

PROCEEDINGS OF THE 1ST ANNUAL INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING (AICELT)

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English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Mataram

The Effect of Motivational Shift on English Language Learning

Marningsih Sadik

Hasanuddin University, Indonesia
marningsihsadik00@gmail.com

Abstract

Studies have long firmly indicated Motivational Orientations as a great promoting factor toward English language learning. However, most of those studies were mainly focused on discovering the causal relationship between two motivational orientation types, Integrative and Instrumental Motivation, and the learning expectancy to figure out the greater influence of the two motivational types on learning success; whereas other studies suggested that motivation is situational disregarding the aforesaid 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 motivational shift and to scrutinize the effect of the shift toward English language learning. A sequential mixed method was used examined to a total of 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 state for language learning success. Besides, the data shows that the shift from Integrative to Instrumental motivation appears to be more leading in promoting learning success than the reverse shifting, Instrumental to Integrative.

Keywords: English Language Learning, Motivational Orientations, Motivational Shift

INTRODUCTION

Motivation has been profoundly evidenced to have an immensely prominent impact on English Language Studies (ELS). It is a kind of 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,

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2021). In simple put, the foundational difference between these two kinds of motivations is the purposes that come either from external or internal settings; based on the long profound findings, both motivations have their own role in stimulating language learning success which most studies uncovered that they are positively correlated with learning outcomes (e.g., Zanghar, 2012; Altasan, 2016, and 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 studies aforementioned were only focused on identifying the most significant role of the two types of motivations in predicting one's learning success. As motivation is not a rigid event, it can change throughout processes that are majorly conditioned by particular domains endorsed 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. 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 is presented to probe the shifting state of motivation and how the sifting influences one's ability in mitigating their learning process to expect an 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.

LITERATURE REVIEW

Motivation

Motivation is a growing body of psychological studies covering several engaging issues, one of which is the study in the EFL context mostly uncovering its effect on learning language expectancy. According to the long discovers, motivation originated from the concept of human behaviorism associated with the system of reward to fundamentally reason for doing certain actions in catching up with the learning progress. Besides, motivation according to Oxford & Shearin (1994:23) relies on the mental state of an individual that develops the subconscious belief of the ability to achieve a goal. These aforementioned motivational ideas subsequently became the theoretical construction of motivation renowned for extrinsic and intrinsic motivation.

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In the language learning domain, motivation is what drives an individual to have the willingness to learn a new language while some others do not want to. The studies of discovering the role of motivation have long-year proven the immense influence of this psychological attribute on language learning success and failures; the learners whose higher motivation appeared to have an atomic learning habit bestowing them to be more engaged in learning activities compared to those whose lower-quality motivation; they tend to be frustrated and unwilling to navigate their learning progress, Reeve (2012:151).

Dörnyei (2005:89) in his research article posited that motivation is a series of processes that changes one person from zero to strong. He added that great achievement stems from a null desire that grows efforts to engage in dimensional aspects such as psychological, social, to cultural aspects. Dörnyei (2009) cited in Zareian & Jodae (2015:296), furthermore, constructed motivation theory in a second language learning context categorized into three dimensions as below:

- Ideal L2 Self; measures on reducing discrepancies between ideal and actual selves through learning a second language to reach the goal of being the fluent speaker of the learned language;
- Ought-to Self; capturing the outcome of learning the language that could range to duties, obligations, and responsibilities;
- L2 Learning Experience; which defines a perceived quality of learners in engaging themselves in the learning experience.

Motivational theoretical frameworks in SLA

Theoretical frameworks of motivation in Second Language Acquisition have been developed over years. Abundant theories are established which somewhat make the role of motivation unclear. Likewise, Dörnyei (2003) pinpointed that the knowledge of motivation in SLA will be a never-ending confusion in which all the concepts having been unraveled remain inconsistent. However, this situation helps other scholars in this field to explore more ideas to strengthen the previous theories. Based on the timelines, Zareian & Jodae (2015:298) pointed out that the theoretical framework of motivation in the early stage starts with the idea of the social model, macro-perspective, and product-oriented approach all of them are mainly rooted in the external expectation; that people are bound to do something due to external stimulates such as getting acknowledged by society, actualizing some specific dreams in the form of products, and so forth.

