

Implementation of Gardner's Model of Integrative and Instrumental Motivation on English Language Learning among Pakistani Medical and Dentistry Students



Siraj Khan	Assistant Professor, Dept of English, Kohat University of Science and Technology Kohat siraj.khan@kust.edu.pk
Arif Khan	Lecturer in English, Department of English and Applied Linguistics, University of Peshawar. arifkhanpsh@gmail.com
Imtiaz Ahmad	Lecturer in English, Higher Education Department, Khyber Pakhtunkhwa imtiaz.swabian1@gmail.com

Abstract: *Motivation is one of the most important factors in language acquisition. This study is devised to determine the motivational orientations of medical and dentistry students at Khyber Medical University (KMU) in English language learning. In this cross- descriptive study, 200 students of the dentistry and medical colleges at Peshawar were chosen by census sampling method. Gardner's method of integrative and instrumental motivation scale was used for data gathering, which adopt likert's 5 points scale ranging from strongly disagree (1) to disagree (2), neutral (3), agree (4) and strongly agree (5). The questions from 1-12 indicated the integrative and 13-25 indicated the instrumental motivation. Two open ended questions were included to measure language self efficacy of the students to rate their own English proficiency level and elicit qualitative information to see whether there has been any change in the level of their motivation. The data were analyzed, using SPSS14, t test and Chi square: The results indicated that the students were highly motivated to learn English and there were no statistically significant differences on instrumental versus integrative motivational orientations of these students ($p=0.07$). This study indicated high motivation for learning English among the medical and dentistry students at KMU. Considering the importance of learning English for the students, language teachers and program developers should assist the students and plan better and comprehensive programs for teaching English at the university level which would include involving the students in the actual use of the English language."*

Keywords: *Second Language, Instrumental Motivation, Integrative Motivation, Medical Students*

1. Introduction

1.1. English Learning in KP, Pakistan

“Learning English language is a complex process for the Pakistani students and involves many factors. In Pakistan English is considered to be compulsory at any level subject in all the schools/colleges and universities, and all the students must pass English as foreign language as their graduation course from college and

university. Currently because of job scarcity, educational advancement and similar reasons more and more college students from all walks of life are also realizing the importance of learning this language and have become more interested in learning the language proficiently (Chalak and Kassaian 2010). Also, as an important part of the university entrance examinations, learning English helps the aspiring university students gain acceptance into

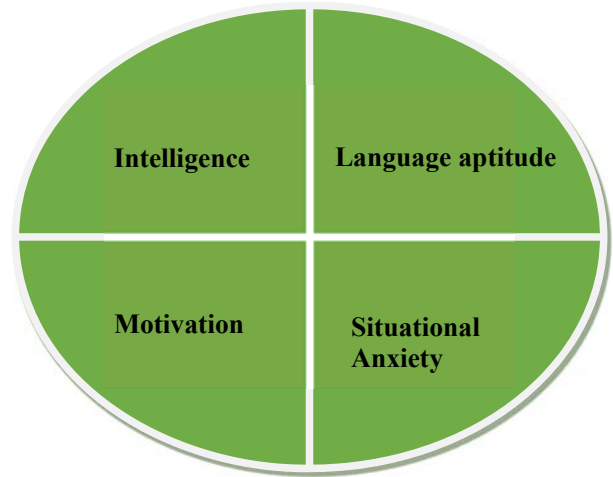
good universities and study high valued majors. Therefore, instructors are forced to educate students in a manner which will prove most useful to them, which is based on grammar translation method. Pakistani students therefore are very much interested in using the language in the very real life context, and study English mostly for achievements in these examinations. Basically it seems that the driving force and motivating factors behind learning English are undertaking such university exams and not integrating into the native speakers. Resulting in that, there are many social and academic and political reasons for getting hold on the language like interaction with native speakers, access to modern technology, like internet, 4G/5G, as well as grammar teaching methodologies at school and college level. It is quite obvious now that the long process of teaching English in Pakistan has not shown much success in helping young learners learn English.”

