



A STUDY OF INSTRUMENTAL AND INTEGRATIVE MOTIVATIONS AS FACTORS  
INFLUENCING UTAR THIRD-YEAR CHINESE UNDERGRADUATES IN LEARNING ESL

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WONG YIN MUN

## APPROVAL FORM

This research paper attached hereto, entitled A Study of Instrumental and Integrative Motivation as Factors Influencing UTAR Third Year Chinese Undergraduates in Learning a Second Language, prepared and submitted by Wong Yin Mun in partial fulfillment of the requirements for the Bachelor of Arts and Social Science (HONS) English Language is hereby accepted.

\_\_\_\_\_

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## ABSTRACT

It is undoubtedly that motivation appears as one of the most vital elements in the education field, especially in the matter of second language learning. The issue regarding which motivation (either instrumental or integrative) has greater influence among university students has been debated since centuries ago; also, numerous researches concerning this topic have been conducted all over the globe over the past decades as well. In this study, the researcher tends to find out the type of motivation which plays a more important role among Chinese university undergraduates in their second language learning process. The basis of the analysis is survey data and interviews responses collected from 50 university undergraduates as well as 2 lecturers. In this research, the introduction and background of the study are first discussed; subsequently, the methodology, findings as well as the analysis or discussions of results are presented in the final part of this research paper. The main findings of this study is that instrumental motivation appears to be more important among these students in learning a second language, compared to integrative motivation.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources before they printed, electronic or personal.

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LIST OF ABBREVIATIONS

UTAR	Universiti Tunku Abdul Rahman
FAS	Faculty of Arts and Social Science
FEGT	Faculty of Engineering and Green Technology
AMTB	Attitude/Motivation Test Battery
L1	First language
L2	Second language
ESL	English as second language

## CHAPTER 1: INTRODUCTION

### **Introduction**

The major idea of this entire research is to investigate and analyze which motivation plays a more important role in the second language learning process; particularly among Universiti Tunku Abdul Rahman (UTAR) Chinese students. Indeed, a learner is affected by many factors in the second language acquisition process. For instance, the level of cognitive development, socio-economic and cultural background, the ability to acquire a language, age and motivation of the learner's can be expressed as the factors affecting second language acquisition (Gömleksiz, 2001).

However, studies have shown that motivation, in fact is one of the most crucial as well as determining variable to be considered in second language acquisition among university students. Principally, there are four distinct types of motivation concerned with second language learning – intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation. Focusing on instrumental and integrative motivations, Redfield, Figoni and Levin (2009) claimed that the terms “instrumental” and “integrative” motivation were originally developed by Gardner and Lambert in the year 1959 to describe different motivational orientations.

According to Norris-Holt (2001), with instrumental motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. On the other hand, integrative

motivation describes learners who wish to integrate themselves into the culture of the second language group and become involve in social interchange in the target group.

### **Statement of the Problem**

Motivation appears in different fields all over the globe since centuries ago. It can be seen in people from all walks of life or individuals from distinct social prominences. For example, employee motivation occurs in any organization or company; money and promotion also function as motivator in the business field. Furthermore, in learning as well as to be skilful in a particular expertise, learners or trainees need the motivation to learn too; otherwise the learning process will not be successful.

As a matter of fact, in the education field, motivation has been extensively accepted by teachers, lecturers, researchers and other professions as one of the key aspects influencing the success of second language (L2) learning. Undoubtedly, both instrumental and integrative motivations are rudiments of success in second language learning. Over the past century, countless studies and experiments regarding the relationship between the success of second language learning and the motivation of learner have been carried out worldwide by different researchers.

However, no research to date has looked into the relationship among Malaysian university students, especially UTAR Chinese undergraduates. Focusing on UTAR, Faculty of Arts and Social Science (FAS) third year Chinese undergraduates, this research examines the

influence of both instrumental as well as integrative motivation among these students in their second language learning process.

Seeing as both motivations are fundamental in second language learning, this study is carried out, to identify which motivation has greater influence, more vital, and exists as a predominant phenomenon among these students.

### **Purpose**

The purpose of this research is to identify as well as to analyze whether instrumental motivation or integrative motivation plays a more important role among UTAR FAS third year Chinese students in learning a second language (second language refers to English language in this entire research). Eventually, the results and findings will enable the professions such as lecturers and tutors to comprehend or even refine students' understanding of the reasons why university undergraduates learn a second language. In addition, this research also provides a new interpretation of learners' motivation to readers, such as learners and teachers.

### **Significance of the Study**

This study is important for university students since the findings of the research will provide a better prospect for the undergraduates in their ways of learning the target language. Besides that, it also helps the students to modify their attitude towards the second language

acquisition process and learn to cooperate well with their peers of a different learning motivation force.

At the same time, this study is significant for lecturers too, so that they will be aware of the underlying motivation of second language learners. Also, they will be able to adapt their teaching styles in accordance to the students' motivation; in order to create a better environment of language acquisition for the students, so that undergraduates can learn more effectively when the instructional delivery matches their attitudes towards the target language.

Motivation is at the heart of language learning and language teaching professionals need to keep that in mind when designing courses or any activity to promote languages ("Language", 2009).

### **Research Questions**

The research questions for this study will be:

1. Which kind of motivation (whether integrative motivation or instrumental motivation) has greater influence among UTAR FAS Chinese students in their second language learning process?
2. Is there a significant relationship between the success of second language learning and the kind of motivation of UTAR FAS Chinese students in learning the second language?

### **Conceptual Framework of Motivation**

Figure I shows the idea of motivation in learning a second language or target language. Basically, second language learners are being motivated by four distinct types of motivations, namely, intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation. Learners with intrinsic motivation learn a language without any external inducement (reward); however, learners with extrinsic motivation learn a language as they believe that involvement will result in pleasurable outcomes, such as reward. On the other hand, second language learners with instrumental motivation learn a language with a more utilitarian purpose, such as applying for a well-paid job or achieving higher social status. In contrast to instrumental motivation is integrative motivation, which describes learners who learn a second language due to the positive manners towards the target language group and they wish to integrate into the target language community.

