issues.**

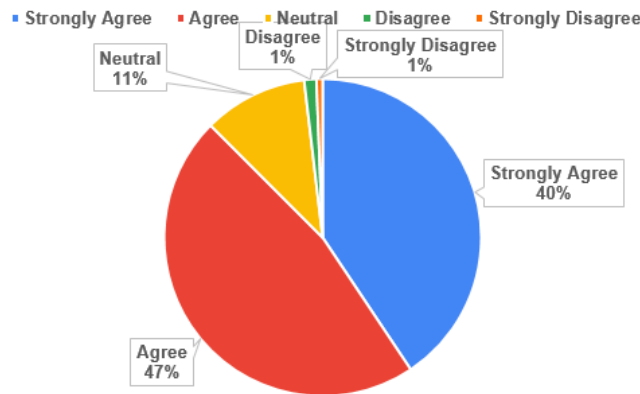


Fig. 18 Effective dialoging as motivation

Figure 18 shows that about 87% (140) respondents had integrative motivation as they reported this factor to be important reason behind learning of English language. However, only 2% (3) respondents didn't had this sort of integrative motivation. On the other hand, 11% (17) respondents had neutral opinion about it.

***F7: English can help in understanding and resolving various social issues globally. (Integrative Motivation)***

The opinion of our respondents in response to motivational factor “English can help in understanding and resolving various social issues globally” are presented in Table 18. For resolving any social issue, one has to communicate and when it comes to resolving global issues then definitely English language is the best communication tool available because of it is globally spoken language.

<b>English can help in understanding and resolving various social issues globally.</b>	
Strongly Agree	68
Agree	78
Neutral	12
Disagree	0
Strongly Disagree	2

Table. 18 Understanding and resolving issue globally as motivation

**English can help in understanding and resolving various social issues globally.**

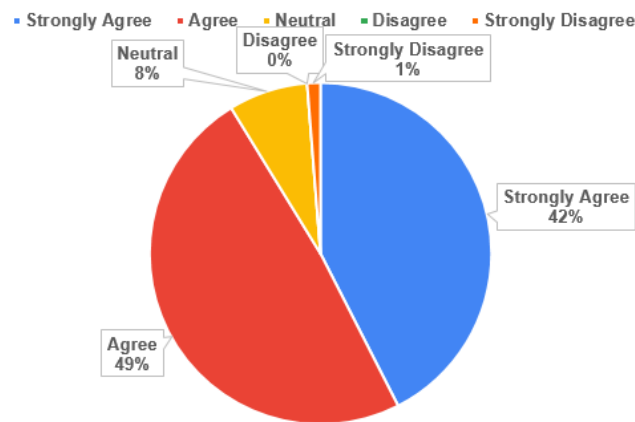


Fig. 19 Understanding and resolving issue globally as motivation

We were quite stunned by the results as 91% of all the responses were positive that English language provides great opportunity for understanding and resolving issues worldwide. Hence, it indicates that 146 out of 160 respondents have integrative motivation towards this factor. The respective percentages of respondents who are either don't have integrative motivation or neutral are 1% (2) and 8% (12).

***F8: In my university the medium of instruction is English so I want to narrow down the communication gap with my course instructors. (Integrative Motivation)***

Right across Pakistan, the medium of instructions for programs in English department commonly use English as medium of instruction. So, to narrow down the communication gap, students need to improve overall English listening and understanding skills. Table 19 contains opinion (in totality) of respondents in response to this motivational factor.

<b>In my university the medium of instruction is English so I want to narrow down the communication gap with my course instructors.</b>	
Strongly Agree	48
Agree	80
Neutral	23
Disagree	9
Strongly Disagree	0

Table. 19 Bridging communication gap with course instructor as motivation

**In my university the medium of instruction is English so I want to narrow down the communication gap with my course instructors.**

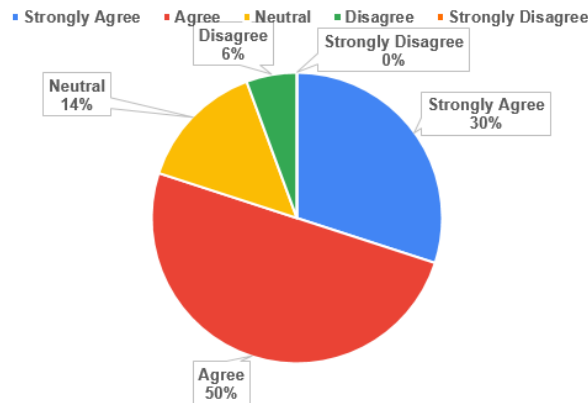


Fig. 20 Bridging communication gap with course instructor as motivation

About 80% (128) respondents responded that learning English language is a way for bridging the communication gap with course instructor and considered it as a useful motivational factor. We inferred that all such respondents had integrative motivation towards learning of English language. 9 out 160 were not of the same opinion while 23 (14%) were found to be neutral.