“Since English language is the medium of instruction, many medical courses, and medical students who are proficient in English have a higher and better opportunity to be admitted to a very prestigious medical college or university for continuing specialized and professional fields of study, medical and dentistry students seem to be and are expected to be more proficient in English. This study is devised to study the motivational orientation of the Pakistani EFL medical and dentistry students in learning English. The question addressed through this study is: what are the motivational orientations of the medical and dentistry students at KMU?”

1.2. Socio-Educational Factors

“Many researchers dealing with the area of second/foreign language have explored the role of various socio-educational factors which might affect language learning, this is because over the past few years, research in second language education has largely focused on “learner centered approaches rather than teacher centered education in order to lead the learners towards an autonomous and independent language learning” (O'Malley and Chamot, 1995). In this regard, research has shown that many variables including proficiency level,

active cognitive process, motivation, and gender play a great role in helping the learners become independent of teachers and learn a foreign language proficiently (Rahimi, Riazi, Saif 2008; Oxford and Nyikos, 1989; Sadighi and Zarafshan, 2006; Littlewood, 1996).



Gardener's most influential model in LL2 has introduced the four individual differences named as intelligence, language aptitude, motivation and situational anxiety. In this model motivation is a key factor which is composed of three elements of effort, desire and affect.”



There are two basic types of motivation: integrative and instrumental (Gardner 1982). Integrative motivation is characterized by the learner’s positive attitude towards the target language group and the desire to ingrate into the target language community. Instrumental motivation is characterized by the desire to obtain something practical or concrete from the second language and is more utilitarian such as

meeting the requirements for college or university graduation.

desire to learn a language for utilitarian purposes such as employment or travel whereas

Integrative Motivation

Instrumental Motivation

“Motivation plays a major role in learning and represents one of the most appealing and complex variables used to explain individual differences in language learning (Norris-Holt, 2001; Manfred, 2004). Researchers have defined motivation in different terms. It has also been identified as the learner's orientation with regard to the goal of learning a second language (Crooke sans Schmidt, 1991).”

“as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.(Gardner 1985)

“Brown (1994) states that: “motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action”. In the behaviorist school of thought motivation has been termed “the anticipation of reward” (Brown, 2000). Oxford and Shearin(1994) emphasized on the very utmost importance of understanding students' motivation which directly affects the utilization of language learning strategies. It has also been reported that highly motivated students use more strategies in learning the second language and therefore obtain better results in the long run (Oxford, 1996).

Second Language researchers believe that identifying the motivating factors of the learners is very important in how they use these language strategies (Tamada, 1997). Dornyei (2006, p. xi) believes that motivation to learn a foreign language is not just an individualistic affair but is related to various social attitudes which exist in the learner's community regarding the target language group. According to Gardner's theory of motivation (1985, 2006) there are two types of motivation: instrumental and integrative.”

“Instrumental motivation refers to the learner's

language students are the ones who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.”

Finegan (1999: 568) wrapping up his claims in these words that integratively motivated students achieve: “a wide range of registers and native like pronunciation.”

“While both integrative and instrumental motivations are very important in the successful learning of a second language, it has been argued that it is integrative motivation which sustains long term success when learning a second language (Norris-Holt, 2005). She further stresses that integrative motivation: “is continually linked to successful second language acquisition, and the students who support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.” But, it is important to consider the fact that in countries such as Pakistan opportunities to use the target language in daily basis is very restricted and essentially there are no opportunities or potential for the L2 learners to integrate into target language community. In these societies it seems that students would select instrumental reasons more frequently than integrative reasons. Dornyei (1990) in opposition to these views, has claimed that instrumental 20 Zahra Hashemi and Maryam Hadavi: Exploring the Roles of Integrative and Instrumental Motivation on English Language Acquisition among Pakistani Medical and Dentistry Students motivation and the learner's need for achievements and higher aspirations are more important than the integrative motivation.”