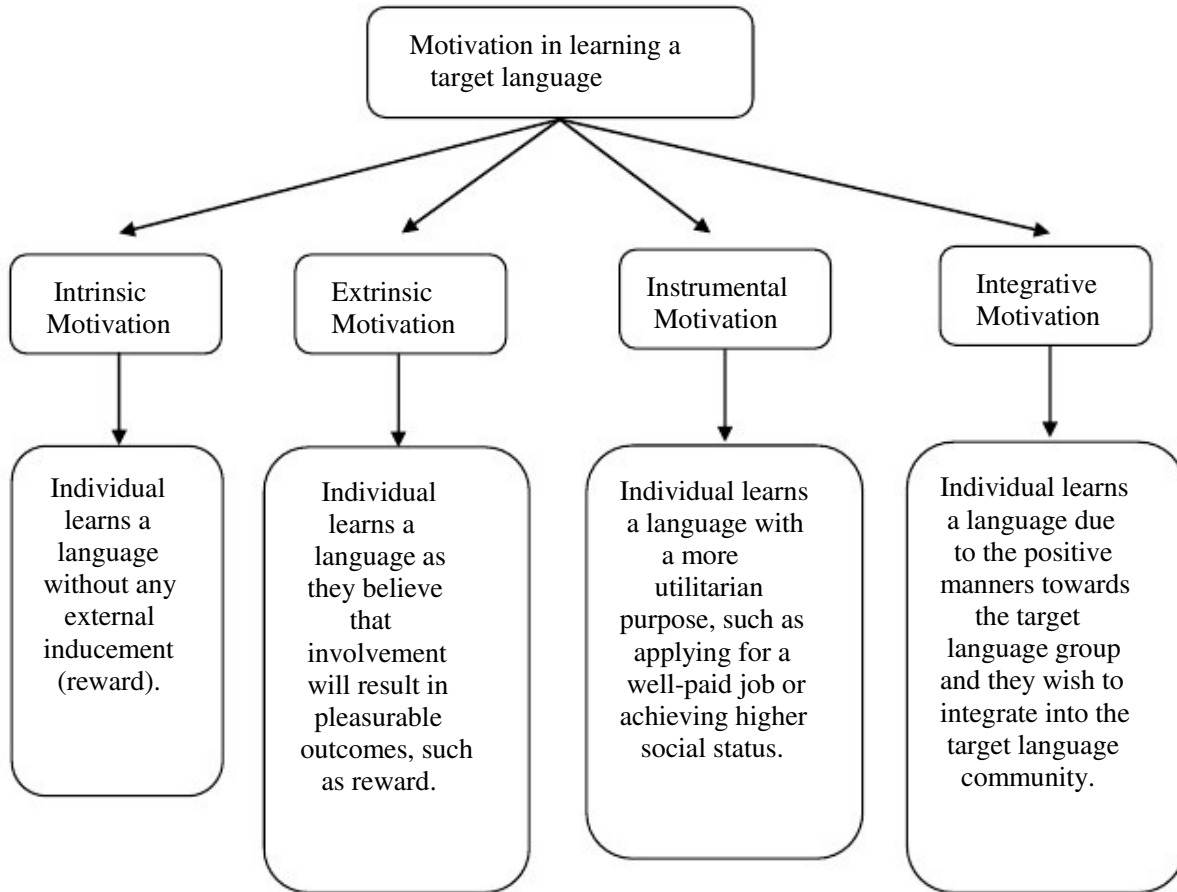


Figure I. Conceptual Framework of Motivation



### Conceptual Framework of the Research

Figure II shows the entire concept of this research which focuses on instrumental motivation as well as integrative motivation. Throughout the study, survey for students and interviewing lecturers about motivations will be conducted. Ultimately, results or responses of all surveys and interviews will be compared and also analyzed by the researcher to find out which motivation plays a more important role or has greater influence in the second language learning process among university undergraduates.

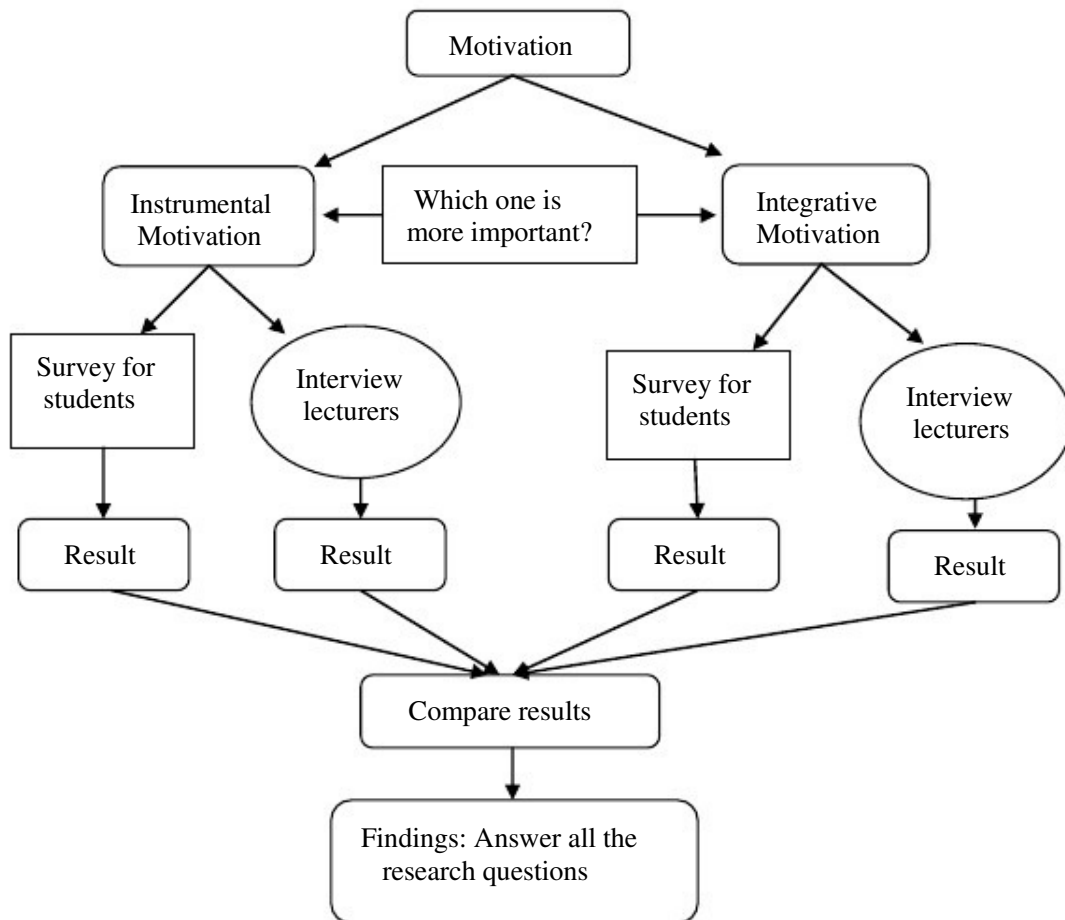


Figure II. Conceptual Framework of the Research

### **Definitions of Key Terms**

i. Motivation:

According to Moiiinvaziri (2010), “Gardner (1985), defines L2 motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p: 10).

ii. First language:

First language refers to the native language or mother tongue that an individual learns; also, it is known as the primary language or L1.

iii. Second language:

Second language (L2) or target language refers to any language learned after the native language or first language (L1). **In this research, second language or target language refers to English Language.**

iv. Dialect:

According to Dictionary.com, dialect refers to a variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially.

v. Second language acquisition:

The process of learning another language after the native language or the first language has been learned. By this term, it means both the acquisition of a second language in a classroom situation, as well as in more “natural” exposure situations (Gass & Selinker, 2008, p.7).

### **Limitation**

A total number of 50 third year Chinese undergraduates from UTAR FAS were chosen randomly as the sample of this study; also, 2 university lecturers were chosen to be interviewed regarding the issue of motivations. However, this sample size is only a small fraction of the entire population (all UTAR third year Chinese undergraduates who learn English language as a second language). It is not enough to be taken as completely accurate or representative of the entire population.

### **Conclusion**

Motivation is one of the most fundamental factors in the second language learning process, particularly among university students. Using UTAR FAS third year Chinese undergraduates and UTAR lecturers as the sample group, this research investigates and analyzes whether instrumental motivation or integrative motivation is more vital in learning a second language. In the end, this study will provide a new understanding of learners’ motivation to readers, such as researchers, learners, lecturers, tutors and other professions.

## CHAPTER 2: REVIEW OF LITERATURE

In this epoch of globalization, learning English language as a second language has found a greater significance compared to the previous years, especially among university undergraduates. In the past decade, a great amount of researches regarding the issue of reasons and factors influencing the process of second language learning have been carried out all over the world by different researchers. These studies have shown that motivation of the learner, in fact, is one of the most essential factors besides age, socio-cultural background, cognitive development, attitude as well as aptitude. It is undoubtedly that the university population is made up of different groups of people as there are differences in gender, courses taken, and subjects studied. These affiliations will definitely influence the students' perception in learning a second language, as all students do not think in a similar way. For instance, English literature students are simply not similar to economics majors, at least when it comes to motivation for learning English (Redfield, Figoni & Levin, 2009).

The influence of motivational variables in second language learning was first examined by 2 socio-psychological theorists, Robert Gardner and Wallace Lambert. According to Liuolienė and Metūnienė (2006), the Gardnerian theory of second language learning motivation is based on the definition of motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner 1985). Later on, Gardner proposed a socio-educational model which attempted to

interrelate four aspects of second language acquisition: the social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes (Gardner, 1982); also, according to Kam (2002), the Gardner's (1979) socio-educational model of second-language acquisition focused on four individual variables: intelligence, language aptitude, motivation, and situation anxiety. Besides that, this model identified linguistic and non-linguistic outcomes of the learning experience (Norris-Holt, 2001); where linguistic outcome refers to real language understanding and language proficiency and non-linguistic outcome refers to the individual's thoughts regarding the belief and cultural values of the target language. In a research conducted by Stout (2008), it was claimed that according to Irie (2003, p.94), there was support for Gardner's socio-educational model and its applicability in Japan.

