

Instrumental Motivation appears to be more Effective and more Powerful in facilitating Second Language Learning in comparison with Integrative Motivation.

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Abstract

This study is aimed to determine that Instrumental motivation is more effective than integrative motivation. This research was actually done to verify that here in Bangladesh Instrumental motivation works more. Motivation is the one of the characteristics of the Language learning, and it is a helpful facilitator in the Language Learning process. In order to conduct this research I have taken interview of some teachers of BRAC University, and the result I have collected revealed that instrumental motivation is more effective than integrative motivation in the context of Bangladesh.

Chapter-1 Introduction

1.1 Introduction: Generally motivation research addresses the basic question of why humans think and behave as they do; that is, motivation is concerned with the direction and magnitude of human behavior, or more specifically, the choice of a particular action, the persistence with it, and the effort given on it. In broad terms, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. Robert Gardner and Wallace Lambert (1972) named the terms Instrumental Motivation and Integrative Motivation. These two types of Motivation are related to success in second language learning. I felt interest to conduct research on this topic to determine in Bangladesh how these two types of motivation influence learning of the second language.

1.2 Purpose of study: My research conceptualizes 'Motivation' as a stable characteristic of the learner. The research has been undertaken to find out, in the context of Bangladesh whether learners of English are predominantly instrumentally motivated where English functions as a second language.

1.3 Rationale of the study: Motivation is an internal drive that encourages somebody to pursue a course of action. It is a social-psychological factor which strongly influences the process of a learner's Second language acquisition (SLA).In second language

learning motivation plays a very important role. In the context of Bangladesh Instrumental motivation seems to be more effective than integrative motivation as learners are concerned with passing an examination, furthering career opportunities, getting a job or raising social status etc. All these factors of motivation are usually instrumental in nature

1.4 Limitation of the study: Due to time constraint the study was conducted involving a small group of teachers teaching in the Department Of English and CfL (Centre for Languages) Department of BRAC University. It has something to do with social psychology which is a difficult area to study. Besides this if I had more time, I could have found out more appealing and informative findings in this research. In fact before drawing any conclusion, a research of large scale needs to be conducted involving participants of not only English teachers but also many other departments and professions.

Chapter 2

Literature Review

The research study deals with the social psychological aspects of second language learning motivation. In this respect Gardner and Lambert (1972) viewed second languages as mediating factors between different ethno linguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering inter cultural communication and affiliation. These researchers adopted a social psychological approach that was based on the main tenet that “students’ attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language” (Dornyei, 1995). Motivation is probably the most frequently used catch-all term for explaining the success or failure of any complex task. So learning a foreign Language requires different levels of motivation. Motivation and attitudes are important factors determining the level of proficiency achieved by different learners. The most successful learners will be those who have both talent and a high level of motivation to learn. “Where the L2 functions as a foreign language (i.e. is not important outside the classroom for the learners), an Integrative motivation helps; but where L2 functions as a second language (i.e. is used as means of wider communication outside the classroom), an Instrumental motivation is more effective. My hypothesis is that Bangladeshi learners of English are predominantly instrumentally motivated, and integrative motivation might be completely absent among these learners.

Defining Motivation:

The word Motivation might appear very simple and easy but in reality it is very hard to give one concrete definition, which will be able to give a complete idea about what the term motivation is all about. Theorists have found it difficult to give one simple definition of motivation. Although there are many definitions of what is and is not motivation, there is an absence of a convincing and comprehensive definition. In general the term motivation can be defined as an inner force or power that helps a person to reach a goal, which is important for him. Keller (1983) defines motivation as “the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect.” (as cited in Brown, 1994). Motivation has also been defined by psychologists as some kind of need or drive. A number of theories like expectancy value theories, attribution theory, self efficacy theory, self worth theory, goal theory, and self-determination theory have been developed to explain what exactly motivation is and how it influences learning (McDonough, 1981). For the last three decades considerable amount of research has been done to understand the role of motivation in second language learning. Motivation among other factors is the driving force which facilitates second language learning (Ellis, R.1994). If someone is motivated duly we can assume that he will succeed in doing any task. It is easy in second language learning to claim that a learner will be successful with the proper motivation. Countless studies and experiments in human learning have shown that motivation is a key to learning. Motivation places emphasis on the individual’s decisions or choices. There are some underlying needs or drives, which act as the compelling force behind our decisions. Again motivation places even further emphasis on social context, as well as individual

personal choices. Each person is motivated differently, and therefore acts on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social environment and cannot be completely separated from that context. Motivation is defined as the dynamically changing cumulative arousal in a person that initiates, directs co-ordinates, amplifies, terminates and evaluates the cognitive and motor processes where by initial wishes and desires are selected and acted out. (Doughty C. J, and Long, M.H. 2006.)