“Studies done on the Pakistani EFL students have yielded different results. Vaezi (2008)

found that her study subjects were instrumentally motivated, while Sadighi and Maghsudi (2000) obtained a significant difference between the English proficiency scores of their integrative motivated students versus their instrumentally motivated ones. Moivaziri (2012) who studied the motivational orientation of the undergraduate students found that her subjects had both instrumental and integrative motivations. Chalak and Kassaian (2010) and Roohani (2001) also found their subjects to be more instrumentally motivated. Brown (cited in Norris-Holt, 2005) states that learners' rarely select one form of motivation when learning a second language, but a combination of them. This fact could be more true for the nationals of countries such as Pakistan where integration into target language community is restricted. In a study of Arab EFL students it was also found that the subjects had higher instrumentality than integrative motivations, but the Yemeni students had high levels of instrumental and integrative motivations (Al-Tamimi and Shuib; 2009). All of these studies confirm the importance of identifying learners' motivation towards learning English language.”

Keeping in view the importance of motivation in second language learning, this study was planned to investigate the integrative and instrumental orientations of the Pakistani foreign language learning medical and dentistry students in KP.

3. Methodology

“In this cross sectional study 200 medical and dentistry students who had finished their basic science courses and had passed the required general English credits were entered into the study. Later on 28 students who had given incorrect information or had not filled out the questioners completely were dropped from the study. At the end, the motivational orientation of 172 students, which included 61 (35.5%) dentistry and 111 (64.5%) medical students were evaluated.”

“Out of this 44.8% (77) were males and 55.2% (95) were female students. Before the study a consent form was obtained from the ethics

committee at Khyber Medical University and all the participants were given the necessary instruction and also permission to not answer any questions which they felt uncomfortable with. All the participants were native speakers of Pashto and ranged between 18 and 25 years old. Since they had been admitted to the university from all over the country from affluent locations to less affluent and underprivileged cities they constituted a representative sample of Pakistani EFL learners. Demographic information regarding the participants' gender, history of language study and their major was also collected.”

“The integrative and instrumental motivation scale of the original 7- point likert's scale format of Gardner's Attitude/ motivation Test Battery (AMTB) and Clement et al.'s were adopted to a 5- point scale ranging from strongly disagree to strongly agree and they were given the scores of: strongly disagree=1, disagree =2, neutral=3, agree =4 and strongly agree =5 respectively. For example if a student strongly agreed with an item he got the score of 5 for that item and if he strongly disagreed he got the score of 1.”

“To measure the students' own perceptions of their English proficiency level an item regarding this view was included in the survey. Also, an open ended question about their motivational level since entering the university was also added to get qualitative information and check whether according to their own perceptions there have been any changes in their motivational level.”

“To ensure that the participants completely understood the content of the questionnaire, it was translated into Pashto and Urdu and reviewed by instructors of English before hand. The purpose of the study was explained to the students and while they completed the questioner one of the researchers was present to answer any questions regarding the different items to the students. To determine the normal distribution Kolmogorov-Smirnov test was used. The data were analyzed using SPSS 14 and independent T test. $P < 0.05$ was considered significant.”

4. Findings

In this particular research study, there were initially 200 participants involved. However, 30 participants were excluded due to either providing incorrect information or leaving questionnaires unfilled. As a result, the analysis was conducted on a total of 170 participants, who exhibited a motivational orientation rate of 85%.

Upon thorough analysis, it was observed that certain items within the research questionnaire displayed varying levels of motivation. Specifically, items 1, 2, 8, and 9, which reflect integrative motivation, showed high levels of motivation. Conversely, items 3, 5, 6, 7, and 10 demonstrated average levels of motivation. Notably, the lowest scores were recorded for questions 11 and 12, with means of 3.06 and 3.16 respectively. These questions pertained to the perception of British and American individuals as kind and friendly or kind and cheerful.