Motivation in learning a second language is divided into four components: intrinsic, extrinsic, instrumental and integrative motivation. According to Carreira (2005), Schmidt et al. stated that intrinsic-extrinsic distinction is similar to integrative-instrumental distinction, but not identical. Jeffress (2003, p.1) claimed that an intrinsically motivated learner is not influenced by external rewards or punishments for their exertion; also, individuals with intrinsic motivation choose to perform tasks due to the inherent pleasure or sense of accomplishment that comes from a job well done (Buccheri, 2010). Unlike intrinsically motivated learner, a person who is extrinsically motivated might learn the target language even though he or she has no interest in it, solely for the purpose of receiving the anticipated reward or avoiding punishment. Besides, Scolaro (2010) stated that extrinsic motivation also drives a learner to learn a second language for tangible rewards or pressures, rather than for the fun of it.

On the other hand, Culhane (2004) claimed that instrumental motivation concerns an individual's primary concern for language development, apart from social goals in second language acquisition (Gardner, 1972, 1979, 1983, 1988; Gardner & Lambert, 1959), while integrative motivation refers to an individual's willingness and interest in promoting second language acquisition through social interactions with members of the target language group (Gardner & Lambert, 1959; Gardner, 1972, 1979, 1983, 1988). In other words, a second language learner would be identified as an instrumentally motivated learner if he or she is seen to learn the target language to pass an examination or to apply for a better line of work. On the contrary, Al-Ansari (1993) acknowledged that one would be classified as an integrative motivated second language learner if he or she is found to possess sympathetic attitudes toward the culture of the target language and its speakers; also, an integrative performer probably sees great value in being able to speak foreign languages and experience an appreciation of different cultures.

The matter regarding whether instrumental motivation or integrative motivation plays a more vital role in second language learning process has been debated for ages. As mentioned by Cook (2001) and Gass and Selinker (2001), for a long time, integrative motivation was regarded as superior to instrumental motivation for predicting the success of second language learning, because if students respect the target culture, they may read literature or practice the language and thereby be able to improve their language skills (Vaezi, 2008). According to Liu (2007), to measure second language learners' motivation, Gardner (1985) had developed the Attitude/Motivation Test Battery (AMTB), a multi-component motivation test made up of

around 130 items concerned with variables as attitudes towards French Canadians, European French people and learning French, interest in foreign languages, orientation to learn French, French class anxiety, parental encouragement, motivation intensity, desire to learn French, and motivation index; and found out that integrative motivation is more vital than instrumental motivation in second language learning. Moreover, Norris-Holt (2001) alleged that while both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard & Rheault 1977; Ellis 1997; Crookes et al 1991).

In addition, according to Ellis (1997), in some of the early research conducted by Gardner and Lambert, integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation. It was hypothesized by Gardner that an integratively motivated learner would tend to have more positive attitudes towards the target language; also this learner would be more likely to expend more effort in learning the language. Moreover, Dörnyei (2005) pointed out that instrumental motivation alone will not be enough to progress a more advanced levels, where integrative motivation appears to be a more important factors.

However, there are some researchers who have refuted this theory. Liuliene and Metiunienė (2006) stated that researchers Crookes and Schmidt (Crookes, Schmidt 1991) were some of the first to question Gardner's approach stating that the empirical evidence is not clear enough to support the notion that integrative motivation is a cause and second language achievement is the effect. Over the past decade, different studies conducted around the world

have revealed that instrumental motivation and integrative motivation plays a supportive role respectively in different situation, towards distinct respondents. Furthermore, several researches have been conducted by Lukmani (1972), and she concluded that among Indian women learning English in Bombay, instrumental motivation was a stronger driving force to master the language than integrative motivation (Lagos & Almuna 2010). Also, according to Wang (2009), the relative importance of instrumental or integrative motivation depends to a large extent on the context in which a new language is learned.

For instance, a research examining Japanese technology majors' motivational orientation was carried out by a few professors – Michael Rube Redfield, Bill Figoni and David Levin, in the year 2009 to investigate whether these majors are more integrative or instrumentally oriented. This research was carried out at three universities in Japan – Toyohashi University of Technology, Kansai University's Faculty of Engineering as well as Osaka Institute of Technology and 466 technology majors were chosen as the sample of this study. According to Redfield, Figoni and Levin (2009), the research is based on a survey developed by Hernandez (2006) who was interested in determining integrative and instrumental motivation of U.S. college Spanish language majors.

This research indicated clearly that the technology students who studied English as their second language have far stronger instrumental motivation than integrative motivation. The researchers also stated that these technology students feel the need for learning English, mainly for academic and professional reasons but not predominantly for social reasons. This is because in English-speaking countries, frequent interaction with native speakers and a desire to integrate



with the local community creates a need for language competence, but such stimulus does not exist in Japan (Kelly, 2004).

In addition, another research in relation to integrative and instrumental as factors influencing attained levels of proficiency in English was conducted in Bahrain, Middle East. In this study, a total number of 155 first-year university undergraduates were chosen as the sample. Unlike other areas in the Gulf, it is estimated that the English-speaking expatriate community on the island constitute 25 per cent of the total population of Bahrain (Al-Ansari, 1993). Consequently, a large percentage of the Bahrainis contact and communicate frequently with the English-speaking community using English language, usually in the working place; also, the English language is used as a standard language in tertiary institutions. Besides that, this language is considered as an obligation for seeking careers in the private sectors as well. As a result of this situation, researchers, Saif H. Al-Ansari presumed hypothetically that these university undergraduates were integrative motivated learners as they need English language for daily communication purpose in this particular environment before the study was carried out.

Nevertheless, the findings and outcomes of the research have shown contradiction to the earlier assumptions, as instrumental motivation to learn the target language exerted an important influence on the level of achievement in proficiency of English language. Although, it was indicated in the introductory remark, Bahrain approximates in many respects to an ESL environment, integration and acculturation are not significant factors influencing the level of attainment among university students in Bahrain (Al-Ansari, 1993).

On the other hand, many researches have been conducted in China, Hong Kong as well as Taiwan on Chinese who learn English language as their second language. For example, a study was carried out on Chinese university undergraduates' motivation to learn English language at the tertiary level by a lecturer of English at the Department of Foreign Languages, Tsinghua University, China - Dr. Meihua Liu. In the research, Liu(2007) mentioned that due to the lack of pressure to learn English language in the university, especially after the undergraduates have passed the College English Test (CET) band 4, most students do not put in the effort to learn the language. Eventually, the result showed that more than half of the undergraduates were moderately or strongly motivated to learn English language because of certain instrumental reasons; also, the students were attested to be more instrumentally than integratively motivated to learn English. Moreover, this study also investigates the relationship between the types of students' English-learning motivation and their achievements or proficiency in the language. Consequently, it is shown that the higher instrumental orientation, the more proficient in English the student was. However, it might be bi-dimensional: the more proficient the student's English was, the more positive attitudes s/he had towards English learning and the more motivated s/he was to learn the language, and vice versa (Liu, 2007).

Also, another research about Malaysian students' attitudes toward Arabic and the impact it has on their first language and cultural identity was carried out by Obeidat in 2005. A total number of 105 Malaysian students studying at Al-Albeit University and Yarmouk University were chosen as the sample of this research. The data revealed that these undergraduates have claimed that they added something new to their experience by studying; also, they enjoyed

mixing with the Jordanian population. This may explain their integrative motivation in learning Arabic; and according to Obeidat (2005), the integrative motivation of these subjects to learn Arabic could be attributed to the deep connection between the Malay and Arabic cultures, which may have resulted from the shared belief in Islam.

Unlike other countries, Malaysia, a multilingual country, is blessed with a wide variety of races, cultures, as well as languages and these apparently provide a good milieu to conduct researches regarding second language learning. English, being the official second language in Malaysia, is broadly used for official purposes and also in the informal context such as daily conversation between friends. Therefore, according to Mun (2004), in the Malaysian context, the potential for learners to be “integrated” into the language is considerably high regardless of their proficiency in the language as long as they have the integrative motivation to learn it.