L2 Motivation Research:

Robert Gardner and Wallace Lambert (1972) conducted one of the best-known and historically significant studies of motivation in the second language learning. Over a period of 12 years they extensively studied foreign Language Learners in Canada, several parts of the United States, and the Philippines in an effort to determine how attitudinal and motivational factors affect the Language Learning success. (H. Douglas Brown. Principles of Language Learning and Teaching. pg162). Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of what Gardener and Lambert at that time identified as “instrumental” and “integrative” motivation. (Lightbown, P.M, and Spada, N, 2006.) The instrumental side referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. Instrumental motivation is language learning for more immediate or practical goals.

Integrative motivation is language learning for personal growth and cultural enrichment. Research has shown that these types of motivation are related to success in second language learning, but the distinction is not always as clear as it was in the research context in which the contrast was first described. In some learning environment, it is difficult to distinguish between these two types of orientation to the target language and its community. Furthermore, early research on motivation tended to conceptualize it as a stable characteristic of the learner. Shumann defines 'motivation' as an affective factor alongside 'culture shock'. Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation. According to Gardner (1985) motivation involves four aspects: a) goal b) effortful behavior c) a desire to attain the goal d) favorable attitude towards the learning activity. Different researchers have reached different conclusions about hypothesized co-relations between motivation and learning depending upon the learner context.

According to Gardner and Lambert an instrumentally oriented learner can be as intensively motivated as an integratively oriented one; however they hypothesized that the latter orientation would be better in the long run for sustaining the drive necessary to master the L2. This hypothesis was borne out in their early studies in Canada and in certain contexts in the U.S.A. Researchers have shown that in certain situation an integrative motivation may be more powerful in facilitating successful second language learning. But in other situations instrumental motivation may be more effective indicator of success.

The contradictory findings of the different studies of the researchers do not, however, lessen the importance of the integrative and instrumental construct. Rather these investigations show that there is no single motivational reason for learning a second language. It points out that learners in some context are successful in learning a language if they are integratively motivated. Moreover, researchers like Brown points out that the two types of motivation are not mutually exclusive. Although there are situations where second language learners have become successful language learners by exclusively one orientation, in most situation learners are found to have a mixture of each type of motivation. Brown gives example of Chinese students living in the U.S who learn English for both academic purpose and for integrating with the American culture (Brown, 1994).

Ely mentioned that although the concept of integrative and instrumental motivation was valuable for creating interest among researchers to investigate the role of motivation in second language learning, he also pointed that there are several problems with viewpoint. He further argues that it is difficult to differentiate between integrative and instrumental motivation. He also mentioned that the investigators faced difficulty to distinguish between 'integrativity' and 'instrumentally' while they carried out their research on Hispanic students learning Spanish at South Western University and students of junior high school learning Hebrew in Toronto. In both cases investigators found that "integrative motivation (a desire to affiliate with the L2 community) underlay apparent instrumentality (an interest in future occupational uses of the language)" (Ely, 1986).

Ely's empirical research on students learning Spanish in a University of northern California found three motivational clusters. The first two clusters represented integrative

and instrumental motivation and the third cluster represented second language learning to fulfill a language requirement in the university. His research demonstrates that fulfilling language learning just for academic requirement can motivate a student to learn a language.

Mowrer (1960) pointed out that self-identity and positive attitude motivate a child to learn its first language. He argued that just as the child learns its first language in order to identify with its parents; in the same way a second language learner may be motivated to learn the second language in order to identify with the target language community. Based on this view of Mowrer, Gardner pointed out that an individual with an integrative motivation is more likely to learn the second language successfully (Ellis, 1985).

In contrast to Gardner (1972) and Spolsky's (1969) findings, Lukmani (1972) in her research found that instrumental motivation is more important than integrative motivation for marathi speaking high school student who are learning English in India (cited in Brown,1994). Braj kachru (1977, 1992) also points that India is one example where it is not uncommon for second language learners to be successful with instrumental orientation (ibid).Again Oller's (1977) research on Mexican-Americans learning English as a second language showed that learners with an instrumental orientation achieved highest score on the proficiency test, although they have no desire to integrate with the Anglo-American population. (Oller, 1977)

Lukmani (1972) investigated the relationships between the English proficiency of Marathi-speaking high school students in India and their motivational orientation, Lukmani found that those students with instrumental motivation outperformed those with integrative motivation on a test of English language proficiency.