***F9: I like the expressiveness of English people and I want to be the same. (Integrative Motivation)***

Foreigners’ especially English people show expressiveness in terms of their speaking, gestures and expressions. All of these are ingredients of expressive and effective communication. The data collected from respondents is shown in Table 20.

<b>I like the expressiveness of English people and I want to be the same.</b>	
Strongly Agree	54
Agree	64
Neutral	22
Disagree	14
Strongly Disagree	6

Table. 20 Expressiveness of English people as motivation

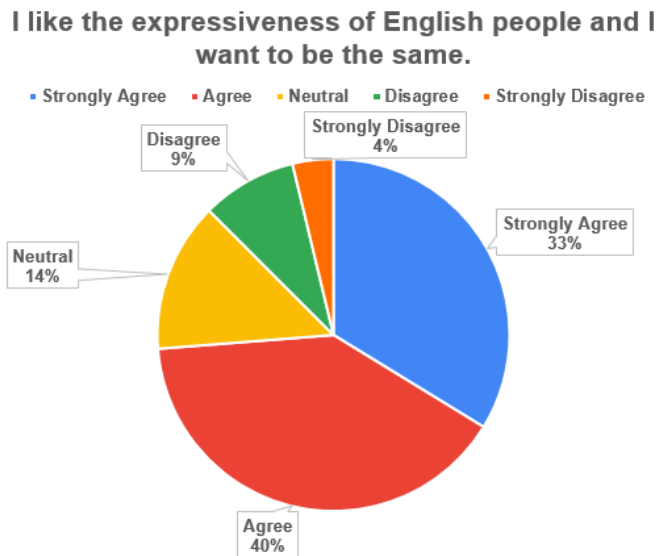


Fig. 21 Expressiveness of English people as motivation

According to Figure 21, the relative percentages of respondents who either strongly agreed or agreed were 33% and 44% respectively. In terms of totals, 118 out of 160 respondents had integrative motivation while 13% (20) didn't had the integrative motivation. 22 (14%) respondents were found to be neutral about this motivational factor.

***Key Motivational Factors and relationship between types of motivations***

Figure 22 depicts the overall comparison of responses of respondents of this study. As the whole study was conducted on the same 160 respondents so the graph infers that our respondents have both integrative and instrumental motivations at the same time. That's why we were unable to classify the category of our respondents with respect to the motivation they have for learning English language.

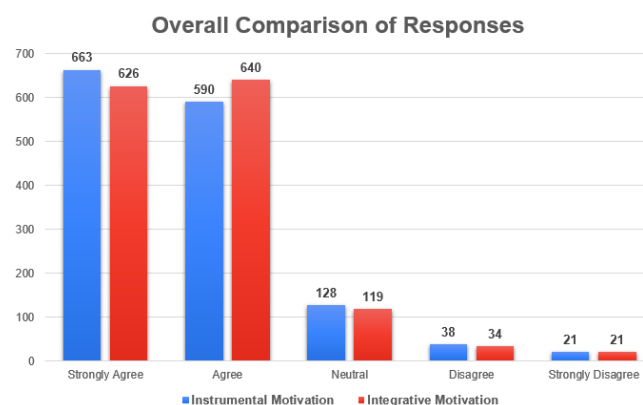


Fig. 22 Overall comparison of responses

According to Figure 23 and Figure 24, the factors F1 “Global status of English as motivation” and F9 “Achievement of higher grades as motivation” are key motivational factors behind instrumental motivation of the students. On the other hand, for integrative motivation, the factors F3 “Enhancing

English language fluency as motivation”, F4 “Understanding foreigner’s views about Pakistan as motivation” and F5 “Confidence to speak in English as motivation” are the key motivational factors. For the sake of simplicity, we have considered those factors key ones having ‘strongly agree’ as highest response values.

The general trend of responses for both strongly agrees and agree are quite consistent which is again evident of the fact that our respondents possess the characteristics of both instrumental and integrative motivations. All the data points are close to each other.

In Figure 23, the motivational factor 3 for both types of motivations (intersection point) shows that approximately 50% of our respondents have the opinion that the factors ‘Foreign scholarships hunting’ and ‘Enhancing English language fluency’ are equally important. Both of these are very much consistent with each other due to two factors:

First, for scholarship, students need to appear in either IELTS or TOFEL where both requiring applicants to be fluent in English. Secondly, even after winning the scholarships, students still need to have English language fluency to communicate with people across the foreign countries.