Besides, a research was conducted by Teoh (2005) regarding the relationship between integrative motivation and Malay language achievement amongst students in Chinese private schools in Malaysia. It is an acknowledged fact that the Malay language is the official language of Malaysia and it is used as the medium of instruction in all government schools and institutes. However, for most of the private schools and institutes, English language or Chinese language is regularly used as the medium of instruction as well as the language of communication among educators and also among students while Malay language is rarely used. Eventually, this phenomenon has caused the Malay language to become the second language of this group of people. At the end of the research, the researcher indicated that only integrative motivation shows a significant correlation with Malay language achievement. In other words, this study

revealed that students in the Chinese private schools tend to be more integratively motivated compared to instrumental motivation.

It is very common to see people speaking more than one language in the present day and in fact, there are more bilinguals than monolinguals all over the world. Individuals learn a second language due to different reasons based on distinct situations or contexts; for instance, environment and career requirement. Reimann (2001) mentioned that, all humans, regardless of their status or ethnicity, will have their own agendas and reasons for learning a second language and will consequently approach the task differently. Nevertheless, each motivation is vital and in order to achieve a better proficiency in the target language, both instrumental and integrative motivations are needed. Although the majority group of the students in present studies shows that instrumental orientation is the major driving force for learning English as a second language at the undergraduate level, the presence of integrativeness also needs to be noted (Rahman, 2005).

## CHAPTER 3: METHODOLOGY

### **Purpose and Research Questions**

The purpose of this research is to identify as well as to analyze whether instrumental motivation or integrative motivation plays a more important role among UTAR FAS third year Chinese students in learning a second language; which refers to English language for the entire study. Eventually, the results of this research will enable the professions such as lecturers as well as tutors to comprehend or even refine students' understanding of the reasons why university undergraduates learn a second language. In addition, this research also provides a new interpretation and elucidation of learners' motivation to readers, such as learners and teachers.

A research question is very important in a study, as it is one of the first methodological steps the researcher has to take when undertaking a research. For this study, the following research questions are formulated:

1. Which kind of motivation (whether instrumental motivation or integrative motivation) has greater influence among UTAR FAS Chinese students in their second language learning process?
2. Is there a significant relationship between the success of second language learning and the kind of motivation of UTAR FAS Chinese students in learning the second language?

### **Population and Sampling**

The population for this study is all UTAR third year Chinese undergraduates who learn English language as a second language; however, only a total number of 50 students from the FAS, Perak campus are chosen as the sample for the research by using the simple random sampling method. This sample group is made up of students from the FAS (English Language, Chinese Studies, Public Relation, Advertising as well as Journalism – 10 students from each course respectively) who took English language as their second language. Besides that, 2 UTAR lecturers (Mr. Paul Gnanaselvam and Mr. Yeap Kim Ho) from the Faculty of Arts and Social Science (FAS) and the Faculty of Engineering and Green Technology (FEGT) were also chosen respectively as the interviewees for the interviews regarding the topic mentioned above.

### **Instrumentation**

Two research tools are used for this study namely, survey questionnaire and interviews. According to Al-Tamimi and Shuib (2009), this type of design that uses different research methods to investigate the same issue is called triangulation mixed method design (Creswell, 2002). The questionnaire used for this research consists of 2 parts. Part A is about the personal details as well as background information of respondent, for example the course taken by the respondent and what is the respondent's mother tongue. Besides, part B contains 20 survey questions based on a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). Also, all survey questions in part B are designed to examine whether instrumental

motivation or integrative motivation has greater influence among UTAR FAS Chinese students in their second language learning process. Indeed, 10 questions from the entire questionnaire (items 1, 5, 6, 8, 9, 11, 13, 14, 17 and 19) are meant to scrutinize the level of instrumental motivation among the sample group; on the contrary, the other 10 questions (items 2, 3, 4, 7, 10, 12, 15, 16, 18 and 20) are designed to find out the level of integrative motivation among these undergraduates. These questions will be able to reflect students learning English language with the intention of integrating into the target language community. The questionnaire designed and used in this entire study is indeed, a combination of essentials and essences from a number of survey questionnaires created by other reputed researchers for their studies respectively. Since these chosen questionnaires from other researchers are being proposed and published, the validity and reliability of the survey questions are high. Furthermore, some of these questionnaires were developed by well-known as well as veteran researchers on the field of second language acquisition; for instance, Hernandez (2006). (See Appendix A for actual survey questionnaire)

Apart from the questionnaire, interviews were also conducted to obtain data so as to increase and cross-validate the students' responses to the questionnaire. During the interviews, 2 lecturers from different faculties will be asked 5 questions respectively concerning the students' motivation in learning English language. (See Appendix B for actual interview questions)

The following are the 5 interview questions:

- (1) Do you think that motivation is a crucial factor in learning a second language? Why?
- (2) In your opinion, which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [focusing on people from all walks of life]
- (3) In your opinion which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [focusing on UTAR, FAS students which consist of Journalism, English Language, Chinese Studies, Public Relation and Advertising students.]
- (4) In your opinion, which type of learner will have better proficiency in the target language? (Instrumentally motivated learner? Or Integratively motivated learner?)
- (5) Do you think that it is important for a lecturer to know as well as understand which motivation the learners' orientation in learning a second language?

### **Procedure and Time Frame**

The entire research will take approximately 1 month and it will be carried out in UTAR, Perak campus from October 2010 to November 2010. 50 FAS third year Chinese students from this campus will be requested to complete the questionnaire distributed to them. Each questionnaire will be collected by the researcher right after the respondent has finished



answering and checking his or her responses for incompleteness or missing answer. At the same time, 2 interviews will also be conducted by the researcher with 2 lecturers of different faculties. Before conducting the interviews, the interviewees will be briefed on the aims and procedures of the interview sessions. Each lecturer is required to answer the interview questions, as well as elaborate his or her answers and point of views clearly throughout the interview; also, the interview will be recorded and transcribed (See Appendix C and Appendix D for interview transcriptions). To record the interviewees' responses, a voice recorder and a notebook will be used. In the end, analysis as well as conclusion will be drawn by the researcher after all data and information are collected.

### **Analysis Plan**

The instrument used (survey questionnaire) to examine the first research question, that is, which kind of motivation (whether integrative motivation or instrumental motivation) has greater influence among UTAR FAS Chinese students in their second language learning, consists of the following 2 variables:

#### **Ratings of Instrumental Motivation**

There are 10 items (items 1, 5, 6, 8, 9, 11, 13, 14, 17 and 19) from this category and each participant is required to rate on a 5-point scale to the level for each instrumental or utilitarian reasons to learn English language. The higher the undergraduate scores in this category, the more he or she is identified as an instrumentally motivated learner.

### **Ratings of Integrative Motivation**

There are 10 items (items 2, 3, 4, 7, 10, 12, 15, 16, 18 and 20) from this category and each participant is required to rate on a 5-point scale to the extent for each integrative reasons to learn English language. If the student is integratively motivated in learning the second language, he or she would be assumed to place more emphasis on the integrative value of learning the language (Al-Ansari, 1993). Ultimately, the higher the student scores in this category, the more he or she is identified as an integratively motivated learner.

### **Interview Analysis**

On the other hand, the answers as well as opinions given by the lecturers (Mr. Yeap Kim Ho and Mr. Paul Gnanaselvam) throughout the interview will also protract as well as strengthen the point of views and responses given by the students through the questionnaire. Moreover, the answers and explanations from these lecturers will help the researcher to examine the second research question too, which is: Is there a significant relationship between the success of second language learning and the kind of motivation of UTAR FAS Chinese students in learning the second language?

### **Assumptions and Hypothesis**

A few assumptions were made by the researcher of this study before analyzing the data collected. As it was mentioned earlier in Chapter 2, most of the researches carried out all over the world have shown that instrumental motivation has greater influence among university undergraduates in learning a second language. Therefore, the assumptions formulated by the researcher are:

- (1) Instrumental motivation has greater influence among UTAR FAS Chinese students in their second language learning process compared to integrative motivation.
- (2) There is a significant relationship between the success of second language learning and the motivation of UTAR FAS Chinese students in learning the second language (English language).