A second broad class of motivation theories includes instrumentality theories, which suggest that individuals engage in activities instrumental in achieving some valued outcome. Instrumentality theories are not closely related to Gardner's concept of instrumental motivation but are more elaborated and generalized. Instrumentality theories emphasize cognition and the process by which an individual answers the question, "Should I expend the energy or not?" Unlike the need theories that create tension, instrumentality theories focus on the individual's expectation of receiving a valued reward. Thus they are sometimes called "expectancy-value" theories. Also unlike need theories, which are sometimes very specific about their hierarchical nature and the means used to satisfy identified needs, instrumentality theories are rather vague about the nature of these rewards. (The Modern Language Journal 78, 1994)

Motivation in Bangladesh:

There was a research designed to determine the interaction between attitudes /motivation and proficiency in EFL of the undergraduates of the University of Dhaka, Bangladesh and to ascertain the type of motivation that the subject possess, if they actually have to learn EFL . "The study was conducted with 61 undergraduate students of the University of Dhaka. Forty two students were from the Department of Islamic Studies and nineteen

from the Department of Library and Information Science. They had already received an average of ten years formal instruction in EFL at the rate of about four hours per week.”(Haque and Zaman 1989).

In instrumentation two major predictor variables were defined as student motivational orientation and various student attitudes measures. Among the variables integrative and instrumental orientations were the major ones. Integrative orientation was composed of four items, each emphasizing the importance of learning EFL as a means of facilitating social interaction with people who speak English or languages other than the students own. A high score (maximum 28) indicated that the students endorse integrative reasons for studying EFL. On the other side, in Instrumental orientation subjects were presented with four items which stressed the pragmatic or Utilitarian value of learning EFL a high score (maximum 28) indicates that the students endorse instrumental reasons for learning EFL. However, if we take a close look at the items we can see that what the researchers have called 'integrative motivation' might not actually be 'integrative motivation'. The items reflect on the attitudes of students towards people who can speak English, not necessarily native speakers. On the other hand, the participants of the study displayed negative attitudes towards the people and culture of the native speakers of English. It is obvious that people having negative attitudes towards the people and community of the target language cannot have 'integrative motivation'. From these observations we can conclude that instrumental motivation helps students more to facilitate second language learning in comparison with integrative motivation.

Chapter-3 **Research Methodology**

3.1. Research Design: This Chapter is about the research methodology. Qualitative questionnaire (semi-structured interview) has been adopted here, as the aspects of motivation are psychological and social rather than numerical, and the results are usually not measurable.

3.2. Participants: I have chosen English Language Teachers for my research. Four of them were from Department of English and four of them were from CfL department from BRAC University. And they were quite experienced. They have a clear idea about the motivational factors of the students related to Language learning.

3.3. Instruments: First of all I have prepared some questions regarding my topic relating to the answers of which will cover the main idea of my Research. The questions are relevant and have a vital impact on my topic. The responses were quite informative, analytical and significant. The participants were very co-operative and supportive.

My Research questions were:

1. To motivate students which aspect of motivation works more: psychological (integrative) or social (instrumental)?
2. Do you think your students appear for the exam to get good marks or to show their competence in second language?
3. In the long run does instrumental motivation succeed or fail?
4. How is instrumental motivation involved in learning English Language?

5. How is integrative motivation involved in learning English Language?
6. What role does motivation play in second Language learning (English)?
7. What are the practical goals/objectives set for the language learners in second language learning?
8. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning?

3.4. Procedure: At first the questionnaires were distributed among the participants. They were given more than one week each to complete the questionnaire. The researcher explained to them his/her purpose of setting the questions and elaborated the terminology and asked them to base them on their experience. He/she discussed to give the opinion of fixed questions. He/She was physically present to assist the participants in case of need. After they had finished giving their opinions the researcher collected the scripts from them.

3.5. Data Analysis: I have given them more than one week to complete my question and then collected the responses and opinions from them. I have read them and underlined the important points and analyzed their interview and organized their points effectively so that the results bring me to a concrete conclusion.