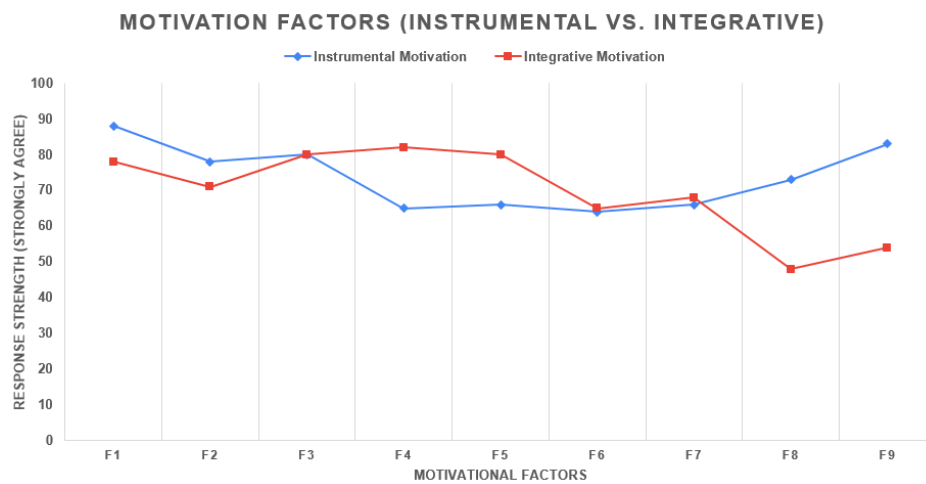


Fig. 23 Factor-wise comparison of motivations with respect to ‘strongly agree’ as response

In Figure 24, the motivational factor 4 (intersection point) indicates that our respondents consider the factors ‘Understanding movie dialogues’ and ‘Understanding foreigner’s views about Pakistan’ consistent with each other. Technically, there is no association between these two as these are two different things with one thing in common i.e. understanding. We inferred that our respondents are keen towards understanding this foreign language for understanding of movies and foreign people.

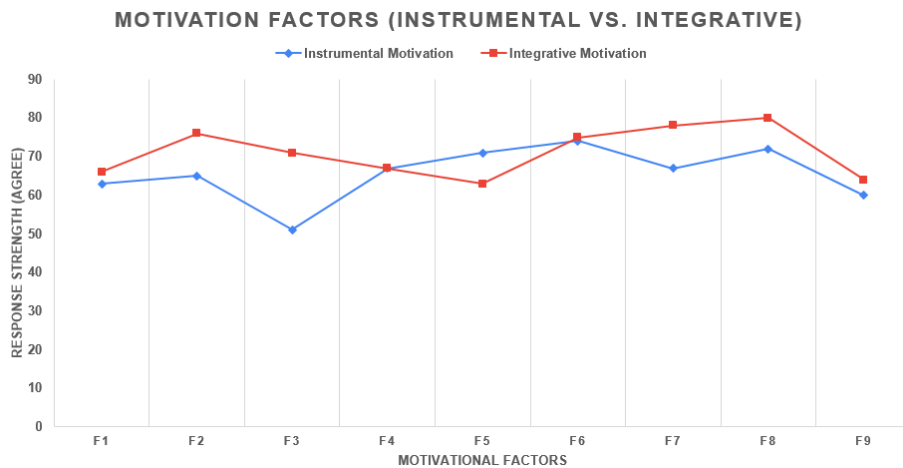


Fig. 24 Factor-wise comparison of motivations with respect to ‘agree’ as response

According to Figure 25, the data point related to factor 6 shows an intersection. In response to both factors ‘Video tutorials and lectures’ and ‘Effective dialoging’, below 20 respondents in our study didn’t have clear idea about their motivation.

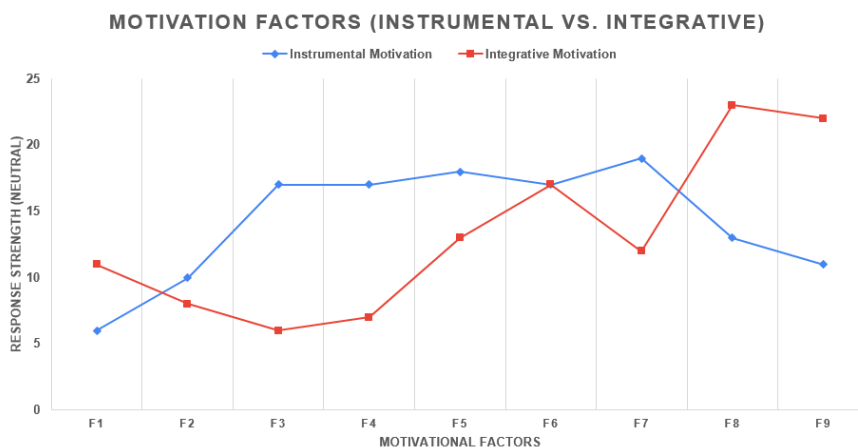


Fig. 25 Factor-wise comparison of motivations with respect to ‘neutral’ as response

