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**INSTRUMENTAL AND INTEGRATIVE MOTIVATIONS IN EFL
CONTEXT: IN THE CASE OF TWO UNDERGRADUATE STUDENTS OF
TASHKENT STATE INSTITUTE OF ORIENTAL STUDIES**

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Abstract. It has been widely known that motivation is one of the main indicators of success in second language acquisition. For EFL (English as a Foreign Language) students, the importance of motivation has also been significantly emphasized through multitude of scholarly works. In any educational settings, motivation serves as the determinant of success or failure in terms of foreign language acquisition.

Key words: *motivation, foreign language acquisition, L2, instrumental motivation, Second Language Acquisition (SLA)*

Saville-Troike states that “motivation is the second strongest predictor (after aptitude) of second language success and largely determines the level of effort that learners expend at various stages in their L2 development, often a key to ultimate level of proficiency” (p. 17). In fact, “movere” is the Latin alternative of the word motivation and it means “to move”, which can linguistically be divided into integrative and instrumental motivations. According to Gardner and Lambert (1972) the underlying reason behind integrative motivation is the learner’s inclination towards cultural aspects of the target language, whereas instrumental motivation deals with career purposes such as educational, professional and business goals.

In Uzbekistan, as in many parts of the world, English language is growing in importance, especially in educational institutions. However, the shortage of authentic input outside the classroom poses a real challenge for students to learn English language, which in turn generates various learning outcomes. Additionally, students’ motivation levels vary when it comes to learning a second language and

its components. As such, understanding student motivation and the principal obstacles behind it will help educators take facilitative approaches in assessing student needs.

In this sense, the objective of this study is to identify whether two undergraduate students at Tashkent State Institute of Oriental Studies are instrumentally or integratively motivated to learn English language.

Literature review:

In broader sense, motivation is an extraordinary psychological power which accelerates the achievement of predetermined goals. In Second Language Acquisition (SLA), it is closely associated with perseverance and persistence in pursuit of acquiring all components of second language. Dornyei (2001) claims that “motivation is related to a person’s behaviors that include decision making of doing something, duration of doing it and how much effort will they put in it” (pp. 273-274). Kissau (2006) pointed out that “in the context of L2 learning, motivation was seen as the extent to which the individual works or strives to learn the language because of a desire to do so” (p. 76). Ortega (2009) asserts that “motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation” (p. 168). With regard to integrative motivation, Masgoret and Gardner (2003) labeled “integratively motivated learners as being open to other language communities, plus having positive and favorable attitudes throughout the learning process” (pp. 123-163). Moreover, we should also consider that “integratively motivated learners tend to have more persistence in their learning, especially when they encounter challenges or difficult tasks. This is because they have internalized their motive of learning into their self-value system, which explain why integratively motivated learners put more effort into learning and obtain greater achievements in second language acquisition” (Wang, 2008, pp. 633-646). On the other hand, Gardner et al. (1983) described “the objective of instrumentally

motivated learners as learning for perceived utility” (p.219-240). Studies have also investigated the significance of integrative and instrumental motivation. Hedge (2000) conducted research on 30 Japanese students. Results of the research indicated that students were both integratively and instrumentally motivated to learn English language. Rahman (2007) also examined Bangladeshi students’ motivation for learning English language and came to the conclusion that instrumental motivation of learners outweighs their integrative motivation.

Participants of the study:

Overall, two undergraduate Uzbek students were invited to participate in the case study. Both of them are males and aged between 20 and 26. For the privacy of participants, their real names were changed to Bakir and Zakir. Currently, they are studying at Tashkent State Institute of Oriental Studies in a major of world politics. Since their first language is Uzbek, English is taught as a foreign language at this university. However, all of them had an early exposure to English language at school, even though the instruction method was mainly based on textbooks. Speaking of Bakir, he started learning English language with a tutor in order to accelerate his learning process. He initially studied first and second edition of “English grammar in use” and “headway”. By contrast, Zakir resorted to self-study and began with “fly-high”, “headway” and other macmillan books. At university, their English classes are closely associated with politics, that is, language components such as speaking, reading, writing and listening focus on political issues. It is necessary to state that students have limited access to native-like English environment, which makes it interesting to identify their motives for learning English language.

Research design:

The present case study adapted motivational questionnaire from Gardner’s Attitude/Motivation Test to be in accord with the needs of the study. Questions include two separate parts:

1. Section one entails the background of students such as gender and age

2. Section two focuses on integrative and instrumental motivations of students.

Data collection:

Two undergraduate politics students were selected from Tashkent State Institute of Oriental Studies, which is located in Tashkent, Uzbekistan. After expounding the whole procedure and purpose of the study such as participants' confidentiality, students agreed to take part in the questionnaire. Motivational questionnaire was distributed to participants to explore whether they are integratively or instrumentally motivated. First ten questions were dedicated to identify the instrumental motivation of students whereas questions from 11 to 20 dealt with integrative motivation.

For the first question of instrumental motivation items, both Bakir and Zakir answered positively by saying that they use English for assignments and exams. They also indicated that their communication in English is confined to speaking in the classroom. It appears that reading English newspapers and magazines is less desirable than English textbooks, mainly due to university requirements. Again, both of them consider English language competency as an ancillary for job promotions. In item 5, Bakir stated that he prefers pursuing his Master's degree in a major of public politics, for which English is not of paramount importance. Meanwhile, Zakir intends to continue his higher education abroad and considers English language as a necessity for traveling abroad. In items 7, 8, 9 and 10, both of them agreed that learning English language makes them more educated and skillful, which as a result leads to bright and promising future in life.

With regard to integrative motivation, Bakir sometimes reads English books and watches sci-fi movies and serials in English. He also pointed out that he has a few acquaintances in English-speaking countries, with whom he practices and improves his English. Likewise, Zakir believes that learning English facilitates the communication with people from other national backgrounds. Interestingly, both participants did not show much interest in items 16, 17, 18, 19 and 20, which reveals

that their integrative motivation for learning English language is much lower their instrumental motivation.

This study investigated the instrumental and integrative motivation of two students who study at Tashkent State Institute of Oriental Studies. A questionnaire of 20 items was utilized to determine the type of motivation students have towards learning English language. Findings reveal that instrumental motivation of both students outweigh their integrative motivation, as they learn English language for educational and career purposes.

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