Chapter-4

Results and Discussion

In this chapter I am going to present the results of my research and discuss over them. Different teachers have given different opinions but most of them agreed that instrumental motivation is more effective than integrative motivation in second language learning. Motivation is a crucial factor in second language learning. Among other factors motivation also plays a vital role. Especially for the learners of second language, instrumental motivation is uniquely supportive and helpful. This is the result that I have got from their answers and the discussion is about the acquired result.

4.1. Psychological and social aspects of motivation: Regarding the question of psychological and social aspect of motivation, none of the teachers denied that social (instrumental) aspect of motivation is not effective. Some of them viewed that both integrative and instrumental motivation are necessary but in case of second language learning instrumental motivation works more. The teachers have observed that their students are socially motivated as most of them are influenced to learn English language for their career or livelihood. Those teachers who viewed both aspects of motivation work effectively were also right, as they found that a small portion of the learners were motivated psychologically and socially. The interview was taken among eight teachers and five of them agreed with instrumental motivation being more effective in the class, and where else other three of the teachers disagreed with that and said that both of them are effective. As a result I think instrumental motivation in this case works more.

4.2 Good marks vs. competence: According to most of the teachers, students appear for the exam to get good marks in the exam, though there are varieties of opinions. One of the teachers opined that they appear for the exam to get good marks and at the same time to show competence in learning a second language. The reason why she thinks so is because students in her class show interest in understanding and knowing, instead of just a tendency to memorize to get good marks and to get over with the course. Here among eight teachers, six of them agreed that the main reason why they have to learn English as a second language is to get good marks. And the rest two teachers pointed that students appear for the exam to show their competence in second language and to do good in the exam is the logical consequence.

4.3. Success or Failure of Instrumental motivation: If we want to get an immediate result of learning English Language, that is, to achieve certain jobs or to build up career, instrumental motivation succeeds. It depends on what we consider as 'successes. If it is for the result or instrumental achievement, obviously it succeeds. In case of psychological growth it fails. One of the teachers said that though they are motivated instrumentally, they can reach up to a certain level of competency. Four of the teachers out of eight said that instrumental motivation succeeds and the rest of them viewed that both instrumental and integrative motivation are needed to succeed. One of them said that instrumental motivation works more in the short term whereas integrative motivation works more in the long term. According to one of the teacher, the failure and success depends on the students themselves. If any student is motivated about getting good marks for a good job or raising status in the society, it would certainly work for that student.

4.4. Goals and Objectives: Among the goals and objectives stated by the teachers getting good marks, getting good job, impressing others, going for higher study in abroad, being able to communicate in English with others being able to write and speak fluently are the main goals. In the context of Bangladesh to achieve the above goals and objectives students are usually motivated instrumentally. Few students are motivated to learn English to integrate themselves into their society where the target language is used.

4.5. Involvement of Instrumental and Integrative motivation: In learning English as a second language instrumental motivation is involved considerably as it is directly related to tests and exams and also university requirements and related to the job requirements after graduations. It helps to understand values of learning a new language. One of the teachers thinks that the way it is involved is that it encourages students to learn helping them keep in mind that doing well in learning a language will not only help them get a good grade , but also being proficient in English will enhance their career opportunity and raise their overall career status in society. Integrative motivation also works in learning a second language. Especially in English medium schools, students learn English because they want to be a part of an English speaking society and they try to integrate themselves into the society where the target language English is used.

Chapter: 5

Conclusion and Recommendation

Conclusion:

5.1 Summary of the Findings: While doing this research I have gathered lot of information for my analysis which helped me to do my research findings. After analysis the data found out that there are two types of motivation which influence people for learning. One is the Instrumental Motivation and another one is Integrative Motivation. From my Study, I found that Instrumental Motivation is more effective than Integrative Motivation.

In my research I have applied Qualitative method for analysis of data. I came to know the people of Bangladesh learn for getting not to learn something new. They want benefit from their learning process after learn something. The interview was taken among eight teachers and most of them agreed with instrumental motivation being more effective in the class.

Instrumental motivation is short term benefited learning process. And Integrative learning process is long term prospective of learning process. Because in Integrative motivation process people learning something in their own eagerness. But in the instrumental motivation learning process people want to learn for getting benefit from his learning. In the real situation of my study I found that people did not want to learn something for seeking knowledge. They learned for getting benefit. From my study I found Instrumental Motivation is more effective than Integrative Motivation in context of Bangladesh.

