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Survey Study of Integrative and Instrumental Motivation in English Language Learning of First Year Students at Naresuan University International College (NUIC), Thailand

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ABSTRACT

Motivation plays an essential factor in language learning acquisition because it acts as the students' beacon to achieve their goals, desires, dreams, and aspirations. Hence, without enough motivation, foreign language acquisition will be very difficult to students because it is the factor that drives the students' interest in achieving learning and its outcomes. This study focuses on the integrative and instrumental motivation levels of all the first year students of Naresuan University International College enrolled in school year 2015-2016. Identifying their motivation level in English language learning will greatly help all NUIC lecturers and administrators to create a project or activities that will enhance their English proficiency levels that they will find worth doing. All respondents in this study received a revised questionnaire with 24 questions that were randomly arranged; 12 for integrative motivation and 12 for instrumental motivation. The questionnaire employed the five-point Likert scale. The tabulated data were analyzed according to their means and standard deviations. The mean of each question item was used in order to interpret its motivational level using the Interpretation of Mean Scores. Overall, the respondents got an average interpretation on both motivation factors: integrative and instrumental. In other words, majority of the respondents are interested in learning English language instrumentally and integratively, however, if they don't acknowledge that interest and work on how to develop their English skills, it will take longer time for them to proficiency in English. Thus, this study concludes that majority of the NUIC freshmen are neither integratively nor instrumentally motivated students.

Keywords: Motivation, integrative, instrumental, foreign language acquisition

Introduction

Since English language is the neutral language that almost every nationality in the world can understand, it bridges the gap between our differences. However, English language acquisition in Thailand is not getting much attention among most Thai students in all phases of their academic journey. As reflected in the latest survey of EF English Proficiency Index (EF EPI) ranking, Thailand placed 62nd out of 70 nations and 14th out of 16 countries in Asia regarding to English proficiency (Bangkok Post, November 6, 2015). The EF EPI indicated that Thailand has a "very low proficiency" result due to EP EFI score of 45.35. The finding concludes that there is a very small base of Thai competent adult speakers of English necessary for a globalized workforce (The Nation, November 7, 2013) if compared to other neighboring countries in Asia. The Nation also reported on its February 27, 2013 issue that the average TOEFL scores among Thai students is 450 and it is the lowest in the ASEAN region.

Regarding EF EPI findings, Saraithong and Chancharoen (2012) explained that the English language has always been one of the weakest features of Thais. Having it as a reality, the Office of Higher Education Committee (OHEC) advised Thai students to develop their English competency levels, so they can compete to other ASEAN member countries. However, learning another language is definitely not an easy task because it takes time, commitment, perseverance, and constant practice of using the target language to achieve fluency especially if the target language is a foreign language in the country where one belongs.

In line with the foregoing, this study focuses on the integrative and instrumental motivation levels of the first year students of Naresuan University International College for the academic year 2015-2016. This study aims to identify the motivation level of NUIC freshmen in English language learning to help all NUIC teachers and administrators in creating projects and activities that they will find worth doing and at the same time enhance their English proficiency skills. This study will also classify if NUIC freshmen are integratively or instrumentally motivated.

Statement of the Problem

The purpose of this study is to investigate the integrative and instrumental motivation level of NUIC freshmen enrolled in academic year 2015-2016. Thus, this study sought to answer the following:

1. What is the level of NUIC freshmen's integrative motivation toward English language learning?
2. What is the level of NUIC freshmen's instrumental motivation toward English language learning?

Scope and Limitation of the Study

This study only focuses on the integrative and instrumental motivational level of NUIC freshmen enrolled in first semester of academic year 2015-2016. The data collected from the questionnaire in this study were computed and analyzed in terms of means, and standard deviation using easycalculation.com. Kitjaroonchai's (2013) interpretation of mean score of motivational levels (integrative and instrumental) was used to interpret the mean score of students' motivational level. This study only highlights the top three highest and lowest means in integrative and instrumental motivation.