Furthermore, an independent T-test was

Table 01. Descriptive Statistics on 08 Integrative Motivations. (n-170)

	The purpose of my learning English is.....	1	2	3	4	5	M	SD
1	To better understand English literature	2	3	6	49	107	4.48	.804
2	To converse with the target community	1	4	15	63	85	4.32	.808
3	To be a fluent speaker of English language	3	6	51	61	45	3.80	.957
5	To understand the target culture	3	6	35	69	53	3.66	.950
6	To feel comfortable with people who speak English	3	11	38	65	48	3.42	1.004
7	I like British People and their culture	4	19	41	62	38	4.33	1.230
8	Americans are friendly and nice	5	24	41	53	31	4.09	1.170

Overall mean score 3.30

Table 2. Descriptive Statistics of the 08 Questions, Instrumental Motivation (n=170)

I Study English because....		1	2	3	4	5	M	SD
1	I need it for my future Endeavour.	2	2	4	45	115	4.60	.790
2	It enables me to be a learned person	2	2	5	65	94	4.43	.765
3	It is a job oriented subject	2	5	15	73	71	4.18	.882
4	<i>It makes me prominent and important in my community</i>	7	21	61	53	23	3.39	1.116

conducted to determine any significant differences in the choice of these items based on gender and field of study among the participants. The results revealed no significant differences in motivation levels ($p < 0.05$) based on these factors.

Overall, when considering the mean scores of all the integrative motivation items (items 1-12), which averaged at 3.83, it can be concluded that the participants exhibited high motivation (as shown in Table1).

Additionally, upon analyzing the frequency distribution and mean scores of the instrumental items, it was observed that items 13 and 4 received the lowest scores, with means of 3.10 and 3.40 respectively. Conversely, the remaining items obtained higher scores, culminating in an overall mean score of 4.21. These results indicate that the majority of university students displayed high levels of instrumental motivation, indicating a desire for higher paying jobs and educational opportunities (as presented in Table 2).

5	<i>It helps in understanding the technology</i>	0	3	7	42	116	4.67	.873
6	<i>The world is considered a global village and I am one residing here</i>	2	3	8	57	99	4.48	.841
7	<i>It gives me confidence and a feeling of success</i>	2	5	14	65	81	4.25	.853
8	<i>I seek pleasure in learning language</i>	1	8	31	64	63	4.12	1.044