Naturally, motivation research addresses the basic question of why humans think and behave as they do; that is, motivation is concerned with the direction and magnitude of human behavior, or more specifically, the choice of a particular action, the persistence with it, and the effort given on it. In broad terms, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. In Bangladesh, one wants to learn for getting job after his/her learning or after completing his/her education. So, I believe that Instrumental motivation is effective in the context of Bangladesh.

5.2 Recommendation:

Based on the research findings, there are also certain recommendations suggested by the Teachers whom I interviewed:

Some Teacher argued that learning is the main factor but not the motivation of the people. According to them the people should learn something whether it is instrumental motivation or integrative motivation. But I believe that there should be a clear expression of motivational factors which influence the people for learning whether it is Instrumental or Integrative.

In the interview, some respondent were not conscious. Consciousness of the interviewees is one of the main factors for getting real situation from the research. So, every respondent should be conscious about the interview.

From my research I conclude that Instrumental motivation is more effective than integrative motivation in context of Bangladesh.

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APPENDIX:
Interview for my research

Interview-1

Question-1: To motivate students which aspect of motivation works more: psychological (integrative) or social (instrumental)?

Answers given by different teachers:

Teacher 1: It depends largely on the socio economic condition of the country the learner belongs to .In a country where knowing English can earn livelihood, instrumental motivation automatically becomes crucial.

Teacher 2: Instrumental motivation works more to motivate the students.

Teacher 3: Instrumentally motivated.

Teacher 4: Social (Instrumental).

Teacher 5: Instrumental motivation works more.

Teacher 6: In my class, it is a combination of both integrative and instrumental motivation.

Teacher 7: I think a combination of both.

Teacher 8: Both instrumental and integrative motivation.

Question -2: Do you think your students appear for the exam to get good marks or to show their competence in second language?

Answers given by different teachers:

Teacher 1: Yes maximum students appear for the exam to get good marks rather than to show their competence in SLA.

Teacher 2: It is a part of their study and they want good grades.

Teacher 3: Most of them appear for the exam to get good marks.

Teacher 4: I have observed that students are more interested in getting good marks than showing competence in second language.

Teacher 5: I think my students appear at the exam to show their competence in second language; to do good in the exam is the logical consequence.

Teacher 6: They appear for the exam to get good marks and at the same time to show competence in a second language. The reason why I think so, is because students in my class shows interest in understanding and knowing, instead of just a tendency to memorize to get good marks and to get over with the course.

Teacher 7: Mostly to get good marks.

Teacher 8: There are few who want to show competence in second language but most of them appear to get good marks.

Question-3: In the long run does instrumental motivation succeed or fail?

Answers given by different Teachers:

Teacher 1: Instrumental motivation definitely succeeds.

Teacher 2: Yes, because the learners become motivated integratively gradually to reach their goals.

Teacher 3: It depends on what we consider as 'successes. If it is for the result or instrumental achievement, obviously it succeeds. In case of psychological growth it fails.

Teacher 4: Yes it does succeed.

Teacher 5: Eventually they can reach up to a certain level of competency.

Teacher 6: It fails because its not motivated, cannot see any point in pursuing this kind of targets.

Teacher 7: I think the answer to this depends on the students themselves. If a student is motivated about giving good marks a good job, raising status in society; it would certainly work for that student.

Teacher 8: I think it works in the short term, but in the long term, integrative motivation is probably better.

Question-4: How is instrumental motivation involved in learning language?

Answer given by different Teachers

Teacher 1: Most students are more interested in getting good marks than learning a language. But since that (getting marks) also means they have to know the Language, they do end up learning the language to some extent.

Teacher 2: As Learning English has long been considered as a serious matter to deal with, instrumental motivation is involved in Language learning.

Teacher 3: Through marks, good results and also for the drive of good career. Students are interested in learning (2nd language) only for the above purposes.

Teacher 4: If a learner is instrumentally motivated, he/she gets interested in learning the language because of his/her career. A lot of people are instrumentally motivated; that is why, ESP courses, people are learning English, so that they can excel in their profession.

Teacher 5: Learning English can be very useful at times and it helps to perform well in job sectors which engage the learners in the learning process.

Teacher 6: It helps to understand the values of learning a new language.

Teacher 7: It's directly related to tests and exams and also university requirements, and also related to the job requirements after graduation.