Review of Related Literature

Motivation plays a very significant role in all types of learning. It can be said that it is the driving force behind every action that we like doing. Hence, without the proper motivation on learning something, the interest and the eagerness to learn something will be short lived. This holds true in learning a new language because without motivation that eagerness and interest in learning a target language will eventually subside. According to Alison Mackey (2014) the reasons for learning a second language can be endless but the secret to success is rooted in the science of motivation. As described by Sasson (n.d.), motivation is the inner power that pushes an individual to take an action toward a goal or achievement that is powered by desire and ambition. However, if that desire and ambition aren't strong enough, taking that necessary action to achieve a goal is improbable that's why motivation is considered as a strong factor that can influence language learning.

Dornyei (1998) and (Li & Pan's (2009) added that motivation provides the primary impetus to initiate learning the target language to acquire because without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term

goals, and neither are appropriate curricula and good teaching aren't enough to ensure students' achievement because the success or failure in second/foreign language learning is directly influenced by the students' determination to learn in terms of strategy, goal setting, and achievement.

Furthermore, Kitjaroonchai & Kitjaroonchai (2012), Al-Tamimi & Shuib (2009), Wang (2008), Kyriacou and Zhu (2008), and Liu (2007) concluded that motivation is an essential factor that compels learners to master any foreign or second language because their failure or success in learning the language is based on their level of motivation. In relation to such, Gardner (2007) suggested that knowing and understanding what keep the students motivated are essential to understand the students' ultimate goal or purpose in learning another language.

In this study, NUIC freshmen students were classified if they are integratively motivated students or instrumentally motivated students in learning/achieving English language proficiency. In the light of the foregoing, integrative motivation towards second/foreign language learning can be considered as the most crucial element in English language acquisition because the students are driven to learn the target language due to their admiration to the language and to the culture of the people using it. Dornyei (2001) explained Gardner's integrative motivation. He restated that in integrative motivation students acquire or become familiar with a foreign or second language with members of the language community along with their culture or values; or just by talking to the people who speak the language. Having this type of motivation to learn a second language roots from a positive outlook toward the community that speak that language.

In addition, Deci and Ryan (1985) expounded this type as intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude. Ergo, integrative motivated students show interest in learning a foreign/second language to understand better the culture, tradition, and community of the people who speak the target language that's why the effort and dedication to learn the target language are always present. Thus, Dornyei and Clement (2000) concluded that integrative motivation is the most powerful general component of language-related affective disposition, language choice, and level of effort that language learners intended to invest in the learning process.

Based from the aforementioned, it can be concluded that an integratively motivated student is always inspired to learn, enjoys language group, and possesses positive attitudes towards the learning process. This conclusion is also a reaffirmation of the conclusion made by Masgoret and Gardner (2003) in their study. Furthermore, Qashoa (2006) added that an integratively motivated student is distinguished by positive attitude towards the target language group, and the desire to interact with those group members. Thus, a truly integratively motivated students finds pleasure in studying and learning the target language because they love the language.

On the other hand, instrumental motivation refers to learning the target language for pragmatic considerations like obtaining a job or earning more money. It can be said that learners who are instrumentally inclined in learning a foreign/second language want to learn/acquire it due to practical reasons like getting better salary, getting a bonus, getting into college, or getting a promotion. Hence, the driving force that fuels students' motivation in view of instrumental motivation is the reward in exchange of an achievement. They believe that once they achieve the necessary skills and sacrifices will be rewarded in forms of monetary value or job promotions.

According to Brown (2000), integrative and instrumental motivations are not necessarily mutually exclusive because learners rarely select one form of motivation when learning a second language, but rather a combination of both motivations. As Dornyei (2001)

explained, integrative and instrumental motivations are positively related and affectively loaded goals that can sustain motivation.

Methodology

The participants in this study were only limited to all NUIC freshmen enrolled in the first semester of academic year 2015-2016 with a total of 169 students. All of them received a copy of the questionnaire that they scored ranging from 5 - 1 where: 5 means *strongly agree*, 4 means *agree*, 3 means *neutral*, 2 means *disagree*, and 1 means *strongly disagree*. The questionnaires were distributed by mid-November to mid-December of 2015. Thus, the results of this study will only speak for NUIC freshmen enrolled in the first semester of academic year 2015-2016, and not the whole of NUIC.