This situation has been pointed out in the prior parts regarding behavioral aspects. The later concept of motivation shifts to cognitive consideration which refers to the opposite approach to the aforementioned ideas including the process-oriented approach and micro perspective. These aspects are more focused on the situation and context of a certain situation. This kind of situation is then deduced as the shift from what to how a

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certain action is motivated or from product to process orientation which subsequently directs to affects the learning process in L2. In effect, there have been motivational theories enriching this field that will be in detail explained in the following sections.

Gardner's socio-educational Model

The model of social education was first proposed by Gardner (1975) which has been through multiple redefinitions over decades but it is noted that the main construct remains the same. This model is developed as an attempt to determine the whole process of acquiring a second language which systematically serves to present the influential factors that promote language achievement. Gardner (2005) acclaimed that this model covers two facets i.e., individual scales (e.g., attitude toward learning situations, self-belief of a certain situation, intention, etc) and external components determining the certain condition of social intensity. In further, Gardner divided his mode into two distinct categories termed Integrative and instrumental motivation.

Integrative motivation

According to Gardner (1985), integrative motivation includes orientation (i.e. a class of reasons for learning a second language), and motivation (i.e. attitudes toward learning the language, desire, and motivational intensity). This kind of motivation orients to a learner's desire to integrate him/her into the community in which the language is spoken; values and cultural issues become the main consideration to be part of the language. In the same vein, Crookes and Schmidt (1991) pointed out that integrative motivation holds positive states towards the target language community to get integrated with them too less and meet and interact with the members of the groups. This has indulged the main construct of this motivation by Gardner that includes the measures of integrative orientation, attitudes toward the target language, and interest in the language learned.

In the domain of L2 teaching and learning, integrative motivation broadly encompasses learners' background, interest, concern, and engagement in the learning activities not only inside the classroom but also outside the environment; to what extent the learners endorse themselves to part of the target language acquisition process. For Dörnyei (2005), integrative motivation in a broader sense entitles positive psychology upon the target language community under an interest to interact with the member and share values with them through the language. This implies the considerations of being part of the cultural community, values, identities, and way of life.

Instrumental motivation

According to Gardner (2001), instrumental motivation concentrates more on learning outcomes or benefits generated from external sources. It covers the underpinning reasons to learn a new language such as to reach a perfect career, get a job, or be well educated

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through the language bond. Dörnyei (2005:6) linearly defines this situation as the perceived pragmatic benefits of L2 proficiency". Connecting to the SLA setting, Dörnyei (2005) further defined instrumentality as ideal language self-classified into two types: promotion and prevention. In detail, promotion is related to the focus of learning a certain language for provisional development; whereas prevention motives the instrumental focus on learning an L2 to avoid failure. All in all, instrumental motivation is different from integrative motivation. The distinctive difference can be seen in the reasons behind doing certain things; integrative orientation refers to internal desires while instrumentality is more about the product.

Having clearly explained, the findings over the years are mainly focused on deciphering the stronger influence of motivational types in respect of deducing language learning results. As motivation is part of the psychological state that is obviously situational which is thusly prone to facing shift depending on the need of certain individuals. Therefore, it is considered necessary to scrutinize the other aspect enlarging the shifting mode of these two motivational types; how the shift affects the learning progress to accordingly result in expected learning outcomes. On top of that, this study also strived to uncover the better influence of the motivational shift, from Integrative to Instrumental Motivation, or vice versa.

METHOD

Research Approach

This study employed mixed methods using the type of Sequential Exploratory design that allowed the researcher to have more focused on Qualitative Analysis, Cresswell (2013:15). Besides, a triangulation approach was employed to attain a holistic analysis of the two collected-data types. The instruments used were a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) correlatively examined with English achievement extracted from TOEFL with a 2-year valid score; whereas the interview in which the contents were generated from the questionnaire was performed for the qualitative chorus.

Population and Sample

The researcher populated 86 higher education students from the same batch majoring in English and at the moment of the data collection they were all placed in the second semester of study. They were considered eligible to be the research participants because, in the second semester, the subject offered were English learning skills such as speaking, writing, reading, and listening. It means they were under the full concern of English skill escalation which best suits the objective of this current study highly connected with learning achievement. Next, the populated participants were ensured to have had a TOEFL test with a 2-year valid score. After sample calculation using Slovin Formula, the study sampled 44 participants of the overall involved participants.

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Data Collection

The data collection was sequentially performed. The researcher initially conducted small observations to allocate eligible participants; then followed by questionnaire distribution. The questionnaire was distributed online using Google Forms. Before the distribution, the researcher explained in advance the study's purposes and the form-fulfilling methods. The time length for collecting data from distributing to fulfilling was roughly 15 minutes. Next, the researcher purposively selected 15 participants considered as suitable representatives for the interview. Finally, the selected participants were interviewed using a one-to-one (in-depth) interview technique with a time allocation of 12 minutes for each participant.