Teacher 8: I think the way it is involved is that it encourages students to learn helping them keep in mind that doing well in learning language will not only help them get a good grade, being proficient in English will enhance their career opportunity and raise their overall career status in society.

Question 5: How is integrative motivation involved in learning language?

Answers given by different teachers

Teacher 1: Not much really. At least, in practical field, few students are interested in learning the language with a positive attitude.

Teacher 2: Integrative motivation also works in learning a second language. In English medium schools, most senior students learn English because they want to be a part of an English speaking society, i.e. in lifestyle, food-habits etc.

Teacher 3: It is involved through the ability to use different languages in your own perspective and also through the internalization of the essence of that language.

Teacher 4: If a translation of a Shakespeare drama motivates a learner, and for that he/she wants to learn English, that would be a case of integrative motivation. In a third world country, it's difficult to separate integrative from instrumental motivation. Because I think, people who are integratively motivated, there is at least a bit of instrumental motivation in them also.

Teacher 5: We see it rarely in University level.

Teacher 6: If learners have a positive attitude then he/she can be successful in learning a language. So motivation is very important in the learning process.

Teacher 7: The student might want to be fluent enough to travel or study abroad in the future.

Teacher 8: Integrative motivation is involved in the sense that a student enrolled in an English language course that proficiency in the English language will help him/her blend in easily in an English speaking society. He/she would not have any problems with communication in an English speaking country. A number of students have plans to go abroad for higher studies and integrative motivation works for them.

Question 6: What role does motivation play in second Language learning?

Answers given by different Teachers

Teacher 1: In most of the case it's seen that without motivation student doesn't want to learn second language.

Teacher 2: Motivation plays a significant role in second Language learning. If the students are not motivated, they won't be involved in the learning process without which language would not be complete or fruitful.

Teacher 3: It makes the students interested and also helps them to remove the fear of unknown/new language. This enhances their learning.

Teacher 4: Motivation accelerates learning, first of all. If a student is motivated, he/she would make effort to take the classroom knowledge outside. So he/she will be able to apply the learnt knowledge to the real-life context.

Teacher 5: It has a great impact on Language learning. Those who are not instrumentally or integratively motivated, they cannot succeed or can't go further.

Teacher 6: I think it plays a great role because without motivation students will fail to learn. If they do not have a positive attitude towards the class then they will think that the class is boring.

Teacher 7: Motivation is very important the more motivated students do better in language learning.

Teacher 8: I think it's learning something new and interesting, that will not only give them a good grade if they do well, but also enhance their success in communication in the professional world.

Question 7: What are the practical goals/objectives set for the language in second language learning?

Answers given by different Teachers:

Teacher 1: The practical goals are as follows:

- a) To get good marks
- b) To get a good job.
- c) To impress others.

Teacher 2: The objectives are:

- a) To be evaluated socially
- b) To get a good job.
- c) To go for higher study in abroad

d) To listen to songs and to watch movies.

Teacher 3: The goals are:

- a) To achieve instrumental goals (most of the cases)
- b) To achieve integrative goals.

Teacher 4: The necessary objectives can be:

- a) To do well in academics.
- b) To get a good job.
- c) To do well at work.
- d) To impress others.

Teacher 5: Goals/objectives can be:

- a) They will be able to communicate in English with others.
- b) They will be able to write term papers.
- c) Successful in academic field as well as in professional level.

