

ANALYSIS OF MOTIVATION ORIENTATIONS OF UNDERGRADUATES OF SABARAGAMUWA UNIVERSITY OF SRI LANKA (SUSL) AND UVA WELLESSA UNIVERSITY OF SRI LANKA (UWU)

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Introduction

The studies of second language learning reveal that motivation is one of the main factors which affect success of the language learner. However, there is no consensus as to whether integrative orientation or instrumental orientation is more influential on motivation. Gardner and his associate (1972) claimed that integrative orientation was stronger while some other prominent researchers found instrumentally motivated students were more successful learners than the students who were interactively oriented. Hence, it is clear that motivation is highly dependable on students' motivation orientations. Thus, promoting and balancing these orientations is vital for both instrumental and integrative orientations can be equally influential on motivation of language learners in English as a Second Language (ESL) situation.

Objectives

This study attempts to identify the motivation orientations of students in University of Sabaragamuwa and Uva Wellassa University in order to ascertain whether the students are integratively and/or instrumentally motivated to learn English.

Methodology and Materials

The current study will employ a mixed method design which includes both quantitative and qualitative research methods. The data consist of both primary and secondary ones. The primary data was collected by distributing questionnaires for 110 students in SUSL and 69 students in UWU and conducting informal interviews with both the lecturers and students. All the students study English as a compulsory subject at the above mentioned universities. Further, the study will be firmly based on a theoretical base using materials such as internet articles, books and other sources.

Results and Discussion

Integrative orientation of the students: It is thought that students who are most successful when learning a target language are those 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 (Falk 1978).

According to the results, 64% second year students of SUSL had high level of integrative orientation towards

learning English whereas 21% of students had moderate level. Only 15% students had low level of integrative orientation towards learning English.

The table 1 clearly illustrates that in almost all the cases students admire the English life and culture and have a desire to become familiar with or even integrate into the society of the English-speaking nations

Table 1: Integrative orientation of SUSL students-Attitudes towards the target culture

Statement	SD	D	N	A	SA
Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	5%	8%	13%	44%	30%
It is important for me to know English in order to know the life of the English-speaking nations.	2%	5%	12%	47%	34%
Studying English is important to me because it will enable me to get to know various cultures and people.	4%	5%	18%	41%	32%

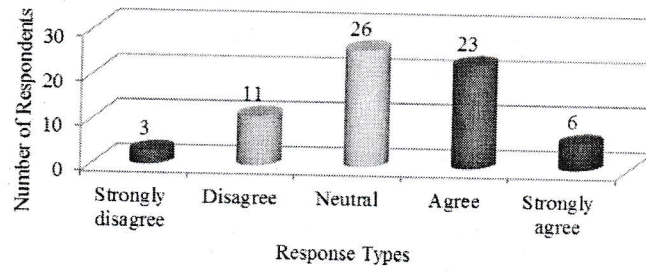


Figure. 1 – Response of UWU students for the statement: I like English culture and its native speakers

The Fig. 1 demonstrates that majority of students (29 students) of UWU agreed that they like English culture and its native speakers.

Table 2: Integrative orientation of SUSL students-Attitudes towards the target community

Statement	SD	D	N	A	SA
The British people are open-minded and modern people.	3%	10%	21%	46%	21%
The Americans are sociable and hospitable.	5%	17%	28%	37%	13%
The more I learn about the British, the more I like them.	7%	14%	29%	34%	16%
The British and Americans are kind, friendly and cheerful.	5%	15%	39%	27%	14%

The table 2 indicates SUSL students' attitudes towards the target community which in turn justify their integrative orientation.

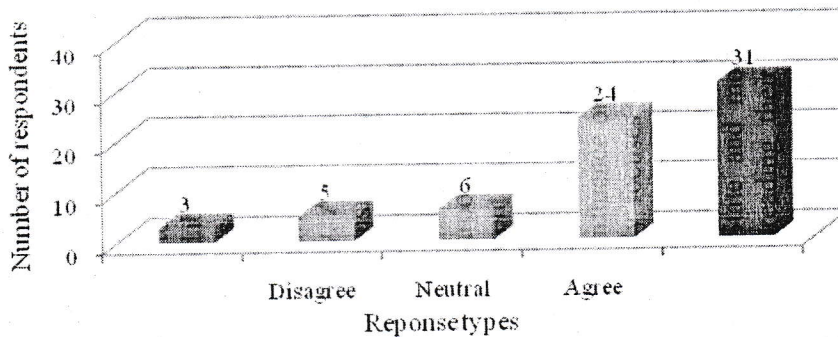


Figure 2 – Response for Statement: “I like to speak with foreigners in English”
 Similarly, according to figure 2, in UWU except few students nearly 55 students agreed that they like to speak in English with foreigners.