Data Analysis

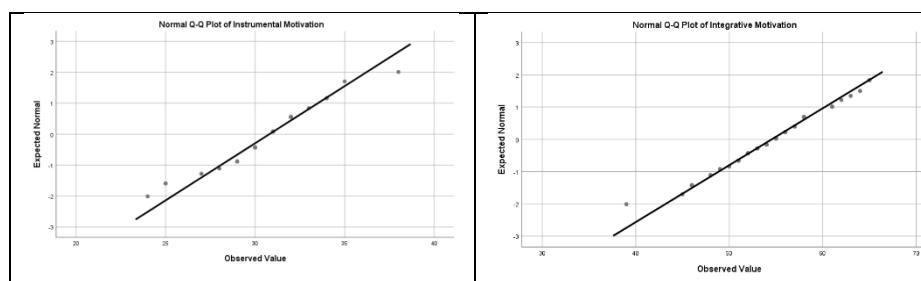
Before distributing the questionnaire, the researcher checked its reality and validity and assessed it on SPSS Version 25. After the instruments were probed valid and reliable, it was then proceeded with analysing the data derived from quantitative and qualitative using a triangulation approach. All of the data were scrutinized holistically to obtain the data based on the primary objectives of this study.

FINDINGS AND DISCUSSION

Based on the calculation programmed in SPSS 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 below figure:

Figure 1

Normal Distribution Test of Motivational Orientations



Regarding the motivation level, the participants defined themselves to be strongly integrative motivated with the value of 54.5 and 30.8 for Instrumental motivation

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categorized as moderately motivated. The whole data can be reviewed in the following table:

Table 1

Overall Level of Motivational Orientations

Motivationa l Orientation s	Conf. Level	Sig. Value	Over all Mean	Overall Level	Standard Deviation s (SD)	Total Participa nts
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 types of motivation 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 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. The overall data can be coped as below:

Table 2

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

As well-notified in the table, the participants were majorly integratively motivated with a value level of 54.5 dominating over the participants with the instrumental motivation of 30.3. Though the motivation is approvable significant, the data appeared to be negatively correlated with the learning outcomes that are in this case denoted from the English test score showing -0.215 for integrative motivation and instrumental motivation as much as -0.111. These data findings clearly 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 and it has the potential to encounter certain hindrances throughout the learning process to keep on leading to the goals, Keller (1983).

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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 most of the participants were motivated regardless of their English achievement level. This situation proves that motivation can go to any kind of individual as it roots to mind states. The underpinned reasons are variable as per the below explanation.

Participants who were classified as high intermediate English achievers validated themselves as integratively motivated learners. They have got English exposure from a young age and managed to use the language on a daily basis. 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 English is more preferable language to be utilized in thinking or expressing ideas.

Another no less 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 which is in short, the data from the quantitative and qualitative approaches showed contradictory findings. Holistically, these participants have a similar history of learning English to the previously mentioned participants. That they have been exposed to English earlier having them mostly use the language in basic conversation. Later, they cannot deny the need to learn English to hire a better future career and enlarge more opportunities worldwide. They have shifted the idea of learning due to external factors such as enrolling in college, passing tests with flying colors, or simply pursuing a better career in life. As a consequence, they found themselves quite confused in stating themselves as either being integratively or instrumentally motivated learners.

Additionally, participants with beginner levels appeared to be integratively motivated but discovered different situations when interviewed. They explained that they started learning English due to the pressure of external forces such as having certain tests requiring English scores. However, as time passed by, they started to genuinely like the language and get to be internally interested in being part of English works such as reading English books or watching English movies. Alternatively, some low achievers were captured in line both attained from the questionnaire and interview. They validated themselves to be instrumentally motivated learners. They appeared to be pressured by the external forces of the necessity to master English. They are genuinely aware of the fundamental base of mastering this language that mostly connects to the world's demands for better future career attainment. However, they appeared to be less able in using the language due to inadequate exposure to English itself in their daily life. They admitted through the interview that they learn the language only when it is needed such as having an English test

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either for educational purposes or for job application. As an impact, their English ability shows a mere improvement.