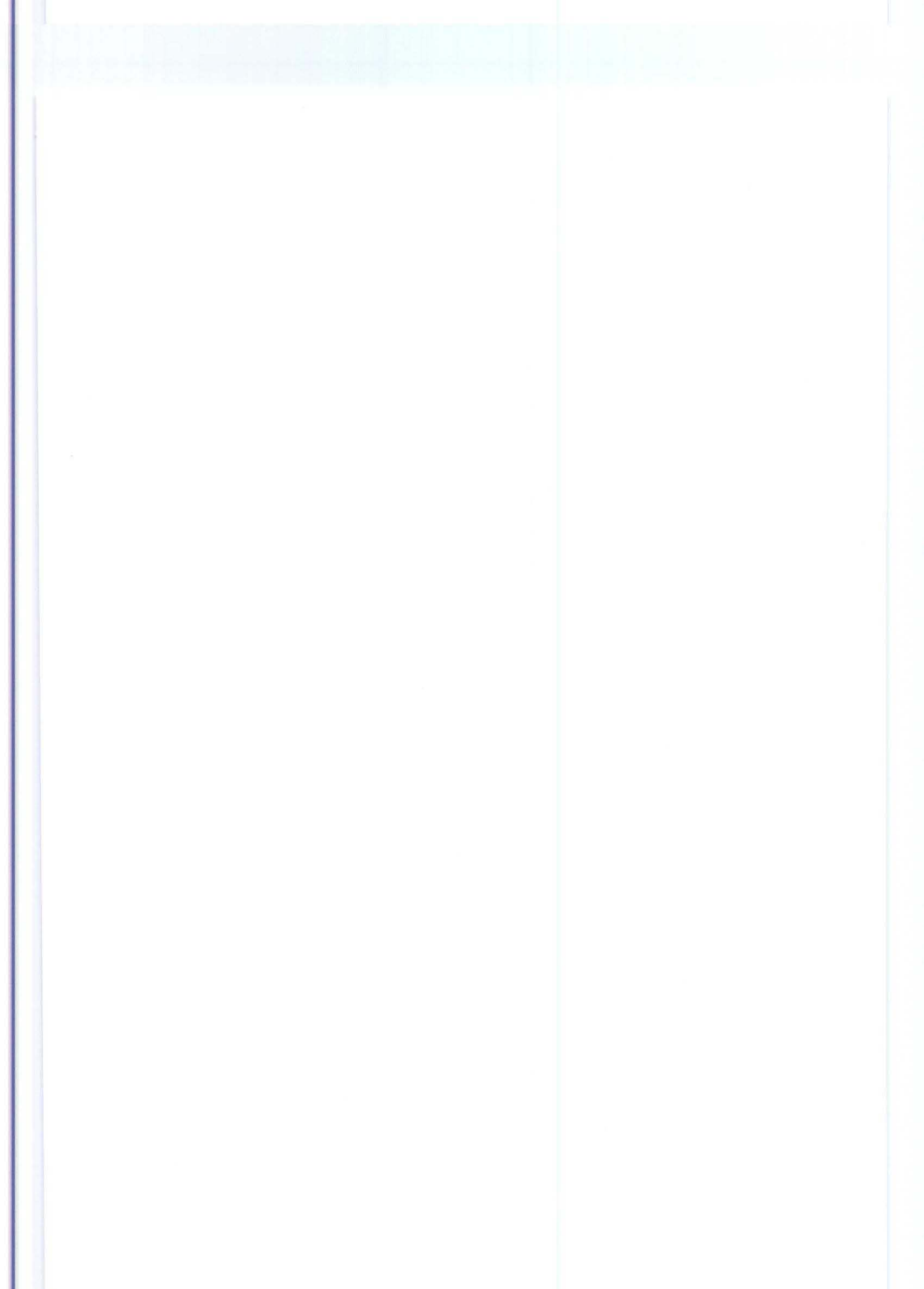
Teacher 6: One objective can be

- i) To communicate as much as possible.

Teacher 7: One of the goals/objectives can be to write and speak fluently.

Teacher 8: Goals:

- a) Gain proficiency in English.
- b) Articulate thoughts and ideas clearly in English.
- c) Be able to think and write critically.



Question 8: In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning?

Answers given by different Teachers:

Teacher 1: Instrumental motivation is more effective for students any way. We often try to motivate the other way. And that does not always work effectively.

Teacher 2: In teaching structure and composition writing, instrumental motivation may be more effective in facilitating successful second language learning. If students are made to learn how to write in an organized way with correct sentence structure, they would engage themselves in the learning process activity. They might change their learning strategies to be competent in using English in real life situations.

Teacher 3: I think to know a second language we need integrative learning techniques. But for instrumental goals like learning the language for good score, we need instrumental motivation. So, in learning structure we can use instrumental motivation. In case of teaching creative writing we need integrative motivation.

Teacher 4: Instrumental motivation can be more effective in vocabulary teaching, oral communication, reading and writing for day to day life and so on. In fact, aspects of language which have practical application to learner's material life can be highly effective through instrumental motivation.

Teacher 5: Instrumental motivation is more effective when learners want to get immediate result.

Teacher 6: Teaching creative writing can be effective.

Teacher 7: It's more effective in basic/general English courses, since it's a university requirement and is relevant to future job success.

Teacher 8: I think in all of the above situations because as long as a student is motivated about grades, getting a good job, raising his/her social status instrumental motivation applies to that student.