### **Scope**

In this study, the researcher has gathered data about second language learners' motivation, especially among Chinese university students. The entire study started in October 2010 and it will take approximately a month to cease; which means up to November 2010. A total number of 50 FAS Chinese students from UTAR, Perak campus will be the respondents of this research; also, 2 lecturers from the same university will also be interviewed to triangulate the outcome of the research. This research has eventually covered or involved lecturers and UTAR Chinese undergraduates who took English language as their second language.

## CHAPTER 4: FINDINGS

This section is divided into 3 main sub-sections and each sub-section presents the findings of questionnaire and interviews related to the students' motivation in learning the second language (English language). The first 2 sub-sections, 4.1 and 4.2 provide respondents' details or background information as well as respondents' motivation in learning a second language respectively; the data of these two sub-sections was obtained from the survey questionnaire. On the other hand, information from interviews will be used for the last sub-section: 4.3 Responses from the lecturers through interviews.

### **Respondents' Details or Background Information**

The following tables show the details or background information of the respondents, such as age, gender, courses taken and year/semester studied respectively. Basically, there are 4 tables in this sub-section.

Table 1

*The Relationship between the Age and the Number of Respondents*

<b>AGE</b>	<b>NUMBER</b>	<b>PERCENTAGE (%)</b>
20	1	2
21	16	32
22	29	58
23	4	8
	50	100

Table 1 shows the distribution between the age and the number of respondents in this entire research. A total number of 50 undergraduates were chosen as the sample for this study; however, more than half of the subjects (29 respondents or 58%) were 22 years old. In addition, 32% of the respondents were at the age of 21; also, there were 8% and 2% of the respondents fall into the 23 years old and 20 years old category respectively.

Table 2

*The Relationship between the Gender and the Number of Respondents*

<b>GENDER</b>	<b>NUMBER</b>	<b>PERCENTAGE (%)</b>
MALE	10	20
FEMALE	40	80
	50	100

Table 2 shows the relationship between the gender and the number of respondents in this study. Out of 50 undergraduates (100%), 10 of them were males while the other 40 respondents

were females. In other words, majority of the students were females (80%) and the male students only accounted for 20% of the entire sample group.

Table 3

*The Relationship between the Gender of Respondents and the Courses Taken*

<b>COURSE</b>	<b>MALE</b>	<b>(%)</b>	<b>FEMALE</b>	<b>(%)</b>	<b>TOTAL</b>	<b>(%)</b>
ENGLISH LANGUAGE	0	0	10	20	10	20
PUBLIC RELATIONS	0	0	10	20	10	20
CHINESE STUDIES	3	6	7	14	10	20
ADVERTISING	7	14	3	6	10	20
JOURNALISM	0	0	10	20	10	20
	10	20	40	80	50	100

Table 3 shows the relationship between the gender of respondents and the courses taken by the respondents. Basically, the sample group was made up of 50 undergraduates from English Language, Public Relations, Chinese Studies, Advertising as well as Journalism; and only 10 students (20%) from each course were chosen randomly. According to the data collected, for the English Language, Public Relations and Journalism, only female respondents were involved in this study; and this had accounted for 60% of the entire sample group. Furthermore, there were 3

males (6%) and 7 females (14%) from the Chinese Studies; last but not least, 7 respondents (14%) from the Advertising course were males, and the others were females (6%).

Table 4

*The Relationship between the Gender of Respondents and the Year/Semester Studied*

<b>YEAR/SEMESTER</b>	<b>MALE</b>	<b>(%)</b>	<b>FEMALE</b>	<b>(%)</b>	<b>TOTAL</b>	<b>(%)</b>
YEAR 3 SEMESTER 1	3	6	16	32	19	38
YEAR 3 SEMESTER 2	7	14	23	46	30	60
YEAR 3 SEMESTER 3	0	0	1	2	1	2
	10	20	40	80	50	100

Table 4 shows the relationship between the gender of respondents and the year/semester current enrolled. According to the table, 30 undergraduates or 60% of the entire sample group were from year 3 semester 2 and 7 of them (14%) were male, while 23 of them (46%) were female. Besides that, 3 males (6%) and 16 females (32%) were from year 3 semester 1; nevertheless, only 1 female respondent (2%) was from year 3 semester 3.

### Respondents' Motivation in Learning a Second Language

This sub-section consists of 2 tables and the explanations of the tables, which clarify the scores in instrumental motivation as well as integrative motivation of the undergraduates' in learning the second language (English Language). Eventually, this will bear out which motivation has greater influence among the year three UTAR FAS Chinese students in their second language learning process.

Table 5

*The Relationship between the Number of Respondents and the Type of Motivation based on their Courses Taken.*

<b>COURSES</b>	<b>N.O.R (INS)</b>	<b>(%)</b>	<b>N.O.R (INT)</b>	<b>(%)</b>	<b>N.O.R (=)</b>	<b>(%)</b>	<b>MAJORITY</b>
ENGLISH LANGUAGE	5	10	4	8	1	2	INSTRUMENTAL
PUBLIC RELATIONS	10	20	0	0	0	0	INSTRUMENTAL
CHINESE STUDIES	8	16	2	4	0	0	INSTRUMENTAL
ADVERTISING	8	16	1	2	1	2	INSTRUMENTAL
JOURNALISM	8	16	2	4	0	0	INSTRUMENTAL
	39	78	9	18	2	4	



- \*\*\* N.O.R (INS) : Number of respondents scored higher in instrumental motivation
- N.O.R (INT) : Number of respondents scored higher in integrative motivation
- N.O.R (=) : Number of respondents had same score for both instrumental and integrative motivation

Table 5 shows the relationship between the numbers of respondents and the type of motivation they belonged to in learning a second language based on the courses taken. From the data collected, out of 10 respondents (20%) from the English Language course, 5 of them (10%) scored higher for the instrumental motivation category and 4 participants (8%) scored higher in the integrative motivation category; also, there was 1 respondent (2%) had the same score for both type of motivations. Furthermore, all the respondents from the Public Relations course (20%) had scored higher in the instrumental motivation category. For the Chinese Studies and Journalism course, there were 8 participants (16%) scored higher for instrumental motivation and 2 respondents (4%) scored higher in the integrative motivation category respectively. Last but not least, there were 8 respondents (16%) scored higher for instrumental motivation as well among the Advertising course undergraduates; however, there was 1 participant (2%) scored higher for the integrative motivation category, and 1 respondent (2%) had the same score for both motivations. Concisely, majority of the respondents from each course did fall into the instrumental motivation category; in other words, majority of the undergraduates were instrumentally motivated in their second language learning process.

Table 6

*The Relationship between the Number of Respondents and the Type of Motivation*

<b>TYPE OF MOTIVATION</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
INSTRUMENTAL	39	78
INTEGRATIVE	9	18
SIMILAR SCORE	2	4
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Table 6 shows the relationship between the number of respondents and their type of motivation (instrumental motivation and integrative motivation) in learning English language. From the data collected, more than half of the respondents scored higher in the instrumental motivation category (39 respondents) and this group of people essentially had accounted 78% of the entire sample group. In contrast, 9 undergraduates (18%) scored higher in the integrative motivation faction; besides that, there were 2 students (4%) had the same score for both instrumental and integrative motivation. On the other hand, the scores in both instrumental motivation as well as integrative motivation of every respondent or participant of this study is shown in Appendix E or Table 7. Apparently, the total score for the instrumental motivation category (1942 points) is higher than the score for the integrative motivation group (1778 points) by 164 points. Therefore, this elucidates that instrumental motivation has greater influence among the majority of the year three UTAR FAS Chinese undergraduates.

### **Responses from the Lecturers through Interviews**

Basically, this sub-section has brought out the point of views or responses protracted by 2 UTAR lecturers (Mr. Paul Gnanaselvam and Mr. Yeap Kim Ho) of different faculties (FAS and FEGT) through interviews. Both lecturers were required to answer 5 questions regarding the motivations among UTAR FAS Chinese undergraduates in learning the second language (English language).

