

Motivation in Second Language Learning

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Abstract: Success in learning a second language is frequently correlated with the idea of "motivation." The most common theory used to explain a language learner's success or failure is motivation. The research on motivation in second language acquisition (SLA) from reputable journals in the subject was compiled and reviewed in this work. The function of motivation as one of the most significant individual differences (IDs) in second/foreign language acquisition is examined, as are its interactions with second/foreign language learning. The larger thesis of this work is that context affects motivation and its structures, therefore every situation involving language learning has a different motivational model.

Keywords: Motivation, second language acquisition, intrinsic motivation, extrinsic motivation, individual difference.

Introduction: One of the significant and complex variables of second language learning is motivation and it becomes more important when the aim of learning is the mastery of this second or foreign language. Consequently, motivation has been regarded as a vital contributor to foreign language proficiency (Skehan, 1989, Crookes & Schmidt, 1991). Ever since 1960s, the construct of motivation and its correlation with second language proficiency have attracted much research attention (Spolsky, 1969, Lukmani, 1972, Gardner, Tremblay & Masgoret, 1997). Based on these previous studies on motivation in foreign or second language, this current small-scale case study has attempted to investigate the type of motivation, particularly, integrative and instrumental motivations among target participants in learning English and find out correlations, if any, between their motivation type and EFL proficiency. Two research questions guided this study:

1. Are the participants motivated integratively or instrumentally towards learning English?
2. Does the type of motivation has an influence on the proficiency of participants involved?

To answer these questions, the following objectives were set out:

- To identify the type of motivation of learners towards learning English

- To assess participants' L2 proficiency level
- To find the impact of motivation over language proficiency of learners.

Literature Review

A numerous study on L2 learning motivation and language proficiency can be found in the literature. However, for the current case study, only closely relevant researches are reviewed here. We can place these studies into three main categories-(1) studies whose findings showed that integrative motivation is more important factor than instrumental one, (2) studies whose findings discovered the opposite, and (3) studies, which revealed that both types of motivation have equal role in the L2 learning success.

In the first category of studies, Gardner, Smythe, and Clement (1979), who examined motivation and language proficiency among a group of Canadian and American adult students learning French, concluded that there was an association between integrative motivation and oral proficiency among the Canadian samples. However, among the American ones they could not find such a relationship despite the fact that these students were also integratively motivated. Another research, which conducted by Gardner, Day, and MacIntyre (1992), was focused on the effect of integrative motivation to the acquisition of French vocabulary. The participants of this research, who

reported to be integratively motivated, performed better than those who were instrumentally motivated.

Contrary to the abovementioned studies, Lukmani (1972), who investigated motivation towards learning English and the proficiency of Indian students in Bombay, discovered that both types of motivation had positive influence on language achievement, but more significantly correlated one with language proficiency was instrumental motivation. Similar results were found when Gardner and Lambert (1972) involved of English learners in the Philippines.

Finally, as for the third category of studies, Gardner and MacIntyre (1991) came to conclusion that both instrumental and integrative motivations had crucial roles in the language achievements of learners and wrote that these two variables facilitate second language learning.

Participant Profile

Two graduate students, who are learning English as a foreign language and at the age of 23 and 24 with the exposure to English for at least one year, participated in this study. One of them is a male, who is in a Master's degree on Architecture at Tashkent Institute of Architecture and Construction. The another participant is a female, who is doing her Master's degree on Business Administration at Tashkent State University of Economics. Selection of these participants was based on the fact that they seemed to have a broader view about the reasons for learning a foreign language. Their L1 backgrounds and culture were also taken into consideration. Male participant of this study is from Chimbay, Karakalpakstan and his L1 is Karakalpak, but besides the native language, he knows the Uzbek and Kazakh languages too. However, the female sample is from Navoi, Uzbekistan and Uzbek is her native language. In addition to this language, she also speaks Russian, Kazakh as she studied at Russian class with Kazakh students at school. The nationality of participants is Karakalpak and Uzbek respectively.

Research Design

The main instrument in this study was a questionnaire

Table 1: Means for the participants' instrumental and integrative motivation

Types of motivation	Mean Male participant	Mean Female participant
Instrumental	5.6	5.6
Integrative	5.4	4.2

This statistics indicates that the participants of this study were highly instrumentally motivated to learn English.

As displayed below in Figure 1, the result of t-test given

adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004). As given in the appendix 1, the questionnaire has two sections that include ten statements representing the students' motivation to study English, five of which relate to instrumental motivation and the other five reflect integrative motivation. Each statement has a 6-point Likert scale providing alternatives to identify the degree of agreement or disagreement each participant had on that statement. Target participants were asked to select one of the choices from strongly disagree (1) to strongly agree (6). Additionally, the proficiency test (IELTS test from British Council) (Appendix 2) was also used in order to measure participants' language proficiency in this case study. The test did not include speaking and writing parts, measuring only listening and reading sections by objective question items.