The above explanation showed the ground reason behind the negative correlation between the examined variables; that there is no certain rigid standard that could define someone's state of motivation. Motivation can be freely hired by learners disregarding their English levels and the formation is highly 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 adolescents. The reasons are grounded by the distinctive motives risen 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 accordingly opens them more chances to use the language daily. As discovered in this study, most of the integratively motivated learners identified themselves as having been exposed to English from earlier age which accordingly makes them competent in using the language proven in the English score they obtained. They are averagely classified as intermediate to high English achievers. To support this, Lenneberg (1967) has posited in his article that children will be more proficient in the second language sounding a native-speaker alike if they are exposed to the language earlier. Similarly, Morford and Mayberry (2000:111) stated that the earlier the language is learned, the faster the language competence will be owned.

Corresponding the aforesaid matter, 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. The unsuccessful learners, on the other hand, proved themselves to be motivated instrumentally that have just started learning the language later in their adolescence due to particular external demands. The learning desires highly rely on the instant outcomes they will get after the learning. These types of learners will make themselves get easily satisfied and barely willing to continue the learning progress. As Masgoret and Gardner (2003) said that integratively motivated learners have more positive and favourable attitudes in encountering learning situations; they are more resilient and persistent compared to instrumentally motivated learners.

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Disrespecting the learning result, all participants involved in this research stated that they were motivated in learning 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. It is developed in such a way conditioned by the individual's perception of the goals they are focusing on. 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 beliefs probing the significant role of motivation toward learning achievement. Particularly, most studies uncovered that integrative motivation played more role in contributing to learning success than instrumental motivation for it produced more positive attitudes in encountering the learning progress. As for the present discovery, either integrative or instrumental motivation has no correlation 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 mind state of mind developed personally based on the surroundings where the learner experience. 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 by being intensively exposed during the learning setting, they are the potential to develop their internal interest in the language to be accordingly integratively motivated. Therefore, this finding uncovered the other potential state of motivation regarding its effect on language learning; it cannot be rigorously determined which of them plays more roles in detecting learning outcomes.

The motivational shift in the ELS setting is under-explored; there has been no even such research digging into this phenomenon. Thus, it is quite hard to find relevant data to support the current finding. However, an article posted on FABULOUS explained the stand of intrinsic and extrinsic motivation in the workplace. As said, intrinsic plays similar roles to integrative motivation; whereas instrumental motivation shares the same concept with extrinsic motivation. All things considered; it is stated in the article that there is a high possibility to shift motivation from extrinsic to intrinsic states; the workers' performances get in shape when they shift their motivation from extrinsic to intrinsic motivation as they work under their own forces throughout the three intrinsic main pillars, autonomy, mastery, and purposes. Being intrinsically motivated, workers can overcome any kind of obstacle in the workplace due to being self-directed on the project they are deeply passionate about. Also, they have purposes that come from their own personal intention to do certain jobs, with all these conditions, they finally come with mastery due to the self-passion they initially hire on the project they are working on. However, the article fairly

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justified that extrinsic motivation is also needed in the workplace as a human is a social being that need external rewards and support in order to maintain their work productivity such as salary, travel, or workplace culture.

Additionally, as depicted in the interview, data appeared to discover that the shift from integrative to instrumental motivation roles better than the reverse mode, Instrumental to Integrative Motivation, in promoting learning success. Surprisingly, participants identifying themselves as instrumentally motivated learners through the distributed questionnaire were revealed to be initially integratively motivated, and they were all captured to be higher achievers in terms of their TOEFL score and speaking skills. Whereas those motivated integratively portrayed in the questionnaire appeared to adopt instrumental motivation at the initial stage, and the data showed that they were mostly low English achievers; the speaking skill shown in the interview seems to be lower intermediate. These data unfortunately are not science-based. Those are all just based on the researcher's assumption considering the findings of this study. Therefore, future research can take this as another concern to be validated scientifically. The finding could shed stronger light to specifically unravel the motivational shift history respecting to the learning outcomes, to further verify the stronger promoting motivation of the two types after shifting occurs.

CONCLUSION

This present study found the other 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 in opposition 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. As motivation happens in minds, it can be freely hired by 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.

This study contributes new insight to the long profound studies of the significant role of motivation in predicting learning achievement. Motivation in fact cannot be rigidly determined; it is very changeable depending on the learners' personal experiences. Besides, language learners can also benefit from the finding of this study regarding the motivation role in their learning progress that later can lead them to create a certain learning environment to support the escalation of the learning progress. However, this study is still limited considering the participants employed are considered small. Therefore, future studies on this issue can hire more participants to attain more reliable data.

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