Question 1: Do you think that motivation is a crucial factor in learning a second language? Why?

Both interviewees agreed that motivation is a very important factor in learning a language. The following direct quotes from the interviewees' responses had explained the point above:

*Of course it is. For all the things that you do, there must be something that pushes you; something that basically helps you to move in order to achieve the target, the goal. If you are not motivated, then you would not want to do something, right? It is very natural... . (Gnanaselvam, 2010)*

*I think so... . To be able to learn effectively (a second language), of course you need interest and you need to be motivated... . If everyone around you is speaking the same language, and you know nothing about it, you will somehow feel down and low esteem; and because of that reason, that is an urge for you to actually pick up the language, and this is where you need motivation (Yeap, 2010).*

Question 2: Focusing on people from all walks of life, in your opinion, which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why?

However, the interviewees had distinct perception for this question. Yeap from the FEGT believed that integrative motivation is more important compared to instrumental motivation in this context, as he mentioned that, one cannot force someone else to learn something that they do not like to learn; they can probably learn it but then (they will) tend to forget easily if they learn with a certain motive (Yeap, 2010). On the other hand, in contrast to Yeap's point of view, Gnanaselvam from the FAS believed that instrumental motivation is more vital rather than integrative motivation in learning a second language (which is English language). During the interview, he mentioned that:

*...Now, people who do not speak English as their native language have to learn a second language as part of the academic requirement... You learn English basically to compete in a work force, you learn English as an academic subject to pass a paper, and you probably learn English for specific purposes. A business student learns English as an ESP paper, an engineering student learns English as a technical paper; so probably English is there not as a second language but probably a professional language required. So, I believed the motivation here is basically instrumental rather than integrative. If it is integrative then most Malaysian will be very good in English.*

Question 3: Focusing on UTAR, FAS students which consists of Journalism, English Language, Chinese Studies, Public Relations and Advertising students, in your opinion, which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why?

Furthermore, both interviewees had different opinions for question 3 as well. Yeap from the FEGT believed that integrative motivation plays a more important role in this case as he supposed that most of the FAS students who took language courses were due to their interest towards the language.

In contrast, Gnanaselvam from the FAS had a different point of view. He believed that the FAS students learn the second language (English Language) is mainly due to instrumental motivation. In addition, he also divided and explained his responses based on non-EL students and EL students. Gnanaselvam said that the non-EL students' motivation in learning the English language is very much instrumental and it is extremely low; also, these students feel that the basic knowledge they have in English is enough if they are able to express their thoughts in the basic language, because they are not majoring in the EL subject. On the other hand, he supposed that the EL students' motivation in learning the English language is instrumental as well, but this motivation is higher compared to the non-EL students. According to Gnanaselvam (2010), EL students are still instrumentally motivated in learning English language as they do not love literature for the sake of loving literature. Besides that, he also stated that, "if I give a 30 percent instrumental motivation for the PR or Journalism students, probably it will be 50 or 60 percent

for the EL students. I will never say that they (EL undergraduates) are 100 percent motivated to learn English for the sake of learning the language.” (Gnanaselvam, 2010).

Question 4: In your opinion, which type of learner (whether instrumental motivated learner or integrative motivated learner) will have better proficiency in the target language?

Both lecturers deemed that both motivations will result in positive effect or proficiency because both gear the readers to learn more and to improve better; nevertheless, they also mentioned that integrative motivated learners are much more capable to internalize the language. The following direct quotes from the interviewees’ answers explain the point above:

*...Both might be able to speak quite fine, but then the integrative motivated learner should be better in grammar, they should be able to master the grammar better than those who learn the language just because they want to convey messages (Yeap, 2010).*

*...I suppose if you are not integratively motivated, then you will not be able to internalize the language... .However, instrumental motivation limits you to the language usage; because it is very much purpose specific compared to integrative motivation. If you become instrumental motivated, it is like you play a switch-board game. You go for a meeting and you speak in English for the sake of speaking in English; when you come out, it is a different language... .*  
(Gnanaselvam, 2010).

Question 5: Do you think that it is important for a lecturer to know as well as understand which motivation the learners' orientation in learning a second language?

Both lecturers agreed that it is important for an educator to be aware of which motivation the learners are orientated in learning the second language. Gnanaselvam (2010) stated that it is obvious when you look into the teaching syllabus or the teaching modules, as they are very instrumental in helping a second language learner to learn something for the sake of learning English.

## CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

### **Summary and Discussion of Findings**

This study was conducted and intended to find out which of the two motivations – whether instrumental motivation or integrative motivation has greater influence towards UTAR FAS third year Chinese Students in their second language learning process. In a nutshell, the findings of this entire research had indicated clearly that the undergraduates were more likely to have a stronger instrumental motivation (1942 points) compared to integrative motivation (1778 points) in their second language learning process. As a whole, they learnt the second language (English language) due to certain academic and professional reasons; for instance, to pass an examination, or to apply for a well-paid job. On the other hand, of course there were also individuals that learnt English language due to integrative motivation; however, they were in the minority group in this study.

The result of this research is concur with Warden and Lin, as these researches agreed that instrumental motivation is more vital in learning a second language, especially English language among Chinese community. As mentioned by Warden and Lin (2000), students had “required motivation” when they felt motivated to make progress in their EFL because it was required by the system (Gao, Zhao, Cheng & Zhou, 2002, p.45-64). More accurately, majority of the Chinese undergraduates do not see the need of English language for their daily conversations with friends and family, as they speak Chinese or their own dialects to communicate with each other most of the time. To them, English language is only used for certain official and decorous



purposes, such as doing assignments, presentations, talking to lecturers or to score in examinations; also, they feel that it is not extremely important for them to master the language because they believe that it is enough if they are able to express themselves in basic language (Gnanaselvam, 2010).

Furthermore, the findings of this research are consistent with Dörnyei (1990 & 1996) as well. In a study conducted by Dörnyei regarding the Canadian bilingual situation, it revealed that students tried to develop their language ability for the sake of their future career; also, he opposed to Gardner by claiming that instrumental motivation and the learner's need for achievement are more important than the integrative motivation (Vaezi, 2008). From the data collected, as a group, the sample of this research (50 UTAR FAS Chinese students) learnt the second language, which is the English language due to more utilitarian reasons too. In addition, one of the interviewee, Gnanaselvam (2010) also stated that, when comes to speaking in English language, the undergraduates are in the vein of playing a switch-board game, they go for a meeting, they speak in English for the sake of speaking in English; when they come out, it is a different language.

Apparently, the result has revealed what Gnanaselvam (2010) had mentioned during the interview, which asserted that majority of the Chinese undergraduates in UTAR FAS tend to be more instrumentally motivated in learning the English language regardless they were from the EL or non-EL group. However, the non-EL groups' undergraduates seemed to have stronger instrumental motivation compared to the EL students and this is most probably because the non-EL students studied English language for a more utilitarian purposes. On the contrary, as

mentioned by Gnanaselvam (2010), the EL students are getting a degree in English language and it is only natural that all the subjects and the medium of instruction are basically in the English language; therefore, the EL undergraduates are more likely to use or communicate using the English language.

Moreover, this result is parallel with the assumptions and hypothesis formulated by the researcher earlier, namely:

- (1) Instrumental motivation has greater influence among UTAR FAS Chinese students in their second language learning process compared to integrative motivation.
- (2) There is a significant relationship between the success of second language learning and the motivation of UTAR FAS Chinese students in learning the second language (English language).

Hence, hypothesis 1 and 2 are accepted.

In contrast, the outcomes of the study had failed to agree with Gardner's (1985) theory and the Attitude/Motivation Test Battery (AMTB), which believed that integrative motivation (the key element of Gardner's theory) has greater influence towards second language learner in learning the target language. At the same time, this research also has differing opinions as well as findings from Benson (1991)'s study conducted in Japan, regarding the motivation and attitudes among Japanese college students in learning English language. According to Al-Tamimi and Shuib (2009), Benson has stated that "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991, p. 34) in his research.