The data collected from the questionnaire in this study were computed and analyzed in terms of means, and standard deviation using easycalculation.com. Kitjaroonchai's (2013) the Interpretation of Mean Score on Motivation Level (integrative and instrumental) was used to interpret the mean score of students' motivation level.

Table 1

Interpretation of Mean Scores

Scale	Mean Range	Motivational level	Mean Range
5	Strong agree	Very high	4.50 – 5.00
4	Agree	High	3.50 – 4.49
3	Moderate	Average	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly disagree	Very low	1.00 – 1.49

Table 1 shows how the motivation levels of NUIC freshmen will be interpreted based on the mean of each question item. The motivation level ranges from very low motivation to very high motivation. Identifying the item or items where they got *very low*, *low* or *average* is very important because the level of their motivation in English language learning has a great impact to their academic performance.

Discussion and Interpretation of the Findings

What is the level of NUIC freshmen's integrative motivation toward English language learning?

Table 2 shows the overall result on the level of integrative motivation of the NUIC Freshmen students for AY 2015-2016. Each question item has a total frequency of 169 respondents. This research question was answered by tabulating all the data gathered from the questionnaire, then the computation of their means and standard deviations came next. To interpret the motivation level of each question item, the means were compared to the Interpretation of Mean Scores on Motivation Level to get their interpretations.

Table 2

Mean Scores of Integrative Motivation Questions

Integrative Motivation	Mean	SD	Overall	Level
10. Studying English is important to me because it will become easier for me to understand stories, conversation, music, movies, and lectures in English.	4.3609	0.7575	3	HIGH

16. The lecturers at NUIC are kind and cheerful.	3.8580	1.1732	5	HIGH
5. Studying English helps me to be open-minded and sociable.	3.7456	0.8773	6	HIGH
23. Studying English enables me to share my knowledge with other people and communicate with foreigners better.	3.6864	0.9243	7	HIGH
14. I am determined to study English as best as I can to achieve proficiency.	3.5858	0.8105	8	HIGH
1. Studying English is important to me because it helps me to better understand and appreciate the different cultures and traditions of any country in the world.	3.2071	1.2350	12	AVERAGE
20. Studying English is fun because it will help me meet a lot of foreign friends who speak English.	3.1243	0.8227	14	AVERAGE
2. Studying English helps me to associate with the people of different nationalities and learn about their values and beliefs.	2.6450	0.7326	19	AVERAGE
13. Studying English helps me to make friends easily with foreigners, or to keep in touch with foreign friends and acquaintances through social media.	2.5740	0.9463	20	AVERAGE
18. I enjoy reading (books, magazines, newspaper, articles) in English.	2.2959	0.9645	21	LOW
24. I enjoy watching news and movies in English.	2.2544	1.2309	22	LOW
8. Studying English enables me to appreciate other country's arts and literature.	1.9586	0.6649	24	LOW
Total Average	3.1080	0.9283		AVERAGE

As what can be shown in Table 2, question items 10, 16, and 5 got the top three highest means and question items 18, 24, and 8 got the top three lowest means. Regarding, question item 10, it indicates that NUIC freshmen are interested in learning English and wishing that they can speak it fluently as well. This finding suggests that NUIC students can overcome the common difficulties that Wiriyachitra (2002) identified like the strong influence of Thai in pronunciation, syntax, and idiomatic usage; lack of opportunity to use English in their daily lives; being passive learners; being too shy to speak English with classmates; and lack of responsibility for their own learning. On the other hand, question item 16 indicates that NUIC lecturers know how to find ways on how to connect the students' passion on learning the target language because a successful language learning is linked to the student's passion (Karaoglu, 2008) because without it, the students' motivation fluctuate. Thus, having a high motivation level on learning English due to teachers' influence reaffirms the conclusions of Hasegawa (2004) and Kikucki (2009) that teachers' behaviors exert a strong impact on student demotivation. Lastly, question item 5 suggests that learning a second language plays an important unconscious role in framing perception because students have an alternative vision of the world (Weiler, 2015); they also become open minded and sociable because of their understanding and knowledge from reading stories/articles in English context.