Figure 26 depicts the both extremes for all the motivational factors ‘disagree’ response from our respondents. We found that the factor F3 “Foreign scholarships as motivation” and factor F9 “Expressiveness of English people” received the highest number of ‘disagree’ opinion for instrumental and integration motivational factors. On the other hand, the factors F1 “Global status of English as motivation” and F7 “Understanding and resolving issue globally” received lowest number of ‘disagree’ as responses.



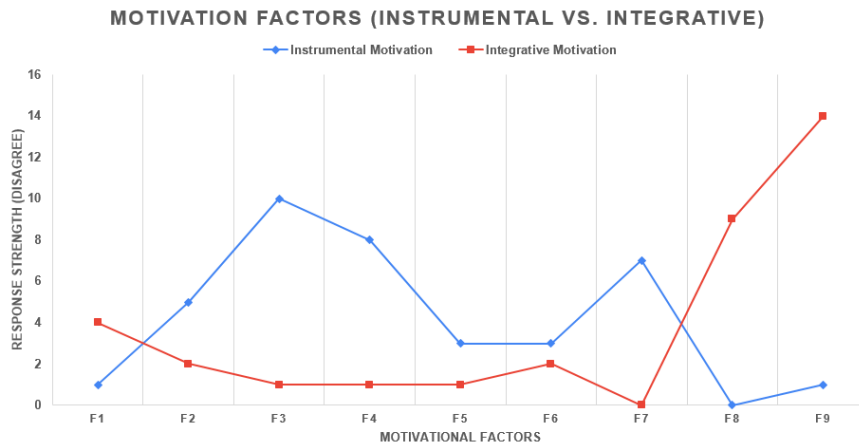


Fig. 26 Factor-wise comparison of motivations with respect to ‘disagree’ as response

Figure 2 shows the comparisons of all the motivational factors for both extremes of ‘strongly disagree’ response from our respondents. For instrumental motivation, factor F7 “Establishing E-business as motivation” and F9 “Achievement of higher grades as motivation” have the lowest and highest number of ‘strongly agree’ as response respectively.

Similarly, the ‘strongly disagree’ response for the factors F8 “Bridging communication gap with course instructor as motivation” and F9 “Expressiveness of English people as motivation” are at both extremes i.e. lowest and highest respectively for integrative motivation.

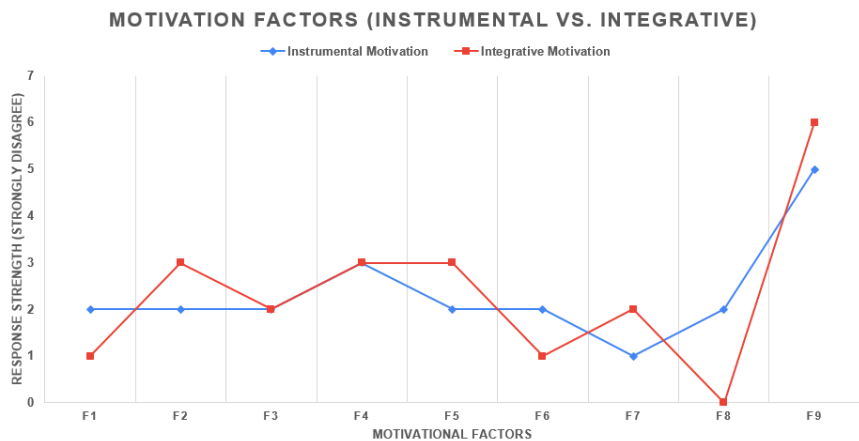


Fig. 27 Factor-wise comparison of motivations with respect to ‘strongly disagree’ as response

## CONCLUSION

With the help of our detailed investigations, we conclude that:

- 1) Motivation plays a vital role in improving student’s attitude towards English language as second language learners by providing the necessary motivation

- 2) Key factors behind instrumental motivation of students are: (a) global status of English and (b) achievement of higher grades
- 3) Key factors behind integrative motivation of students are: (a) enhancing English language fluency (b) understanding foreigner's views about Pakistan and (c) confidence to speak in English
- 4) Students have both types of motivation so there exists an association between both instrumental and integrative motivations.

### **LIMITATION OF THIS STUDY**

The respondents of this research study were students enrolled in the English department in various public, private and semi-government institutes in Faisalabad only. In future, we have plans to conduct further exploratory research to study the impact of physical classroom or virtual classroom on the motivation of students.

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