Also, from the findings of this entire study, the researcher realized that the result is not parallel with Snow and Shapira (1985)'s point of view towards the motivation in learning a second language, as these researchers strongly support integrative motivation in the learning of second language. According to Azmi (2005), they mentioned that "second language learners should have the desire to identify with the target group whose language they are learning. Furthermore, this desire needs to be reinforced by a curiosity and interest in the group in order to produce the motivation needed to acquire competence over a period of time."(1985: 4)

### **Limitations**

There are a number of limitations in this study which should be highlighted. First of all, this sample size (50 third year Chinese students from the FAS, UTAR Perak campus) is only a small fraction of the whole population (all UTAR third year Chinese undergraduates who learn English language as a second language); somehow, it is not enough to generalize and be taken as completely accurate or representative of the entire population. Therefore, the generalization from the findings should be made with prudence. In addition, the FAS consists of 6 departments (Journalism, English Language, Chinese Studies, Advertising, Public Relations as well as Psychology); however, none of the participants of the study is from the Psychology course and this has affected the validity of the entire research.

### **Recommendations**

Although this research did insinuate that there is a significant relationship between the success of second language learning and the kind of motivation among UTAR FAS Chinese students in learning the second language; and it is the instrumental motivation that has greater influence towards these students, these results could be enhanced as well as augmented. The positive effects found in this study may be strengthened by expanding the sample of the research. According to eHow (2011), typically the larger the sample size, the more accurate the data is at projecting what the entire population is thinking. The population of this entire study is all UTAR third year Chinese undergraduates; however, only 50 students were chosen as the sample and as a matter of fact, this amount of students is certainly not enough to generalize and be taken as completely accurate or representative of the entire population.

Besides that, the result of this study could be improved as well by choosing the sample group impartially. The FAS consists of 6 departments (Journalism, English Language, Chinese Studies, Advertising, Public Relations as well as Psychology); however, none of the participants of the study is from the Psychology course and this might affect the validity as well as reliability of the entire research. Indeed, undergraduates from each and every course should be chosen as the sample of the study. In addition, students from other UTAR campuses, such as Sg,Long campus and Setapak campus should also be taken into consideration.

### **Conclusion**

This study has proven that English is very much domain specific and English is used only for specific purposes; especially limited and restricted within the academic domain (Rahman, 2005). The reason for the findings can be explained as: UTAR FAS Chinese students do not need English language for daily interactions as well as conversations purpose, and they only learn the language for utilitarian purposes, such as to build a successful career and to score well in an examination. Therefore, an integrative orientation may be harder to foster as a vital driving force for learning English among these students.

The findings of the study also presented a picture which ascertained that instrumental motivation has greater influence among the UTAR FAS third year Chinese Students in learning the second language, which is the English language, compared to integrative motivation. Also, this study has verified the point of views of some researchers, such as Warden and Lin (2000), who strongly believed that students are generally instrumental oriented when comes to learning a second language.

At the same time, the present study also contributed to universities lecturers as well as tutors as they may be aware of the underlying motivation of these second language learners; also they could modify their teaching styles in accordance to the students' motivation. Consequently, undergraduates can learn more effectively when the instructional delivery matches their attitudes towards the target language.

Nevertheless, more researches in this area should be conducted as the findings of this study do not conclude that all students are purely instrumental motivated. Learning a second language, such as English language is a vital magnitude for young Malaysian; and both instrumental and integrative motivation methods to learn the language must be developed.

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**Whether integrative motivation or instrumental motivation plays a more important role towards UTAR FAS students in learning a second language.**

Dear Respondents,

I am a year three student of Bachelor of Arts (HONS) English Language, Universiti Tunku Abdul Rahman (UTAR); undertaking a dissertation in the area regarding the influence of instrumental motivation and integrative motivation in the process of second language learning, especially among university undergraduates.

The purpose of this research is to identify as well as to analyze whether instrumental motivation or integrative motivation plays a more important role among UTAR FAS third year students in learning English language as a second language.

This questionnaire is separated into two parts. Part A is about personal details as well as background of respondent; while part B consists of 20 survey questions regarding the respondent's motivation in learning a second language.

Finally, respondents are required to read the instructions carefully before answering the questions. Thank you for your cooperation and your responds will be appreciated as well as kept confidentially for academic purpose solely.

**Part A: Respondent's Details/Background**

**Instruction:** Please fill in or () the appropriate particulars or answers.  
(For those who answer through E-mail, please fill in or HIGHLIGHT the appropriate particulars or answers.)

1. Age: \_\_\_\_\_

2. Gender:

Male

Female

3. Ethnic group:

Malay

Indian

Chinese

Others (Please specify): \_\_\_\_\_

4. Course:

English Language

Public Relation

Chinese Studies

Advertising

Journalism

5. Year/Semester:

Year 3 Semester 1

Year 3 Semester 3

Year 3 Semester 2

6. First language/ Mother tongue:

English Language

Malay Language

Chinese Language

Others (Please specify): \_\_\_\_\_

Tamil

**Part B: Respondent's Motivation in Learning A Second Language.**

**Instruction:** Please CIRCLE the number that best reflects your viewpoint about the statement.  
(For those who answer through E-mail, please HIGHLIGHT the number that best reflects your viewpoint about the statement.)

	I learn English language as my second language because.....	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1	I think it will someday be useful in getting a good job.	1	2	3	4	5
Q2	It will allow me to gain good friends more easily among English-speaking people.	1	2	3	4	5
Q3	It will enable me to understand the English life style and culture.	1	2	3	4	5
Q4	I love the language as it is such a beautiful language.	1	2	3	4	5
Q5	Other people will respect me more if I know English.	1	2	3	4	5
Q6	I will be able to search for information and materials in English for my assignments on the Internet.	1	2	3	4	5
Q7	It will enable me to understand better and appreciate more English art as well as literature.	1	2	3	4	5
Q8	I need English language to pass my examination.	1	2	3	4	5
Q9	English language is a basic university requirement.	1	2	3	4	5
Q10	I need English language to integrate with the western culture.	1	2	3	4	5
Q11	It will enable me to further my education.	1	2	3	4	5

Q12 I am interested in English movies or songs.	1	2	3	4	5
Q13 It will allow me to seek better job opportunities abroad.	1	2	3	4	5
Q14 It will enable me to keep up with development of world economy, science and technology. (globalization)	1	2	3	4	5
Q15 I would like to make friends with people from other countries, especially those from English-speaking countries.	1	2	3	4	5
Q16 It will help me on overseas trips.	1	2	3	4	5
Q17 I need the language in order to take a test in future. (E.g. TESL, TOIEC, etc).	1	2	3	4	5
Q18 I enjoy having a conversation with people who speak in English language as well.	1	2	3	4	5
Q19 It will enable me to involve or go into an international business.	1	2	3	4	5
Q20 I will be able to participate more freely in the activities of English cultural groups.	1	2	3	4	5

**= Thank you for your participation. =**

**= End of questionnaire =**



**Appendix B: Interview Questions**

**Questions for lecturers regarding instrumental and integrative motivation in learning a second language.**

Q1: Do you think that motivation is a crucial factor in learning a second language? Why?

Q2: In your opinion, which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [focusing on people from all walks of life]

Q3: In your opinion which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [focusing on UTAR, FAS students which consist of Journalism, English Language, Chinese Studies, Public Relation and Advertising students.]

Q4: In your opinion, which type of learner will have better proficiency in the target language?  
(Instrumental motivated learner? Or Integrative motivated learner?)

Q5: Do you think that it is important for a lecturer to know as well as understand which motivation the learners' orientation in learning a second language?

**Appendix C: Interview with Mr. Paul Gnanaselvam's Transcriptions**

**Interview with Mr. Paul Gnanaselvam**

Q1 : Do you think that motivation is a crucial factor in learning a second language? Why?

Answer: Of course it is. For all the things that you do, there must be something that pushes you; something that basically helps you to move in order to achieve the target, the goal. If you are not motivated, then you would not want to do something, right? It is very natural... .. Even when you learn a second language, there are a lot of challenges; and in order not to give up as well as to be able to achieve the level that you want, I suppose apart from many other factors, motivation is one of the important factors that keeps you moving.