On the other hand, question items 8, 24, and 18 got the top three lowest means among the integrative motivation questions. Question item 8 reveals that reading is not a popular culture among NUIC freshmen especially in the field of arts and literature. The result obtained in question item 8 is a reaffirmation of the findings made by Bunson et al (2011), Kongprasert (2007), and Cheanvichai (2002) that reading is not a popular culture among Thai learners especially if the reading is in English. Furthermore, question item 24 suggests that NUIC freshmen are experiencing difficulty regarding listening in English, which can be considered as the most important factor in communication, and in learning a target language through the use of various multimedia. In order for NUIC freshmen to enjoy watching news and movies in English, Wootipong (2014) explained that they need to improve their English listening skills by working on their attention to vocabulary, grammar, and interaction patterns every time that they listen. Lastly, question item 18 clearly indicates that NUIC freshmen find reading in English a very boring and difficult task to do. This finding is also a reaffirmation to the findings of Chawwang (2008), Tanghirunwat (2003), Gunning (2002), and Polmanee & Sinsuwan (2001) that Thai students have the difficulty in English reading comprehension due to their limited knowledge of vocabulary. In addition, Iqbal et al (2015) clarified that if a learner has a well-developed reading skills, speaking and writing a well-structured and meaningful sentences come easy because reading provides vocabulary, sentence structures, paragraph organization, and world knowledge.

In conclusion, the overall integrative motivation level of NUIC freshmen is average. In other words, majority of the respondents aren't integratively motivated. Though, there is an existent interest in the learning English language, but if they don't work on that interest, they can't become proficient in English.

What is the level of NUIC freshmen's instrumental motivation toward English language learning?

Table 3 shows the overall result of integrative motivation level of NUIC freshmen students for AY 2015-2016. Each question item has a total frequency of 169 respondents. This research question was answered by tabulating all the data gathered from the questionnaire, then the computation of their means and standard deviations came next. To interpret the motivation level of each question item, the means were compared to the Interpretation of Mean Scores on Motivation Level to get their interpretations.

Table 3
Mean Scores of Instrumental Motivation Questions

INSTRUMENTAL MOTIVATION	MEAN	STD	OVER ALL	LEVEL
9. Being proficient in English can lead to bigger success and achievements in life like higher salary, promotion, and position.	4.9763	0.1520	1	VERY HIGH
19. Knowing English is helpful when I travel abroad for work or pleasure.	4.3669	0.7740	2	HIGH
22. Learning English will be helpful in getting information and materials on the Internet so I can easily make all my project and requirements to be done in English.	4.3491	0.7631	4	HIGH

7. Knowing English will help me get better opportunities to further my education local/abroad and career.	3.5385	0.9102	9	HIGH
11. Studying English can be important for me because it will help me earn more.	3.4970	1.4063	10	AVERAGE
6. Studying English is important to me because it will help me get what I want to achieve in life.	3.3609	0.7730	11	AVERAGE
12. Studying English is important to me because it will make me knowledgeable and skillful person which will help me to have a better future.	3.2012	0.9945	13	AVERAGE
17. Studying English is important to me because I will need it in my future career.	3.1065	0.7695	15	AVERAGE
3. Studying English can be important for me because it will help me get an ideal job.	3.0118	1.2064	16	AVERAGE
4. Other people will respect me more if I know English.	2.9645	0.5745	17	AVERAGE
15. Being proficient in English will help me become popular.	2.8462	0.4351	18	AVERAGE
21. Learning English makes me feel happy and gives me a sense of pride.	2.0118	0.4484	23	LOW
Total average	3.4359	0.7673		AVERAGE

As what can be shown in Table 3, question items 9, 19, and 22 got the top three highest means and question items 21, 15, and 4 got the top three lowest means. Regarding question item 9, it validates the claim of Hengsadeekul et al (2010) that Thai students perceive English language as a language of superiority, power, wealth increase, social prestige and success. Thus, getting a very high motivational level on this question item seems that NUIC freshmen believe that the proficiency in the English language can help them achieve success. On the other hand, question item 19 indicates that NUIC freshmen acknowledge that English is an important tool in communication especially when they travel outside Thailand. Thus, to develop mastery in English, Khamkhien (2010) suggests that Thais need to improve their English knowledge and pronunciation because most Thai students don't possess satisfactory competence in English pronunciation, and question item 22 implies that most Thai students are not equipped with higher level of writing proficiency in English because the kind of writing taught to them is less creative, structure oriented, and does not prepare them to write at postgraduate level that's why teaching ESL/EFL writing in Thailand poses a number of challenges to ESL/EFL teachers (Glass, 2008). Furthermore, Charubusp (2015) also added that plagiarism has become a common cultural practice in Thai education that some Thai academics believe that Thai ESL/EFL students who plagiarized wanted to get good grades.

