

THE IMPORTANCE OF INTEGRATIVE MOTIVATION IN SECOND LANGUAGE

Madaminova Nargizakhon Jaxongir qizi.

Intern teacher of the 2nd foreign language department

Uzbek State World Languages University.

Annotation: Students that are motivated are more likely to exert greater effort in their academic endeavors by persevering through the learning process. The goal of the study was to determine and examine whether instrumental or integrative motivation promotes. Vocabulary and grammar are the most common areas of difficulty for students learning English as a second language, according to this research, which also shows how these issues affect their speaking and writing.

Keywords: integrative motivation, instrumental motivation, English language learning, ESL Students.

Form Four Students' English language learning more effectively. Additionally, look into the issues that have an impact on ESL students' motivation for learning the English language. The results of this study suggest that students' motivation for learning English as a second language is more instrumental than integrative. It has been discovered that pupils' learning of the English language is more impacted by instrumental incentive. It is stated by Mackey (2014), there can be unlimited purposes of studying a foreign language. However, motivation is a key to success in acquiring a language. Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Gredler, Broussard and Garrison (2004) define motivation as “the attribute that moves us to do or not to do something” (p. 106). Kea (2008) states that motivation energizes people and makes them continually progressive in order to achieve goals. Motivation cannot be observed directly but it can be seen in the terms of efficiency and rewarding. The process of attempt to be rewarded and reach a goal can be driven by motivation (Harmer, 1991).

Williams and Burden (1997) defined motivation as cognitive and emotional action which is connected to decision making and sustainability of action, physical effort during the precise period of time to preset a goal. Shortly it is a process of goal-directed activity (Pintrich, 1996). Gardner and Lambert (1972) defined two significant motivational concepts according to the learners' approach of learning foreign languages: instrumental and integrative motivation. Gardner (1985) and Krashen (1988) defined the meaning and the objective of these two motivations in second language learning and both of them are defined variously successful according to several perspectives. Gardner et al. (1983) explained instrumental motivation as “Learning for perceived utility” and Gardner (1985) researched instrumental motivation as goal-oriented strategy. This type of learners are concentrated to learn another language because of a particular purpose rather than socializing with a target of communication. These instrumental goals may influence the role of a person in a society and create better social status and careers, offering new business opportunities, self-image or etc. (Saville, 2006). Instrumental motivation comes from the desire to achieve success or a goal that people strive for. Dornyei (2001) stated that instrumental motivation affects positively to the success of language learning. Wan-er (2008) suggested that using instrumental and integrative motivation together in a language study can be more useful and create more positive results for the learners. According to the research of Zhao (2012), when 124 Chinese ESL students were surveyed to check the most effective form of motivation, he found that most of these students were instrumentally motivated. Muftah and Rafik-Galea (2013) also researched Malaysian Pre-University students to study their language learning motivation and discovered that more students completed questionnaires were instrumentally motivated, however the role of integrative motivation also could not be dismissed. It is emphasized “The utility value or the instrumentality of present actions increases, which will increase the total strength of motivation” (Eccles & Wigfield, 2002, p. 120). Instrumental motivation is not only a function of achievement but also a link between the present and the future. Simons, Dewitte and Lens (2000, 2003) differentiated three types of instrumentality according to how the instrumental

motivation is used and what is the direction of it. In view of all the literature above it can be seen that many researches and studies were held on the role and influence of motivation and the results were different. However, there is no consistent agreement to claim the superiority of only one form of motivation but the instrumental motivation has its dominance in second language learning for L2 students.

People have several reasons to study a foreign language such as for practical reasons or for particular purposes. Gardner and Lambert (1972) distinguished two types of motivation: integrative motivation and instrumental motivation. The influence of motivation among second language learners has become a growing implication over the past years. Having instrumental motivation engages learners to study because of practical reasons including being a student of prestigious universities or salary bonus. Norris-Holt (2001) points out that main instrumental motivation can be higher social status, requesting higher payment or matching to the criteria of school graduation and it has great influence for the future accomplishments of the L2 learners. The role of instrumental motivation cannot be rejected by the academic staff as it has already proved by researchers that there is a huge effect of motivation during the process of second language learning. The present case-study strived to identify and analyze whether instrumental motivation has greater influence on the process of learning the language for English as Foreign Language (EFL) students. The findings of this case study shows that the impact of instrumental motivation for EFL students is superior and it affects the students' second language learning process.

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