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Q2 : In your opinion, which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [Focusing on people from all walks of life]

Answer: If you look at second language learning, a second language is basically a language that is taught in schools as an academic subject. Now, people who do not speak English as native language have to learn a second language as part of the academic requirement. There are many countries in the world where people do not learn English as a second language, because in many countries, people learn (go to school), the academic line is basically conducted in their first language. But if you take Malaysia for example, our second language is English; and for some

students, in their homes, it may even be the third language. So, looking at the climate for education system which having Bahasa Melayu as the national language, I think learning English language as a second language or even a third language for the people, is basically due to instrumental motivation. You learn English basically to compete in a work force, you learn English as an academic subject to pass a paper, and you probably learn English for specific purposes. A business student learns English as an ESP paper, an engineering student learns English as a technical paper; so probably English is there not as a second language but probably a professional language required. So, I believe the motivation here is basically instrumental rather than integrative. If it is integrative then most Malaysian will be very good in English.

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Q3 : In your opinion which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [Focusing on UTAR, FAS students which consist of Journalism, English Language, Chinese Studies, Public Relation and Advertising students.]

Answer: After teaching... probably the non-EL students, I am brought to believe that their motivation is very much instrumental and it is very very low. It is because many students here feel that the basic knowledge that they have in English and if they are able to express themselves in basic language, it is enough; because they are not majoring in the EL subject. Thus, the PR students, the Journalism students do very badly in their writing assignments and even in their final examinations. They are not integratively motivated; they do not see how language plays a centre point in PR, in Journalism. To them, the degree is Journalism, the degree is PR... It is just a degree and they do not care what language it was being taught in. So they neglect the need

of the English language. Therefore, it is pretty much instrumental and I suppose there is only a fifty-fifty percent awareness on the importance of English language among these students. On the other hand, for the EL students..... I suppose it is instrumental as well but this motivation is higher compared to the non-EL students. It is still instrumental because I don't think EL students love literature for the sake of loving literature. They do not come back to me and say they appreciate English for the sake of studying literature. Nobody loves English for the sake of studying linguistics; but people hate English language because they have to do linguistics, people hate English language because they have to do literature. So, for the EL students, I think it is pretty much convention because they are getting a degree in English language and it is only natural that all the subjects and the medium of instruction is basically in the English language. If I give a 30 percent instrumental motivation for the PR or Journalism students, probably it will be 50 or 60 percent for the EL students. I will never say that they are 100 percent motivated to learn English for the sake of learning the language.

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Q4 : In your opinion, which type of learner will have better proficiency in the target language? (Instrumental motivated learner? Or Integrative motivated learner?)

Answer: I think both motivations will result in positive effect or proficiency, because both gear the readers to learn more and to improve better. However, I suppose if you are not integratively motivated, then you will not be able to internalize the language. Internalize means you need to think, you need to put your thought processes in English language in order to become more expressive. However, if you become instrumental motivated, it is like you play a switch-board game. You go for a meeting and you speak in English for the sake of speaking in English; when

you come out, it is a different language. Now, would that help you to come out with good written assignments? No, it wouldn't. Because in a lot of countries where English language is a second language, a lot of people can speak English, but can they express their ideas in writing? So, instrumental motivation limits you to the language usage; because it is very much purpose specific compared to integrative motivation.

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Q5 : Do you think that it is important for a lecturer to know as well as understand which motivation the learners' orientation in learning a second language?

Answer: I think all lecturers know! Because I suppose..... When you look at the teaching syllabus, the teaching modules, probably they are all physical in the sense that they are instrumentally designed. They help you to look up what to learn and basically they've got areas that are emphasized. They are very very instrumental in helping a second language learner to learn something for the sake of learning English. For example, English for science. Basically you are concentrating on reading passages that are scientific and you will probably concentrate on vocabularies that are scientific, and probably you are doing an assignment which is basically process based in scientific.

**Appendix D: Interview with Mr. Yeap Kim Ho's Transcription**

**Interview with Mr. Yeap Kim Ho**

Q1 : Do you think that motivation is a crucial factor in learning a second language? Why?

Answer: I think so... . . . Yea, sure. To be able to effectively learn (a second language), of course you need interest and you need to be motivated. I think it is mostly driven by the environment. If everyone around you is speaking the same language, and you know nothing about it, you will somehow feel down and low esteem; and because of that reason, that is an urge for you to actually pick up the language, and this is where you need motivation. You might feel curious why they are speaking in that way, how does the language affect their culture and what is the history behind the language.

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Q2 : In your opinion, which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [Focusing on people from all walks of life]

Answer: Integrative motivation. You cannot force someone else to learn something that they do not like to learn. They can probably learn it but then (they will) tend to forget easily if they learn with a certain motive. I am sure they are some other people who learn (English language) because of certain reasons but majority I would say that they learn because they love it.

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Q3: In your opinion which motivation (whether instrumental or integrative motivation) plays a more important role in a second language process? Why? [Focusing on UTAR, FAS students which consist of Journalism, English Language, Chinese Studies, Public Relation and Advertising students.]

Answer: Integrative motivation. That is how they choose their courses based on their interest, right? If focusing on FAS students, I would say mostly they are driven by interest because if they pick a certain language course, then it would be mostly due to their interest. On the other hand, if it is the engineering students, then it could be different. Language plays a different role towards FGET (engineering) students and technical terms are more important to these students.

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Q4 : In your opinion, which type of learner will have better proficiency in the target language? (Instrumental motivated learner? Or Integrative motivated learner?)

Answer: Both might be able to speak quite fine, but then the integrative motivated learners should be better in grammar, they should be able to master the grammar better than those who learn the language just because they want to convey messages.

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Q5 : Do you think that it is important for a lecturer to know as well as understand which motivation the learners' orientation in learning a second language?

Answer: Yes, it is important.

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**Appendix E: Table of Each Respondent's Scores in Instrumental Motivation and**

**Integrative Motivation**

Table 7

*Each Respondent's Scores in Instrumental Motivation and Integrative Motivation*

<b>RESPONDENT</b>	<b>SCORE ( INSTRUMENTAL)</b>	<b>(%)</b>	<b>SCORE (INTEGRATIVE)</b>	<b>(%)</b>	<b>HIGHER SCORE</b>
1	34	68	25	50	INS
2	38	76	33	66	INS
3	49	98	50	100	INT
4	42	84	36	72	INS
5	39	78	37	74	INS
6	39	78	42	84	INT
7	43	68	33	66	INS
8	38	76	34	68	INS
9	45	90	41	82	INS
10	39	78	36	72	INS
11	45	90	44	88	INS
12	41	82	33	66	INS
13	37	74	36	72	INS
14	34	68	30	60	INS
15	39	78	44	88	INT
16	40	80	35	70	INS
17	39	78	33	66	INS
18	40	80	32	64	INS
19	46	92	45	90	INS
20	27	54	29	58	INT
21	38	76	34	68	INS
22	33	66	38	76	INT
23	40	80	35	70	INS
24	38	76	34	68	INS
25	42	84	35	70	INS
26	38	76	33	66	INS
27	41	82	35	70	INS
28	40	80	42	84	INT
29	38	76	39	78	INT



3038		76	34	68	INS
3119		38	12	24	INS
3250		100	40	80	INS
3344		88	35	70	INS
3443		86	38	76	INS
3546		92	32	64	INS
3643		86	38	76	INS
3737		74	37	74	=
3840		80	37	74	INS
3939		78	27	54	INS
4039		78	38	76	INS
4141		82	39	78	INS
4234		68	36	72	INT
4339		78	37	74	INS
4443		86	40	80	INS
4533		66	31	62	INS
4640		80	40	80	=
4741		82	37	74	INS
4841		82	37	74	INS
4920		40	24	48	INT
5039		78	36	72	INS
<b>TOTAL SCORE</b>	<b>1942</b>		<b>1778</b>		<b>INS</b>



COMPARE



INSTRUMENTAL > INTEGRATIVE

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INS : HIGHER SCORE IN INSTRUMENTAL MOTIVATION

INT : HIGHER SCORE IN INTEGRATIVE MOTIVATION

= : SAME SCORE FOR BOTH TYPE OF MOTIVATION