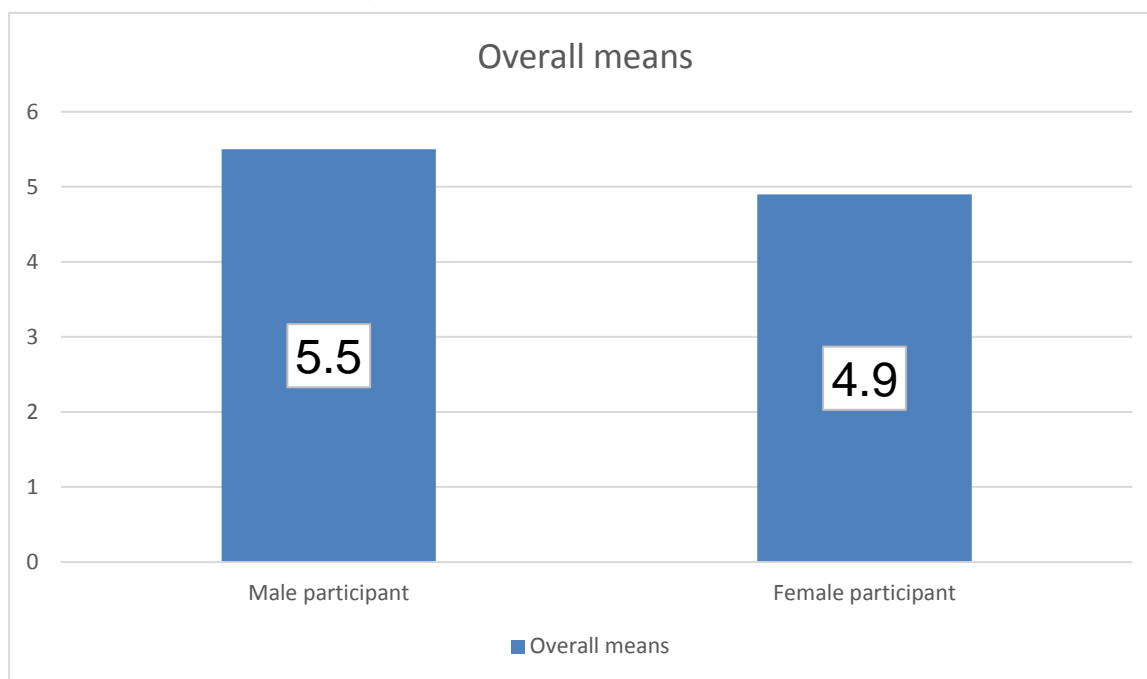
To find which types of motivation present each participant towards learning English a paired samples t-test was applied. After that, the questionnaire data and participants' scores on proficiency test were run through a correlation to show if there is any relationship between learners' motivation and their English proficiency.

Data Collection and Findings

Since the first objective of this case study was to identify whether the participants are instrumentally or integratively motivated, firstly, the data collected from the questionnaire ran through a paired samples t-test. This process computed the differences between values of two types of motivation of each participant and showed whether the average differs from zero. Before starting t-test, the means of each learner's responses to given items on instrumental and integrative motivation were counted on an Excel spreadsheet. Then, using AnalyStat application, those means were run through a paired samples t-test to calculate the overall means of two types of motivation for both participants.

Table 1 shows the descriptive statistics of the means of each type of motivation for participant one and two.

by graph shows the overall means of both types of motivation for each participant.

Figure 1. T-test result for overall means**Table 2. Mean difference between two types of motivation**

	Mean difference
Male Participant	0.1
Female Participant	0.7

The mean difference between instrumental and integrative motivation for male participant was 0.1 and for female participant was 0.7.

To find possible correlation between instrumental and integrative motivation of each participant and their L2 proficiency, learners' scores on test and their overall means to the motivation questionnaire items were run

Table 3. Correlations

Variables	Overall means	Test score
Overall means	1	-1
Test score	-1	1

The correlation between overall means of motivation questionnaire items and test score on IELTS reading and listening is -1. It says that there is no relationship between these two variables.

CONCLUSION & FURTHER IMPLICATIONS

The following conclusion can be made based on the findings of this case study. Firstly, the participants involved in this small research were mostly instrumentally motivated to learn English as their

through correlation process using Excel spreadsheet. Results from this process were given in Table 3 below. The participants' overall means were abovementioned in Figure 1 and their scores on test (reading & listening=80 questions) were 65 for male participant and 68 for female participant.

foreign language. The reason for that might be that learners do not have direct contact with English native speakers or, if they even have, the communication is rare or remote. They may be integratively motivated towards English only for their passive social purposes using electronic or printed media.

Secondly, we can see from above given results that the types of motivation did not have any relationship with the participants' L2 proficiency. For future implications,

this case study informs and provides English teachers, especially curriculum developers, with a set of reasons why learners decide to learn a second language. It can be valuable during the process of development of course syllabus.

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