Instrumental orientation of the students: Instrumental orientation is characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). According to the results obtained, only 10% SUSL

students had low level of instrumental orientation while 77% students had high level of instrumental orientation towards learning English. About 13% students had moderate level orientation.

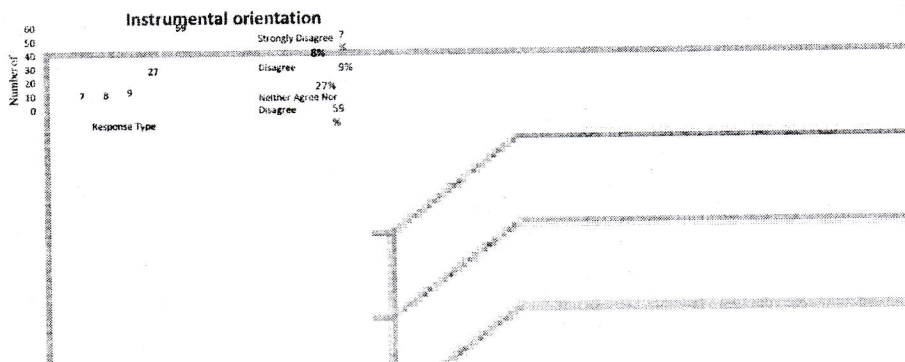


Figure 4: Instrumental orientation of second year students in SUSL on “Studying English can be important for me because I may need it later”

The Fig. 4 illustrates that almost 86 (76%) students were aware of the fact that English is needed if they are to survive in the job market and also if they wish to pursue higher education then a good knowledge of English is indispensable.

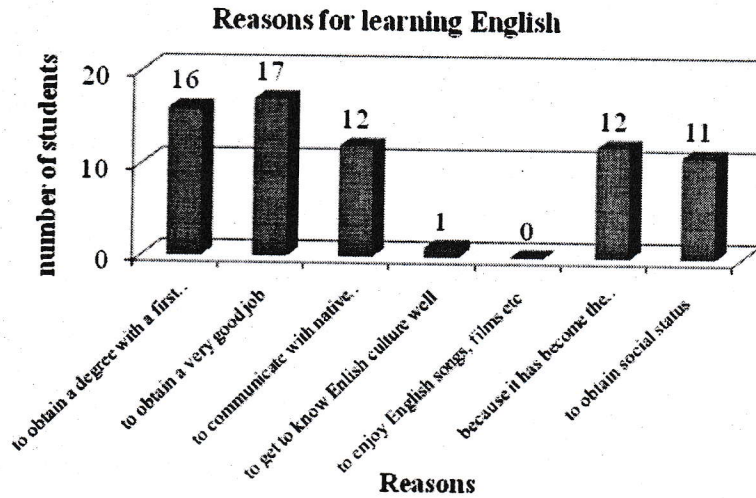


Figure 3: Reasons for learning English

The figure 3 demonstrates the students' reasons for learning English. Seventeen (24.6%) students mentioned their prime objective is to obtain a very

good job with the knowledge of English which in turn justifies their instrumental orientation.

Conclusion

Thus it is evident that most of the students in SUSL and UWU were motivated to learn English with the aim of fulfilling their personal achievements rather than getting identified or integrated with the target culture. This indicates that majority of students in both universities are instrumentally motivated to learn English. This can be taken as a positive sign because in foreign language settings, it is not possible to expect that integrative orientation leads to better

language attainment (Ehrman, et al : 2003).). Dörnyei (1990) also comments that "affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment" (1990) in EFL situations due to the fact that students have little contact with the target language community. However, as there is no general agreement on this, it would be best to balance both instrumental and integrative orientations for they can be equally

influential on motivation of language learners. Therefore, as teachers, our duty is not to boost up only the students' instrumental orientation but also the integrative orientation for it has the potential of producing the most needed lifelong learners of English.

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