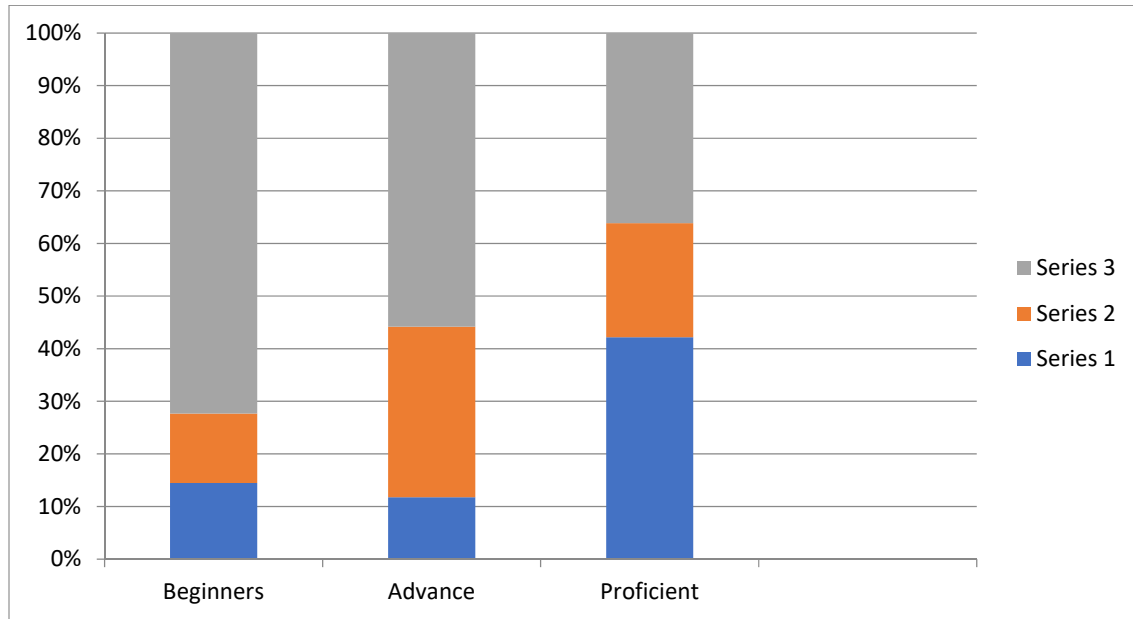


Figure 1. Assessment of students based on their language skills (n= 170)

52% of the respondents (92) pointed that since their entering of university, their motivational level had increased. At the other hand 11.2% (20) were reported to have had higher motivation in the past and during high school. But some are there around 31.7% who had not shown any change in their level of motivation regarding their pre or post entering university.

5. Discussion

“Learning English in today's world, not only for the university students but also for most people, seems to be an undeniable necessity. Of course being proficient in English language is of great importance in the academic and professional lives of the medical students. The results of this study have indicated that the medical and dentistry students of KMU are highly motivated in learning the English language.”

“The response to the items regarding instrumental motivation indicated that they see English as a major step for future academic aspirations. This result correlates with other

recent studies including Roohani (2001), Vaezi (2008), and Chalak and Kassaian (2010). Falk (1978) has claimed that language learners would be more successful if they like the people and the cultures of the target language, and have a desire to become familiar with or even integrate into society in which 22 Zara and Maryam: Exploring the Roles of Integrative and Instrumental Motivation on English Language Acquisition among Pakistani Medical and Dentistry Students the language is used. Despite this fact the participants in this study responded negatively to the items 11 and 12 "The British are kind and friendly" and "The Americans are kind and cheerful", which was in correlation with Vaezi's study.”

“This could be due to the fact that Pakistani students have little or no contact with the nationals of these countries and mostly hear about them on the news items which are not always very favorable. These students were obviously very motivated to learn the English but at the same time had their own national pride

and valued their own culture. In our study instrumental motivation was a much stronger driving force for learning English, but is this type of motivation enough for successful language learning?”

“According to the second language researchers (e.g. Crookes and Schmidt, 1991) in order to sustain long term success when learning a second language integrative motivation plays a more decisive role. But as the teaching of English in Pakistan is still directed toward preparing students for the university entrance examinations, the underlying motivation to study the language is therefore instrumental. Also, as Nikoopour et al (2011) have mentioned language teaching in Pakistan has gone through many fluctuations. While many instructions in Pakistan require a good knowledge of English, there have not been any considerable improvements in teaching English language ability to the students.”

“One limitation of this study was the fact that EFL learning motivation is a long term experience and involves many factors. Also, as Kim (2010) points out L2 learning takes place throughout a learner's academic and non academic life, therefore the longitudinal aspects of L2 motivation should be considered.”

6. Conclusion

“The results of the present study indicated that the Medical and dentistry students at KMU are both instrumentally and interactively motivated in learning English, but the level of instrumental motivation is higher among these students.”

“Their responses to the questionnaire indicated that they actually believed that English is very important and they need to learn it proficiently. It seems that for them being proficient in English is a major leap toward better careers and higher academic aspirations. Therefore it is important for the teachers and curriculum developers to consider motivation as a significant factor. One way of motivating the students is developing programs which maintain student interests and have obtainable goals. Also, having better knowledge of the motivational and socio-educational factors would improve the quality of teaching and learning English in the Pakistani

educational system.”

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