Regarding the lowest means, question item 21 got the lowest mean among the instrumental motivation which can be attributed to students' difficulty in English. According to Pawapatcharandom (2007), the student's language ability is related to academic success. Thus, any student with low English proficiency in any international schools will encounter

difficulties to the new environment in both academic and culture aspects. In addition, any student can experience high frustration, confusion, and stress as compared to non-English speaking background students who can communicate in English with confidence and competence. Furthermore, question item 15 got a low motivation level due to the unawareness of the students on the effect and the knowledge that they can get from being English proficient in a country where English is a foreign language. In addition, Khamkien (2010) explained that communication in English is deemed to be difficult among Thais, but most Thai students want their English to sound like natives believing that it will bring them prestige. Lastly, the third lowest mean among the instrumental motivation question items is question item 4. In light of this question item, it can be said that NUIC freshmen believed that respect cannot be gained by being English proficient. Culturally speaking, respect in Thailand is a very sacred thing. It is not measured by giving “wai” alone but it is deeply rooted in their society. First, respect is given to all the descendants of the monarchy and to protect this culture, Thais’ lese majeste law is among the strictest in the world. Second is the respect given to elders. Anyone who is old must be accorded with respect most especially if they are members of the family or clan. Third, is the respect given to people due to the services that they rendered to society. Hence, it can be concluded that being English proficient is not an added advantage that Thais will accord respect to. In other words, to be accorded with respect, first, one must also be respectful and second must have the qualities to be admired for. In relation to this question item, NUIC freshmen didn’t think that this question item be given much attention as it is the 18th placer in the survey overall.

In conclusion, the overall instrumental level of NUIC freshmen is average. It means that majority of respondents are not instrumentally motivated. Though, the interest in learning English language is present, but if they don’t acknowledge and work on that interest, it will take longer time for them to become English proficient.

Conclusion

Table 4 shows the overall means for integrative motivation and instrumental motivation.

Table 4

Overall Motivation Level of NUIC Freshmen

MOTIVATION	MEAN	STANDARD DEVIATION	LEVEL
Integrative	3.1080	0.9283	Average
Instrumental	3.4359	0.7673	Average

From the results obtained from the gathered data of this study, it can be concluded that majority of the NUIC freshmen are neither integratively motivated nor instrumentally motivated. Overall, the interpretation of means on both motivation level (integrative and instrumental) is average. This means that NUIC students’ motivation is not high enough to fuel their desires in learning the English language to achieve proficiency. In addition, this also means that NUIC lecturers need to add an extra effort on how to motivate their students even more. This is said NUIC freshmen have high motivation level regarding the influence factor of NUIC lecturers. Hence, if NUIC lecturers can have a great influence on them, it can be inferred that they can also be a great instrument on how to intensify the motivation level of NUIC freshmen that will lead them to better academic performance since their poor English abilities are believed to be their greatest barrier for not achieving their greatest potential.

Furthermore, getting an average motivation level in both aspects (integrative and instrumental) can be attributed to their lack of comprehension, lack of interest in reading, lack of focus, lack of interest in culture and arts, lack of interest in watching news and movies, and listening difficulty in English. In addition, it is also suffice to say that if NUIC freshmen didn't have a change of attitude towards achieving English language proficiency, it can be perceived that they will experience difficulty in getting better grades and getting out of NUIC.

Generally speaking, the results obtained in this study cannot be considered very conclusive because the results of this study only depend on the gathered data from the questionnaires that were given once. The researcher believes that any NUIC student has a chance to improve his or her academic performance during the course of his/her academic journey. Considering what was previously mentioned, it is advisable to have a follow up study of this research after three years on the same respondents in order to compare and contrast the findings of the old and new results of the study.

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